

**THE USE OF FLASHCARD DRILLING METHOD TO IMPROVE
STUDENTS' VOCABULARY MASTERY ON ENGLISH SUBJECTS
AT SECOND GRADE OF MTS FATAHILLAH SEMARANG
ACADEMIC YEAR 2022/2023**

THESIS

Submitted in Partial Fulfillment of Requirements for Gaining the
Degree of Education Bachelor in English Language Education



By:

**Iswari Putri
1503046065**

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**

2022

A THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Iswari Putri
Student Number : 1503046065
Department : English Education
Field of Study : English Language Education

Certify that thesis entitled :

**THE USE OF FLASHCARD DRILLING METHOD TO IMPROVE
STUDENT VOCABULARY MASTERY ON ENGLISH SUBJECTS
AT SECOND GRADE OF MTS FATAHILLAH SEMARANG
ACADEMIC YEARS 2022/2023**

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Semarang, 13 Desember 2022



Writer

iswari Putri

NIM. 1503046065



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name : Iswari Putri
NIM. : 1503046065
Jurusan : Pendidikan Bahasa Inggris
Judul : The Use Of Flashcards Drilling Method To Improve Students' Vocabulary
Mastery At Second Grade Of MTS Fatahillah Semarang Academic Years
2022/2023

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Semarang, 13 Desember 2022

Pembimbing,

Dr. Muhammad Nafi Annury M.Pd

NIP. 197807192005011007



**KEMENTERIAN AGAMA REPULIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Hamka Kampus II Semarang 50185

Telp.(024)7601295, Fax.024-7615387

RATIFICATION

Thesis with the following identity:

Title : The Use Of Flashcards Drilling Method To Improve Students'
Vocabulary Mastery On English Subjects At Mts Fatahillah
Semarang Academic Year 2022/2023
Name : Iswari Putri
Student Number : 1503046065
Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 26th December 2022

THE BOARD OF EXAMINERS

Chairperson,

**Dr. H. Muhammad Nafi Annury,
M.Pd.**
NIP. 197807192005011007

Secretary,

Nadiyah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

Examiner I,

Savvdatul Fathilah, S.Pd.I, M.Pd.
NIP. 19810908200710 2 001

Examiner II,

Azka Mutohar, M.A, PhD.
NIP. 198408012019031007

Advisor,

Dr. H. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

MOTTO

وَمَنْ يَّقْتِرِفْ حَسَنَةً نَّزِدْ لَهُ فِيهَا حُسْنًا

And whoever does good, We will add good to Him. “Surah Ash-Shura
;23 “

DEDICATION

This writing project is fully dedicated to:

1. My father and mother, Mr. Tugimin and Mrs. Hartini , thank you for always supported me. You are the reason why I am strong because you have taught me everything. Thank you for endless 24 hour prayers, love, effort and contribution in making my education successful and run well. Thank you for believing me until finishing the project. I love you so much.
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5. The head of MTs Fatahillah Semarang, may this media will be beneficial to support teaching learning process.
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7. All of students of MTs Fatahillah Semarang especially the Second grade class B.

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However, this success would not be achieved without the support, guidance, advice, help and encouragement from individual and institute, and I somehow realize the appropriate moment for me to deepest gratitude for :

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Last but not least, those who cannot be mentioned one by one who have supported and have given motivation to the writer to finish this thesis. The writer realizes that this thesis is far from perfection.

The writer needs some suggestions from the readers to make it perfect. Hopefully this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin..

Semarang, 13 Desember 2022

The Writer,

Iswari Putri

NIM:1503046065

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ABSTRACT

Nowadays, English has become an important thing in life since it became an international language. People have known that they use spoken and written words every single day to communicate with others. Vocabulary is a basic and important thing to learn. This study was conducted to answer the two formulated research questions which are: Is the vocab drilling method effective in improving students' vocabulary mastery at second-grade students of MTs Fatahillah Semarang and is there any significant difference scores before and after being taught by using vocab drilling method.

This research was classified as quasi- experimental research. It involved 34 students of 8th class. The instrument used to collect data in this research was test. The researcher found that there was significant difference between the students' score in pre-test and post-test section on class. The result of the study showed that Students was more active and enjoyable when aching learning process conducted by flashcards. It was proved by students' mean score of post-test section was higher than pre-test section. The mean score of post-test are 84. While in pre -test was 77. The data were analyzed by t-test to find out the use of flashcards effective on students' vocabulary or not. The researcher obtained that t-value 52,17 was higher than t-able 2,457 in the significant level of 12%.

Keywords : Drilling, flashcards, Vocabulary mastery.

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the question of the research, the objective of the research, the significance of the research, the specification of the product, the assumption and limitation of the research, and the reason for choosing the research.

A. Background of Research

Studying English in Indonesia is not easy where English as a foreign language, and it is why important of studying English from an early stage has become very crucial. David Wilkins in Thornbury (2002:13) Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, 2002), 13 state states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first mastery that the student must learn is vocabulary.

Through the hadith of seeking knowledge, it is known that every Muslim, both male and female, is subject to this obligation. This indicates that knowledge in the view of Islam is considered a necessity to know the truth and is placed in a high position.

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever follows a path to seek knowledge, Allah will make easy for him a path to paradise" (HR Muslim, no. 2699)

Vocabulary is the collection of words that an individual knows.¹ Sue Hackman (2008 : 3) stated that vocabulary is more than list of words, although the size of one's vocabulary matters, it's knowing how to use it which matters most.² The students cannot understand what they read without understanding what most of the words mean. In other definition, vocabulary is the words used in particular language or activity or known to a person or a list of word and their meaning.³

As a foreign language, learning English vocabulary mastery is very important to support other English language skills, especially for students in Junior High School. One of the ways to learn English is by building Vocabulary, There are many vocabularies in English that we often use in our daily lives that come from words in Latin, ancient Greek, and even from several other languages in Europe. according to research conducted by Oxford, every 90 minutes found a new word in English. This is very difficult for learners of new languages like us, given the importance of mastery of vocabulary in language acquisition, if the

¹ Caroline T. Linse, Practical English Language Teaching: Young Learners, (New York: The McGraw-Hill Companies, Inc, 2005), 121

² Sue Hackman, "Teaching Effective Vocabulary", The Department for Children, Schools and Families, (March, 2008), 3, <http://teachernet.gov.uk/publications>.

³ Charlotte Buxton, Oxford English Dictionary, (Washington DC: Oxford University Press, 2013), 55.

language vocabulary is growing rapidly, it must be very difficult for us to develop.

There are many methods that we can apply for balancing the right brain and the left brain capability. One of them is using a flash card drilling method as a media which uses a card game. Flash card is an effective medium to teach children in drilling the vocab and knowing their surrounding. In principle, introducing the learning materials through flashcards can be delivered in a simple way and the most important is a pleasant atmosphere both for the young learner and the teacher. Therefore, we can conclude that even though the learning process only takes a few minutes but it gives a big benefit to our students.

There are three components in mastering the English language such as vocabulary, grammar, and pronunciation. Kamil and Hiebert (2005:3) state that when the number of known words is not sufficient, comprehension will not be achieved for listening and reading skills. Furthermore, if the students have limited vocabulary they will get difficulty in their speaking and writing skill. M.L. Kamil & E.H. Hiebert (2005). The teaching and learning of vocabulary: Perspectives and persistent issues. Knowing the importance of vocabulary the students are required to be masterful in vocabulary. That is why it needs for teachers to create techniques, strategies, methods, and media that make it the students easier in study vocabulary. The creative and appropriate teaching strategy and media will be increased the student's interest in studying

vocabulary, which is it will make the students easier in understanding the material, especially vocabulary.

