THESIS

THE USE OF FLASHCARDS IN IMPROVING

STUDENTS VOCABULARY MASTERY

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ABSTRAK

Ni'matul Ula Al-Adawia: The Use of Flashcards in Improving Students Vocabulary Mastery. Skripsi. Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025

Penelitian ini bertujuan untuk meningkatkan pemahaman vocabulary siswa melalui media flashcards dan mengetahui persepsi siswa terhadap model pembelajaran yang digunakan oleh peneliti. Populasi dari penelitian ini adalah siswa kelas IX SMP N 4 Majene. Penelitian ini menggunakan kuantitatif dengan desain penelitian quasi eksperimental semu sebagai metode penelitian. Instrumen penelitian ini adalah test untuk menilai pemahaman menyimak siswa dan kuesioner untuk mengetahui pandangan siswa terhadap penggunaan model pembelajaran Media Flashcards. Hasil uji homogenitas nilai t-test Sig (2-tailed = 0,00) < 0,05. Dengan demikian, Hi diterima dan H0 ditolak yang berarti terdapat perbedaan yang signifikan melalui metode pembelajaran Media Flashcards. Hasil persepsi dari penelitian ini berupa kuesioner dengan rata-rata 38,75% masuk dalam kategori termotivasi. Kesimpulannya adalah media pembelajaran flashcards lebih meningkat dan dianggap baik untuk digunakan dalam model pembelajaran.

keyword: Media Flashcards, Persepsi Siswa

ABSTRACT

Ni'matul Ula Al-Adawia: The Use of Flashcards in Improving Students' Vocabulary Mastery. Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

This research aims to improve students' vocabulary mastery through flashcard media and to determine students' perceptions of the learning model used by the researcher. The population of this research consisted of ninth-grade students from IX SMP N 4 Majene. This study used a quantitative approach with a quasi-experimental design as the research method. The instruments used in this research were a test to assess students' listening comprehension and a questionnaire to understand students' views on the use of the learning model. The results of the homogeneity test showed a t-test Sig (2-tailed = 0.00) < 0.05. Thus, H1 was accepted, and H0 was rejected, indicating a significant difference in the learning outcomes through the English Songs method. The perception results from the questionnaire showed that an average of 15.4% of students rated it in the good category. The conclusion is that the Flashcards Media learning method shows improvement and is considered effective for use in the learning model.

Keywords: Flashcard Media, Student Perceptions.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a group or stock of words used in a particular way by a certain group of people regarding their language. It is simply the words of a language. According Herbert (2022) Vocabulary is generically defined as the knowledge of words and word meanings. While, according to Merriam Webster (2019), Vocabulary is a list or collection of words and phrases is usually alphabetically arranged and explained or defined. Vocabulary is one of five core components of reading instruction that are essential to successfully teach children how to read. These core components include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension National Reading Panel, (2000). In learning English, the students should not only learn four skills such as listening, speaking, reading, and writing, but they also should learn the four components too such as vocabulary, grammar, spelling, and pronunciation. So vocabulary has the benefits and important role of since language, the importance of mastery of vocabulary due to lack of mastery of vocabulary enough, someone will most be able to express ideas and respond to the language they receive Vocabulary learning is not carried out specifically during learning because the vocabulary is in each skill language itself. Vocabulary teaching for reasons associated with language functions as a means of communication. Vocabulary beaters are not viewed as long word lists must be defined and remembered. On the other hand vocabulary is seen from its important in contextual and meaningful use of language.

According to Biemiller (2003) children with low vocabularies would have to learn words much faster than their peers, at a rate of three to four root words per day, if they were to catch up within five or six years. To enhance the students" vocabulary stock, the teachers of English should know the condition of their students and their problems in vocabulary.

Alqahtani (2015) states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Thus, the teacher can motivate the students to be active in learning English vocabulary with games such as flash cards. Flash card is one of media that can be used to improve students" vocabulary, it can be a very useful media for recalling information that will further trigger your memory. According to Harmer (2021), Flashcards are smallish cards that we can hold up for our students to see. Furthermore, according to Sarah (2021), Flashcards are picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function. Using flash cards, students can learn vocabulary more accessible than before. When flashcards are used, students are active and enthusiastic in joining learning activities Karimah, (2019). Based on the explanation above, the researchers used one of the media of building vocabulary, which is flash card. It can give easy in learning vocabulary because flash card can help the students to show that activity. Using flash cards make it easier to remember vocabulary because they can imagine and describe vocabulary from cards. Therefore, flash card is one of the media that effectively teaches and learns vocabulary.

