

APPLYING FASHCARDS TO IMPROVE STUDENTS VOCABULARY
(An Experimental Study at SMPIK Nurul Quran)

THESIS

Submitted by

RAUDHATUL JANNAH
NIM. 150203035

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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By:

RAUDHATUL JANNAH
150203035

Students of *Fakultas dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor



Fitriah, M. Pd

Date: 26/ 12 / 2019

Co-Supervisor



Fithriyah, S. Ag., M. Pd

Date: 18/ 12 / 2019

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
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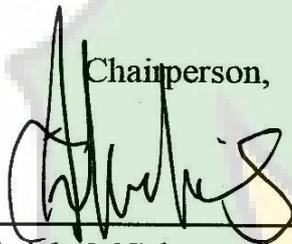
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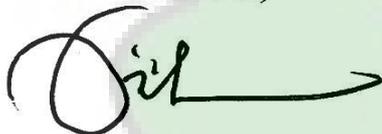
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Secretary,



Rita Hermida, M. Pd

Member,



Fithriyah, S.Ag., M. Pd

Member,



Azizah, M. Pd

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh




Dr. Muslim Razali, S.H., M.Ag.

NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama : Raudhatul Jannah
NIM : 150203035
Tempat/Tgl.Lahir : Aceh Besar / 14 April 1997
Alamat : Jln. Riyahusalihin, gp.Ateuk lung ie, Kec. Ingin Jaya Kab. Aceh besar
Judul Skripsi : Applying Flashcard to improve students' Vocabulary (An Experimental Study at SMPiK Nurul Quran)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan akan menjadi sepenuhnya tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 20 Desember 2019

Saya yang membuat surat pernyataan,



Raudhatul Jannah



All praises be to Allah, the Lord of the universe. Because of His *rahmah* and *hidayah*, the researcher could eventually finish this thesis entitled “Applying Flashcard to improve students’ vocabulary (An Experimental study at SMPK Nurul Quran Aceh besar)” in order to achieve her first academic degree in English Departement of Tarbiyah Faculty of UIN Ar-Raniry Banda Aceh. Also, *shalawat* and *salam* be upon the prophet Muhammad SAW, who has brought us all from the darkness era to the lightness era.

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Moreover, the writer would be glad to receive any constructive criticism and suggestion to make this thesis better. Finally, the writer expected that this thesis will be useful for the readers.

May Allah always bless us, Amin.

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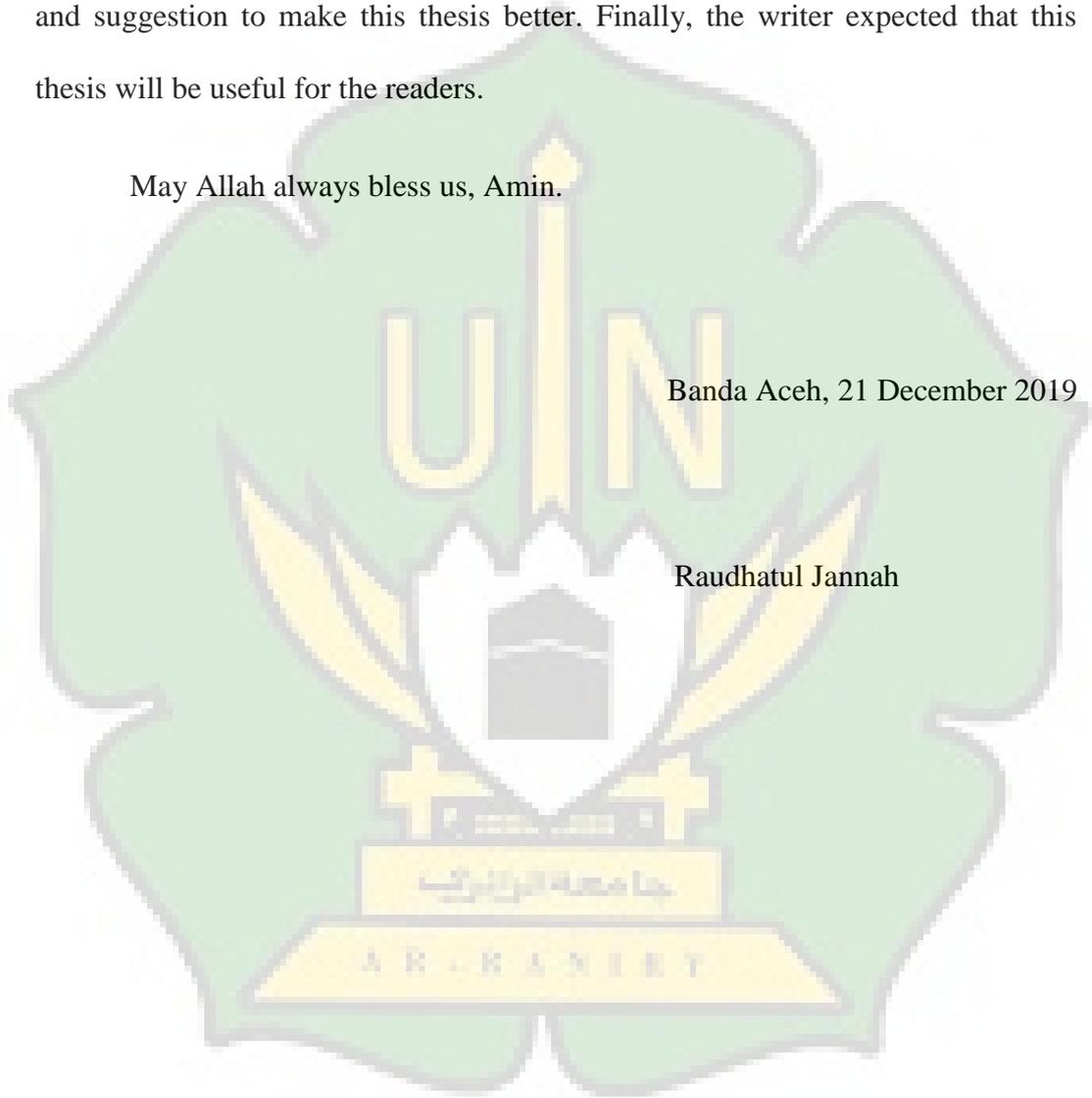


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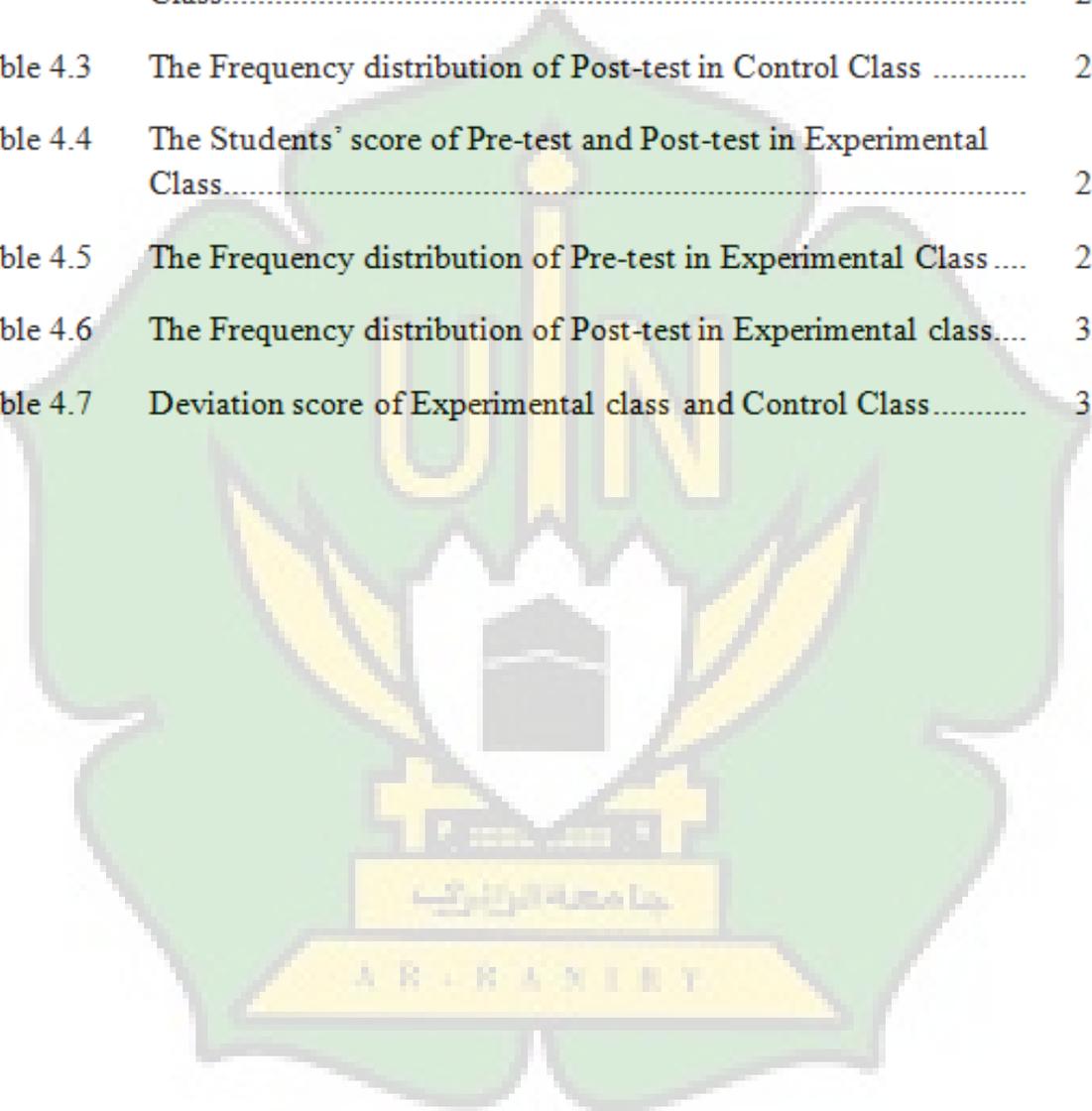
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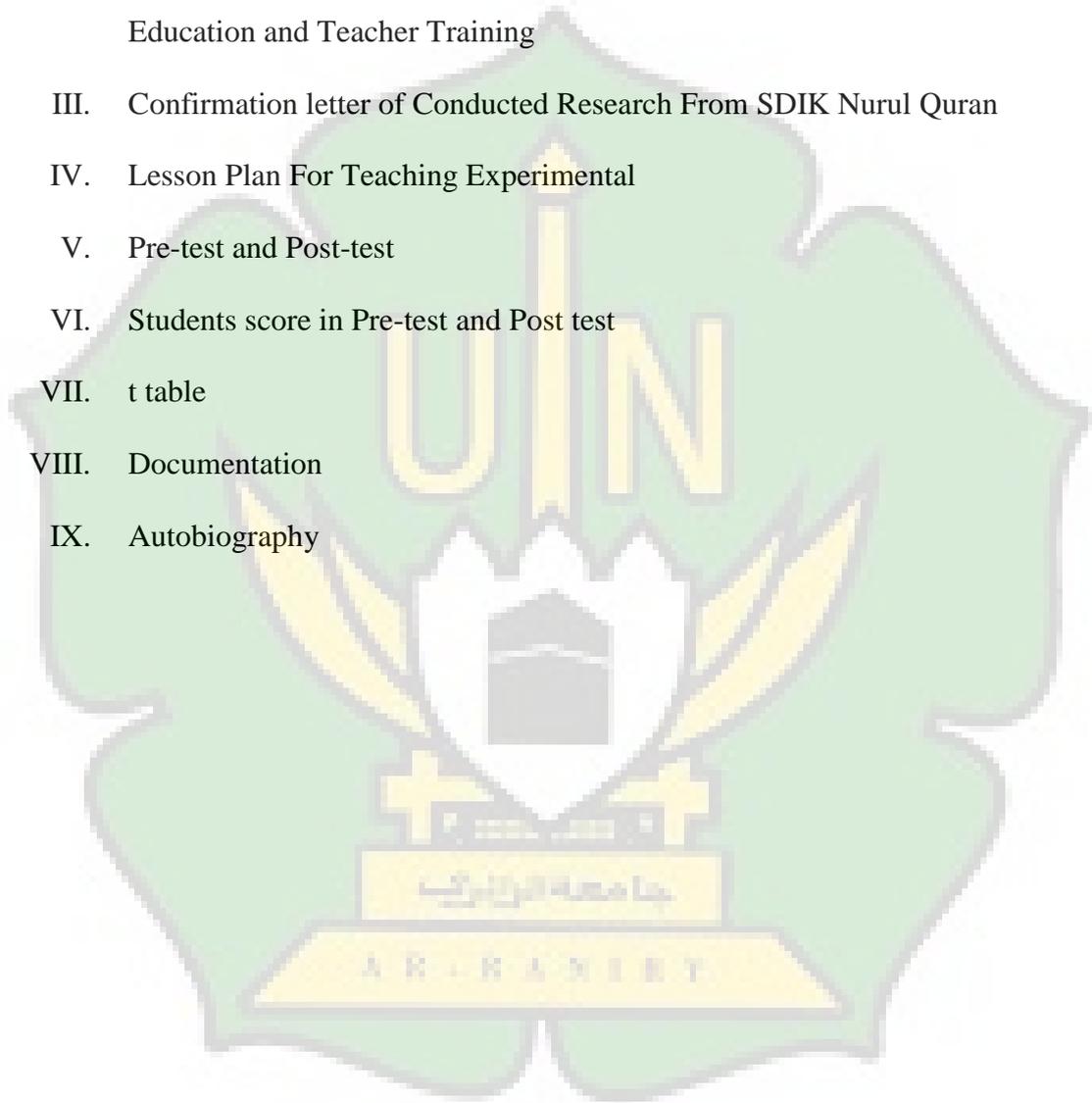
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ABSTRACT