The purpose of this study is to analyze how the effectiveness of vocab drilling in increasing students' vocabulary by using flashcards. The match strategy is very important to support the students' learning achievement. The interesting media will make the students more motivated in their studies. This pre-experimental research was intended to investigate the effectiveness of using Sticky Note with the drilling method on students' vocabulary mastery in the Second grade of MTs Fatahillah Semarang.

However, the teachers should help students to acquire vocabulary with appropriate teaching strategy. Additionally, the teacher needs to have good materials and well preparation in teaching proces. Related to this problems, teacher can give students materials accompanied by visual. The media which can be used in teaching and learning process is flash cards.

Flashcards is sets of cards with picture or only cards with words which can be handle easily by the teacher.⁴ It is means flash cards may help students to facilitate them to improve their vocabulary. It is also media that presents visual symbols, numbers, ideas by word and image. Flash cards is also an attractive medium and it can be used as a medium

⁴ Dinar VincyYunitakaBahrudin, The Implementation of Flashcard Game on Vocabulary Mastery, JurnalPemikiranPenelitiandanSains, Vol. 3, No. 6, Desember 2015, p. 97.

to groups competing of students in learning English vocabulary which helping students in memorizing the meanings.

B. Research Question

Based on the explanation that has been described on the background of research ,the problem, we take some fomulations of the problem which will be the object of discussion in writing this scientific paper as follow : Is the vocab drilling method effective in improving students vocabullary masteryat second grade students of MTs Fatahillah Semarang academic year 2022/2023 and is there any significant difference scores before and after being taught by using vocab drilling method ?

C. Research Objective

Based on the research question above, this particular study aimed to

1. To find out whether flash card drilling method are effective to teach English vocabulary for second grade students in secondary school.
2. To find out The effectiveness of using flash card drilling method in teaching English for second grade students in secondary school.

D. Scope and Limitation of Study

The scope of the study are limited as follows :

1. The study focuses on greeting vocabulary . The media also explained about the pronunciation of vocabulary shown by any sticky note that each paper consist of any word.
2. This research focused only on Vocabulary.
3. The scope of this study conducts of Class B MTs Fatahillah Semaang .it focuses on teaching-learning vocabulary by using drilling method.in order to make an optimal result, the researcher would limit this study, it will be done at Second grade of Mts Fatahillah Semarang.

E. Significances of the study

The researcher hopes ts research will give a contbution to

1. The study can be ud to a process to improve english teaching both teacher and researcher.
2. The students : the stdents will be easyt to learn vocabulary.
3. The Teacher : this study is expected to be widening the skill of teacher in using the appropriate technique in teaching vocabulary.

F. Reasons choosing the Topic

Many students in junior high school faced difficulties when they learn new vocabulary. Most of them usually prefer to ignore the new words they found. This obstacle has happened because the students

usually do not interest in vocabulary teaching techniques used by the English teacher. They need an appropriate and interesting technique to learn vocabulary. Here, the English teacher is the one who is responsible to facilitate enjoyable vocabulary learning activities. For the purpose to encourage students' vocabulary learning interest, the English teacher should be the main facilitator who provides the technique of teaching vocabulary that is able to make the students easily enrich their vocabulary knowledge.

In this case, teaching vocabulary is not enough for a teacher just to give an explanation, it is necessary for students to be brought into the real situation of practical experiences which stimulate their participation. Thus, the teacher has to use an enjoyable and practicable way of teaching, so that finally the students are able easily to learn new words. Hence, in order to encourage the students' vocabulary learning participation, the teaching technique of Drilling vocab with sticky notes and images is used by the teacher in MTs Fatahillah Semarang as a good way of teaching the students in the classroom to work together and to provide such a fun technique in easily memorizing new words. However, the technique of guessing games applied by the English teacher in teaching vocabulary has never been observed whether during its process there have obstacles or not.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related theories contextualized to the topic being studied. The discussion in this chapter is divided into two main parts they are previous and review of related literature.

A. Previous Research

The first research from Yongwei Nie & Lie Zhou Yongwei Nie & Lie Zhou (2017) " A study of vocabulary learning strategies used by excellent English learners. Asian Academic press: 2010, 4" A study of vocabulary learning strategies used by excellent English learners". The research tries to identify a variety of vocabulary learning strategies adopted by some excellent English learners in the lengthy process of vocabulary learning and consolidating. This research uses a quantitative research method and aims at providing an in-depth, detailed description of the learning strategies of subjects using an Interview and Quisionair. The research finding is: Excellent language learner's vocabulary level tends to be in positive proportion to the number of his vocabulary learning strategies, with metacognitive strategies playing the most influential and decisive role. The common metacognitive strategies shared by excellent vocabulary learners prove to be: selective attention. The cognitive strategies the three learners share are repetition and the

social mediation strategy they have in common is self-stimulation. All the 3 excellent English learners adopt a variety of learning strategies which include: metacognitive, cognitive, and social meditation. This indicates that three different types of learning strategies should be used in combination rather than in isolation if satisfactory learning result is to be achieved in the vocabulary learning process.

The second research is written by Gusti Ayu Putu & Tahayani (2017), entitled "Developing Flashcard and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja". This research is Research and Development with the research design used as the model proposed by Hannafin and Peck. There were three phases conducted during the development of the product and the last was the evaluation from the experts and revision. Those three phases were need analysis, design, and development/implementation. In the conclusion of the research, it was shown that the quality of the flashcard and the manual book got a score of almost 5 (highest score), which categorized to the excellent category. The researchers of this study conducted a research to develop flashcards and manual books as teaching media for teaching English vocabulary to young learners in Singaraja. The object of the research was the development of Flashcards and its manual book for guidance to use the Flashcard in the classroom. Meanwhile, the subjects of the research were five English teachers of Elementary Schools in Singaraja. They were teachers of SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pamaron, and SDN 3 Kampung Baru.

The third is research written by Lutfiana Ilma Annisa Rohani (2015), entitled "Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)".⁵The aims of this research were: first, to explain the problems of the English teacher and the eighth grade students of SMP Islam Al Madina Semarang. Second, to explain the vocabulary needs of the English teacher and the eighth-grade students of SMP Islam Al Madina Semarang. The last is to show how to develop effective Quartet Card Games to enrich vocabulary. There were two subjects in this research. The first was the eighth-grade students of SMP Islam Al Madina Semarang in the academic year of 2014/2015 and the second was the English teacher of SMP Islam Al Madina Semarang. The object of this research was the Quarter Card Media. R&D (Research and Development) approach was adopted in this study. The result of this study showed that the developed medium had a significant effect on students learning process and could be used as vocabulary teaching media. The assessment of media-display showed that the product of Quartet Card Games had very good quality in the points of color composition, font type, size of the card, the shape of the card, and color arrangement.

⁵ Lutfiana Ilma Annisa Rohani, "Developing Quartet Card Games for Teaching Vocabulary (A Case of the Eighth Grade Students of SMP Islam Al Madina Semarang in the Academic Year of 2014/2015)", *Journal of English Language Education*, (Vol. 4 (1), 2015), Semarang State University

The fourth is research written by Yosephus Setyo Nugroho with the title Improving Students' Vocabulary Mastery Using flashcards. (a classroom action research at the fourth grade of SD Negeri II Watuagung, Baturetno, Wonogori in the academic year 2011/2012). The objective of this research is to identify whether the use of flashcards can improve students' vocabulary mastery in the fourth-grade students of SDN II Watuagung and to describe the learning motivation of the 4th-grade students of SDN Watuagung when flashcards are used. The method used in this research is classroom action research. The sample of this research is 23 students consisting of 14 boys and 13 girls. The instrument of this research are interviews, observation, documents, and tests. The result of this research shows that flashcards can improve students' vocabulary mastery. The students' mean score in the pre-test is 45.70. The students' mean score in post-test 1 is 70.52 and the mean score in post-test 2 is 80.

