

ABSTRACT

Suprihatin, 2016. The Effectiveness of Flashcards in English Vocabulary Mastery at The Eighth Grade Students of SMPN 1 Siman in Academic Year 2015/2016. **A Thesis**, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dr. Harjali, M. Pd.

Keywords: Flashcards, vocabulary, Vocabulary mastery

Vocabulary is one important aspect in learning a foreign language. Without a proportional amount of vocabulary anyone will get trouble in her speaking, reading, listening, and writing. Developing the student's vocabulary is one of the most important tasks for English teachers. Because of them, the teacher must help the students in increasing their vocabulary. Most of the students of SMPN 1 Siman have some problems in learning English vocabulary. They cannot memorize the new words given in every meeting well. And they feel difficulty in understanding the meaning of words. To solve the problems, the researcher uses flashcards. By using flashcards, the students will always remember and understand the new vocabulary because the students are not confused to understand the new vocabulary by some pictures served in cards. Finally, through this technique the student's vocabulary mastery can increase.

This research was classified as a quasi – experimental study and it used two groups of the sample. It involved 40 students of two groups; class VIII C as experimental group and Class VIII D as the control group. The experimental group was taught using flashcards, whereas the control group was taught without flashcards. The data were obtained by using a pre-test and a post-test. Test is used to know the students' English vocabulary mastery.

The result of this research showed that the mean score of post-test in experimental group is 79.5, the range is 32, and deviation standard is 9.992. So, it could be concluded that students' vocabulary mastery in experimental group is good. And the mean score of post-test in control group is 69.8, the range is 20, and deviation standard is 8.146. So, it could be concluded that students' vocabulary mastery in control group is poor. The flashcards is effective in improving students' vocabulary mastery of the eighth grade at SMPN 1 Siman in academic year 2015/2016. At the level of significant of 5% t_{is} is 2, 02 and the level of significant of 1% t_{is} is 2, 71 and t_o is 3,349 it is higher than the t_c .

CHAPTER I

INTRODUCTION

In this chapter the researcher describes the background of the study, limitation of the problems, statements of the problem, objectives of the study, significance of the study, and organization of the thesis.

A. Background of the Study

English is one of the subject matters in the schools in Indonesia. English becomes the foreign language that was important roles to the beneficial development of the country. The government has apparently understood the essential of learning English. The establishment of the 1994 curriculum has made a clue that English can be taught start from Elementary schools until university, including junior high school students.

Nowadays, learning English becomes the essential part in life, because English as the international language that has an important role in global communication. It is used in most of countries in the world where English is the dominant language. People can interact with others in the world easily by having ability in English skills.

English taught as an integrated subject to develop the students' language competences. It is learnt by the students in order to communicate. Thus, the mastering vocabulary in English is important because it enables students to get

most information was written and delivered in English. Thus the need to master English vocabulary is very essential.

Vocabulary is one of the language aspects that are very important for communication in English. If we have less vocabulary, we will not understand what people say. According to Virginia French, much of the vocabulary in English textbooks must be learned. Without it, no one can speak or understand the language.¹ Vocabulary is needed to improve the four language skills that consist of listening, speaking, reading and writing. Vocabulary is the most important language aspect.

Based on the result of an observation in SMPN 1 Siman, there were problems of English vocabulary at the eighth grade students. The students get many difficulties to learn English vocabulary. Some of the students cannot memorize the new words. They feel difficulty in understanding the meaning of words.² And also they had boring activities in the English class. Meanwhile, the students need 98% coverage of vocabulary size in a variety of text. As Nation and Carver say “At least 98 percent coverage of the running words (tokens) is needed for unassisted reading”.³

¹French, Allen Virginia, *Techniques in Teaching vocabulary*, (New York: Oxford University Press, 1983), 7.

²Observation, it was held on 25th of April 2016.

³H. Long Michael and Catherine, *The handbook of language teaching*, (Singapore: graphic raft Ltd, 2009), 543.

From the situation above, the researcher concludes that is a serious problem to the teacher. The teacher must help the students to increase their vocabulary mastery. Here, teachers' competence is much needed. A teacher has an important role because she will bring the students to the likeness and consistency in learning English. The teacher can choose appropriate media in learning process. The media must be interest and give motivation to stimulate the learning process. Heinich suggests that media carries the message,⁴ it means that media transfer the material to the students.

Media can be subdivided into three kinds. There are; audio, visual and audio visual. Audio media is a media that can be listened this media is used to listen and understand oral text, for example, radio, cassette recorder, and tape recorder. Audio visual media is a media that can be watched and listened, for example TV and film. Visual media is a media that can be watched and touch for example, picture, realia, map, and miniature. The most used by the teacher are picture, flash cards, and real object (banana, mango, dictionary, etc). This research focuses on flash card as a visual.

Using the flashcards as an alternative media of teaching the eighth grade students of junior high school students could be considered as the best way since it pleases them a lot. Flashcards can be used as useful media especially in English

⁴Heinich, Robert, *Instructional media and the new technologies of instruction*, (New York: Macmillan Publishing Company, 1993), 4.

vocabulary teaching and learning with various variations of games and teaching styles depends on teachers' creativity.⁵

Furthermore, it is a precious resource to develop students' abilities in listening, speaking, reading, and writing. The researcher is interested in choosing the flashcards in order to enrich and improve the mastery of the students' vocabulary. By using the flashcards, the researcher hopes that the students can enjoy the learning process and they also can memorize the words easily. The researcher interests in using media than lecture activity. Lecturing is not only very common method for tertiary education but also for secondary schools.⁶

According to Elsa Yusrika, her research showed that students' vocabulary mastery improved after they were taught by using flashcards and word list. The students in experimental group admitted that they could memorize the words easily, more motivated to learn English and understand vocabulary easily. On the other hand, students in the control group perceived that word list was a tedious strategy.⁷ Additionally according to Yusephus in his research showed that the students' motivation in teaching and learning process improved. Through the use of flashcards in each activity, there was an improvement of the students'

⁵Norbert, Pachler and Kit Field, *Learning to Teach Modern Languages in The Secondary School: a Companion to School Experience*, (London : RoutledgeFalmer, 2001), 53.

⁶Leo, Susanto, *A challenging Book to Practice Teaching in English*, (Yogyakarta: CV. ANDI OFFSET, 2013), 92.

⁷Yusrika, Sitompul Elsa, *Journal of English and Education*, 2013: Teaching Vocabulary using flashcards and word list, in <http://ejournal.upi.edu/index.php/L-E/article/view/325> Accessed on December 23, 2015.

motivations in learning. It could be seen from the students' interest in teaching-learning process which was higher. They also paid more to the teacher's explanation. The students' motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching and learning process.⁸

Based on the explanation above, the researcher was curious to use flashcards as appropriate media in teaching learning process. Hence, in this study the researcher wants to examine **“The Effectiveness of Flashcards in English Vocabulary Mastery at the Eighth Grade Students of SMPN 1 Siman in Academic Year 2015/ 2016”**. The researcher wants to analyze whether English vocabulary mastery by using the flashcards media is more effective to improve the students' achievement in students' vocabulary mastery.

B. Limitation of the Problems

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

⁸YosephusSetyoNugroho, JokoNurkamto, and HefySulistiyowati, Journal of English Department Teacher Training and Education Faculty SebelasMaret University, 2011: *Improving Students' Vocabulary Mastery Using Flashcards*, in http://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/1240. Accessed on December 02, 2015.

1. The subject of the study is at the eighth grade students of SMPN 1 Siman in academic year 2015/2016.
2. The object of this study is the effectiveness of flashcards in English vocabulary mastery.

C. Statements of the Problem

1. How is the students' vocabulary mastery of the experimental group at the eighth grade students of SMP N 1 Siman in academic year 2015/2016?
2. How is the students' vocabulary mastery of the control group at the eighth grade students of SMP N 1 Siman in academic year 2015/2016?
3. Is there any significant difference on vocabulary mastery between students who are taught using flashcards and who are taught without it?

D. Objectives of the Study

This study purposed to collect information as follow:

1. To know the students' vocabulary mastery of the experimental group at the eighth grade students of SMPN 1 Siman in academic year 2015/2016.
2. To know the students' vocabulary mastery of the control group at the eighth grade students of SMPN 1 Siman in academic year 2015/2016.

3. To find out whether there is any significant differences on vocabulary mastery between students who taught using flashcards and who taught without it.

E. Significance of the Study

Theoretically, the result of this study will give contribution to the theory of English vocabulary mastery by using flashcards, and to the discussions on the importance of flashcards in improving students' mastery on vocabulary.

Practically, this study is expected to give contributions to:

1. For teachers

It is expected to give useful contribution for teachers to help them in teaching their students, especially in English vocabulary mastery. The teacher needs appropriate media in teaching vocabulary. And they can used flashcards media in teaching vocabulary more effectively. It can also motivate English teacher to be more creative and innovative.

2. For students

Teaching English vocabulary by using flashcards can motivate the students in order to be more interested in learning process. The research can improve student achievement in the English vocabulary mastery.

F. Organization of the Thesis

This thesis is dividing into five chapters:

Chapter I : Introduction; which contain of background of the study, statements of the problem, objectives of the study, limitation of the problem, the significance of the study and organization of the study.

Chapter II : Review of Related Literature. This chapter gives the explanation about theoretical of the research consists of theoretical analysis, previous study, theoretical framework, and hypothesis.

Chapter III : Research Methodology. Consist of; Research design, population and sample, instrument of data collection, techniques of data collection, and techniques of data analysis.

Chapter IV : Research Result; it consists of research location, data description, data analysis, and discussion.

Chapter V : Closing; it consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Vocabulary

a. The definition of vocabulary

Vocabulary is an important element to develop language skill. Vocabulary is the first aspect that must be mastered by students to acquire English skill. It means that if students want to master the four skills, they have to master vocabulary.

It may be helpful to first meaning conceptual (meaning) vocabularies. According to Caroline vocabulary is the collection of words that an individual knows.⁹The people used the word to understand something. If our vocabulary is limited, we undoubtedly have trouble in understanding many of things.

