

**ENCOURAGING STUDENTS TO LEARN ENGLISH
VOCABULARY USING FLASHCARDS: A
DESCRIPTIVE CASE STUDY**

THESIS

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



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I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Encouraging Students to Learn
English Vocabulary using Flashcards :
A Descriptive Case Study
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Senior high school students in MA Husnul Khotimah have difficulties for understanding and memorizing English vocabulary. The researcher use learning media to encourage students to learn English vocabulary. This research is aimed support senior high school students to learn English vocabulary using flashcards. The data collection technique were use observation and interviews. Learning through the game is more fun and beneficial as some studies prove. in this case, not every people has gadgets, especially village people. Therefore the researcher chose learning media without gadget namely flashcards. This research has two kinds of flashcards and two kinds of games guest meaning and flip chart. This media is played 55 senior high school students ten grade in MA Husnul Khotimah. After playing the game, it is found that all students agree that this game motivates them to learn English. This study implied that flashcards encouraged students to learn English vocabulary.

Keywords: *Flashcard, student's response, learning vocabulary*

MOTTO

ومن لم يذق ذل التعلم ساعة # تجرع ذل الجهل طول حياته

"Whoever has never felt the difficulty (suffering) in learning even for a moment, then he will feel the humiliation of ignorance throughout his life. Moreover, for whoever misses learning (seeking knowledge) in his youth, then takbirlah four times over his death."

(Diwan Imam Syafi'i: Adab Ilmu. 41)¹

“Being thankful, and giving thanks is the one of the keys to be happy, just thank you for everything and thank you for yourself tho”

(Mark Lee’s Father)²

‘Let’s walk slowly enjoying every step of the journey’³

(Mark Lee NCT)

¹ Ahmad Rais, “Pembacaan Semiotik Michael Riffaterre Dalam Diwan Al-Imam Al-Syafi’i Tentang Motivasi Belajar Dan Keutamaan "Alim,” Diwan: Jurnal Bahasa Dan Sastra Arab 5 (2019): 26.

² <https://youtu.be/byoFWzX-3ks> Johnny’s Communication Center “My First Thank’s Giving in Korea” (Accessed September, 11 2022)

³ <https://sragenupdate.pikiran-rakyat.com/entertainment/pr-1845073349/nctzens-wajib-tahu-5-quote-mark-lee-yang-bisa-bikin-kamu-semangat-menjalani-hidup?page=2> (Accessed September, 8 2022)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Masyhud and Mrs. Qorinatus Scholichah
2. My lovely sibling M. Syauqi Asysyaffaf, Mayza Zahwa and, Ahmad Sabiq Althof.
3. All of My Dad and Mom's family members.
4. My respectable parents in PP Darul Falah Besongo Abah Prof. Dr. Imam Taufiq, M.Ag., and Umi Dr. Arikhah, M.Ag.
5. All of my teacher who has guided and educated me with big gorgeous and sincerity.

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CHAPTER 1

INTRODUCTION

This chapter explores the subchapter. It begins with the background of the research. The next part present the question of the study, the objectives study, and its significance of the study.

A. Background of the study

Vocabulary is the main key to communicating and making sentences. When students don't know about vocabulary they can't understand the meaning and also can't communicate well. It means that students have to learn vocabulary when students learn new language. Vocabulary can be characterized in different ways. Specialists have proposed a few terms almost vocabulary.⁴

According to Richard C. Jack, vocabulary is the one of the most striking components of language. One of the first things applied linguists turn their attention to.⁵ Students must be able to apply a lot of successful in learning English. The same language makes students difficult to understand and express their ideas. Besides that, students will have limited understanding of speaking, reading, listening, and writing

⁴ Rohmatillah, R. (2014). A Study On Students'difficulties In Learning Vocabulary. English Education: Jurnal Tadris Bahasa Inggris, 6(1), 75-93.

⁵ Richard C. Jack, Curriculum Development in the Language Teaching (New York: Cambridge University Press, 2002), 4.

with a limited vocabulary. Maybe not possible learn language without mastering vocabulary. According to David Wilkins, students have to master vocabulary to make it easier to understand sentences.

English is regarded as foreign language. Therefore, teachers have to create fun learning media to be an alternative way of learning English. Some researchers examined the use of games in learning English. However, most of them were conducted in a elementary school. Such as research by Wiwik Andriyani and Yi ying conducted in elementary school. In this research, the researcher has different object. This research conducted to senior high school students.

The writer observed that most students have low ability to learn English, especially English vocabulary. They such standards on it. Besides, unique found becomes of understudies become one more issue of learning English at MA Husnul Khotimah. that's why the writer is interest researching to find out how is the process of teaching learning English using flashcards as media there and to encourage the student's using flashcards in learning English vocabulary at ten-grade of MA Husnul Khotimah.

Flashcards are a quick and easy way to make use of visual means to help students learn and drill vocabulary. Both children and adult profit from flashcards in their learning process. Flashcards can be dealt out to children who finish

their assignments earlier or to be used in groups. Children who can read can use flashcards with words with pictures and flashcards with word and combined them.⁶

This study aims to encourage students in learning vocabulary and also inspire teachers to create an environment and media that students are interested in learning.

B. RESEARCH QUESTION

1. How is the implementation of Flashcards to teach English vocabulary in MA Husnul Khotimah Semarang?
2. To what extent do flashcards encourage students' learning English vocabulary?

C. OBJECTIVE RESEARCH

1. To explain the use of flashcards as media of learning vocabulary at MA Husnul Khotimah Tembalang Semarang
2. To describe flashcards can encourage students learning English vocabulary at MA Husnul Khotimah.

⁶ Gelfgren veronica. (2012). Fun with Flashcards 150 Ideas for Using Flashcards in The Classroom. Swedish: Learnmore Projects.

D. SIGNIFICANCES OF THE STUDY

This study is expected to give educational practitioners the following benefits:

1. Theoretical benefit

This study can employ as an additional reference for the following research in the future.

2. Pedagogically

The writer desires that this study's result would help the teachers learn about using flashcards to encourage students in learning English vocabulary.

3. Practical benefit

- a) English teacher

This result can help teacher use flashcard to add variety for learning vocabulary.

- b) The students

The writer expect it to build students more fun enjoy learning vocabulary in their class.

- c) The writer

This research can improve the writer's skill and knowledge in English learning in the future

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of some fundamental theories related to the study and comprises previous research related to this study. It provides some last analysis with almost the same topic as the present study.

A. Literature Review

1. Learning Strategy in Teaching Vocabulary

Vocabulary is the main part of language. As well as seeing and understanding the language, students need to know the meaning of the language. Based on Jeremy harmer, there are some of the ways we can help students to understand the meaning, especially vocabulary. There are “it’s a pen” for complete beginner, invitation for elementary, comparative for lower intermediate, and protection for upper intermediate.

For teaching using protection for intermediate, the teacher doesn’t need to explain the meaning but the students can open the dictionary or looking at the meaning by computer printout. Another way students can write their own dictionary to learn English vocabulary.

In a classroom major, part of the teacher’s job is to expose students to language so that they can use it later.⁷

⁷ Jeremy Harmer. 1994. “How to Teach Language”

The teacher can help students to make their own dictionary or encourage students to write the word in their personal vocabulary books, giving some information to help them to learn vocabularies.

After the students understanding the meaning of vocabulary, teacher and students can practice the language in the classroom. Cause too much practice will take time away from them.

According Nicholls, “effective teaching is concerned with how best to bring about desired learning outcomes and change the way students think by involving them in learning activities.” Based on that opinion, the teacher should use a good way to make the students more interesting in learning English language.⁸

Dr. Mark A. MCDaniel state that the net result of adopting learning strategies is that students aren’t spending more time. Instead they are spending more effective time. They are working better, they are working smarter.

When students take an exam after doing a lot of retrieval practice, they see how well they have done. The classroom becomes very exciting. There is a lots of buy-in from students. When students take an exam after doing

⁸ Nicholls, Gill, 2002. *Developing Teaching and Learning in Higher Education*. London and New York: Routledge, Falmer.

lots of retrieval practice, they see how well they've done. The classroom becomes very exciting. There's lots of buy-in from the students. There's lots of energy. There's lots of stimulation to want to do more of this retrieval practice, more of this difficulty. Because trying to retrieve information is a lot more difficult than rereading it. But it produces robust learning for a number of reasons.

