APPLYING FLASH CARDS TO INCREASE STUDENTS' VOCABULARY RETENTION

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M / 1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitus Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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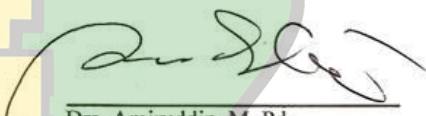
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Date: 1 / 11 / 2023   Date: 31 / 10 / 2023

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
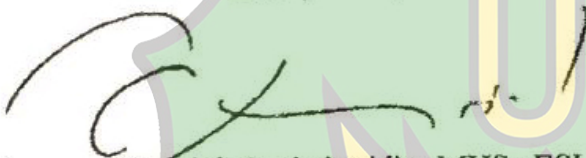for the Bachelor Degree of Education in English Language Teaching

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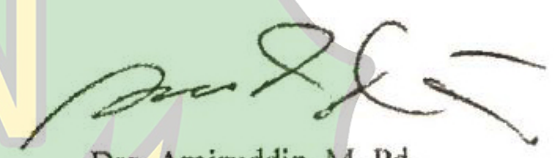14 November 2023
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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Applying Flash Cards to Ingcrease Student's Vocabulary Retention

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang di sebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 November 2023

Saya yang membuat pernyataan

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ACKNOWLEDGEMENTS

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بِسْمِ اللَّهِ الرحمن الرَّحِيمِ

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All praise to Allah, glory to him, the exalted who always gives grace, sustenance, health happiness, and all conveniences, so that I can complete this thesis well. *Shalawat* and *salam* to our beloved prophet, Muhammad (peace be upon him), who has brought us from the age of darkness and ignorance to an age full of light and knowledge as it is today. In writing this thesis, I have the best support system that provides support, motivation, and enthusiasm, so that I can complete this thesis until the end. On this occasion, I would like to express my deepest gratitude to all those who have become the best support system for me.

Firstly, I would like to express my sincere gratitude to my supervisors, Mrs. Khairiah Syahabuddin, MHSc. ESL., M. TESOL, Ph.D. and Drs. Amiruddin, M.Pd. for their invaluable help, guidance, encouragement, motivation, and advice. I would also like to thank all the lecturers and staff of the English Education Department who have inspired, taught, and helped me during my studies in this department. May Allah grant you heaven and ease your way.

I would like to express my deepest respect and gratitude to my parents, Abubakar and Khadijah, and to my younger siblings Husnullizam and Durratul Thifal. Thank you for giving me the love, support, motivation, and prayers that have never stopped being given to me.

Furthermore, my gratitude also goes to the Principal of MTsN 2 Pidie Jaya, Mrs. Erianti S.Ag, who has given me permission and opportunity to conduct this research at MTsN 2 Pidie Jaya; also to Mrs. Asma S.Pd. who always helped me during the research. I would also like to thank all the students of MTsN 2 Pidie Jaya class VIII -B and VIII -C who have participated in this research.

In addition, I would like to thank my friends, Amsal Alfaizin, Farhan Husni, Fazli Azmi and Muhammad Hendi who have always been the best listeners and supporters in joy and sorrow. I am endlessly grateful to all my friends, whom I cannot mention one by one who have colored my life, supported me, and inspired me. I will never find the right words to describe how much you mean to me.Aamiin. Hopefully, this thesis can provide benefits for further researchers and can be reading material that provides knowledge to all readers.

Banda Aceh, 9 October, 2023
The Writer

Muhammad Furqan

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ABSTRACT

Name   : Muhammad Furqan
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Faculty   : Tarbiyah and Teacher Training
Major   : English Language Education
Thesis Title   : Applying Flash Cards to Increase Students' Vocabulary
                    Retention
Main supervisor   : Khairiah Syahabuddin, MHSc.ESL., M. TESOL, ph.D.
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Keyword   : Flash cards, Students' Vocabulary Retention,

This study aims to find out applying flash cards to increase students' vocabulary retention and to investigate students' perceptions of the use flash cards. It was conducted in MTsN 2 Pidie Jaya. This study used experimental research method. The population consisted of class VIII students totaling 60 students. The samples taken by the researcher were 30 students from class VIII -B and 30 students from class VIII - C. Data were obtained through pre-test and post- test to determine the accurate results of students, and questionnaires as reinforcement of research results to see students' perceptions. Data were analyzed using "SPSS 25" and questionnaire. The results of the pre-test and post-test obtained a significance level (2-tailed) of $0.000 < 0.05$ after the independent test indicating that the alternative hypothesis (Ha) was acceptable and the null hypothesis (Ho) was rejected. The results of this study showed that there was an increase in students' vocabulary retention after the researcher gave the treatment applying flash cards to the students. Based on the questionnaire results, students' perceptions of flash cards succeeded in attracting students' attention during the learning process and could facilitate students in understanding and retention new vocabulary.

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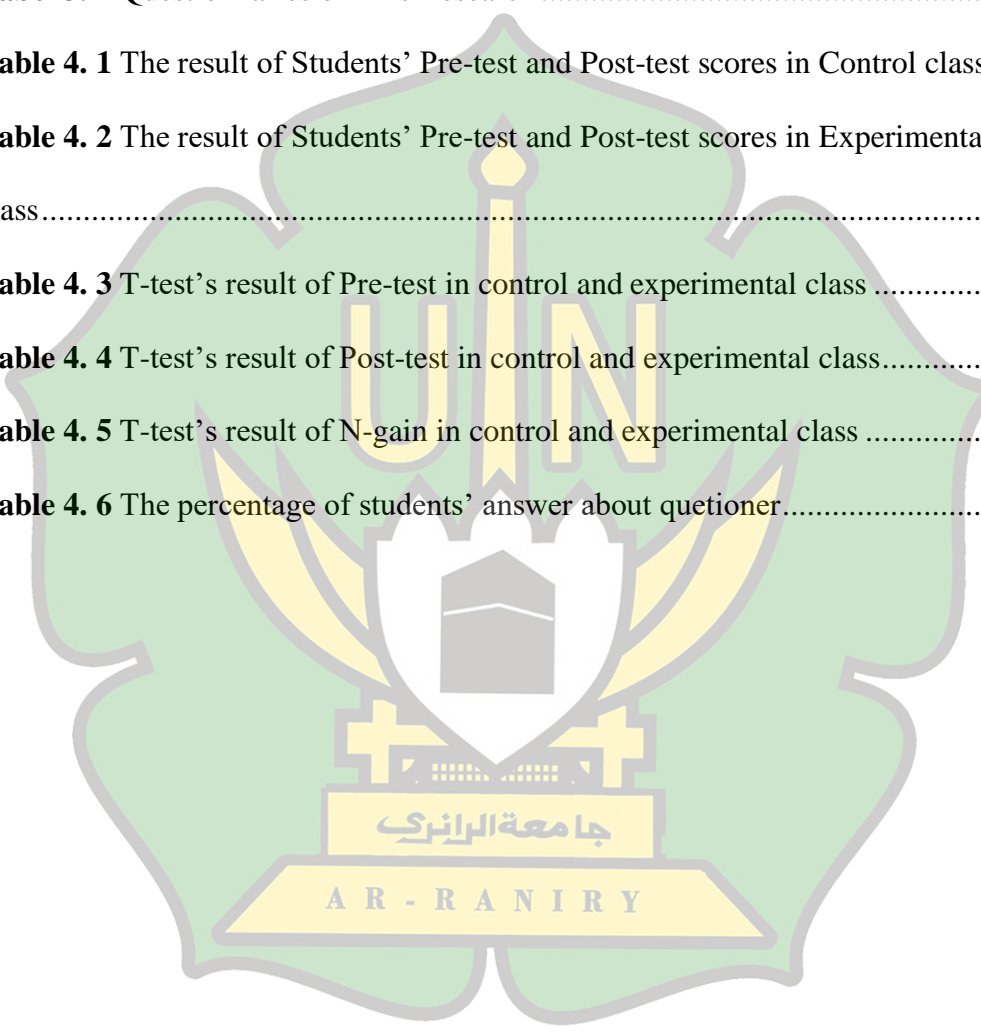
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, the aim of the study, the significance of the study, terminology and hypothesis.

A. Background

In education, more particularly, learners need to acquire and to master its four skills and two elements: writing, reading, listening, and speaking, and the two elements are namely vocabulary and grammar. Speaking and writing are known as productive skills which involve the action of producing language. Whereas, reading and listening skills is considered as receptive skills since the learners get the information and comprehend through what they have been listened or read. The latter is considered to be one of the most necessary elements to make the previous skills easier to learn. The previous two elements are just as important, which are grammar and vocabulary. For the rules of the English language, in linguistics, the grammar of a natural language its set of structural constraints on speakers' or writers' composition of clauses, phrases, and words, in any language. Apart from these skills, there is one more important basic aspect that must be mastered in language learning, especially foreign languages, namely vocabulary.

Vocabulary is central to English language teaching. Vocabulary learning is essential a foregin language (Jumariati, 2010). The most significant component of any language corse is vocabulary (Mc Cafthy, 2001). One of the areas of learning that students' must grasp is vocabulary (Sari *et al*, 2002). Vocabulary is the words of a language, comprising single items and phrases or chunks of many words that convey as specific meaning in the same manner that individual words do. However, some students' struggle to express their ideas thought writing because they like vocabulary (Clouston, 2013). Also, the first stage in learning a new language is learning vocabulary because vocabulary is fundamental knowledge required to learn other skills. Vocabulary mastery is a must for someone who wants to master English (Richards & Renandya, 2002, as cited in Salsabila, 2017). Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995) said, "Vocabulary is a view of metadata, citation and similar papers at core the foundation to build languages, which plays a fundamental role in communication". Alqahtani (2015) concludes that vocabulary is the whole set of words required to convey concepts and the speaker's meaning. Based on all of definitions about vocabulary above, it can be concluded that vocabulary is all the words contained in a language, which are familiar in one's language, which a person uses to communicate effectively and gain knowledge.

Vocabulary is an important component in supporting the four language skills. The more English words you learn that better you can convey your needs, thoughts

and feeling to other people in English. Irvani (2019) states that vocabulary plays a crucial role in developing the four English skills because students will face some difficulties in learning English without mastering vocabulary. Utami (2015) explains that one of the most significant aspects of learning English is expanding one's vocabulary. Students must increase vocabulary in order to acquire a language, whether it is as a native language or a foreign language. Nation (2001) also believes that vocabulary knowledge and language usage have a mutual relation in which vocabulary knowledge facilitates language use, and vice versa language use facilitates an increase in vocabulary knowledge. Every day, both within and outside of the classroom, the value of vocabulary is highlighted. The high achievers in the classroom have the most extensive vocabulary.

In vocabulary acquisition, students do not only have to deal with the difficulties that come from the process of learning the vocabulary from the target language, but also in retaining their memories of what they have learned and known, which is called vocabulary retention. According to Richards & Schmidt (2002), vocabulary retention is expressed as the ability after a while to recall or remember in formation. Moreover, in language teaching, "retention of what has been taught (e.g. grammar rules and vocabulary) may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials" (Richards & Schmidt, 2002, p. 457, as cited in Afshar & Mojavezi, 2017). 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. Students' vocabulary retention can

be improved in various ways. One alternative way used by researcher is applying flash cards. Flash cards play an important role in improving vocabulary retention. They have a special attraction in learning, making it easier for students to memorize vocabulary which may result in increasing concentration of children in learning new vocabulary. When vocabulary retention increases, children's ability to learn English can be more active and creative. Moreover, there are several researchers who support the use of flash cards in improving students' vocabulary retention. According to Leonardus *et al* (2018), the existence of flashcards makes the students familiar with certain words. The students can memorize the words easily. The increasing attention, motivation, and existence of flashcards improve the students' achievement in vocabulary retention.