The fifth research is written by Mar'atus Sholikhah with the title Improving Students' Vocabulary by Using Flash Cards for the 5th-grade students of SDN Singaraja II. The objective of this research is to describe the improving students' vocabulary by using flash cards. The method used in this research is Classroom Action Research (CAR). The sample of this research was students of V grade of SDN Singajaya II, where the total number of 29 students are 15 males and 14 females. The instrument of this research is interviews, observation, and questionnaires. The result of this research showed that there was an improvement in students' vocabulary. It can be seen from the mean score of the pre-test was 58.8,

the mean score of post-test cycle 1 was 66.1 and the score of post-test cycle 2 was 78.3

B. Review of the Related Literature

1. The nature of vocabulary

a. Definition of vocabulary

Generally, students are required to master four language skills in learning a foreign language speaking, listening, writing, and reading. In mastering, those languages cannot be separated from the vocabulary. Richards stated that vocabulary is one of the most tangible parts of language and one of the first things to take attention.⁶ Additionally, vocabulary is principal to successful language acquisition.⁷

Furthermore, some experts explain the importance of vocabulary learning. First, David Wilkins, as cited by Thornbury stated that vocabulary learning is more important than grammar learning because "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Hence, someone who learns grammar can say very little with grammar and someone who learns words and expression

⁶ Jack Richards, Curriculum Development in Language Teaching, (America: Cambridge University Press, 2001), p. 4.

⁷ David Nunan, Teaching English to Speakers of Other Languages, (New York: Routledge, 2015), p. 105.

can say almost anything with words.⁸ Second, Mc Carthy stated that no matter how well and successfully the students learns grammar and the sounds of second language are mastered, without words communication cannot happen in meaningful way.⁹

Based on the definition above, the researcher is able to conclude that vocabulary is one of the most essential aspects of language and vocabulary has an important role in meaningful communication.

b. The Types of Vocabulary

1). Receptive Vocabulary

Receptive vocabulary is vocabulary that learners know or understand in the reading text but they cannot use in speaking and writing. It is also words that learners know when they are used in context, but they cannot produce.

2). Productive vocabulary

Productive vocabulary is vocabulary that learners can pronounce correctly, understand, and use constructively in speaking and writing. It is related to what is needed for receptive vocabulary as the ability to write

⁸ Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Pearson Education Limited, 2002), p. 13.

⁹ Michael McCarthy, *Language Teaching: A Scheme for Teacher Education; Vocabulary*, (New York: Oxford University Press, 1990), p. viii.

or speak at the appropriate time. In addition, productive vocabulary can be named as an active process. It is because the learners can use or produce the words to express their thoughts to others.¹⁰

c. Assessing Vocabulary

According to Ur, as cited in Nugroho, there are many aspects of vocabulary that the learners should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary are:¹¹

1). Form (pronunciation and spelling)

Here, the mastery of vocabulary involves the mastery of pronunciation and spelling. The learner has to know how the word sounds and how the word is spelled. In teaching, the teacher should have to make sure that both aspects are accurately presented and learned.

¹⁰ MofarehAlqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, Vol. III, No 3/2015, p. 25.

¹¹ YoshepusSetyoNugroho, "Improving Students" Vocabulary Mastery Using Flashcards (A Classroom Action Research at The Fourth Grade of SD Negeri II Watugung, Baturetno, Wonogiri in The Academic Year 2011/2012), (Thesis, EED Teacher Training and Education Faculty SebelasMaret University Surakarta, Surakarta, 2012), p. 13.

2). Grammar .

The grammar of a new word will need to be taught if this is not covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of concerning other words in sentences.

3). Collocation

The collocation typical of particular item are another factor that makes a particular combination sound „right“ or „wrong“ in a given context.

4). Aspect of meaning

a.) Denotation, connotation, and appropriateness.

Denotation is the meaning of a word that is primarily what it refers to in the real world or it is often the sort of definition in the dictionary. A less obvious component of the meaning of an item is its connotation. The associations, or positive or negative feelings it evokes, may or may not be indicated in a dictionary definition. An aspect of meaning that also needs to be taught is whether a particular item is an appropriate one to use in a certain context or not. Thus, it is useful for a learner to know what a certain word is very common, relatively rare, or taboo in polite conversation or is more suitable for formal than informal situations or belongs to a certain dialect.

b).Meaning relationship

It is the meaning of one item involve to the meaning of others. There are various such relationships: here are some of the mean ones.

(1) Synonyms, it is items that mean of word the same, or nearly the same: such as, bright, clever, smart may serve as synonym of intelligent.

(2) Antonyms, it is items that mean the opposite; smart is antonym of stupid.

(3) Hyponyms, it is items that serve as specific examples of general concept; cat, tiger, cow, are hyponyms of animal.

(4) Co-hyponyms or co-ordinates, it is other items that are the same kind of thing; yellow, black, white, and green, are coordinates.

(5) Co-hyponyms or co-ordinates, it is other items that are the same kind of thing; yellow, black, white, and green, are coordinates.

(6) Super ordinates, it is general concepts that cover specific items; animal is the super ordinates of cat, tiger, cow, and etc. (6) Translations, it is words or expressions in the learners' mother tongue which more or less equivalent in meaning to the item being taught.

2. The Nature of Flash Cards

a. Definition of Flash cards

Flashcards can be used as one visual aid to illustrate the meaning of words and they can also be used to practice words.¹² Flashcards are teaching aid for pictures which teachers can show them to the all students in class.¹³ Haycraft stated that flash cards are cards with words and pictures on them. Flash cards should be big enough to be seen clearly by the whole class. They can be used for joining vocabulary, practicing structure and word order or for kinds of games.¹⁴

Furthermore, flashcards are cards with pictures that teachers hold up in the class. Flash cards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision. Flash cards are useful as a teaching aid and can be used as part of various activities.

In conclusion, pictures have been used for a long time to help students in learning various aspects of foreign languages. Pictures can

¹² Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Pearson Education Limited, 2002), p. 78

¹³ Jim Scrivener, *Learning Teaching: The Essential Guide to English Language Teaching*, (Macmillan), p. 349.

¹⁴ hn Haycraft, *An Introduction to English Language Teaching*, (Singapore: Longman Group, 1986), p. 102.

motivate students in the learning process, make the subject clearer, and illustrate the general idea of language¹⁵ Flash cards are picture cards, therefore they could help students to understand the material, especially in this study vocabulary achievement in an interesting way for junior high school. Additionally, it is also helpful for teachers in presenting vocabulary with flashcards or pictures rather than bringing the real object in class for instance.

b. Flashcards as teaching aids for Vocabulary

There are two stages in teaching vocabulary, they are namely:

1) Introducing vocabulary

In the first stage, the teachers pronounce and introduce the new words or vocabulary with good pronunciation. The teachers can use some pictures or real things such as flash cards. It is hoped by using flashcards, the students will remember or memorize the words quickly and they can pronounce them well since they know the words.