Students have to trust that these techniques, and they also have to observe that the techniques work for them. It's creating better learning. And then as a learner, you are more motivated to replace these ineffective techniques with more effective techniques.⁹

In teaching English process there are some components of teaching English:

a. The objective

Objective is the goal of education that interprets from the vision, missions, owned by an institution important as a component of teaching and it's a goal which reached after the teaching process.¹⁰ Therefore, this is important as a component of teaching English.

b. The students or participant

⁹ [Learning Strategies That Work | Harvard Extension School](#) (accessed September 19 2022)

¹⁰ Oemar Hamalik, Publisher : Jakarta : Bumi Aksara, 2004, Subject Metode Belajar, ISBN: 979-526-767-1

In teaching learning process, the learners have significant roles. Students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find regularity and order to the events of the world in the absence of full complete information.

c. The teacher

In the teaching English, teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible.¹¹ Therefore, the effectiveness of the teaching English based on the teacher roles. The success of teaching is also based on teacher quality.

The teacher has to be aware of children's characteristic in teaching-learning process. In McGlothin article, children have their own strategies in learning. They are not interested in language for its own sake, however, they also are not disturbed by the language he does attained the purpose of English learning by using both kinds of media, audio media and visual media.¹²

¹¹ W Gulo. Metodologi Penelitian. Publisher: Grasindo, 2008: ISBN: 9790253214

¹² McGlothin, J. Doug. (1997). A Child's First Step in Language Learning. Retrieved on Thursday, May 05, 2011 at 8am. From <http://iteslj.org>.

As Nunan mentioned about learners types and learning preferences.¹³ He explained as below:

Type 1. Concrete learners These learners tend to like games, pictures, films, videos, using cassettes, talking in pairs, and practicing English outside class.

Type 2. Analytical learners These learners likes studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes, and working on problems set by the teacher.

Type 3. Communicative learners These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in stores, trains, and so on, learning new words by hearing them, and learning by conversations.

Type 4. Authority-oriented learners These learners preferred the teacher to explain everything, liked to have their own textbook, to write everything in notebook, to study grammar, learn by reading, and learn new words by seeing them

¹³ Nunan, David. (1999). Second Language Teaching and learning. Boston: Heinle & Heinle publishers

2. The Implementation of Teaching English

Vocabulary

Every teacher has different way to teach in learning process to make their class successful. Use the right method in teaching and learning process will make achieve the teacher goals. There are several method which are commonly use such as discussion, demonstration, question and answer, and speech.

Teaching English as foreign language to children is easy, enjoyable and fun. But in reality, it is difficult to be done by some teachers, because they do not mastering the ways in teaching English to children. To successfully teach children a second language requires specific skill and intuitions that differ from those appropriate for adult teaching. So that, teaching children is not only teaching language development, but also understanding of their environment, their mental process which used in thinking, remembering, perceiving, recognizing, and classifying the utterances. It means that the methodology applied and the material given when teaching English to children should be suitable with all those factors on children's perspective. Children use English genuinely, learning something new and developing character as whole people as well. Moreover, children aged 7-12 are still dependent and need security. If English lesson becomes frightening

for them or they become frustrated, mother tongue sometimes may be use.

The management of classroom is very important in using the moving class. According to Usman, “the purposes of managing class is served and used class facility in many kinds of practical lesson in the class and teaching to reach good result in English learning in moving class the teacher should have a good management in moving the learning situation from one class to another the classroom.¹⁴ Besides that, some proponents are most interesting in continuing of moving class. For example, it needs visual media or auditory media, so the teacher has to serve the sources of learning and tools of learning.

It means that the teacher needs to provide a model for the students to enable them aware of what they are expected to do. In terms of speaking, Fillmore found that children who are successful in acquiring English interact directly and frequently with people who know the language well. Such expert speakers not only provide access to the language, they also provide clues as to how to combine and communicate ideas, information, and intentions.¹⁵

¹⁴ Basyiruddin Usman. 2002. Media Pendidikan. Jakarta: Ciputat Press.

¹⁵ Wong fillmore. L. (1991). When Learning a Second Language Means Losing the First. Early Childhood Research Quarterly 6,323-46. [Judy Hicks, Abstract #2]

According to sukarini, all of technique is good but, there are some techniques can be used to teach children effectively, such as song, dialogue and games.

Using the games to teach language especially English vocabulary will bring many advantages and encourage students to study better. Based on Scott and Ytreberg young learners like to play and easy learn when they enjoy themselves.¹⁶ Students can take part in learning English easily. There are many games can used by teacher to teach language such as guessing games, building pictures, card, and board games.

The material is the content that will be transferred to the students based on the curriculum that is used. In delivering the material, the teacher needs to start from the easy to the more difficult material. To help developing students' language skills, the teacher is also expected to be the model of using the language especially in speaking, writing, reading, and listening.

In teaching English to children by using media, teacher conduct as a model, facilitator, controller, assessor, organizer, participant and prompter. As clearly says by Harmer that well prepared teachers need to know about the job they are going to do before they can start

¹⁶ Scott, Wendy, Lisbert Ytreberg. 1990. Teaching English to Children. New York: Longman Inc.

successful plans.¹⁷ In his descriptions, he mentioned there are six major areas of necessary knowledge, namely:

1. The language for the level.
2. The skill for the level
3. The learning aids available for the level
4. Stages and techniques in teaching
5. Systematical activities
6. Classroom management skill
7. Rapport establishment
8. Praise and criticism's balance
9. Energy generation

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity, and competence. The success of the teaching and learning of foreign language skills including English is determined by several factors such as the students, the teacher, the methods, material, and media or aids used.

Media supported primary school students in mastering basic English. As declared by Heinich, et al. (1996: 4) that using materials as media in teaching English as a foreign language can be helpful to the teacher. It is a tool to support learning that is used as a medium in instruction to deliver the materials to the learners.

¹⁷ Harmer, J. (2007). *The Practice of English Language Teaching*. 4th Edition. New York: Longman

Media are being used to send messages to the students and stimulate them to learn, as Gagne et. al. (1992: 8) define that media are various components in learners' environment that support the learners learning. This may include traditional materials such as handouts, books, newspapers, magazines, charts, slides, overheads, real objects, flashcards and videotape or film, television, and radio, as well as newer materials and methods such as computers, the internet, and interactive video conferencing. And also blackboard, which is being used by teachers to inform learners about what they are teaching, at the same time we also talk about instructional media and teaching aids. The board is teaching aids and what is on the board is instructional media.

Media is very useful in learning the English language. The teacher and students are helped by using media to achieve the learning goals. So, the teachers should apply the media in teaching-learning activities because:

1. Media can be solved the lack of the learners' experiences. Learners have different background such as areas, family life, society, social economic, etc.
2. Media can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a

media. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors.

3. Media are created the possible direct interaction between the learners and their environment.

4. Media are produced some observation. The learners' observation can be directed into the important things based on the teacher's aims.

5. Media can be kept the basic, concrete and real concepts of the teaching.

6. The learners' motivation is aroused by using media in learning.

7. Media are integrated the experience from the concrete things to the abstract ones.

There are some kind of media learning there are:

- a. Audio Media Audio media offer a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intellectual and motor skills. Example: (cassette recorder or tape recorder) song, music, reading story, etc. with the same examples,

Kemp and Smellie (1989) in Onasanya defines that audio aids are media that can be listened to.¹⁸

1. Tape recorder and cassette recorder
2. Radio
3. Smart phone

b. Visual Media

1. Book or textbook
2. Magazine or newspaper
3. Flashcard, picture or poster.
4. Real object /Model/Mock up
5. Puzzle
6. Blackboard or whiteboard
7. Stick figure

c. Audio-visual Media

The instructional media that involve the senses of sight and hearing are named: audio-visual.¹⁹ In language teaching, Richards, defines that audio-visual media is a great help in stimulating and facilitating the learning of a foreign language.²⁰ The examples of audio- visual media are: television, and computer, video, etc.

¹⁸ Onasanya, S.A. (2004). Selection and Utilization of Instructional Media for Effective Practice Teaching. Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199

¹⁹ Kasbolah, Kasihani. (1995). Instructional Media for Young Learners of EFL. ELE. I Malang: IKIP Malang.

²⁰ Richards, J. and T. Rodgers. (1986). Approach and Methods in Language Teaching. Cambridge: Cambridge University Press.

Senior High School students or teenagers are categorized into adolescents' learners. The characteristics of adolescents' learners according to Harmer 2001: 38-39 are:

1. they seem to be less lively and humorous than adults
2. identity has to be forgetting among classmates and friends; peers approval maybe considerably more important for the student than the attention of the teacher
3. hey would be much happier if such problem did not exist
4. they are maybe disruptive in class; and 5 they have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them. Based on the explanation above, the writer assumes that adolescents are young people who are developing into adult. In this period they need opportunities for self-expression, do what they want to do, loyal in friendship, not too serious in paying attention to the lesson, and sometimes need the teacher's attention. Teachers' jobs are to motivate and guide the students to develop their potential in learning and also give more attention to the students' difficulties or problems in learning.

