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# IMPROVING EQUIVALENCY EDUCATION PROGRAM PACKAGE C STUDENTS' ENGLISH VOCABULARIES USING FLASHCARD MEDIA

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## Abstract

The purpose of this study was to determine the extent to which English vocabulary learning via flashcard media is effective in Package C Equivalency Education Program Students English lesson. This research used a qualitative approach with descriptive method. The data collection began with interview and observation of tutors and CLC managers, in which respondents were asked to provide responses or opinions on the effectiveness of English vocabulary learning through flashcard media. Research participants also were given an initial test (pretest) to determine their vocabulary knowledge, with the lowest score of 20 and the highest score of 40, followed by action or reflection, and finally retested (posttest) with a maximum score of 40 and a minimum score of 60. The findings of this study indicate that using flashcards media could improve equivalency education program Package C students' English vocabularies.

**Keywords:** Equivalency Education Program, Vocabulary, Flashcard

## Abstrak

Tujuan dari penelitian ini adalah untuk melihat sejauhmana keefektifan pembelajaran vocabulary Bahasa Inggris dengan media flashcard pada peserta kesetaraan paket C. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan desain penelitian deskriptif dengan populasi dan sampel adalah peserta kesetaraan PKBM Mandiri Sejahtera Kecamatan Cihampelas Kabupaten Bandung Barat yang diambil secara random dengan jumlah 10 orang. Langkah awal penelitian ini diawali dengan menggunakan desain survey dengan kuesioner, kepada tutor dan pengelola PKBM dimana reponden diminta untuk memberikan respon atau tanggapan mengenai keefektifan pembelajaran vocabulary Bahasa Inggris dengan menggunakan media flashcard. Setelah itu peserta kesetaraan diberikan test awal (pretest) mengenai pengetahuan vocabulary yang mana hasilnya mendapat skor terendah 20 dan skor tertinggi 40, lalu diberikan tindakan atau refleksi kemudian di ujikan kembali (posttest) sehingga mendapatkan hasil skor tertinggi 40 dan skor tertinggi 60. Hasil temuan dalam penelitian ini yaitu menunjukkan adanya peningkatan kemampuan kosakata (vocabulary) Bahasa Inggris dengan menggunakan media flashcards.

**Kata kunci:** Peserta Kesetaraan Paket C, Kosa Kata Bahasa Inggris, Media Kartu Bergambar

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## INTRODUCTION

Education is a fundamental right for all citizens regardless of race, religion, or social status, as education is critical for humans to survive in today's world. Even education began in the womb and continued until the individual entered the tomb. Education is fundamentally one of the basic human needs for enhancing one's quality of life and advancing to a more advanced and

prosperous level of existence. The statement is consistent with National Education Law No. 20 of 2003, which states:

Education is a deliberate and planned effort to create a learning environment and process that actively develops learners' potential for religious-spiritual strength, self-control, personality, intelligence, and noble *ahklak*, as well as the necessary skills for themselves, society, nation, and state.

Education can be formal, informal, or a combination of the three. While informal education is family and environmental education, nonformal education is an educational path outside of formal education that can be structured and tiered, such as pursuing Package A, Package B, or Package C. Nonformal education, as defined by Combs (Joesoef, 1992) in a journal article (Afriana et al., 2018; Engking et al., 2012), is an educational activity that occurs outside the formal education path, either on its own or as part of a broader activity aimed at providing services to the target of learning in order to accomplish the target of learning's goal.