Flashcard is a one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process (Halliwel, 1992). Teaching vocabulary using flashcards media can help students improve mastery of English vocabulary. Flashcards according to Kasihani (2007) can help students remember new vocabulary that is still unfamiliar to EFL learners and can make the learners process more fun and interesting. The purpose of teaching English according to curriculum 2013 is to develop communication skills in the language, both spoken and written. And to the students' raise awareness about the nature and importance of English as a foreign language to become the main tool learn and develop an understanding of the relationship between language and culture and the

expansion of horizon culture. Thus, students have cross-cultural insight and involve themselves in learning Cultural diversity. In order to achieve these educational goals, collaboration is needed between education actors, in this case are educators (teachers) and students. Flashcards is a tool that can be use in teaching and learning process. The use of flashcards might be more effective than word list (Maryam, 2012). Colorful 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.

There have been several previous studies on how flash cards help students improve vocabulary retention, with quantitative, qualitative and mixed methods research methods. Khelaf (2020) using flash cards to develop EFL middle school pupils' vocabulary retention, adopted the descriptive design which includes both the qualitative and quantitative methods and they used a questionnaire to collecting data. Puspita (2017) conducted a descriptive qualitative research at the junior high school level. The result showed that using flash cards in the teaching and learning process had a significant effect on students. Leonardus (2018) conducted a quantitative research with the aim is to investigate the used of flashcards to improve the vocabulary of the eight grade students class C of SMPN 10 Pontianak. The result identified that using flash cards can motivate students to learn English. Muliati *et al* (2020) this research used quantitative research, the data collection techniques used questionnaires, and conducting research at SMP Negeri 27 Banjarmasin, the use of

media pictures in the learning process makes students more interested in following the learning process.

Rusman (2020) conducted a study to explain the use of color pictures at SMAN 10 and found that teaching vocabulary by using color pictures effective to improve vocabulary mastery to the students. Marpaung & Zainuddin, (2010) conducted a study to explore the use of flash cards at SMA Prayatna Medan, and found that the use of flash cards could improve students' vocabulary. Sinou & Faye, (2022) found this study on the used flash cards at senior high school, and he found that were an effective tools for senior high school-level students, to improve their vocabulary mastery.

Therefore, the researcher was interested in conducting a study applying flashcards to increase students' vocabulary retention", The researcher choose this title because researcher need to see how far the vocabulary development of the second grade junior high school students' MTsN 2 Pidie Jaya by using Flash Cards as an instrument in developing vocabulary. This study used a quantitative approach with a population of class VII MTsN 2 Pidie Jaya. This research was conducted due to the lack of interest of the eight grade students of MTSN 2 Pidie Jaya in learning English, especially the students' lack of vocabulary retention due to lack of self-confidence.

B. Research Question

This proposed research seeks to answer the following questions:

1. Does the use of flash cards increase students' MTsN 2 Pidie Jaya Vocabulary Retention?

2. How do students perceive the use of flash cards in increasing vocabulary retention?

C. The objectives of the study

The objectives of the present study are:

1. To find out how flash cards increase students' vocabulary retention

2. To find out how students' perceptions of the use of flash cards in improving students' vocabulary retention.

D. Significance of the study

This research is intended to present the benefit by following:

1. Students

Hopefully this research is useful for all students to improve and know quickly in learning vocabulary in all schools and by using this learning method it may be able to help lazy students to learn English especially vocabulary.

2. Teacher

In this study, hopefully make teaching vocabulary easier in every school so that all teachers would easily communicate with students in schools who are equally effective in the teaching and learning process of vocabulary in every school. teachers and students are also cheerful in teaching and learning by using flash cards in vocabulary lessons, especially basic English at the junior high school level.

E. Terminologies

To avoid misunderstanding of the readers, some key terms used in this research need a clear elaboration.

1. Flash Card

   Flashcard in this study means a card bearing information on both sides, which is used as a teaching media to help MTSN 2 Pidie Jaya students in memorization vocabulary.

2. Vocabulary

   In this study, vocabulary means English words which are taught to the students of MTN 2 Pidie Jaya.

F. Hypothesis

Based on the research questions and the objectives of this study, there are two hypotheses. Namely the Null hypothesis (Ho) and the Alternative hypothesis (Ha) as follows:

Ho: There is no significant difference after students are taught to use flash card media to improve students' vocabulary retention

Ha: There is a significant difference after students are taught using flash card media to improve students' vocabulary retention.

CHAPTER II
LITERATURE REVIEW

This chapter provides several theories used in the research. The focus of the research is vocabulary and flash cards.

A. Vocabulary

1. The Definition of Vocabulary

Experts provide some definitions of vocabulary. Linse (2005) says that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in Bintz (2011) say that vocabulary can be defined as the words someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Homby (2006) defines vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language. From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in particular language that an individual knows or uses to communicate effectively. Vocabulary (from the Latin for "namae," also called wordstock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. According to lewis (2013) there are two main types of vocabulary: active and passive. An active

vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication.

Learning English vocabulary is usually done in an integrated manner with other skills. Learning vocabulary not specifically at the time of learning because vocabulary is in every skill language itself. Therefore, teaching vocabulary must be related to language functions as a means of communication. Vocabulary should not be seen as a long list of words that are must be defined and memorized. On the other hand, vocabulary should be seen as an important role in contextual and meaningful use of language.

However, based on observations made by the teacher team it was found that more than 50% of students have not mastered vocabulary mastery skills. This is evidenced by the results International Journal of Elementary Education, Use of Flash Cards in Improving Students' English Vocabulary Mastery daily test I students who get the lowest score on the question of synonyms and vocabulary. This matter cause the final score of the test has not reached the KKM (Minimum Completeness Criteria). There are several factors that cause the participants' low level of vocabulary mastery students, including the factors of teachers and students. Based on the observations obtained by researchers, some students still open the dictionary to translate difficult vocabulary in English text. This method is considered less effective in mastering the vocabulary of students. Because when using a dictionary, students only know the meaning of the word without understand the meaning or similarity of

words in English. While the teacher gives more reading text exercises without letting students understand difficult vocabulary in the text more in (Sekarini, 2018).

2. **The importance of Vocabulary**

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112). This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate. Lewis (1993) goes further to argue, "lexis is the core or heart of language" (p. 89). Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) notes, "learners carry around dictionaries and not grammar books" (p. 4). Teaching vocabulary helps students understand and communicate with others in English. Voltaire (1759) purportedly said, "Language is very difficult to put into words." I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes. Vocabulary has important role in English learning. It is one ement that links the four skills of speaking,listening,reading and writing all together (Huyen and Nga, 2003). In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which is

acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery.

3. Types of Vocabulary

Vocabulary can be classified into oral and print forms (Hibert and Kamil, 2005). The form of vocabulary when someone speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005) also state that vocabulary can be classified into two types; productive and receptive vocabulary. Those type explained bellow:

a. Productive Vocabulary

Productive vocabulary is usually used when someone shares his/her ideas when he/she speaks or writes. When someone speaks or writes something, he/she usually uses the words which are familiar to him/her. This kind of words belongs to productive vocabulary. According to Hebert and Kamil (2005) productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While Haycraft in Hatch & Brown (1995) state that productive vocabulary is words which the student understands, pronounce correctly and use constructively in speaking and writing.

b. Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assignmeanings when listening or reading. These are words that are often less well known to students and less frequent in use (Hiebert and Kamil, 2005). Receptive vocabulary is words that students recognize and understand when they occur in context, but which he cannot produce correctly. (Haycraft in Hatch & brown, 1995).

B. Flash Card

1. The Definition of Flash Card

Flashcards are small note cards used for testing and improving memory through practiced information retrieval. Based on Oxford Advanced Learner's Dictionary (1995: 94) flashcard is a card with the word or words and sometimes a picture down it. While Azhar Arsyad (2002:119) explaines that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English). According to Suyanto (2007: 109) in Inayah (2009: 29) state flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation, profession and clothes. Usually, the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, maybe it is the reason, why does it called flashcard. Flashcards are typically two-sided, with the prompt on one

side and the information about the prompt on the other. This may include names, vocabulary, concepts, or procedures. For example, one side of the card may say, "Augusta", and the other side, "The capital of Maine". Usually there are several flashcards that, as a group, represent a category of information you're trying to remember, learn, and master. Chatib (2011), explaines that the Flashcard media is a card that contain pictures or writings related to the concept. More definitions by Windura (2010), flashcard media or flash cards are cards that used remember things and review in the learning process. So, flashcard media is a media that helps in remembering and reviewing lesson materials such as: definitions or terms, symbols, spelling of language foreign countries, formulas, etc. Flashcards are often part of spaced practice, and repetition helps you figure out what information you can remember easily and what needs additional effort. The following is an example of flash cards:
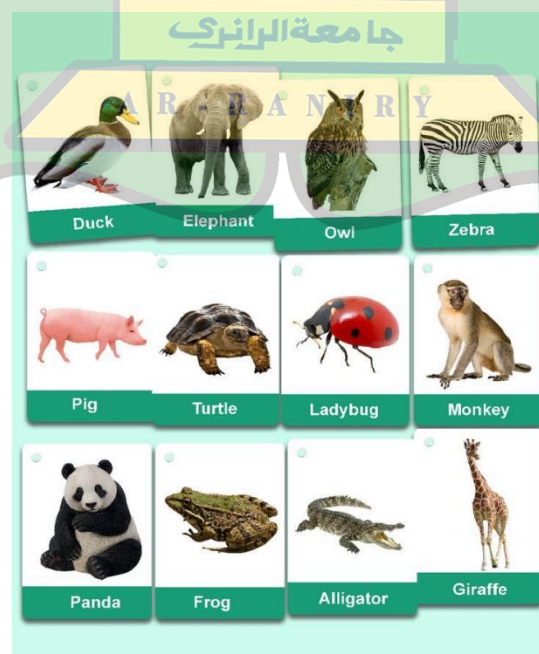
2. Characteristics Of Flash Card

Flash cards are small cards that contain pictures, text, or symbols that remind or direct students to something associated with the image. Azhar Aryad further explained that the picture word cards have a size of 8 x 12 cm. Picture word cards are very fun to use as learning media, they can even be used in the form of games.

Based on the opinions of the experts above, it can be seen that the characteristics of picture word card media are as follows:

1) Flash card media is media that contains images, text, or a combination thereof. In this development research, the researcher developed word cards with vocabulary pictures with vocabulary pictures to help visualize the material. In addition, there is a text containing letters from English about vocabulary to clarify the material.

2) Flash card media is a two-dimensional print media. The researcher used a size of 8 x 12 with the assumption that it was easy to hold and use by grade 1 SD/MI students.

3) Flash card media directs students to something. In this case, picture word cards are used as learning media. The material is structured in such a way as to attract and motivate students with different ways of learning.

4) The Flash card media can be played by students. The vocabulary card media that was developed was not only to be shown to students. But it can be played by students in learning situations at school or used at home.

3. The Advantages and Disadvantages of Flash Cards

1) Advantages of flash cards

Acccording to lewis (2013) clarified the advantages in using flshcards are:

a. Flashcards are inexpensive. Teachers can make their own flashcard and do not need to buy a fancy-tools 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' to improve their 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 flash cards

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

C. Previous Studies

Flash cards are very important media to increasing students' vocabulary retention, many previous research on how flash cards help students' improve students' vocabulary retention, and get more motivation in learning vocabulary. Namely (rosmaiti,2005) the role of flash cards in improving students' vocabulary, the researcher used experiment research at the junior high school, in this research the writer took two classes. the experiment class consists of the students who learn using flash cards and the controlled class, without flash cards. Another survey carried out by Khelaf (2020) Using Flash cards to develop EFL Middle School Pupils' Vocabulary Retention, adopted the descriptive design which includes both the qualitative and quantitative methods and they used a questionnaire to collecting data. Also, Lisa (2019) the effectiveness of flashcards on the motivation to increase English vocabulary at the junior high school, the writer used an experimental method in investigation, and used instruments like, validity and reliability.