3. Flashcard for Learning Vocabularies

Flashcard media is learning media in the form of picture cards whose size is about 25×30 cm. The images in this media are a series of messages that are presented with their descriptions.²¹ While Chatib, explains that Flashcard media is a card that contains pictures or writings related to concepts.²² Another definition expressed by Windura, that flashcard media or flashcards are cards that are used to remember and review in the learning process.²³ So, flashcard media is a media that helps in remembering and reviewing lesson materials such as: definitions or terms, symbols, foreign language spellings, formulas, and others.

The first advantage of flashcards media described by Indriana and Riyana and Susilana is that it is easy to carry everywhere because of its small size and light weight. The second is practical in making and using it, so that whenever students can learn well using this media. Third, flashcard media are also easy to remember because these cards have pictures and are very eye catching, contain simple letters or numbers, so that they stimulate the brain

²¹ Indriana, Dina. 2011. *Ragam Alat Bantu Media Pengajaran*. Yogyakarta: DIVA Press Juara. Bandung: PT Mizan Pustaka,

²² Chatib, M. (2011). *Gurunya manusia: menjadikan Semua Anak Istimewa dan Semua Anak*

²³ Windura, S. (2010). *Memory Champion School: Rahasia mengingat materi pelajaran apa saja*. Jakarta: PT Elex Media Komputindo

to remember the message longer. This media is very fun to use as a learning medium, it can even be used in the form of games.²⁴

Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners on class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence.

Flashcards are really handy sources to have and can be useful at every stage of the class. They are a great way to present, practice, and recycle vocabulary. Flashcard is one of the easy media for teaching in the classroom in any technique. Different students learn in different ways, and it is important to make use of visual teaching methods since studies show that the majority of students learn through visual means. Flashcards are clear and colorful, and they can have a positive effect on the visual learning process of the students. Flashcards can be bright and colorful and make a real impact on visual learners. Many

²⁴ Maryanto, R. I. P. And Wulanata, I. A. (2018) Penggunaan Media Flashcard Untuk Meningkatkan Pengenalan Bentuk Huruf Siswa Kelas I Pada Mata Pelajaran Bahasa Indonesia Di Sekolah Abc Manado. *Pedagogia*, 16(3), P. 305. Doi: 10.17509/Pdgia.V16i3.12073.

of the activities outlined below will also appeal to kinesthetic learners.

Azhar Arsyad in Sekarini states that using learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring about psychological influences on students.²⁵ The advantage of using flash card media is that students feel helped by the various cards and instructions given by the teacher through the card. According to Susilana and Riyana, flash card learning media has a number of advantages, namely: “(1) easy to carry; (2) practical; (3) easy to remember; and (4) fun.” Based on the explanation above, the researchers used a learning model using flashcard media in an effort to improve students' vocabulary mastery skills to get good results in increasing students' vocabulary mastery skills during the learning process.

Flashcard can help the teachers to make the interesting teaching methodology. The researcher considers that the vocabulary on the flashcard is useful for getting new words and their meaning. According to Lado, flashcard is taken from word of ‘flash’ which

²⁵ Sekarini, W. (2018) Penggunaan Media Flash Card Untuk Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab Siswa Madrasah Ibtidaiyah Terpadu Muhammadiyah 01 Sukarama. Lampung: Universitas Islam Negeri Raden Intan

means quickly, briefly, instantly, at once, and from the word 'card' is piece of stiff paper or thin cardboard, as used for various purposes. It means that flashcard can be very helpful in improving students' vocabulary and is effective to help the students recall the words that have been learned. Based on the frame theories above, flashcard is a media that can be used to teach vocabulary. Hopefully through this teaching the students will get better in their vocabulary.²⁶

Flashcards that is used as a teaching learning aid at elementary level is chosen to increase the students' vocabulary. It will make the student interested in studying vocabulary because most of them like to play such as a card. According to Cross, flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily.

Flashcards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher

²⁶ Lado. (1964). Flashcard Is A Media That Can Be Used To Teach Vocabulary

in the classroom. They can increase their span of attention and concentration to study new words in English.²⁷

According to gelfgreen there some types of flashcards:

a. Quiz cards

Quiz cards can be used to vary the methods used to test students' skill, making the test itself into a fun game. Quizzes are suitable for students and can be complied on various subjects and themes for different levels. To simply test the students' knowledge, try using the cards. It can give students a different perspective and stimulate discussion around theme. One student has ability to learn while listening to the other students' comments about the theme.

b. Role-play cards

The teacher can encourage students to learn with fun activity using role play cards. The students can use existing vocabulary and learn new words. Role play cards can also provide support in developing imagination and improvisation. These flashcards can be informative and improve communication skills. The students have to follow the instruction from the situation and they improve the words by themselves.

c. Flashcards with association, synonym, and opposite

²⁷ Cross, D. (1991). A Practical Handbook of Language Teaching.

Teachers can use flashcards with association, synonym, and opposite to enrich the students' vocabulary. These games develop both vocabulary and language fluency. In these games, students are encouraged to independently develop their vocabulary.

1. Synonym flashcards

Flashcards with association, synonym, and opposite Teachers can use flashcards with association, synonym, and opposite to enrich the students' vocabulary. These games develop both vocabulary and language fluency. In these games, students are encouraged to independently develop their vocabulary.

2. Opposite flashcards

This card is same as the synonym card, it is easier when the teacher teaches young learner and introduce the new vocabulary in classroom. This card can be used for playing game. For example the teacher asks one student to open one card and another student guess the opposite of the card.

3. Assosiation flashcards

This card is suitable with the topic, for example, the teacher gives the topic about animals. Thus, the teacher should prepare association of

flashcards such as a lion, a fish, giraffe, etc.

Association means a set of an object.

d. flashcards about number and times

It is important for students to understand about number and time. It makes a various exercise or games with these cards. The example of each flashcard:

1. Numbers flashcards

When I had teaching practice in the elementary school, the students did not understand the difference between number six and nine especially the ones from first grade. Thus, the teacher can use this flashcard for the children to be more understand about number.

2. Times flashcards

Time is precious and priceless for everyone. Thus, we never waste time and we should use our time properly in positive manner. Students should understand about the value of time from their childhood using such simple and easily written essay on value of time. This card may help the teacher teach in the classroom.

e. Flashcards for dictation and reading

The purpose of the dictation cards is to make it easier for students to learn spelling by reading the cards

first. Ready-made cards with text can be great way to prepare for lessons. Text cards can be a great tool for both teachers and students. The teacher will notice that it is easy to learn with text cards. For example in teaching activity, the teacher should prepare the topic and the teacher asks the students to read text in the card. After wards the students read the text but have wrong pronunciation. Thus, this can be a great chance for the teacher gives good pronunciation. The example of each flashcard

There are several advantages of teaching vocabulary using flashcard that I found when I did my Teaching Practice to young learners at Mandala II Elementary School: Teaching vocabulary to young learners using flashcard was a fun activity for young learners. They can enjoy the lesson and did not feel bored when listening to the teacher's explanation. Young learners showed enthusiasm when the teachers explained the lesson using the flashcard. The flashcard helped the students to understand more about the new vocabulary that have been taught by the teachers. Young learners can directly know the meaning of the new vocabulary although they cannot read it correctly when they looked at the flashcard.

Using media or flashcard in teaching vocabulary can help young learners memorize the words easily. Young learners can

learn to remember the meaning of the word by looking at the flashcard.

Flashcards have another disadvantages, there are several disadvantages based on my experience in teaching activity: Firstly when the teacher prepares the flashcard, but the other source some flashcards made by other users could have misspelled words and wrong information. Second, if the picture is not making bigger, the students will never see the pictures. Third, the teacher should good pronunciation, in this case students can imitating the teacher form body language, expression, and character. Thus, as the teacher should be good expression the teacher teaches in the classroom. However flashcards have disadvantages, almost the teacher needs flashcards for teaching activity in the classroom as media visual.

