

**THE EFFECTIVENESS OF USING FLASHCARDS, BOARD  
RACES AND BOARD GAMES TO ENHANCE VOCABULARY  
MASTERY OF THE 4TH GRADE STUDENTS OF SD NEGERI  
151 PALEMBANG**

**A THESIS**

**by**

**Septia Nurmayuda**

**Student Number: 06011282025033**

**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

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**Septia Nurmayuda**  
Student Number : 06011282025033  
English Education Study Program  
Department of Language and Art Education

**FACULTY OF TEACHER TRAINING AND EDUCATION  
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INDRALAYA  
2024**


Approved by  
Advisor,



**Alhenri Wijaya, S. Pd., M. Pd.**

**NIP. 196902012014091001**

Certified by  
Head of English Education Study Program



**Eryansyah, M.A., Ph.D.**

**NIP. 1969071819951210001**



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**Septia Nurmayuda**


**06011282025033**

**This thesis defended by the researcher in the final program examination and  
was approved the examination committee on:**

**Day: Thursday**

**Date: July 11, 2024**

**EXAMINATION COMMITTEE APPROVAL:**

**1. Chairperson : Alhenri Wijaya, S. Pd., M. Pd.** (  )

**2. Member : Dwi Maharrani, S.Pd., M.Pd** (  )

**Palembang, July 2024**

**Certified by**

**Head of English Education Study Program**



**Eryansyah, M.A., Ph.D.**

**NIP. 1969071819951210001**



## DECLARATION

I, the undersigned's:

Name : Septia Nurmayuda

NIM : 06011282025033

Study Program : English Education

Solemnly declare that the thesis entitled "The Effectiveness of Using Flashcards, Board Race and Board Game to Enhance Vocabulary Mastery of the 4th-Grade Students of SD Negeri 151 Palembang" is truly my work. I did not plagiarize or quote in a way that is not by applicable scientific ethics by the Regulation of the Minister of National Education of the Republic of Indonesia Number 17, 2010 concerning Prevention and Management of Plagiarism in Higher Education. If in the future, there are violations found in this thesis and/or there are complaints from other parties. other than the authenticity of this work, I am willing to bear the sanctions imposed on me. Thus, this statement is made sincerely without coercion from any party.

Indralaya, July 2024

The Undersigned



Septia Nurmayuda

NIM. 06011282025033

## **DEDICATION**

I dedicate this thesis to my family. to my parents, my mother and father who always pray for, and support everything I do, and my two older sisters. thank you for always praying for and supporting me. and to myself for being able to complete this thesis and giving the best I could.

## **MOTTO**

“Allah's destiny and plan are better than my hopes and plans”

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Indralaya, July 2024

The Researcher



Septia Nurmayuda

NIM. 06011282025033

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## **THE EFFECTIVENESS OF USING FLASHCARDS, BOARD RACE AND BOARD GAME TO ENHANCE VOCABULARY MASTERY OF THE 4TH GRADE STUDENTS OF SD NEGERI 151 PALEMBANG**

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### **ABSTRACT**

The objectives of this study are to find out whether there is a significant difference in the vocabulary mastery of 4th-grade students in SD Negeri 151 Palembang before and after being taught using flashcards, board races, and board games and to find out whether there is a significant difference in the vocabulary mastery of 4th-grade students in SD Negeri 151 Palembang between the experimental group taught using flashcards, board races, and board games and the control group that did not receive such instruction. This study used a quasi-experimental method. Data was collected through pre-test and post-test. The sample of this research is 4th-grade students of SD Negeri 151 Palembang. It consists of 44 students, there are 22 students in class 4A as the control group and 22 students in class 4B as the experimental group. The results of the study show that there was a significant difference in vocabulary mastery of the 4th-grade students in SD Negeri 151 Palembang between before and after they were taught using flashcards, board races, and board games. The tests score results show an improvement of the students' who taught using flashcards, board races, and board games. The students' mean score in the pre-test was 36.64 while the students' mean score in the post-test was 70.09. Additionally, the result showed that there was a significant difference in vocabulary mastery between the experimental group taught using flashcards, board races, and board games and the control group that did not receive such instruction. The result of data analysis using t-test showed that sig. value(2-tailed) was 0.002. Therefore, the null hypothesis ( $H_0$ ) is rejected. Then, the research hypothesis ( $H_1$ ) is accepted, and it is concluded that using flashcards, board races, and board games could enhance vocabulary mastery of the 4th-grade students of SD Negeri 151 Palembang.

