THE EFFECTIVENESS OF FLASHCARDS TO ENHANCE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT MTS MA'ARIF KLEGO

THESIS

By:

Maha Putri Okta Nurhadi
NIM. 210915073

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PONOROGO
FEBRUARY 2022

i

THE EFFECTIVENESS OF FLASHCARDS TO ENHANCE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT MTS MA'ARIF KLEGO

THESIS

Presented to
State Institute of Islamic Studies Ponorogo
In Partial Fullfillment of The Requirement
For the Degree of *Sarjana* in English Education

By:
Maha Putri Okta Nurhadi
NIM. 210915073

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PONOROGO
FEBRUARY 2022**

APPROVAL SHEET

This is to cerifity that Sarjana's thesis of :

Name : Maha Putri Okta Nurhadi

Student Number : 210915073

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : The Effectiveness of Flashcard to Enhance Reading Comprehension of The Eight Grade Students at MTS Ma'arif Klego in Academic Year 2021/2022

Has been approved by the advisor and is recomended for approval and is recommended for appproval and acceptance.

Advisor

Ima Frafika Sari, M. Pd.
NIP. 199209092019032025

Date 4 March 2022

Acknowledge by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M. Pd.
NIP. 198303272011012007

iii

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's of:

Name   : Maha Putri Okta Nurhadi
Students number   : 210915073
Faculty   : Tarbiyah and Teacher Training
Department   : English Education Department
Title   : THE EFFECTIVENESS OF FLASHCARDS TO ENHANCE
                      READING COMPREHENSION OF THE EIGHTH GRADE
                      STUDENTS AT MTS KLEGO

Has been approved by the board og examiners on
Day   : Tuesday
Date   : 22nd March 2022

And has been accepted as requirement for the degree the sarjana in English Education on :
Day   : Thursday
Date   : 31st March 2022

Ponorogo, 20th April 2022

Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies

h. Munir, L., M. Ag
NIP. 196807051999031001

Board of Examiners

1. Chairman   : Dr. Dhinuk Puspita Kirana, M. Pd   (   )
2. Examiner I   : Wiwin Widyawati, M. Hum   (   )
3. Examiner II   : Ima Frafika Sari, M.Pd   (   )

PONOROGO

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini :

Nama	: Maha Putri Okta Nurhadi
NIM	: 210915073
Fakultas	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi/Tesis	: THE EFFECTIVENESS OF FLASHCARDS TO ENHANCE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS AT MTS MA'ARIF KLEGO

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yag dapat diakses di **ethesis.iainponorogo.ac.id**. Adapun isi dari penulisan tersebut sepenuhnya menjadi taggung jawab penulis.

Demikian pernyataan saya agar dapat digunakan sebagaimana mestinya.

Ponorogo, 25 Mei 2022

Maha Putri Okta Nurhadi

v

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama	:	Maha Putri Okta Nurhadi
NIM	:	210915073
Fakultas	:	Tarbiah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi/Tesis	:	The Effectiveness Of Flashcard To Enhance Reading Comprehension Of The Eight Grade Students At MTs Ma'arif Klego In Academic Year 2021/2022

Menyatakan bahwa naskah skripsi / tesis tersebut adalah benar-benar hasil karya sendiri. Di dalam tidak terdapat bagian yang berupa plagiat dari karya orang lain, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika keilmuan yang berlaku. Apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika kelimuan di dalam karya tulis ini, saya bersedia menanggung resiko atau sanksi yang dijatuhkan kepada saya.

Ponorogo, 4 Maret 2022

Penulis,

Maha Putri Okta Nurhadi

ABSTRACT

Nurhadi, Maha Putri Okta. 2022. *The Effectiveness Of Flashcard To Enhance Reading Comprehension Of The Eighth Grade Students At MTs Ma'arif Klego.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Ima Frafika Sari, M. Pd.

Key Words: Flashcards, Reading Comprehension

Reading is a way of getting information from the text because if the readers read a text. In the teaching and learning process in the classroom, the teacher's intsruction will help the students understand what they read and add their knowledge of the world around them. They often stop in reading because they find that the English texts are difficult to understand. The flashcards which contains words or a series of letters can be described throught images. That way the students will not feel bored when reading using the flashcards method.

This research applied quantitative approach and used the quasi experimental. This research used two classes as experimental group and control group. The population was taken from the eighth grade students sample in MTs Ma'arif Klego in academic year 2021/2022. The number of the sample in this research were 40 of experimental group and control group. The procedure of data collection were test and documentation. To analysis it, used t-test formula to know whether there was a significant difference on students' reading comprehension who are taught by flashcards and students' who are not taught by flashcards.

The result of the research showed that the value of t_0 between students' reading comprehension who were taught by flashcards and those were not taught by flashcards was 2,483. The result of computitation using t-test formula of 5% signification level was 2,02. The t_0 was higher than t_t, so that H_a was acccepted and H_0 was rejected.

So, from the computation above it can be concluded that there is a significant difference between students' reading comprehension who are taught by flashcards and those who are not taught by flashcards at MTs Ma'arif Klego. It is become important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English especially in reading comprehension to make students are more motivated in english.
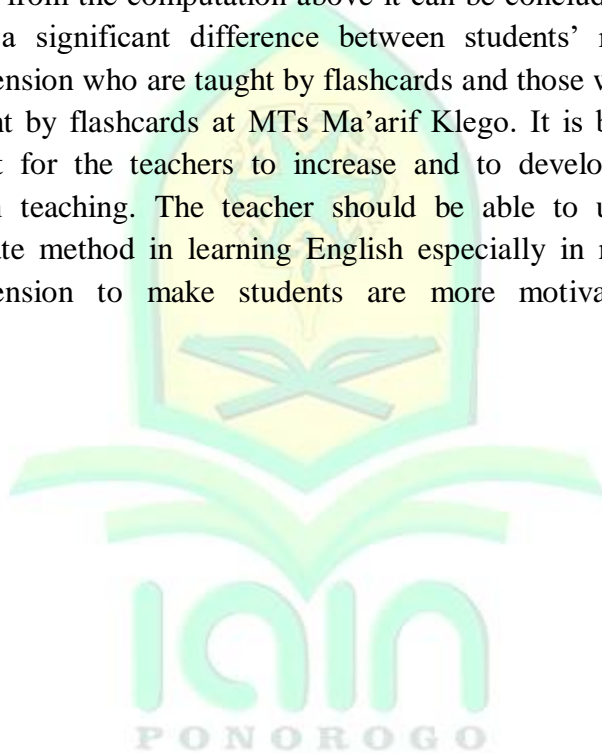
CHAPTER I
INTRODUCTION

A. Background of the Research

English is one of language used for communication in the world. It is known that English is the most important language which must be mastered by the people in global era. As a connecting language, English has been generally regarded as sign of a well round education. Foreign language will be a vital part of the successfull integration in another country. In addition, through English we can introduce the diversity of cultural and language of this nation to those who want to know about this nation.

English is very important for our life. Because English as International language that called as a window of sience and technology. In Indonesia, English is considered as foreign language and it taught formally from elementary school up to university level. English language used in final examination. The students who are not mastery in reading will get difficulties in understanding English text. Generally, English involves some skills that should be mastered, they are: listening, speaking, reading, and writing. All of the language skills support each other.

Among four language skills, reading is considered important. Because reading is a set of skill that involves making sense and deriving meaning from the printed word.[1]

---

[1] Caroline T.Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw Hill Companies, 2005), 68.

Through reading activity students can enlarge their knowledge. It is a reason that students reading skill must be developed. Reading is a way of getting information from the text. If the readers read a text, the readers can find the message from the writer though written form and comprehend what the writen. By reading students can get life experiences, knowledge, and get certain information which is useful for life.

Reading is followed by comprehension, because a reader has to comprehend what he or she reads to get information from a text or a book. In the teaching and learning process in the clasroom, the teacher's intruction will help the students understand what they read and add their knowledge of the world around them. Reading process in the classroom is complex. According to Daimah fatmawati in Cristopher N.Candlin and david R.Hall there are various processes involved in comprehension that must be coordinated and the one of that process is a comprehensing process.[2] Reading is an essential skill for learners of English as second language, most of these learners it is the most important skill to master in order to ensure success not only in English required. With strengthened reading skill, learners will make greater progress and development in all other areas of learning.[3]

---

[2]Daimah Fatmawati, *Teaching Reading Comprehension Based on Contextual Teaching and Learning at Second Year Students of SMP At-Taqwa Bekasi* (Jakarta:FKIP.2009).

[3]Neil J. Aderson, *Practical English Language Teaching*(Mc Graw Hill Companies, 2003), 69.

In most cases, the students frequently find difficulties in comprehending English text. They often stop in reading because they find that the English texts are difficult to understand. They do not understand the meaning of the English texts. So, they feel dizzy and lazy in reading. Based on interview on 25th June 2020 with an English Teacher at the eight grade students of MTS Ma'arif Klego, Mrs. Eni said the students found difficulties in read the text, to pronounce the words in the text. This can be seen when the students were told to read the materials. After giving some questions related to the materials about what they read, some students could not answer question from the teacher. Besides that, most of the students lack of background knowledge so that they difficult to understand the text, they felt sleepy and lack of motivation because the teacher used that make students not interested to understand the content of reading. [4]

Refering to the problem above, various strategy are needed to be implemented; one of them is using flashcards to enhance reading comprehension. The flashcards which contains words or a series of letters can be described throught images. That way the students will not feel bored when reading using the flashcards method. Flashcards have their own art to teaching, especially in reading comprehension. That is, the paper does not look monotonous when the teacher makes flashcards with colors. The messages conveyed in the material will quickly reach to students.