Name : Raudhatul Jannah
NIM : 150203035
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : *Department of English Language Education*
Thesis Title : *Applying Flashcards to improve Students' Vocabulary*
(An Experimental study at SMPiK Nurul Quran)
Main Supervisor : Fitriah, M, Pd
Co-Supervisor : Fithriyah, S. Ag., M. Pd
Keywords : *Flashcards, Students, Vocabulary*

This study focuses on improving students' vocabulary through flashcards as the media at first grade students at SMPiK Nurul Quran Aceh Besar. The problem of this study is the students are lack of vocabulary. The sample was the students of class VII-A as the control class and VII-B as experimental class. In collecting the data, the writer used test (pre-test and post-test). After getting the data, the result of the test were analyzed by using statistical procedures. The average score of post-test of experimental class (71) was higher than the average score of post-test of control class (42). The finding shows that students of experimental class improved their English vocabulary. Thus, it can be assumed that using flashcards can improve students' vocabulary.

CHAPTER I INTRODUCTION

A. Background of study

In English teaching-learning process, vocabulary is one of the language aspects a learner should know. Vocabulary is a central aspect in English language learning because without sufficient vocabulary, students can't express their own ideas or understand others (Richard and Renandya 2010). It can be inferred that vocabulary is an essential component of language proficiency. By enough vocabulary, learners will not find difficulties in expressing their ideas clearly.

Vocabulary mastering is not an easy thing for students, especially students at junior high school. The students tend to have less knowledge in mastering vocabulary, by reason of all students don't learn English subject when they are at elementary school. Thus, to make teaching learning more effective, beneficial, and interesting, the teacher should use a good strategy to develop and fascinate techniques in the classroom. The example of such integrated sources and techniques used are songs, games and problems solving activities (Saricoban, 2000).

According to Tarwiyah (2008), games facilitate and help language to be more meaningful, impressive and accessible. In this study, flashcards is applied as teaching technique to improve students' vocabulary.

Flashcards is a tool that can be used in teaching and learning process. The use of flashcards might be more effective than word list (Maryam, 2012). Flashcards is could be fun, colourful and creative way to aid in memory and retention of vocabulary words. Flashcards also can boost students' motivation in learning process. Moreover, flashcards might be useful in teaching and learning process and provide stimulus to students in mastering vocabulary.

Based on the primary study, the writer found that they were many students weak in vocabulary mastery. The students unable memorize the English vocabulary and answer the exercise. As a result, the students gained the low score below minimum standard score. Therefore, the writer offers applying flashcards as the media in teaching vocabulary. It will be a solution in improving students' vocabulary on first-grade students of SMPiK Nurul Quran. In short, by conducting this research, the writer expected that flashcards can help teachers to maximize their teaching learning process to manage the classroom to be effective and increase students' vocabulary mastery by using flashcards.

B. Research Question

In this research, the writer wanted to examine the use of flashcards in students mastering vocabulary. As the result, a question appeared “does the use of flashcards improve student vocabulary at SMPiK Nurul Quran Aceh besar?”

C. Research Aim

The purpose of this study is to find out the students improvement in mastering vocabulary after being taught by using flashcards as the media at the first grade students of SMPiK Nurul Quran Aceh Besar.

D. Hypothesis

The null hypothesis (H_0) and an alternative hypothesis (H_a) of the research are stated as follows:

H_0 : Flashcards as the media in teaching vocabulary does not effect in improving students' vocabulary at SMPIK Nurul Quran.

H_a : Flashcards as the media in teaching vocabulary effect in improving students' vocabulary at SMPIK Nurul Quran.

E. Significance of the Study

The significance of this study is to give a practical contribution by using flashcards strategy in improving student vocabulary, especially English vocabulary. In more specific, basically, the significances are distinguished into three:

1. *The writer*

In this research the writer expected that can be used in reference for other writers who concern on using flashcards in teaching vocabulary

2. *The English teacher*

This game will encourage teacher and will be the best method of teaching vocabulary at the junior high school

3. *The student*

It is expected that this strategy could increase students' in developing and implement in students' vocabulary skill through the effect of the flashcards.

F. Research Terminology

There are some basic terms that need to be defined to know the real meaning of the term to avoid misunderstanding in the part of the readers.

1. Flashcards

According to Baleghizadeh and Ashoori (2011), flashcards is piece of card consist of picture, word or sentences on it. Flashcards is a cards with pictures which teacher hold up in the class. According to scott flashcards can be used as one of the visual aids to explain the meaning of words.

2. Vocabulary

According to Richards and Renandya (2002), vocabulary is the element in language to provide the learners to be able to speak, write, read and listen in particular language. In other words, vocabulary is the important part in language learning. In this study used material vocabulary on the book *When English Rings a Bell* such as the name of animal and the thing at the public building.

CHAPTER II

LITERATURE REVIEW

A. Definition of vocabulary

In learning a foreign language, students are required to master four language skills listening, speaking, reading, and writing. To master those four language skills cannot be separated from vocabulary. Vocabulary is the most important aspect which must consider in learning language. It is a basic element when student's language learners want to speak, read and write to make other understand. According Nunan (1991, p.11). Mastering a language is not easy if not start with the easiest one, it is impossible to learn a new language without mastering vocabulary. In conclusion, vocabulary is one of the most essential part of language and vocabulary has important role in meaningful communication.

B. The Importance of Vocabulary

Vocabulary is core component of language proficiency and provides the learner to speak, listen, read, and write. Richard and Renandya (2010) p. 225) clarified that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieves less than their potential discouraged from making use of language learning opportunities around them.

Mastering vocabulary is very important in order to understand the language. The students are able to communicate both verbally and orally. To achive those students' need, the teachers have to know the component in teaching learning process in mastering vocabulary. Learning vocabulary of a language is

important because without words, we cannot carry the meaning of what we want to say (Cameron, 2001, p. 3). In another word, vocabulary is important part in language learning, It means that vocabulary mastered make easier to communicate well.

C. Problems of Learning Vocabulary

Thornbury (2004) says, “Learning the language means learning vocabulary, pronounciation and grammar by practicing the four skills: listening, speaking, reading, and writing.” Thornbury clarified some factors that make some words more difficult as follow:

1. Pronunciation and spelling

The spelling of many English words can be problems for students who speak language with every regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though.

2. Personal factors of students itself such as motivation and learning style. And external factors such as lack of time in teaching vocabulary items, items that found on textbook too difficult to understand by the students, and lack of reading materials or dictionary.

Based on the problem above the teacher needs to conduct a positive environment in learning, has to know what is a good strategy that suitable for the student, a good preparation before teaching and use the interesting method during

the teaching learning process. The teacher also must be careful with his or her way of teaching unless the students will be bored and loses their concentration in learning process. It usually becomes a real problem in teaching-learning activities in class.

D. Technique in Teaching Vocabulary

Teaching technique is essential in teaching and learning process. Teaching techniques should be chosen appropriately. It is the teachers' task to use a good technique in teaching appropriately. According to Cameron (2001) the first technique in explaining new vocabulary:

- a. By demonstration the pictures use an object, use gesture, perform an action, use photographs, use drawings or diagrams on the board, and use pictures from books.
- b. By verbal explanation analytical definition, put the new words in a defining context, and translate into another language.

Furthermore, Harmer listed seven techniques in presenting and explaining new words into the classroom real object, pictures, mime, action and gesture, contrast, enumeration, explanation and translation. There are also some ways of presenting the sounds of the words through modelling, through visual representation, and through phonetic symbols.

Teacher can also consider to choose visual techniques. Visuals can be used for various activities of lesson such as presenting new vocabulary or introducing new topic, as practicing tools, and reviewing material which has been presented. Besides, showing visuals can be used to keep students' attention and make the

class more interesting, real and joyful. Visual techniques also can be used to help the learner to discover the meaning of word.

According to Doff stated that are five visual aids that can be used the teachers themselves, the whiteboard, real objects, flashcards and pictures and charts. In short, teaching technique is one of important part in teaching learning process. It helps teachers in presenting or explaining and practicing learning material in the class.

Based on explanation technique in teaching vocabulary above, there are so many ways that teachers can apply in the class, so teachers can use various techniques to support teaching vocabulary successfully. Although, there are certainly some other factors in supporting teaching and learning process such as teachers' in teaching ability, class management, learning process management and appropriate media.

E. A brief description of Flashcards

According to Scott (2002 p. 78-79) Flashcards are teaching using pictures in the classroom. Flashcards can be used as one of visual purpose to illustrate meaning of words and it can also be used to practice word.

Additionally, flashcards are card with pictures which teachers hold them up in the class. Flashcards are useful for teaching aid and can be used as part of various activities. According to Scrivener, flashcards have few typical uses which teachers can do:

- a) to show the meaning of a vocabulary items
- b) to give visual image or presentations of language

- c) to tell a story, by providing particular images to help students' understanding
- d) as tools storytelling activities
- e) as tools for variety of games, and etc.

In conclusion, flashcards can help students in learning various aspects of foreign language. Flashcards can motivate the students in learning process and help students to understand the material.