Sinou & Faye (2022), did a research with the subject of the study was at Senior high school-level students with learning difficulties. To begin the intervention, students were asked to fill out a questionnaire indicating flashcard use and

perspectives on their usefulness. The results indicated a significant difference when students studied the digital flashcards, suggesting this may be an effective tool for senior high school-level students. Rusman (2020) conducted a research at SMAN 10 Enrekang, method of this research was pre-experimental, with the results of the study use of busy pictures as an effective medium to improve the vocabulary mastery of class X students of SMA Negeri 10 Enrekang. Marpaung & Zainuddin (2010), conducted a research the respondents were VII-4 student of SMA Prayatna Medan, and the results of quantitative and qualitative data, it was found that the use of flash cards had successfully improved the students' achievement.
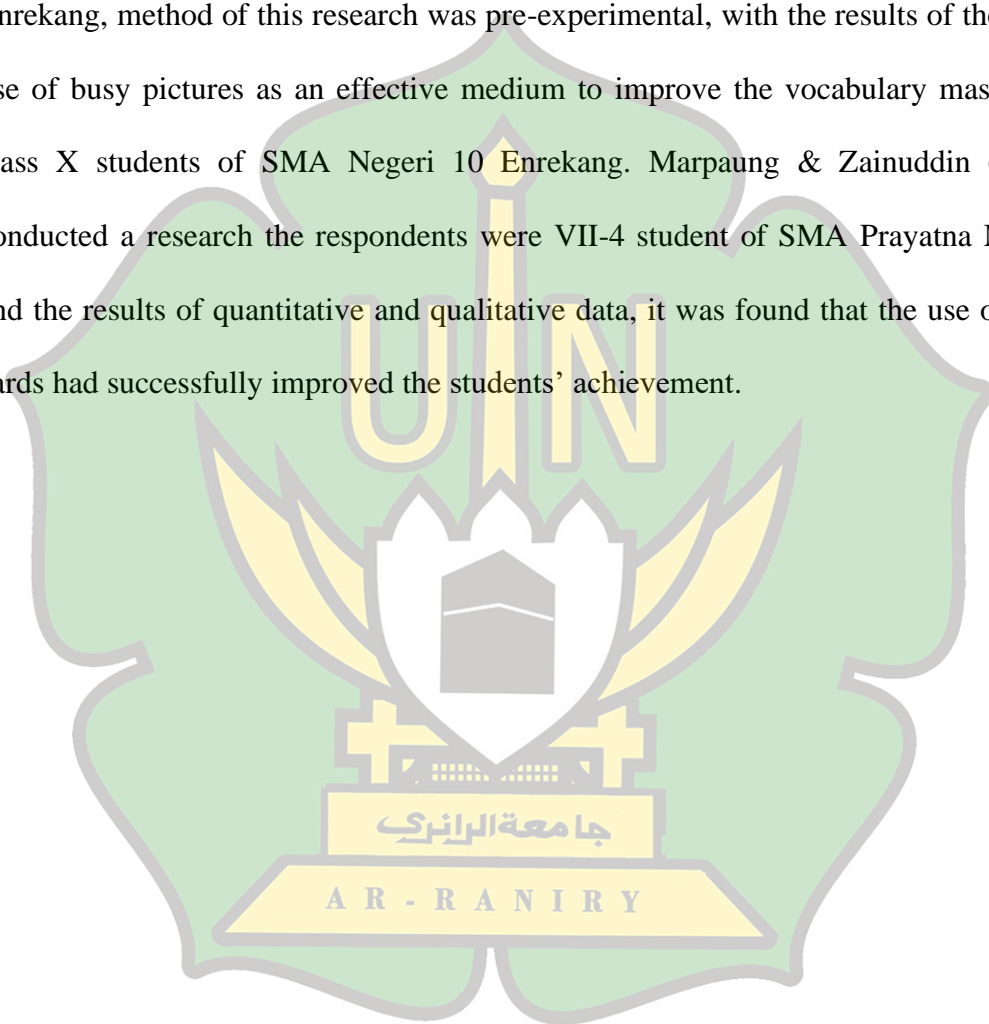
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research site and participant, and data collection and analysis method.

A. Research design

This study employs quantitative approach with experimental design, According to Sugiyono (2008), quantitative research is a type of study that uses research tools to collect data and then analyze it quantitatively or statistically in order to evaluate the applied hypothesis. According to Watson (2015) a variety of techniques is included in quantitative research, which was concerned with employing statistical or numerical data to systematically examine social issues. As a result, quantitative research relied on measurement and made the assumption that the phenomena being studied could be quantified. It aimed to analyze data for patterns and connections as well as to validate the measurements. As stated by Sugiyono (2016) quantitative research was a research method based on the philosophy of positivism, used to examine the population, or certain samples, data collection, using research instruments. Data analysis was quantitative or statistical, with the aim of testing the applied hypothesis.

In quantitative research there are three kinds of approaches including correlation, survey, and experiment. Here, the researcher choose and used the structure of the quantitative method, namely pre-experimental research, to get accurate research results. According to Sugiyono (2012) divided experimental design

into three categories: pre-experimental design, true experimental design, and quasi-experimental design. Here, the researcher employed a preliminary design using a single-group pre-test/post-test configuration. In order to compare the data gathered between the two more accurately, this design included pre- and post-tests. Following the pre-test, a treatment would be applied, and then a post-test would be administered as well.

B. Research Site and Participant

1. Location

The present study was conducted at MTsN 2 Pidie Jaya which is located in Beurawang Village, Meredu District, Pidie Jaya Regency, Aceh Province. The establishment of this school On September 11, 1964. The principal was Erianti, S.Ag with 67 teachers and 571 students. This school was chosen by the researcher as the research location, and it was in this school that the researcher collected and analyzed the data.

2. Population

According to Arikunto, (2002). The population is the whole object of research. Whenever someone wants to examine all the elements in the research area, then the research is a population study. If we are only going to study a part of the population, then the research is a population study. If we will only examine a part of the population, then the study is called a research sample. The population in this study were students of class (VIII) MTsN 2 Pidie Jaya, totaling 30 students in one class.

3. Sample

Suharsimi Arikunto (2006) as quoted in Muryani (2012), researchers must limit the research subjects so that the data collection procedure is easier for them. This study uses a technique known as purposive sampling. Purposive sampling is a data collection approach that takes into account certain factors. This reason, for example, may be that the appointed person knows best about what we expect, or that he is the ruler, making it easier for the researcher to investigate the object or social situation under investigation. So, the sample that the researcher took in this study was the class VIII students, totaling 30 students.

C. Data Collection

a. Test

A test is a tool or a set of methods used with rules to measure student work results by using them (Arikunto, 2012). The present study conducted two tests to measure students' ability to understand vocabulary. To improve students' vocabulary retention through flash card media, the researcher taught vocabulary four times in a row through flash card media. The researcher gave a pre-test at the first meeting to the students, at the second and third meeting the researcher began to teach and introducing vocabulary through flash card media, and at the last meeting the researcher gave a post-test to measure students' abilities and to get the results of students' vocabulary development after studying vocabulary through flash card media.

1) Pre – test

Pre-test was given to find out the students' vocabulary mastery before the treatment about flash cards model. The test was given to measure students' knowledge about how many vocabularies that they know in learning English.

2) Post – test

Post-test was given to the students' after being given treatment in the last meeting. Post – test was given to measure the students' vocabulary retention after doing treatment based on the material which has been taught to students'.

    b. Questionnaires

A questionnaire is a list of questions or items used to gather data from respondents about attitudes, experiences, or opinions. According to Young (2016) any text-based tool that provides survey participants with a series of questions to answer or statements to reply to by marking a page, writing a number, or checking a box on paper or online is referred to as a questionnaire. The questionnaire is a research instrument and also a technique used to collect data so that data analysis can be carried out by distributing several questions related to the research topic to the respondents. According to Sugiyono (2017), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The types of questions in the questionnaire are divided into two, namely: open and closed.

The questionnaire used in this study is a closed questionnaire, because the respondent only need to mark one answer that was considered correct. At the last meeting, the researcher distributed a closed questionnaire and already had the choice of the alternative answer to all students in class VII of MTsN 2 pidie jaya, who are respondents in this study. The questionnaire serve to get the answer and information about the students' perception of using flash cards in increasing vocabulary retention. The likert scale used in this study is a maximum score of 4 and a minimum score of 1. Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. Because it is known with certainty whether the respondents' answers tend to agree or not agree, so that respondents' answers are expected to be more relevant.

D. Method of data Analysis

Data analysis is a data processing process with the aim of finding useful information that can be used as a basis for decision making for a problem solving. According to Sugiyono (2018) data analysis techniques are about calculations to answer the problem formulation and test the proposed hypothesis.

Data analysis technique is a way of knowing, parsing, calculating, and assessing the collected data to answer the problem formulation and obtain conclusion in research.

a. Test

This study decided to use a test, which is a test method given to students as an instrument in data analysis with the aim of seeing how students' vocabulary was develop using flash card media for students at MTsN 2 Pidie Jaya. Data analysis in

this study uses SPSS (Statistical Product and Service Solution) as a statistical data processing tool, so that data processing runs automatically and then the results are interpreted. SPSS is a computer program used to make statistical analysis which is a package program for processing and analyzing data.

b. Questionnaires

The questionnaire used in this study is a closed questionnaire which is prepare by providing choices, so that respondents only choose one of the available answers. The questionnaire instrument is used to determine the students' perception of MTsN 2 pidie jaya on students' vocabulary retention using flash cards. Questions or statements use a liker scale model. This scale uses four alternative answers, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). So, the data obtained is quantitative data, each alternative answer has its own score. Alternative answers have their own score. The following is the weight of the Liker Scale assessment of positive and negative perceptions Sugiyono (2017: 142).

Tabel 3. 1 Assessment of The Likert Scale

Choice of Answers	Code	Score
Strongly Agree	SA	4
Agree	A	3
Disagree	D	2
Strongly Disagree	SD	1

Here, the researcher put the sample of the questionnaire as the instrument to collect the data that will be shared to the students:

Tabel 3. 2 Questionnaires of This Research

NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris				
2.	Ini kali pertama saya menggunakan flash cards dalam penguasaan kosakata				
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan flash cards				
4.	Flash cards merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata				
5.	Setelah menggunakan flash cards saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris				
6.	Saya sangat suka menggunakan flash cards dalam proses penguasaan kosakata.				
7.	Dengan menggunakan flash cards saya lebih suka Bahasa Inggris				
8.	Penguasaan kosakata Bahasa Inggris menggunakan flash cards membuat saya termotivasi				
9.	Penguasaan kosakata menggunakan flash cards membuat saya lebiih semangat				
10.	Belajar kosakata Bahasa Inggris dengan flash cards sangat menyenangkan				
11.	Setelah menggunakan flash cards saya senang belajar kosakata Bahasa Inggris				
12.	Setelah menggunakan flash cards belajar Bahasa Inggris tidak membosankan				
13.	Flash cards memudahkan saya mengingat kosakata baru				

14.	Setelah menggunakan flash cards saya lebih mudah menghafal kosakata baru				
15.	Flash cards membuat saya lebih mudah dalam meningkatkan penguasaan kosakata				
16.	Belajar bahasa inggris menggunakan flash cards membuat saya lebih mudah menguasai materi baru				
17.	Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan flash cards				
18.	Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan flash cards				
19.	Flash cards merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata				
20.	Dengan adanya flash cards ini, saya bisa menigkatkan penguasaan kosakata				

Source: Kusuma (2018)

The researcher gives the above questionnaire. And then the researcher will gather the survey's findings. The value of the data obtained will be estimated using the formula and a statistical percentage Sugiyono (2017: 142).

$$P = \frac{F}{N} \ X \ 100\%$$

P: Percentage value of student's answers

F: Frequency of student's answers

N: Number of students

CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the explorations of the student progression in increasing their vocabulary through flash cards. It provides the results of the pre-test, posttest and questionnaire by students. The findings of the analysis are discussed further as an attempt to answer the research questions proposed in the first chapter.