---

[4]Interview on 25 June 2020.

Flashcards is small cards that have picture, word, text or symbol for individual to study a particular topic or describe something.[5] According to Nuligar Hatiningsing and Putri Adriyanti in Kupzyk explain that flashcards is a learning media in the form of all of a small card which contains images, text, or symbolic signs that reminds or guides students to do something related to the picture. Furthermore, flashcards is a learning media in the form of a 25 cm x 30cm picture card. The picture on the flash card are series of messages presented with information on each picture. It is a clue to to help students students to remind or direct to something related to to the images on the card. [6]

There are some advantages of using flashcards in language teaching. They are namely : a) Flashcards can be used for consolidating vocabulary; b) Flashcards are motivating and eye-catching; c) Flashcards are effective that can be used for any level students; d) Flashcards can be taken almost everywhere and studied when are has free moment; e) Flashcards can be arranged to created logical grouping of the target words; f) Flashcards are cost effective or inexpensive; g) Flashcards provide visual link between L1 and target language; and h) Flashcards also can be used

---

[5]Arsyad Azhar, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2020), 110.

[6]Nu ligar Hatiningsih and Putri Adriyanti, *Implementing Flashcard to Improve The Early Reading Skill*, Atlantis Press, Vol 287, No 292, 2018.

for practicing structure and word order or for a variety of games.[7]

The reason of this method is to train the right brain's ability to remember pictures and words, so students vocabulary and reading skills can be trained and improved from an early game age. The basis of flashcard to train students to memorize associations between pictures and words in English language. This method can motivate students to be more enthusiastic in learning English.

The general plans were implemented in this research as follows :

1. Giving the students question and answer activities as their pre-reading activities to help the students activate their background knowledge and maintain their readiness to join the reading activities.
2. Presenting the texts in flashcards to make the students being more interested.
3. Implementing communicative reading activities to make the students more interested and able to interact with others actively during the classroom activities.

B. Limitation of the Research

Based on the problem identification above, the writer only focused on the use of flash card to enhance reading comprehension of the eighth grade totaling 2 class, there are 40 students at MTS Ma'arif Klego Ponorogo in academic year 2021/2022.

---

[7]Yosephus Setyo Nugroho, Joko Nurkamto, Hefy Sulistyowati, *Improving Students Vocabulary Mastery Using Flashcards,* (Surakarta:FKIP.2012).

C. Problem of the Research

Based on the background above, the researcher formulates the research problem as follow :

1). Is there any different score in reading comprehension for the students who are taught by flashcards, and the students who aren't taught by flashcards of the eighth grade students at MTs Ma'arif Klego Ponorogo in academic 2021/2022?

D. Objectives of the Research

The objective of this study is to know whether there is any different score in reading comprehension for the students who are taught by flashcards, and the students who aren't taught by flashcards of the eighth grade students at MTs Klego in academic year 2021/2022.

E. Significances of the Research

1. Theoretical Significances

The result of this study is expected to be a references in teaching reading comprehension and as to theoretical basic to build students' reading comprehension by using flashcards.

2. Empirical Significances

The result of this study is expected to be benefical for :

a. Teacher

The study is expected to be reference for teacher to improve teaching, reading activity especially on comprehension of students by using flashcards.

b. Students

The students are expected to increase students' reading comprehension in reading learning.

c. Readers

This study is to give contribution to readers, particulary the students of English Departmen of IAIN Ponorogo, in giving references with the conducted flashcards in teaching reading comprehension.

F. Organizations of the Research

The researcher writes this thesis in five chapters. They are :

I. The first of organization is Introduction. Introduction is general description of the thesis. The first chapter consists of background study, limitation and statement of the problem, objective, and significance of the study, and organization of the thesis.

II. The second of organization is review of related. The review of related about definition of reading, types of reading, genres of reading, elements of reading, definition of teaching reading, principles of teaching reading, approaches in teaching reading, definition of reading comprehension, microskills and macroskills for the reading comprehension, definition of flashcard, and type flashcards in reading class.

III. The third of organization is research methodology. The research methodology consists of reaearch design, population and sample, instrument of data collection, technique of data collection, and the technique of data collection.

IV. The fourth of organization is result of research.

8

V. The fifth of organization is conclusion. The conclusion consists of conclusion and suggestions.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Background

Teaching learning process is many activities doing by the teacher and the learners, the do to gets something new or information to get more knowledge. The control of the teaching and learning process is the ability of the teacher to comunicate with the learners and how to conduct the activity in the class. There are four major language skill that the language learners have to possess in learning a foreign language.

They are speking, writing, listening, and reading. According to Hamer speaking and writing are referred to as productive skill since they involve the language production. While listening and reading are referred to as receptive skills because they involve receiving messages.[1]

In this research, the researcher is using theories that are relevant with the theme of the discussion. This chapter about the nature of reading, teaching of reading, reading comprehension, and flashcards.

---

[1] Jeremy Harmer, *The Practice of English Language Teaching.* (London: Longman,1991)16.

1. The Nature of Reading

a. Definition of Reading

Reading means different thing to different people, it is recognizing written words, while for others it is an opportunity to teach pronouncation and pactice speaking. However, reading always has a purpose. It is something that we do everyday, it is an intergal part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

According to Sandra Silberstain, reading is a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse.[2] Reading is one of important skill in English. Without reading the reader can't understand about the information of the text. However, reading is a skill for reader in process of activity to get ideas and information between writen and the reader to understand what they read.

Reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it take is the product of that interaction.[3] Anderson defined reading as the process of making meaning from written text. It needs the harmony of a lot of related sources of information.

---

[2]Sandra Silberstain, *Technique and Resources in Teaching Reading*, New York: Oxford American English, 1994), 12.

[3]H Douglas Brown, *Language Assesment Principle and Class Room Practices*, (New York: Longman 2004), 189.

Grabe (1991 as cited in Alyouself 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with the texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowlegde (bottomp-up processing) and schematic knowledge (top-down processsing).[4]

From explanation above, there are a lot definitions about reading. It can be conclude that reading is a process to understand the ideas between writen and reader to get information and get conclusion from the text. In other word, the students are able to understand the text. It is one of ways to students get some of information.

b. **Types of Reading**

There are some types of reading such as follow[5]:

1) Preceptive

In keeping with the the set of categories specified for listening, comprehension, similar, specifications are offered here, expect with some differing terminology to capture the uniquenness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

---

[4]Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education,* 2 (May, 2016), 230.

[5]H Douglas Brown, *Language Assesment Principle and Class Room Practices,* (New York: Longman 2004) 189-190.

2) Selective

This category is largely and artifact of assesment formats. In other to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentence, brief paragraphs, and simple charts and graphs. Brief responses are included as Cwell. A combination of bottom-up and top-down processing may be used.

3) Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psychoinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive tasks is to identify relevant features (lexical, symbolic,, grammatical, and discourse) within text of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottop-up performance may be necessary.

4) Extensive

Extensive reading, applies to texts of more than a page, op to and including   profesional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to "extensive reading as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. The purposes of assesment usually are to tap into a learner's global understanding of a text, as opposed to asking test-taskers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

c. Models of Reading

There are there main models of how reading occours[6]:

1) Bottom-up theory

Bottom-up theory argues that the reader construct the text from the smallest units (letters to words to pharses to sentences, etc) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates (see eskey 1998; Stanovich 1990).

2) Top-down theory

---

[6]Jo Ann Aebersold and Mary Lee Field, *From Reader To Reading Teacher*, (New York: cambridge University Press, 1997,) 18.

Top-down theory argues that readers bring a great deal of knowledge, expectations, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations (Goodman 1967).

3) The interactive school

The interactive school argues that both top-down and bottom-up processes are occuring, either alternately or at the same time. These theories describe a process that moves both bottom-up and top-down, depending on the type of the text as well as on the reader's background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

d. Purpose of Reading

Reading has purpose to find information, such as material and meaning the writen. They are[7]:

1) Reading to search for simple information

For simple information is a common reading ability, though some researchers see itas a relatively independent cognitive process (Guthrie and Kirch, 1987).it is used so often in reading, and especially in reading digital reading, that it needs to be classified as a type of reading ability.

---

[7]William Grabe, Fredericka L, *Teaching and Researching Reading*, (New York : Routledge, 2013) 6.

2) Reading to skim quickly

Is a common part of many reading tasks and a useful skill in it is own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text and then using basic reading comprehension skills (and background knowledge) on those text segments until a general idea is formed.

3) Reading to learn from texts

Typically occurs in academic and profesional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate some what slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge.

4) Reading to integrate information

Requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple source.

5) Reading to write (or search for information needed for writing)

In this circumtanses, a more critical set of goals must be established for an effective synthesis. The reader needs to remember points of comparison or opposition, assess the relative importance of the information, construct a framework in which the information will be organized, and establish the main themes.

6) Reading to critique texts

Task variants of reading to integrate information. Both require abilities to select, critique, and compose information from a text.

7) Reading for general comprehension

Actually more complex than commonly assummed. These assertions are treated in detail in the next two sections of this chapter. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains.