Based on the explanation from Rudi Susilana and CepiRiyana, Instructional media flashcard have some of advantages and disadvantages of instructional media flashcards, those are as follows:

1. Advantages include:

a. Easy to carry

Easy to carry with a small size, the flashcard can be stored in the bag and even in the pocket, so it do not require large space and can be use anywhere, in class or outside in the classroom.

b. The practical

Practical in terms of how they are made and their use, flashcard media is very practical, in media use the teachers don't need to have special skills, this media don't need electricity. If will use it, we just need to arrange the picture as to our wishes, surely the exact position of the picture is not upside down, and if have done use, it is save again by mean of being tied or use in a box so that it does not scatter.

c. Easy to remember

The characteristics of flashcard media are presenting short messages on each card presented. For example, recognize letters, recognize numbers, and recognize animals. This short message presentation will make it easy for students to remember the message. The combination of images and text it easy for students to recognize the concept, to know the name of an object, can be help by the picture, and vice versa to find out what an object or concept is by look at the letter or text.

d. Fun

Flashcard media can be use through games. For example, students are competition to find one object or certain names from flashcard that are store random, by running students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical).

2. Disadvantages include:

a. Can be only used in learning of a small group.

b. Require care to be meticulous because it's feared cards will be scattered lost.

4. Students' Response

A response is a reaction to a question, experience, or some other type of stimulus accepted, persons' response can be in the form of positive and negative.

Response comes from the word *response* which means answer, reply or reaction.²⁸ In the dictionary of psychology it is stated that, "*response is any muscle or glandular process evoked by a stimulus, or means an answer , especially an answer from test questions or questionnaire, or it can mean a behavior, weather clearly visible or external or hidden or the faint one*".²⁹

Reported from the online KBBI page, response comes from the basic word response which means welcome to speech (comments, criticisms, and so on) what the five sense receive and images in the imagination or mind.

In simple terms, the type of response sentence is the type of sentence that is expressed in response to something. This response can be in the form of support of rejection, which of course must be accompanied by strong facts and reasons as well as in context.

²⁸ Jhon. M. Echoles dan Hassan Shadily, Kamus Bahasa Inggris-Indonesia, cet. Ke-27, (Jakarta : PT. Gramedia, 2003), h. 481

²⁹ J. P. Chaplin, Kamus Lengkap Psikologi, cet. ke-9, (Jakarta : PT. Raja Grafindo Persada, 2004), h. 432

The term of response in communication is the listening activity process in which listener gives verbal or non-verbal reaction based on the short or long terms memory. After remembering steps, listener can respond to what they listen both verbally and non-verbally. Non-verbally response includes gesture, such as nodding, making eye contact, fidgeting, shaking his head, smiling, or other body language. This type of response can be displayed on the purpose or not.

Verbal response includes asking questions, asking for additional information, changing a focus of the conversation, and repeating what the speaker said them to verify the information received was the same as intended. With the responding to speakers and listeners or teacher and students in the classroom can stimulate what is spoke, listened by well, and made an effective communication.

Based on the explanation above, response is a reaction between to people or small groups with the effect and give feedback. If the stimuli are received and there is feedback, it means that communication between the teacher and students is to be effective. And the success of the learning process is not about the material but also about students' interest in receiving material so that is easy to understand. This makes mastery of motor skills of

students who can modify and adapt their skills to develop in a variety of different situations.

Some of response occurs because there are factors that cause it. It is necessary to know that the individual concerned can respond well, because initially the individual doesn't only get the stimulus cause by circumstance. The stimulus gets a person's response, because someone receives the appropriate stimulus. Thus the stimulus occurs in the individuals their self.

According to sobur the factors that influence students learning responses are divided into parts³⁰, namely:

- a. Endogenous factors or also mentioned internal factors, namely all factors that are within the individual. Include two physical and psychological factors.
 1. Physical factors or health factors, if the students' condition is unhealthy or a congenital defect will face difficulties when interacting in class or obstructed information processing on the students' memory system.

³⁰ Alex,sobur.(2003). Psikologi Umum dalam Lintas Sejarah. Bandung: Pustaka setia

2. Psychology factors that affect the quantity and quality of the learning process. Among, many psychological factors, the most highlighted, they are :
 - a. The intelligent factors which is showed that students who gave high level will easily get and understand the lesson. However, students who gave high abilities don't mean that they don't be difficulties in learning. The possibility of the difficulties remains, but they consider it easy and definitely resolved, so they are reluctant be lazy to learn.
 - b. The interest and talent factors which is indicate that learning something is interesting will be more accepted than learning something that doesn't attract attention. That is why children have talent, and everyone's talents are different.
 - c. The motivational factors which is internal state of organism that encourages to do something that is active learning.
 - d. The personality factor which is indicated that the more personality is formed, the more helpful in overcoming the obstacles

encountered in performing the role of learning.

b. Exogenous factors or also mentioned external factors referred to from outside of the student. Broadly divided by three factors :

1. Family factors is an important role. Family circumstance will determine the ultimate success of students' learning process.
2. School environmental factor such as teachers, administrative staff and schoolmates can affect students' enthusiasm for learning. Teachers or others who show a sympathy or attitude and behavior, and show role models and diligence to be a positive force for learning activities.
3. Friendship environmental factors affect students learning activities. If students do a lot of activities outside of the home and school. While, they are less able to divide his study time. It will be detrimental to the students because their learning activities are disrupted.

Harvey and Smith in Ahmadi defined response as a type of preparation in deciding a great attitude in positive or negative toward an object or situation. Ahmadi divides

responses into two classes, positive responses and negative response.³¹

a. **Positive response**

It is a response, activity, or attitude that acknowledges, shows, demonstrates, supports, concedes, and applies the standards where the individual is found.

b. **Negative response**

It is a response, activity, or attitude that shows or then again shows of dismissals or dislikes the standards where the individual is found.

According to Arikunto, anybody is registered as an object of education in the educational institution. Thus, it can be why students' response is a social reaction that the students do to get a stimulus from themselves of a particular circumstance. It tends to be a positive response or a negative response. Students' response primarily supports effective learning and expands the students' accomplishment, positive behaviors, and a feeling of taking all students. Additionally, the teacher needs excellent strategies to create and manage significant classroom behaviors.

³¹ A. Ahmadi, Psikologi Sosial (Jakarta: Rineka Cipta, 1999), 37.

B. Previous Study

Various research had conducted some related to games as media for learning vocabulary. As references from the previous studies, the writer in this section.

First, research is written by Wiwik Andreyani and Yi Ying ³² (2019), "Pow Pow" Interactive Game in Supporting English Vocabulary Learning for Elementary Students." This study was about the effectiveness of games as media in learning vocabulary. This game called "Pow Pow" has been developed to support Indonesian students in learning English Vocabulary. This game consists of three themes and nine sets of games. Each round starts with the knowledge of specific article. This study involved 35 elementary students aged 7-12 years old, were playing games, besides that researcher distributed 112 questionnaires to elementary students from three schools in the kemanggisan area. The writer used experimental research with used pre-test and post-test for data collection. The steps of conducting the study used questionnaire for designing Pow Pow game. Then it is played by the subject, and they give perception determined of the Pow Pow game. The similarity between the current study and this research is the game's use as a

³² Andreani and Ying, "'Pow Pow' Interactive Game in Supporting English Vocabulary Learning for Elementary Students."

medium in learning vocabulary. The study's strong point is that the game attracts students' interest in learning English and motivates them to learn. Unfortunately, the difference between the current research and the present study used a qualitative method because it was analyzed using students' learning with games. Two techniques, observation, and interview collected the data.

Second, research is written by Inggil Tiara Octaviana, Rayinda Eva Rahmah, and Dewi Puspitasari³³ (2019), "The Use of Codenames Games to Help Students in Learning Vocabulary." This research is qualitative in the form of a classroom action research design. This research chooses a qualitative research approach because it relied on text and image data, has unique data analysis steps, and draws on Creswell's diverse designs. According to Burns, the classroom action research design also adapted the steps of action research from Kemmis and McTaggart, namely; 1. Planning, 2. Action, 3. Observation, 4. Reflection. The researcher aims to improve the classroom's learning quality by developing a teaching media facilitated in a codename game. This

³³ Inggil Tiara Octaviana, Rayinda Eva Rahmah, and Dewi Puspitasari, "The Use of Codenames Games to Help Students in Learning Vocabulary," *Vision: Journal for Language and Foreign Language Learning* 8, no. 2 (2019).

study's result is that codename games could enrich students' vocabulary and be alternative.

Third, research is written by Fatimah Fatimah, harits masduqi³⁴ they have been interested in researching on English vocabulary and vocabulary teaching. In the article *Learning Vocabulary through Games* in the Asian EFL Journal, Huyen and Nga investigate the benefits of using games for their students' vocabulary learning. They argue that games are helpful for students to enrich their English vocabulary acquisition. As of May 2021, the article has been quite influential 381 times by scholars and students worldwide. This paper presents a critical review of the article mentioned above. The discussion is mainly centred on the relation between the research and communicative language teaching, strengths weaknesses, and reflection of the research findings on the authors' learning and teaching experience.