2) Practicing vocabulary

Secondly, the teachers give exercises to the students in other to practice the subject items that they more or less know, but which they need to be provoked into using or get them to think about word meaning, especially

¹⁵ Andrew Wright, Pictures for Language Learning, (New York: Cambridge University Press, 1989), p. 139.

in a context such as matching words, making completion, words classification, vocabulary games, and so on. Those are several kinds of exercises that can be used by the teacher.¹⁶

The researcher uses flashcards to teach vocabulary because flashcards are visual aids that can give motivation and stimulation in the teaching process. It aims to practice English in real context or in a situation in which they can make it to communicate their ideas. Jeremy stated that Flash cards are particularly useful for drilling grammar items, cueing different sentences, and practicing vocabulary.¹⁷ There are several applications of flash cards as teaching aid to teach vocabulary:

- 1) Drills can be done to help the student understand the new vocabulary. This technique can be used frequently.

- 2) Matching Activity is the activity which the students need to match the written flashcards with the pictures in face down memory game.

- 3) Guess the card is the activity in which the students try to guess what the picture it is.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching* Fourth Edition, (London: Longman, 2007), p. 229

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching* Fourth Edition, (London: Longman, 2007), p. 178.

4) The mime trick game is the game that asks the students to mime the action.

5) Describing the action is activity that asks the students to tell what they see on the card.

6) Act it out is a fun activity to learn vocabulary. One of the students is asked to act out the word and the other guess the word.

Based on the six activities of using flash cards above, the researcher applies the activities is Drilling Method . The researcher also combines with other activities.

1) Choral Repetition. Students simply have to repeat words or phrases after the researcher. This is a good method because it means that students are given excellent model pronunciation immediately before they are asked to respond. then break up the monotony by changing the speed or volume you use and have students change their responses accordingly. Researchers have to check individual pronunciation and comprehension with check it one by one and then on them.

2) Drilling with flash cards. Drilling using flashcards can be useful as well. In the introduction, show students both the image and word sides of each flashcard. When you start drilling words for the first time, show students the word side of the flashcard so they can practice reading and pronouncing it. Later on, rather than show students the word

you want them to pronounce, show them the image. This will help check their comprehension of the material. With flashcards, you can also challenge your students when they become more familiar with certain vocabulary by flipping through the cards at a faster rate.

3) The researcher put a set of flashcards on the board. After that, the researcher mentions some characteristics of one of flashcards, next the students answer what the flashcards the researcher means.

4) The researcher shows the flashcards one by one with the words are covered. After that, the researcher asks the students by pointing the flash cards, and the students answer the words based on the flashcards, next the researcher shows the words of flash cards.

These are some applications of using flashcards to teach vocabulary. The researcher considers that the application of flashcards above can be used to teach vocabulary to students at Second grade of MTs Fatahillah Semarang.

c. The advantages and Disadvantages of using Flash cards

The advantages of using flash cards:

- 1). Flash cards are easy to use
- 2). Flash cards can be used in games for learning vocabulary
- 3). New words can be practiced easily

4). Learners can separate words into different categories

5). Flashcards can be fun

d. Disadvantages of using flash cards:

1). Difficult and abstract words are not easy to be learned by flashcards

2). The use of L1 may cause some problems for the students while remembering synonyms of the words

3). Having no review plan for flash cards may cause lots of problems in vocabulary learning.

Possible ways to overcome these are:

1). The teacher should control the students during the activity by using flash cards.

2). The teachers can pronounce vocabularies before the activity by using flash cards.

3. Vocabulary Mastery

Vocabulary is needed to understand and express ideas clearly. To master vocabulary means to learn new words and to increase the vocabulary knowledge. Mastering vocabulary also supports the four language skills namely listening, speaking, reading and writing skills.

McCarten (2007: 21) claims that vocabulary mastery is mostly about remembering the words, as well as seeing, writing, or saying the words in many times before the learners are said to have mastered the vocabulary. Nation in Cameron (2001: 84) suggests new words need to

be met at least five or six times before it has a chance to be learnt. Limited vocabulary mastery can become an obstacle in teaching and learning process. It makes the students do not comprehend a text or produce their thought. Therefore, mastering vocabulary is important for the language learners.

Vocabulary mastery is a cyclical process. Cameron (2001: 74) argues that “It is not something that done and finished with”. To be able to have a good vocabulary mastery, the learners have to follow the processes. Meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language are the processes in mastering vocabulary. This means that every time learners meet those familiar words again, they indirectly improve their knowledge about the words.

The students’ vocabulary mastery shows in how they comprehend or produce words in contexts. If learners have good vocabulary mastery, then they can communicate easily in the target language. Supporting this statement, National Reading Panel as cited in Willis (2008: 80) says that the larger students’ vocabulary, the more they can understand a text. When the students develop their vocabulary mastery, they can also be more confident to communicate and express their ideas.

Vocabulary mastery contributes to the learners' language skills development. However, it cannot be done in one night only. There are some processes that the learners need to follow. In addition, mastering vocabulary means that the learners are able to use suitable words in a context.

3. Definition of Drilling Method

According to Harmer (2007: 272) Drill is a technique where the teacher asks students to repeat words and phrases, either in chorus or individually, and then gets them to practice substituted (but similar) phrases, still under the teacher's direction. The advantages in using language drills for beginner students, we want to keep a drill running for half an hour because it would exhaust both students and teacher. However, we might make a different kind of activity, such as role-play, last for longer than this. A lot depends on exactly what we are asking students to do.

Swanto and Din (2014; 74) Drilling technique (DT) is a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. There are many types of drilling techniques such as repetition drills. That will be conducted on this research.

CHAPTER III

RESEARCH METHOD

This session is an overview chapter of the method of the research. It practically serves an urgent role in research since it impacts the findings as well as the discussion. Before conducting the study, the researcher procedurally has to refer to and apply the appropriate technique to find the accurate data. Here, the researcher of this study represents a clear description of the design time, and the setting of the research, the participant of the study, the technique of data collection, and the procedure of data analysis.

A. Research Method

This part discusses the method applied in conducting this research which consists of research design, and data sources, the techniques of data collection, data analysis. The research method basically is a scientific way to get data with a special purpose and use¹⁸

This research uses quasi-experimental design which nonequivalent control group design. This design is almost the same as pretest posttest control group design, but in this design , the collecting data are not taken by random.¹⁹ The researcher would like to investigate

¹⁸ Sugiyono, (2014). Metode Penelitian Kuantitatif, Kualitatif dan R & D, Alfabeta CV. p. 2

¹⁹ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 116.

the use of flashcards significantly improve students' vocabulary or not. In collecting the data, the researcher conducted a pretest to see the students' vocabulary ability before using the medium. Then researcher treated the students by using flash cards in teaching vocabulary, and after giving the students some treatments, the researcher conducted a post-test. After the data have been obtained, the test result was compared and analyzed.

B. Research Participants

1. Population

The population is a group generalization consisting of objects or subjects that has some qualities and characteristics chosen to be learned and to be concluded by the researcher.²⁰

Based on that statement above, the population of this research are all the students at Second grade of MTS Fatahillah Semarang class B. The quantity of the Class A consist of 34 Students. That shows as follows

Table 3.1

Population of the Research

Class	Male	Female	X (Total Students)
VIII B	14	20	34
			$\sum X = 34$

²⁰ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 117.