2. Teaching Reading

a. Definition of Teaching Reading

Teaching, which is implied in the first definition of learning, may be defined as "showing orhelping someone to learn how to do something, giving

instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[8] It means that the teacher is someone who transferring their knowledge and information for students in learning process. Teaching reading is a process for teacher to direct and help students how to build the creating meaning from the students' reading comprehension.

b. Approaches in Teaching Reading

Approach "refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching". There are two approaches in teaching reading, they are[9]:

1) An extensive approach

An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of texts of their own choosing, their ability to read with consenquently improve. In an extensive reading the text is always to be read for comprehension of main ideas, not of every detail word. Extensive readings are not generally used to teach or practice specific reading strategies or skills. Since students read

---

[8]H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York : Longman, 2007) 7.

[9]Jo Ann aebersld and Mary Lee Field, *From Reader To Reading Teacher*, (New York: Cambridge University Press, 1997), 42-45.

authentic material, the texts do not have accompanying reading exercises.

2) An intensive approach

In an intensive approach, reading the text is treated as an end in itself. Each is read carefully and throughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. In an intensive approach students do many exercise that require them to work in depth with various selected aspects of the text.

c. **Principles for Teaching Reading**

According to David Nunan their eight of principles for teaching reading, such as follow[10]:

1) Exploit the reader's background knowledge

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experience that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can b activited by setting goals, asking questions,

[10]David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), 74-77.

making pradictions, teaching text structure, and so on.

2) Bild a strong vocabulary bass

Basic vocabulary should be explicity taught and second language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

3) Teach for comprehension

Monitoring comprehension is essential to succesful reading. In order to teach for comprehension, it is a belief that readers must monitor their comprehension processes and be able to discuss with the teacher and or fellow readers what strategies they use to comprehend.

4) Work on increasing reading rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed reader, but fluent readers.

5) Teach reading strategies

In Oxford 1996, explain that strategies are the tools for active, self-directed involment that is necessery for developing communicative ability. Strategies are not single event, but rather a creative

sequence of eventsthat learners actively use. This definition underscore the active role that readers take in strategic reading. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purpose for reading.

6) Encourage readers to tranform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. As learners conciously learn and practice specific reading strategies, the strategies move from conscious to unconcious; from reading to skill.

7) Build assesment and evaluation into your teaching

Both quantitative and qualitative assesment activities should be included in the reading classroom. Quantitative assesment will include information from reading comprehension test as well as reading rate data. Qualitative information can include reading journal responses, reading interest survey, and responses to reading strategy checklists.

8) Strive for continious improvement as a reading teacher

The quality of the invidual teacher is integral to success of second/foreign language readers.

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best. To succeed, reading teacher need more than classroom tips and techniques: reading teacher need to understand the nature of the reading process.

3. Reading Comprehension

a. Definition of Reading Comprehension

Anderson stated that the aim of reading is comprehension. Reading comprehension refers to reading for meaning, understanding, and entertainment.[11] Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involment with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiencyof the text as a determinant of reading comprehension. Comprehension entails three elements:

1) The reader who is doing the comprehending
2) The text that is to be comprehended
3) The activity in which comprehension is a part

In considering reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is btoadly

---

[11]Caroline T. Line, *Practical English Language Teaching : Young Learners*, (New York: McGraw-Hill, 2005), 71.

construed to include the purposes, processes, and consequences associated with the act of reading.[12]

Good reading comprehension depends on understanding the words you are reading. The more words you recognize and understand in a text, the better your comprehension will be. In other word reading comprehension is a process of reader activity to build meaning what they read. The readers make meaning by interacting through the information in the text.

b. Microskills and Macroskills for Reading Comprehension

The micro- and macroskills below represent the spectrum of possibilities for objectives in the assesment of reading comprehension. According Brown, there are 7 microskills and 7 macroskills in reading comprehension, they are[13]:

1) Microskills for Reading Comprehension
   a) Discriminate among the distinctive graphemes and orthographic patterns of English.
   b) Retain chunks of language of different lengths in short-term memory.
   c) Process writing at an efficient rate of speed to suit the purpose.

---

[12]Chaterine Snow. *Reading for Understanding* : Toward an R&D Program in Reading Comprehension,(New York: RAND education, 2002), 35.

[13]H Douglas Brown, *Language Assesment Principles and Class Room Practices*, (New York: Longman, 2004), 187-188.

d) Recognize a core of words, and interpret word order patterns amd their significance.

e) Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agrement, pluralization), patterns, rules, and elliptical forms.

f) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macroskills for Reading Comprehension

a) Recognize the rhetorical from written discourse and their significance for interprenation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Inter context that is not explicit by using background knowledge.

d) From described events, ideas, etc., inter links and connections between events, deluce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meanings.

f) Detect and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words form context, and activating schemata for the interpretation of texts.

In this research, the researcher using microskill for reading comprehension is recognize a core of words, and interpret word order patterns amd their significance and macroskill for reading comprehension is from described events, ideas, etc., inter links and connections between events, deluce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4. Flashcards

a. Definition

According to Haycraft, flashcards are the cards that on which words and or picture and painted or drawn. Flashcard is a piece of cardboard about 18 x 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance. Flashcards are a powerful memory tool write question on one side of the cards and the answer on the other side.[14]

Based on many definition abouve about flashcards; the resesracher can conclude that:

1) Flashcards is one of the media education.
2) Flashcards is a little piece of paper.

---

[14]Aschurotun Nadziroh, *The Use of Flashcards to Improve Vocabulary Mastery*, (Salatiga:FKIP:2010).

3) Flashcards is the cards on which words, picture, printed, or drawn.
4) Flashcards is one of the best tools for memorizing information.

b. Type of Flashcards

David and Hill (1990) calssify flashcards according to their size intothree main categories. First, 'Large (20 x 30 cm) fashcards' which are useful for the whole calss work. Second, 'Medium 910x5 cm) flashcards' which are used with group work. Third, 'Small (5 x 5 cm) flashcards' which are useful for games and the group work task.

c. Word of Flashcards

Wright (1990, p. 59) defines word flashcards as "those teaching aids which are usually used in teaching reading and writing skills. In fact, they can be used used in teaching vocabulary too because they offer a significant help essentially in teaching the spelling of newly learn terms, which undoubtedly should not be neglected with beginner students". Learning from word card might be the easiest strategy of learning vocabulary; Nation(2001) states that a learner writes the foreign word on one side of a small card, and it is translation of the first language on the other side to help him in reading recalling a set of words.

d. Picture Flashcards
1) Small Picture Flashcards

Both Hill and Weight see this material very useful because it is typically applied in pairs, in communicative tasks, or in small groups of students. That is to say, reviewing and practicing vocabulary in a meaningful manner. Being flexible in their way of use, this tye give both teacher and students the probability to apply them in a number of tasks and gams as in various forms of word matching activies.

2) Big Picture Flashcards

This kind of flascard is a very beneficial aid in the presentation of new words and driling forms as well, since they attract students' interest and motivation and kill boredom in classroom activities and make them more enjoyable.[15]

B. Previous Research

In this part the researcher reviews some previous research related the topic. The first research was from Aisya Hartanti, by the title "*Improving Students' Reading Comprehension Ability in Descriptive Text Through Flashcards*". Reading has important role in leaning process. The expectation students in Indonesia should master in reading skill, so that the students will know the information about world but the fact many students think that reading is

---

[15]Hayat Makhlofi, *The effectiveness of Using Visual Aids 'Flashcards' in Teaching New Vocabulary to Pupils of Middle School The Case of Third Year Pupils at El Djadida Middle School Oum El Bouaghi,* (Algeria, 2013), 52-54.

not so important in English and they fell bored for reading a test particulary in English text, because there are some reasons of these : the students are still lack in mastering vocabulary so they are difficult to find the meaning and the message from the text. Then the students are bored to find the meaning and the message, it was caused by the teacher always used the usual media in learning process. The interest media is flashcard, it is one of teaching media that be able to improve the students' interest in reading skill because atthis case the students can see the picture and various colour on the text. To support this media, Cross (1991 : 119) stated that "Flashcard is a simple picture on a piece of card or paper, whis is probably the most widely used visual aids in language teaching."[16]

The second previous research finding that is conducted by Nuligar Hartiningsih and Putri Adriyanti, by the title "*Implementing Flashcards to Improve the Early Reading Skill*". This current study used a single subject of a treatment to a single case. This research design was recruited for the reason it is aimed to focus on the examination on cognitive changes in an individual or a few individuals. There were two variables employed, namely the independent variable (flashcard) and the dependent variable (reading skills). Flashcard was a learning media in the form of a small card contained of imaged, text, or symbolic signs that reminded or guided students to do something related to

---

[16]Aisya Hartati, *Improving Students' Reading Comprehension Ability in Descriptive Text Throught Flashcards,* (Medan Sumatera Utara : 2018), 313.

the picture. This study has succeed in showing a change in the early reading skill level of the subject after giving flashcard media for learning, in which the subject's early reading skill level in the starting point A2 and starting point A1 show a significant proliferation, it can be concluded that the hypothesis proposed in this study can be accepted: Implementing flashcard is able to improve the early reading skills.[17]

The third research from Fath Azmi Ahyana by the title " *The Effect of Applying Word Wall Method Assisted By Flashcards In The Students Achievement on Vocabulary at Eight Grade of SMP Muhammadiyah 07 at Academic Years 2017/2018*". The researcher consisted of two classes included of experimental group 25 students and control group 25 students as respondents. This research was conducted by using true experimental reseach. The instrument of the research was multiple choice tests including pre-test and post-test. The result of t-test was 4.80 and the t-table was 2.01 which used 0.05 as the significant level of this research. Because the t-test values is higher than t-table (4.80 > 2.01), it show that the result in t-test was accepted (Ha). Based on the result of this research, it can be conclude that there was significant effect of applying word wall method assisted by flashcard on the students

[17]Nuligar Hartiningsih and Putri Adriyati, *Implementing Flashcards to Improve The Early Reading Skill*, Atlantis Press, Vol 287, No 292, 2018.

achievement in vocabulary. Moreover, the students more enjoyable and deep understand in material.[18]

The similarity in this research is flasshcard can improve students learning knowledge in English and train them to memorize vocabulary with fun. The difference is only in conveying the material and the forms of the flashcard.

