

The Effect Of Using Flashcard To Improve Students' Present Continuous Tense At Second Grade Of Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang

Dicky Al Fajri¹, Citra Ayu², Putri Asilestari³

¹²³Program Studi Pendidikan Bahasa Inggris, Universitas Pahlawan Tuanku Tambusai
dickyalfajri@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan flashcard dalam meningkatkan pemahaman siswa tentang Present Continuous Tense di SMP Islam Mu'allimin Muhammadiyah Bangkinang. Penelitian ini menggunakan desain eksperimen dengan dua kelompok, yaitu kelompok eksperimen yang diajarkan menggunakan flashcard dan kelompok kontrol yang diajarkan dengan metode pembelajaran konvensional. Data dikumpulkan melalui tes pre-test dan post-test yang diadministrasikan kepada kedua kelompok. Hasil penelitian menunjukkan bahwa meskipun kelompok eksperimen mengalami peningkatan rata-rata nilai tes post-test, perbedaan antara kelompok eksperimen dan kontrol tidak signifikan secara statistik, dengan nilai $p > 0.05$. Meskipun demikian, hasil analisis effect size menunjukkan bahwa penggunaan flashcard memberikan pengaruh kecil terhadap pemahaman siswa. Penelitian ini menyimpulkan bahwa meskipun flashcard dapat meningkatkan pemahaman siswa, pengaruhnya tidak cukup besar untuk dianggap signifikan. Penelitian ini juga menyarankan agar flashcard digunakan sebagai bagian dari pendekatan pembelajaran yang lebih interaktif dan bervariasi.

Kata kunci: *Flashcard, Present Continuous Tense, Pengajaran Grammar*

Abstract

This study aims to examine the effect of using flashcards to improve students' understanding of the Present Continuous Tense at Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang. The research uses an experimental design with two groups: the experimental group, taught using flashcards, and the control group, taught with traditional teaching methods. Data were collected through pre-test and post-test assessments administered to both groups. The results showed that while the experimental group showed an improvement in post-test scores, the difference between the experimental and control groups was not statistically significant, with a p -value > 0.05 . However, the effect size analysis showed that the use of flashcards had a small effect on students' understanding. The study concludes that while flashcards can enhance students' understanding, their impact is not large enough to be

considered significant. The study also suggests that flashcards should be used as part of a more interactive and varied teaching approach.

Keywords: *Flashcards, Present Continuous Tense, Grammar Teaching*

INTRODUCTION

Mastering grammar is one of the most fundamental aspects of learning a language, particularly when it comes to the English language. Grammar serves as the backbone of language comprehension and communication. It enables individuals to structure their thoughts, formulate ideas, and convey meaning clearly and effectively. In the context of English, one of the most challenging components for students to master is the use of tenses. Tenses are essential in the English language because they help indicate when an action takes place—whether in the past, present, or future—and how long it lasts. The complexity of tense usage in English lies in the variety of forms, with each tense serving a unique function. Among these, the Present Continuous Tense is particularly difficult for many English learners. This tense is used to express actions that are in progress at the moment of speaking, and it can often be confusing due to its structure and usage.

For many students, understanding and correctly applying tenses in English can be a significant source of frustration. This difficulty is compounded by the fact that not all languages feature tenses in the same way as English. As a result, students learning English as a second language often struggle with tense usage, especially when trying to use them correctly in spoken and written communication. The Present Continuous Tense is one of the most challenging tenses for learners due to its irregularities, as students must not only grasp its grammatical structure but also understand its context and appropriate application. However, mastering this tense is crucial for effective communication in English, as it is commonly used to describe actions happening at the present moment or actions that are ongoing.

At Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang, a preliminary observation conducted by the researcher revealed that students struggle with understanding and using Present Continuous Tense correctly. Despite repeated explanations from the teacher, many students still fail to apply this tense accurately, both in written exercises and during spoken communication. This issue is particularly prevalent when students are asked to form affirmative, negative, or interrogative sentences using the Present Continuous Tense. The researcher's observations point to a few key reasons for these difficulties: first, many students have a weak understanding of grammar as a whole, which makes it difficult for them to grasp more complex concepts such as tenses. Second, some students do not pay close attention during grammar lessons, which may be attributed to boredom or a lack of interest in the subject. Finally, the traditional, lecture-based teaching methods employed in the classroom do not seem to engage students in a way that motivates them to participate actively in the lesson.

