THE COMPARATIVE STUDY BETWEEN FLASHCARD AND SCRABBLE MEDIA TO MOTIVATE THE STUDENT'S MASTERY IN VOCABULARY

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Abstract

Mastering vocabulary is very important for EFL students. The purposes of this comparative study are to 1) to determine the level of the students' motivation in vocabulary mastery, 2) to find out the interaction between the use of the applications (flashcard and scrabble) and the level of the students' motivation. This quantitative study was conducted at SMA Negeri 1 Jelimpo from 21st - 28th January 2018. The population in this study was the tenth graders involving the students of class X MIA as an experimental class and class X IIS A as a control class. Data collection techniques used tests, questionnaires, and observations. The data analysis used a two-way ANOVA. The results show that: (1) There is a different motivation in Vocabulary Mastery in proving with an average result of 67,7% in the medium category (2) Media influence to Value (sig = 0,047 <0, 05), while motivation does not affect the value (sig = 0.424> 0.05). (3) This study also finds a difference of effectiveness between the application of flashcards and scrabble media with the mean of experimental class gains 82,17 and mean of control class gains 68,80. Moreover, the result of observation shows the students of class X MIA are active and X IIS A are ranged into a very active, active, and quite active.

Keywords: *flashcard and scrabble media, vocabulary mastery, learning motivation*

INTRODUCTION

Vocabulary is a basic thing that must be owned by everyone, without vocabulary it will be very difficult for someone to assemble a sentence. Therefore, mastery of vocabulary is very important to learn. Based on the observations that researchers have made at SMA N 1 Jelimpo (there are still many students who have not mastered vocabulary by not achieving the KKM score of 75 in English subjects). This is because the media used in schools is still

lacking and subject teachers also do not use interesting media so that students' learning motivation is also low.

Therefore, the researchers carried out research using flashcards and scrabble media and compared the two which were more effective in improving vocabulary mastery, and saw whether students were more motivated or not by using the two media. The above is also supported by previous research by Sitompul (2013) in his research entitled "*Teaching Vocabulary Using Flashcards and Word List*" which shows that the use of media will be more effective in improving students' vocabulary mastery. Warner & Brown in Rosidi & Falianti (2014:2) stated that Scrabble is a proprietary board game, which involves the building of words for point scores, for two or more players or teams. score points, for two or more players or teams). By using these two media, I believe will help students to be more active and take a role in the learning process in the class.

Besides, learning motivation also take a big role in students achieving the learning goals, where motivation affects the students to be more active and more interesting in learning. It is also supported by previous research Gintings in Sunartiningrum (2012:2) explain that motivation is something that can push students in learning or mastering the material they follow, as the results motivation become very important for students in pushing them to be more motivated for their future in learning materials including English.

The aims of this study are divided into three, 1) To find out the difference between the application of flashcard media and scrabble media in vocabulary mastery in the English subject of class X students of SMAN 01 Jelimpo in the 2017/2018 academic year, Landak Regency. 2) To find out the difference in high, medium, and low motivation in vocabulary mastery in the English subject of class X students of SMAN 01 Jelimpo in the 2017/2018 academic year, Landak Regency. 3) To find out the interaction between the application of flashcard media and scrabble media with high and low student motivation in vocabulary mastery in the English subject of class X students of SMAN 01 Jelimpo in the 2017/2018 academic year, Landak Regency.

METHOD

This research will be carried out at SMA Negeri 01 Jelimpo on January 21st – 28th 2018. This type of research is quantitative research with comparative research methods by comparing two variables with data analysis techniques using two-way ANOVA. Margono in Darmawan (2014:37) states that quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know. Siregar (2013:7) states that comparative research is research that is comparing.

The population in this study was tenth graders students at SMA N 01 Jelimpo in the academic year 2017/2018. This study uses a cluster random sampling technique. The samples in this study were students of class X MIA which consisted of 35 students and students of class X IIS A which consisted of 35 students.

Table 1
Research Sample

No	Class	Media	Gender		Total
			M	F	
1	X MIA	*Flashcard Media*	9	26	35
2	X IIS A	*Scrabble Media*	19	16	35
Total			28	42	70

There are three methods of data collection in this study they are tests, questionnaires, and observation. The form of the test used is an intelligence test, by answering 20 questions about selected responses. The aspect that is assessed from this test is the aspect of meaning seen from the meaning relationship of the word. The indicator of material achievement in this study is that students can fill in the blanks with the correct answer to the verb (verb 2).

In the questionnaire method, the researcher gave a student learning motivation questionnaire totalling 41 questions with 5 answer options, they are: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). The questionnaire in this study was in the form of positive and negative statements by way of its arrangement covering aspects, indicators, and types of items. indicators of learning motivation are as follows: a) There is a desire and desire to succeed. b) There is encouragement and need in learning. c)

There are hopes and aspirations for the future. d) There is an appreciation in learning. e) There are interesting activities in learning. f) The existence of a conducive learning environment that allows students to learn well.

The form of observation used is note-taking observation, where the researcher asks for help from one validator to observe the processes that occur in the classroom when flashcards and scrabble media are applied to class X students of SMA Negeri 01 Jelimpo. The purpose of this observation is to see the activeness of students during the implementation of learning activities with the given media.

FINDINGS AND DISCUSSION

The main data collection method in this research is the test method. This was done by researchers to obtain data on the results of vocabulary mastery in the experimental class and control class after being treated with two different media in this study. The second method is a questionnaire, where this method is used to see the high, medium, and low motivation of students. The third is the observation method used to see the level of student activity while carrying out the learning process in the classroom.

The final score obtained by students in the test method is as follows: By applying flashcard media in class X MIA students get a score of 75 totaling 27 students and only 8 students who do not meet the KKM score. Meanwhile, when the researcher applied the scrabble media in class X IIS A who got a score of 75, there were 13 students and 25 students who did not meet the KKM score.