From the previous study above, the researcher concluded that flashcards could improve students' reading comprehension. Flashcards not only could improve the value of students in English but also improve students's value in other lesson. So the researcher to conduct the effectiveness of using flashcards in reading comprehension.

C. Theoretical Framework

There are several problems in teaching and learning process of reading skill. One of the problem is the low reading comprehension of the students. This problem is related to the teacher, the students, the teaching learning method and the reading materials. Since the aim og English teaching and learning injunior high school is to enable students to gain the functional literacy which is the ability to communicate both in simple oral and written English to deal with the daily life context, the students need material that can improve their reading comprehension.

---

[18] Fath Azmi Ahyana, *The Effec of Applying Word Wall Method Assisted By Flashcards in the Students achievement on Vocabulary at Eight Grade of SMP Muhammadiyah 07 at Academic Years 2017/2018* (Sumatera Utara:FKIP.2017).

However, from the preliminary observation, the researcher found that the reading materials for the students were only taken from course book. There were no other reading materials outside the course book due to the aim of the teacher that oriented on the need of the students to face the final exam. Some students were found having less interest on English subject because of the reading tasks which were considered monotonous. They found that the subject was boring and less important. As a result, they found difficulties in the reading comprehension. They felt difficult to find the main idea and specific information.

In fact, there are a lot of materials which can be used as reading materials to motivate the students in teaching and learning process. One of the material is flashcards which can be good sinceflashcard contain genuine communication. They provide students with opportunities to experience language as it is used in real-life situations. The students need to learn to communicate in English to deal with daily life context to prepare them to be ready to join the real-life situation. The students need to learn to communicate in English to deal with daily life context to prepare them to be ready to join in the real-life situation in which they will be exposed to use of English outside the classroom.

Furthermore, flashcards texts effecienly is a way to build up the students' confidence and also motivate them. If the teacher carefully chooses the materials, with the students' general competence, the reading activity will be success-oriented and quite motivating. Then if the students

know that they have read a difficult text but they hav managed to understand it adequtely, they will feel confident in their own ability to read in the foreign language and will be more willing to take charge of their own learning.

The researcher feels certain to use flashcards to improve reading comprehension of the eighth grade students of junior high school. Since flashcards purpose the same term with the aim of English teaching and learning process for junior high school The process of operating a flashcards[19]:

1. The cards that have been arranged are held at chest level and face the students.
2. Pick one by one after the teacher's explanation.
3. Give cards to students, ask to observe the card, then forward it to other students
4. Combine with creative games

D. Hypothesis

Hypothesis is usually considered as the principal instrument in research. Its main function is to suggest new experiments and observations. In fact, many experiments are carried out with the deliberate objects of testing hypothesis. Decision-makers often face situations wherein they are interested in testing hypothesis on the basis of available information and then take decisons on the basis of such

---

[19]Hamidy, Rasyid Ridho, *The Effectiveness of Teaching English Vocabulary using Flashcard For II Semester Students at Gunung Rinjani University*, Vol 6, No 2, 2018, 216.

testing. The hypothesis may not be proved absolutely, but in practice it is accepted if it has withstood a critical testing.[20]

From the explanation, the researcher takes the hyphotesis that :

Ho : There is no significant difference score in reading comprehension for the   students who are taught by Flashcard and who are not taught by flashcard.

Ha : There is a significant difference score in reading comprehension for the students who are taught by Flashcards and who are not taught by Flashcards.
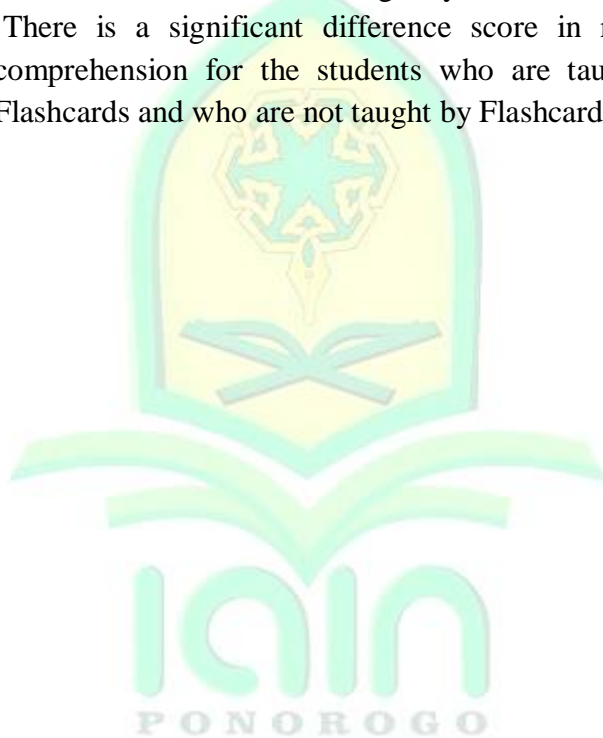
[20]C.R. Kothari, *Research Methodology: Methods and Techniques*,(New Age International, Ltd.2004), 184.

CHAPTER III
RESEARCH METHOD

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. According to Kerlinger research design is the plan, stucture and strategy of investigation conceived so as to obtain answers to research questions and to control variance.[1]

This research will apply a quantitative research. Quantitative research involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics.[2] This research to know wether there is any different score in Reading Comprehension for the students' who are taught by flashcards and the students who are not taught by flashcards at the eighth grade students of MTS Klego. The variable from this research there are two variables, they are:

Independent Variable : Flashcards

Dependent Variable : Reading Comprehension

---

[1]Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Techniques,* (Romania: Bridge Center, 2015), 18.

[2]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 17.

This research, the researcher will use Quasi-Experimental. Quasi-experimental is Quasi-experimental studies, as the name suggests, have some attributes of experimental research design as they involve some controls over extraneous variables when full experimental control is lacking. Quasi-experimental is a type of quantitative research design conducted to explain relationships and or clarify why certain events happen.[3] Cook and Campbell present a variety of quasi-experimental designs, which can be divided into two main categories: nonequivalent (Pre-Test and Post Test) control group design and interrupted time-series designs.[4]

The researcher will use non equivalent (Pre-Test and Post Test) control group design. In this design, the experimental group A and the control group B are selected without random assignment. Both groups take a pre-test and post-test. Only the experimental group receives the treatment.[5]

B. Population and Sample
1. Population

A population is a group of individuals, objects, or items from among which samples are taken for

---

[3]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 67.

[4]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 138.

[5]John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2009), 160-161.

measurement.[6] The population in this reasearch was the eighth grade students of MTS Klego in academic year 2020/2021. The total number of population is 40 students which devided into two group.

2. **Sample**

A sample can be defined as a finite pa A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole (Webster, 1985). When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey.[7] Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[8] Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken, for the purpose of determining parameters or characteristics of the whole population.The researcher use probably sampling by using cluster sampling. Cluster sampling signifies that instead of selecting individual units from the population, entire group or clusters are selected at random. In cluster sampling, first we divide the population into clusters (usually along geographic boundaries). Then we

---

[6]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 88.

[7]*Ibid.*, 88.

[8]John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research the Fourth Edition,* (Boston: Pearson, 2012), 142 .

randomly select some clusters from all clusters formed to measure all units within sampled clusters in the end.[9]The researcher take two classes, the classes are 8A as a experimental class and 8B as control class.

C. Instrument of Data Collection

1. The Instrument

The research instrument that will used to collect data in this reasearch is written test. the form of the test is multiple choice which consists of twenty items. The test will be done into two part; pre test and post test. Pre test was given to know the resluts of the value and condition from students before getting the treatment. While post test was given to know the results of the students' value and condition after getting the treatment by using Flashcards.

2. Validity and Reliability of Instruments

a) Validity

The criteria of validity based on the comparison between r_{xy} and r-Table. Where the getting of r_{xy} is from product moment formula and gaining the r_{table} is from correlation coefficient. If the $r_{xy} > r_{Table}$ the item is valid.[36] The researcher takes correlation coefficient "r" product moment from Pearson in db/df 25 and on 5% of significant stage. The result of validity of test can be seen in table:

Table 3.1 Item Validity of Instrument for Reading Comprehension Test

---

[9]Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 105.

No Item	"R" Arithmetic	"R" Table	Explanation
1	0.726	0.444	VALID
2	0.405	0.444	INVALID
3	0.682	0.444	VALID
4	0.459	0.444	VALID
5	0.504	0.444	VALID
6	0.071	0.444	INVALID
7	0.682	0.444	VALID
8	.a	0.444	VALID
9	0.339	0.444	INVALID
10	0.682	0.444	VALID

From the result above, there are 3 items that are invalid
(2, 6, 9) and 7 items are valid (1, 3, 4, 5, 7, 8, 10). The researcher used 7 valid items as the
instrument to measure the students' reading comprehension. The calculation of validity test can be seen in appendix.

b) **Reliability**

Test reliability is defined as the extent to which the
result can be considered consistent or stable.38 An instrument is said reliable if the result of measurement on same tastes gives consistence or stable result. Not only validity, but also reliability is important for an instrument to measure whether the instrument is reliable or not, the researcher was also used the enter SPSS 16 windows programs.