Furthermore, Jack C. Richard explained that “vocabulary is one of the most obvious components of language and of the first thing applied linguist turned their attention to”.¹⁰ So, the person who

⁹Caroline, T Linse, Pratical english language teaching young learners, (New york: MiGraw – Hill Companies, 2005), 121.

¹⁰ Jack, C. Richard, Curriculum Development Language Teaching, (Cambridge: University Press, 2001), 4.

wants to master language skills, they have to master the English vocabulary first.

Based on the definition above, we can conclude that vocabulary is the words that are used in language that have meaning or are meaningful and they are used to submit the message from someone to another. Mastering vocabulary is important to master English skill.

b. Aspect of Vocabulary

In mastering vocabulary, there are many aspects that must be studied by the students. These following are aspects of vocabulary;¹¹

1) The Form

- a) What part of speech is the word, noun, verb, preposition, etc.
- b) How is it spelled, is it regular or irregular?
- c) Does it belong to a “family” of word, example electricity, electrical, election?
- d) How is the word, or combination of words, pronounced and, in the word of more than one syllable?
- e) How does the word collocate with surrounding words? It is part of set expression.

2) The Meaning

¹¹ Gower, Roger, Teaching Practice Handbook,(Dram Philips: Macmillan, Thailand, 1995), 144.

- a) Many words have more than one meaning
- b) What is the connotation of the item?
- c) Could the vocabulary item have different meaning for different people?

3) The Use

- a) How is vocabulary item used?
- b) Does it have restricted use?
- c) Does it belong to a particular style or register?

c. How to learn new words

The learner needs some strategies to master vocabulary well. They can use media to improve their English vocabulary mastery. They can improve with reading books, use dictionary, using game, etc. These following steps will help us to learn new word:¹²

- 1) Look up new words in a reliable dictionary
- 2) Read definition carefully. Pick only definitions that explain words as we want to use them or as they are used in what we have read.
- 3) Write each word on a small index card. Put definition on other side.
- 4) Categorize study words in related group: size words, liberation words, space – age words, and so on.

¹²Harvey, S. Wiener, *Creating Compositions*, Sixth edition, (Singapore : McGraw- Hill Book co- Singapore, 1992) , 435.

- 5) Study words briefly on many occasions rather than for long periods on few occasions.
- 6) Say words and meanings aloud.
- 7) Write sentences using the words.
- 8) Add new words to our speaking vocabulary.
- 9) Use new words in writing sentences.
- 10) In reading, if we see unfamiliar words, try to figure out its meaning from:
 - a) The way it is used in a sentence
 - b) The prefix, root, or suffix that you see
 - c) The words that may be put together to make up the new words
 - d) A smaller word you recognize within the new word.

In addition, there are some suggestions to increase students' vocabulary mastery:

- 1) Look and listen for new words. Keep your eyes and ears open for words that you do not know. You will see them in reading. You will hear them in talking with other people, in watching movies, and in listening to radio or television programs.
- 2) Write down your new words. Get yourself a pocket notebook and label it, "My Vocabulary Notebook". Carry this notebook with you. In it, write down every new word that you see or hear. Do this immediately. If you wait, you may forget the new word.

- 3) Find the meaning of new words. In the dictionary, look up the meanings of the new words that you have written in your vocabulary notebook. At the right of each word, write the dictionary definition or meaning that applies to the word as it was used in what you read or heard.
- 4) Make the new words your own. Use each new word in talking with your family or friends. Pronounce the word accurately. Also use this word in what you are writing. Spell the word correctly. In speaking or writing, be sure that you use the word as it should be used.
- 5) Enter several new words in your vocabulary notebook each day. Keep building your word power. At the end of the week, quickly review the new words you entered during the seven – day period just ended. This review will help you remember the meaning of these words.¹³

These ways, can increase our word power. With this greater word power, we can improve our English skills and also increase our word knowledge.

In conclusion, in learning English vocabulary, the students can use many steps to build their vocabulary mastery. They can choose the

¹³Witty, Paul, How to become a better reader, (United States of America: 1953), 107.

best way that they want. Those steps can drill the students in English learning process.

d. The importance of vocabulary

Vocabulary is an important factor in the language teaching and learning, especially in English because words are essential for communication. There are four importance's of vocabulary,¹⁴ as follow:

- 1) Vocabulary size has been directly linked to reading comprehension.
- 2) Linguistic vocabulary is synonymous with thinking vocabulary
- 3) A person may be judged by others based on his or her vocabulary.

Vocabulary learning is important because it is needed by learners to acquire a lot of words. Vocabulary learning can be applied in classroom activities by teachers by considering the level of language proficiency of the students so successful and effective vocabulary learning can be reached.

e. Vocabulary Mastery

In oxford dictionary vocabulary is total number of words in a language.¹⁵ Paul said that vocabulary is like money, have little value in and themselves. They are important because they stand for real things,

¹⁴http://en.wikipedia.org/wiki/Vocabulary#The_important_of_vocabulary accesses on December 2015

¹⁵Chief Compiler, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), 461.

objects, actions, sounds, thoughts, and feelings. They are also important because they are a medium for the exchange of ideas.¹⁶

Based on the statement above, it can be known that vocabulary is very important in communication because through vocabulary can be known the meaning of words. Without enough vocabulary, language learner will not be able to use structure and language function in the understanding.

Besides that, we must know the four levels of vocabulary. The four vocabulary levels are;

- 1) High frequency words. These make up a group of around 2,000 word families. The classic list is Michael West's A General Service List of English Words. This list needs updating (it does not contain words like computer, email, internet), but it still works reasonably well, and was made with young learners of English in mind. The first 2,000 words from the British National Corpus have a more adult and more formal flavor because of the nature of British National Corpus. Typically, the first 2,000 words of English cover between 80% and 90 % the running words in a text, depending on the type of text.
- 2) Academic words. For learners who wish to do academic study through the medium of language of senior high school or in tertiary

¹⁶Witty, Paul, How to Become A Better Reader, (Chicago: Science Research Associates, 1999), 105.

education, the next step after the high frequency words is Coxhead's Academic Word List. This is a list of 570 word families that are very common across in wide range of academic disciplines. It covers around 10% of the running words in academic text, around 4% of the running words in newspapers, and less than 2% of the running words in novels. It is clearly a somewhat specialized vocabulary. There have been several textbook produced to teach the Academic Word List.

- 3) Technical words. For the learners who have very specific study or work purpose, the next level of vocabulary consists of technical words.

Technical vocabulary can come from high frequency vocabulary, academic vocabulary, or low frequency vocabulary.

- 4) Low frequency words. The remaining words of the language are low frequency words. There are thousands of there of varying frequency, and as we have seen by looking at the coverage of the British National Corpus lists, many need to be learned, so that learners can reach the 90% coverage of text required for unassisted language use.¹⁷

¹⁷H long Michael and Catherine, The handbook of language teaching, (Singapore: Graphic Raft Ltd, 2009), 545-546.

So far we have looked at ways of helping learners with low frequency words. High frequency words are so important that anything the reader can do to help in learning them is a well-justified use of classroom time. This includes;¹⁸

- a) Directly teaching high frequency words
- b) Getting learners to read and listen to graded readers containing these words
- c) Getting learners to study the words and do exercise based on them.
- d) Getting learners to speak and write using the words.

From the teacher's point of view, the low frequency words do not deserve teaching time in the same way. In class, time can be spent working on the strategies that help learners deal with low frequency words, but teaching time should not be spent on the words themselves. Low frequency words do not deserve classroom time because of their low frequency. This means that when learners ask about particular low frequency words, the teacher should either deal with the word quickly or use the opportunity to focus on a strategy.

f. Teaching Vocabulary

¹⁸David Nunan, *Practical English Language Teaching*, First Edition, (New York: McGraw-Hill Companies, 2003),139.

As we know, vocabulary is an important aspect in language learning. The students cannot understand the subject without learning vocabulary. Therefore, vocabulary is needed to improve the four language skills that consist of listening, speaking, reading and writing. For example, you might include vocabulary items as part of a Total Physical Respond listening activity. As another vocabulary activity, you could introduce students to specific lexical items that they would encounter as part of their reading lesson. To help students add words to their written vocabularies, you could encourage them to refer to a Word Wall when they are producing different pieces of written text.¹⁹

In teaching vocabulary, the teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help the learners figure out meaning on their own.²⁰ Learning vocabulary must be interest and effectively to the students. The teachers can use the appropriate media to teach English vocabulary.

However, learners need to acquire vocabulary learning strategies in order to discover the meaning of new word. The strategies should be useful within the classroom as well as when learners are in a situation where they encounter new and unfamiliar words on their own.

¹⁹Caroline, T Linse, Pratical english language teaching young learners, (New York: MiGraw – Hill Companies. 2005), 122.

²⁰ibid, 122.

The strategies should also help children acquire new vocabulary words that they hear and see.²¹

In addition, Johnston mentions the pedagogical principles on teaching vocabulary;²²

- 1) As learners have great difficulty learning at one time sees of items that are closely related (such as pronouns), do not teach these as paradigms.
- 2) In the same way, lexical opposites such as narrow/broad should not be introduced in the same lesson are even the same unit of work.
- 3) As learners tend to equate a single form with a single function, words that have more than one function should not be introduced at the same time (for example, the word 'there' which can act as either an existential subject or a demonstrative).

2. Flashcards

a) The Definition of Flashcards

Flashcards is card that has words, numbers, or pictures on it and that is used to help students learn about a subject.²³ Flashcards is as

²¹ Ibid,122.

²²Nunan, David, Language Teaching methodology, A textbook teacher, (Sydney: Macquarie University, 1991), 129.

message that carries information to the learners. Flashcards used in every stage of the class, especially in teaching English as foreign language.

According to Suyanto, flashcards is the cards that usually use thin paper and stiff.²⁴ Flashcards show picture or words. Usually flashcards include of group with kind or classes.

Flashcard is considered as a helpful media because its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words.

The cards have a word on one side and a picture on the other. The flashcard must always be brief, large, neat and clear so that it can be seen from the rear of the room. Flashcards can be bright and colorful and make a real impact on visual learners.²⁵

b) The Function of Flashcards

The use of flashcard in the English teaching learning process used to help the teacher:²⁶

²³<http://www.merriam-webster.com/dictionary/flash%20card>. Accessed on December 25, 2015.