A. Findings

To analyze the data that has been collected, the researcher used the results of the pre-test, post-test, and also students' perceptions that students have carried out. The researcher used the results to see the improvement of students in their vocabulary retention through flash cards. The researcher used the average results obtained from the students' pre-test and post-test. The questions given for the pre-test and post-test are the same but the position of the questions between the pre-test and post-test are randomized. The findings of this study were presented based on the research questions.

1. RQ1: Does the use of flash cards increase students' MTsN 2 Pidie Jaya Vocabulary Retention?

a. The Result of Students' Pre-test and Post-test score in Control Class

The researcher used two tests in collecting the data: Pre-test and Post-test. The following explanation is the result of the pre-test, post-test, and the mean score of the control class in table 4.1.

Table 4. 1 The result of Students' Pre-test and Post-test scores in Control class

Students	Control Class	
	Pre-Test	Post-Test
1	40	65
2	45	70
3	30	80
4	35	60
5	40	65
6	40	60
7	35	55
8	60	80
9	20	50
10	40	65
11	25	50
12	55	75
13	65	80
14	25	50
15	60	65
16	35	55
17	50	60
18	45	60
19	30	55
20	35	60
21	30	65
22	55	60
23	50	65
24	50	60
25	55	70
26	30	60
27	40	75
28	40	70
29	45	70
30	40	60
Mean	41.50	63.83

The data above shows that the mean score of the pre-test was 41.50, while the mean score of the post-test was 63.83. If the two scores are compared, it can be seen that the difference between the two tests is 22.33. The following chart presents the differences between the pre-test and post-test in the Control class.

Chart 4. 1 The differences between Pre-test and Post-test in Control class.
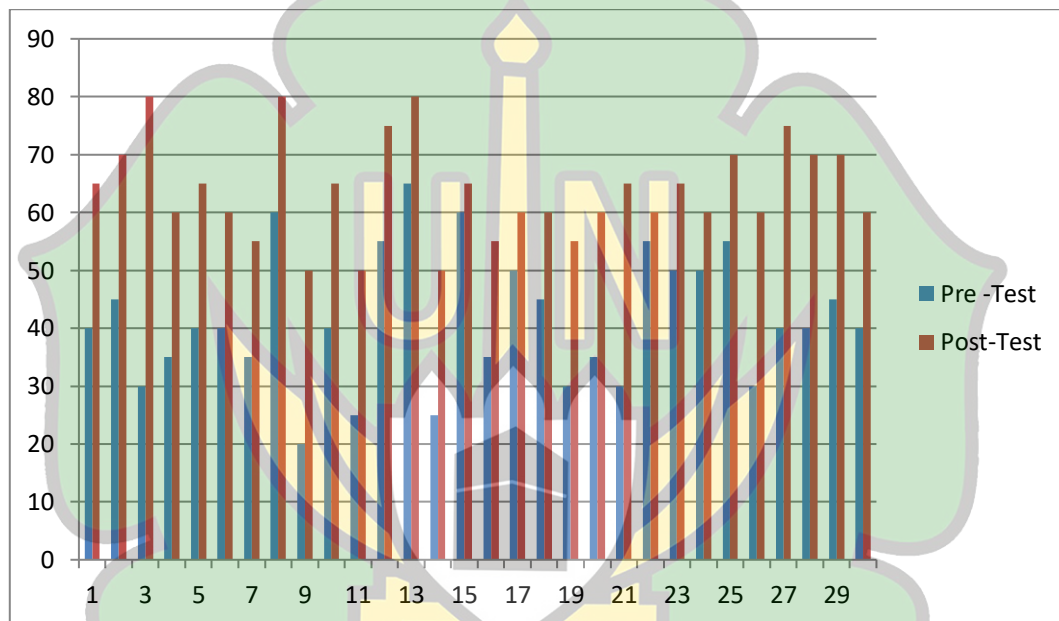
b. **The Result of Students' Pre-test and Post-test score in Experimental Class**

The following are the results of the pre-test, post-test, and the results of the pre-test, post-test, and the average value of the experimental class can be seen in table 4.2.

Table 4. 2 *The result of Students' Pre-test and Post-test scores in Experimental class*

Students	Experimental Class	
	Pre-Test	Post-Test
1	35	75
2	30	80
3	40	85
4	45	90
5	40	90
6	60	100
7	50	95
8	55	75
9	50	70
10	55	75
11	55	80
12	60	70
13	40	70
14	45	70
15	40	60
16	35	75
17	30	60
18	40	90
19	40	95
20	45	90
21	30	80
22	35	75
23	40	80
24	45	95
25	40	85
26	40	90
27	50	90
28	55	100
29	40	90
30	45	90
Mean	43.67	82.33

The data above shows that the post-test score increased dramatically compared to the pre-test. It can be seen in the table above, which shows. The pretest score was 43.67, while the post-test score was 82.33. If these two averages are compared, it can be seen that the difference between the two is 38.67.

Chart 4. 2 *The differences between Pre-test and Post-test in Experimental class*
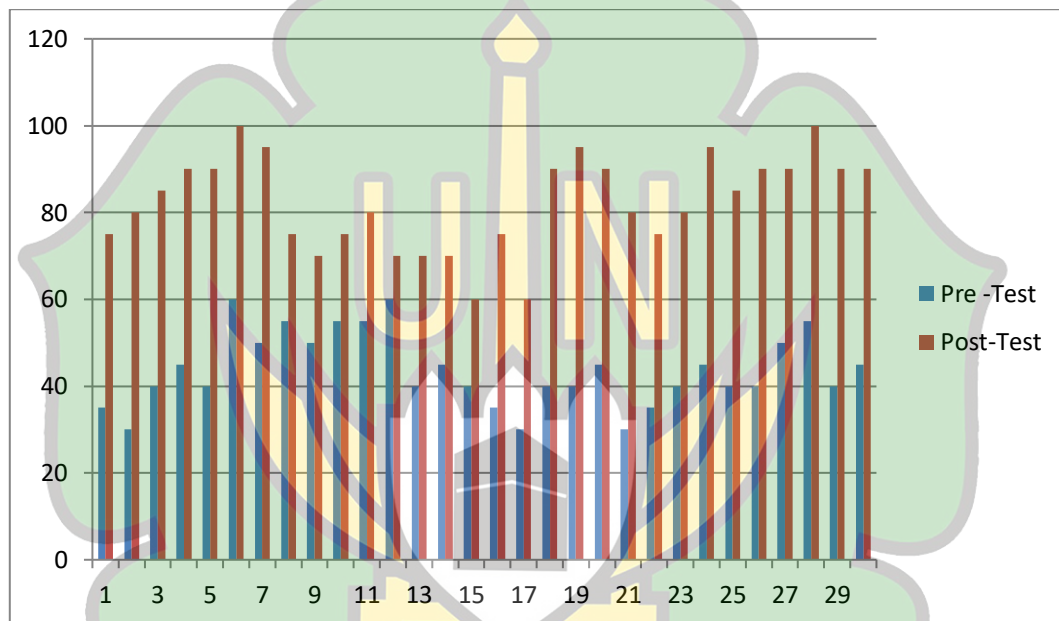
c. **The T-Test's Result of Pre-test and Post-test in Control and Experimental Classes**

The researcher used the T-test on the SPSS program to determine whether there was a significant difference between the pre-test and post-test in the two classes. The following are the T-test results of the pre-test and post-test of the two classes. The researcher compared the results in the following table.

Table 4. 3 T-test's result of Pre-test in control and experimental class

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre Test	Equal variances assumed	-.835	58	.407	-2.16667	2.59402
	Equal variances not assumed	-.835	53.680	.407	-2.16667	2.59402

The data above shows the Pre-test results from both classes. The test value shows the value in the Sig. (2-tailed) the column is 0.407, greater than 0.05 (=5%), so Ho is accepted. It means students' vocabulary comprehension in control and experimental classes has no significant difference.

Table 4. 4 T-test's result of Post-test in control and experimental class

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post Test	Equal variances assumed	-7.278	58	.000	-18.50000	2.54180
	Equal variances not assumed	-7.278	54.826	.000	-18.50000	2.54180

The data above shows the Post-test results of both classes. It can be seen from the value in the sig. (2-tailed) the column is 0.000, smaller than 0.05 (α = 5%), so Ho is rejected. Students' vocabulary mastery in control and experimental classes significantly differs

Table 4. 5 T-test's result of N-gain in control and experimental class

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre Test	Equal variances assumed	-7.086	58	.000	-.31037	-7.086
	Equal variances not assumed	-7.086	48.343	.000	-.31037	-7.086

The data above shows the N-Gain results of both classes. It can be seen from the value in the sig. (2-tailed) the column is 0.000, smaller than 0.05 (α = 5%), so Ho is rejected. Students' vocabulary mastery in control and experimental classes significantly differs.
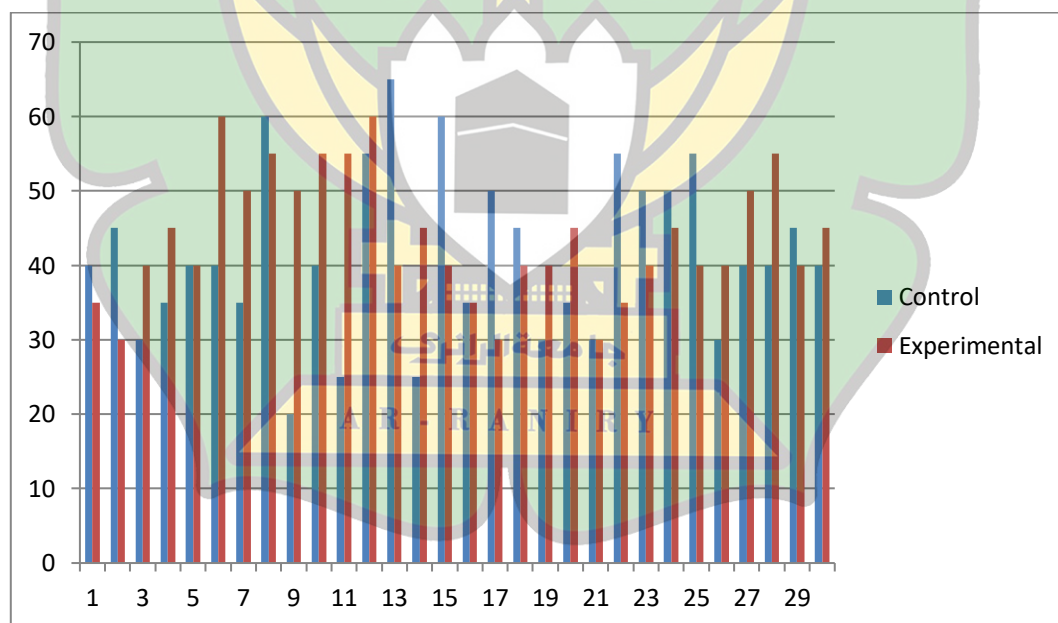
Chart 4. 3 Pre-test comparison of control and experimental class