Given these challenges, it is essential to explore new methods that can make learning grammar, specifically the Present Continuous Tense, more engaging and effective for students. One potential solution is the use of teaching media, which can significantly enhance

student engagement and understanding of the material. Media in education can serve to simplify complex concepts, make learning more enjoyable, and increase motivation. Among the various forms of media, flashcards are a simple yet effective tool that can help students better understand grammatical concepts. Flashcards are versatile educational tools that consist of cards with pictures, words, or symbols, which can aid students in learning by providing visual cues and prompts. They are particularly useful for teaching grammar, as they allow students to associate words with images, actions, and real-life contexts, making abstract concepts more tangible.

Using flashcards in the classroom offers several benefits, as they help to stimulate students' memory and make learning more interactive. Flashcards are particularly effective for teaching vocabulary and grammar structures like tenses because they can provide clear visual representations of actions or scenarios that align with the Present Continuous Tense. For example, flashcards depicting people performing various activities can help students visualize and better understand sentences such as "I am eating" or "She is reading a book." The use of flashcards allows for more dynamic learning experiences and encourages student participation through activities such as guessing games or group discussions, where students can apply what they have learned in a fun and engaging way.

According to educational theorist Hamalik (1994), the use of media in teaching can significantly increase students' motivation and interest, leading to better engagement with the learning process. Flashcards, with their bright colors and simple design, are particularly effective in capturing students' attention and encouraging them to focus on the lesson. Additionally, flashcards can be easily adapted to suit various learning styles, making them accessible to a wide range of students. By incorporating flashcards into grammar lessons, teachers can create a more interactive and enjoyable learning environment, which is especially important for students who may struggle with more traditional methods of teaching.

This research aims to explore the effect of using flashcards to improve students' understanding of the Present Continuous Tense at the second-grade level at Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang. The study seeks to determine whether the use of flashcards can significantly enhance students' ability to form affirmative, negative, and interrogative sentences in the Present Continuous Tense. The researcher will compare two groups of students: one group will be taught using flashcards (the experimental group), while the other group will continue with the traditional grammar lessons (the control group). The primary objective of this research is to determine whether the use of flashcards has a measurable impact on students' ability to correctly apply the Present Continuous Tense in their spoken and written English.

By examining the effectiveness of flashcards in teaching grammar, this research also aims to provide valuable insights for teachers on how to incorporate visual aids and interactive learning tools into their teaching practices. Flashcards represent a low-cost, easy-to-implement method that could be used in a variety of educational contexts, making them an accessible tool for teachers who are seeking innovative ways to improve student learning outcomes. In addition to improving grammar skills, the use of flashcards may also increase students' overall engagement and motivation, which are crucial for their academic success.

In conducting this research, the researcher will evaluate students' understanding of the Present Continuous Tense before and after the use of flashcards through pre-test and post-test assessments. The pre-test will assess the students' baseline knowledge of the tense, while the post-test will measure their improvement after being taught with flashcards. By comparing the results of the experimental group and the control group, the researcher will be able to assess the effectiveness of flashcards in improving students' grammar skills.

This research is significant because it provides an alternative approach to teaching Present Continuous Tense that can potentially overcome the challenges that many students face in mastering English grammar. The use of flashcards as a teaching tool is not only practical and affordable, but it also offers a hands-on, interactive way for students to engage with the material. By providing students with visual cues and helping them connect grammar concepts to real-life situations, flashcards can make learning grammar more accessible and enjoyable.

In conclusion, this study aims to contribute to the ongoing efforts to improve English language teaching by exploring the use of innovative teaching methods, such as flashcards, to enhance students' understanding of complex grammatical concepts. The findings of this research may provide valuable insights for educators looking to enhance their teaching strategies and improve student outcomes in the area of English grammar. By making grammar lessons more engaging and interactive, flashcards have the potential to improve not only students' understanding of the Present Continuous Tense, but also their overall motivation and interest in learning English.