²⁴Kasihani K. E. Suyanto, English for young learners, (Jakarta: PT Bumi Aksara, 2010), 109.

²⁵Gardner, Howard, Journal. Theory of Multiple Intelligences, In <https://www.teachingenglish.org.uk/article/using-flash-cards-young-learners>, accessed on December 25, 2015.

²⁶Kasihani K.E. Suyanto, English for young learners, (Jakarta: PT Bumi Aksara, 2010), 109.

- 1) To be familiar and stable with singular and plural concept
- 2) To be familiar and stable with numbers
- 3) To be familiar and stable with a few and a lot of concept
- 4) To get the students attention using extract pictures with appropriate
(Vocabulary and Color)
- 5) To give variation in the teaching learning process.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that, the teacher can improve the student's interest.

c) The effective of flashcards in teaching new vocabulary

Flashcards has words and pictures. The pictures usually include words on it. The card includes of group with kind or classes, such as group of fruits, animals, group of verbs, etc. Flashcards can use in teaching vocabulary for every stages of students. Pugh and Murphy show how flashcards can be used effectively to reinforce new vocabulary:²⁷

- 1) Teacher or pupil chooses one flashcard and spins it quickly in front of class. Class tries to identify flashcard.

²⁷Norbert, Pachler and Kit Field, Learning to Teach Modern Languages in The Secondary School: a Companion to School Experience, (London : RoutledgeFalmer, 2001), 53.

- 2) Teacher or pupil displays group of flashcards. Pupils look away and one flashcard is removed. Class identifies missing one.
- 3) Teacher or pupil displays group of flashcards. Teacher or pupil names all but one of the flashcards. Class identifies the missing one.
- 4) Flashcards are displayed. Teacher or pupil names of flashcards and another pupil must point to the appropriate flashcards. This can be played in teams, with winning pupil identifying or removing the appropriate picture.
- 5) Flashcards are displayed and numbered. Teacher or pupil names a flashcard and class note the appropriate number. Alternatively, teacher or pupil says a number and class must identify the flashcard.
- 6) Teacher or pupil chooses one flashcard without the class seeing. Class must ask questions to try to identify the flashcard chosen. Teacher or pupil replies “non” until flashcard is correctly guessed.
- 7) Teacher or pupil displays one flashcard and makes one statement. If the statement matches the flashcard, class repeats it. If the statement is false, the class stays silent. Class members who make an error are out. Winner is the last person out.
- 8) Divide the class into teams. Each team has two chairs labeled: true or false. Teacher or pupil displays one flashcard and makes one statement. If the statement matches the flashcard, a team member sits on the

“true” chair and vice versa. Points are awarded for sitting on the right chair.

- 9) Divide the class into teams. Place a flashcard face down in front of each team member. Against the clock, each team member it turns looks at their flashcard and identifies it. The fastest team is the winner.

In conclusion, flashcards can be used as useful media especially in English vocabulary teaching and learning with various variations of games and teaching styles depends on teachers’ creativity.

B. Previous Research Finding

This study needs some previous research as a consideration theory. The details explain as below:

The first previous research finding is taken by DevyRiasAngraini with the title is “A comparative study using card sort and flashcards on teaching vocabulary for tenth grade students of SMAN SambitPonorogo in academic year 2009/2010”.²⁸The problems of the research are 1) How is the vocabulary mastery for the students who are taught by card sort on teaching vocabulary for tenth grade students of SMAN SambitPonorogo in academic year 2009/2010? 2) How is the vocabulary mastery for the students who are taught by flashcards on teaching vocabulary for tenth grade students of SMAN SambitPonorogo in

²⁸RiasAngraini, Eka, A comparative study using card sort and flashcards on teaching vocabulary for tenth grade students of SMAN SambitPonorogo in academic year 2009/2010.

academic year 2009/2010? 3) Is there any significant difference on vocabulary mastery for the students who are taught by card sort and the students who are taught by flashcards on teaching vocabulary for tenth grade students of SMAN SambitPonorogo in academic year 2009/2010?.

Based on the result showed that there is significant differences between the students who are taught by card sort and the students who are taught by flashcards, because use picture beside word in the card. So, the students more interesting to learn English especially vocabulary mastery uses flashcards.

The second previous research finding is taken by Fadhilah with the title is “The Implementation of flashcards media in teaching English speaking at SMP Negeri 2 Ponorogo in academic year 2009/2010”.²⁹ The problems of the research are 1) how is the implementation of the implementation of flashcards media in teaching English speaking to the VIII-f grade students at SMPNegeri 2 Ponorogo in academic year 2009/2010? 2) Why are the flashcards media Implemented in teaching English speaking to the VIII-f grade students at SMP Negeri 2 Ponorogo in academic year 2009/2010? 3) What are the advantages and disadvantages of the implementation of flashcards media in teaching English speaking to the VIII-f grade students at SMP Negeri 2 Ponorogo in academic year 2009/2010?

²⁹Fadhilah, The Implementation of flashcards media in teaching English speaking at SMP Negeri 2 Ponorogo in academic year 2009/2010.

Based on the result are 1) the implementation of flashcards media in teaching English speaking to the VIII-f grade students at SMP Negeri 2 Ponorogo in academic year 2009/2010 is divided into three steps; (1) preparation, the English teacher prepare the students to make flashcards media two weeks before it applied; (2) application, the English teacher apply the flashcards media in practice English conversation through game and; (3) reviewing steps; the English teacher always give reward to the students who can speak English. 2) The implementation of flashcards media in teaching English speaking to the VIII-f grade students at SMP Negeri 2 Ponorogo in academic year 2009/2010 promotes three reasons; it is simple, suitable and the flashcards media are used to increasing the students' ability in speaking English. 3) the implementation of flashcards media in teaching English speaking to the VIII-f grade students at SMP Negeri 2 Ponorogo in academic year 2009/2010 promotes four advantages; (1) to make the lesson more effectively and absolutely interesting; (2) to provide the students with a real experience; (3) to make the students more enjoy and relax and their skill in speaking increasingly; (4) to make the students more brave and confident to speak English. The disadvantage is needed much time to applied.

The third previous research finding is taken by SasanBaleghizadeh with the title is *"The Impact of Two Instructional Techniques on EFL Learners"*

Vocabulary Knowledge: Flashcards versus Word Lists, MEXTESOL Journal”.³⁰

The problem is which presentation technique (using flashcards and word lists) is more effective in promoting EFL students’ knowledge of newly learned vocabulary at the Khatam Junior High School in Iran?

And the result is the partial support to the hypothesis that flashcards can lead to better learning than the word lists. Although the flashcards technique brought about a higher mean score than the word lists, there was no statically significant difference between them, suggesting that the advantage of flashcards over word list is limited. The result seems inconsistent with the observation that the flashcards lead to be more effective learning than lists.

The fourth previous research finding is taken by Elsa Yusrika Sitompul with the title is “*Teaching Vocabulary using flashcards and word list*”, journal of English and education.³¹The problems of the research are 1) to what extent can flashcards as a strategy help students’ vocabulary mastery? 2) to what extent can word list as a strategy help students’ vocabulary mastery? 3) how do the students respond toward both strategies in learning vocabulary?

³⁰Baleghizadeh, Sasan, MEXTESOL Journal, 2011: The Impact of Two Instructional Techniques on EFL Learners’ Vocabulary Knowledge: Flashcards versus Word Lists, in <http://mextesol.net/journal/public/files/d8449b5efc1a65123512b9a73b780140.pdf> Accessed on December , 23 2015.

³¹Yusrika, Sitompul Elsa, Journal of English and Education, 2013: Teaching Vocabulary using flashcards and word list, in <http://ejournal.upi.edu/index.php/L-E/article/view/325> Accessed on December 23, 2015.

The results showed that students' vocabulary mastery improved after they were taught by using flashcards and wordlist. The students in experimental group admitted that they could memorize the words easily, be more motivated to learn English and understand vocabulary easily. On the other hand, students in the control group perceived that word list was a tedious strategy.

C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems. In teaching English vocabulary for the eighthgrade in junior high school students, the teachers needs appropriate media to improve their vocabulary mastery. By using flashcards media can improve their skill in mastering vocabulary skill.

This research is a quantitative research, by the title "The Effectiveness of Flashcards in English Vocabulary mastery at The Eighth Grade Students of SMPN 1 Siman in Academic Year 2015/ 2016". The research will use flashcards media in teaching vocabulary; the students use this method in learning process. The researcher wants to know, is there any significant difference in English vocabulary mastery between students who are taught by using flashcards media and who are taught without it at the eighth grade students of SMPN 1 Siman in academic year 2015/2016.