Chart 4. 4 *Post-test comparison of control and experimental class*
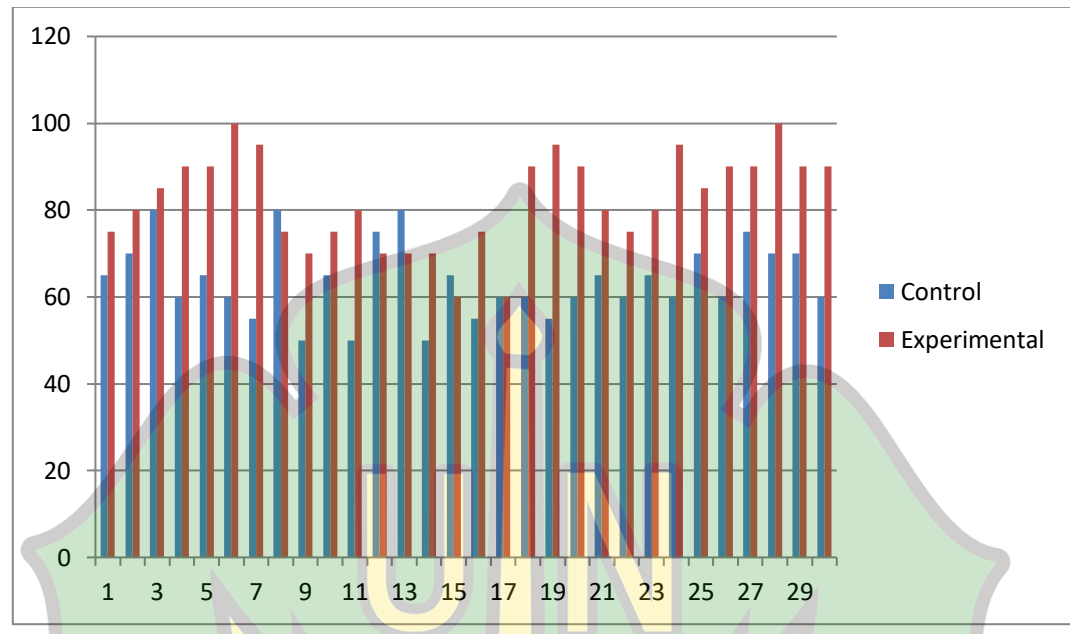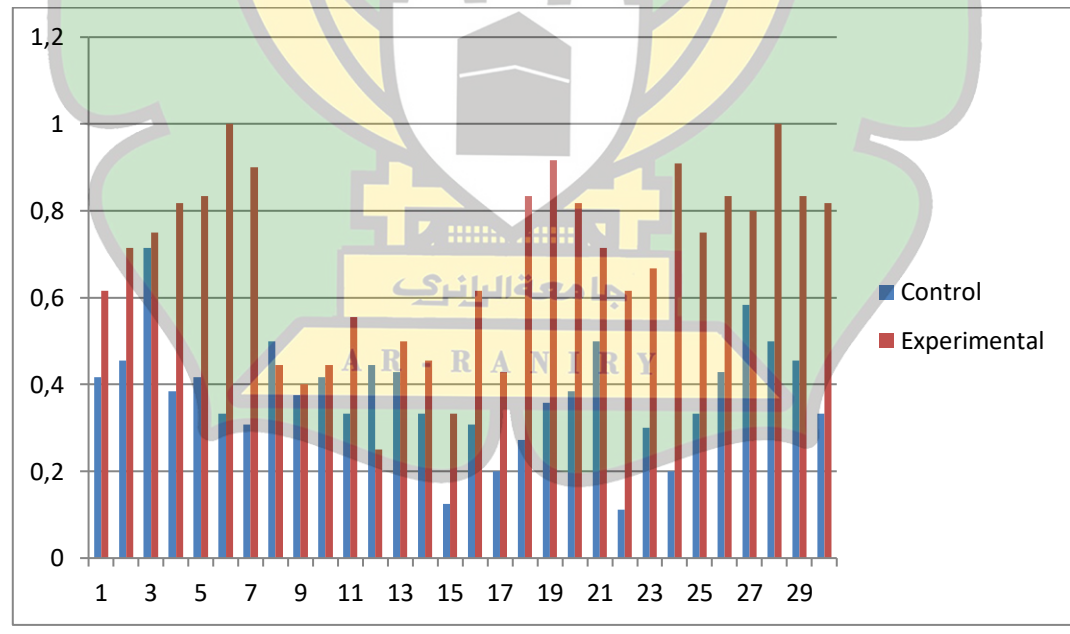

Chart 4. 5 *N-Gain comparison of control and experimental class*

2. RQ2: How do students perceive the use of flash cards in increasing vocabulary retention?

The researcher used a questionnaire to collect information about students' perceptions of flash cards. This questionnaire was distributed to experimental class students consisting of 20 questions. The questionnaire uses Indonesia to make it easies for students to understand the statements.

Furthermore, the results of the questionnaire will be described in the following table:

Table 4. 6 The percentage of students' answer about questionnaire

No	Option	Frequency	Percentage
1	Strongly Agree	482	80.33%
2	Agree	98	16.33%
3	Disagree	20	3.33%
4	Strongly Disagree	0	0.00%
	Total	1200	100.00%

Table 4.6 shows that most students in the experimental class strongly agreed that they liked learning English. The percentage can be seen in the table above, which shows: Strongly agree 80.33%, agree 16.33%, disagree and strongly disagree 3.33%.

B. Discussion

In this discussion, researcher discusses the research questions mentioned in chapter 1. Here, researcher explain the findings related to this study. For a discussion of the research questions in chapter 1, it be discussed below:

1. **Does the use of flash cards increase students' MTsN 2 Pidie Jaya vocabulary retention?**

This research question is answered by using pre- and post-test tests given to students before and after treatment. The Pre-test results show the ability and mastery of vocabulary before using flash cards. In contrast, the post-test results show the development and improvement of students' vocabulary retention after using flash cards. Based on the results of the post-test scores in the experimental class indicates that there is a significant increase in students' vocabulary mastery after the use of flash cards. It can be seen in tables 4.1 and 4.2. The scores of students in the experimental class increased significantly from the Pre-test to the Post-test, with an average difference of 38.67. Initially, control class students' pre-test scores were higher than experimental students. Still, because of flash cards treatment, the post-test scores of the experimental class were more and increased than the control class. Several previous studies support this research, such as from Helda Lisa (2019). He stated that students' vocabulary mastery at junior high school was still low. Then he applied flash cards media to improve students' vocabulary mastery. And he proved that there was a significant increase and the influence of flash cards on improving and mastering students' vocabulary. Rabiya Khelaf (2020) also confirmed the same thing, that there was a significant increase in students' vocabulary mastery with treatment through flash cards. Another previous researcher Rusman (2020), also proved that flash cards media effectively improves students' vocabulary mastery. With other supporters from previous research, Rosmaiti (2005) also obtained research results

showing that students' English vocabulary increased with the application of flash cards media.

2. How do students perceive the use of flash cards in increasing vocabulary retention?

This study also used other instruments to collect data. The researcher used a questionnaire to find out students' feelings and perceptions of flash cards. That way, researchers will get detailed data. After the researcher gave the questionnaire to the students and got the results, the researcher used frequency distribution and percentage distribution to see the frequency and percentage in each statement in the questionnaire to analyze the data. In each statement, most students chose the same level of agreement regarding the statement. However, there were also students who chose different levels of agreement with others. Based on the above findings, it can be concluded that the use of flash cards successfully attracts students' attention in the learning process and can help students understand and improve students' vocabulary retention. It can be interpreted that students have good and positive perceptions and feelings when they use flash cards in the learning process, and this increases students' vocabulary retention. It aligns with a study by Aprizani (2020), which proves that pictures can be an exciting medium, not only to help students understand the meaning but the use of flash cards is a medium to attract students' attention to vocabulary or learning materials. Then Puspita (2017) also used a questionnaire to see students' perceptions of the use of flash cards. The results of their research show that students'

perceptions of understanding vocabulary by using flash cards are positive. Using flash cards media in the learning process makes students more interested in following the learning process. Then, Sinou & Faye (2022) also proved that flash cards media can improve student achievement. Besides, flash cards can also attract students' attention so that students want to participate in the learning process.

CHAPTER V

CONCLUSION & SUGGESTIONS

In this chapter, the researcher explains two parts. The conclusion and suggestions of the research are discussed. The conclusion contains the essential points of the research, along with the suggestions of the research.

A. Conclusion

After the researcher completed the study, by giving the treatment of controlled class and experimental class, this study proves that using flash cards effectively improves students' vocabulary retention, the pre-test scores between the control and experimental class, the T-test results indicated that there was no significant difference. Subsequently, in the examination of the post-test scores between the control and experimental class. Significant differences were observed, with the experimental class showing a notably higher post-test score compared to the control class. Furthermore, when assessing the n-gain values, it was found that the increase in the experimental class was significantly greater than that in the control class.

For the second conclusion, this study also collected data on students' perceptions of the use flash cards in the process of increasing vocabulary retention. Most students agreed that using flash cards attracted their attention in the learning process. They also agreed that using flash cards made it easier for them to master the material and new vocabulary. The students also feel happy with using flash cards in the learning process. It makes students able to understand and improve vocabulary retention. Well, students also feel motivated and more enthusiastic about learning

vocabulary retention, so it will have a good impact on improving students' vocabulary retention.

B. Suggestions

This study shows evidence that the use of flash cards in improving students' vocabulary retention has a significant impact on the final results achieved by students. The researcher does, however, have some recommendations for teachers, students, and particularly future researchers who will take the same subject as this study. The first is for teachers; according to the research, they should the flash cards to help students learn more vocabulary because they can attract their attention. Additionally, it can make students feel happy while they are studying so that they are more receptive to increasing their vocabulary.

The enthusiasm of students can be increased through flash cards. especially in increasing vocabulary retention. The researcher also suggests that students can pay attention to the teacher in conveying new vocabulary using flash cards because it can increase their vocabulary retention. The last is for the next researcher to research the same topic as this study. The next researcher should develop the scope of this study, which can explain in detail student motivation in increasing vocabulary retention. The next researcher can also use or add other instruments to collect more detailed final data.

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Appendix A: Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5147/UN.08/FTK/KP.07.6/03/2023

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
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;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 Maret 2023

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Khairiyah Syahabuddin, M.HSc, M.TESOL., Ph.D   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Muhammad Furqan**
NIM   : **180203169**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Applying flash cards to increase student' vocabulary retention**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : 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 : 30 Maret 2023
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);

Appendix B: Recommendation Letter to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-9887/Un.08/FTK.1/PP.00.9/08/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MTsN 2 Pidie Jaya
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD FURQAN / 180203169**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Lingke, Syiah Kuala, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *applying flash cards to increase students' vocabulary retention*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 30 September 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter of Conducted Research from the school
of MTsN 2 Pidie Jaya

KEMENTERIAN AGAMA RI
KANTOR KEMENTERIAN AGAMA KAB.PIDIE JAYA
MADRASAH TSANAWIYAH NEGERI 2 PIDIE JAYA
Jl Tgk. Chik Pante Geulima Meureudu Telp. (0653) 51174

NSM	1	2	1	1	1	1	1	8	0	0	0	1

SURAT KETERANGAN PENELITIAN
Nomor : B. 410 /Mts.01.20/I/PP.00.5 / 09 /2023

Kepala Madrasah Tsanawiyah Negeri (MTsN) 2 Pidie Jaya Kabupaten Pidie Jaya dengan ini menerangkan :

Nama : **MUHAMMAD FURQAN**
NIM : 180203169
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar yang namanya tersebut diatas telah mengadakan Penelitian / mengumpulkan data pada MTsN 2 Pidie Jaya Kab. Pidie Jaya pada tanggal 12 s.d 19 September 2023 dalam rangka penyusunan skripsi dengan judul : *"applying flash cards to increase students'vocabulary retention"*

Demikian Surat Keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan seperlunya.