Fourth, research is written by Farida, Isrina, Apsari. The researchers found that students in a difficult situation to understanding of words, pronouncing words correctly, unable to use and understand the references properly. Students also have these problems during the learning process, some of them are busy talking to each other, and

³⁴ Fatimah Fatimah and harits masduqi, "Learning Vocabulary Through Games: A Critical Review." *EDUCAFL JOURNAL* Vol 4 No 2, (2021).

some of them are passive and ignoring the teacher's instruction. In this case, the teacher using Lembar Kerja Siswa (LKS) as an exercise and giving assignments to students, apparently the teacher does not realize that some of the students' did not come up with the same sufficient knowledge.³⁵

Fifth, research is written by Muhamad Sofian Hadi, Mutiarani, and Latifah Rakhma Romadhon, this study was to determine the learning process and increase students' vocabulary skills in learning English using flashcard media in Class VII SMP An Nurmaniyah. The research method used is classroom action research with the following stages: planning, implementation, observation and reflection. Data collection techniques used in this study are: (1) tests, (2) interviews, (3) observation. The results obtained from this study are that the implementation of the first action learning has not achieved maximum results, it appears that there are still students who are less involved in the use of flashcard media and there are still students who feel confused about what the teacher bothered so that the average score obtained by students in the first cycle was 68, with

³⁵ Farida, D., Dian Isrina, H., & Apsari, Y. (2019). The Implementation of Flash Cards to Improve Students' Vocabulary Mastery. *Professional Journal of English Education*, 352-353.

learning completeness around 72%. By looking at the Minimum Completeness Criteria (KKM) that has been set at SMP An-Nurmaniyah, namely 65, there are 13 people who reach the completeness criteria, meaning only 72%, while according to the KTSP a learning is said to be complete if the completeness score obtained by students is 75% of the total the number of students. Meanwhile, the second cycle has increased with the average score obtained by students in the second cycle is 84, with learning completeness around 100%.³⁶

³⁶ Sofian Muhammad Hadi, muttiarani, and Lathifah rakhma romadhon, THE USE OF FLASHCARD MEDIA IN IMPROVING STUDENTS' ABILITY IN LEARNING VOCABULARY AT ENGLISH CLASS VII AN-NURMANIAH JUNIOR HIGH SCHOOL: Jakarta, vol.8 No.2, November 2021.

CHAPTER III

RESEARCH METHOD

This chapter present the research method of the present study. It consist of research design, focus of the research, data collecting technique, and data analysis technique.

A. Research Method

1. Research Design

Research design is the researcher's plan understand some group or some phenomenon in its context.³⁷ Besides, it is a plan and research procedure that concludes from broad assumptions to detailed data collection methods and analysis methods. To do a study, the writer is necessary to employ a technique. There are three types of research methods. They are quantitative, qualitative, and mixed research methods. in this research the researcher use the qualitative method for a descriptive case study.

The researcher used a descriptive case study to answer the research questions. Creswell stated that descriptive method of research is to gather information about the present existing condition.³⁸ Creswell

³⁷ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, Introduction to Education Research English Edition (Canada: Wadsworth, Cengage Learning, 2009), 431.

³⁸ Creswell, J. W. (1994). Research Design : Qualitative and Quantitative Approches. Thousand Oaks. CA: Sage

explained that purpose of descriptive method is to find a detailed explanation and description about the object of the research systematically.³⁹

A case study is a design of inquiry “in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals” (Creswell, 2014, p. 14).⁴⁰ Creswell explained the purpose Studies utilizing case studies are bounded in time and in context, allowing the collection of detailed information from the participants about the phenomenon being studied (Flyvbjerg, 2011; Merriam, 2009).⁴¹ A descriptive case study describes a problem or phenomenon in the natural context in which it exist (Yin, 2003).⁴²

The researcher concluded that a case study is research to investigate detailed information. The case in this research was activities because the subjects of this research were teaching learning and finding out the

³⁹ Creswell, Jhon W. 2012. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

⁴⁰ Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

⁴¹ Flyvbjerg, B. (2011). Case Study. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (1st ed., pp. 301-316). Thousand Oaks: SAGE Publications.

⁴² Yin, R.K. (2003) *Case Study Research: Design and Methods*. 3rd Edition, Sage, Thousand Oaks.

implementation of flashcards and also flashcards can encourage students to learn English vocabulary.

The descriptive case study was chosen for this study for two main reasons. First, one of the goals of all case study research is to describe the implementation flashcard in learning activity in the classroom. Second, descriptive case studies answer the question based on theory. The researcher hoped that this research would reveal this matter clearly for the sake of English learning improvement in the classroom.

2. Research Setting

The research conducted in MA Husnul Khotimah. It is located on Jl. At-taqwa no. 09 Rowosari Tembalang Semarang.

The research object is students of the ten grade of MA Husnul Khotimah in the academic year of 2021/2022. The students consist of 55 students with different background in MA Husnul Khotimah.

3. Source of Data

The primary source in the qualitative study are actions and words. The additional source are served in the form of documents, pictures, or statistical information.⁴³ This

⁴³ Lexy J Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005), 216

study's objects is students of the ten grade of MA Husnul Khotimah Rowosari Tembalang Semarang.

There are two classes of each grade. The research choose the ten grade for conducting this study. Ten-grade is one of the most interactive classes in this study because writer got the data from the students.

4. Data Collection Technique

Many techniques can be applied to collect data, either primary or supporting data. According to Donald Ary, the most common data collection techniques applied in qualitative research are observation, interviewing, and document or artifact analysis.⁴⁴ However, in this study, conducting data does some ways to collect data, such as observation and interviews. The writer applied all of these data collection methods.⁴⁵

a. Observation

On the observation, the researcher employed an observation checklist as the instrument for collecting data. An observation checklist will be gathering data on how the games are a medium of learning English vocabulary. The researcher observes the teacher and students during the teaching and learning process.

⁴⁴ Ary, Jacobs, and Sorensen, *Introduction to Education Research* English Edition, 431.

⁴⁵ Jhon W. Creswell, *Research Design (Pendekatan Kualitatif, Kuantitatif, and Mixed)* (Yogyakarta: Pustaka Pelajar, 2010), 3.

Observation is also method employ to conduct the data by doing observing language use.⁴⁶ It is a primary method to gather qualitative research data and is more than just “Hanging Out”. Observation is a way to investigate the sequence of activities in the teaching learning process. The researcher uses a flashcard to seek valuable information based on the learning process during the action.

b. Interview

Stewart and Cash said that it is interactional because there is an exchanging or sharing of roles, responsibilities, feelings, motives, and information.⁴⁷ Ary states that the interview is one of the most widely employed methods for obtaining in their own words, interviews are employed to gather data on subject’s opinions, beliefs, and feelings about the situation. The qualitative interview is typically more probing and open-ended and less structured.⁴⁸

Interview is used to know more students’ response as well. Interview provides an opportunity

⁴⁶ Muhammad, Metode Penelitian Bahasa (Yogyakarta: Arruzz Media, 2016), 194.

⁴⁷ Haris Herdiansyah, Wawancara, Observasi, Dan Focus Group: Sebagai Instrumen Penggalan Data Kualitatif (Jakarta: PT Raja Grafindo Persada, 2013), 30.

⁴⁸ Ary Donald, Introduction to Research in Education, 8th ed. (Belmont: Wadsworth, 2010), 480.

for the researcher to listen students' responses based on their experience using flashcards to learn vocabulary.

B. Data Analysis Technique

The analysis of qualitative data goes through some stages. The researcher began by collecting and comparing the data, coding the data that begins organizing ideas that emerge from the data. For the next step, the writer moved from explaining and describing the case to explaining what it is.. Miles and Huberman (1989) suggest that the process of data analysis involves three activities.⁴⁹ They are data reduction, data display, and conclusion drawing or verification.

a. Data reduction

Data reduction can make it easier for researcher to conduct a study of data has been obtained. Data reduction must be done continuously because the data in the research qualitative is fluctuating so it must be constantly until the end of study. In addition data reduction also includes make summary of the development of the object research that will be research objective for making decision to answer the problem.

⁴⁹ Muhammad Ali, *Memahami Riset Perilaku Dan Sosial* (Jakarta: Bumi Aksara, 2014), 440.

The researcher collected many data; therefore, it is important to record it carefully and straightforwardly. The longer the writer is in the field, the more data obtained. It is essential to analyze data through data reduction.