D. Hypothesis

In terms of the problems that have already investigated, so will be found the research question:

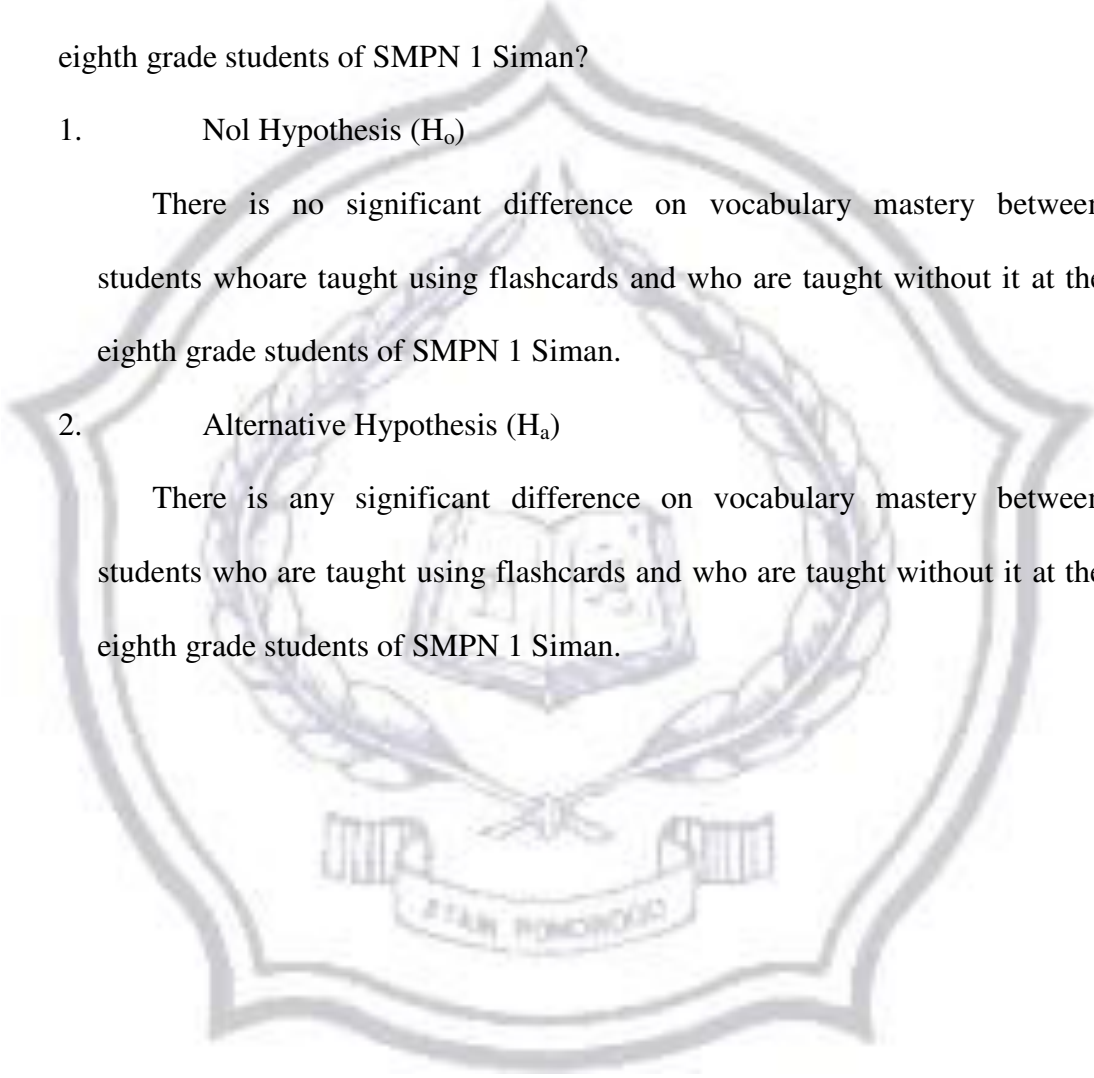
Is there any significant difference on vocabulary mastery between students who are taught using flashcards and who are taught without it at the eighth grade students of SMPN 1 Siman?

1. Nul Hypothesis (H_0)

There is no significant difference on vocabulary mastery between students who are taught using flashcards and who are taught without it at the eighth grade students of SMPN 1 Siman.

2. Alternative Hypothesis (H_a)

There is any significant difference on vocabulary mastery between students who are taught using flashcards and who are taught without it at the eighth grade students of SMPN 1 Siman.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is a disciplined attempt to address or solve problems through the collection and analysis of primary data for the purpose of description, explanation, generalization, and prediction. It means research is how to observation and collecting data to discovery new fact or information.

In this study the researcher used a quasi- experimental research design. Quasi experimental design is used when the researcher can only assign randomly in difference treatment to two difference class.³²In this research quasi – experimental design consist of two groups. Those are the students in experimental group and students in the control group. The research employed the pre-test and post-test design in each group.

The experimental group was given the special treatment using flashcards, and the control group was given the conventional technique without flashcards. The research involved the independent variable and the dependent variable. The independent variable was the treatment consisting of two levels, the treatment with flashcards in the experimental group and the conventional technique in the control group. Meanwhile, the dependent variable was the students' English vocabulary mastery.

³² Adnan, Latief, mohammad. Research Methods On Language Learning An Introductory. (Malang; Universitas Negeri Malang (UM PRESS), 2014, 95).

The table below shows the design of the research.

Table 3.1 The Design of the Research

Group	Independent Variable	Dependent variable
Experimental group	Flashcards Media	Students' English Vocabulary mastery
Control group	Conventional Method	Students' English Vocabulary mastery

B. Population and Sample

1) Population

All the students at the Eighth grade of SMPN 1 Siman in academic year 2015/2016 in the second semester are called population. They are consists seven eighth grade classes with 143 students. They are 20 students in VIIIA, 20 students in VIIIB, 20 students in VIIC, 20 Students in VIID, 20 students in VIIIE, 20 students in VIIF, and 23 students in VIIG.

According to Adnan, population is all the members of a real or hypothetical set of people, events, or object to which educational researches wish to generalize the result of the research.³³ Ary also states, "The larger group about which the generalization is made is called population."³⁴ So, population is defined as all members of any well defined class of people, events or object.

³³ Adnan, Latief, mohammad. Research Methods On Language Learning An Introductory. (Malang; Universitas Negeri Malang (UM PRESS), 2014, 181).

³⁴ Donald, Ary, Introduction to Research in Education (United States of America: Library of Congress Cataloging in Publication Data, 1979), 192.

Additionally to Oxford, Population is 1) A particular group or type of people or animal living in area, 2) The total number of people living somewhere, 3) The degree to which an area has been populated.³⁵

From the definition above, the writer summarizes that population is all the numbers of real people, events, or object that is used to conduct research of them. The researcher determines the subject a populations are all the students at the eighth grade students of SMPN 1 Siman in academic year 2015/2016, in the second semester.

2) Sample

All the students at the eighth grade in SMPN 1 Siman were impossible to be a sample. A sample in a research study is the group on which information is obtained.³⁶ Donald Aryalso said: “The small group that is observed called sample.”³⁷ So, sample is one of part of the whole that can be examined.

According Charles, sample as a small group of people selected to represent the much larger entire population from which it is drawn.³⁸ From the definition above, we can conclude that sample is small number of whole population or small part of population.

³⁵ A S Hornby, *Oxford Advanced Learner's Dictionary* (London: Oxford University Press, 2006), 8970

³⁶ Jack R. Fraenkel, Norman E. Wallen, Hellen H. Hyun. *How to design and evaluate research in education*, Eight editions. (New York: Mc Graw Hill, 2012) 91.

³⁷ Donald, Ary, *Introduction to Research in Education* (United States of America: Library of Congress Cataloging in Publication Data, 1979), 192.

³⁸ Adnan, Latief, mohammad. *Research Methods On Language Learning An Introductory*. (Malang; Universitas Negeri Malang (UM PRESS), 2014, 181).

Therefore, there are many methods to get representative sample for accessible population, simple random sampling technique, stratified random sampling technique, and cluster random sampling technique.³⁹ The researcher was selected the cluster random technique. The researcher took two classes as the sample of the research. The researcher took two classes as the experimental group and the control group. After the sampling selection, VIII C was selected as experimental group and VIII D as the Control group.

The two groups above were given different treatment. The first group (experimental group) was given flashcards media in their English vocabulary test. The second group (control group) was given the same materials but without using flashcards media in their English vocabulary test. The students read the text and the teacher explains the new vocabulary using flashcards for experimental group and conventional method for control group.

C. Instrument of Data Collection

Data is most important thing in the research, to get the data the researcher has to arrange the instrument and technique data that are needed to collect the data. Data is one of essential components in a research activity. The research promotes test, observation, interview, questionnaire, and documentation methods for collecting data. Questionnaire is the total written questions will be used to collect information from respondent. The techniques that could be do

³⁹Ibid, 182.

with the interview way. Interview is a dialog will be used by the questionnaire to get information from the interview. The next is observation, observation is research activity those are instrument test, questioner, picture and record. The last documenter, it used to get the more information from the writing thing such as book, magazine, the rule and so on.

The technique of collecting data in this research is test. It helps research to learn more about their learner's need and progress and about the effectiveness of their teaching. Test is a method of measuring a person's ability or knowledge in a given domain.⁴⁰ Test used to conduct a research which is task formed which must be worked by the learners until produce a behavior value, and compared with value of other students based on standard value. Instrument of data collection is shown on this table;

Table 3.2 Instrument of the data collection

Title of research	Variable of research	Indicator	Number of item
The effectiveness of flashcards in English vocabulary mastery at the Eighth grade	Variable x; flashcards	1. Understanding about narrative text, the porpuse, and the formula	1,2,3,10,14,20,28,29
		2. Understand the story based on the pictures	5,6,9,12,16,17,18,19, 21,22,23,24,25,27,30

⁴⁰ H. Douglas Brown. Teaching by Principles an Interactive Approach to Language Pedagogy. Second edition. (New York: Longman, 2000, 384)

students of SMPN 1 Siman in academic year 2015/2016.	Variable y; English vocabulary mastery	3. Able to identification the meaning of the new words	4,7,11,15,26
		4. Able to identification about the synonyms	8, 13

The researcher need to know whether the test is valid or not. So, the researcher do same examine as follow;

1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.⁴¹

Addition, validity refers to the same appropriateness of making specific inferences or of making certain decisions on the basis of scores from a test. A test is a method of measuring a person's ability or knowledge in a given

⁴¹ Donald ary, lucy C.J, Chris Sorensen, & Asgar Razavieh. Introduction to research in education. Eight edition. (USA: Cengage Learning, 2010, 225)

domain.⁴² Techniques used as usually the product moment correlation technique proposed by Pearson. The formula is:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] \cdot [N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : the correlation coefficient between X variable and Y variable

$\sum xy$: the total number of manipulation score of X variable (Flashcards) and Y (English vocabulary mastery)

$\sum x$: the total number of X variable score

$\sum y$: the total number of Y variable score

$\sum x^2$: the total number of square score of X variable

$\sum y^2$: the total number of square score of Y variable

The steps of data analysis applied in this research are:

- a. Determining $\sum x$, $\sum y$, $\sum xy$, $\sum x^2$, $\sum y^2$
- b. Computing by applying the formula of product moment correlation
- c. Determining of significant standard 5%
- d. Determining the correlation criteria applying the correlation