2. Sample

Sample is a part of the total and characteristics that have by the population.²¹ In this research, the researcher used purposive sampling technique of sampling with certain opinions. It was because of the total number participants in VIII B classes. Look at the following table:

Table 3.2

Sample of the Research

Class	Male	Female	X (Total Students)
VIII B	14	20	34
			$\sum X = 34$

C. Technique of Data Collection

This study used a test to collect the data. The test was administered before and after giving a treatment to identify the problem in this research. Firstly, the students are given a pretest of vocabulary to ascertain their homogeneity in terms of their knowledge of vocabulary. Then, the students in pre-test section are teach by using flash cards after the researcher put a set of flashcards on the board. After that, the researcher pronounced the words and then the students repeat the words until they pronounced the words correctly. The test aimed as a quiz to evaluate their ability of vocabulary. Finally, at the end of the treatment

²¹ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 117.

period the students were given a posttest of vocabulary to examining their vocabulary development

D. Techniques of Data Analysis

The data obtained from the students was analyzed as follows:

a. Individual score :

$$\frac{S}{\max S} \times 100$$

S = Score individual

Max S = Maximum Score

b. to find out the mean score of the two groups, the writer applied the following formula:

a). Mean score of Pre-test :

$$MX = \frac{\sum x}{N}$$

b). Mean score of Post-test :

$$MY = \frac{\sum x}{N}$$

Where :

M = the Mean score of the two groups

X = the Students final score for Pre –test

Y = the Students final score for Post-test

N = is the number of samples

\sum = is the sum of...

c. finding the standard deviation of two Section of test . The formula as follows :

1) find out the standard deviation of Pre-test Sections. The formula is : $\sum x^2$

where :

$\sum x^2$ = the standard deviation for Pre-test .

2) Find out the standard deviation of Post-test section. The formula is : $\sum y^2$

Where :

$\sum y^2$ = the standard deviation of Post Test..

If $t\text{-test} < t\text{-table}$ in the significance of 0,05 (p-0,01), H_a is rejected. It means that the Pre-test has lower skills in vocabulary than Post-test.

If $t\text{-test} > t\text{-table}$ in the significance level of 0,05 (p-0,01), H_a is accepted. It means that the Post-test has lower skills in vocabulary than Pre-test.

Finally, the researcher computed the correlation coefficient of two mean scores to know whether it is significant or not by using t-test formula. Here is the formula.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

My = The mean deviation score of post test section.

Y = The mean deviation pre-test

Mx= The mean deviation score of pre-test section.

X = The deviation pre-test.

N = number of sample

Nx = number of sample in Pre-test section

Ny = number of sample in post test section..²²

E. Validity and Reliability

1. Validity

To measure whether the test has good validity, the researcher analyzed the test from content validity. In this research, content validity is

²² Suharsimi Arikunto, *Prosedure Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p, 354.

the degree to which a test measures an intended content area and the test must be appropriate to the grade. The researcher made a test based on the objectives of the syllabus so that it was not out of content. Moreover, to find out whether the instrument is valid or not by expert judgment, and the instrument of this research was clarified validly after the expert examines the research instrument. Validation was carried out by one of the lecturers from material experts in TBI. From the validation activities, the researcher was given input from the validator experts to determine the validation from the use of flashcards significantly improve students' vocabulary at 8th grade of MTS Fatahillah Semarang.

2. Reliability

A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data.²³ It means that simply reliability is the consistency of a measuring instrument, or the extent to which the measuring instrument can measure the same subject in different times but shows relatively the same results.

F. Variables of research

The variable of research is everything that the researcher sets for obtained the information, and then drew a conclusion. The

²³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan kuantitatif Kualitatif, dan R&D*, (Bandung: Alfabeta, 2017), p, 173.

variables of this research are two variables, they independent variable and dependent variable.²⁴

1. Independent variable (X)

Sugiyono stated that the independent variable is free variable. It is variable that influences or affect the dependent variable.²⁵ In this research independent variable was flash cards.

2. Dependent variable (Y)

Dependent variable is variable that affected by independent variable or variable output. The dependent variable in this research was the ability of student"s vocabulary.

G. Design of Research

This research was classified as quasi-experimental design because it had a control variable. In this research, the researcher put Class B that consist of 34 students'. The researcher used pre-test and post-test to see the results of the test.

²⁴ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 60

²⁵ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 61

Table 3.3

The test illustration of Quasi Experimental Design

Pre- Test	Independent Variable (treatment)	Post-test
O ₁	X	O ₂

Where:

O₁ : pre-test

O₂ : post-test

X : treatment

Based on the table above, the researcher put the pre-test and post-test. The pre test was not given treatment using the flashcards while the post test the researcher give the treatment of using flashcards.

The students were given a vocabulary test at the first meeting (pretest) and the treatment was given after the pre-test on the following meeting. The treatment was delivered in four meetings. Then the researcher gave the post-test. Pre-test and post-test were given to measure if there were significant differences in scores before and after the students were being taught by using flash cards. So, the researcher saw an improvement when the students got scores.

H. Instrument of Research

A research instrument is a tool or instrument used to measure nature and social phenomena observed.²⁶ In this research, the researcher collected the data by administering test and documentation.

1. Test

A test is a set of questions and exercises used to measure the achievement or capability of the individual or group.²⁷

a. Written Test

In this part the researcher uses the two part. Before and after giving the treatment of using flashcard. The test was filling the blanks and some kind of question about the topic (in this discussion the researcher use the Greeting cards theme). The students were givent the 10 items of incomplete sentences, and each correct answer was given the score . In pre-test the researcher used two kinds of test. The test one was filling the blank in order to test the students' ability. Then the second test is Oral test to check the students' spelling and meaning.

²⁶ Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta, 2015), p. 148.

²⁷ Suharsimi Arikunto, Prosedure Penelitian: Suatu Pendekatan Praktik, (Jakarta: PT Rineka Cipta, 2010), p.193.

b. Oral Test

In this test the researcher used two kinds of test. The test one was filling the blank in order to test the students spelling and meaning. After that the researcher used oral test in order to test the students' pronunciation. The students were given 10 items of incomplete sentences, and each correct answer was given the higher score in the test was 3 and low score was 1. They have to fill the blank or complete each sentence by using appropriate vocabulary. In order to gain the individual score, the researcher applied the following rubric as the scoring system.

Table 3.4
Scoring system

No	Name	Aspects			Score	Conv.
		Pronunciation	Spelling	Meaning		
1.						
2.						
3.						

Note :

Indicator : Students' complete knowledge about the meaning of the words and also it deals with students' pronunciation.

Good = 3

Fair = 2

Poor = 1

Convention = $\frac{s}{\max S} \times 100$

S : Score individual

Max S : Maximum Score

2. Documentation

Documentation is one method for collecting data in forms such as book documents, regulations, students' answer sheets photographs, syllabuses, lesson plans and so on. In this research, the researcher used some documents, they are:

1. Photographs Photographs are records of activities happening in the class, it could give real descriptions about teaching learning process.
2. Students' answer sheet There were two students' answer sheets: pre-test and post-test answer sheets.
3. Lesson plan were use to manage how the classroom activity running well.the resesarcher was taught using lesson plans for two meetings.

I. Procedure of Data Collection

This study used a test to collect the data. The test was administered before and after giving a treatment to identify the problem in this research. Firstly, the students were given a pretest of vocabulary to ascertain their homogeneity in terms of their knowledge of vocabulary. Then, the students in the pre-test group were taught by using flash cards after the researcher put a set of flash cards on the board. After that, the researcher pronounced the words and then the students repeated the words until they pronounced the words correctly. Next, students were

asked to close their eyes and the researcher removed one or several of flashcards then the researcher asked the students to match the flash cards. So the students should remember which flashcards were needed to be matched. The test aimed as a quiz to evaluate their ability of vocabulary. Finally, at the end of the treatment period the students were given a posttest of vocabulary to examining their vocabulary development.

CHAPTER IV

DESCRIPTION AND DATA ANALYSIS

This chapter contains the research processes and results. In this chapter discusses of the research process, findings and discussion.

