

---

---

# THE EFFECT OF COLLABORATIVE LEARNING MODEL ASSISTED BY FLASHCARD ON EFL STUDENTS' MASTERY OF ENGLISH TENSES

Siti Nur Aisyah<sup>1</sup>, Sabarun<sup>3</sup>, Hesty Widiastuty<sup>3</sup>

<sup>1,2</sup> IAIN Palangka Raya; Indonesia

\* Correspondence e-mail; [sitiaisyah99c@gmail.com](mailto:sitiaisyah99c@gmail.com)

---

## Article history

Submitted: 2024/02/25;    Revised: 2024/03/01;    Accepted: 2024/03/08

---

## Abstract

This study aimed to measure the effect of the collaborative learning model assisted by flashcard on EFL students' mastery of english tenses at SMP IT HASANKA Boarding School Palangka Raya. The research was quantitative research with Quasi-experimental design. The researcher designed the lesson plan, conducted the treatment, and counted the students' scores by pre-test and post-test. The population of this research was all of the students of SMP IT HASANKA Boarding School, and the sample of this research was 45 students from class VIIIC as the experiment class and class VIIIB as the control class. The sample was determined using cluster sampling technique. The study concluded that teaching students' english tenses using a collaborative learning model assisted by flashcards was more effective than teaching using a textbook only. It was shown that the result of pre-test and post-test. The result of the T-test (2-tailed) generated was  $= 0.00 < 0.05$ . It can be seen that the sig. value was smaller than 0.05, meaning there is a significant effect on the collaborative learning model assisted by flashcards on student mastery of english tenses.

---

## Keywords

Effect, Collaborative Learning, Flashcard, Present Continuous Tense



© 2024 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

---

## INTRODUCTION

The most important language in the world is English. According to Wells, quoted from the Ministry of Education in Kepmendiknas No. 22, English is a tool for oral and written communication. English is the one of the foreign languages taught in the schools. In Indonesian, English is spoken as a foreign language at all educational levels, from elementary school, junior high school, senior high school, even university level. According to Brown, the English language has four skills students must master: speaking, reading, listening, and writing. In junior high school English language learning, all learning activities are student-centred and based on spoken and written texts. Texts play a vital role in teaching English at school. Moreover, a teacher must

make the learning process exciting, and students feel happy to learn in the classroom.

Grammar is one of the most essential parts for learners to understand English. Grammar is considered necessary because grammar is the basic knowledge of the language to understand English fully. But, in reality students are still having difficulty learning grammar. Many people consider grammar to be a rather dull school subject and seldom used in real life. By studying grammar, students will be understand how to produce and make English sentences based on their time and composition. Grammar consists of the rules for the sentence that forms a basis for knowledge when mastering a language. Grammar consists of tenses, word structure, modals, preposition, adjective and other structures items. In English, Grammar contains 16 tenses, one of which is the "Present Continuous Tense". The Present Continuous Tense is one of the verb tenses that gives the sense that an action is taking place during a certain time. Azar explains that the Present Continuous Tense is one of the tenses that gives the sense that an action is taking place during a certain time. The problem of tenses is one of the most common occurrences in student English studies in all aspects besides grammar, spelling, vocabulary and others (essence, 2017).

Collaborative learning comes from the English words "collaborative and learning." Collaborative means "to work together, and learning" to get knowledge or skills by study, Webster's New World Dictionary in Kurniady. The collaborative method is a learning method first developed by John Dewey in 1916. John Dewey's main thoughts about education are that students should be active, learning by doing, learning activities should be in accordance with the needs and interests of students. Elizabeth E. Barkey (2014) defines the Collaborative learning model as learning done in collaboration, namely working with others. A flashcard is a media made of the paper. The use of flashcard media can be a fun way of learning vocabulary and grammar in English teaching process. According to Nanda Erlina (2022, P. 31) this media can help English teachers to present learning materials effectively in various ways of learning and teaching.