When the coefficient correlation was under 0,4, it can be conclude that the item was not valid instrument. Thus, the items said to be valid instruments if

⁴² H. Douglas Brown. Teaching by Principles an Interactive Approach to Language Pedagogy. Second edition. (New York: longman, 2000, 384)

the coefficient correlation of magnitude more than 0,4. The calculation result of data validity, as follow:

Table 3.3: The Result of Validity Test

Items number	"r" calculated	"r" table	Notes
1	0.629	0,444	Valid
2	0,447	0,444	Valid
3	0,671	0,444	Valid
4	0,615	0,444	Valid
5	0,811	0,444	Valid
6	0,502	0,444	Valid
7	0,565	0,444	Valid
8	0,538	0,444	Valid
9	0,599	0,444	Valid
10	0,687	0,444	Valid
11	0,530	0,444	Valid
12	0,599	0,444	Valid
13	0.497	0,444	Valid
14	-0,264	0,444	Invalid
15	-0,122	0,444	Invalid
16	0,534	0,444	Valid
17	0,581	0,444	Valid
18	-0,069	0,444	Invalid
19	0,599	0,444	Valid
20	0,464	0,444	Valid
21	0,447	0,444	Valid
22	0,445	0,444	Valid
23	0,808	0,444	Valid
24	0,534	0,444	Valid
25	-0,216	0,444	Invalid
26	0,546	0,444	Valid
27	-0,418	0,444	Invalid
28	0,584	0,444	Valid
29	0,592	0,444	Valid
30	0,792	0,444	Valid

Based on the table above, among 30 questions, there are 25 question was valid. Therefore, 25 questions were used for collecting data.

2. Reliability

Reliability is a necessary characteristic of any good test: for it to be valid all, a test must first be reliable as a measuring instrument.⁴³ Reliability measured in this way is commonly referred to as test/ re-test reliability to distinguish it from mark/re-mark reliability. Reliability is of an important in the use of both public achievement, and proficiency tests and classroom tests.

In this research used K-R20 to measure the reliability of the test. The formula is:⁴⁴

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum PQ}{S^2} \right)$$

Notes:

K : The number of item

P : The numbers of students who have correct answer

Q : The number of students who have wrong answer

$\sum PQ$: The number of the multiplication of P and Q

$$S^2 = \frac{\sum x^2}{N} - \left(\frac{\sum x}{N} \right)^2$$

⁴³ J.B. Heaton. Writing ENGLISH Language Test. (New York: Longman), 162.

⁴⁴ James Dean Brown. Testing in language Program (New York: McGraw-Hill ESL/ELT. 2005), 181.

S^2 : Variant all the test

N : The number of students

$\sum x$: The number of score total

To know the reliability test, we can follow these steps:

Step 1: Make table distribution of frequency

Step 2: Determining P.Q, $\sum PQ$, $\sum x^2$, $\sum x$, s^2

Step 3: Computing by applying the formula KR_{20}

Step 4: Find the result of formula KR_{20} then consulted with the “r” index.

$$r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum PQ}{S^2} \right)$$

• $S^2 = \frac{\sum x^2}{N} - \left(\frac{\sum x}{N} \right)^2$ Notes, $\sum x^2 = 3568$; $N = 20$; $\sum x = 234$; $k = 30$

$$S^2 = \frac{3568 - \frac{(234)^2}{20}}{20}$$

$$S^2 = \frac{3568 - \frac{54756}{20}}{20}$$

$$S^2 = \frac{3568 - 2737.8}{20}$$

$$S^2 = \frac{830.2}{20}$$

$$S^2 = 41.51$$

$$\bullet r_{11} = \frac{k}{k-1} \left(1 - \frac{\sum PQ}{S^2} \right)$$

$$r_{11} = \left(\frac{30}{30-9} \right) \cdot \left(\frac{41.51 - 6.84}{41.51} \right)$$

$$r_{11} = \left(\frac{30}{29} \right) \cdot \left(\frac{34.67}{41.51} \right)$$

$$r_{11} = 1,03 \times 0,8352204288$$

$$r_{11} = 0,8640211332$$

Based on the calculation, the result of reliability of instrument then consulted with “r” table at the level of significance of 5% are equal 0,444.

Since the “r” count is greater than “index” that showed is statistic table, which is $0,864 > 0,444$. So, the instrument can be said reliable.

D. Technique of Data Collection

Basically technique of data collection consists of: test, interview, questionnaire, observation and documentation. Technique of data collection in this research is test.

1. Test

In this research test is used to gather data about student’s vocabulary skill. It is used to analyze whether any significant difference about using flashcards

media. The data in the research are the result of the test. The data are taken from the result of two groups' sample. The first group is learning vocabulary using flashcards media and the second group is without using flashcards media.

E. Technique of Data Analysis

After all of data is collected, the next step to be done by researcher is how to analyze those data. The research uses t- test to analyze the data. This research is used to compare the result of post test in experiment class and control class.

Before the researcher use t-test, the researcher applied assumption test, namely normality test and homogeneity test:

1. Normality test using Kolmogorov - smirnov test. Each of the two populations being compared must follow a normal distribution. The steps of analyzing normality test as follows

1. If a maximum $<$ komogorov-smirnov table, receive H_a and data is normal distribution.⁴⁵

2. Homogeneity test using Harley test. Homogeneity test is the variance ratio test between two groups or more.⁴⁶ This can be tested by Harley test⁴⁷

$$F (max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

The steps of analyzing homogeneity test as follows:

⁴⁵Widyaningrum, Retno . 2009. Statistik (Ponorogo: STAIN Po Press,2009), 206-210 .

⁴⁶Ibid, 214.

⁴⁷Ibid, 216.

a. Make a frequency distribution table

b. Calculated SD formula

$$SD_x : \sqrt{\frac{\sum fx^2}{n} - \left[\frac{\sum fx}{n} \right]^2}$$

$$SD_y : \sqrt{\frac{\sum fy^2}{n} - \left[\frac{\sum fy}{n} \right]^2}$$

c. Using the formula Harley

$$F (max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

d. Comparing F (max) results calculated with F (max) table, with db =
(n-1 ; k)

3. T –test is used to determine whether the means of two groups are statically different from one another.

The data analysis that used is T-test non-independent experiment with 5% significant level or 1% significance level with this formula as follow:

a. Determining of means post-test from each group

$$M1 = M' + i \left[\frac{\sum fx'}{n1} \right] \quad M2 = M' + i \left(\frac{\sum fy'}{n2} \right)$$

b. Determining of standard deviation of each group

$$SD_1 : i \sqrt{\frac{\sum fx'^2}{n1} - \left[\frac{\sum fx'}{n1} \right]^2} \quad SD_2 : i \sqrt{\frac{\sum fx'^2}{n2} - \left[\frac{\sum fy'}{n2} \right]^2}$$

c. Determining of error mean from each group

$$SE_{M1} = \frac{SD_1}{\sqrt{n1 - 1}} \quad SE_{M2} = \frac{SD_2}{\sqrt{n2 - 1}}$$

d. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

e. Determining of t-test

$$t_0 = \frac{M1 - M2}{SE_{m1-m2}}$$

f. Interpretation

Interpretation is consulting the result between t_t (t- table) and t_o (t- observation). If t_o is higher than t_t H_o is refused and H_a is received. If t_o is smaller than t_t H_o is received and H_a is refused.

Notes:

M_1 : means of variable x

M_2 : means of variable y

I : interval

$\sum f_1'$: the total number of scores of x variable

$\sum f_2'$: the total number of scores of y variable

$\sum f_1^2$: the total number of square scores of x variable

- $\sum f^2$: the total number of square scores of y variable
- N_x : the number of sample variable x
- N_y : the number of sample variable y
- SD_1 : standard deviation of variable x
- SD_2 : standard deviation of variable y
- SE_{M1} : standard error of mean x
- SE_{M2} : standard error of mean y
- SE_{M1-M2} : standard error between the mean from variable I and
variable II
- T_o : t-observation
- N : the number of subject
- $(N-1 :db; \text{Degree of freedom})^{48}$

⁴⁸Ibid, 161.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on presenting as the basic of the result of the data analysis. Four main topics will be discussed here are the research location, data description, data analysis and discussion.

F. Research Location

1. Place of research

SMPN 1 Siman is located in Siman street, Demangan, Siman, Ponorogo, East java. SMPN 1 Siman is located in strategic area because it is besides highway and between sub districts. Beside that it supported by transportation because the street is as transportation lane. So, everyone is easy to go there.

2. The history of SMPN 1 Siman Ponorogo

SMPN 1 Siman was built in the 1983/1984 and began to conduct teaching learning. The school is located in the Demangan village, Siman district. It has the SK from Minister of Education and Culture Republic of Indonesia No. 0472/1983, dated 7 November 1983. In the first operation, there are three study groups with the number of students as much as 120 students, 12 teachers, and 2 administrative employees.

At the beginning of the academic year 1983/1984 and 1984/1985, SMPN 1 Siman implemented the learning process using a building's loan from the Elementary school building of KepuhRubuh, Siman, Ponorogo. The school was distanced between 1 km from south of SMPN 1 Siman, because the building of SMPN 1 Siman at that time was not yet completed. On the 19 December 1984 the building was completed and inaugurated by the governor of East Java, Mr. Wahono on area of 11.100 m². The buildings consist of:

- a. 6 classrooms of learning
- b. 1 toilet for the students
- c. 1 of teacher's room
- d. 2 of principal's room
- e. 1 of administrative room
- f. 1 of UKS room
- g. 1 of guard and kitchen's room

3. Vision, Mission, and Goals of the school

An institution must have clear vision, mission, and goals. This is meant to provide direction and motivation, and the power of movement for all people involved in the development of the school. Therefore SMPN 1 Siman also has them. Vision, mission, and goals are also very important to make perceptions, views, ideals, hopes, and dreams for the whole part of SMPN 1 Siman. Vision, mission, and goals of SMPN 1 Siman include this following:

a. Vision : Achievement, Cultured environment based on faith and piety.

b. Mission :

- 1) Realizing the full curriculum.
- 2) Realizing an active, creative, affective and enjoyable learning.
- 3) Realizing a competitive and reliable graduates
- 4) Realizing achievements in the extracurricular activities.
- 5) Realizing a faith and piety, noble character, quality in academic competent, and personality graduate.
- 6) Realizing the culture of clean and healthy life, and guarded the environment.
- 7) Realizing a complete medium and infrastructure.
- 8) Realizing adequate instructional media.
- 9) Realizing the quality of human beings and consistent in their work
- 10) Realizing participative of school management.
- 11) Realizing harmonious of work's atmosphere.
- 12) Realizing society participation in school's defrayal program.

c. Goals:

- 1) Application of content standards.
- 2) Application of the learning process standards.
- 3) Achievement of a passing grade.
- 4) Achievement extracurricular activities.
- 5) Achievement standard of school facilities and infrastructure.