A. Research Findings

1. Data Description

There is VIII B class used as the subject in this study. The first score that the researcher takes is Pre test and then after the treatment of using flashcard about Greeting cards the researcher given the students Post-test . The researcher conducted test before and after giving treatments to both test in order to get scores of the students' vocabulary ability.

a. Pre-test and Post-test Score

The result of students' pre-test and post-test score of VIII B were presented as follows.

Table 4.1**Pre-test and post-test score of class VIII B**

No	Name	Pre-test	Post-test	Difference	Square Deviation
1.	Adela Arya Rahman	73	93	20	400
2.	Adib Fahri Hakim	75	93	18	324
3.	Andhika Ardi Santosa	71	80	9	81
4.	Andromeda Bima Bahari	68	78	10	100
5.	Arifa Izza Fadhila	66	78	12	144
6.	Arta Liza	72	83	11	121
7.	Azzahra Salsa Bella	72	85	13	169
8.	Bulan Rahmadona	69	72	3	9
9.	Dhiyaul Haq Salafi	69	75	6	36
10.	Dimas Rangga S	70	85	15	225
11.	Ellysa Dewi Lestari	73	86	13	169
12.	Farah Ummu Mazaya	74	82	8	64
13.	Febri Ali Shulton	75	85	10	100
14.	Grania Talitha Althea	74	87	13	169
15.	Husnul Aulia Icon Java	70	83	13	169
16.	Imung Dika Wijaya	71	84	13	169
17.	Jhameela Zahrotus S	72	86	14	196
18.	Madrista Livia Millanisti	72	85	13	169
19.	M. Arsil Huda	74	89	15	225
20.	M. Dafa Awal Nugraha	73	86	13	169
21.	M. Hajat Sudrajat	70	84	14	196
22.	M. Vickly Haqy R	75	90	15	225
23.	Nayla Alfi Mafrikah	72	84	12	144
24.	Nisa Islamiyati Rahayu	73	85	12	144
25.	Olifiani Nur Azzah	75	92	17	289
26.	Qurroh Ein	70	85	15	225
27.	Raditya Putra Prasetya	73	86	13	169
28.	Salis Maulida Salma	73	85	12	144
29.	Tasya Ilmira	73	85	12	144
30.	Ulfah Citra Lestari	70	85	15	225
31.	Venus Hanif Dwi P	73	86	13	169
32.	Wahyu Putri Titinan	74	82	8	64
33.	Yasit Ahnaf	75	85	10	100
34.	Bayu D S	70	85	15	225
	$\Sigma N = 34$	$\Sigma X = 2449$	$\Sigma Y = 2874$	$\Sigma X = 425$	$\Sigma X^2 = 5644$
	Average	72	84	12	

Note :

Pre- test is the students' score before the researcher gave the treatment by flash cards.

Post- test is the students' score after the researcher gave the treatment by flashcards.

Difference is deviation between post- test and pre-test. The formula is $\text{Posttest} - \text{Pretest}$. For example : $85 (\text{post-test}) - 70 (\text{pre-test}) = 15$

Square deviation is the value of deviation or difference which is it's made quadrat. The formula is x^2 . for example $20^2 = 400$

Based on the table above, it could be seen the highest score and the lowest score from 34 students in class VIII B . The highest score of pre-test was 75 and the lowest score was 66. After the researcher gave the treatment by using flash cards that it was conducted 2 meeting, the researcher gave the students post-test. The result shows that the highest score of post test was 93 and the lowest score was 72. In addition, the average of post test score was 84.

b. Oral Test

In this oral tests the researcher only put the 8 sample of 34 or a quarter of 34 of all the students of VIII B. The students are chosen randomly by the researcher then for the scoring the researcher assisted by the teacher discuss about the score. After that, the researcher used oral

test in order to test the students' pronunciation. The students were given 10 items of incomplete sentences, and each correct answer was given the higher score in the test was 3 and low score was 1.

Table 4.2
Oral Test of Students' VIII B

No	Name	Aspects			Score	Conv.
		Pronunciation	Spelling	Meaning		
1.	Adela Arya Rahman	3	2	3	8	88,8
2.	M. Vickly Haqqy R.	2	2	1	5	55,5
3.	Nisa Islamiyati Rahayu	2	2	2	6	66,6
4.	Wahyu Putri Titinan	2	2	1	5	55,5
5.	M. Arsil Huda	2	2	2	6	66,6
6.	Tasya Ilmira	3	2	2	7	77,7
7.	Febri Ali Shulton	2	2	1	5	55,5
8.	Raditya Putra Prasetya	1	2	2	5	55,5
9.	Qurroh Ein	2	2	2	6	66,6
10.	Ferah Ummu Mazaya	2	3	3	8	88,8

The 10 Vocabulary of Oral tests items are shows on the table.

Table 4.3

List of Vocabulary

Vocabulary	Meaning
1. Welcoming	menyambut
2. Pass away	Meninggal dunia
3. Achieiment	Prestasi
4. Sympathy	Simpati
5. Congratulate	Selamat
6. Praise	Memuji
7. Get well soon	Semoga lekas Sembuh
8. Loss	Kehilangan
9. Condolance	Bela Sungkawa
10. Happiness	Kebahagiaan

2. Data Analysis

Then the researcher computed the pre-test and post test both the test score. Next,the mean score of both test could be distributed in a table and compared them. :

- a. Mean and Square deviation of pre-test
- b. Mean deviation score of the pre-test

$$\begin{aligned}
 MX &= \frac{\sum x}{N} \\
 &= \frac{2449}{34} \\
 &= 72,02
 \end{aligned}$$

c. Square deviation

$\sum X^2$ can be obtain from :

$$\begin{aligned}
 \sum x^2 &= \sum x^2 - \frac{(\sum dx)^2}{N} \\
 &= 5.644 - \frac{2449x^2}{34} \\
 &= 5.644 - 4898 : 34 \\
 &= 144
 \end{aligned}$$

- Mean and square deviation of Post-test

a. Mean deviation of Post-test

$$\begin{aligned}
 MY &= \frac{\sum y}{N} \\
 &= \frac{2874}{34} \\
 &= 84,52
 \end{aligned}$$

b. Square deviation of Post-test

$\sum Y^2$ can be obtain from :

$$\sum Y^2 = \sum y^2 - \frac{(\sum dy)^2}{N}$$

$$= 5.644 - 5748 : 34$$

$$= 169$$

Finally, the researcher computed the correlation coefficient of two mean scores to know whether it is significant or not by using t-test formula.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

My = the mean deviation score of post-test section

Y = the mean deviation of post test

Mx = the mean of deviation of Pre-test section

X = the deviation of pre-test

N = number of sample

Based on the data above, the value of test could be found and operated as follows

$$Mx = 84$$

$$M_y = 72$$

$$\sum x^2 = 169$$

$$\sum y^2 = 144$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{84 - 72}{\sqrt{\left(\frac{169 + 144}{34 + 34 - 2}\right) \left(\frac{1}{34} + \frac{1}{34}\right)}}$$

$$t = \frac{12}{\sqrt{(4,74)(0,05)}}$$

$$t = \frac{12}{0,23}$$

$$t = 52,17$$

The result of the data analysis above shows that the Post-test section got a better result than the Pre-test section. However, the researcher needs to determine the level of significance and degree of freedom used in this research. The level of the table significance with the degree of freedom $52-2 = 50$, t-test $52.17 > t\text{-table } 2,457$, this indicates that the degree of difference between mean score is significant in both

confidence level 5% is 30. The result of t-test showed that t-test 52,17 was higher than t-table 2,457. It means that, there is a significant different in improvement of students who used flashcard and without used flash cards. It was proved in the table below:

Table 4.4

Comparison between t-test and t-table

Value of t-test	Value of t-table	
	Df	0.02
52,17	34	2,457

B. Discussion

This research was conducted by using flashcards effectively on students vocabulary at 8th grade of MTs Fatahillah Semarang. The process of research was described below.