Table 3.2 The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	Part 1 Value	.678
	N of Items	5[a]
	Part 2 Value	.296
	N of Items	5[b]
	Total N of Items	10
Correlation Between Forms		.288
Spearman-Brown Coefficient	Equal Length	.447
	Unequal Length	.447
Guttman Split-Half Coefficient		.442

a. The items are: Q1, Q2, Q3, Q4, Q5.

b. The items are: Q6, Q7, Q8, Q9, Q10.

Based on the calculation result of reliability was the value of the students" reliability instrument is 0.678. Then the value of reliability is consulted with "r" table on the significance level of 5%. The value of "r" table is 0, 444. The value of "r" index of reliability (0.678) > "r" table (0,444), so the test is reliable.

D. Technique of Data Collection

1. Documentation

Documents is tool of measuring in the quantitave data. Documentary is a kind of important technique to get data about everything or variable which is in the form of notes, transcript, and book.[10] In this research, the researcher was used documentation to supported data about notes of activity students, transcrip of students' value, and the profile of the school.

2. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured: multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a

---

[10]H Douglas Brown , *Language Assessment Principle and Class Room Practices*, (New York: Longman, 2004), 33.

checklist of expected responses to be filled in by the administrator.[11] The research conducted the test to collect data.

D. Technique of Data Analysis
1. Assumption Test

After the test was given to the students in pre-test and post-test, then the results of test will be analysed with assumption test. The test there are test of normality and test of homogeinity.

a. Normality Test

The purpose of normality test is to know the data distributedmnormaly or not. Normality test is used to know whether the data from both group sample which examined comes from the population or distribution or not.[12] In this reasearch, the researche will use SPSS 16 program for windows to calculate the normality test.

b. Homogeneity

Homogenity test is used to know the similarity of the pupulations. Homogeinity test is use to know before we compare some of groups.[13] In this research, the researcher will use SPSS 16 program for windows to calculate the homogeinity test.

---

[11]*Ibid.*, 3.

[12] James Dean Brown, *Testing Language Programs: A Comprehensive Guide To English Language Assessment,* (New York: Mc Graw Hill, 2005), 16.

[13]Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 212.

2. Testing Hypothesis

For testing hypothesis, the research will use the T-test to know whether there is the difference between to variable in the study. The researcher will use SPSS 16 program for windows to analyze the T-test. The criteria of testing hypothesis, as below:

a) Ho : if t-test < t-table in significanct degree 5%

b) Ha : if t-test > t-table in significanct degree 5%

CHAPTER IV
RESEARCH RESULT

A. Research Location
1. Profile of MTs Ma'arif Klego

MTs Ma'arif Klego is located on Jalan Halim Perdana Kusuma No. 38 Klego, Mrican, Jenangan, Ponorogo. It has a strategic location, not far from urban areas so it is very easy to reach from cities and villages. MTs Ma'arif Klego is located on the Ponorogo-Pudak route. So that many MTs Ma'arif Klego students come from these areas.

MTs Ma'arif Klego is a formal educational institution under the auspices of the Ma'arif NU foundation with private status oriented towards general education and teaching and has an accreditation level carried out by the madrasah accreditation board of East Java province Number: C/KW.13.4/ MTs/190907/2007 as Madrasah accredited B (good).

MTs Ma'arif Klego was established according to the madrasa establishment permit from the regional office of the Ministry of Religion of the Republic of Indonesia, No. W.M. 0602200586, the school registration number from the Ministry of Education and Culture is 20510290 and the madrasa statistic number (NSM) 121235020061. Operationally, MTs Ma'arif Klego started learning activities on July 1, 1986, until now led by Mr. Muhammad Sahal, S. Ag, as the head of the madrasah.

Every profit and non-profit educational institution must have a vision, mission, and goals to be achieved.

This vision, mission, and goals are related to each other. Vision is a distant view of a goal to be achieved, while a mission is an attempt to achieve a goal. Therefore, here we will describe the vision, mission, and goals of the institution of MTs Ma'arif Klego.

2. **Vision, Mission and Goals of MTs Ma'arif Klego**
   a. **Vision of MTs Ma'arif Klego**

   Vision is a realistic picture of the view of the future that you want to realize in a certain period of time. Vision can also be interpreted as a written or spoken statement today and as a management process for reaching the future. The vision of MTs Ma'arif Klego is as follows:

   "MTs Ma'arif Klego as a center for education and personality development of students who are religious, have good morals based on Islamic law which leans towards Ahlus Sunnah wal Jamaah."

   The vision that is used as the basis for pursuing a goal is also the profile as well as the ideals of the school which include; (a) oriented to the future by taking into account the development of the times; (b) in line with societal norms and expectations; (c) to achieve excellence; (d) building the spirit and commitment of all school members; (e) encourage changes in a progressive direction; (f) directing to the next step in the form of the mission of a school institution.

b. **Mission of MTs Ma'arif Klego**

Mission is a statement about something that must be achieved by an organization or institution. So, basically the mission is an effort or action to realize the vision. The mission of MTs Ma'arif Klego is as follows:

1) Preparing a generation that embodies Islamic people, studying Islamic law by referring to one of the four schools of thought.
2) Forming a generation of pious Muslims by adhering to the teachings of Abu Hasan al Asyari and Imam Maturidi as guidelines for the Islamic Aqidah Ahlus Sunnah Wal Jama'ah.
3) Forming a generation of obedient Muslims to worship/obedient to Allah and His Messenger, to be obedient to both parents, to be polite in speech, to be friendly to fellow creatures and the natural surroundings, so as to create conducive situations and conditions..

c. **The Goals of MTs Ma'arif Klego**

1) Participate in educating the nation's life
2) As a means of proselytizing and spreading Islam
3) To raise awareness about the importance of religious education for community members
4) Provide provisions and knowledge in the field of Islam
5) Provide opportunities for the community to participate in providing educational services for school-age children

6) Provide opportunities for parents who have not been able to provide personal religious education in the family

3. **The Condition of Teachers, Staff, and Students of MTs Ma'arif Klego**
   a. Teacher or staff

   Teacher or staff is one of the important components in education institution, especially in learning activities. The professional teachers will influence in learning process. And a good learning process will create smart learner. So, it is necessary to pay attention how is the quality of teachers or staff. The total of teachers or staff in academic 2021/2022 are as follows:

Table 4.1 Total Teachers and Staff in MTs Ma'arif Klego

No.	Teachers or Staff	Count
1.	Headmaster	1
2.	PNS	2
3.	Non PNS	30
4.	Staff	
Total		33

The number of teacher and staff at MTs Ma'arif Klego is 33 people, consist of 1 headmaster, 2 civil servant, 30 non-civil servant, and not identified staffs as well as.

b. Students

As one of component besides teachers or staff, the students are the most important component. Because without the students, teaching and learning process will not occur.

Table 4.2 Total Students in MTs Ma'arif Klego in Academic Year 2021/2022

Class	Male	Female	Total
VII	27	20	**47**
VIII	26	18	**44**
IX	19	19	**38**
Total	**72**	**57**	**129**

The number of students at MTs Ma'arif Klego in academic year 2021/2022 as whole reaches 129 students, consist of 47 students class VII, 44 students class VIII, and 38 students class IX.

4. **Organizational Structure of MTs Ma'arif Klego**

Organizing is a process of compiling an organizational structure in accordance with the objectives to be achieved, the resources owned, and the environment around it. An organization certainly cannot be separated from the organizational structure, be it government, community, and school organizations. Meanwhile, the organizational structure is a formal mechanism that shows a framework and form of an

organization that is related to one another. The organizational structure has an important role in an organization, where in the structure it can be seen and explains every task, role, and function of each component of the organization's organizers. The organizational structure at MTs Ma'arif Klego includes;

a. Madrasah leadership which includes the head of madrasa, deputy head of curriculum, deputy head of student affairs, deputy head of facilities and infrastructure, and deputy head of public relations.

b. Public Relations (Public Relations)

c. The teacher council which includes the quality assurance team, homeroom teachers, BK (Counseling Guidance) teachers, Maple Teachers (Subjects), Extracurricular Advisors

d. School education staff or Administration (TU) includes personnel administration section, financial administration section, facilities and infrastructure innovation administration section, correspondence administration section, library administration section, computer operator section, executive assistant section, security guard section, school guard section.

Table 4.3 Organizational Structure of MTs Ma'arif Klego

No.	Position	Name
I	**Head master**	Muhammad Sahal, S. Ag
II	**Head of administration**	Zainal Arifin
III	**Deputy Head of Madrasah**	
	Deputy Head of Madrasah	Hakim Pribadi, M.Pd.I

	Student	Eny Qomariyah, S.Pd.
	Infrastructure	Drs. Samuri
	PR	Hayin Indayani, S. Pd
IV	**Quality Assurance Team**	
	Academic Field	Ihsanudin Aziz, SE
	Non-Academic Fields	Seto AN
V	**Guidance and counseling**	Ribadianto, S.Pd.I
VI	**Homeroom teacher**	
	VII A	Henny ZN, S.E
	VII B	Titien Uswiyati, S.Pd.I
	VIII A	Fitin Ifariyah, S.Pd.I
	VIII B	Hayin Indayani, S.Pd.I
	IX A	Eny Qomariyah, S.Pd
	IX B	Kateno, S.Pd
VII	Extracurricular Advisor	Hakim Pribadi, M.Pd.I
VIII	Administration	Siti Zulaikah
IX	UKS	Yuli Hidayati, S.Pd

B. Specific Research Finding

1. Procedure of Experimental Class

This research used experimental research which made two classes as the sample. Those were VIII A as experimental class and VIII B as a control class. The number of experiment class was 21 students. They had followed pre-test and post-test that conducted by the researcher.