- 6) Achievement standard of teacher.
- 7) Achievement of school management standards.
- 8) Achievement of a harmonious relationship system of school community accordance with the guidelines that have been set.

4. Curriculum

In SMPN 1 Siman used KTSP or Education Unit Level Curriculum. KTSP is an operational educational curriculum developed in each unit of education in Indonesia. KTSP is legally mandated by law No. 20 year 2003 on National Education System and the Indonesia Government Regulation No 19 year 2005 on National Education Standards.

The implementation of KTSP as defined in the regulations on the Minister of National Education, 24th year 2006 on the Implementation Content Standards of and Competency standards, is determined by the principal after taking into consideration of the school committee. In other words, the implementation of KTSP is left entirely to the school. The sense is there is no intervention from the Department of Education. The school involves the committee to prepare KTSP, it will be accordance with the aspiration of the people, situations and environmental conditions.

5. Facilities

The facilities are owned by SMPN 1 Siman included:

- a. 24 Classroom for learning
- b. 6 Toilets for students
- c. 1 Teacher's room
- d. 1 Library
- e. 2 Principal's rooms
- f. 1 Administrative room
- g. 1 UKS room
- h. 1 Guard room and kitchen
- i. 1 Canteen

6. The structure of organization

The organizational structure at SMPN 1 Siman is as follows:

- | | |
|---------------------------------|--------------------------|
| The Head Master | : Drs. HadiSuminto, M.Pd |
| The Head of Curriculum Division | : Purwaningsih, S.Pd |
| The Head of Student Division | : Drs. Muryadi |
| The Head of Equipment Division | : AgusSubiyakto, S.Pd |
| The Coordinator of TU Staff | : EnyRetnoyati |
| The Head of School Committee | : Aminun |
| PAI | : Zaenal Islam, S.Ag |
| PKN | : Lasting M, Pd. |



Matematika	: Drs. Anwar Buchori
IPA Fisika	: Wahyuningsih, S.Pd
IPA Biologi	: Sri NurHartini
Bahasa Inggris	: AningHendaryah, S.Pd
Pend. Jasmani	: MunifSyarifuddin, S.Pd
Pend. Kertakes	: June Widarisman, S.Pd
IPS Geografi	: Ernawati, S.Pd
IPS Ekonomi	: Drs. Muryadi
IPS Sejarah	: Drs. Nyoto
Bahasa Indonesia	: Purwaningsih, S.Pd
Bahasa Arab	: Sri EndangWahyuningsih, S.Pd
Elektro	: Kateni

G. Data Description

1. Procedure of Experiment

This research was used experiment research made two classes as the sample; those were VIII C as experiment class and VIII D as control class. The number of experiment class was 20 students and 20 students of control class. In experiment class, the researcher used flashcards media in teaching learning process. There were some procedures used in this class. Pre test, treatment and post test.

Firstly, the students were given pre-test to give evidence of homogeneity. So, the researcher needed to give evidence by giving pre-test. The students were given test about narrative text. It was held on April, 28th 2016.

Secondly, the first treatment of flashcards held on May 02th 2016. The material was narrative text. The teacher applied flashcards media to explain the new words.

Thirdly, that was post test. It was held on May 04th 2016. It used to measure whether flashcards media is success or not in teaching English vocabulary.

There were some activities done during in pre-test and post-test. They were as follow:

- 1) Teacher introduces the narrative text
- 2) Teacher read the mouse deer and crocodile text
- 3) Teacher stop reading in difficult word in every sentences
- 4) Teacher explain the difficult word by using flashcards
- 5) Teacher show the flashcards and the students memorize the picture on it
- 6) Giving exercise to the students to give the meaning of difficult words and make sentences of it.

2. Procedure of Control Class

The researcher took VIII C as a control class which applied conventional method. It was trying to make teaching and learning process naturally. So the result of the students described the reliability of the students.

The number of VIII C class was 20 students. There were three meeting for the control class. The procedure was the same with the procedure of experimental class. There pre-test, treatment with conventional method and post test. Pre-test and first treatment was held on April, 29th 2016.

The material which was taught to the students was same with experimental class. That was one of principles in the experimental research, different treatment with the same material. The conventional method was not new method which was taught by the teacher in teaching and learning process. So, the students are familiar with the method.

The last was post test. It was held on May 05th 2016. It used to measure whether flashcards was success or not in teaching English vocabulary.

The teaching and learning process using conventional method through some steps, they are:

- 1) Giving text about narrative text
- 2) Teacher reading the text and the student pay attention
- 3) The students read the text individually
- 4) Teacher asked students to mention the difficult words

- 5) Giving exercise to the students to do the test based on the text.

3. The Result of Students' Pre Test in Experimental Group (VIIC)

The table below showed the score of the pre test of the students taught using flashcards

Table 4.1 The score of students' Pre - test in Experimental Group

No.	Name of Students	Pre-test
1.	RinaNafarida	57
2.	AnggaPrasetyo	76
3.	Elsa Yuana	37
4.	HendryxFridatama	73
5.	VernandawahyuDwiSaputra	57
6.	Ending Sunarsih	20
7.	SairPudin	20
8.	AkmaluKhoiruRosyidin	76
9.	GebbyImanitaWibawati	37
10.	HeriSetiyawan	37
11.	Wijayanto	17
12.	Dimas AgungSetyobudi	24
13.	DwiFitriani	20
14.	RiyanAdiWardana	40
15.	ArbilaMiftaGhoniyya	60
16.	Dimas Putra CahyaWidiyanto	20
17.	ResaSeptiana	17
18.	RizkiAndriana	17
19.	Edwin Tri Prasetyo	60
20.	RismaRavita Sari	17

From the table above, could be seen that the pre test of the students in experimental group that taught using flashcards was various. There were 2 students got 76, 1 student got 73, 2 students got 60, 2 students got 57, 1 student got 40, 3 students got 37, 1 student got 24, 4 students got 20, and 4 students got 17. So that, could be concluded the pre test of the students taught using flashcards was moderate.

4. The Result of Students' Pre Test in Control Group (VIII D)

The table below showed the score of the pre test of the students not being taught using flashcards

Table 4.2 The score of students' Pre Test in Control Group

No.	Name of Students	Pre-test
1.	SyahnurAjiPratama	33
2.	AnugrahBintangFebrian	43
3.	KhoirulDwiNuraini	37
4.	LailaniYatimMaqfiroh	47
5.	Agus Tri Prayogo	33
6.	FahrezaAndikaWijaya	37
7.	KhoirulAmbarNurFatmawati	40
8.	TegarAnanda Putra	37
9.	Ari Scorian	40
10.	Maryam	50
11.	MashanPrasetiyo	40
12.	Dimas AirulMukminin	14

13.	Impianti Megawati	40
14.	SeptyanNurCahyo	40
15.	AwalulFitriana	47
16.	DoniSetiya	37
17.	SitiAminah	47
18.	SugengRiva'i	40
19.	EnggarSulistyoNugroho	33
20.	FeryKrisdiantoro	40

From the table above, could be seen that the pre test of the students in control group that not being taught using flashcards was various. There were 1 student got 50, 3 students got 47, 1 student got 43, 7 students got 40, 4 students got 37, 3 students got 33, and 1 student got 14. So that, could be concluded the pre test of the students not being taught using flashcards was moderate.

5. The Result of Students' Post Test in Experimental Group (VIIC)

The table below showed the score of the post test of the students taught using flashcards

Table 4.3 The score of students' Post Test in Experimental Group

No.	Name of Students	Post-test
1.	RinaNafarida	76
2.	AnggaPrasetyo	92
3.	Elsa Yuana	60
4.	HendryxFridatama	92

5.	VernandawahyuDwiSaputra	88
6.	Ending Sunarsih	76
7.	SairPudin	80
8.	AkmaluKhoiruRosyidin	88
9.	GebbyImanitaWibawati	84
10.	HeriSetiyawan	80
11.	Wijayanto	64
12.	Dimas AgungSetyobudi	64
13.	DwiFitriani	60
14.	RiyanAdiWardana	80
15.	ArbilaMiftaGhoniyya	84
16.	Dimas Putra CahyaWidiyanto	80
17.	ResaSeptiana	84
18.	RizkiAndriana	68
19.	Edwin Tri Prasetyo	84
20.	RismaRavita Sari	68

From the table above, could be seen to look for the mean, range, and deviation standard of students' score above with this formula in below:

Table 4.4

The count of the mean, range, and deviation standart of the students' score

X	F	FX	X=X-Mx	Fx	X²	F.x²
92	2	184	14.4	28.8	207.36	414.72
88	2	176	10.4	20.8	108.16	216.32
84	4	336	6.4	25.6	40.96	163.84
80	4	320	2.4	9.6	5.76	23.04
76	2	152	-1.6	-3.2	2.56	5.12
68	2	136	-9.6	-19.2	92.16	184.32
64	2	128	-13.6	-27.2	184.96	369.92
60	2	120	-17.6	-35.2	309.76	619.52
	20	1552	-8.8	0	951.68	1996.8

$$1. M_x = \frac{\sum fx}{n} = \frac{1552}{20} = 77,6$$

$$\begin{aligned} 2.R &= H - L \\ &= 92 - 60 \\ &= 32 \end{aligned}$$

$$3. SD_x = \sqrt{\frac{\sum fx^2}{n}} = \sqrt{\frac{1996.8}{20}} = \sqrt{99.84} = 9.99199$$

After determine Mx and SDx, then determine top up and bottom. It means to know limitation of standart category of students' post test score.