1. Written Pre-test and Post-test

The pre-test was administered in order to measure the students' current vocabulary before the treatment. The pre-test was conducted on 17 November 2022 then the pos-test was conducted on 22 November 2022.

The researcher used two kinds of test. Test one was filling the blank in order to test students spelling and meaning. After that the researcher used oral test in order to test students''

pronunciation. The researcher given 10 items of incomplete sentences.

The result of pre-test and post-test were not really high. The highest score of Pre-test section was 75 and the lowest score was 66. In other hand, the highest score of post test was 74 and the lowest score was 64. The mean score of post test was 71 while pre-test was 69.

2. Oral test

Oral test was given to the students' to check their ability pronunciation, spelling, and the meaning of vocabulary that the researcher was given. Based on the long discussion to determine the result score, the researcher with the teacher agreed to give the score of students' oral test.

The result is the highest Score of Oral test is 8 from 9 maximal score, and the lowest score are 5 from 9 maximal score. It indicated that the students vocabulary masteri on 8th grade had to develop with any method that student's interest. It means that the improvement of students' vocabulary in pre-test section was not really significant.

3. The effect of using flash cards on students' vocabulary

At the beginning of Pre-test, the researcher informed the students that the objective of the study. After that the researcher informed the procedure activities in teaching-learning. The data were obtained from the pre-test and post-test scores . The result

of post-test was more improve by flash cards than post-test section by conventional ways. The result of post test sections showed that the highest score of pre-test was 75 and the post-test was 93. The lowest score of pre-test was 66 and the post-test was 72. The mean score of pre-test was 71 and the post-test was 84.

In other hand, the result of pre-test section showed that the highest score of pre-test was 74 and the post-test was 83. The lowest score of pre-test was 64 and the post-test was 71. The data were analyzed by t-test to find out the use of flashcards effective on students' vocabulary or not. The researcher obtained that t-value 52,17 was higher than t-table 2,457 in the significant level of 12%.

Furthermore, the result of the analysis showed that used flashcards as a medium to teach vocabulary made the students' achievement was better. In addition, flash cards gave students opportunities which helping students in memorizing the meanings.

Based on the data analysis above, it was clear that the alternative hypothesis (H_a) was accepted while the null hypothesis was rejected. To sum up, teaching vocabulary by using flashcards effective on students' vocabulary than without using flashcards, especially for students at 8th of MTs Fatahillah Semarang .

This research finding supports what Rahma Matsna Aulia stated in her thesis concluded that the use of flash cards in order to improve the students' vocabulary mastery was still effective with some additional activities like games²⁸. Finally, from the explanation the quantitative data of pre-test and post-test, it can be concluded that the use of flash cards effective on student's vocabulary. It was proved by the improvement of students' vocabulary scores.

²⁸ Rahma Matsna Aulia, "Improving Grade Eight Students' Vocabulary Mastery Using Flashcards at MTSN Godean in The Academic Year of 2016/2017, (Thesis, English Education Study Program Faculty of Languages and Arts Yogyakarta State University, Yogyakarta, 2016), p. 109.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result of the data analysis in previous chapter shows that the use of flashcards effective on student's vocabulary mastery at 8th grade of MTs Fatahillah Semarang academic year 2022/2023.

Additionally, flashcards successfully made the students in class enjoyed in learning English Vocabulary. Students was more active and enjoyable when aching learning process conducted by flashcards. It was proved by students' mean score of post-test section was higher than pre-test section. The mean score of post-test are 84. While in pre –test was 77.

The data were analyzed by t-test to find out the use of flashcards effective on students' vocabulary or not. The researcher obtained that t-value 52,17 was higher than t-table 2,457 in the significant level of 12%. Herebity it is clear that alternative hypothesis (H_a) was accepted.

B. Suggestion

Based on the result of this research there are some suggestions as follows:

1. To the students are expected to master vocabulary because by mastering vocabularies all skill of English can be easy to learn. Therefore, students should develop their knowledge of vocabulary using interesting media like flash cards because flash cards can attract the students' interest and motivation in learning process.
2. To the English teachers are expected to make the teaching learning process enjoyable because students love to play and learn best when they feel enjoyable. The media can be used to teach is flash cards.
3. To the readers or next researchers are expected that they can apply flash cards as a media in teaching vocabulary. In addition, for next researchers can use the result of this study as an additional reference.

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APPENDICES

Appendic 1

List Students of Class VIII B

MTs Fatahillah Semarang

No	Name	Gender
1.	Adela Arya Rahman	Female
2.	Adib Fahri Hakim	Male
3.	Andhika Ardi Santosa	Male
4.	Andromeda Bima Bahari	Male
5.	Arafa Izza Fadhila	Female
6.	Arta Liza	Female
7.	Azzahra Salsa Bella	Female
8.	Bulan Rahmadona	Female
9.	Dhiyaul Haq Salafi	Male
10.	Dimas Rangga S	Male
11.	Ellysa Dewi Lestari	Female
12.	Farah Ummu Mazaya	Female
13.	Febri Ali Shulton	Male
14.	Grania Talitha Althea	Female
15.	Husnul Aulia Icon Java	Female
16.	Inung Dika Wijaya	Male
17.	Jhameela Zahrotus S	Female
18.	Madrستا Livia Millanisti	Female
19.	M. Arsil Huda	Male
20.	M. Dafa Awal Nugraha	Male
21.	M. Hajat Sudrajat	Male
22.	M. Vickly Haqqy R	Male
23.	Nayla Alfi Maftikah	Female
24.	Nisa Islamiyati Rahayu	Female
25.	Olifiani Nur Azizah	Female
26.	Qurroh Ein	Female
27.	Raditya Putra Prasetya	Male
28.	Salis Maulida Salma	Female
29.	Tasya Ilmira	Female

30.	Ulfah Citra Lestari	Female
31.	Venus Hanif Dwi P	Male
32.	Wahyu Putri Titinan	Female
33.	Yasit Ahnaf	Male
34.	Bayu D S	Male

Appendic 2

Kinds of Greeting cards

List of Figure

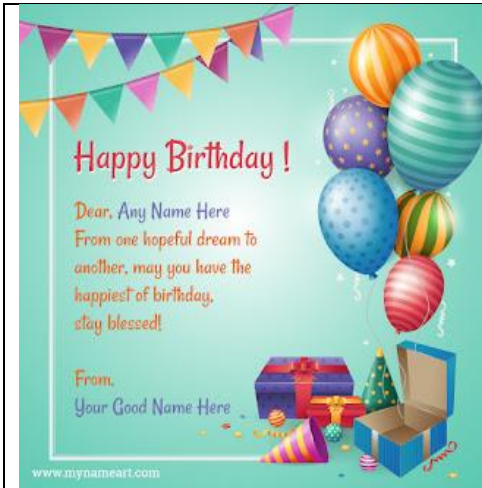


Figure 1
(Happy Birthday card)



figure 2
(Congratulation card)



figure 3
(Graduation)



Figure 4
(get well)



Figure 5



Figure 6

(Thanking)



figure 7
(Baby Born)

(Holiday)

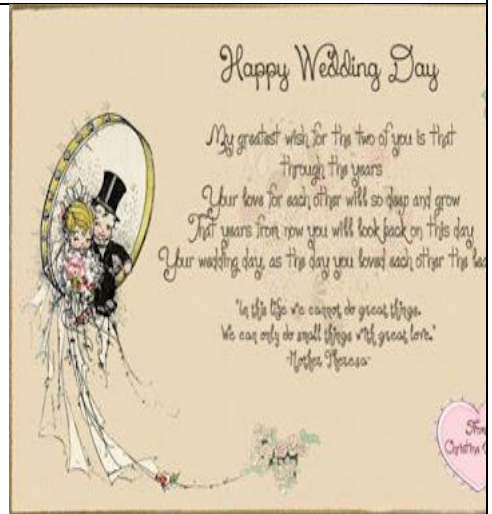


figure 8
(wedding)

Appendix 3

Pre-test Score Students

Pre-test Worksheet
Name: Rehan Beggs NEM
Class: 8B

73

Exercise 1

Pay attention to the following birthday card and answer the questions!