Firstly, the students were given pre-test to make them in some condition or homogeinity before beginning the research. It was hold on October, 18th 2021. The form

test was multiple choice in greeting cards with the topic "Come to my birhtday, please!" this spent 30 minutes.

Secondly, the first treatment of using flashcard held on October, 21th 2021. The material was greeting cards. The researcher explains the definition, function, structure, and type of greeting cards. After that, the students made a group to identify the generic structure of greeting cards.

Thirdly, the second treatment held on October, 25th 2021. When the researcher implemented flashcard method in experimental group, the students' difficulty was found such as the got confused to follow the step of flashcard method. To overcome this problem, the researcher had to explain them again to stimulate their critical thinking.

Nevertheless, the media such as card and picture used by the students made them interested to learn. In this meeting, the students could adapt in using his technique.

Fourthly, that was post-test. It was hold on October, 28th 2021. It used to measure whether the flashcard method is success or not in teaching reading on greetig cards in the post test spent 30 minutes too.

2. **Procedure of Control Class**

The second class VIII B as a control class. The number of the control class was 19 students. They had followed pre-test and post-test too, that conducted by the researcher. There are four meeting for the control class.

The procedure of control is same with the procedure of experimental class.

Firstly, the students were given pre-test. It was hold on October, 18th 2021. The form test was about greetig cards. This test spent 30 minutes. Secondly, the first meeting with the normal made of instruction that is lecture method held on October, 21th 2021. The material was greeting cards. The teacher explained definition, function, generic structure, and kind of greeting cards.

Thirdly, the second meeting held on October, 25th 2021 2021. The material was greeting cards too . Teacher reviews the material before. Then, the students made a group and teacher gave text to identify kind of greeting cards. After finished, the exercise on the students reading in front of the class.

Fourthly, that was post-test. It was hold on October, 28th 2021. The form test of post test was multiple choice in greeting cards with the topic "Come to my birthday party, please!". In post test spent 30 minutes.

3. **The result of students' pre-test and post-test in Experiment**
   Class

   The data were collected from the result of the students' score of pre-test and post-test in experimental class. The following were description of the table and the description of the students' score in the experimental class:

Table 4.4 The Result of Students' Pre Test and Post Test in Experiment Class

No.	Name	Pretest	Post Test
1	Aditya Rico	50	70
2	Aly	60	70
3	Andrian	40	60
4	Ardy	40	60
5	Arina	60	70
6	Aurelia	70	80
7	Fani	50	70
8	Ihsanul	30	70
9	Jelita	70	90
10	Jesika	60	80
11	Khafid	50	70
12	M.Irfan	60	80
13	M.Reza	40	70
14	Melisa	80	90
15	Meyliana	70	80
16	Muhammad al Hafiz	50	80
17	Muhammad Rizqi	50	80
18	Naila	80	90
19	Raisa	70	80
20	Reza	30	70
21	Wilhan	40	70

From the table 4.4, it can be seen that the highest pre-test score of experiment class was 80. While, the lowest pre-test score was 30. Furthermore, the highest score of post-test is 90, while the lowest score is 60.

The results of students' test of experimental class can be seen clearly on the following table. It will explore

about pre-test and then the result of post-test in the experimental class.

Table 4.5 Frequency Distribution of Pre-test in Experimental Class

Pre Test Score of Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	9.5	9.5	9.5
	40	4	19.0	19.0	28.6
	50	5	23.8	23.8	52.4
	60	4	19.0	19.0	71.4
	70	4	19.0	19.0	90.5
	80	2	9.5	9.5	100.0
	Total	21	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehention was various. There were 9,5% students or 2 students got score 30, 19% or 4 student got score 40, 23,8% students or 5 students got score 50, 19% students or 4 students got score 60, 19% students or 4 students got score 70, 9,5% students or 2 students got score 80.

Based on the table above, the histogram can be seen in as below:

Histogram

Mean =54.76
Std. Dev. =15.04
N =21

Pre Test Score of Experiment Class

Figure 4.1 Histogram for the pre-test in experimental class

From the histogram above, it is stated M = 54,76 and SD = 15,04 To determine the category of the students' reading comprehension was good, medium, or low, the researcher classified scores using standard as follows:

a. More than M = 1.SD (54,76 +15,04 = 69,8) is categorized into good.

b. Between M - 1.SD to M + 1.SD is categorized into medium.

c. Less than M - 1.SD (54,76 -15,04 = 39,72) is categorized into low.

Thus it can be seen that the scores which are more than 69,8 is categorized into good, the score between 40-

70 is categorized medium, and the score which are less than 39,72 is categorized low.

The categorized can be seen clearly in table as below:

Table 4.6 The Categorizaton of Students' Pre-test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More than 70	2	9,5%	Good
2.	Between 40-70	17	81%	Medium
3.	Less then 40	2	9,5%	Low
	Total	21	100%	

From the table above, it could be seen that the score of students' who are taught before using flashcards method. In pre-test showed that 9,5% in the good category, 81% in medium category, and 9,5% in the low category.

Table 4.7 Frequency Distribution of Post-test in Experimental Class

Post Test Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	9.5	9.5	9.5
	70	9	42.9	42.9	52.4
	80	7	33.3	33.3	85.7
	90	3	14.3	14.3	100.0

Post Test Experiment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	9.5	9.5	9.5
70	9	42.9	42.9	52.4
80	7	33.3	33.3	85.7
90	3	14.3	14.3	100.0
Total	21	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards was various. There were 9,5% students or 2 students got score 60, 42,9% or 9 student got score 70, 33,3% students or 7 students got score 80, and 14,3% students or 3 students got score 90.

Based on the table above, the histogram can be seen in as follows:

Histogram

Post Test Experiment
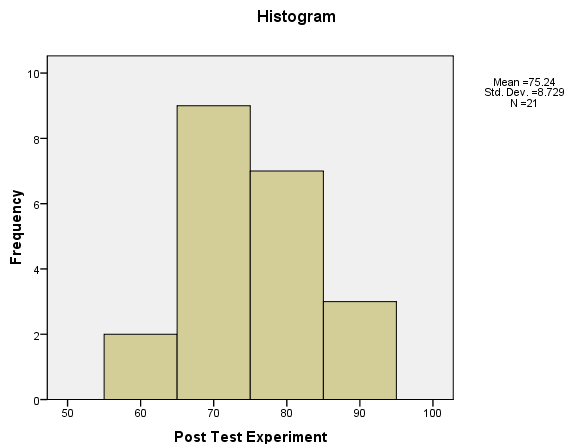
Figure 4.2 Histogram for the post-test in experimental class

From the histogram above, it is stated M = 75,24 and SD = 8,729 To determine the category of the students' reading comprehension was good, medium, or low, the researcher classified scores using standard as follows:

a. More than M = 1.SD (75,24 + 8,729 = 83,96) is categorized into good.
b. Between M - 1.SD to M + 1.SD is categorized into medium.
c. Less than M - 1.SD (75,24 - 8,729 = 66,51) is categorized into low.

Thus it can be seen that the scores which are more than 84 is categorized into good, the score between 67-84 is categorized medium, and the score which are less than 67 is categorized low.

The categorized can be seen clearly in table as below:

Table 4.8 The Categorizaton of Students' Post-test in Experimental Class

No.	Score	Frequency	Percentage	Category
1.	More than 84	3	14,3%	Good
2.	Between 67-84	16	76,2%	Medium
3.	Less then 67	2	9.5%	Low
	Total	21	100%	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards who are taught by flashcard method in post-test showed that 14,3%% in the good category, 76,2% in medium category, and 9,5% in the low category.

4. **The result of students' pre-test and post-test in Control Class**

The data were collected from the result of the students' score of pre-test and post-test in control class. The following were description of the table and the description of the students' score in the control class:

Table 4.9 The result of students' pre-test and post-test in Control Class

No.	Nama	Pretest	Post Test
1	Adha	60	80
2	Aditia	50	50
3	Ahmad	40	60
4	Alifa	70	90
5	Andra	40	50
6	Fahlepi	70	70
7	Jamilil	40	60
8	Kelvin	80	80
9	Luis	60	70
10	M Ali	30	40
11	Maura	60	60
12	Muhammad Khoirul	50	60
13	Muhammad Bahrul	50	70
14	Muhammad Subhan	60	70

15	Muhammad Zaki	70	70
16	Mutamilul Abdul	60	60
17	Nadia	80	80
18	Riyan	60	70
19	Tiara	70	80

From the table 4.9, it can be seen that the highest pre-test score of control class was 80. While, the lowest pre-test score was 30. Furthermore, the highest score of post-test is 90, while the lowest score is 40.

The results of students' test of control class can be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.10 Frequency Distribution of Pre-test in Control Class

Pre Test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	5.3	5.3	5.3
	40	3	15.8	15.8	21.1
	50	3	15.8	15.8	36.8
	60	6	31.6	31.6	68.4
	70	4	21.1	21.1	89.5
	80	2	10.5	10.5	100.0

Pre Test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	5.3	5.3	5.3
	40	3	15.8	15.8	21.1
	50	3	15.8	15.8	36.8
	60	6	31.6	31.6	68.4
	70	4	21.1	21.1	89.5
	80	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards was various. There were 5,3% students or 1 students got score 30, 15,8% or 3 student got score 40, 15,8% students or 3 students got score 50, 31,6% students or 6 students got score 60, 21,1% students or 4 students got score 70, 10,5% students or 2 students got score 80.