Top up of students' post test score:

$$\begin{aligned} Mx + 1.SDx &= 77.6 + 1. 9.992 \\ &= 77.6 + 9.992 \\ &= 87.592 \end{aligned}$$

Bottom of students' post test score:

$$\begin{aligned} Mx + 1.SDx &= 77.6 - 1. 9.992 \\ &= 77.6 - 9.992 \\ &= 67.608 \end{aligned}$$

The students' post-test score of the eighth grade students of SMPN 1 Siman can be determined by accumulate data above. The table of analysis is:

Table 4.5

The analysis data of students' post-test score of the eighth grade students at SMPN 1 Siman

Interval	F	Category	Presentage
87 – 92	4	Excellent	20%
68 – 86	12	Good	60%
60 – 67	4	Poor	20%
Total	20		

From the calculation above, could be concluding the mean of post-test in experimental group is 77.6, the range is 32, and deviation standart is 9.992. So, can be concluding that students' post test score of the eighth grade at SMPN 1 Siman is Good.

6. The Result of Students' Post Test in Control Group (VIID)

The table below showed the score of the post test of the students not being taught using flashcards.

Table 4.6 The score of students' Post Test in Control Group

No.	Name of Students	Post-test
1.	SyahnurAjiPratama	64
2.	AnugrahBintangFebrian	80
3.	KhoirulDwiNuraini	60
4.	LailaniYatimMaqfiroh	80
5.	Agus Tri Prayogo	60
6.	FahrezaAndikaWijaya	72
7.	KhoirulAmbarNurFatmawati	64
8.	TegarAnanda Putra	64
9.	Ari Scorian	80
10.	Maryam	80
11.	MashanPrasetiyo	80
12.	Dimas AirulMukminin	60
13.	Impianti Megawati	60
14.	SeptyanNurCahyo	64
15.	AwalulFitriana	76
16.	DoniSetiya	60
17.	SitiAminah	76
18.	SugengRiva'i	76
19.	EnggarSulistyoNugroho	64
20.	FeryKrisdiantoro	76

From the table above, could be seen to look for the mean, range, and deviation standard of students' score above with this formula in below:

Table 4.7

The count of the mean, range, and deviation standart of the students' score

y	f	fy	y	fy	y ²	fy ²
80	5	400	10.2	51	104.04	520.2
76	4	304	6.2	24.8	38.44	153.76
72	1	72	2.2	2.2	4.84	4.84
64	5	320	-5.8	-29	33.64	168.2
60	5	300	-9.8	-49	96.04	480.2
	20	1396				1327.2

$$1. M_y = \frac{\sum fy}{n} = \frac{1396}{20} = 69.8$$

$$2. R = H - L \\ = 80 - 60 = 20$$

$$3. SD_y = \sqrt{\frac{\sum fy^2}{n}} = \sqrt{\frac{1327.2}{20}} = 8.146$$

After determine M_y and SD_y , then determine top up and bottom. It means to know limitation of standart category of students' post test score.

Top up of students' post test score:

$$\begin{aligned}
 My + 1.SDy &= 69.8 + 1. 8.146 \\
 &= 69.8 + 8.146 \\
 &= 77.946
 \end{aligned}$$

Bottom of students' post test score:

$$\begin{aligned}
 My + 1.SDy &= 69.8 - 1. 8.146 \\
 &= 77.6 - 8.146 \\
 &= 61.654
 \end{aligned}$$

The students' post-test score of the eighth grade students of SMPN 1 Siman can be determined by accumulate data above. The table of analysis is:

Table 4.8

The analysis data of students' post-test score of VIII D class at the eighth grade students at SMPN 1 Siman

Interval	F	Category	Presentage
77 – 80	5	Excellent	25%
65 – 76	5	Good	25%
60 – 64	10	Poor	50%
Total	20		

From the calculation above, could be concluding the mean score of post-test in control group is 69.8, the range is 20, and deviation standart is 8.146. So, could be concluded that students' post test score of the eighth grade at SMPN 1 Siman is poor.

7. The Result of Assumption Test for Parametric Statistic

a. Normality Test

In this research, the researcher used Kolmogorov-Smirnov formula, the steps of Kolmogorov-Smirnov was:⁴⁹(See appendix)

1. Determine the hypothesis:

Ho : The data was not normal distribution

Ha : The data was normal distribution.

2. Counting the mean and deviation standart with the table. (See Appendix)

3. Determined of fkb

4. Counting frequency devide the data (f/n)

5. Counting fkbdevide the data (fkb/n)

6. Determine value of Z with this formula:

$$Z = \frac{x - \mu}{\sigma}$$

7. Counting $P \leq Z$ (see in table normal of distribution)

8. Determine of a_2 (difference between fkb/n and $P \leq Z$)

9. Determine of a_1 (difference between f/n and a_2)

10. Comparing the highest number a_1 with kolmogorov- smirnov table

11. Test the hypothesis

Ho received if $a_1 \leq I_{\text{index}} (0.356)$

Ho rejected if $a_1 \geq I_{\text{index}} (0.356)$

⁴⁹RetnoWidyaningrum, Statistika, (Ponorogo; PustakaFelicha, 2013), 204-208.

b. Homogeneity Test

Homogeneity test is the variance ratio test between two groups or more.⁵⁰ This can be tested by Harley test. The steps of analyzing homogeneity test as follows:

$$F (max) = \frac{Var \max = SD^2 \max}{Var \min = SD^2 \min}$$

e. Make a frequency distribution table (see appendix)

Table 4.9 The Table of Homogeneity Test in Experimental Group

No	x	f	fx	x ²	f.x ²
1.	92	2	184	8464	16928
2.	88	2	176	7744	15488
3.	84	4	336	7056	28224
4.	80	4	320	6400	25600
5.	76	2	152	5776	11552
6.	68	2	136	4624	9248
7.	64	2	128	4096	8192
8.	60	2	120	3600	7200
Total		20	1552		122432

Table 4.10 The Table of Homogeneity Test in Control Group

No.	y	f	fy	y ²	f.y ²
1.	80	5	400	6400	32000
2.	76	4	304	5776	23104

⁵⁰Widyaningrum, Retno . 2009. Statistik (Ponorogo: STAIN Po Press,2009), 214.

3.	72	1	72	5184	5184
4.	64	5	320	4096	20480
5.	60	5	300	3600	18000
Total		20	1296		98768

f. Calculated SD formula

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx}{nx}\right)^2} = \sqrt{\frac{122432}{20} - \left(\frac{1552}{20}\right)^2} = 9.991996797$$

$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2} = \sqrt{\frac{98768}{20} - \left(\frac{1296}{20}\right)^2} = 27.191175039$$

g. Using the formula Harley

$$F(max) \frac{Varmax}{Varmin} = \frac{9.991996797^2}{27.191175039^2} = \frac{99.839999992}{739.360000002} = 0.135035706$$

h. Comparing F (max) results calculated with F (max) table,

$$db = (n-1 ; k)$$

$$F(max) = 0.1351$$

$$Db = n-1;k$$

$$= 40-1;2 = 39;2$$

F (max) index is 1,85

Ho = Data is homogenous

Ha = Data is not homogenous

So, F (max) is \leq F (index) receive Ho. It means the data is homogeny.

H. Data Analysis

To know calculate of the difference between students who taught use flashcards and students who not taught use flashcards, toward English vocabulary mastery. The researcher applied T-test formulas state below.

The first is about the English vocabulary mastery that taught using flashcards. For the first step is calculated the interval and class for make the table distribution:

- a. Determining mean, standart deviation and standarteror of X variable (taught using flashcards)

$$R = H - L + 1$$

$$H = 92$$

$$L = 60$$

$$K = 1 + 3.322 \log n$$

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

Notes:

R = Total Range

H = Highest Score

L = Low Score

1 = Number of constant

I = Interval class

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 92 - 60 + 1 \\
 &= 33
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3,322 \log n \\
 &= 1 + 3,322 \log 20 \\
 &= 1 + 3,322 \times 1,301029996 \\
 &= 1 + 4,322021647 \\
 &= 5,322021647 (5)
 \end{aligned}$$

$$I = \frac{R}{K} = \frac{33}{5} = 6,6$$

Table 4.11 The Computation of students' post – test in Experimental group

Score X	f	fk	x	x'	fx'	x' ²	fx' ²
92 - 99	2	20	92,5	+2	+4	4	8
84 - 91	6	18	87,5	+1	+6	1	6
76 - 83	6	12	79,5	0	0	0	0
68 - 75	2	6	71,5	-1	-2	1	2
60 - 67	4	4	63,5	-2	-8	4	16
Total	20				0	10	32

$$\begin{aligned}
 M_x &= M' + i \frac{\sum fx'}{n_x} \\
 &= 79,5 + 7 \frac{0}{20} \\
 &= 79,5 + 0 = 79,5
 \end{aligned}$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum f(x)^2}{n_x} - \left[\frac{\sum fx'}{n_x}\right]^2} \\
 &= \sqrt{\frac{32}{20} - \left[\frac{0}{20}\right]^2} \\
 &= \sqrt{1,6 - 0} \\
 &= \sqrt{1,6} \\
 &= 7 \times 1.264911065 = 8.854377455
 \end{aligned}$$

$$\begin{aligned}
 SE_{mx} &= \frac{SD_x}{\sqrt{n_x - 1}} \\
 &= \frac{8.854377455}{\sqrt{20 - 1}} \\
 &= \frac{8.854377455}{4.358898944} \\
 &= 2.031333502
 \end{aligned}$$

b. Determining mean, standart deviation and standarteror of Y variable

(taught not using flashcards)