Based on the pre-observation conducted by the researcher at SMP IT HASANKA Boarding School Palangka Raya in class VIII, it was found that most students still need help learning English, especially in grammar, namely tenses. The researcher observed that the problem was caused by three factors, namely: first, some students needed to understand better the use of the subject, verb, and also the use of object in a sentence. Second, some students feel bored participating in teaching and learning activities. Third, students' scores in English subjects also tend to be low, especially in grammar material which contains 16 tenses.

Ideally, in junior high school students should master tenses so that they can make English sentences correctly according to the formula and practice it, but most students find it difficult to understand tenses correctly because it is considered very difficult for them. In fact, there are many difficulties for students in understanding tenses. It can be caused by internal factors, namely the students themselves, where students are lazy to study and pay attention to the teacher when the teacher explains the tense material. Other factors could also cause it. So, in

this case, the researcher assumes that the problems experienced by students are most likely caused by how the teacher delivers the material. One of the right solutions to overcome this problem is using media to teach tenses. In this case, the researcher is interested in conducting this research by utilizing media in the form of flashcards using a collaborative learning model of TGT (Teams-Games Tournament) type

## **METHOD**

In this study, the researcher used a research method in the form of experiments with quantitative analysis. An experimental research design is a study that tests whether there is a causal relationship between independent and dependent variables. The researcher used a quasi-experimental design. According to Thyer (2012), a quasi-experimental design is one in which the experiment and control (or comparison) groups are not generated by a random assignment technique. The researcher used a test to collect the data, there are pre-test and post-test. The pre-test is given before treatment, without using flashcard media to teach Present Continuous Tense and then, post-test is given after treatment, namely after using flashcard media in teaching Present Continuous Tense.

The population of this research was at SMP IT HASANKA Boarding School Palangka Raya in the academic year 2023/2024. There are 259 students. The sample in this study is the second grade students' which consists of 54 students from class B, and class C. The sampling technique used in this study is cluster sampling, as the sample selected by the researcher is not an individual, but essentially a group of individuals belonging to a group. The data analysis technique used in this research is inferential statistics. Inferential statistics are used to test the hypothesis using Independent T-test analysis.

## **HASIL DAN PEMBAHASAN**

### **Findings**

The data findings based on the test of Independent sample with SPSS program. For, the Null Hypothesis of the study was "There is no significant effect of using a collaborative learning model assisted by flashcards media in learning Present Continuous Tense for students". To get the hypothesis, the independent sample t-test was used. The results of the independent sample t-test using the SPSS 25 program, can be seen as follows:

**Table 1.** Standard Deviation and Standard Error of Experiment dan Control Class

Group Statistics						
		Kelas	N	Mean	Std. Deviation	Std. Error Mean
Score Post-test	Experiment Class		23	89,39	9,23	1,93
	Control Class		22	77,82	12,81	2,73

Based on the table above, the result of the X1 standard deviation calculation was 9.23, and the result of the standard error of the mean calculation was 1.93. The result of X2 standard deviation calculation was 12.81, while the standard error of the mean calculation was 2.73.

**Table 2.** The Calculation of T-test using SPSS 25

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score of Post-Test	Equal variances assumed	3,86	,056	3,49	43	,00	11,57	3,32	4,88	18,26
	Equal variances not assumed			3,46	38,08	,00	11,57	3,34	4,81	18,34

The table above shows the results of the t-test calculation using the SPSS 25 program. The table is the main table of the independent sample t-test. The results of the Post-test value of the class group can be seen that the sig. (2-tailed) is  $0.00 < 0.05$ , which indicates that the experimental and control groups have different score points. Based on the descriptive value,

the experimental group who used the collaborative learning model assisted by flashcards in students' mastery of present continuous tense obtained a higher score than the control group who only used the textbook. So, it can be concluded that  $H_a$ , who stated, 'There is a significant effect of using collaborative learning model assisted by flashcards media in learning Present Continuous Tense for students' was accepted.  $H_o$ , who stated, 'There is no significant effect of using a collaborative learning model assisted by flashcards media in learning Present Continuous Tense for students', was rejected.