Based on the table above, the histogram can be seen in as below:

Pre Test of Control Class

Mean =57.89
Std. Dev. =13.976
N =19

Pre Test of Control Class
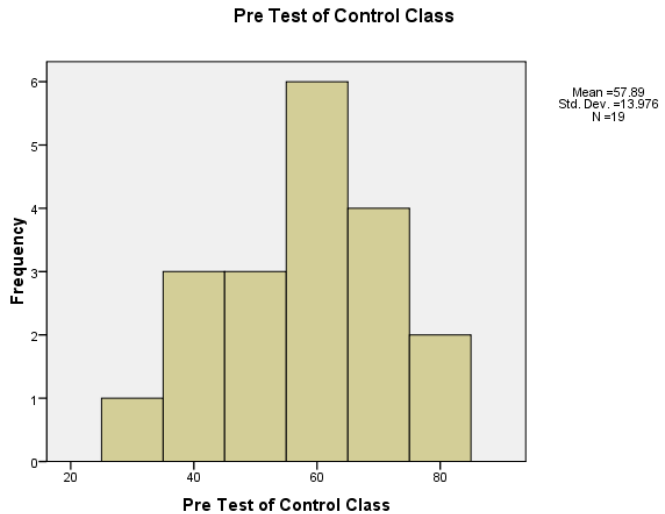
Figure 4.3 Histogram for the pre-test in control class

From the histogram above, it is stated M = 57,89 and SD = 13,98. To determine the category of the students' (Materi) was good, medium, or low, the researcher classified scores using standard as follows:

a. More than M = 1.SD (57,89 +13,98 = 71,87) is categorized into good.

b. Between M - 1.SD to M + 1.SD is categorized into medium.

c. Less than M - 1.SD (57,89 – 13,98 57 = 43,91) is categorized into low.

Thus it can be seen that the scores which are more than 72 is categorized into good, the score between 44-72 is categorized medium, and the score which are less than 44 is categorized low.

The categorized can be seen clearly in table as below:

Table 4.11 The Categorizaton of Students' Pre-test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More than 72	2	10,5%	Good
2.	Between 44-72	13	68,5%	Medium
3.	Less then 44	4	21%	Low
	Total	19	100%	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards who are taught by using lecture method in pre-test showed that 10,5% in the good category, 68,5% in medium category, and 21% in the low category.

Table 4. 12 Frequency Distribution of Post-test in Control Class
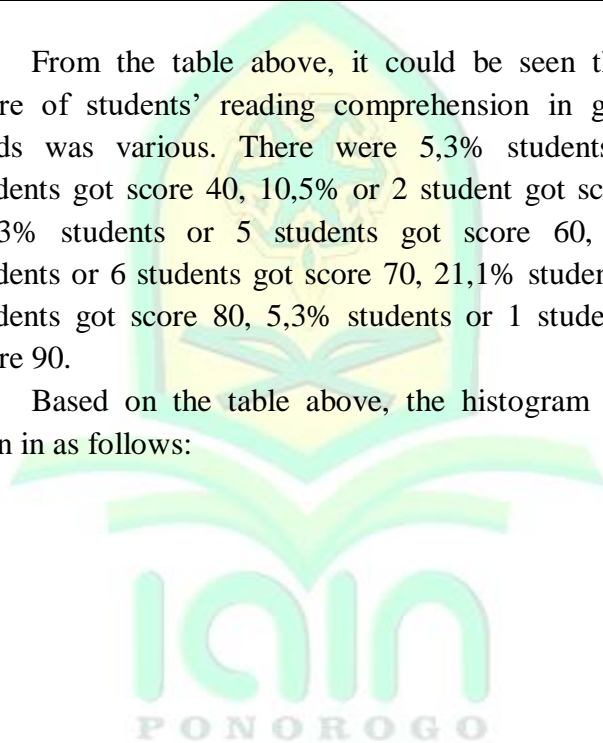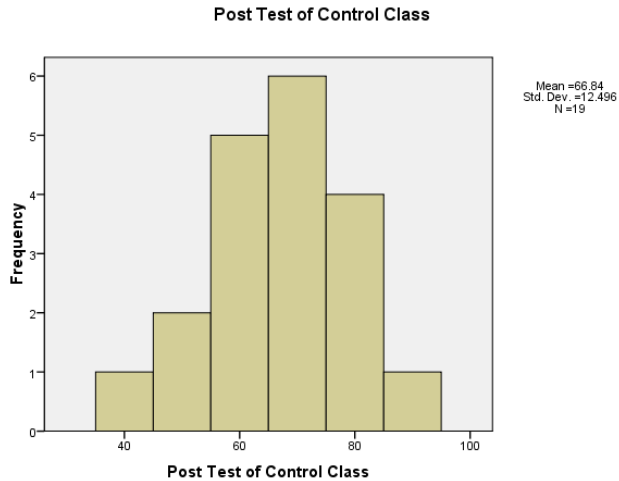
Post Test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	5.3	5.3	5.3
50	2	10.5	10.5	15.8

60	5	26.3	26.3	42.1
70	6	31.6	31.6	73.7
80	4	21.1	21.1	94.7
90	1	5.3	5.3	100.0
Total	19	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards was various. There were 5,3% students or 1 students got score 40, 10,5% or 2 student got score 50, 26,3% students or 5 students got score 60, 31,6% students or 6 students got score 70, 21,1% students or 4 students got score 80, 5,3% students or 1 students got score 90.

Based on the table above, the histogram can be seen in as follows:

Post Test of Control Class

Mean =66.84
Std. Dev. =12.496
N =19

Figure 4.4 Histogram for the post-test in control class

From the histogram above, it is stated M = 66,84 and SD = 12,5 To determine the category of the students' reading comprehension in greeting cards was good, medium, or low, the researcher classified scores using standard as follows:

a. More than M = 1.SD (66,84 + 12,5 = 79,34) is categorized into good.

b. Between M - 1.SD to M + 1.SD is categorized into medium.

c. Less than M - 1.SD (66,84 - 12,5 = 54,4) is categorized into low.

Thus it can be seen that the scores which are more than 79 is categorized into good, the score between 54-79 is categorized medium, and the score which are less than 54 is categorized low.

The categorized can be seen clearly in table as below:

Table 4.13 The Categorizaton of Students' Post-test in Control Class

No.	Score	Frequency	Percentage	Category
1.	More than 79	5	26,3%	Good
2.	Between 54-79	11	57,9%	Medium
3.	Less then 54	3	15,8%	Low
	Total	19	100%	

From the table above, it could be seen that the score of students' reading comprehension in greeting cards who are taught by using lecture method in pre-test showed that 26,3% in the good category, 57,9% in medium category, and 15,8% in the low category.

C. Data Analysis

Assumption test analysis was conducted as the prerquisite for testing hypoyhesis. There were normality test and homogeinity test of the data.

1. Normality Test

Normality test was conducted to know whether the data distributin or not. In this research, the researcher used Kolmogorov-Smirnov and calculated the data by using SPSS 16 program. The hypothesis of this normality test as follow:

Ho : The data was not normal distribution

Ha : The data was normal distribution

Ha was accepted if P_{value} higher than 0,05 ($P_{value} <$ α). The table below was the result of calculating normality test.

Table 4.14 Normality Test of Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		21
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	5.34297374
Most Extreme Differences	Absolute	.138
	Positive	.138
	Negative	-.137
Kolmogorov-Smirnov Z		.633
Asymp. Sig. (2-tailed)		.818

a. Test distribution is Normal.

Based on the calculation of SPSS 16 program above, it can be seen that the test used One-Simple-Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-Tailed) that was higher than α (0,818 > 0,05). It means that the data experimental class is normality distributed.

Table 4.15 Normality Test Control Class

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		19
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	7.17440282
Most Extreme Differences	Absolute	.137
	Positive	.137
	Negative	-.072
Kolmogorov-Smirnov Z		.597
Asymp. Sig. (2-tailed)		.868

a. Test distribution is Normal.

Based on the calculation of SPSS 16 program above, it can be seen that the test used One-Simple-Kolmogorov-Smirnov test. The table above showed that the value of Sig. (2-Tailed) that was higher than α (0,868 > 0,05). It means that the data experimental class is normality distributed.

2. **Homogeneity Test**

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both group would influence the result of test. In this research, the researcher used SPSS 16 program to calculate the value of homogeneity test. The result of calculation as below:

Table 4.16 Test of Homogeneity of Variances

Test of Homogeneity of Variances

Score of
Test

Levene Statistic	df1	df2	Sig.
1.945	1	38	.171

Based on the table 4.16 above, it can be seen from the value of Sig. That was higher than α (1,945 > 0,05). It means that the data is homogeneous.

3. **T-test (Hypothesis Test)**

After conducting normality and homogeneity test, the researcher was testing the hypothesis. The researcher used T-test to analyzed the data. It was used to compare the students' reading comprehention that divided into two groups which were taught by using different technique. There were experimental class and control class. In experimental class was taught by using flashcard method. While, in the control class was taught by lecture method. In this research by using SPSS 16 program for windows.