Flashcards are one of the ways foes enhancing pupils" vocabulary achievement Samad (2021). Flashcard is a learning medium consisting of a card with written information on the front and back. This media is very effective to use in learning because it facilitates the process of learning to remember in a simple and visual way. Flashcard can be used to learn vocabulary in a foreign language by writing the word in the foreign language on the front side of the card and the meaning in the native language on the back. Flashcards can be used to practice memory skills by repeating the cards that have been made. The use of flashcard can be very effective in the learning process if used properly and regulars in addition flashcards can be used at various levels of learning, from children to adults.

As described above the use of flashcards media in the teaching and learning process will make it easier for students to master the subject matter with the aim of arousing interest, creativity increasing student activity, and making learning meaningful which will ultimately improve learning, with learning media, learning will be quality also will increases because not only are teachers active in providing material to students but students, can also be active in class and involved in the learning process will playing by using flashcards.

However, based on observations made by researcher, it was found that less than 50% of students have not mastered vocabulary mastery skills. This is proven by the results, daily test for exam students who get the lowest score on synonyms and vocabulary questions. This problem causing the final exam score not to reach the KKM (Minimums Completeness Criteria) score. There are several factors that cause the participants low vocabulary mastery students, including teach and student factors. Based on the results or observation obtained by researchers, some students still open the dictionary, students only know the meaning of the word without understanding the meaning or synonyms of words in English. While the teachers gives more practice reading the next without letting students better understand the difficult vocabulary in the next in Sakarini (2018).

Based on these problems, the researcher is interested in researching vocabulary as a medium teaching vocabulary to make the students interest and motivated in learning English. Therefore, the researcher will be used English vocabulary *The use of Flashcards in Improving Students Vocabulary Mastery*, by introducing fun learning media according to student"s needs, such as flashcard media to make it easier to master the vocabulary so that students here learn while playing using flashcard media so students can enjoy learning while memorizing vocabulary, learning English vocabulary repetition through flashcard media will also optimize students" memory in mastering English vocabulary.

B. Problem Identification

Based on the explanation of the problem background, the problem appears could be identified as follows:

1. Students have low achievement of vocabulary mastery.
2. Students less of motivation and interest in Learning English Vocabulary.

C. Problem Limitation and Formulation

In this present study, the research focused on:

1. Can the use of the Flashcards media improve students" vocabulary mastery at the VIII grade of SMPN 4 Majene?
2. What are the students" of the VIII grade of SMPN 4 Majene perceptions after using of Media Flashcards?

D. Research Objective

1. To find out can or not of Media Flashcards as a medium can improve students" ability mastery in learning vocabulary at the VIII grade of SMPN 4 Majene.
2. To know students" perception of the VIII grade of SMPN 4 Majene after using of Media Flashcards

E. Benefits

From this research, the writer hopes this study has the benefits that are divide into theoretical and practically benefits. They are as follows:

1. **Theoretically**
   a. For Students

   This study is expected to students knowledge about Media Flashcards as a medium can improve in learning vocabulary.

   b. For Teacher

   The results of the research hopefully can be useful input for the teacher select media the good used in teaching learning process.

2. Practically

    a. Practically benefits are the benefits obtained by applying or conducting this research is to improve student"s vocabulary mastery and students have specials media to improve vocabulary.

    b. Can develop further learning media

CHAPTER II
LITERATUR REVIEW

A. Previous Related Studies

Teaching vocabulary through game technique had been applied by many English teacher as a way to improve the student‟s vocabulary mastery. Some research had done studied the effectiveness of using techniques to improve student‟s abilities. It could be references to help this study. The first previous study is a research that was conducted by Insaniyah (2008) with the title *The Use of Flashcards in Teaching English for the Six Year Students of SDN 1 Tuntang*. This research is to study the use of flashcards to teach English vocabulary. Teaching material in above is virtually concerning with visual aids, by using visual aids, She focuses on teaching method, which gives emphasis on flashcards as media in teaching vocabulary. To prove the success of teaching the writer compares between the result pre-test and posttest. The findings of this study showed that there are 20 students or 60 % are categorized as excellent, 15, 6 % or 3 students are as good students, 12, 5 % or 3 students are as fair, and 3, 1 % students are as poor. It means that teaching English vocabularies by using flashcards are very effective.