Meureudu, 19 Maret 2023
Kepala

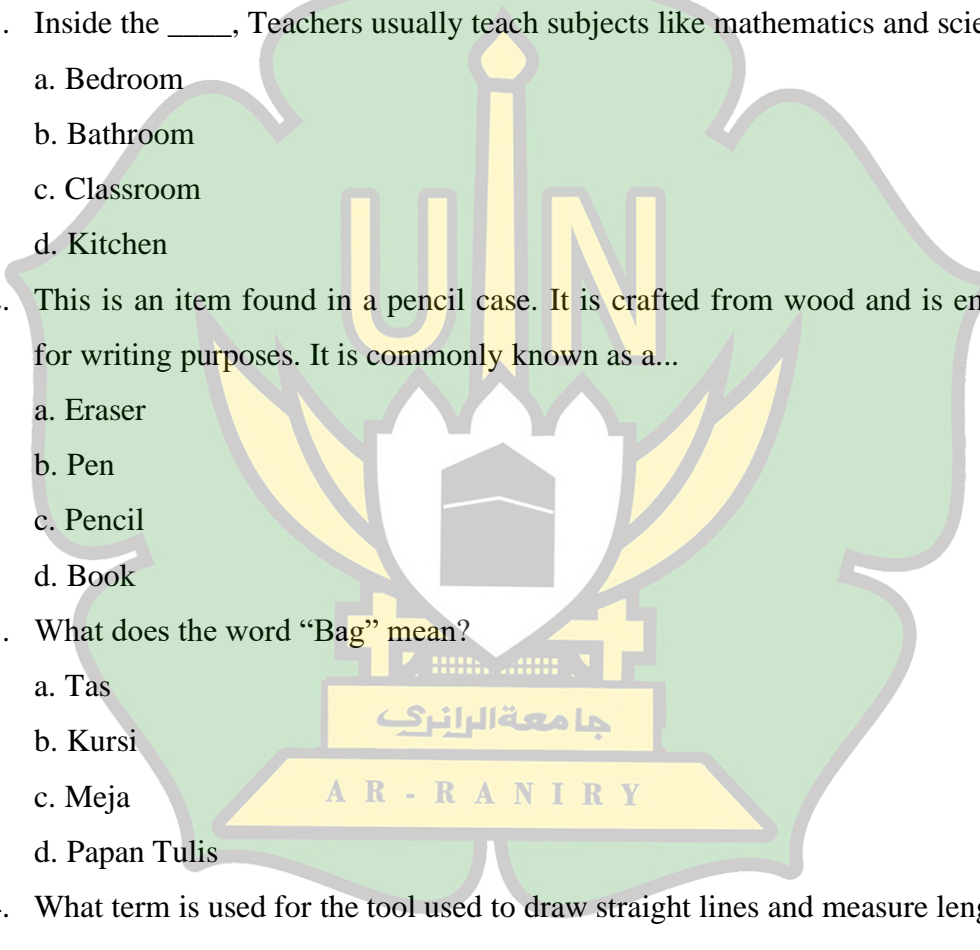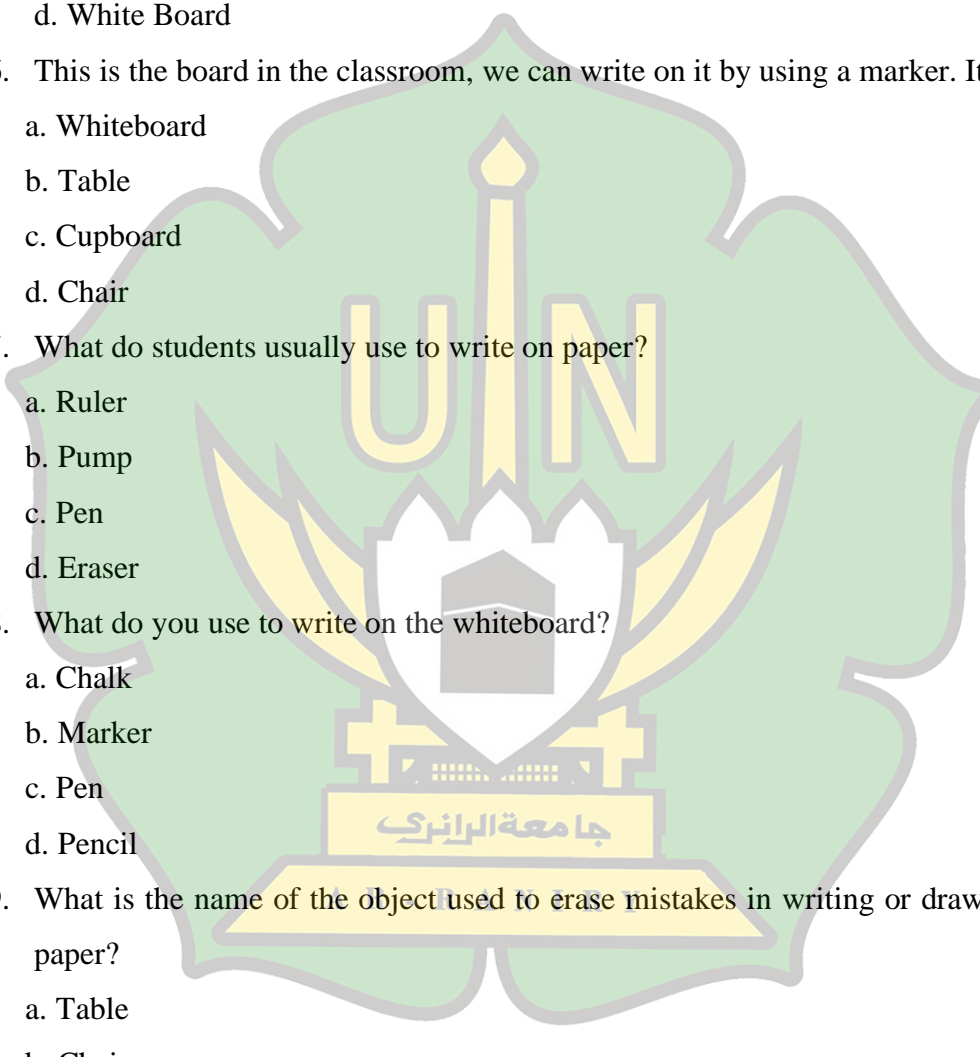Erianti

PRE-TEST
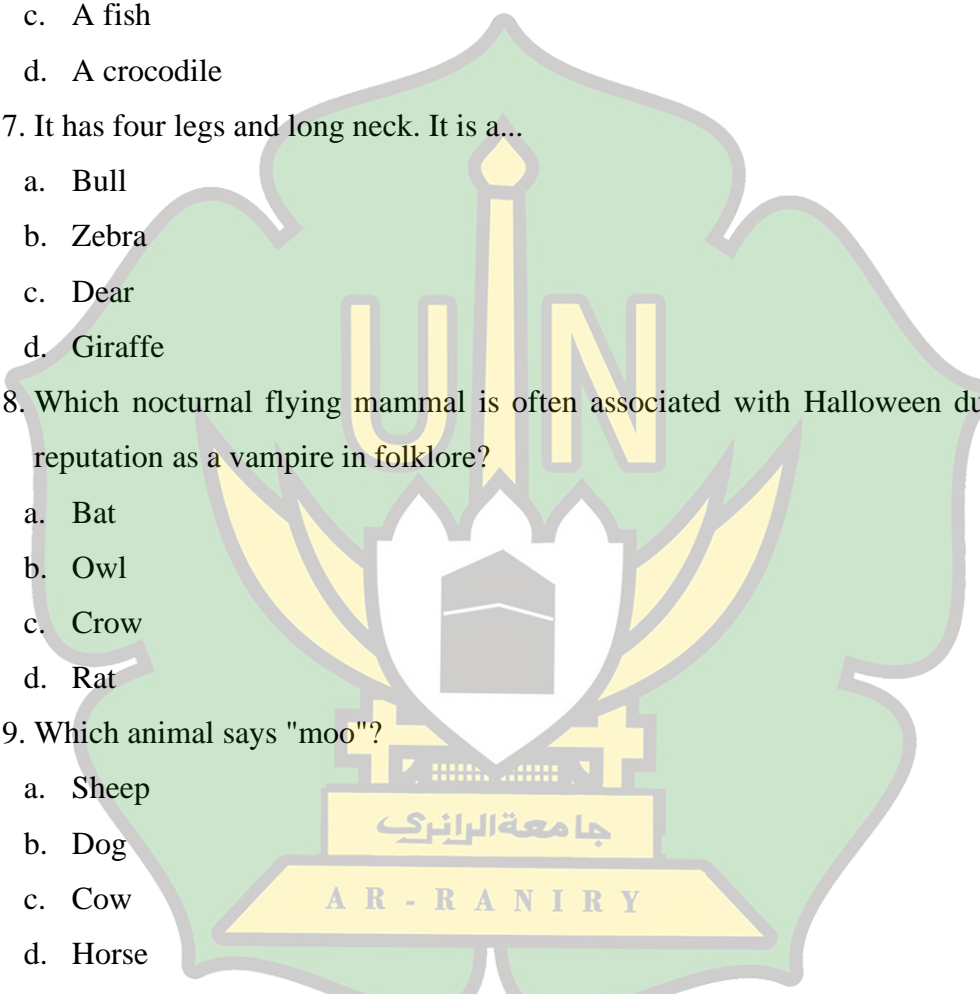
Name:

Choose the correct answer!

1. Inside the _____, Teachers usually teach subjects like mathematics and science.

   a. Bedroom

   b. Bathroom

   c. Classroom

   d. Kitchen

2. This is an item found in a pencil case. It is crafted from wood and is employed for writing purposes. It is commonly known as a...

   a. Eraser

   b. Pen

   c. Pencil

   d. Book

3. What does the word "Bag" mean?

   a. Tas

   b. Kursi

   c. Meja

   d. Papan Tulis

4. What term is used for the tool used to draw straight lines and measure length?

   a. A hoe

   b. A pump

   c. A pen

   d. A ruler

5. What object is commonly used for sitting and has four legs?

   a. Table

   b. Chair

   c. Pen

   d. White Board

6. This is the board in the classroom, we can write on it by using a marker. It is a...

   a. Whiteboard

   b. Table

   c. Cupboard

   d. Chair

7. What do students usually use to write on paper?

   a. Ruler

   b. Pump

   c. Pen

   d. Eraser

8. What do you use to write on the whiteboard?

   a. Chalk

   b. Marker

   c. Pen

   d. Pencil

9. What is the name of the object used to erase mistakes in writing or drawings on paper?

   a. Table

   b. Chair

   c. Pen

   d. Eraser

10. What object is used to store and carry books and stationery to school?

    a. Bag

    b. Pencil case

c. Broom

d. Rubbish bin

11. What is a large mammal known for its trunk and tusks?

a. Elephant

b. Lion

c. Cat

d. Shark

12. Which bird is often associated with wisdom and is known for its hooting sound?

a. Bird

b. Duck

c. Owl

d. Ant

13. This aquatic animal is known for its black and white coloration and is skilled at swimming and catching fish. What is it?