One of the government's programs for ensuring citizens' education rights is nonformal education, which enables citizens who drop out of school to participate in equalization programs. The implementation of equality programs is critical for enhancing citizens' quality of life. Learners who come from disadvantaged communities, have never attended school, have dropped out of school, are of productive age, and wish to improve their knowledge and life skills will receive education, insights, and skills through equality education. As a result, equality education is one of the options available to citizens who are unable to continue their education in a traditional manner. Citizens who learn more can adapt to a more comfortable mode of learning based on their background and circumstances. In Mekarmukti Village, Cihampelas District, West Bandung Regency, the Nonformal Education Unit- Mandiri Sejahtera Community Learning Center (CLC) organizes equivalency education services Package C equivalent to high school. The findings of the researchers' observations on the learning equality education package C at CLC Mandiri Sejahtera indicate that the level of participation of citizens learning in following the learning held during the Covid-19 pandemic is high, with communication occurring once a week via WhatsApp Group (WA).

Residents enrolled in the C package equivalency education program in CLC Mandiri Sejahtera District Cihampelas West Bandung Regency are developing citizens with a strong connection to the digital world, owing to the participants' average age of less than 30 years. Every resident acquires a smartphone. The authors observed that residents learn quite enthusiastically in the following learning areas but occasionally struggle when some lessons, such as English lessons, are conducted online.

English is a subject studied at CLC Mandiri Sejahtera Cihampelas West Bandung Regency. English is a global language that is used in a variety of fields, including education, economics, politics, business, and technology. English is also one of the primary requirements for competing in the globalization era because it makes it easier to keep up with the times and understand technology, which opens up opportunities to work in large companies. According to Brown, English is also referred to as a second language because it is a target language, which is a language that is intentionally learned for a specific purpose, such as advancing in a career or meeting the requirements for mastering a foreign language (Fitriyani & Nulanda, 2017). Along with the passage of time, the advancement of science and technology requires everyone

to continually improve in a variety of areas as the primary capital of the advantage of incubation resources in one of the most critical areas is the mastery of foreign languages or English. When it comes to learning English, four skills or abilities are necessary: listening, reading, speaking, and writing. Along with these four abilities, several components or aspects of English learning contribute to its success: language sound (phonology), grammar (structure), vocabulary, and several others.

A lack of vocabulary impairs a person's confidence in communicating their intentions or ideas, resulting in the slowness with which they learn English. Efforts to improve students' ability to learn English vocabulary are necessary as a viable, engaging, and enjoyable medium. The more English vocabulary one masters, the easier it is to learn and understand a foreign language.

English language learning media are critical for students' acquisition of new concepts, abilities, and language competencies. To improve one's command of the English language, one cannot ignore the learning media, which is an integral part of the learning process. Media as a means of facilitating learning is one way to optimize the teaching and learning processes. According to Baleghizadeh and Ashoori (2011), one of the primary difficulties that teachers face when teaching English to students is a lack of appropriate methods and approaches (Fitriyani & Nulanda, 2017). As a result, the teacher is ultimately responsible for determining the most effective method for teaching vocabulary to students. To address these issues, it is anticipated that students or learners will use flashcard media (media cards) with the capability of being more easily learned and understood. This type of media is quite effective and simple to create, as it can be made or selected from materials that are relatively inexpensive, or even free, allowing students to develop greater proficiency in multiplying vocabulary. Students or learners can learn while having fun with the illustrated and colored flashcard (card media). Given that the learning process is a system, the learning media should be viewed as a component of the learning system. The purpose of this study was to determine the extent to which English vocabulary could be taught effectively through the use of flashcard media Package C equivalency education students at CLC Mandiri Sejahtera.

### **English Vocabulary**

The term "vocabulary" refers to "A collection of words that are familiar to a person or other entity, or that form part of a particular language. A person's vocabulary is defined as the collection of all the words he or she understands or is likely to use to construct a new sentence. The breadth of a person's vocabulary is frequently interpreted as a reflection of his intelligence or educational level." (Hotimah, 2010). According to Hornby, vocabulary is a compound word composed of several words that have a meaning or significance (Zalmansyah, 2013). Vocabulary is inextricably linked to the four language skills of reading, writing, listening, and speaking. According to Mohammadnejad et al, vocabulary is the fundamental element of a language that is used to label objects, properties, and verbs in order to convey the message (Fitriyani & Nulanda, 2017). While Tarigan stated that "the quality of a person's language skills is determined by the quantity and quality of vocabulary he possesses, the more extensive our vocabulary, the more likely we are to be proficient in the language." (Hotimah, 2010) According to Maulana, vocabulary is a collection of English words (Hotimah, 2010). By comparison, English vocabulary is a collection of English words that have meaning when they are used (Hidayati, 2020). The English language contains a plethora of dialects. The classification of this type of vocabulary is based on its usage.