Then, the process of reducing data applying all data gathered through observation and interviews categorized as follows: student readiness, teaching process, learning process, student response, teaching methods, and flashcards implementation. Therefore, the last researcher gathered a triangulation process in which the study chose essential data.

b. Data display

In this second step, the set of information compiled, the researcher would begin drawing conclusions and taking action. In this research, the activity is carried out by displaying data descriptions or charts of the data reduction results. Thus, researchers could not more easily understand what is happening. Then from that, further work is schemed based on what is already comprehended. Data displays are employed to analyze the data which are taken from the data collection. The result of the data display pointed to accurate data. It made the product explained more comfortable by displaying data, which happens in the place that

observed. This step is after the data from researchers has been reduced and produced a data presentation. The presentation of data does in the form of a brief description, explanation of the relationship between categories, etc. The most frequent form of data display for qualitative research data has been a narrative text in the past. The data is organized by data display, arranged in a pattern of relationships that would be easily understood.⁵⁰ Therefore, the researcher has provided accurate data and create the study results to be illustrated to the reader so that it is easier to understand.

c. Conclusion or verification

The last is drawing and verifying conclusion. After display the data, the researcher created conclusion based on the research question. Furthermore, in this step, the researcher rechecked the data. Because in this research conclusion drawing conclusions or verification was done by analyzing the findings in the field, the decisions illustrated were previously checked and searched for useful facts to support the conclusions. Therefore, the closing was drawn, which can be said to be a credible conclusion.

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), page 249

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

This chapter present the finding and discussion. In this chapter, the researcher provided the data from the classroom observation and gathered data from interviews. More precisely, the data are collected from the English learning in MA Husnul Khotimah.

A. MA HUSNUL KHOTIMAH

MA Husnul Khotimah is the senior high school is located Jl. Attaqwa No. 9, Tembalang Semarang. The location is on the edge of Semarang city. Estabilished 21 January 1998 under the auspices of the ministry of religion. Students who school in MA Husnul Khotimah are on average residents of the surrounding area. But there are some students from Islamic boarding school.

Ma Husnul Khotimah has two major Islamic religion and science. There are many extracurricular activitesthat can be followed by students such as drumband, speech, calligraphy, pencak silat.

Currently the head master of Ma Husnul Khotimah is Mr. Arwani, SE. there are some of the policies implemented in school. Such as forbidden to eat outside of school, and bring phone to school.

In MA Husnul Khotimah there are some facilities such as parking area, classroom, teacher office, head master office, school yard, toilet, and canteen.

B. RESEARCH FINDING

1. Teaching English Vocabulary at Ten grade of MA

Husnul Khotimah

A. Activity 1

a) Pre- Activity-1

Before the researcher doing the research the researcher doing the some step to make the media for learning English vocabulary.

1) Flashcards Design

This part explains on how to make flashcards. You can even personalize them by using your own picture and turn them into baby flash cards too using some free online photo-editing software. Of course, if you have got your own software you are more comfortable with then you can use that instead. The steps of how to make a flashcard:

1. Gather materials

To make your flashcards resilient you will need cardstock and laminating pouches. Do not use actual photo paper when you print out your cards, just use good quality paper. We tried to laminate store-printed photo and got loads of bubbles under the plastic surface. Our guess is that the surface of the photo is not as air-permeable as paper, and as do not

the rollers of a laminator to squish out all the air one direction we could not avoid bubbles. If you have a laminator machine if someone sure it is fine to use photo paper.

2. Choose pictures. Either from the internet, or your own photos

To find images, you can search the web from google image search for “large” images of all sorts of things. You can use the filter in the image search to make sure they’re large images that will print at good resolution. It is really easy to find amazing images online and sure you will be able to think of many possible flash card ideas depending on each particular child and what they are interested in. Unfortunately if someone does not hold copyright on the images, they could not make a ready-to-print set. But the writer surely you will not have any trouble finding images.

3. Add text to pictures and print them

If you are a whizz with Photoshop or other photo-editing software then you will find it quite straight forward to make labeled flash cards from your digital images. All you need

to do is make a template and add your particular image and a label at its base.

Consist of one theme games. Based on students need using introduction theme, the flashcard will make colorful and pictures. There are two kind of flash card with the same theme.



Pict 4.1 Flashcards for guessing game

b) Main Activity-1

1. Game Design

The researcher make some games to apply in the classroom with students to learn English vocabulary using flashcards here. There guessing games and pairing games.

a) Guessing Games

Guessing games applied by researchers and students. Students should think and guess the meaning of card taken by researcher at random. In

this activity, the researcher makes some groups to easy handle and learn.

The rules this games were:

- a. The researcher divided them into five group consisted 5-6 students
- b. Every group playing this game consecutively from group A,B,C and D
- c. The students in every group make a line to ask the answer
- d. Every group has ten seconds to guess the meaning of vocabulary
- e. The students or group whom the correct answer would get 100 points, but when wrong answer would get punishment minus 20 points

From the activity above, the researcher gave a challenge and team working is very needed.

c) Clossing Activity-1

The teacher close the activity 1 with counting scors in each group. And the results are :

Group A	40 Points
Group B	20 Points
Group C	80 points

Group D	30 points
---------	-----------

Table 4.1

As table above the students that have a great scores in group C. they are the winner for the first activity and the runner up is group A with 40 points Group D 30 Points and the last group B with 20 Points.

B. Activity 2

a) Pre Activity-2

Before the researcher doing the research the researcher doing the some step to make the media for learning English vocabulary.

1) Flashcards Design

This part explains on how to make flashcards. You can even personalize them by using your own picture and turn them into baby flash cards too using some free online photo-editing software. Of course, if you have got your own software you are more comfortable with then you can use that instead. The steps of how to make a flashcard:

1. Gather materials

To make your flashcards resilient you will need cardstock and laminating pouches. Do not use actual photo paper when you print out your cards, just use good quality paper. We tried to laminate store-printed photo and got

loads of bubbles under the plastic surface. Our guess is that the surface of the photo is not as air-permeable as paper, and as do not the rollers of a laminator to squish out all the air one direction we could not avoid bubbles. If you have a laminator machine if someone sure it is fine to use photo paper.

2. Choose pictures. Either from the internet, or your own photos

To find images, you can search the web from google image search for “large” images of all sorts of things. You can use the filter in the image search to make sure they’re large images that will print at good resolution. It is really easy to find amazing images online and sure you will be able to think of many possible flash card ideas depending on each particular child and what they are interested in. Unfortunately if someone does not hold copyright on the images, they could not make a ready-to-print set. But the writer surely you will not have any trouble finding images.

3. Add text to pictures and print them

If you are a whizz with Photoshop or other photo-editing software then you will find it

quite straight forward to make labeled flash cards from your digital images. All you need to do is make a template and add your particular image and a label at its base.

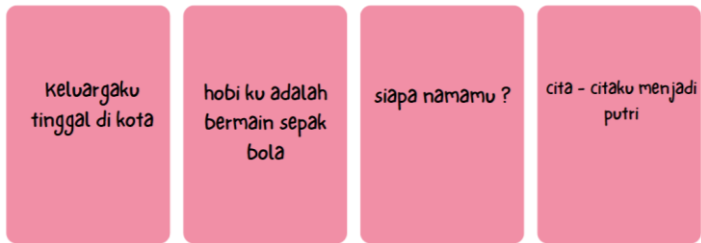
Consist of one theme games. Based on students need using introduction theme, the flashcard will make colorful and pictures. There are two kind of flash card with the same theme.



Pict 4.2 Flashcards for pairing game front 1



Pict 4.3 flashcards for pairing game back 1



Pict 4.4 flashcard for pairing game front 2



Pict 4.5 for pairing game back 2

2) Main Activity-2

After the researcher made the flashcards based on students' need. First the teacher decides the topic. The teacher prepares the interesting picture or flashcard for the teaching learning materials related to the topic. And for the activity 2 the researcher use pairing games.

b.) Pairing Games

Pairing games is another games that used by researcher. All of students play this games.

The steps of this game were:

- a. Every group consist of 4 person

- b. The researcher gave the flashcard reverse position in every group
- c. This game is started together
- d. This game last for ten seconds
- e. Students have to pair vocab and meaning correctly.

Based on activity above. The students were challenged to fast respond.

3) Closing Activity-2

After the researcher played games with students the researcher decides that the faster group that can finish the game first is group B and the runner up is group C and the third is group D and the last one is group A.

2. Encourage Students to Learn English

Vocabulary using Flashcard

In this research, the way for the researcher to know that this flashcards can encourage the students to learn English vocabulary is using students' response. This research use the random sampling to collect students' responses learn English vocabulary using flashcard.