### Discussion

The data description was taken from 23 experimental and 22 control class students. The background of this research is that students' mastery of grammar, especially Present Continuous Tense tenses, still needs to improve. The researcher used the collaborative learning model assisted by flashcards to solve the problem and can also be a solution for teachers to teach students later using methods and media as done by the researcher. The novelty of this research is to use collaborative methods by combining learning media in the form of flashcard, which usually other researchers only use flashcard media and do not combine it with other learning methods. The collaborative method is a learning method first developed by John Dewey in 1916. John Dewey's main thoughts about education are that students should be active, learning by doing, learning activities should be in accordance with the needs and interests of students.

Flashcard is learning media in the form of a card that contains images, writings or symbols about learning material. The collaborative learning model is a learning model that is carried out in collaboration, namely, working with others. In this study, students were divided into groups, and they learned together and played while learning. That is, using the collaborative type of TGT (Teams Games Tournament), as previously explained in chapter three. Another novelty is in the place and sample of research, which in this study took place at SMP IT HASANKA Boarding School Palangka Raya, and the sample was class VIII students consisting of 3 classes, but the researcher only took 2 classes which were divided into experimental and control classes.

In this study, researcher wanted to find out whether there was a significant effect of collaborative learning models assisted by flashcards on EFL students' mastery of the english tenses at SMP IT HASANKA Boarding School Palangka Raya, especially eighth-grade students. Based on the analysis done by researcher, namely by using the independent sample t-test with the help of the SPSS 25 statistics program, it can be seen that the sig. Value is smaller than alpha (0.05), namely the sig value.  $0,000 < 0,05$ . This shows that the treatment carried out

by researcher is successful.

To find out that the experimental group that was treated with a collaborative learning model assisted by flashcards had more effect on students' mastery of the present continuous tense compared to the control class, which was not given treatment and only taught using the textbook. This can be seen from the results of students' average scores. The average score of the experimental class that has been given treatment is 84.74, higher than that of the control class that was not, which is 74.81. So, the flashcard-assisted collaborative learning model significantly affects EFL students' mastery of the present continuous tense.

This finding was supported by Maya Sartika (2020). The results of her research showed that the use of flashcards succeeded in improving student achievement in learning simple present tense. Other researchers also supported this, namely Nanda Erlina (2022). The results of her research show that the use of flashcards is effective for improving the mastery of simple past tense of 8th-grade students of SMPN 1 Kauman Ponorogo. Another researcher was Tatu Munawaroh (2022). She found that the use of flash card media is effective in improving students' vocabulary. The results showed a significant difference between the students' vocabulary scores before and after being taught with flash card media. The average difference shows that the post-test average is higher than the pre-test average.

Two other findings by Ellok Mustika Wulandari & Muammar Chadafi (2022). The study proved that the use of flashcards has a significant effect on teaching English vocabulary in 5th grade of MI. Maarif Nu Plumpang. Then, by Nur Syamsiyah & Sayid Ma'rifatulloh (2023). Based on the results of the data analysis, many conclusions were obtained. Namely, before using flashcard media, students' vocabulary is lower than after using flashcards. So, flashcard media has been helpful in the vocabulary of class VII D MTs Salfiyah Safi'iyah Seblak Diwek Jombang students.

The weakness of this research is in the data collection method, where this research only uses tests as data collection. Suppose the researcher also uses other methods in data collection. In that case, the results will be better and more accurate, for example, by distributing questionnaires to students and conducting interviews with students and class teachers. Then, the other research results will be better than this research. Besides that, the researcher used a small-scale sample of 45 sample, and further researchers are recommended to use a larger scale sample so that the research results can be more accurate and can be disseminated.

To conclude, flashcards are one of the educational media in the form of cards containing images and words whose size can be adjusted for students. Flashcard media is classified as visual media (picture), and flashcard media certainly has several advantages and disadvantages. One of the advantages of this media is that it is practical and easy to carry everywhere.

## CONCLUSION

The study concluded that, the use of collaborative learning models assisted by flashcards on student mastery of english tenses has a significant effect on students. It can be seen from the average value between the pre-test and post-test of the experimental class. The average value of the post-test reached a higher value than the average value of the pre-test ( $83.48 < 89.39$ ). It can be seen that students' scores increased after treatment. So, using a collaborative learning model assisted by flashcards significantly affects students' mastery of the present continuous tense. The teaching students' present continuous tense using a collaborative learning model assisted by flashcards was more effective than teaching using a textbook only. It was shown that the result of pre-test and post-test. Where the result of T-test (2-tailed) generated was  $= 0.00 < 0.05$ . It can be seen that the sig. value was smaller than 0.05, meaning there is a significant effect on the collaborative learning model assisted by flashcards on student mastery in english tenses.