$$R = H - L + 1$$

$$= 80 - 60 + 1 = 21$$

$$K = 1 + 3,322 \log n$$

$$= 1 + 3,322 \log 20$$

$$= 1 + 3,322 \times 1,301029996$$

$$= 1 + 4,322021647 = 5, 322021647 (5)$$

$$I = \frac{R}{K} = \frac{21}{5} = 4.2 (4)$$

Table 4.12 The Computation of students' post – test in Control group

Score X	f	fk	y	y'	fy'	y' ²	fy' ²
80 - 84	5	20	82	+2	+10	4	20
75 - 79	4	15	77	+1	+4	1	4
70 - 74	1	11	72	0	0	0	0
65 - 69	0	10	67	-1	0	1	0
60 - 64	10	10	62	-2	-20	4	40
Total	20				-6	10	64

$$\begin{aligned}
 M_y &= M' + i \frac{\sum fy}{n_y} \\
 &= 72 + 4 \cdot \frac{-6}{20} \\
 &= 72 + 4x - 0,3 \\
 &= 72 - 1.2 \\
 &= 70.8
 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \sqrt{i \frac{\sum f(y)^2}{n_y} - \left[\frac{\sum fy}{n_y} \right]^2} \\
 &= \sqrt{4 \left[\frac{64}{20} - \left[\frac{-6}{20} \right]^2 \right]} \\
 &= 4 \sqrt{3.2 - 0.09} \\
 &= 4 \sqrt{3.11} \\
 &= 4 \times 1.763519209 \\
 &= 7.054076835
 \end{aligned}$$

$$\begin{aligned}
 SE_{my} &= \frac{SD_y}{\sqrt{n_y - 1}} \\
 &= \frac{7.054076835}{\sqrt{20 - 1}} \\
 &= \frac{7.054076835}{4.358898944} \\
 &= 1.618316214
 \end{aligned}$$

c. To score StandarError Difference between variable X and variable Y, as follow:

$$\begin{aligned}
 SE_{mx-my} &= \sqrt{SE_{mx^2} + SE_{my^2}} \\
 &= \sqrt{2.031333502^2 + 1.618316214^2} \\
 &= \sqrt{4.126315796 + 2.618947368} \\
 &= 6.745263164 \\
 &= 2.597164447
 \end{aligned}$$

d. To score

$$\begin{aligned}
 t_0 &= \frac{M_x - M_y}{SE_{mx-my}} \\
 &= \frac{79.5 - 70.8}{2.597164447} \\
 &= \frac{8.7}{2.597164447} \\
 &= 3.349807137 \\
 &= 3.349
 \end{aligned}$$

e. Determining of db/df

$$Db = n_x + n_y - 2 = 20 + 20 - 2 = 38, \text{ and then it consulted with "t" table.}$$

Determining the significant standard of 5% and 1%:

- The significant standard of 5% is 2.02
- The significant standard of 1% is 2.71

I. Discussion

English vocabulary mastery for students of VIII C class had given treatment and VIII D class had not given treatment. Its result is different. VIII C class had better score than VIII D. It can be seen from mean score. The mean score that used flashcards is 79,5 and the mean score that did not used flashcards is 70,8.

From the calculation above, it is shown that the difference coefficient of the students using flashcards and without using flashcards is 3,349. It is used to answer the hypothesis that using flashcards is effective or not in English vocabulary Mastery for the students VIII C and VIII D in SMPN 1 Siman in academic year 2015/2016.

Correlation coefficient (t_o) from the calculation above will be compared with "t" table (t_t), with the condition state below:

1. If t_o higher than ($t_o > t_t$), H_o is rejected and H_a is received. It means that there is any significant difference on vocabulary mastery between students who are taught by using flashcards and who are taught without it

2. If t_o smaller than ($t_o > t_t$), H_o is received and H_a is rejected. It means that there is no significant difference on vocabulary mastery between students who are taught by using flashcards and who are taught without it.

To determine the t_o is by checking db and consulting with the t_t score:

$$\begin{aligned} db &= (n_x + n_y) - 2 \\ &= (20 + 20) - 2 \\ &= 40 - 2 \\ &= 38 \end{aligned}$$

From the db score, the analysis result shows that $t_o = 3,349$, for the 5% significant level with db = 38, and $t_t = 2,02$. So, we can see that $t_o > t_t$. For the 1% significant level with db = 38, and $t_t = 2,71$. Because the value of t_o is higher than t_t , It can be conclude that H_o is refused and H_a is accepted. It means that there is any significant difference on vocabulary mastery between students who are taught by using flashcards and who are taught without it.

From the explanation above, the researcher can conclude that there is any significant difference between students who are taught by using flashcards and who are taught without it. Flashcards gives significant difference on students' vocabulary mastery at the eighth grade students in SMPN 1 Siman in academic year 2015/2016.

It is suitable with the theory of Kasihani that state “flashcards is giving variation in the teaching learning process”.⁵¹Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. The students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that the teacher can improve the student’s interest. So far, it can say that flashcards as message that carries information to the learners.



⁵¹Kasihani K. ESuyanto. English for young learners. (Jakarta:PT Bumi Aksara, 2010, 109)

CHAPTER V

CLOSING

Based on the result of the study on the previous chapter, in this chapter the writer describes the conclusion and recommendation.

A. Conclusion

1. The students' vocabulary mastery in experimental group who are taught by using flashcards media of the eighth grade students in SMPN 1 Siman in academic year 2015/2016 the mean score of post-testin experimental group is 79.5, the range is 32, and deviation standard is 9.992. So, it could be concluded that students' vocabularymastery in experimental group is good.
2. The students' vocabulary mastery in control group who are taught without using flashcards media of the eighth grade students in SMPN 1 Siman in academic year 2015/2016 the mean score of post-test in control group is69.8, the range is 20, and deviation standart is 8.146. So, it could be concluded that students' vocabulary masteryin control groupis poor.
3. The flashcards is effective in improving students' English vocabulary mastery of the eighth grade at SMPN 1 Simanin academic year 2015/2016. At the level of significant of 5% t_t is 2, 02 and the level of significant of 1% t_t is 2,71 and t_o is 3,349 it is higher than the t_t .

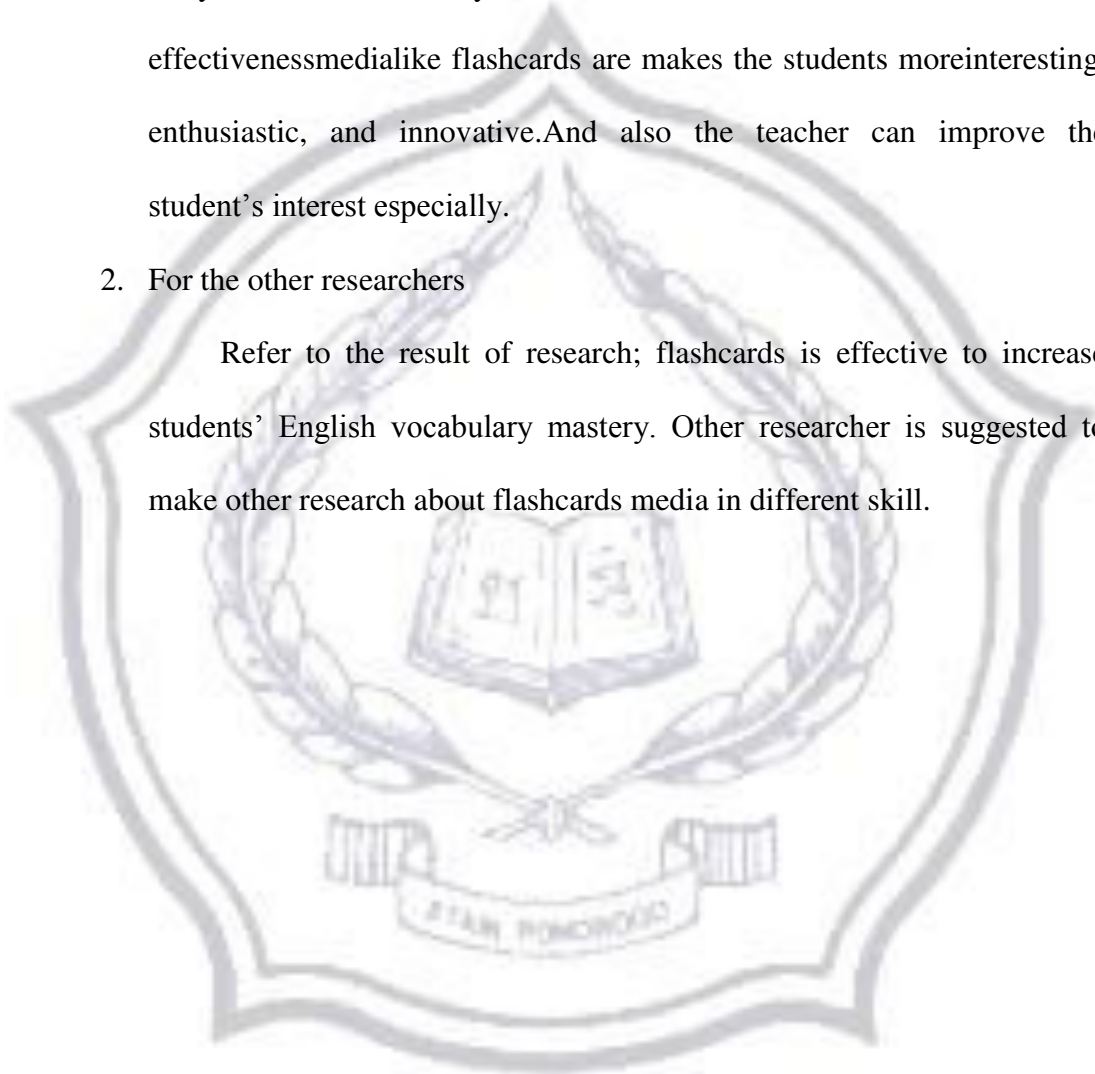
B. Recommendation

1. For the English teacher

The teacher expected to find the effective media like flashcards. They can read many references about media. Because, the effectiveness media like flashcards are makes the students more interesting, enthusiastic, and innovative. And also the teacher can improve the student's interest especially.

2. For the other researchers

Refer to the result of research; flashcards is effective to increase students' English vocabulary mastery. Other researcher is suggested to make other research about flashcards media in different skill.



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