F. The advantages and disadvantages of flashcards

1. Advantages of flashcards

According to Lewis (2013) clarified the advantages in using flashcards are:

- a. Flashcards are inexpensive. Teachers can make their own flashcard and do not need to buy a fancy tool to make a flashcard. It might be the least expensive item that can be used in the vocabulary teaching.
- b. Flashcards are portable. Teachers can bring as many cards as they want to the classroom since flashcards are not heavy and can be easily moved from one class to another class.
- c. Flashcards are versatile. This aid is very helpful for any subject. In learning a foreign language this can help the teacher to teach vocabulary as well as the students to learn and memorize English vocabulary.

Based on the advantages presented above, it can be concluded that flashcard is effective to help students' improve vocabulary mastery, as it engages and motivates them to participate in the teaching and learning process. It attracts them to pay more attention to the class, encourages them to be involved, and

makes them feel happy while learning. Flashcard in teaching vocabulary can strengthen the form and meaning in the students' memory. It is not boring even if the teacher plans to use it continuously. It also does not cost too much to make it. The teacher only needs a piece of paper and draw on it. Or even when the teacher cannot draw by himself, he can put a picture from the internet, or magazine.

2. Disadvantages of Flashcards

The disadvantages of flashcards are a number of flashcards need to be organized by topic. Teacher need to organize the material well and choose a good word before create the flashcards. And flashcards need careful thought and preparation in advance.

G. Applying Flashcards in Teaching Vocabulary

According to (Carol, 2016) clarified there are some activities in teaching vocabulary with flashcards which can be applied in classroom.

1. *Flash*, this activity is to introducing and revising new words by showing flashcards quickly, then the students will identify the words in the flashcards.
2. *Slowly-slowly*, closed the flashcards and gradually reveal the flashcards, and the students will identify the picture as soon as the recognize it.
3. *What's missing?*, stick some flashcards on the board, and ask the students to repeat the words, then ask students to close their eyes and teacher removes one flashcards, then students open their eyes and teacher ask them "What is missing?" so students will remember answer which flashcards is missing.

4. *Magic eyes*, stick six or some flashcards on the board in a row, and ask students to repeat the word in rhythmic way, then remove the first flashcards and continue in the same rhythmic way, then remove the second flashcards and do the same until the last flashcards. This activity helps to train students' memory through representation picture of the word.

5. *Lip reading*, stick some flashcards on the board, then mention one of the flashcards without sound, then students will guess the word by recognize teacher's lip.

6. *Flashcards riddles*, stick some flashcards on the board, and mention some characteristic of a picture the students will guess what the teacher means.

7. *Flashcards groups*, divide students in small groups and name the groups based on flashcards, then give them instruction by mention their name group so students will keep their attention or listening what the teacher's instruction is.

8. *Hands on heads*, divide the class in two groups and assign them three or more flashcards then mention word that belong to a group then they are asked to respond it by putting their hands on their heads.

9. *Flashcards chain*, ask students to sit in a circle then pass a flashcard to the first student and ask relevant question about flashcards, after that move the flashcards to the next students and ask relevant question in the same way, after a flashcard pass three students then introduce to another flashcards and do the same way until the all flashcards are complete.

10. *Kim's game*, stick 12 to 15 flashcards with different topics on the board and ask students to remember flashcards in a minute, after that remove all flashcards and ask students to write down what flashcards they remember and categorized the topics of flashcards.

From those activities of using flashcards, the writer applies two activities, flashcards riddles and flashcards group and also the writer combines with other activities, such as:

1. The writer decide class in small group and name the group based on the flashcards.
2. The writer sticks a set of flashcards on the board, then the writer mention some characteristics of one of flashcards then the students answer what the flashcards that the writer means.
3. The writer shows the flashcards one by one which the words are covered, then the writer ask the students "what is this?" by pointing the picture, then the students answer the words based on the picture, then the writer shows the words of the picture.
4. The writer pronounces the words. Then, the students repeat the word until they pronounce the words correctly.

CHAPTER III

METHODOLOGY

A. Research Design

This study was designed as quantitative research through quasi-experimental in analyzing and collecting the data. According to Creswell (2012) quantitative research is an inquiry approach for describing tendencies and explaining the relationship among variables found in the literature. In other words, in the experimental class, it was taught by using flashcards in mastering students vocabulary, while the control class was not taught without using flashcards.

B. Population and Sample

1. The population

The population of this study is the first grade students of SMPIK Nurul Quran which consist of 2 classes, VII A and VII B. The total population of both classes are 40 students.

2. The sample

The sample of this research was the first grade students at SMPIK Nurul Quran. They were the students at VII-B that consist of 20 students. Purposive sampling technique was used to determine two possible classes that would be used in this study. The writer found the criteria of the research based on the data of observation and information from the teacher. Then, the writer decided the class of VII B as the experimental class, while class VII-A as the control class.

C. Instrument for Data Collection

The instrument of this research was vocabulary test about the name of animal and public place. The writer gave multiple choice questions in pre-test and post-test. Each of pre-test and post-test consist of 15 multiple choice questions. The test was measuring the improvement of students' vocabulary. Pre-test was given to both of control class and experimental class before conducting the treatment. Then, post-test was distributed to the experimental class after being taught by using flashcard. Beside, the control class was given the post-test after being taught without using flashcard.

D. Method of Data Collection

In order to collect the data, the researcher used some techniques such as test and experimental class teaching. Below are the descriptions of technique used:

a) Pre-test

Pre-test was given to experimental class and control class. In this regard, the writer came to both classes and gave the pre-test paper. The pre-test was given to measure the effect of student's ability in mastering vocabulary.

b) Experimental Class Teaching

In experimental class, the writer gave the treatment by using flashcard in teaching vocabulary about the name of animal and public place. The writer decide class in small group and name the group based on the flashcards. The writer sticks a set of flashcards on the board, then the writer mention some characteristics of

one of flashcards then the students answer what the flashcards that the writer means. The writer shows the flashcards one by one which the words are covered, then the writer ask the students “what is this?” by pointing the picture, then the students answer the words based on the picture, then the writer shows the words of the pictures. The writer pronounces the words. Then, the students repeat the word until they pronounce the words correctly. It was conducted in 80 minutes for each meeting. This treatment was given to improve students’ mastery of vocabulary.

c) *Post-test*

After giving the treatment, the students in both control classes class and experimental class were given the post-test. The purpose of the post-test was to find out the students’ improvement after giving the treatment by using flashcard.

E. Method of Data Analysis

1. *Analysis of test*

a) To find the range of the data

Sadjana (2002) stated that range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score

b) The number of interval class

According to Sudjana (2002) the number of interval class determined by using the following formula:

$$I = 1 + (3.3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c) To find out the space of interval

The range of interval class can be calculated by using the following formula Sudjana (2002):

$$P = R/I$$

Where:

P : interval space

R : the range of score

I : the amount of interval class

d) To find out the mean score

Sudjana (2002) stated that the mean of students score was calculated by using the formula as follow:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

f_i : refer to frequency

x_i : refer to the middle score interval class

$f_i x_i$: the amount of multiplication between the frequencies and the middle score of interval class

e) To find out the hypothesis testing

The writer calculated the t-score to analyze the hypothesis testing. The write used formula with significance degree of 5%.

$$t - test = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{SD_1^2}{N_1 - 1} + \frac{SD_2^2}{N_2 - 1}}} \text{ dengan } SD^2 = \frac{\sum x_i^2}{N} - \bar{x}^2$$

Where:

\bar{x}_x : Mean of the experimental class

\bar{x}_y : Mean of control Class

SD_y^2 : Sum of standard deviation score in control class

SD_x^2 : Sum of standard deviation score in experimental class

N_y : Number of students in control class

N_x : Number of students in experimental class

The writer examined the hypothesis by comparing the result and the t-table. The hypothesis was accepted if the t-test score was higher than the result in t-test.



CHAPTER IV

FINDINGS AND DISCUSSION

A. The Process of Teaching Experimental Class

The process of experimental teaching class, the writer used flashcards in five meetings. In the first meeting, the writer came to the class. Then, the writer gave the instruction to the student's what they had to do. Afterwards, the writer distributed the instruments and asked them to do the test. Then, At the second meeting, the writer checked students attendance list. Next, the writer asking question related about the materials of vocabulary such as the name of animal. For example, the writer asked them with the question "do you have pet at home?" Then, the writer started to introduce and explain the flashcards to the student's. The procedures of playing flashcards were as started below:

- 1) The writer decided class in to small group and named the group based on the flashcards
- 2) The writer sticks a set of flashcards on the board, then the writer mentions some characteristics one of the name in flashcards, then the students need to guess what the word in flashcards that the writer describe.
- 3) The writer shows the flashcards one by one which the words are covered, then, the writer asked to the students "what is this?" then, the students answered the words based on the flashcard, and the writer showed the words that have wrote in the flashcard.
- 4) The writer pronounces the words, then, the students repeat the words correctly.

At the third meeting the writer explained the procedure of playing flashcards and started the material with guessing the name of public place. Then, the writer asked the students to sit in the group. Each group consisted of 4 students, the writer distributed the flashcard for each group, and they have to describe the word based on the flashcards. Next, each group presented the word based on flashcards, and another group should guess the word described. Afterward, the writer sticks a set of flashcards on the board. Finally, the writer gave them feedback by guessing their error. At the end of this meeting the writer asked them to answer 4 words on the flashcards individually.

Then, At the fourth meeting, the writer came to the class and taught the students as same as the second and third meeting, the writer applied flashcards in the classroom, then the writer reviewed all the vocabulary that had been given in the classroom. Then, at fifth meeting, the writer did not play flashcards anymore, in this meeting the students had to finish the post-test. The purpose of the post-test is to measure the students' improvement after studying vocabulary by using flashcards. After collecting the post-test, the writer ended the class by saying thanks for the students as the participation in this research.

In control class, the students were taught the same material as in experimental class by their own English teacher. However, they were not taught by using flashcards in their learning process. The writer only came in to the class to give the pre-test at the first meeting and post-test at the last meeting.

B. Finding

1. The test result of Control Class

Table 4.1
The Students' Score of Pre-test and post-test in Control Class

No.	Students Initial	Pre-test	Post-test
1.	AKA	40	45
2.	AH	45	50
3.	FM	40	40
4.	FS	40	40
5.	KZ	45	40
6.	MA	30	30
7.	MNA	45	40
8.	MIK	40	30
9.	JSD	30	40
10.	RA	40	35
11.	MAP	35	40
12.	MH	45	45
13.	MKI	45	45
14.	MZ	50	50
15.	SB	45	50
16.	SAK	35	40
17.	TRA	40	40
18.	UF	50	52
19.	ZH	50	50
	Highest score	50	52
	Lowest score	30	30

a. The analysis of Pre-test in control class

To analyze the data of pre-test, researcher calculated the data by using the following formula:

1. Range

The range (R) determined by using this following formula:

$$R=H-L$$

The highest score of pre-test was 50 and the lowest score was 30. Thus, the range was:

$$R= 50-30$$

$$R= 20$$

2. The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 19$$

$$= 1 + (3.3) (1, 27)$$

$$= 1 + 4.57$$

$$= 5.57$$

$$= 6$$

3. The range of interval class

Then, of the class interval was found by formula:

$$P = \frac{R}{I}$$

$$P = \frac{20}{6}$$

$$= 4$$

From those result, the frequency distribution table can be seen as follow:

Table 4.2
The frequency distribution of Pre-test in Control Class

Class Interval	Fi	Xi	Fixi
30 - 33	2	31.5	63
34 - 37	2	35.5	71
38 - 41	6	39.5	237
42 - 45	6	43.5	261
46 - 49	0	47.5	0
50 - 53	3	51.5	154
Total score	19	249	786

Where :

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

4. The mean score of pre-test

Based on the frequency distribution above, the researcher determined the mean (\bar{X}) to find out the average pre-test of the students. The mean can be identified by using the following formula:

$$\begin{aligned}x &= \frac{\sum fix_i}{\sum fi} \\ &= 786 / 19 \\ &= 41\end{aligned}$$

b. The analysis of post-test in control class

To analyze the data of post-test, researcher calculated the data by using the following formula:

1. Range

The range (R) determined by using this following formula:

$$R = H - L$$

The highest score of post-test was 52 and the lowest score was 30.