***Keywords:*** *Flashcards, Board Races, Board Games, Vocabulary Mastery.*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents: (1) background of study, (2) problems of study, (3) objectives of study, and (4) significance of study.

#### **1.1 Background of Study**

One of the most crucial components of language proficiency is vocabulary, which serves as a base for learners being able to read, write, listen, and talk. A vocabulary in a foreign language is a collection of letters that are combined to form words. Vocabulary is the fundamental or significant component of language development and is essential to communication (Hatch et al., 1995). Nothing can be expressed without using vocabulary, and very little can be expressed without using grammar (Wilkins, 1972). Hence it is important to make vocabulary acquisition a top priority in language instruction. In communication, vocabulary helps learners express their ideas, feelings, and thoughts in a precise and straightforward manner. Hatch and Brown (1995) stated that vocabulary is the foundation to develop language, which plays a fundamental function in communication. Mastering vocabulary makes it possible to communicate ideas more precisely. For English learners or students, they will find it easier to learn English if they have a good level of vocabulary mastery. On the other hand, learners may find it more challenging to learn English if they have inadequate vocabulary competence (Wahyuningsih et al. 2021) students will be able to communicate in English by first learning vocabulary.

Vocabulary mastery is a critical component of language learning, especially in the early stages of education. English vocabulary is hence the first subject that should be emphasized and taught to children, especially in elementary school. Because of children's golden age, and elementary school is the ideal level to begin teaching English as a foreign language. As stated by (Sepyanda et al. 2017) vocabulary mastery is a critical component of language learning, especially in the early stages of education. Young learners cannot say

simple sentences unless they first understand vocabulary. Elementary school students study fundamental English, the goal of their studies is to enable students to comprehend simple English used in everyday situations by exposing them to words and objects in their environment. While vocabulary is the foundational skill that students must acquire to acquire other skills like reading, writing, speaking, and listening, it can be challenging to master the other competencies without a good understanding of vocabulary. According to Edward (1997:149) one of the key components of teaching language is vocabulary development; students need to be constantly picking up new words as they study sound systems and structures.

According to Scott and Ytreberg (1993) young learners have characteristics such as learning through senses, responding to language with concrete objects, being interested in physical activities and real-world tasks that challenge their thinking. Teachers need to be aware that the way young learners learn is different. teachers should choose the best method and medium to teach vocabulary to young learners. This will make the classroom more vibrant and the students more eager to study English. (Widya et al. 2021) stated that young learner learns best via play, young learners are more prone to boredom, and they usually become disinterested after ten or so minutes. therefore, it is important for teachers to create classroom activities and atmosphere that are enjoyable while making it easier for them to learn vocabulary. Beside that teacher should select the right methods of instruction and tools to assist students become proficient in vocabulary.

In mastering/learning vocabulary, young learners sometimes come across various problems and difficulties. According to (Fitria, I. L et al., 2023) there are two factors, namely internal and external factors, internal factors such as, students are not in the habit of regularly practicing speaking English, they are not as enthusiastic about learning the language, and they are reluctant to open dictionaries. Meanwhile, the external factors are lack of facilities and strategies in learning, this is also happened at SD Negeri 151 Palembang. Based on the researcher's observations while teaching there for *kampus mengajar*

program there are several problems that cause them difficulty in mastering vocabulary, the first is that they are not familiar with English because they have just studied this subject in 2023, second the teachers' techniques of instruction and learning are monotonous, only relying on books and students only as listeners, then the lack of use of media, and learning strategies that are inappropriate and not in accordance with the characteristics of young learners, students there only learn using books and doing exercises, which results students there still difficulty in writing, pronouncing, remembering and understanding the meaning of vocabulary.