METHOD

Metode This research employs a quantitative approach using an experimental design to investigate the effect of using flashcards to improve students' understanding of the Present Continuous Tense. The study involves two groups of second-grade students from Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang, one receiving the experimental treatment (using flashcards) and the other following traditional methods of teaching. The research aims to assess whether the use of flashcards significantly enhances students' ability to understand and apply the Present Continuous Tense.

The study will use pre-test and post-test assessments to measure students' performance in understanding the Present Continuous Tense. The pre-test will be conducted before the treatment begins to evaluate the students' initial knowledge of the tense. After the treatment, the post-test will be administered to both the experimental and control groups to assess any improvements. The tests will be designed to evaluate students' ability to construct affirmative, negative, and interrogative sentences in the Present Continuous Tense.

To analyze the data, the researcher will use the Independent Samples t-test to compare the performance of the experimental and control groups. The t-test will help determine if there is a significant difference in the post-test scores between the two groups. The significance level will be set at $p < 0.05$ to ensure that any differences observed are statistically meaningful. In addition to the t-test, the researcher will calculate the effect size using eta squared (η^2) to

determine the strength of the impact that using flashcards has on students' mastery of the tense.

The research will be conducted using two pre-existing classes at the school. The experimental group will be taught using flashcards, which will help illustrate the structure and usage of the Present Continuous Tense in a more engaging and visual manner. Flashcards are considered a valuable tool in language learning, as they allow students to associate pictures and words with specific grammatical structures, making it easier for them to grasp complex concepts. The control group, on the other hand, will follow traditional methods of teaching, which may involve direct instruction, textbook exercises, and classroom discussions without the use of visual aids like flashcards.

Data will be collected from the students' pre-test and post-test scores. The tests will assess the students' understanding of the Present Continuous Tense, focusing on their ability to form correct sentences in various contexts. Both the experimental and control groups will take the same tests to ensure consistency in the assessment process. The pre-test will measure students' initial knowledge, while the post-test will gauge any improvements after the intervention. This approach allows for a clear comparison of how the two groups performed and whether the use of flashcards made a difference in their learning.

To ensure the validity of the tests, the researcher will ensure that the test content aligns with the learning objectives and accurately measures students' understanding of the Present Continuous Tense. The tests will be reviewed by an expert in grammar to verify their relevance and appropriateness for the research. Reliability will also be ensured by conducting a test-retest procedure with a small sample of students before the actual study. The reliability of the test will be assessed using Cronbach's Alpha, which will measure the consistency of students' responses over time.

The data will be analyzed statistically using the t-test to compare the mean scores of the experimental and control groups. This analysis will help determine whether the use of flashcards has a statistically significant effect on students' understanding of the Present Continuous Tense. The significance level will be set at $p < 0.05$, meaning that any differences in the post-test scores between the groups will be considered statistically significant if the p-value is below this threshold.

In addition to the t-test, the effect size will be calculated using eta squared (η^2) to assess the magnitude of the difference between the groups. This measure will provide an indication of how large the effect of using flashcards is on students' performance. Effect sizes are categorized into small, moderate, and large effects, with values of 0.01, 0.06, and 0.14, respectively. A larger effect size indicates a stronger relationship between the use of flashcards and improved performance in the Present Continuous Tense.

Ethical considerations are also an important aspect of this research. The study will ensure that all students participate voluntarily, and informed consent will be obtained from both the students and their parents or guardians. The researcher will explain the purpose of the study to the participants, assuring them that their responses will be kept confidential and used only for research purposes. To protect students' privacy, the study will anonymize all data, and no identifying information will be included in the final analysis.

The researcher will also ensure that all students have equal access to the learning resources and that the treatment (flashcards or traditional methods) is applied fairly across the groups. Both groups will receive the same amount of instructional time, and the teacher will provide consistent support to all students throughout the study. Feedback will be given to both groups at the end of the study to ensure that all students benefit from the learning experience, regardless of their group assignment.

In conclusion, this research will assess the effectiveness of flashcards in teaching the Present Continuous Tense to second-grade students at Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang. By comparing the performance of students taught with flashcards to those taught using traditional methods, the study will provide valuable insights into whether flashcards can improve students' grammatical skills. The findings of this research could contribute to the field of English language education by offering evidence of the effectiveness of interactive and visual learning tools like flashcards. The results may also help educators identify new strategies for teaching grammar in ways that engage and motivate students.