Thus, the range was

$$R = 52 - 30$$

$$R = 22$$

2. The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 19$$

$$= 1 + (3.3) (1, 27)$$

$$= 1 + 4.57$$

$$= 5.57$$

$$= 6$$

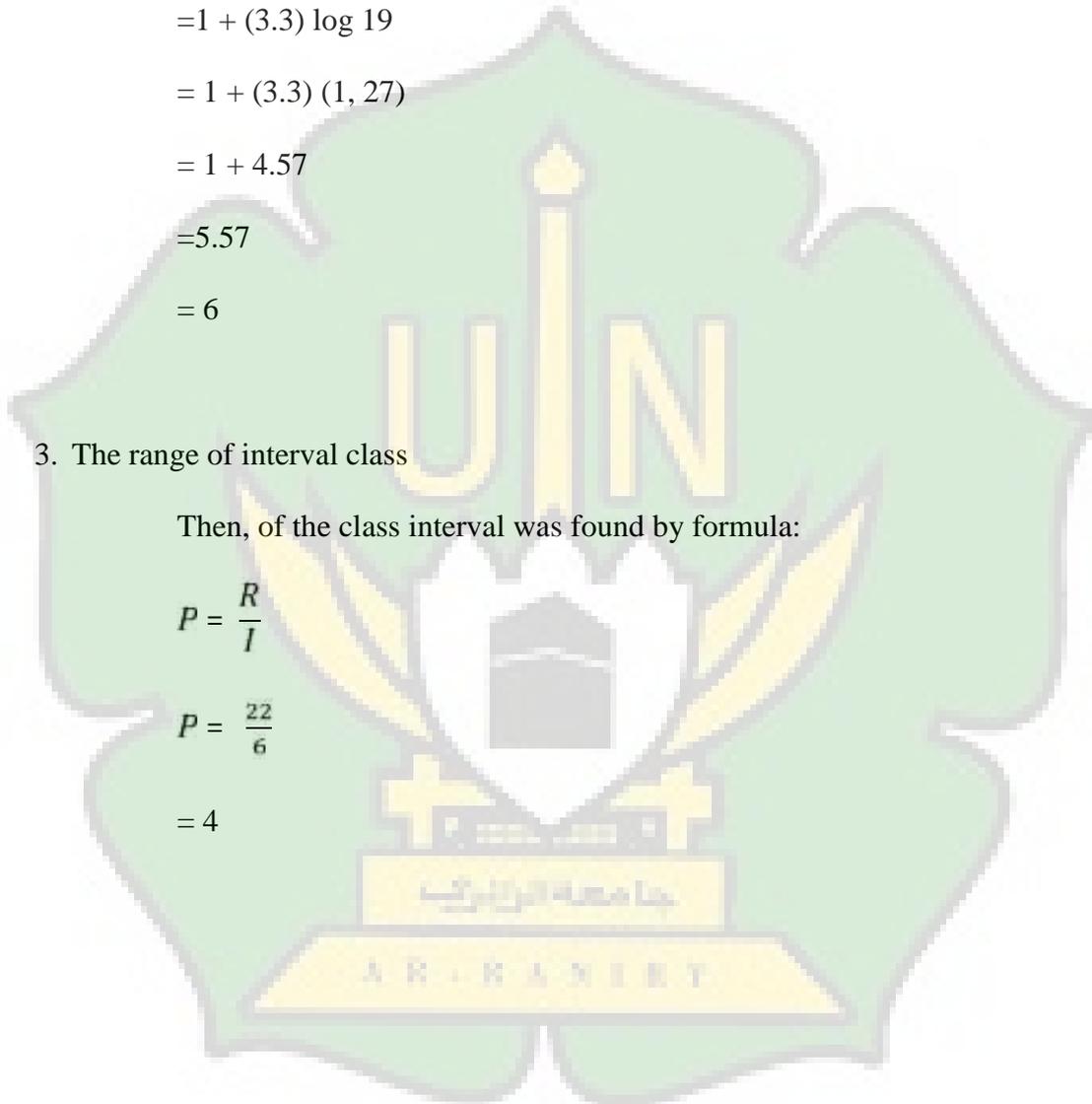
3. The range of interval class

Then, of the class interval was found by formula:

$$P = \frac{R}{I}$$

$$P = \frac{22}{6}$$

$$= 4$$



From those result, the frequency distribution table can be seen as follow:

Table 4.3
The frequency distribution of Post-test in control Class

Class Interval	Fi	Xi	Fixi
30 - 33	2	31.5	63
34 - 37	1	35.5	35.5
38 - 41	8	39.5	316
42 - 45	3	43.5	130
46 - 49	0	47.5	0
50 - 53	5	51.5	257
Total score	19	220	801

Where :

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

4. The mean score of post-test

Based on the frequency distribution above, the researcher determined the mean (\bar{X}) to find out the average post-test of the students. The mean can be identified by using the following formula:

$$x = \frac{\sum fixi}{\sum fi}$$

$$= 801 / 19$$

$$= 42$$

2. The Test Result of Experimental Class

Table 4.4
The students' score of Pre-test and Post-test in Experimental class

Students Initial	Pre-test	Post-test
AF	45	70
AS	70	80
ANP	60	85
AAR	50	50
AM	60	85
AC	45	60
DPA	50	80
IN	50	75
IZ	70	90
NO	50	80
NA	75	80
NAH	65	85
NAM	60	85
PS	60	80
RPA	60	85
SZ	60	80
HAM	40	75

SS	50	70
ZNR	40	75
ZH	40	70
Higher score	75	90
Lowest score	40	60

a. The analysis of Pre-test in Experimental class

To analyze the data of pre-test, researcher calculated the data by using the following formula:

1. Range

The range (R) determined by using this following formula:

$$R = H - L$$

The highest score of pre-test was 70 and the lowest score was 40. Thus, the range was:

$$R = 75 - 40$$

$$R = 35$$

2. The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 20$$

$$= 1 + (3.3) 1,3$$

$$= 1 + 4.29$$

$$=5.29$$

$$= 6$$

3. The range of interval class

Then, of the class interval was found by formula:

$$P=R/I$$

$$P= 35 / 6$$

$$= 5.83$$

$$= 6$$

From those result, the frequency distribution table can be seen as follow:

Table 4.5
The Frequency Distribution of pre-test in Experimental Class

Class Interval	Fi	Xi	Fixi
40 - 45	5	43	215
46 - 52	5	49	245
53 - 59	0	56	0
60 - 65	7	63	441
66 - 72	2	69	138
73 - 79	1	76	76
TOTAL SCORE	20	356	782

Where:

f_i : refer to frequency

x_i : refer to the middle score interval

fix_i : the amount of multiplication between the frequencies and the middle score of interval class

4. The mean score of Pre-test

Based on the frequency distribution above, the researcher determined the mean (\bar{X}) to find out the average pre-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$\begin{aligned} \bar{x} &= \frac{\sum fix_i}{\sum f_i} \\ &= 782 / 20 \\ &= 40 \end{aligned}$$

b. The analysis of post-test in Experimental Class

To analyze the data of post-test, the writer calculated the data by using the following formula:

1. Range

$$R = H - L$$

Where:

R = Range of the score

H = the highest score

L = the lowest score

The highest score of post-test was 90 and the lowest score was 60. Thus, the range was:

$$R = H - L$$

$$= 90 - 60$$

$$= 30$$

2. The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3.3) \log n \quad (n = \text{number of students})$$

$$I = 1 + (3.3) \log 20$$

$$= 1 + (3.3) (1.3)$$

$$= 1 + 4.29$$

$$= 5.29$$

$$= 6$$

3. The range of interval class

Then, the range of class interval was found out by following formula:

$$P = R/I$$

Where:

P : Interval space

R : the range score

I : the amount of interval class

$$P = \frac{R}{I}$$

$$P = \frac{30}{6}$$

$$P = 5$$

From those result, the frequency distribution table can be seen as below:

Table 4.6
The Frequency Distribution of Post-Test

Class Interval	Fi	Xi	Fixi
60 - 64	1	62.5	62.5
65 - 70	2	68.5	137
71 - 76	3	74.5	223.5
77 - 8	7	80.5	563.5
84 - 89	4	86.5	346
90 - 95	1	92.5	92.5
TOTAL SCORE	20	465	1425

Where:

fi : refer to frequency

xi : refer to the middle score interval

fixi : the amount of multiplication between the frequencies and the middle score of interval class

4. The mean score of Post-test

The writer calculated the mean (X) to find out the average post-test of students'. Based on the table above, the mean can be identified by using the following formula:

$$\begin{aligned} X &= \frac{\sum f_i x_i}{\sum f_i} \\ &= 1425 / 20 \\ &= 71 \end{aligned}$$

The data result of experimental class show that the mean scores of pre-test and post-test are distinctly different to the control class. In pre-test, the mean score of experimental class was 40. However, the mean score of post-test increased to 71.

From this results, it be concluded that the application of flashcards has improved the student's in learning vocabulary.

1. Examining Hypothesis

In examining hypothesis, the writer used "t" test (t_0) to determine significant difference in examining the students score. The t-test designed to measure and examine the significance between two means of experimental and control class. Then, the result of calculation of the t-test will be compared to t-table. If t-test is hinger than t-table of 5% alpha significance level, it means that there is significance different achievement between the experimental class and control class. The t-test formula as follow:

$$t - test = \frac{x_X - x_Y}{\frac{SD_Y^2}{N_Y - 1} + \frac{SD_X^2}{N_X - 1}} \text{ dengan } SD^2 = \frac{\sum x_Y^2}{N_Y} - x_Y^2$$

Where:

x_X : Average of students' in experimental class

x_Y : Average of students' in control class

SD_Y^2 : Sum of standard deviation score in control class

SD_X^2 : Sum of standard deviation score in experimental class

N_Y : Number of students in control class

N_X : Number of students in experimental class

Based on formula above, null hypothesis (H_0) and alternative hypothesis (H_a) were determined as:

H_0 : Flashcards as the media in teaching vocabulary does not effect in improving students' vocabulary at SMPIK Nurul Quran.

H_a : Flashcards as the media in teaching vocabulary effect in improving students' vocabulary at SMPIK Nurul Quran.

Then, the writer listing the pre-test and post-test score in order to find out the differences between those tests.