The responses divided into two categories: positive and negative. Therefore, the explanation of those two categories will be described in the following section.

Positive Response	Negative Response
The students enjoy and get the knowledge at the same time	Students is not enjoy and also they feel bored when study with flascard games
The flashcard game could make new atmosphere in the class	Not every students like flashcard games
The games is interesting teaching media	Missing games instruction makes students confused
Students are motivated in learning using flashcard games	

Table 4.2

As illustrated in table, some students sense different responses when the game as a medium is applied in learning English vocabulary. There are positive responses and negative responses. Positive responses mean that the student likes the media because the games as media in learning English vocabulary get both knowledge and enjoyment simultaneously. The games could refresh learning conditions, the games are interesting for teaching media, and students learn more. While negative responses mean that students need is not only game, students also need another way to master vocabulary, not all students like games pairing games and guessing games. After the researcher applying

flashcards in the class, the researcher doing the interview with the students. And all of students' response is described below:

"It's simple way for understanding English vocabulary" (student 1)

"Flashcards can sticked in the wall so we can memorizing and also we can often read it" (Student 2)

"I am lazy to make it but I can bring it everywhere" (student 3)

"Easy to memorize" (Student 4)

"Easy to learn" (Student 5)

"Cause flashcard consist of picture and meaning so I like it" (Student 6)

The finding shows that the flashcard games as media learning vocabulary in ten grade of MA Husnul Khotimah. From the student's answer above, researcher conclude that the students think flashcard games is a good media support for learning vocabulary.

Another student doesn't like flashcards as media in learning English vocabulary.

"I feel bored and also it bother me when I am studying vocabulary" (Students 3)

In the response above, researcher found that every activity in learning English vocabulary has to be designed based on students' needs and likes.

C. DISSCUSSION

1. Teaching English vocabulary using flashcards at ten-grade of MA husnul Khotimah

Teaching English vocabulary using flashcards in ten grade of MA Husnul Khotimah was a new development of learning English vocabulary. In syllabus of ten grade MA Husnul Khotimah doesn't use the flashcards as media teaching vocabulary.

The writer uses flashcard media with cartoon characters, and a large enough size and has two kind of flashcards.

However, the teaching and learning process was fun effectively. Students are showing their positive response. Choosing a flashcard game as a media to teach beginner students is a good choice because it is easy to make or find and will be very helpful and applicable to use in any skills improvement.

2. Encourage Students to Learn English Vocabulary using Flashcards

This study finding the students' response of learning English vocabulary using flashcards in MA Husnul Khotimah has positive and negative responses. The students gave the responses in terms of feeling, teaching media, and learning activity. The positive response is built based on response, action, or attitude that

knowledge showed, demonstrated, supported, concede, and applied the standards were the individual found. The negative response was a response that students don't find their most like activity based on individuals.

The students who gave the positive response are students who enjoy and got the knowledge from the learning activity. Due to the creative skills children brings to the classroom, the teacher must make the good media and good atmosphere in the classroom especially in English vocabulary.

However, the students who gave negative responses stated that what students need is not only using flashcards games in teaching media. They need another way to facilitated students learning English vocabulary in activities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the significant point of the whole discussion and suggestion in this research. Shown is presented here.

A. CONCLUSIONS

Flashcard games are successful in attracting students in learning English and motivating students. In addition, this flashcard can improve students' English vocabulary skills.

The used flashcard media in learning English gave the students many benefits, such as they felt understand, more serious and active in the class. Therefore, if the teachers in teaching prefer to apply the method and flashcard media of teaching, so that students motivate to learn and teachers notice in the classroom. This have an impact on the result of the high student learn English at school and learning objectives are achieve. The important one was the students were not felt be bored so it could create a strong motivation in learn.

One thing that needs to be improved is to the due time to have more time to practice. This shows that improvement is need in developing the media based on students need. It is recommended that those flashcard games be applied in another learning subject besides English. For example history, to describe some place, figure and another theme in history.

B. SUGGESTION

Based on the result study, the researcher puts some suggestions to the following parties.

1. The students

The result of the study indicates that flashcard can't encourage them to learn English vocabularies. The students need to increase their ability to memorize and understand vocabularies use the other method.

2. The teacher

For the teacher, it is hope that this research can encourage teacher to consider a better way in teaching English vocabulary.

3. Other researcher

There are still many still many aspect can be analyzed about vocabulary. Finally other researcher can analyze other method that encourage students' to learn English vocabulary and the result of study maybe used as early information to conduct further researchers.

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APPENDICES

Appendix 1 Lesson Plan

**Lesson Plan from English Teacher*

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Husnul Khatimah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ Ganjil
Materi Pokok : Teks Interaksi Transaksional; Informasi
Terkait Jati Diri dan Hubungan Keluarga
Alokasi Waktu : 5 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan

dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan</p>	<ul style="list-style-type: none"> • Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman • Menanggapi permintaan informasi terkait jati diri dan keluarganya

fungsi sosial, struktur
teks, dan unsur
kebahasaan yang
benar dan sesuai
konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyusun kalimat meminta informasi terkait jati diri dan keluarga teman
- Menanggapi permintaan informasi terkait jati diri dan keluarganya

D. Materi Pembelajaran

- Fungsi Sosial
Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
 - Verba: *be, have, go, work, live* (dalam *simple present tense*)

- Subjek Pronoun: *I, You, We, They, He, She, It*
- Kata ganti possessive *my, your, his*, dsb.
- Kata tanya *Who? Which? How?* Dst.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➤ Topik

Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

Catatan Kepala Sekolah

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Appendix 2 Interview Guidline for Students

Interview Guideline (For Students)

1. What is your opinion about games in learning English?
2. Do you think games can motivate you to learn vocabulary? Why?
3. Do you think learning English using flashcard games is fun? Why?
4. Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
5. Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
6. Do you often find difficulties in understanding and memorizing each vocabulary? When?

Appendix 3 Transipt of Interview with studnets

Interviewer : Silvyna Nabila
 Learner 1 : Rahma Shafa Ramdhan
 Date and Time : Friday / 9 September 2022

NO		Question / Answer
1	Researcher	What is your opinion about games in learning English?
	Learner	Suka banget, senang aja gtu serukayaknya banyak pengetahuan yang blom diketahui bisa di pelajari dan manfaatnya salah satu pelajaran kesukaanku
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	Iya soalnya saya juga main game soalnya hobi paling menyenangkan
3	Researcher	Do you think learning English using flashcard games is fun? Why?
	Learner	Buat saya itu seru, buat temen juga bisa tau , bahwa bahasa inggris adalah b[<u>pelajaran yang menyenangkan</u>
4	Researcer	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
	Learner	Karena bisa dihafalain bisa dilihat tiap hari bisa tau kosakta yang cepat buat mneghafal

5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
	Learner	Simple aja ya buat pemahamn bahasa inggris
6	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner	Banyak , waktu smp. Waktu sd juga banyak malahn dulu sd ga bisa bahasa inggris

Interviewer : Silvyna Nabila
 Learner 2 : Fathir Atthariq syarifudin
 Date and Time : Friday / 9 September 2022

NO		
1	Researcher	What is your opinion about games in learning English?
	Learner	Lebih memudahkan orang untuk menghafal satu persatu kosa kata bahasa inggris
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	Iya bisa karena di game ada sedikit kosakata untuk bisa mengetahui banyak kosa kata bahasa inggris

3	Researcher	Do you think learning English using flashcard games is fun? Why?
	Learner	Seruu sangat mempermudah dalam menghafal
4	Researcher	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
	Learner	Iya kalo kita sering liat flashcard abis bangun tidur melakukan kegiatan lama lama akna hafal
5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
	Learner	Agar kita bisa mengingat di temple dinding bisa mengingat dan seing membacanya
6	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner	Jarang, Alhamdulillah sudah bisa dikit dikit. Karena di ajarin kaka dan ibu yang dulu dapet beasiswa di german.

Interviewer : Silvyna Nabila
 Learner 3 : Fira Khalimatu tisfa
 Date and Time : Friday / 9 September 2022

NO		
1	Researcher	What is your opinion about games in learning English?
	Learner	Seru mbak
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	Nggak soalnya terganggu
3	Researcher	Do you think learning English using flashcard games is fun? Why?
	Learner	Seru , karena mudah dipahami
4	Researcher	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
	Learner	Karena ada gambarnya jadi mudah dipahami dan di ingat
5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
	Learner	Iya, Karena bisa di bawa kemana mana tapi aku males bikinya
6	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?