The second research conducted by Setiawan (2023) with the title *"Improving Students' Vocabulary Mastery Using Flash Cards of class seventh grade students of junior high school Muhammadiyah of 6 Palembang"*. The method of this study was pre-experimental method in the from of the one-group pre-test and post-test design, the population of this study was taken from seventh grade students at Muhammadiyah 6 of Palembang in the academic 2021/2022. The samples were 30 students. The written test were used t collect the data and analyzed through paired-sample t test, based on the result, it was found that teaching vocabulary using flashcards to the seventh grade students of junior high school Muhammadiyah of Palembang was effective.

The third research conducted by Amiruddin at.al (2022) eith the title *"The Use Of Flashcards to Improve Students' Vocabulary Achievement"* This study looked at how flashcards improved students' vocabulary accomplishment in terms of word classes (noun, verb, adjective, adverb), word meaning, and language use in the third semester of English education at IAI As'adiyah Sengkang. A pre-experimental strategy was used in this study. The research sample consisted of 13 pupils. The research selected 8.5 as the research sample using a cluster random sampling technique. Data on students' vocabulary achievement was collected using multiple-choice, word meaning, and sentence-making exercises, and then analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The students' experimental post-test score of 69.3871 was greater than their pretest score of 47.2258, demonstrating this. Furthermore, the results revealed that the probability value (0.00) was less than the significance level (0.05). The research found that employing flashcards boosted pupils' vocabulary achievement based on the findings.

Based on the research explanations, it can be concluded that teaching vocabulary is necessary for students" language learning and using the flashcards as media support student"s attention. Besides, the implementation of *The Use of Flashcard in Improving Students Vocabulary Mastery* as a medium in learning can also improve student learning outcomes.

The differences and similarities differences with previous researches above, such as: The First she focuses on teaching method and subject Elementary school, to prove the success of teaching the writer compares between the results pre-test and post-test, it means that teaching English Vocabulary by using Flashcards are very effective. This method use research while in this method used A quasi experimental, research design of

this composers was pre-test to the control group and the experimental group. As for the similarities the research junior high school subject.

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B. Theoritical Framework

1. Concept of Teaching

Teaching is a process of conveying information or knowledge from the learner to the learner (the process of transferring knowledge). In the process of teaching, namely as a process of conveying knowledge, it would be more appropriate if interpreted by importing knowledge, according to Smith (1987) that teaching is importing knowledge or skills. In general, teaching is defined as learners effort to convey and import knowledge to learners. The reality of teaching that emphasizes the transfer of knowledge.

Most students and guardians are satisfied when students get good grades. According to Amrin (2010) Teaching is an activity that requires a lot of professional skills and much of what teachers and instructors have to do both inside and outside the classroom involves making various decisions. Teaching is a process (activity) of teaching and learning, in which there are two subjects, namely teachers and students. Good teaching management must be develop based on teaching principles. The principles of teaching in question: principles of motivation, activity, individuality, environment, interest and attention, teaching strategies must also be considered, systematically, designed, conceptual but practical-realistic, both concerning teaching interaction issues, class management, utilization. According to Ichsan, (2016) The definition of teaching like this gives an indications, that the main function in teaching is to provide conducive conditions, while those who play an active role and do a lot of activities are the students in an effort to find and solve teacher problems in this case is guiding and guiding and providing conducive conditions, of course the teacher cannot ignore other factors or components in the teaching and learning process environment, including for example how he himself, the condition of students, teaching aids or media, methods and other learning sources. According to by sudirman (2007) providing teaching boundaries is providing optimal condition that stimulates and directs students learning activities to acquire knowledge, skills and values or attitudes that can bring about.