a. Fish

b. Penguin

c. Bird

d. Cat

14. What is a large marine mammal known for its playful behavior, often jumping out of the water and splashing its tail?

a. Zebra

b. Giraffe

c. Elephant

d. Dolphin

15. Which large cat is known for its distinctive roar and is often called the "king of the jungle"?

a. Lion

b. Bear

c. Tiger
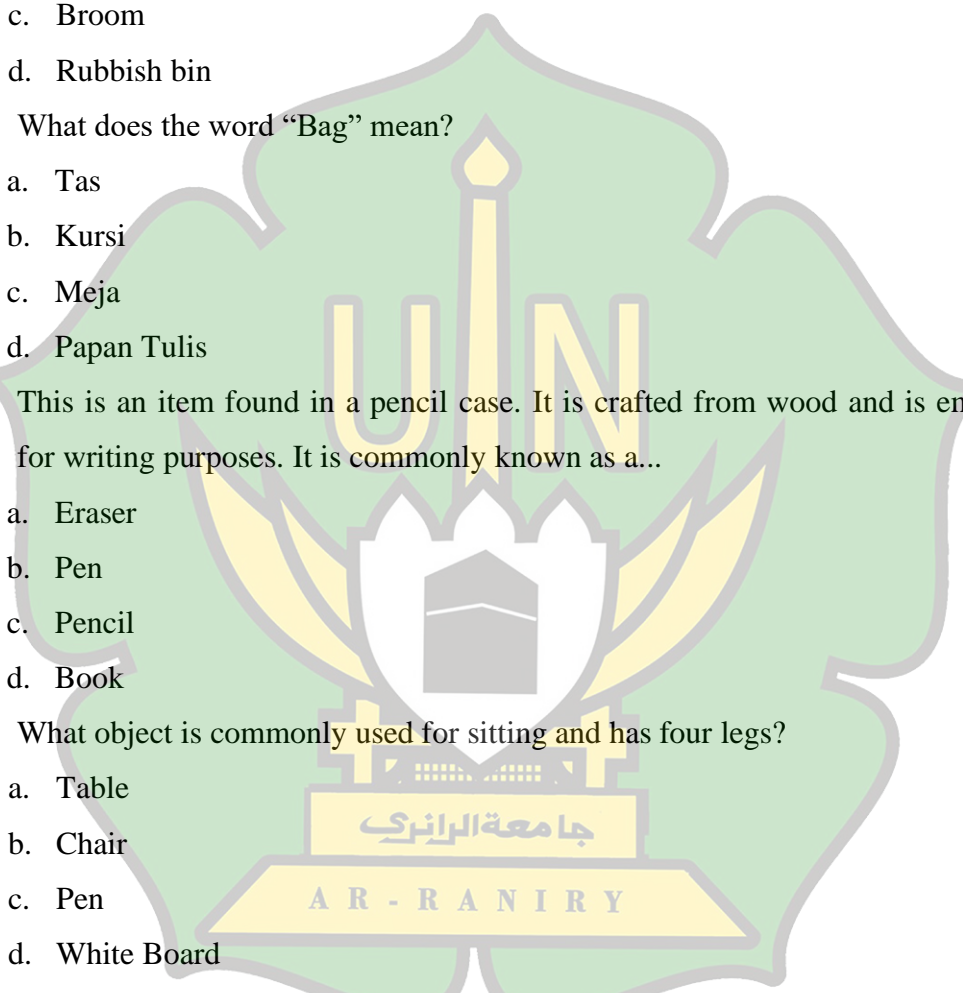
d. Camel

16. The following animals can swim in the water, except....

   a. A fly

   b. A dolphin

   c. A fish

   d. A crocodile

17. It has four legs and long neck. It is a...

   a. Bull

   b. Zebra

   c. Dear

   d. Giraffe

18. Which nocturnal flying mammal is often associated with Halloween due to its reputation as a vampire in folklore?

   a. Bat

   b. Owl

   c. Crow

   d. Rat

19. Which animal says "moo"?

   a. Sheep

   b. Dog

   c. Cow

   d. Horse

20. What is the small, buzzing insect that produces honey?

   a. Butterfly

   b. Beetle

   c. Mosquito

   d. Bee

POST TEST

Name :
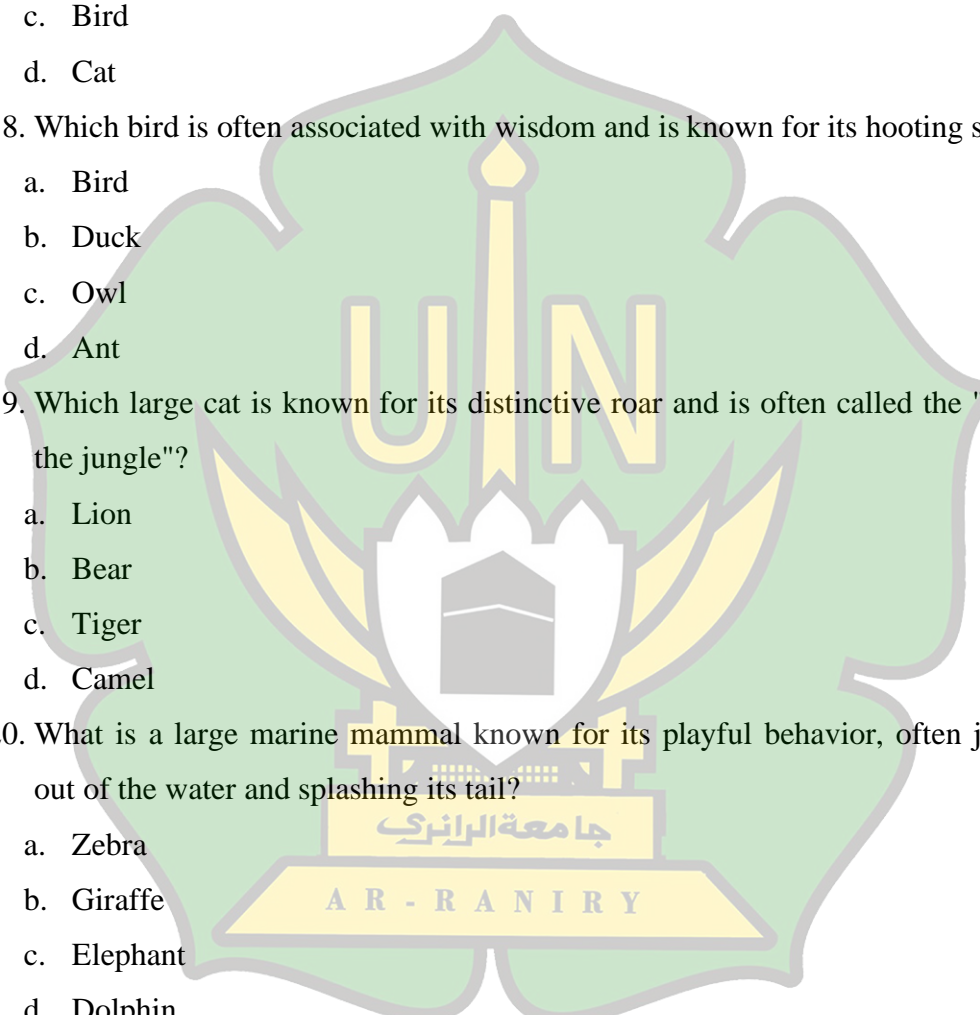
1. This is the board in the classroom, we can write on it by using a marker. It is a...
   a. Whiteboard
   b. Table
   c. Cupboard
   d. Chair

2. What do students usually use to write on paper?
   a. Ruler
   b. Pump
   c. Pen
   d. Eraser

3. What is the name of the object used to erase mistakes in writing or drawings on paper?
   a. Table
   b. Chair
   c. Pen
   d. Eraser

4. What do you use to write on the whiteboard?
   a. Chalk
   b. Marker
   c. Pen
   d. Pencil

5. Inside the _____, Teachers usually teach subjects like mathematics and science.
   a. Bedroom
   b. Bathroom
   c. Classroom
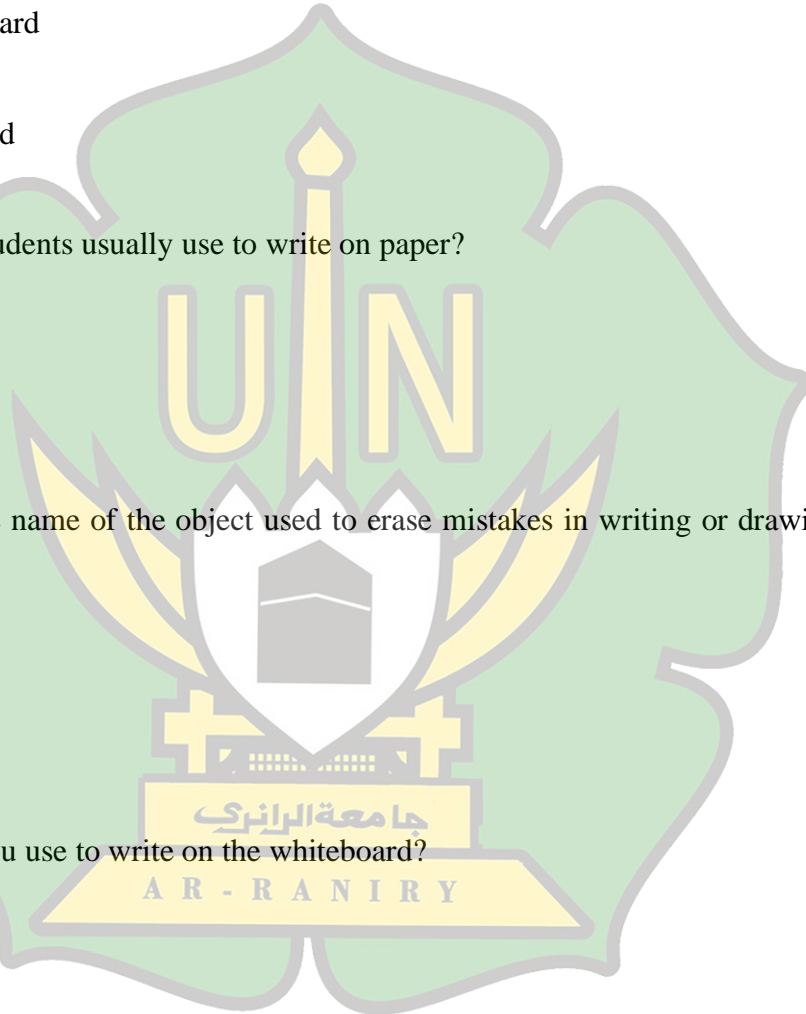
d. Kitchen

6. What object is used to store and carry books and stationery to school?

    a. Bag
    b. Pencil case
    c. Broom
    d. Rubbish bin

7. What does the word "Bag" mean?

    a. Tas
    b. Kursi
    c. Meja
    d. Papan Tulis

8. This is an item found in a pencil case. It is crafted from wood and is employed for writing purposes. It is commonly known as a...

    a. Eraser
    b. Pen
    c. Pencil
    d. Book

9. What object is commonly used for sitting and has four legs?

    a. Table
    b. Chair
    c. Pen
    d. White Board

10. What term is used for the tool used to draw straight lines and measure length?

    a. A hoe
    b. A pump
    c. A pen
    d. A ruler

11. It has four legs and long neck. It is a...

    a. Bull

b. Zebra

c. Dear

d. Giraffe

12. The following animals can swim in the water, except....

a. A fly

b. A dolphin

c. A fish

d. A crocodile

13. Which animal says "moo"?

a. Sheep

b. Dog

c. Cow

d. Horse

14. Which nocturnal flying mammal is often associated with Halloween due to its reputation as a vampire in folklore?

a. Bat

b. Owl

c. Crow

d. Rat

15. What is a large mammal known for its trunk and tusks?

a. Elephant

b. Lion

c. Cat

d. Shark

16. What is the small, buzzing insect that produces honey?

a. Butterfly

b. Beetle

c. Mosquito

d. Bee
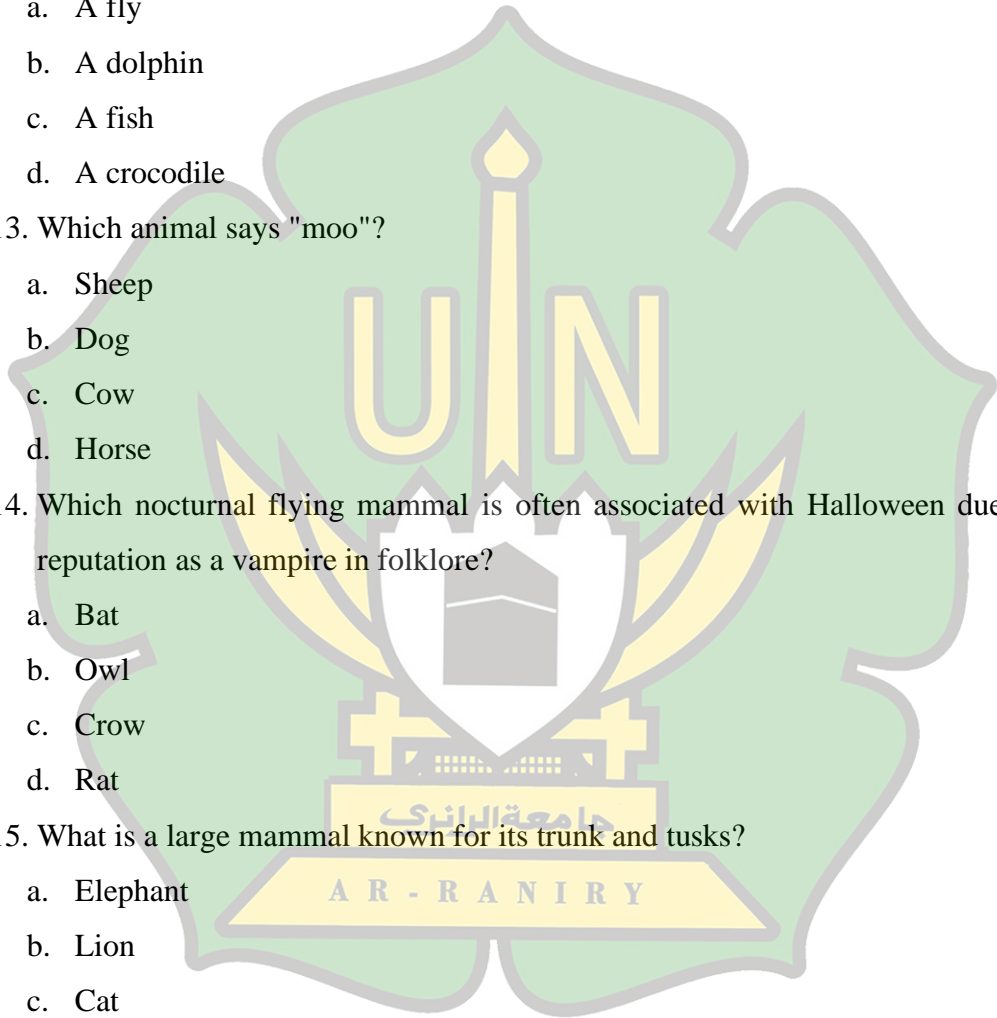
17. This aquatic animal is known for its black and white coloration and is skilled at swimming and catching fish. What is it?