Tabel 4.7
Deviation score of experimental and control class

No.	E		C		X		Y		X ²	Y ²
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test		
1.	45	70	40	45	25		5		625	25
2.	70	80	45	50	10		5		100	25
3.	60	85	40	40	25		0		625	0
4.	60	80	40	40	20		0		400	0
5.	60	85	45	40	25		5		625	25
6.	45	60	30	30	15		0		225	0
7.	50	80	45	40	30		5		900	25
8.	50	75	40	30	25		10		625	100
9.	70	90	30	40	20		10		400	100
10.	50	80	40	35	30		5		900	25
11.	70	80	35	40	10		5		100	25
12.	75	85	45	45	10		0		100	0
13.	65	85	45	45	20		0		400	0
14.	60	80	50	50	20		0		400	0
15.	60	85	45	50	25		5		625	25
16.	60	80	35	40	20		5		400	25
17.	40	75	40	40	35		5		1225	25
18.	50	70	50	52	20		2		400	4
19.	40	75	50	50	35		0		1225	0
20.	40	70			30				900	
					450		67		11200	429

1. Finding the mean score of variabel X and Y by using the formula:

a. Mean of variabel X (Experimental Class)

$$\begin{aligned} X &= \frac{\sum x}{N_x} \\ &= \frac{450}{20} \\ &= 22.5 \end{aligned}$$

b. Mean of variabel Y (Control class)

$$\begin{aligned} X &= \frac{\sum y}{N_y} \\ &= \frac{67}{19} \\ &= 3.52 \end{aligned}$$

2. Finding sum of deviation standar score of variabel X and Y by using formula:

a. Variabel X

$$SD x = \sqrt{x^2 - \frac{(\sum x)^2}{N_x}}$$

$$= 11200 - \frac{(450)^2}{20}$$

$$= 11200 - \frac{202500}{20}$$

$$= 11200 - 10125$$

$$= 1075$$

b. Variabel Y

$$\begin{aligned}
 SD y &= y^2 - \frac{(\sum y)^2}{N_y} \\
 &= 429 - \frac{(67)^2}{19} \\
 &= 429 - \frac{4489}{19} \\
 &= 429 - 236 \\
 &= 192
 \end{aligned}$$

3. Calculating t- test by following formula :

$$\begin{aligned}
 t - test &= \frac{x_X - x_Y}{\frac{SD_Y^2}{N_Y - 1} + \frac{SD_X^2}{N_X - 1}} \text{ dengan } SD^2 = \frac{\sum x_Y^2}{N_Y} - x_Y^2 \\
 &= \frac{22,5 - 3,52}{\frac{192}{19 - 1} + \frac{1075}{20 - 1}} \\
 &= \frac{19}{\frac{192}{18} + \frac{1075}{19}} \\
 &= \frac{19}{11 + 57} \\
 &= \frac{19}{\sqrt{68}} \\
 &= 43.36
 \end{aligned}$$

4. Determining t – table in significance level 5% with df :

$$\begin{aligned}
 df &= N_x + N_y - 2 \\
 &= 20 + 19 - 2 \\
 &= 37
 \end{aligned}$$

5. Examining t_0 through t_{table}

In the significance level of 5% ($\alpha: 0,05$). The t table shows that the difference score 37 is 1,687.

Based on statistical analysis, the result of data showed that the t-score is 43,36 and the significance degree of t- table is 5 % in which is equal 1.687. So it can be stated that t_0 is higher than t-table ($43,36 > 1,687$) it means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

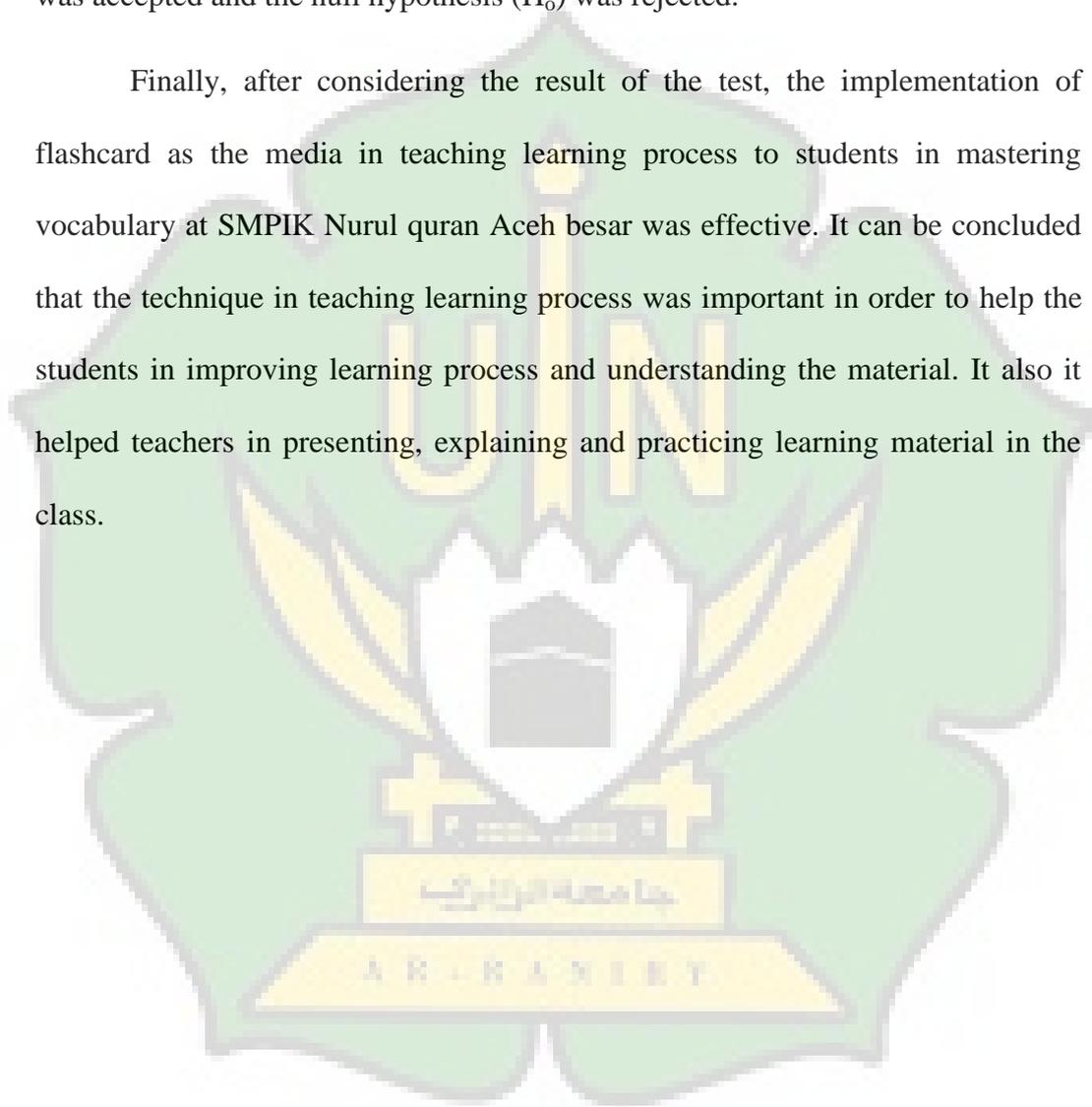
C. Discussion

This research was aimed to improve student's vocabulary mastery by using flashcards. In this study, the teaching learning process held during five meeting. At the first meeting the writer gave the pre-test, while at the second until fifth meeting the writer carried out teaching learning process to the student's by using flashcard. And at the last the writer gave the post-test to the student's.

After analyzing the result of the tests, it was found a significant difference between the score of students' vocabulary mastery in experimental class which used flashcard, and students' in control class which not used flashcard. In the pre-test, the mean score of experimental class was 40 and the mean score of the control class was 41, But the post-test in experimental class, showed a good improvement (from 40 to 71), while the mean score of students' in control class showed that no improvement (from 41 to 42).

In addition, the result of data analysis showed that the t-score is 43.36 and t- table degree of significance 5% is 1,687. so it can be stated that t_0 is higher than t-table ($43.36 > 1,687$). It could be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

Finally, after considering the result of the test, the implementation of flashcard as the media in teaching learning process to students in mastering vocabulary at SMPiK Nurul quran Aceh besar was effective. It can be concluded that the technique in teaching learning process was important in order to help the students in improving learning process and understanding the material. It also it helped teachers in presenting, explaining and practicing learning material in the class.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the result of data collection, it showed that teaching vocabulary by using flashcards as the media gave positive impacts to students' in mastering vocabulary. The data showed that the mean score of post-test in experimental class was 79 and in control class was 44. Moreover, the use of flashcards improved student's vocabulary mastery. It was also proved by analyses H_a and t_{table} . By comparing the value of H_a and the value of t_{table} , the result showed that the H_a was greater than t_{table} . From this calculation, it means that the null hypotheses was rejected and H_a was accepted. The application of the flashcards helped students in mastering vocabulary.

B. Recommendations

After conducting the experimental class teaching and analyzing the test, the writer hoped that this study will be useful for other researchers interested in this topic. Moreover, the writer suggested to English teachers to use flashcards as the media for students to master English vocabulary. However, the teachers also need to know the strategy when giving the teaching instruction in the classroom activity. Furthermore, the teacher should find interesting cards to help students to be more active during activity. In addition, the teacher should also able to manage the class effectively.

Additionally the writer suggested to the students learning vocabulary mastery should be more active in the learning process. The students should ask the teacher once they get confused about the material being learned.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 14101/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-461/UN.08/FTK/KP.07.6/01/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
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- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018
- MEMUTUSKAN
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-461/UN.08/FTK/KP.07.6/01/2019 tanggal 14 Januari 2019
- KEDUA : Menunjuk Saudara:
1. Fitriah, M.Pd Sebagai Pembimbing Pertama
2. Fithriyah, S. Ag., M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Raudhatul Jannah
NIM : 150203035
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Flashcards to Improve Students' Vocabulary (An Experimental Study at SMPiK Nurul Qur'an)
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 September 2019
An. Rektor

Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



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FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mai: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-15633/Un.08/FTK.1/TL.00/10/2019

Banda Aceh, 29 Oktober 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : RAUDHATUL JANNAH
N I M : 150203035
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl.Riyahussalihin Dsn. Ateuk Lung ie Aceh Besar

Untuk mengumpulkan data pada:

SMPIK Nurul Qur'an

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Applying Flashcards to Improve Students' Vocabulary (An Experimental Study at SMPIK Nurul Qur'an

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,

Wakil Dekan Bidang Akademik

dan





YAYASAN PENDIDIKAN ISLAM KARAKTER NURUL QURAN
Character-Based Islamic School

SMPIK NURUL QURAN

Jl. Soekarno-Hatta, No. 10, Kecamatan Ingin Jaya, Aceh Besar, Provinsi Aceh.
HP : 081360008786, E-Mail : smpiknurulquran@gmail.com.

SURAT KETERANGAN

Nomor: 84/B/SMPIK-NQ/XII/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-15633/Un.08/FTK.1/TL.00/10/2019 tanggal 29 Oktober 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Raudhatei Jannah
NIM : 150203035
Prodi/Jurusan : Pendidikan Bahasa Inggris

Mahasiswa telah melakukan penelitian dan mengumpulkan data di SMPIK Nurul Quran pada tanggal 29 Oktober 2019 dalam rangka penyusunan skripsi yang berjudul:

Applying Flashcards to Improve Students' Vocabulary (An Experimental Study at SMPIK Nurul Quran)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Aceh Besar, 17 Desember 2019

SMPIK Nurul Quran



S.Pd.I., M.Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP/IK NURUL QURAN

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : VII/I

**Materi Pokok : 1. Kosa kata Nama nama binatang
2. Kosa kata Nama nama benda pada bangunan publik**

Alokasi Waktu : 2 JP

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk melafalkan nama binatang serta benda pada bangunan publik yang dekat dengan kehidupan siswa sehari-hari.