It can be concluded that vocabulary is critical to learn and understand in English learning in order for students or learners to feel more confident when using the language and for the communication process of expressing opinions, feelings, suggestions, and questions in English to run smoothly, thereby increasing the effectiveness and efficiency of the teaching and learning process.

### **Flashcard**

Susana and Riyana (2009: 95) provide the following definition of a flashcard: "Flashcards are a type of learning medium comprised of a 25 x 30 cm picture card. The images are created with the aid of hands or photographs, or they are derived from pre-existing images or photographs affixed to flashcard sheets." (Hotimah, 2010). Meanwhile, according to Fidiyanti (2020), flashcard media is a card format that contains images and text that can be converted into a card game to engage students in understanding the material presented. According to Dewangga et al. (2017), Flashcard is one type of media that is included in language game methods. Language-game-playing techniques have an advantage. Specifically, students can play while they learn, which keeps them engaged and helps them improve their language skills.

From the foregoing, it can be concluded that Flashcards are a type of educational media in the form of cards that contain images and words and whose size can be adjusted to fit the students' needs. You can create your own or use pre-made flashcards. This medium is a teaching medium that can aid in the development of various skills such as memory, independence, and vocabulary expansion.

### **METHODS**

The researchers used a descriptive research method to conduct this research. The approach was qualitative. This technique is used to describe, explain, or summarize various conditions, situations, phenomena, or research variables in terms of the events that can be photographed, interviewed, observed, and disclosed through documentary materials.

The respondents of this study is citizens of learning or equality participants in Cihampelas West Bandung Regency's CLC Mandiri Sejahtera District, ten equivalency education program Package C students. The initial step of data collection was survey using questionnaires, in which the respondent is asked to provide an opinion or response regarding the effectiveness of learning English vocabulary using flashcard media. The instruments used to collect data in this study include questionnaires and interview question points based on observations with the manager of CLC Mandiri Sejahtera. Additionally, the Package C students were given initial tests (pretest) on English vocabulary related to the type of work (occupation) in the surrounding environment, followed by reflections on the material and retests (posttest) using flashcards learning media. The technique of data analysis used is triangulation and data descriptive analysis. The average value of the participants' vocabulary test results equivalence is determined using quantitative data in the form of vocabulary score values by comparing score values obtained prior to and after the use of flashcards media.

## RESULTS AND DISCUSSION

### Results

The study's needs were determined through direct interviews with the manager and tutors at CLC Mandiri Sejahtera. Interviews with tutors about the effectiveness of English vocabulary learning in the CLC revealed that tutors struggled with delivering their materials, particularly in English learning. The tutor's difficulties were associated with the responses of some equality education students in the study Lesson. Another reason is a lack of media used in the learning process, which makes it difficult for tutors and equivalency education program students to communicate and respond to certain learning materials, particularly in English subjects, because learning is conducted entirely through WhatsApp (WA) media. After conducting this field analysis, the researchers concluded that English learning is ineffective because both tutors and equality participants struggle with a lack of available learning media, particularly in English

Following the in depth interview result, researchers administered pretests and posttests to determine the average English vocabulary of PKBM Mandiri Sejahtera equality participants; additional information is available in the following table.