Taking into account both the importance of vocabulary mastery in learning English language and the characteristics of young learners. Muhyiddin (2019) stated that English instruction for young learners needs media as a tool of communication to assist teachers in delivering lessons. Flashcard is one type of media that may be used in vocabulary instruction, Flashcards provide a clear understanding of the material presented. Flashcards are a particularly helpful tool for practicing, presenting, and recycling vocabulary. Nation (2001) stated that through practice and repetition, flashcards aid in the development of an extensive understanding of new words and concepts. Flashcards can be an excellent tool for introducing new words to young learners, helping them understand the concept or term with remarkable clarity. According to Haycraft (1978: 102) the use of flashcards is associated with the characteristics of elementary school students, who are typically drawn to objects with eye-catching colors and shapes. flashcard media helps students remember words more quickly and feel more involved in class because they learn engagingly (Aini, 2013). Then to prevent boredom and because young learners learn best via play. Teachers can make activities that make them enthusiastic, for example the application of games in vocabulary instruction. According to (Tarwiyah, 2008) games enable and support language to be more impressive, meaningful, and approachable. Games can enhance students' moods, they can learn while playing, so that whatever they learn from enjoyable activities during the learning process may stick in their minds. Board races and board games are two



examples of games that able to assist students to enhance their vocabulary. Students will participate actively in class and these games are appropriate for evaluation and at the same time, students understand the lesson.

Flashcards are media in the form of cards that contain colorful pictures. Flashcards serve as teaching aids that come in various sizes and take the shape of words and pictures with a variety of items depending on the knowledge that has to be acquired (Agustin, 2023) so that is why flashcard media can be an engaging teaching tool, when used to teach vocabulary in English. One type of game that can be utilized in a learning activity is a board race, in which students fight to win by using precision and speed. Board races are one kind of competitive activity that can boost student motivation and involvement. Students who engage in healthy competition are more likely to be motivated and focused when learning new words (Thornbury, 2006). On the other hand, a board game involves a player tossing a set of dice onto a counter to choose how to proceed. This board game is played by moving or placing counters or pieces on a pre marked surface, such as a board, table, or floor, by a set of rules (Sakila, 2019). According to (David, 2014), direct experience is the key to effective learning. Board games provide students with concrete learning opportunities where they can reinforce their comprehension and apply new vocabulary in a playful setting.

Several studies relevant to the topic are as follows: Agustin (2023) titled "Improving Students' Vocabulary Mastery through Flashcards Media at The Eighth Grade of MTS. Raudlatus Syabab." Thalia, F. (2021) "Using Flash Cards to Improve Vocabulary," and lastly Atmaja, A. S. K., & Sonia, G. (2020). " Using Flash Cards to Improve Students' vocabulary". The difference of this study from the three previous ones firstly in its research methodology; the authors employed classroom action research, whereas this study employed a quasi-experimental design. Secondly, the difference lies in the research location; the three previous studies took place in junior high schools, while this study was conducted in elementary schools. Meanwhile, the similarity of this study with the three previous ones lies in the use of flashcards as a teaching

medium. Furthermore, this study incorporates flashcards, and adds board races and board games into the teaching-learning process to enhance the methods and strategies that teachers should employ. Through this research, it can help improve teachers' English teaching skills and also enhance students' vocabulary mastery.

Considering the information provided previously, the researcher would like to carry out a study to find out whether the use of flashcards, board races, and board games could enhance students' vocabulary mastery in SD Negeri 151 Palembang. The focus is on investigating how these tools, as supporting media, contribute to increasing students' interest in learning vocabulary

## **1.2 Problem of Study**

The following are the problems that this study formulated:

1. Is there a significant difference in the vocabulary mastery of 4<sup>th</sup> grade students in SD Negeri 151 Palembang before and after being taught using flashcards, board races, and board games?
2. Is there a significant difference in the vocabulary mastery of 4<sup>th</sup> grade students in SD Negeri 151 Palembang between the experimental group taught using flashcards, board races and board games and the control group that did not receive such instruction?

## **1.3 Objectives of Study**

The research objectives are:

1. To find out whether there is a significant difference in the vocabulary mastery of 4<sup>th</sup> grade students in SD Negeri 151 Palembang before and after being taught using flashcards, board races, and board games.
2. To find out whether there is a significant difference in the vocabulary mastery of 4<sup>th</sup> grade students in SD Negeri 151 Palembang between the experimental group taught using flashcards, board races, and board games and the control group that did not receive such instruction.

#### **1.4 Significance of Study**

It is hoped that the results of this research can provide useful information for readers and make a positive contribution to teaching, specifically by offering alternative techniques for teaching English vocabulary in elementary schools through the use of flashcards, board races, and board games. For students, this approach can enhance their vocabulary mastery, making the process of learning vocabulary more enjoyable and effective. For teachers, they can use flashcards in their teaching and learning processes. Because it is easy to find and made, has the potential to attract students' curiosity and make students easy to memorize the word. Additionally, for future researchers, the study's findings provide insightful information and serve as a valuable resource for those working on similar topics.

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