4.6 Menyusun teks untuk dapat menyatakan dan menanyakan nama binatang dan benda yang terdapat pada bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PEMBELAJARAN

3.5.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan melibatkan tindakan untuk dapat mengingat nama binatang dan benda pada bangunan publik, sesuai dengan konteks penggunaannya.

3.5.2 Menyebutkan nama binatang dan benda pada bangunan publik.

4.6.1 Menggunakan kata yang terkait nama binatang, dan benda pada bangunan publik, dengan memperhatikan fungsi sosial, struktur teks dan kebahasaan yang benar dan sesuai konteks.

D. TUJUAN PEMBELAJARAN

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Agar siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan melibatkan tindakan untuk dapat mengingat nama binatang dan benda pada bangunan publik, sesuai dengan konteks penggunaannya
2. Agar siswa mampu melafalkan Teks yang melibatkan tindakan untuk dapat menunjukkan kata yang terkait dengan nama binatang dan benda pada bangunan publik.
3. Agar siswa mampu menggunakan kata yang terkait Nama binatang dan benda pada bangunan publik, dengan memperhatikan fungsi sosial, struktur teks dan kebahasaan yang benar dan sesuai konteks.

E. MATERI PEMBELAJARAN

- 1) Kosakata nama-nama binatang
- 2) Kosakata nama-nama benda pada bangunan publik

- *Fungsi sosial*

Mengenalkan, mengidentifikasi benda, binatang dan bangunan umum.

- *Struktur teks*

a. It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do *you have*?

b. *Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?*

c. *The hospital is near the post office. The police station is in the corner.* Dan semacamnya.

- *Unsur kebahasaan*

(1) Nama binatang di lingkungan rumah dan sekolah siswa:

hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes, dll.

(2) Nama benda di lingkungan rumah dan sekolah: *table, pillow, toy, mug, book shelf, pen, bag, dll.*

(3) Nama bangunan umum *the post office, the bank, the hospital, dll.*

(4) Kata tanya *What? Which one? How many?*

(5) Penyebutan kata benda singular dengan *a* dan *the*, dan plural

(6) Kata ganti *it, they, this, that, those, these.*

(7) Ungkapan *There is/are..., Are there ...?*

(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: *be, have, go, play, get, take*, dan sebagainya.

F. METODE PEMBELAJARAN

- 1) Pendekatan : Saintific (mengamati, menanya, menalar, mencoba dan
- 2) mengkomunikasikan)
- 3) Metode : Ceramah, diskusi kelompok, tanya jawab
- 4) Media : Flashcards

G. LANGKAH LANGKAH PEMBELAJARAN

Kegiatan Pendahuluan (15 Menit)		
<p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Menyiapkan fisik dan psikis dengan bersikap ramah dan memberikan senyuman kepada peserta didik dalam mengawali kegiatan pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin <p>Apersepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi pembelajaran dengan menanyakan “siapa yang punya binatang peliharaan dirumah?” <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. ❖ Menyampaikan langkah pembelajaran 		
Kegiatan Inti (60 Menit)		
Peserta Didik	Guru	Alokasi waktu
<p>1) Mengamati</p> <ul style="list-style-type: none"> • Peserta didik mengamati ujaran tentang nama binatang pada kartu flashcards yang ditunjukkan guru • Dengan bimbingan guru, peserta didik melafalkan nama-nama binatang 	<ul style="list-style-type: none"> • Guru memperlihatkan kartu flashcards yang memuat tentang nama – nama binatang • Guru melafalkan nama-nama binatang • Guru memperhatikan siswa mengucapkan nama nama binatang 	

<p>2) Menanya</p> <ul style="list-style-type: none"> • Peserta didik menanyakan bagaimana cara pengucapan yang baik dan benar mengenai nama nama bintang • Peserta didik menanyakan arti dari kata yang dirasa sulit. 	<ul style="list-style-type: none"> • Guru memberikan respon atas pertanyaan siswa • Guru memberikan jawaban atas pertanyaan siswa 	
<p>3) Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mengamati kata yang tertera di flashcards dan mencoba menebak arti dari kata tersebut 	<ul style="list-style-type: none"> • Guru menunjukkan kartu flashcards yang berisi nama binatang 	
<p>4) Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik dibagi dalam beberapa kelompok dan diberi tugas untuk mendeskripsikan arti dari kata yang tertera dalam kartu flashcards 	<ul style="list-style-type: none"> • Guru membagi peserta didik dalam beberapa kelompok yang terdiri dari 3-4 siswa • Guru membagikan 3-4 kartu flashcards yang berisi nama nama binatang kepada setiap kelompok • Guru meminta peserta didik untuk 	

	mendeskripsikan setiap kata yang tertera dikartu	
<p>5) Mengkomunikasi</p> <ul style="list-style-type: none"> • Peserta didik di setiap kelompok diminta untuk mempresentasikan hasil dari deskripsi kata yang tertera dikartu flashcards didepan kelas • Peserta didik dari kelompok lain diminta untuk dapat menjawab kata tersebut • Peserta didik diminta untuk menempelkan kartu flashcards yang sudah terjawab dipapan tulis 	<ul style="list-style-type: none"> • Guru mendampingi siswa melakukan kegiatan mengkomunikasi. 	
Kegiatan Penutup (10 Menit)		
<ul style="list-style-type: none"> • Guru menanyakan pendapat peserta didik tentang perasaan mereka selama proses pembelajaran berlangsung. • Guru mengajak Peserta didik merangkum materi pembelajaran yang sudah mereka pelajari. • Guru menutup pembelajaran dengan doa dan Salam 		

H. SUMBER BELAJAR

- i. Buku bahasa Inggris "When English Rings a Bell kelas VII"
- ii. Sumber internet

I. MEDIA PEMBELAJARAN

- i. Flashcards

PERTEMUAN KE-2

Kegiatan Pendahuluan (15 menit)		
Orientasi		
<ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin		
Apersepsi		
<ul style="list-style-type: none">❖ Mengaitkan <i>materi/tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi pembelajaran.❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.		
Motivasi		
<ul style="list-style-type: none">❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung		
Peserta Didik	Guru	Alokasi Waktu
1) Mengamati	<ul style="list-style-type: none">• Guru melafalkan nama nama	

<ul style="list-style-type: none"> • Peserta didik mengamati buku paket siswa dan mendengarkan ujaran guru dalam melafalkan nama benda yang terdapat pada bangunan publik • Peserta didik mengambil secara acak kartu flashcards yang berisi nama nama benda yang terdapat pada bangunan publik dan mencoba melafalkannya 	<p>benda pada bangunan publik yang terdapat pada buku paket siswa</p> <ul style="list-style-type: none"> • Guru menyediakan kartu flashcard berisi kosa kata mengenai nama benda pada bangunan publik 	
<p>2) Menanya</p> <ul style="list-style-type: none"> • Peserta didik menanyakan bagaimana cara pengucapan yang baik dan benar mengenai nama nama bintang • Peserta didik menanyakan arti dari kata yang dirasa sulit. 	<ul style="list-style-type: none"> • Guru memberikan respon atas pertanyaan siswa • Guru memberikan jawaban atas pertanyaan siswa 	
<p>3) Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk memperhatikan kosa kata yang tercantum di flashcards • Peserta didik 	<ul style="list-style-type: none"> • Guru meminta peserta didik untuk memperhatikan kosa kata yang terdapat pada flashcards • Guru mengamati dan membantu peserta didik dalam membuat kalimat 	

<p>mendengarkan dan menirukan guru membacakan kosa kata tersebut</p> <ul style="list-style-type: none"> • Peserta didik diminta membuat kalimat dengan menggunakan kosa kata tersebut, seperti “I sit on the chair”. 		
<p>4) Mengasosiasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk memahami kalimat yang tertera pada flashcards dengan teman sebangkunya • Peserta didik diminta untuk mengidentifikasi nama benda yang terdapat pada kartu flashcards tersebut dengan temannya 	<ul style="list-style-type: none"> • Guru memberikan flashcards yang berisi kalimat pada setiap meja peserta didik • Guru meminta peserta didik untuk mengidentifikasi kata benda pada kalimat tersebut. 	
<p>5) Mengkomunikasi</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk menyampaikan hasil pengamatan didepan kelas 	<ul style="list-style-type: none"> • Guru mendampingi siswa melakukan kegiatan megkomunikasi 	
<p>6) Menciptakan</p> <ul style="list-style-type: none"> • Peserta didik secara berkelompok membuat kartu flashcards dengan mencantumkan kosa kata yang mereka 	<ul style="list-style-type: none"> • Guru mendampingi siswa melakukan kegiatan tersebut 	

<p>kuasai tentang benda yang terdapat pada bangunan publik</p>		
<p>Kegiatan Penutup (10 Menit)</p>		
<ul style="list-style-type: none"> • Guru menanyakan pendapat peserta didik tentang perasaan mereka selama proses pembelajaran berlangsung. • Guru mengajak Peserta didik merangkum materi pembelajaran yang sudah mereka pelajari. • Guru menutup pembelajaran dengan doa dan Salam 		

J. PENILAIAN

1) Jenis/ teknik penilaian:

- a. Penilaian Sikap
Pengamatan oleh guru
- b. Penilaian Pengetahuan
Tes Tulis dan Tes Lisan (Berupa kartu flashcards yang diisi peserta didik dan tes lisan berupa pengucapan peserta didik terhadap kosa kata yang tertera di flashcards)
- c. Penilaian Keterampilan
Kinerja peserta didik dalam proses pembelajaran

Banda Aceh, 19 Oktober 2019

Raudhatul Jannah

RESEARCH INSTRUMENT OF PRE-TEST

Name :

Choose the correct answer!