Changes in behavior and growth as a person. Person like wise it is said that teaching is efforts to organize the environment as well possible and connect it with the students so that learning process occurs. This means that the teacher"s task is only to create an environments that problem faced by successful teaching is how to organize the learning process to achieve authentic knowledge, so in this connection, the teacher is placed as an organizer.

2. Concept of Vocabulary

   a. Definition of Vocabulary

   The goal of teaching and learning process is to enable the students to acquire the four language skills. They need lots of vocabulary because vocabulary has an important role in communication using the target language, without vocabulary mastery, it is impossible to make meaningful sentence in communication, vocabulary is list words. Vocabulary is an essential aspect of learning a language. As (Richards and Renandy 2002) stated, vocabulary is the core of language proficiency and the basics of listening, speaking, writing, and reading.

   According to Dwi (2017) defined that vocabulary is provided since the student learners about language for the first time. Furthermore, Santoso at.al (2019), states that vocabulary is one of the language system components essential to being learned. In addition, Nunan (2015) say"s that vocabulary can be used as a reference tool and helps keep a word list of the 1.000 most common words on hand. Vocabulary is the primary language that and individual can use to write, speak, read or listen.

   In learning vocabulary say"s that vocabulary can be used as a reference tool and helps keep a word list of the 1.000 most common words on hand. Vocabulary is the primary language that and individual can use to write, speak, read or listen. In learning vocabulary, the learners should emphasize the aspect of words, the success in learning a foreign language is determined by the size of the vocabulary one has learned. The most important thing of the aim of learning is that learners skills in using language especially in using word or vocabulary. The quality of someone"s language skills depends on the quality of the vocabulary.

b. Vocabulary Mastery

As we know the goals of language teaching so that the students can use four language skills. Those are speaking, listening, reading, and writing. According to frememon at.al (2000) vocabulary is the list of words, usually in alphabetical order and with an explanation af their meaning"s less complete than a dictionary.

It cannot deny than language skills needs a lot of vocabulary. It helps you to express your idea precisely. Vocabulary Mastery Yunisa (2019) mention is very important in language, the more vocabulary you have, the more ideas you will master. Mastery vocabulary is a measure of one understands of the vocabulary both orally and in writing. Based on the opinion above, vocabulary mastery is an ability that exists in a person to be able to master and understand something and become the basic for communication.

c. Theories of Teaching Vocabulary

There are many ways to teach, first vocabulary can be taught in context. According to Schmitt (2000), or should be practice in a meaningful context and sentences and should be isolated, disconnected elements. This statement shows that vocabulary is thought contextual meaning in sentences. So we can guess the meaning of words or new items by seeing in the context. It means that using teaching aids in teaching concrete vocabulary has an important role. Students can understand the writing more easily by vocabulary.

Second, vocabulary is taught through demonstration pictures and the association of ideas. Based on him, he, says, object and picture, abstract vocabulary was taught by the assumption of ideas". It means that using teaching aids in teaching concrete has an important role. In another word by mastering vocabulary it is expected that we can master the four language skills (listening, speaking, reading, and writing).

d. The Important of Vocabulary

Vocabulary is very important in language, a large number of vocabularies are so difficult to learn, and because of that the teacher should use a good method in teaching vocabulary. Since the teaching of English Indonesia is aimed at increasing that teaching vocabulary? The English teacher much takes deep concern of vocabulary lesson. However vocabulary teaching has not always been very responsive to such problems, and the teachers have not fully recognized tremendous communicative advantage in developing an extensive vocabulary.

Vocabulary is important in learning English. Any language in the world, including the English language, has thousands of word. In many ways, even many native speakers do not know all the words because it is too much to be learned. In fact, according to many sources that have more or less I find there are 800 words you need to know to be used in English conversation. The vocabulary list is too long to be mentioned in this article, but the way a good starts is to read the vocabulary list and see how many words you already know, you may be surprised yourself when you know the number of words that are already known or have been accustomed to using it, the word list you can see in the world English club. Another problem faced in learning English vocabulary is that they learn a new vocabulary, but they tend to forget what they learned after learning.