What is the purpose of this card?

- To provide someone
- To celebrate someone
- To express someone

What is the kind of the text?

- Invitation card
- Certificate card
- Birthday card
- Holiday card

Who read the card?

- Dad
- Mother
- Aunt/Grand
- Uncle/Grand

To whom the card is sent?

- Sister
- Brother
- Mom's friend
- Aunt/Grand

How many days the child will be old on his birthday?

- When the birthday of the birthday card?
- Sister
- Celebration
- Brother
- Aunt

Exercise 2

Arrange the jumbled words or sentences below to make a good greeting card in the form provided!

Pay attention to the parts of greeting cards: receiver, body, quotes, hope or wish and sender. Drag and Drop your answer!

(Susunlah kata-kata dan kalimat acak berikut ini menjadi kartu ucapan yang baik dengan memperhatikan bagian-bagian greeting cards seperti penerima, isi, kutipan/ucapan, harapan dan pengirimnya)

To: Amanda
Uncle Ben and family
Have an awesome birthday
May God facilitate you to achieve your expectation
Best love

To: Amanda
Have an awesome birthday
May God facilitate you to achieve your expectation
Best love
Uncle Ben and family


Appendix 3

Post-test Score Students

Post-test Worksheet

Name : Salma gopiqos.

Class : VIII B.







VOCABULARY

Find the Indonesian sentence from the text below :

- Hello : hai
- Good morning : Selamat pagi
- Good evening : Selamat sore
- How are you : apa kabar mu
- In good, thanks : aku baik, terima kasih
- Good : baik
- I'm great : aku baik
- What's your name : Siapa nama mu
- See you later : Sampai bertemu lagi
- Nice to see you : senang bertemu dengan mu

A. Choose the right answer based on the pictures







- What cards is it?
 - A. Greeting cards
 - B. Invitation cards
 - C. Credit cards
- People send the cards to someone who has ...
 - A. An award
 - B. A Birthday
 - C. A Free Day
- Who sends the card?
 - A. Lina
 - B. Days
 - C. The receiver
- What does the card say?
 - A. Happy New Year
 - B. Many Christmas
 - C. Happy Birthday
- Who receives the card?
 - A. Lina
 - B. Edu
 - C. The sender
- Why do people send the card?
 - A. To invite people to come to someone's birthday.
 - B. To announce someone's birthday.
 - C. To congratulate and to express their wishes on someone's birthday.

B. Complete the blank spaces based on the picture.

- Purpose
The text is written to give wishes on someone's birth day
- Structure
 - a. Sender
The sender of the card is April.
 - b. Date
Date.
 - c. Quote
The sender says "May your birthday be filled with the warm sunlight of happiness, joy, and the brightest wishes of the receiver."
 - d. Congratulation expressions
The sender says "Happy birthday" to congratulate the receiver.
 - e. Picture
The writer puts a picture of the sun and wishes in the card to make it more beautiful.
 - f. Receiver
The receiver of the card is Trisha.
- Language features
The language features we find in the card are Dear, May, Happy

Dear Trisha



May your birthday be filled with the warm sunlight of happiness, joy, love and the brightest wishes of the receiver.

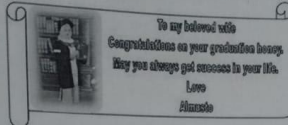
HAPPY BIRTHDAY

April

Handwritten notes:
 Rainbow colors of sender
 Happy birthday

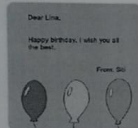
I. Pay attention to the following greeting cards and answer the questions!

Text 1



1. Who makes the greeting card above? Almuslo
2. To whom is the card sent? his wife
3. What kind of greeting card is it? graduation
4. Why does the sender send a greeting card to his wife? because, his wife is graduation
5. What is the relationship between the sender and the receiver? husband and wife

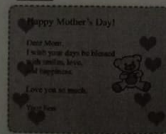
Text 2



6. Who has a birthday party? Lina
7. Who sends the greeting card? Siti
8. How many balloons are there in the card? three
9. Why does Siti make the greeting card? because Lina is birthday
10. Who is Siti? Lina's friend

II. State true (T) or false (F) on the sentences based on the greeting card below!







Text 3






11. The son is sending the card to his father. (T/F)
12. The greeting card is sent on December 22. (T/F)
13. The card is sent to give sad news to his mom. (T/F)
14. There are nine hearts in the card. (T/F)

Appendic 4

The Oral Test (Audio Record)

Name	The Voice Audio Record
Adela Arya Rahman	
M. Vickly Haqqy R	
Nisa Islamiyati Rahayu	
Wahyu Putri Titinan	
M. Arsil Huda	
Tasya Ilmira	

Febri Ali Shulton	
Raditya Putra Prasetya	
Farah Ummu Mazaya	
Qurroh Ein	

Appendic 5
Documentation



Appendic 6

Surat ijin Riset

**YAYASAN MIFTAHUL HUDA BRINGIN**
MTs FATAHILLAH
"TERAKREDITASI A"

Alamat : Jl. Palabuhan No. 9 Bringin Ngaliyan Kota Semarang Telp. (024) 7615135 E-Mail : mt.fatahillah@yay.mhs.com

NSM : 121333740029, NSS : 212036316711, NPSN : 20364837

SURAT KETERANGAN PENELITIAN
Nomor: 078/MTs-711/E.7/XU/2022

Yang bertanda tangan dibawah ini:

Nama : Hj. Chabibah, S.Pd.
NIP : 197505222005012002
Jabatan : Kepala Madrasah

Menerangkan bahwa:

Nama : Iswari Putri
NIM : 1503046065
Perguruan Tinggi : UIN Walisongo Semarang
Fakultas/ Jurusan : FITK/ Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah mengadakan penelitian yang berjudul: "The Using Of Flashcard Drilling Method To Improve Student Vocabulary Mastery (The Study Of Adverb) On English Subject At Second Grade Of MTs Fatahillah Semarang Academic Years 2021/2022". Telah melaksanakan penelitian pada tanggal 17-24 November 2022.

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana semestinya.

Semarang, 24 November 2022
Kepala MTs Fatahillah


Hj. Chabibah, S.Pd.
NIP. 197505222005012002

CURRICULUM VITAE

Name : Iswari Putri

NIM : 1503046065

Place and birth of date : Sragen, 3 Maret 1997

Address : ds. Lempung Rt.12/ 01 kel. Tlogotirto kec.
Sumberlawang kab. Sragen

e-mail : iswarizizi32@gmail.com

facebook : Iswari Putri Mencitt

phone number :085647087580

educational background : 1. SD N Tlogotirto 1

2. MTs N Model Sumberlawang

3. SMK Sakti Gemolong

Semarang, 13 December 2022
The Researcher,

Iswari Putri
1503046065