1. What it is?



- a. Bowl
- b. Cup
- c. Glass
- d. Kettle

2. It is a



- a. Goose
- b. Chicken
- c. Duck
- d. Eagle

3. This is a

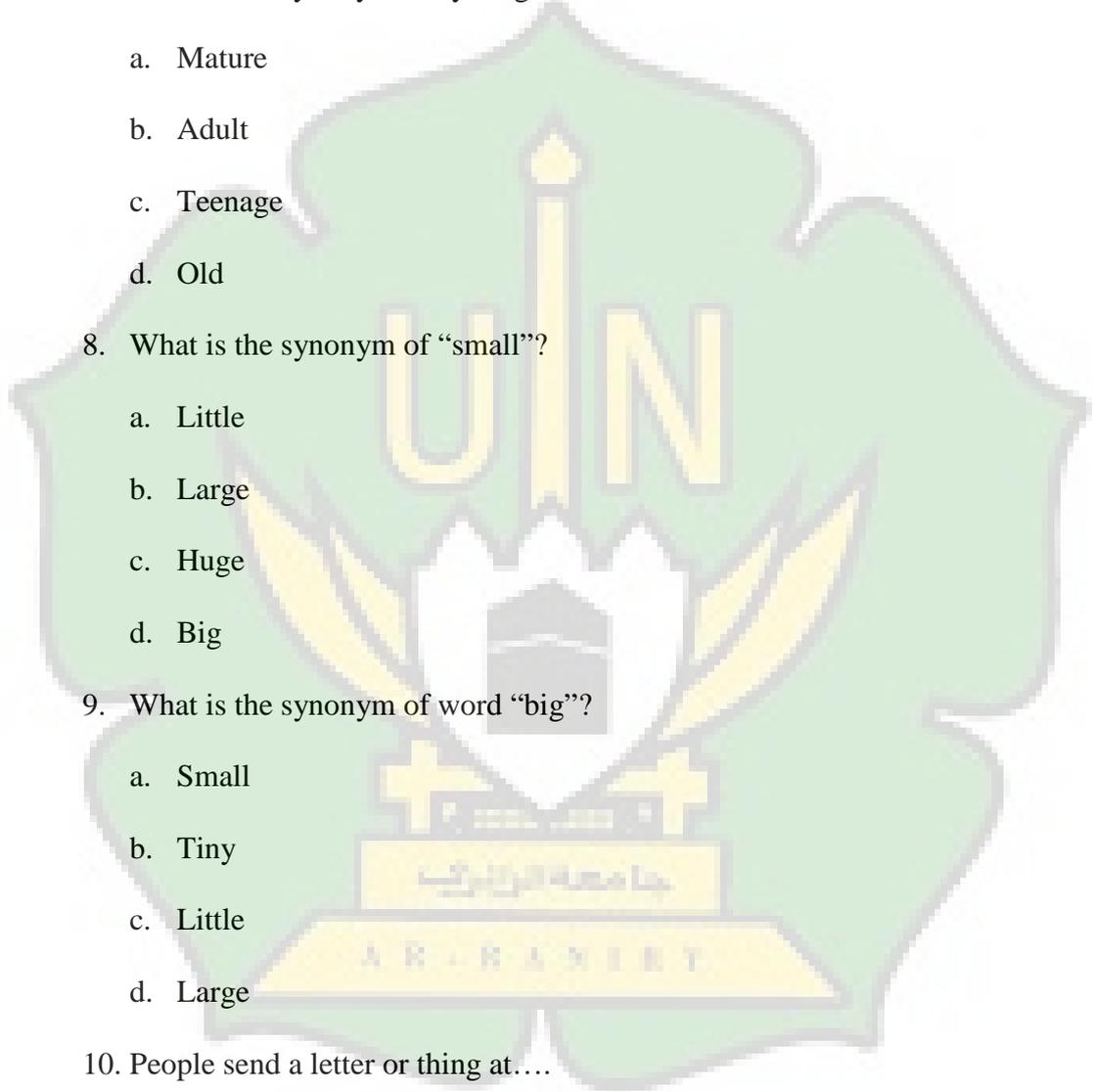


- a. Oven
 - b. Kettle
 - c. Stove
 - d. Sink
4. This is a



- a. Sharpener
 - b. Ruler
 - c. Eraser
 - d. Dictionary
5. What is the antonym of “tall”?
- a. Long
 - b. Short
 - c. High
 - d. Thin
6. What is the antonym of “diligent”?
- a. Smart

- b. Clever
 - c. Genius
 - d. Lazy
7. What is the synonym of “young”?
- a. Mature
 - b. Adult
 - c. Teenage
 - d. Old
8. What is the synonym of “small”?
- a. Little
 - b. Large
 - c. Huge
 - d. Big
9. What is the synonym of word “big”?
- a. Small
 - b. Tiny
 - c. Little
 - d. Large
10. People send a letter or thing at....
- a. Supermarket
 - b. Post office
 - c. Police station
 - d. Library



11. The place where people who are sick or ill are taken care of by doctor and nurse is

- a. Library
- b. Hospital
- c. Supermarket
- d. Post office

12. We used it to keep cool and fresh the food and drink. it is a ...

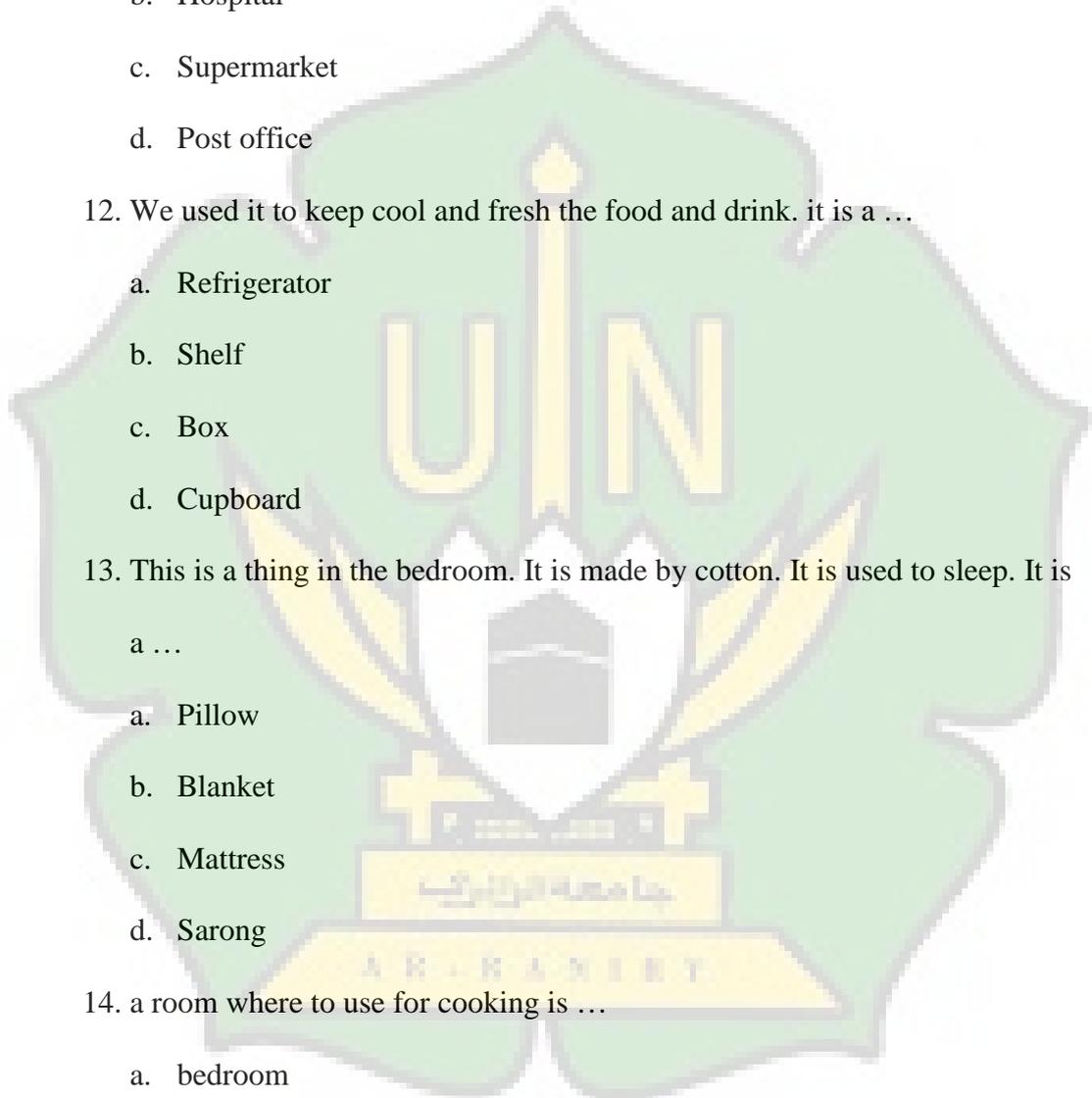
- a. Refrigerator
- b. Shelf
- c. Box
- d. Cupboard

13. This is a thing in the bedroom. It is made by cotton. It is used to sleep. It is a ...

- a. Pillow
- b. Blanket
- c. Mattress
- d. Sarong

14. a room where to use for cooking is ...

- a. bedroom
- b. kitchen
- c. bathroom
- d. living room



INSTRUMENT OF POST TEST

Name :

Text for number 1-3

My favorite animal is rabbit. I have a cute rabbit. The fur is white and soft. I like to touch it. It has two long ears. It also has two round and beautiful eyes. My rabbit like to eat carrot, he like to eat other vegetable. I really like to play with my rabbit.

1. What does the word “Rabbit” mean?.....

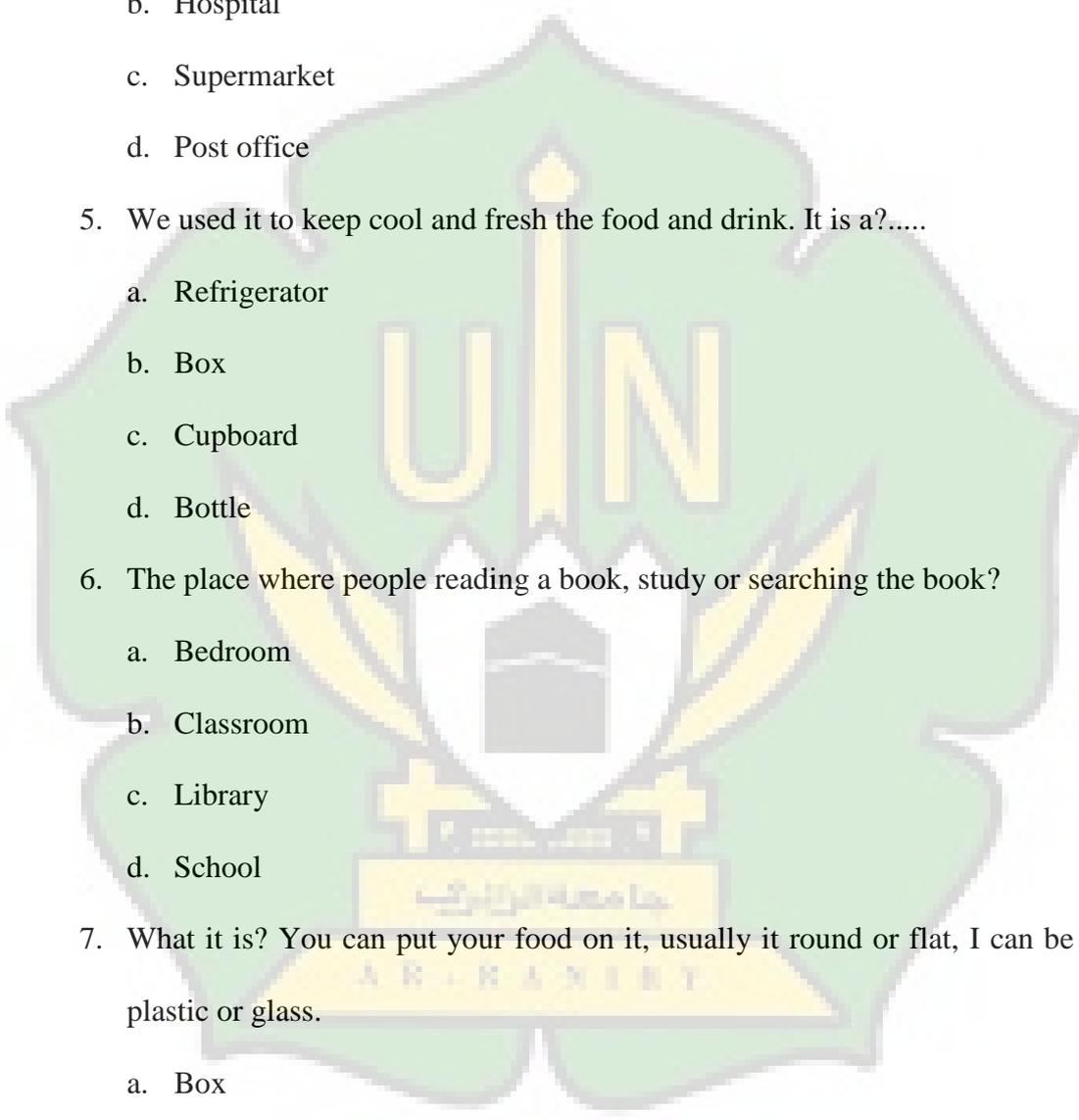
- a. Kelinci
- b. Ikan
- c. Singa
- d. Angsa