According to Fitria at.al (2019) stated an account for the vocabulary types is important. It is to have a better understanding of how to teach them effectively according to context, learners learning style and preferences, and needs.

e. Kinds ofvocabulary

Vocabulary is the total number of words in a language. It is also a caution of words a person knows and uses in speaking and writing. Vocabulary or vocabulary is the total number of words that a person knows

and uses in speaking and writing. The vocabulary of language is always changing and developing due to an increasingly complex life. The exact jury of English vocabulary has so far not been ascertained, but reliable estimates put it at 1 million cells. Based on the definition above, it is clear that sufficient vocabulary mastery is important to be able to learn a language well. After all barbs is about language so it cannot be separated from vocabulary. Vocabulary is word that people understand both and meaning and usage. How much vocabulary should a person have? A has enough vocabulary to be able to understand what is read and heard, can speak and write with the right words so that others can understand.

f. The Techniques in Teaching Vocabulary

Commonly, there are several techniques concerning the teaching of vocabulary, however, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means the English teacher was students can remember new vocabulary. Then Alqhatani (2015) also stated that it needs to learn, practice, and revised to prevent the continent, time availability, and its value for the learners. This makes teachers have some reasons for employing certain techniques in presenting vocabulary.

Here are some techniques of teaching vocabulary as stated research explains:

1. Using Objects

Using this technique includes the use of regalia, visual aids, and demonstration. It can help the learners in remembering vocabulary better because our memory for objects and pictures is very reliable.

2. Drawing

In this technique an object can either be drawn on the blackboard or drawn on the flashcard. The letter can be used again and again in different contexts if they are made with cards can cover in plastic. They can help young learners easily understand and realize the main points that have learned in the classroom.

3. Using Illustration and pictures

Pictures'' connect student's prior knowledge to a new story, and in the process, help them learn new words. There is plenty of vocabulary that can be introduces by using illustration or pictures. They are excellent means of making the meaning of unknown words clear. The list of pictures includes posters, flashcards, wall charts, magazines pictures, board drawing, est.

C. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps to enumerate or listing various items. The teacher may list some clothes will become clear.

1. Concept of Vocabulary

   a. Definition of flashcards

   The are many definition of flashcards, based on oxford advanced learner''s dictionary (1995:94) flashcards is a card with a word or words and sometimes a picture down it. In contrast, Arsyad (2002:119) explained that flashcards means all cards containing picture, text, or symbols remind and stimulate the students on certain things. Based on the picture, flashcards usually have 8x12cm or can be adapted by big size, usually, it uses paper relatively thick stiff, and the size A4, it contains picture and words, it is classified based on kind and class such as the flashcards of food, fruits, vegetable, household, transportation, profession, and clothes. Usually the teacher holds and moves some flashcards is and a pile of flashcards to the front side, the movement of cards quickly, maybe it is the reason, why does it called by flashcards. Flashcards is quickly, or a flash means " sekilas "

   According to Harmer (2002:134), flashcards are smallish cards that we can hold up for our students to see. According to Sarah Philips (2001:69), flashcards are picture cards that an invaluable way of introducing and revising vocabulary, and they can use to drill simple structure and function. According to Cross (1991:119), a flashcards is a simple picture

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on a piece of card or paper, probably the most widely used visual aids in language teaching.

b. Flashcards as teaching aids

As foreign language, English is not used daily in society; English is considered complex subject studied by the students. So it needs approach consideration and strategy in learning English in order to be easy and interested. English teachers should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, be creative and adapt when they are teaching students in the teaching and learning process. If the teachers use one media, students are bored with the subject.

Teaching aids provide a means of liberating lessons and allow learning and new light. More than classroom decoration, they are designed to teach, illustrate and reinforce the lesson more than classroom decoration. They can be broken down into four board categories: bulletin boards, charts, flashcards, manipulative and experiments, in other words, teaching aids are called media. Media come from the Latin language "medius". It means it is middle, intermediary or companion. In Arabic, median are intermediary or message delivery from the sender to the receiver (Arsyad, 2002:16). According to Romiszowki (1999:100), media is an extension of man which allows him to affect others who are not in face to face with him. Communication media there are letter, television, film, radio, something printed and telephone.

In general, there are three kinds of media as below:

1. Visualaid.

Visual aid is media which can be seen and be touched by students, pictures, photos, real objects, maps, miniature, and realia. The teacher often uses visual aid are picture, flashcards, and realia.