    a. Fish

    b. Penguin

    c. Bird

    d. Cat

18. Which bird is often associated with wisdom and is known for its hooting sound?

    a. Bird

    b. Duck

    c. Owl

    d. Ant

19. Which large cat is known for its distinctive roar and is often called the "king of the jungle"?

    a. Lion

    b. Bear

    c. Tiger

    d. Camel

20. What is a large marine mammal known for its playful behavior, often jumping out of the water and splashing its tail?

    a. Zebra

    b. Giraffe

    c. Elephant

    d. Dolphin

Appendix E: Questionnaire

Questionnaire

Nama:

Kelas:

NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris				
2.	Ini kali pertama saya menggunakan flash cards dalam penguasaan kosakata				
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan flash cards				
4.	Flash cards merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata				
5.	Setelah menggunakan flash cards saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris				
6.	Saya sangat suka menggunakan flash cards dalam proses penguasaan kosakata.				
7.	Dengan menggunakan flash cards saya lebih suka Bahasa Inggris				
8.	Pnuasaan kosakata Bahasa Inggris menggunakan flash cards membuat saya termotivasi				
9.	Penguasaan kosakata menggunakan flash cards membuat saya lebiih semangat				
10.	Belajar kosakata Bahasa Inggris dengan flash cards sangat menyenangkan				

11.	Setelah menggunakan flash cards saya senang belajar kosakata Bahasa Inggris				
12.	Setelah menggunakan flash cards belajar Bahasa Inggris tidak membosankan				
13.	Flash cards memudahkan saya mengingat kosakata baru				
14.	Setelah menggunakan flash cards saya lebih mudah menghafal kosakata baru				
15.	Flash cards membuat saya lebih mudah dalam meningkatkan penguasaan kosakata				
16.	Belajar bahasa inggris menggunakan flash cards membuat saya lebih mudah menguasai materi baru				
17.	Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan flash cards				
18.	Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan flash cards				
19.	Flash cards merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata				
20.	Dengan adanya flash cards ini, saya bisa menigkatkan penguasaan kosakata				

Appendix F: Students' pre – test and post – test worksheet result

1. **Students' pre – test worksheet result**
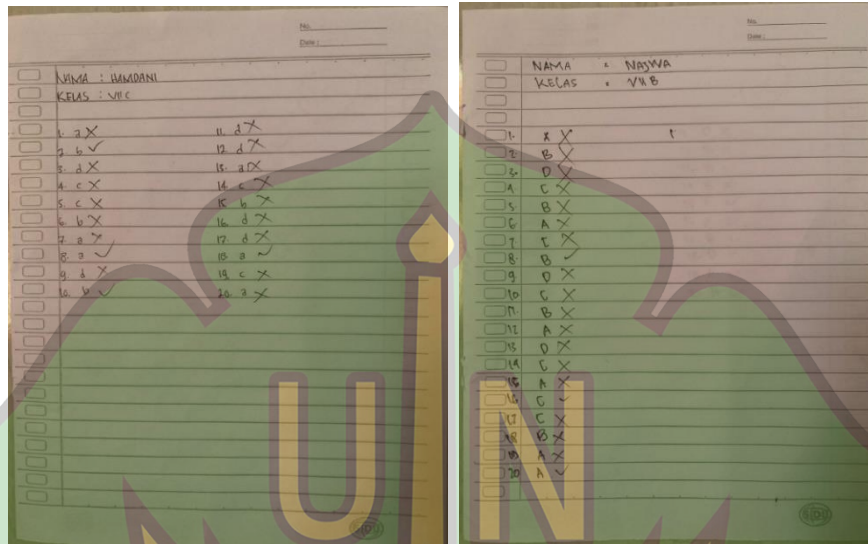
2. **Students' post – test worksheet result**

Appendix G: Students' Questionnaire result

Questionnaire

Nama: EDI SAPUTRA
Kelas: VII C
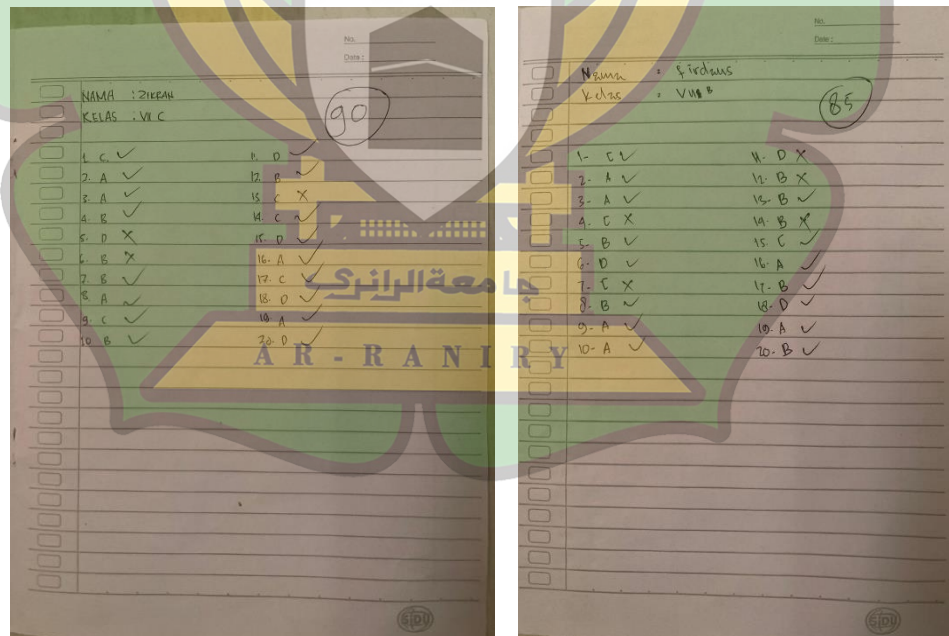
NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris	✓			
2.	Ini kali pertama saya menggunakan flash cards dalam penguasaan kosakata	✓			
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan flash cards	✓			
4.	Flash cards merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata		✓		
5.	Setelah menggunakan flash cards saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris	✓			
6.	Saya sangat suka menggunakan flash cards dalam proses penguasaan kosakata.		✓		
7.	Dengan menggunakan flash cards saya lebih suka Bahasa Inggris	✓			
8.	Pnuasaan kosakata Bahasa Inggris menggunakan flash cards membuat saya termotivasi	✓			
9.	Penguasaan kosakata menggunakan flash cards membuat saya lebih semangat	✓			
10.	Belajar kosakata Bahasa Inggris dengan flash cards sangat menyenangkan	✓			
11.	Setelah menggunakan flash cards saya serang belajar kosakata Bahasa Inggris	✓			
12.	Setelah menggunakan flash cards belajar Bahasa Inggris tidak membosankan		✓		

NO	Pertanyaan	SS	S	TS	STS
13.	Flash cards memudahkan saya mengingat kosakata baru	✓			
14.	Setelah menggunakan flash cards saya lebih mudah menghafal kosakata baru	✓			
15.	Flash cards membuat saya lebih mudah dalam meningkatkan penguasaan kosakata			✓	
16.	Belajar bahasa inggris menggunakan flash cards membuat saya lebih mudah menguasai materi baru			✓	
17.	Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan flash cards		✓		
18.	Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan flash cards	✓			
19.	Flash cards merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata		✓		
20.	Dengan adanya flash cards ini, saya bisa menigkatkan penguasaan kosakata		✓		

(Kusuma 2018)

Questionnaire

Nama: Rusul Akbar
Kelas: VII C

NO	Pertanyaan	SS	S	TS	STS
1.	Saya suka belajar Bahasa Inggris	✓			
2.	Ini kali pertama saya menggunakan flash cards dalam penguasaan kosakata	✓			
3.	Saya tertarik belajar kosakata Bahasa Inggris menggunakan flash cards	✓			
4.	Flash cards merupakan media pengajaran yang sangat menarik yang digunakan dalam proses pembelajaran dan penguasaan kosakata		✓		
5.	Setelah menggunakan flash cards saya lebih tertarik dengan hal-hal yang berhubungan dengan Bahasa Inggris				
6.	Saya sangat suka menggunakan flash cards dalam proses penguasaan kosakata.				
7.	Dengan menggunakan flash cards saya lebih suka Bahasa Inggris			✓	
8.	Pnuasaan kosakata Bahasa Inggris menggunakan flash cards membuat saya termotivasi	✓			
9.	Penguasaan kosakata menggunakan flash cards membuat saya lebih semangat	✓			
10.	Belajar kosakata Bahasa Inggris dengan flash cards sangat menyenangkan		✓		
11.	Setelah menggunakan flash cards saya senang belajar kosakata Bahasa Inggris	✓			
12.	Setelah menggunakan flash cards belajar Bahasa Inggris tidak membosankan	✓			

NO	Pertanyaan	SS	S	TS	STS
13.	Flash cards memudahkan saya mengingat kosakata baru	✓			
14.	Setelah menggunakan flash cards saya lebih mudah menghafal kosakata baru	✓			
15.	Flash cards membuat saya lebih mudah dalam meningkatkan penguasaan kosakata		✓		
16.	Belajar bahasa inggris menggunakan flash cards membuat saya lebih mudah menguasai materi baru	✓			
17.	Mengajak teman-teman untuk belajar kosakata baru bahasa inggris menggunakan flash cards	✓			
18.	Mengajak teman-teman bermain tebak kata Bahasa Inggris menggunakan flash cards				
19.	Flash cards merupakan media pengajaran yang sangat efektif untuk diaplikasikan kedalam proses pembelajaran, untuk meningkatkan penguasaan kosakata		✓		
20.	Dengan adanya flash cards ini, saya bisa meningkatkan penguasaan kosakata		✓		

(Kusuma 2018)

Appendix H: Documentation

(Pre-test situation)

(treatment situation)

(Post-test situation)

AUTOBIOGRAPHY

Name   : Muhammad Furqan
Student Number : 180203169
Place/Date of birth : Mesjid Trienggadeng, 05 Agustus 2000
Gender   : Male
Status   : Single
Occupation   : Student
Nationally   : Indonesia
Address   : Gp. Mesjid Trienggadeng, Kec.Trienggadeng, Kab.Pidie jaya, Prov.Aceh
Email   : Furqan.muhammad001@gmail.com

Educational background

2006-2012   : MIN 22 Pidie jaya
2012-2015   : MTsS Tgk Chiek Oemar Diyan
2015-2018   : MAS Tgk Chiek Oemar Diyan

Parent's background

Name of father   : Abubakar
Name of mother : Khadijah S.Ag
Father's occupation : Farmer
Mother occupation : PNS
Address   : Gp. Mesjid Trienggadeng, Kec.Trienggadeng, Kab.Pidie jaya, Prov. Aceh