2. What does the word “soft” mean?.....

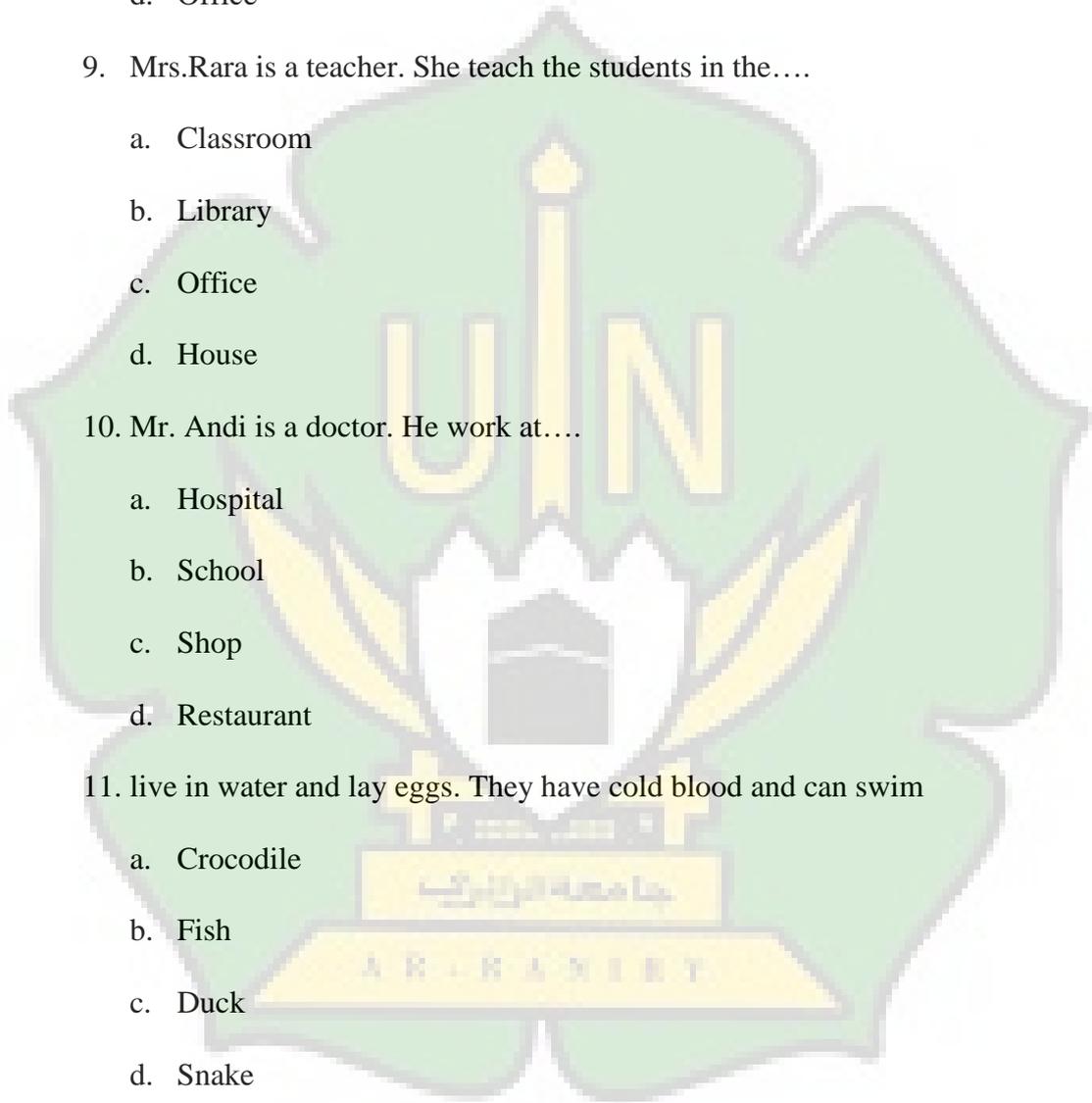
- a. Kasar
- b. Lembut
- c. Tajam
- d. Lembek

3. What does the word “vegetable” mean?.....

- a. Biji
- b. Buah
- c. Sayur
- d. Daun

- 
4. The place where people who are sick or ill are taken care of by doctor and nurse is?....
- Libabry
 - Hospital
 - Supermarket
 - Post office
5. We used it to keep cool and fresh the food and drink. It is a?.....
- Refrigerator
 - Box
 - Cupboard
 - Bottle
6. The place where people reading a book, study or searching the book?
- Bedroom
 - Classroom
 - Library
 - School
7. What it is? You can put your food on it, usually it round or flat, I can be plastic or glass.
- Box
 - Plate
 - Glass
 - Spoon
8. What it is? The place that usually people use to study.

- a. House
 - b. Canteen
 - c. School
 - d. Office
9. Mrs.Rara is a teacher. She teach the students in the....
- a. Classroom
 - b. Library
 - c. Office
 - d. House
10. Mr. Andi is a doctor. He work at....
- a. Hospital
 - b. School
 - c. Shop
 - d. Restaurant
11. live in water and lay eggs. They have cold blood and can swim
- a. Crocodile
 - b. Fish
 - c. Duck
 - d. Snake
12. Have two legs, have wings and can fly.
- a. Bird
 - b. Chicken
 - c. Cat



d. Goose

13. We write on the book use?

a. Pencil

b. Rubber

c. Sharpener

d. ruler

14. We sit on the...

a. Table

b. Chair

c. Tree

d. Water

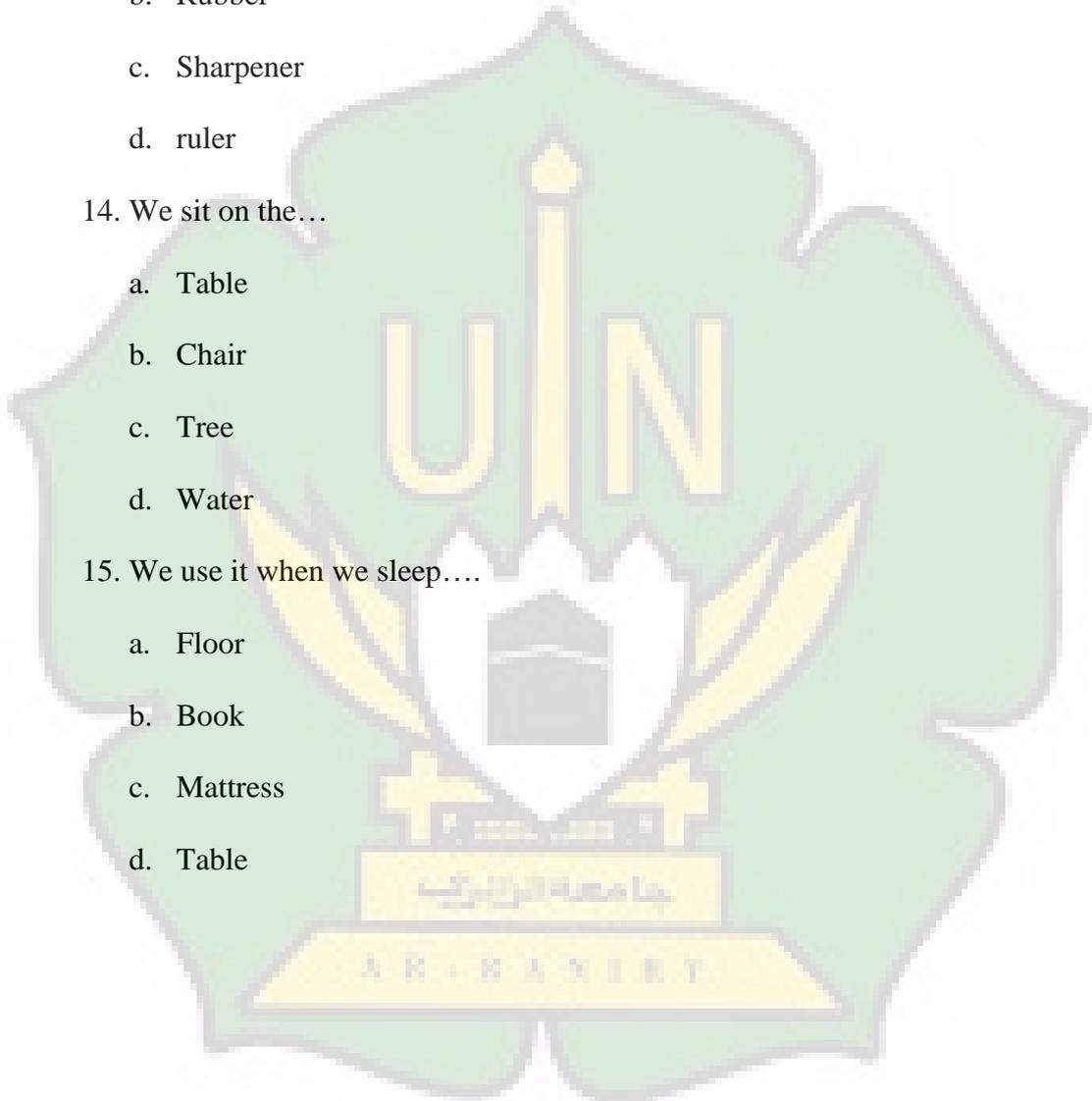
15. We use it when we sleep....

a. Floor

b. Book

c. Mattress

d. Table



Student's Score Pre-test and Post-Test in Control Class

1. Control Class

No.	Students Initial	Pre-test	Post-test
1.	AKA	40	45
2.	AH	45	50
3.	FM	40	40
4.	FS	40	40
5.	KZ	45	40
6.	MA	30	30
7.	MNA	45	40
8.	MIK	40	30
9.	JSD	30	40
10.	RA	40	35
11.	MAP	35	40
12.	MH	45	45
13.	MKI	45	45
14.	MZ	50	50
15.	SB	45	50
16.	SAK	35	40
17.	TRA	40	40
18.	UF	50	52
19.	ZH	50	50
	Highest score	50	52
	Lowest score	30	30

2. Experimental Class

Students Initial	Pre-test	Post-test
<i>AF</i>	45	70
AS	40	80
ANP	40	85
AAR	30	50
AM	40	85
AC	45	60
<i>DPA</i>	40	80
IN	30	75
IZ	40	90
NO	30	80
NA	45	80
NAH	45	85
NAM	30	85
PS	40	80
RPA	45	85
SZ	45	80
HAM	40	75
SS	45	70
ZNR	40	75
ZH	40	70
Higher score	45	90
Lowest score	30	60

AUTOBIOGRAPHY

Name : Raudhatul Jannah

Place/Date of Birth : Aceh Besar/14th April 1997

Religion : Islam

Sex : Female

Nationality/Ethnic : Indonesia/Acehnese

Marital status : Single

Occupation : Student

Address : Jln. Riyahussalihin, Desa gani, Kec. Ingin jaya,
Kab. Aceh besar

E-mail : rjraudhatuljannah@gmail.com

Parents' Name : Father
Muhammad Yunus
: Mother
Rahmati

Parent's Address : Jln. Riyahussalihin, desa gani, kec. Ingin jaya, kab.
Aceh besar

Education Background

- Elementary School : SDN Gani
- Junior High School : MTS Al Fauzul Kabir
- Senior High School : MA Al Fauzul Kabir
- University : Fakultas Tarbiyah – UIN Ar-Raniry

Banda Aceh, 25 December 2019

Raudhatul Jannah