2. Audio aid.

Audio aid is text and material recorded, which used for listening skills and understanding oral discourse. It can be heard such as radio and cassette recorder.

3. Audiovisual aid.

Audiovisual aid is media that can be heard and seen. As TV and Film usually show a story, event, or condition in another place. The picture is indicated together with information in English, and it should be selected is based on language development students" range (suyanto, 2008:100).

Visual aids have important role in teaching-learning activities. It can make students" understanding easier and reinforced memory. It also develops students" interest and connects material and real matter. In order to be more effective visual aid should be occupied on context has meaning, and the students have to interest with the image convinced that created information processing Aryad (2002:22)

There are some definitions of visual aids. Oxford Advanced Learners Dictionary of Current English (1995:481) explained that visual aids are connected with sight. There are picture videos, etc, which are used to help students understanding of the material in teaching process. According to Merriam and Webster (2003:1399), visual aids are instructional devices (as a chart, map, or model) that appeal chiefly to vision, especially and educational motion picture or filmstrip. In English class, the teaching learning process should use aid, especially visual aid, and there are picture, flashcards, dolls, puppets, realia, miniature, or something is real which can bring in this class.

According to Suyanto (2007:102) in Inayah (2009:29) kinds of picture are served in cards from. There are flashcards, circular cards, flip cards, etc. it is beneficial to the fluent teaching learning process. These cards can be used for individual activity, group, and classical. According to Harmer

(1983:134), the teacher has always used picture or graphics taken from books, flashcards are smallish cards that we can hold up for our students to seen, large wall picture which are big enough for everyone to see details, cue cards. They are small cards that students use in pair or group work and photographs or illustration, which is typically in a textbook.

To make in teaching vocabulary is successful. The teacher needs a teaching strategy. The teaching strategy can help the students to understand vocabulary easily. Concerning this research, the researcher takes a strategy to use flashcards as visual aids in teaching vocabulary. Because it helps the students improve students understanding of vocabulary and help them memorize words. The teachers is expected can be creative and imaginative in the learning and teaching process and imaginative in the learning and teaching process.

c. The function of flashcards in teaching vocabulary

Vocabulary cards seem to be most effective and practical way of memorization to accomplish new vocabulary. By using cards and flashcards are suitable for the beginner in English according to Haycraft (1983) flashcards can be used for consolidating vocabulary, practicing structure and order word or for a variety of games. Besides flashcard can also give a great help to teacher in the class.

A learner cannot always successfully learn English just be listening the explanation from the teacher or by reading books in English. However they do not mean that by reading books and listening the explanations from the teacher are not necceary. Furthermore, this method gives emphasis on pronunciations of the utterance of word and in correct written or words. Besides, in vocabulary class, the learners are encouraged to bestow their opinion about the cards, which are presented by the teacher, this the learners can be more active and not only passive for the teaching and learning process. In a short time, flashcards is also very useful the students to speak

and memorize the words automatically.

d. Teaching Vocabulary Thought The Use of Flashcards in Improving Students Vocabulary Mastery

World flashcard is cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards be fixed to the board or given to a student and arranged correctly by the class a whole or individual students. The word flashcard also can be used to practice structure.

1. About The Use of Flashcards

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards be field to the board or given to a students and arranged correctly ether by the class a whole or individual students, the world flashcard also can be used practice structure.

Figure 2.1 Media Flashcards

Picture flashcards is useful for presenting, practicing and revising vocabulary or as prompts for other activities, for example to illustrate the characters in a dialogue to help students improvise, pictures flashcard can be used as prompts for simple substitution drills. Pictures flashcard is also useful for identifying verb on action.

2. Flashcards media to improve vocabulary

To be successful in teaching vocabulary through flashcards media, teachers must have different technique for different levels, teaching vocabulary through flashcards media allows students to find new information or meet the meaning of foreign words. Students may be happy and interested in learning and the always try to know new words from the game.

Relating to the importance of teaching vocabulary through the media, as for as some students known, some students are always confused and try to guess words through flashcards, in this case there are many ways to making the students in what they are learning the teacher can create a game, and students can think of new words in each picture in the vocabulary teaching media using the media flashcards to make students more fun and students can understanding the materials.