After testing the normality and homogeneity of the vocabulary mastery of students in class X MIA AND X IIS A by providing material about narrative text and carried out with different media in the experimental class and control class, it is stated that the results of the data are normally distributed, and the population is homogeneous so it can be done to hypothesis testing.

**Table 2
Normality Test
Test Statistics**

	Experiment	Control
Chi-Square	16,143[a]	12,229[b]
Df	9	18
Asymp. Sig.	,064	,835

**Table 3
Homogeneity Test**

Test of Homogeneity of Variances

Vocabulary_Mastery

Levene Statistic	df1	df2	Sig.
1,900	1	68	,173

After being given treatment to each class, namely class X MIA with flashcard media and class X IIS A with scrabble media, the mean results showed that flashcard media increased vocabulary mastery more than scrabble media, namely 82.17 > 68.80. For more details, see the table below:

**Table 4
Final Score Post Test**

Report

Nilai_Akhir

Media	Mean	N	Std. Deviation
Flashcard	82,1714	35	18,35834
Scrabble	68,8000	35	16,62882
Total	75,4857	70	18,64601

In Ha's research, it reads that there is a difference between the application of Flashcard media and Scrabble media in Vocabulary Mastery in terms of Learning Motivation in English

144

subjects for class X students of SMA N 1 Jelimpo in the 2017/2018 academic year. This is evidenced by the results of the average value in the experimental class that uses flashcard media is higher than in the control class that uses scrabble media. Thus, flashcard media is more effective than scrabble media in vocabulary mastery in English subjects. The results of observations in this study are as follows:

1. The enthusiasm of students in taking lessons in class X MIA is generally active, while in class X IIS A it is more varied starting from very active, active, and quite active.
2. The interaction between students and teachers in class X MIA is more varied, starting from being very active and active, and in-class X IIS A also varying from being active, moderately active, and not active.
3. Group cooperation in class X MIA is generally active, and class X IIS A is also generally active.
4. The activity of students in the group in class X MIA is generally very active, and in-class X IIS A it varies from moderately active and inactive.
5. The participation of students in concluding the results of the discussion in class X MIA is generally active, and in-class X IIS A it varies from very active, active, and quite active.

After testing the normality and homogeneity of the results of learning motivation in students in class X MIA and X IIS A by providing material about narrative text and carried out with different media in the experimental class and control class, it is stated that the data results are normally distributed, and the population is homogeneous so that hypothesis testing can be done. The results of normality and homogeneity tests can be seen in Tables 5 & 6.

Table 5
Normality Test of Learning Motivation
One-Sample Kolmogorov-Smirnov Test

		Kelas_XMIA	Kelas_XIISA
N		35	35
Normal Parameters[a,b]	Mean	136,5429	136,2571
	Std. Deviation	30,60982	23,39978
Most Extreme Differences	Absolute	,159	,184
	Positive	,149	,184
	Negative	-,159	-,102
Test Statistic		,159	,184
Asymp. Sig. (2-tailed)		,205[c]	,400[c]

Table 6
Homogeneity Test of Learning Motivation
Test of Homogeneity of Variances

Motivasi

Levene Statistic	df1	df2	Sig.
7,265	1	68	,259

After being given 41 statements, the results obtained by the researcher are that the motivation of class X students of SMA N 01 Jelimpo are grouped into three categories, namely high, medium, and low. So, the general result is that 67.71% of class X students of SMA N 01 Jelimpo are classified as moderate. Based on the existing interval criteria and the mean result obtained is 67.71, the students' motivation is included in the medium criteria. For more details, the intervals for students' learning motivation categories can be seen in the table below.

Table 7
Category Interval

Interval	Category	Total	Presentage
69-70	High	19	46,3%
67-68	Medium	12	29,3%
65-66	Low	11	26,8%
Total		41	100%

146

CONCLUSION

In this study, after processing the data. The researcher can conclude the following:

1. Based on the results of hypothesis testing, then: a) There are differences between the application of Flashcard media and Scrabble media in Vocabulary Mastery in the English subject of class X students of SMA N 1 Jelimpo in the 2017/2018 academic year. b) There are differences in high, medium, and low motivation in Vocabulary Mastery in the English subject of class X students of SMAN 01 Jelimpo in the 2017/2018 academic year, Landak Regency. c) There is no interaction between the application of flashcard media and scrabble media with high and low student motivation in vocabulary mastery in the English subject of class X students of SMAN 01 Jelimpo in the 2017/2018 academic year, Landak Regency.

2. Based on the final score, it is found that flashcard media is more effective in improving vocabulary mastery in English subjects compared to Scrabble media.

After being given 41 questionnaires, it turns out that the learning motivation of class X students of SMA N 01 Jelimpo is in the medium category so learning motivation is enough to increase students' vocabulary mastery in English subjects.

The indicators of the student activity observation sheet are student enthusiasm in participating in learning, student interaction with teachers, group collaboration, student activity in groups, and student participation in concluding the results of the discussion.

The instrument test that the researcher did to obtain a good research instrument. So, to find out whether the instrument is good, it is necessary to know the validity and reliability analysis. In the validity test, the researcher used content validity by asking 3 experts as validators and in the reliability test, the Cronbach alpha formula was used using the SPSS 22 program.

The data analysis used must go through several stages, starting with the prerequisite analysis test by testing normality using chi-squared on the test method and Cronbach's alpha

on the questionnaire method, and continued with homogeneity test by conducting a variance test using SPSS 22 on the test and questionnaire method. After going through the analysis prerequisite test and fulfilled, the hypothesis test can be carried out using SPSS 22

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