Table 4.17 Mean Score of Experimental Class and Control Class

Descriptive Statistics

	N	Mean	Std. Deviation
Experiment Class	21	75.24	8.729
Control Class	19	66.84	12.496
Valid N (listwise)	19		

Based on the table above, the results of data analysis showed that the students' means score of experimental class (students' who are taught by using flashcard method) is 75,24. While the students' means score of control class (students' who are not taught by using lecture method) is 66,84.

Table 4.18 The Result of T-Test Calculation

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	t	df					Lower	Upper
Score of Test	Equal variances assumed	1.945	.171	2.483	38	.018	8.396	3.382	1.550	15.242

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score of Test	Equal variances assumed	1.945	.171	2.483	38	.018	8.396	3.382	1.550	15.242
	Equal variances not assumed			2.439	31.820	.020	8.396	3.442	1.384	15.408

Based on the result calculation of T-test above, Mean = 75,24 , it refers to average difference of students test score between experimental and control class. Standard error = 3,382 . Confidance interval in lower and upper refers to size of confidance is 95% level.

It can be sen that the value of T-test is and the degree of freedom (df = (N1 + N2) – 2, (21 + 19) – 2 = 38). The value of t_{table} is significant 5% is 2,02. To interpret the data above, the researcher formulate hypothesis as below:

Ho   : There was no significant difference score on reading comprehension between the students who taught by flashcard method and those who are not.

Ha   : There was significant difference score on reading comprehension between the students who taught by flashcard method and those who are not

The result of this research showed that the value of T_{test} = 2,483 and the value of t table with df = 38 was 2,02. It means that 2,483 > 2,02. Therefore, Ho was accepted and Ha was rejected. It can be concluded that there was not significant different score on the students who were taught by using flashcard method and those who were not.

D. Discussion and Interpretation

This research was conducted to know whether there is a significant effect of flashcard method on reading comprehension for the eighth grade og MTs Ma'arif Klego in academic year 2021/2022 or not. In this research, researcher used test and documentation to get data. After collecting data, then make description. The results are follows:

Hypothesis test (t_0) at 2,483 from the calculation above would be compared to the T-table (t_t) with the condition stated as below:

1. If the $t_0 \geq t_t$ H_a was accepted. It means there was any significant difference between two variable.
2. If the $t_0 \leq t_t$ H_o was rejected. It means there was not any significant difference between two variable.

To determine the value of to, the researcher was checking df and consulted with the t_t score:

$$df = (N1+N2) - 2$$
$$= (21 + 19) - 2$$
$$= 38$$

At significant standard 5%, the value of t_{test} was 2,483. then the value of t_0 was 2,02 It means that Ho was rejected and Ha was accepted.

From the calculation above, it can be seen that the students who were taught by using flashcards better score than those who were not. So that, it can be concluded that there was significant different score in reading comprehension on greeting card of the students who were

taught by using flashcard and those who are not at the eighth grade students of MTs Ma'arif Klego.

Teaching by using flashcard was effective to teach reading for the eighth grade students of MTs Ma'arif Klego. This technique can make students more active in the learning process especially on reading comprehension on reading greeting card because all members have participated and all ideas are on the paper. Each member group gives the idea related to the theme in turn the paper that has been distributed.
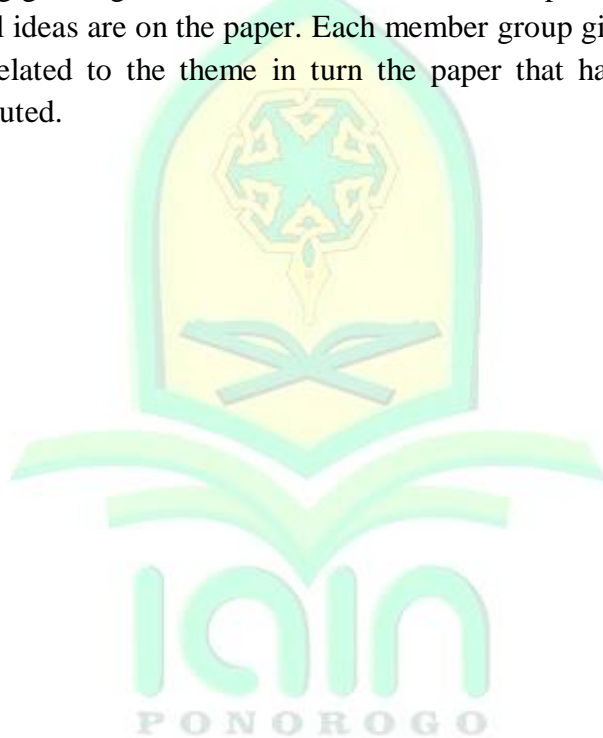
CHAPTER V
CONCLUSION

A. Conclusion

Based on the data analysis on previous chapter, it can be concluded that there is significant different score on the students' reading comprehension on reading greeting card who are tought by using flashcards and those who are not at the eighth grade students of MTs Ma'arif Klego. The students who are taught by using flashcards get better score than those who are not. The result of this research is the mean score of the students' post-test from experimental class (75,24) is higher than control class (66,84) it has been found that the value of T_{test} is 2,483. This score is higher than t_{table} which is 2,02 in significant 5% with df = 38. It means that Ha accepted. So, the use of flashcards has significant difference in increasing students' score on reading greeting card. It can be concluded that there is an effect by applying flashcards on the reading ability in reading greeting card of the eighth grade students of MTs Ma'arif Klego. The use of flashcards can help teaching and learning process run well.

B. Suggestion

Based on the conclusion above,it can be delivered some suggestion that might be useful for English teachers, students, and the futhrt researcher as follows:

1. For the English teachers

    The teacher can use roundtable technique as one of the various tenchniques in teaching writing. Not only because of the improvement of students' reading ability , but also because of the effectiveness of flashcards method in creating a better classroom condition where the students were free to deliver their ideas. The teacher should choose the appropriate and interesting topics that are related to students' ability.

2. For the students

    The students should be creative in learning reading not just depending on the material given by the teacher in the classroom. The students should learn more about greeting card in order to get more knowledge and more understand about the structure, function, and type of greeting card. In addition students should read more in order to increase their vocabulary.

3. For the further researchers

    The researcher hopes this result of study can be useful for the other researchers as the basis in English Department of IAIN Ponorogo and enriching references concerned using falshcards to enhance reading comprehension in learning English.

REFERENCES

Aderson, Neil J. *Practical English Language Teaching.* Mc Graw Hill Companies. 2003.

Aebersold, Jo Ann and Mary Lee Field, *From Reader To Reading Teacher*. New York: Cambridge University Press. 1997.

Al-Zarnuji, Burhanuddin Al-Islam. *Ta'limul Muta'alim*. Semarang: Karya Ztoha Putra.

Azhar, Arsyad. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada. 2020.

Brown, H Douglas. *Language Assesment Principle and Class Room Practices.* New York: Longman. 2004.

Burhanuddin Al-Islam Al-Zarnuji, Ta'limul Muta'alim. Semarang: Karya Ztoha Putra.

Cangelosi, James S. *Classroom Management Strategies.*

Creswell, John W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. USA: SAGE. 2009.

Fatmawati, Daimah. *Teaching Reading Comprehension Based on Contextual Teaching and Learning at Second Year Students of SMP At-Taqwa Bekasi.*Jakarta: FKIP. 2009.

Gilakjani, Abbas Pourhosein. "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education,* 2 May, 2016.

Grabe, William. Fredericka L, *Teaching and Researching Reading*, New York : Routledge. 2013.

Hamidy, Rasyid Ridho. *The Effectiveness of Teaching English Vocabulary using Flashcards For II Semester Students at Gunung Rinjani University*, Vol. 6, No. 2, 2018.

Hartati, Aisya. *Improving Students' Reading Comprehension Ability in Descriptive Text Throught Flashcards,* Medan Sumatera Utara. 2018.

Hartiningsih, Nuligar and Putri Adriyati. *Implementing Flashcards to Improve The Early Reading Skill*, Atlantis Press, Vol. 287, No. 292, 2018.

Jeremy Harmer, *The Practice of English Language Teaching.* London, Longman.2019.

Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International, Ltd. 2004.

Linse, Caroline T. *Practical English Language Teaching: Young Learners.* New York: Mc Graw Hill Companies. 2005.

Makhlofi, Hayat. *The Effectiveness of Using Visual Aids 'Flashcards' in Teaching New Vocabulary to Pupils of Middle School The Case of Third Year Pupils at El Djadida Middle School Oum El Bouaghi.* Algeria. 2013.

Marczyk, Geoffrey, David DeMatteo and David Festinger. *Essentials of Research Design and Methodology*. Canada: John Willey & Sons, Inc. 2005.

Mickulecky, Beatrice S. and Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. New York: Pearson Education. 2007.

Nadziroh, Aschurotun. *The Use of Flashcards to Improve Vocabulary Mastery*. Salatiga: FKIP. 2010.

Nugroho, Yosephus and Setyo Joko Nurkamto, Hefy Sulistyowati, *Improving Students Vocabulary Mastery Using Flashcards.* Surakarta: FKIP. 2012.

Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill. 2003.

Pandey, Prabhat and Meenu Mishra Pandey. *Research Methodology: Tools and Techniques.* Romania: Bridge Center. 2015.

Silberstain, Sandra. *Technique and Resources in Teaching Reading*. New York: Oxford American English. 1994.

Snow , Chaterine. *Reading for Understanding* : Toward an R&D Program in Reading Comprehension. New York: RAND Education. 2002.

Widyaningrum, Retno. *Statistika.* Yogyakarta: Pustaka Felicha. 2014.