**Table 1.** Pretest and Posttest Results Score

	Minimal Score	Maximum Score
Pretest	20	40
Posttest	40	60
Mean	26	52

According to Table 1, the pretest value with the lowest value is 20, and the pretest value with the highest value is 40. The following is an image of the flashcard media that was tested during the pretest;



Figure 1. Flashcard media

Additionally, equality participants were retested following the act of introducing flashcard media and received a minimum posttest value of 40 and a maximum posttest value of 60, with an average pretest minimum value of 26 and an average posttest value of 52. Comparing the value obtained before and after using the flashcards media demonstrates that using media flashcards media results in improved vocabulary mastery. This demonstrates that flashcards media are quite effective at teaching English, and even more so at improving vocabulary

(vocabulary). The following is a collection of activities for learning English vocabulary through the use of flashcards media.



**Figure 2.** Teaching English using flashcards media to the Package C Students

### **Discussion**

Nonformal Education Unit – Mandiri Sejahtera Community Learning Center (CLC) is located in Mekarmukti Village, Cihampelas District, West Bandung Regency, which is a result of the growing Cililin Subdistrict, which has a diverse range of home industries. This condition has a significant impact on residents' understanding of educational needs. As a result, residents must be educated about the value of education in order to support a better life.

Center for Community Learning Activities is a collection of activities focused on community learning (Engking et al., 2012; Hatimah, 2006; Nurhayati, Hidayat, et al., 2021; Nurhayati, Musa, et al., 2021; Widiastuti, 2018). The implementation is to explore and integrate all of the community's potential in order to create a powerful synergy capable of assisting or equipping the community with knowledge and skills. According to UNESCO's 2003 statement in a journal article (Hidayati, Sylfia Mitha. ; Muniriyanto 2; Riwanto, 2019), PKBM is a place that provides lifelong learning opportunities for everyone in the community in order to empower people to become self-sufficient, improve their quality of life, and develop the community within the community. As a result, the existence of PKBM is justified. Mandiri Sejahtera becomes one of the alternative for residents to receive education equivalent to high school, so that residents, particularly those who have graduated from school, can continue their next education or entrepreneurship.

As a community learning center, the learning process is still monotonous or appears to be boring, making it less than optimal for equivalency education program students in developing their potential. According to the research conducted, numerous obstacles were encountered by both tutors and equivalency education program students during the learning process, particularly during the pandemic covid-19, as it is today, starting with the varying backgrounds of equivalency education program students, which affects the awareness and learning motto of the less equivalency education program students, and continuing through the learning process. As a result, the use of learning media is required to facilitate enjoyable learning activities.

According to the above research findings, using media flashcards results in an increase in vocabulary mastery. The results are evident from the value obtained by equivalency education program students prior to being exposed to the lowest value flashcards obtained, which is 20,

and the highest value flashcards obtained, which is only 40 of the vocabulary tested. The researchers then introduced flashcards to equivalency education program students and provided reflections on the English learning process, following which the students were retested to obtain a score between 40 and 60. Thus, the research findings demonstrate that flashcards are an extremely effective method of learning English, even more so for improving vocabulary (vocabulary).

Of course, there are some limitations or weaknesses to the research findings in this study, including the following: (a) a lack of tutor training in developing learning media that can be used during the learning process; (b) the variables studied are limited, namely the effectiveness of English vocabulary learning; and (c) the research population is still small, necessitating the use of additional research samples.

## CONCLUSION

Based on the research findings, it can be concluded that flashcard media is effective at improving Package C program students' vocabulary (vocabulary) at CLC Mandiri Sejahtera. The use of flashcards media assists the students' in achieving equality when it comes to the prohibition of certain words (vocabulary). This will be more meaningful if the English tutor's teaching techniques are varied and interesting, as well as if the tutor uses learning media that are more effective at motivating participants to learn English, particularly in terms of vocabulary improvement.

The use of flashcards as a mode of instruction or as a vehicle for teachers or tutors to communicate lesson materials to Package C equivalency education program students, not limited to English subjects but can also be used to teach other subjects because the use of media makes learning more interactive and interesting and can also change the role of teachers or tutors in a more positive and productive direction.

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