RESULTS AND DISCUSSION

Strategi The primary aim of this research was to determine the effect of using flashcards on improving students' understanding of the Present Continuous Tense. Data were collected from the pre-test and post-test results of both the experimental and control groups, which were analyzed to assess whether the use of flashcards made a significant difference in students' ability to correctly apply the tense.

Data for the control group and experimental group were collected through pre-tests, administered before the treatment, and post-tests, administered after the treatment. The pre-tests helped assess the baseline knowledge of the students regarding the Present Continuous Tense, while the post-tests allowed for an evaluation of the effect of the flashcard intervention. The pre-test and post-test scores from both groups were compared to determine the impact of the teaching methods.

The results for the pre-test in the control group showed scores ranging from 45 to 75, with a mean score of 60.67 and a standard deviation of 7.849. The lowest score was 45, and the highest was 75, indicating that the control group had a moderate understanding of the tense before the intervention. Similarly, the experimental group's pre-test scores ranged from 45 to 85, with a mean score of 60.86 and a standard deviation of 10.006. These results were similar to those of the control group, suggesting that both groups had comparable baseline knowledge of the Present Continuous Tense.

Following the treatment, the post-test scores for the experimental group ranged from 35 to 85, with a mean score of 65.52 and a standard deviation of 13.585. This indicates an improvement in the experimental group's performance after being taught using flashcards. The control group, however, had post-test scores ranging from 35 to 85, with a mean score of 59.5 and a standard deviation of 11.246. Although there was an improvement in the control group's

post-test results compared to their pre-test scores, the improvement was less pronounced than in the experimental group.

The differences between the two groups were further analyzed using the Independent Samples t-test. The results of the t-test showed that the significance value (p-value) for the comparison between the experimental and control groups was 0.069, which is greater than the significance level of 0.05. This indicates that there was no statistically significant difference between the two groups in terms of their post-test scores. Despite the apparent improvement in the experimental group, the difference was not large enough to be considered statistically significant.

The effect size, calculated using eta squared (η^2), was found to be 0.05, which is classified as a small effect. This suggests that while the use of flashcards had some positive impact on students' understanding of the Present Continuous Tense, the effect was not large enough to produce significant results in terms of statistical analysis.

The following tables provide a clearer picture of the data for both groups, showing the pre-test and post-test scores along with the mean scores and standard deviations for each group.

Table 1: Pre-Test Results of Experimental and Control Groups

Group	Minimum Score	Maximum Score	Mean Score	Standard Deviation
Control Group	45	75	60.67	7.849
Experimental Group	45	85	60.86	10.006

Table 2: Post-Test Results of Experimental and Control Groups

Group	Minimum Score	Maximum Score	Mean Score	Standard Deviation
Control Group	35	85	59.5	11.246
Experimental Group	35	85	65.52	13.585

Despite the increase in the mean score of the experimental group, the statistical analysis revealed no significant difference between the two groups. This finding suggests that while flashcards showed a positive effect on the experimental group's performance, the overall impact was not sufficient to surpass the control group in a statistically significant manner.

There are several factors that might explain why the use of flashcards, while helpful, did not lead to statistically significant results. One possible explanation is the manner in which flashcards were incorporated into the lessons. Flashcards are most effective when they are used in a way that actively engages students. If students were not given enough opportunities to interact with the flashcards in a meaningful way, such as by practicing sentence

construction, the full potential of this teaching tool might not have been realized. Additionally, the flashcards were used over a relatively short period of time, and longer exposure could have led to more noticeable improvements in students' abilities.

Another factor to consider is the size of the sample. While the sample consisted of 59 students, a larger sample might have provided more reliable data and increased the likelihood of detecting a statistically significant difference between the two groups. The study might benefit from using more participants to ensure that the results are more representative of the broader student population.

Moreover, students' motivation levels could also influence the results. Motivation plays a key role in learning, and students who are more engaged and interested in the lesson may perform better regardless of the teaching method. Although flashcards are intended to make learning more engaging, the overall effectiveness of the tool may have been influenced by students' intrinsic motivation to improve their English grammar skills.