## REFERENCES

- Alghamdi, A. A., & Elyas, T. (2020). The Effect of Electronic Flashcards on EFL Students' Vocabulary Learning: The Case of Saudi Arabia. *Randwick International of Education and Linguistics Science Journal*, 1(2), 114–125. <https://doi.org/10.47175/rielsj.v1i2.79>
- Amiruddin. (2019). Pembelajaran Kooperatif dan Kolaboratif. *Journal of Education Science*, 5(1), 24–32. <http://jurnal.uui.ac.id/index.php/jes/article/view/357/129>
- Ammang Latifa. (2021). Collaborative Learning as A Strategy to Improve the English Reading Comprehension of Indonesian Learners in The Agribusiness Department at Muhammadiyah University of Parepare. *Journal of English Language Teaching and Applied Linguistics*, 3(2), 78–84. <https://doi.org/10.32996/jeltal.2021.3.1.8>
- Armadi, S. (2020). Using Flashcards to Increase Grammar Mastery of MTs Students in Kutai Kartanegara. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(2), 87–95. <https://doi.org/10.21462/educasia.v5i2.51>
- Begum, R., & Naga, R. (2020). Collaborative Learning Increases Classroom Interaction And Integrating Skills. *European Journal of Molecular & Clinical Medicine*, 7(8), 2255–2268. [https://ejmcm.com/article\\_4554\\_4d4703be4c0b5583197b3b6c1e351a9d.pdf](https://ejmcm.com/article_4554_4d4703be4c0b5583197b3b6c1e351a9d.pdf)
- Faisyal, Rachmat. 2021. *Easy English Grammar*. Solo:Kuttap Publishing.
- Fitriyani, E., & Nulanda, P. Z. (2017). Efektivitas Media Flash Cards dalam Meningkatkan Kosakata Bahasa Inggris. *Psymphatic: Jurnal Ilmiah Psikologi*, 4(2), 167–182. <https://doi.org/10.15575/psy.v4i2.1744>
- Maya Sartika. (2020). Increasing Third Grade's Mastery of Simple Present Tense Using Flashcards. *JET (Journal of English Teaching)*, 6(1), 40–49.

- <https://doi.org/10.33541/jet.v6i1.1293>
- NANDA, E. (2022). *Improving Students' Mastery Of Simple Past Tense Through Flashcards Media At Smpn 1 Kauman Ponorogo Thesis By Nanda Erlina Nim. 204180118 English Education Department Faculty of Tarbiyah And Teacher Training State Institute Of Islamic Studies Ponorogo Jun. June.*
- Rao, P. S. (2019). Collaborative learning in english language classrooms. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(2), 5. <https://doi.org/10.5958/2249-7137.2019.00020.x>
- Roza, Herlina. (2022). *The Effect of Using Flashcard to Improve Students' Present Continuous Tense at Second Grade of Islamic Junior High School Mu'allimin Muhammadiyah Bangkinang.* State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- Sabarun, Widiati, U., Suryati, N., & Hajimia, H. (2023). *Exploring the Effectiveness of Graphic Organizers on EFL Learners' Writing Performance Across Different Learning Style Preference and Gender at Higher Education.* *Journal of Higher Education Theory and Practice*, 23(16). <https://doi.org/10.33423/jhetp.v23i16.6463>
- Shifa S.L., Widiastuty, Hesty. (2023). *Curriculum Design and Development in English Language Teaching.* *Jurnal Ilmiah Multidisiplin.* <https://doi.org/10.56127/jukim.v2i04.812>
- Wulandari, E. M., & Chadafi, M. (2022). The Effectiveness of Using Flashcards on Teaching English Vocabulary. *JEET, Journal of English Education and Technology*, 2(04), 522–531. <http://jeet.fkdp.or.id/index.php/jeet/article/view/58>