	Learner	Penah, pas belajar bahasa inggris kosakatanya sulit
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Interviewer : Silvyna Nabila
 Learner 4 : Azim Salsabila
 Date and Time : Friday / 9 September 2022

NO		
1	Researcher	What is your opinion about games in learning English?
	Learner	Seru,
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	He em, karena ada gambarnya biar mudah dipahami
3	Researcher	Do you think learning English using flashcard games is fun? Why?
	Learner	Seru, biar mudah
4	Researcher	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
	Learner	Iya, bagus aja suka aja
5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?

	Learner	Sangat, mudah di cermati
6	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner	Sering, pas dikelas tadi , trus waktu membaca wattpad

Interviewer : Silvyna Nabila
 Learner 5 : Putri Apriliani
 Date and Time : Friday / 9 September 2022

NO		
1	Researcher	What is your opinion about games in learning English?
	Learner	Seru,
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	Bisa, karena menarik
3	Researcher	Do you think learning English using flashcard games is fun? Why?
	Learner	Seru, karena menyenangkan
4	Researcher	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?

	Learner	Kadang kadang mudah kadang kadang susah
5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
	Learner	Karena mudah dimengerti
6	Researcher	Do you often find difficulties in understanding ansangat membantu d memorizing each vocabulary? When?
	Learner	Kadang kemarin pas nyatet pelajaran.

Interviewer : Silvyna Nabila
 Learner 6 : Barif mudana
 Date and Time : Friday / 9 September 2022

NO		
1	Researcher	What is your opinion about games in learning English?
	Learner	Penak mbak, seru
2	Researcher	Do you think games can motivate you to learn vocabulary? Why?
	Learner	Bisa, kan kalo biscara bisa pake bahasa inggris
3	Researcher	Do you think learning English using flashcard games is fun? Why?

	Learner	ya kan menggunakan game seru mbak
4	Researcher	Why do you think that flashcard games make you happy and easy in understanding and memorizing vocabulary?
	Learner	Karena ada artinya di situ
5	Researcher	Why do you think use flashcard games as media learning considered to be very helpful in learning vocabulary?
	Learner	Iya bisa kana ada artinya juga ada translate ada bahasa inggris
6	Researcher	Do you often find difficulties in understanding and memorizing each vocabulary? When?
	Learner	Pernah, dalam hal membaca juga kesulitan

Appendix 4 Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 4280/Uh.10.3/D1/TA.00.01/09/2022

Semarang, 2 September 2022

Lamp : -

Hal : Mohon Izin Riset

a.n. : Silvyna Nabila

NIM : 1803046049

Yth.

Kepala MA Husnul Khotimah

Di

Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Silvyna Nabila

NIM : 1803046049

Alamat : Rowosari Tembalang Semarang

Judul skripsi : Encouraging Students to Learn English Vocabulary

Using Flashcard : a Descriptive Case Study

Pembimbing :

1. Dra. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 4 hari/bulan, mulai tanggal 6 september 2022 sampai dengan tanggal 9 September 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan FITK (sebagai laporan)

Appendix 5 Letter of Research



YAYASAN HUSNUL KHATIMAH
MADRASAH ALIYAH HUSNUL KHATIMAH
STATUS: TERAKREDITASI B
ROWOSARI TEMBALANG SEMARANG

Alamat: Jl. Attaqwa No. 09 Rowosari Tembalang Semarang Kode Pos. 50279 Telp. 024 - 70798158 / 024-70664682

Nomor : 14/MA.HKh/XI/2022
Lampiran : -
Hal : Surat Balasan Permohonan Izin Riset

Kepada Yth,
Dekan FITK UIN Walisongo Semarang
Di
Tempat

Assalamu'alaikum Wr. Wb.
Dengan hormat,

Yang bertanda Tangan dibawah ini:
Nama : Arwani, SE
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : Silvyna Nabila
NIM : 1803046049
Prodi : S1 Pendidikan Bahasa Inggris
UIN WALISONGO SEMARANG

Telah kami setuju untuk melakukan penelitian di MA Husnul Khatimah dengan judul :

"Encouraging Students to Learn English Vocabulary Using Flashcard : a Descriptive Case Study"

Demikian surat ini kami sampaikan, Atas kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Semarang, 06 September 2022

Kepala Madrasah


Arwani, SE

Appendix 6 List of Ten Grade of MA Husnul Khotimah 2022/2023

DAFTAR HADIR SEMESTER GASAL TAHUN PELAJARAN 2022/2023 MADRASAH ALIYAH HUSNUL KHATIMAH																													
Kelas : X A																													
NO	NAMA	Tanggal Pertemuan																											JML
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
1	Aditya Putra Pratama																												
2	Ahmad Agus Islahudin																												
3	Ahmad Dennis																												
4	Alya Dwi Inanta Putria Dhani																												
5	Amanda Dewi Ratnasari																												
6	Ani Lestari																												
7	Arjuna Yudhi Pramana																												
8	Dewi Kristianingsih																												
9	Diah Rohmawati Sani																												
10	Dian Mustika Sari																												
11	Farros Abdullah																												
12	Haqqi Hanif																												
13	Iqbal Abdul Aziz																												
14	Kesya Aprilia Joseviany																												
15	Khansa Fairuzzahro																												
16	Lintang Frista Priyandari																												
17	Muhammad Renof Zidan Alfaroz																												
18	Nilta Tahaani Ilma																												
19	Nova Febrian																												
20	Rahma Dwi Nirvana																												
21	Ricko Prasetya																												
22	Rifka Khurotul Aulia																												
23	Robiul Malik																												
24	Sasa Nur Rahmadhani																												
25	Sholikhati																												
26	Silfia Yuniye Fernanda																												
27	Ulul Albab																												
28	Unsa Akmalia Sholehah																												

DAFTAR HADIR SEMESTER GASAL
TAHUN PELAJARAN 2022/2023
MADRASAH ALIYAH HUSNUL Khatimah

Kelas : X B

NO	NAMA	Tanggal Pertemuan																											JML		
																													S	I	A
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27			
1	Alfan																														
2	Anggun Fitriana																														
3	Arrisa Seftia																														
4	Azim Salsabila																														
5	Bagas Adetiya																														
6	Barif Mudana																														
7	Dita Novita Sari																														
8	Fajrul Musthofa																														
9	Fanesa Dea Putri																														
10	Fathir Athariq Syarifudin																														
11	Fikri Ali Chusni Mubarak																														
12	Filzatun Nafis Tasya Dwi A.N.T.L.																														
13	Fira Khalimatu Tisfa																														
14	Itsna Ikhwatul Hannum																														
15	Maura Kholifatun Nisa																														
16	Mirna Fatimatus Sholehah																														
17	Muhamad Erik Setiawan																														
18	Muhammad Mifda Maula																														
19	Nadiya Vika Farkha Awwaliya																														
20	Nailatuz Zahra																														
21	Natswa Febriana Kusuma Dewi																														
22	Nikima Esaranto																														
23	Putri April Liani																														
24	Rahmat Shava Ramadhan																														
25	Ramzi Amjad																														
26	Rizka Khotimatun Nisak																														
27	Septia Aulia Wardani																														

Pictures A. Documentation of Flash card Game Section



Pict of guessing games using flashcard



Pict of Pairing Games with flashcard

Pictures B. Documentation of Interview Section



Pict of interview with Fira Khalimatu Tisfa



Pict of interview with Barif Mudana



Pict of interview with Fatir Atthariq



Pict of interview with Rama shafa Ramadhan



Pict of interview with Azmi Salsabila



Pict of interview with Putri Apriliani



Pict of Parking area MA Husnul Khotimah



Pict of Chief office Madrash and Computer Laboratory MA
Husnul Khootimah



Pict of school yard MA Husnul Khotimah



Pict of Classroom MA Husnul Khotimah

CURRICULUM VITAE

A. Personal Details:

1. Name : Silvyna Nabila
2. Place of birth : Semarang, June 6, 2000
3. Address : Rowo Tengah , 01/04 Tembalang Semarang
4. Phone : 082314188890
5. E-mail : silvynanabila@gmail.com

B. Formal Education:

1. RA Husnul Khotimah Semarang graduated in 2006
2. MI Miftahul Ulum 01 graduated in 2012
3. MTs PB Roudlotul Muhtadiin graduated in 2015
4. MA Roudlotul Muhtadiin graduated in 2018
5. UIN Walisongo Semarang graduated in 2022

C. Non-Formal Education:

1. Ponpes Roudlotul Muhtadiin, Balekambang, Jepara.
2. Ponpes Darul Falah Besongo, Ngaliyan, Semarang