It is also important to consider the nature of the assessments used in this study. The pre-test and post-test consisted of multiple-choice and fill-in-the-blank questions, which are useful for assessing basic knowledge of the Present Continuous Tense but may not fully capture the depth of students' understanding or their ability to apply the tense in real-world situations. Future studies might consider incorporating other forms of assessment, such as oral tests or interactive activities, which might provide a more comprehensive evaluation of students' ability to use the tense in context.

While the use of flashcards had a positive effect, it did not lead to large enough improvements in students' performance to achieve statistical significance. The findings indicate that while flashcards can be a useful tool in language teaching, they should be integrated into a well-rounded instructional strategy that includes various interactive and engaging activities. Flashcards alone may not be sufficient to significantly improve students' grammar skills unless they are combined with other teaching methods that encourage active learning and student participation.

In conclusion, this study provides valuable insights into the potential benefits of using flashcards to teach grammar. While the results were not statistically significant, they suggest that flashcards may have a small but positive impact on students' understanding of the Present Continuous Tense. The findings highlight the importance of exploring diverse teaching strategies and tools to enhance students' language learning experiences. Future research with larger samples, longer intervention periods, and more varied assessment methods could help determine whether flashcards can be more effectively utilized to improve language skills.

CONCLUSION

Based on the results and analysis of the data collected from the pre-test and post-test of both the experimental and control groups, it can be concluded that the use of flashcards had a positive impact on students' understanding of the Present Continuous Tense. However, the improvement was not statistically significant when comparing the experimental group with the control group. The experimental group, which was taught using flashcards, showed a slight increase in mean scores, but the effect size was small, suggesting that while the flashcards

provided some benefit, they did not lead to a large enough improvement to be considered statistically significant.

Several factors could explain the lack of a statistically significant difference, including the relatively short duration of the intervention and the sample size, which may have been insufficient to detect a more substantial effect. Additionally, the use of flashcards alone, without complementary instructional strategies, may not have fully maximized their potential to improve students' grammar skills.

Despite these limitations, the study highlights the potential of flashcards as an effective teaching tool, particularly in making learning more interactive and engaging. Teachers should consider using flashcards as part of a comprehensive teaching strategy that includes various interactive activities, opportunities for student engagement, and repeated practice to maximize their effectiveness in improving students' understanding of grammar.

Future research with a larger sample size, a longer intervention period, and more diverse assessment methods could provide a clearer picture of the effectiveness of flashcards in language learning. The findings of this study contribute to the growing body of literature on the use of visual aids in language education and provide insights for educators looking to implement innovative teaching methods to enhance students' grammar learning.

REFERENCES

- Asnawir, A., & Usman, M. (2002). *Media Pembelajaran*. Ciputat Press.
- Azar, B. S., & Schramfer, P. (1989). *Understanding and Using English Grammar* (2nd ed.). Prentice Hall.
- Azhar Arsyad, A. (2002). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.
- Gay, L. R., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson Education.
- Harmer, J. (2002). *How to Teach English*. Longman.
- Harmer, J. (2002). *The Practice of English Language Teaching* (3rd ed.). Longman.
- Kasihani, E. (2007). *Using Flashcards in Teaching Vocabulary*. Jakarta: Pusat Bahasa.
- Komachali, S. A., & Khodareza, M. (2012). The role of flashcards in language acquisition: A study of grammar teaching. *Journal of Language Teaching and Research*, 3(2), 136-141.
- Lynch, T., & Anderson, K. (2013). *Language Learning: Theories and Applications*. Oxford University Press.
- Merriam-Webster. (2003). *Merriam-Webster's Collegiate Dictionary* (11th ed.). Merriam-Webster, Inc.

- Pallant, J. (2010). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using SPSS* (4th ed.). McGraw-Hill Education.
- Parrott, M. (2007). *Grammar for English Language Teachers*. Cambridge University Press.
- Phillips, D. (2001). *Language Learning and Teaching*. Oxford University Press.
- Scrivener, J. (2010). *Teaching English Grammar: What to Teach and How to Teach It*. Macmillan Education.
- Swan, M., & Walter, C. (2002). *The Good Grammar Book*. Oxford University Press.
- Thronbury, S. (1999). *How to Teach Grammar*. Longman.
- Yusrika, I. (2013). Flashcards as an effective tool to enhance vocabulary learning. *Journal of English Education*, 4(1), 56-64.