Children without an extensive vocabulary have a hard time understanding what their reading, especially as they get older and reading material becomes more difficult. To complicate matters, must young readers, including different learners, have a large spoken vocabulary than a reading vocabulary.

3. The benefits of utilizing the use of flashcards in improving students vocabulary:
1. Flashcards in motivating and eye-catching
2. Flashcards can be used for consolidating vocabulary
3. Flashcards is cost effective and sample

4. Flashcards can be arranged to create logical grouping of the target words
5. Easy to make and to find
6. Easy to handle and to store
7. Flashcards also can be used for practicing structure and word order or for a variety of games

From the explanation above it can be conclude that flashcard has many advantage when used in teaching learning process. Flashcards has a great power in motivating and stimulating the students. Meanwhile flashcards is easy media to help students and teacher in learning process, especially to teach the students of junior high school. Teacher can use it at any time and situation when he wants to teach.

12. Conceptual Framework

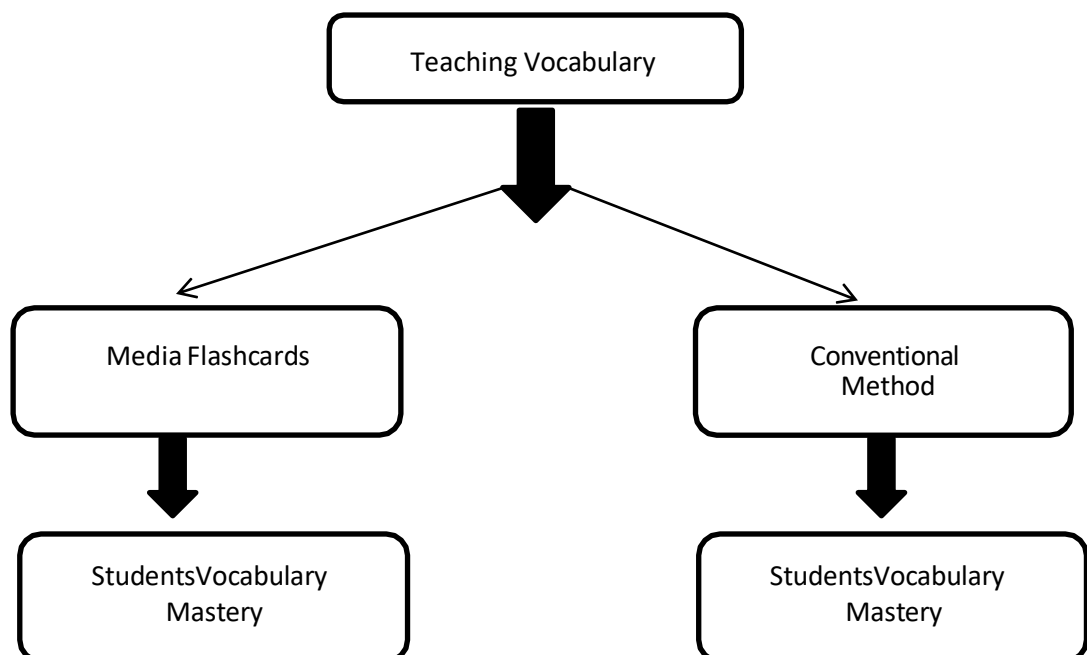The sentence ofthe conceptual framework of this research can be illustrated as follows:

```
            ┌─────────────────────┐
            │ Teaching Vocabulary │
            └─────────────────────┘
                      │
          ┌───────────┴───────────┐
          ▼                       ▼
  ┌─────────────────┐     ┌─────────────────┐
  │ Media Flashcards│     │  Conventional   │
  │                 │     │     Method       │
  └─────────────────┘     └─────────────────┘
          │                       │
          ▼                       ▼
  ┌─────────────────┐     ┌─────────────────┐
  │ StudentsVocabulary│   │ StudentsVocabulary│
  │     Mastery      │     │     Mastery      │
  └─────────────────┘     └─────────────────┘
```

Figure 2.2 Conceptual Framework

Input　　: This variable refers to the material used to teach the students
Process　: This process refers to the implementation of the input in the classroom.

The student learning The Use of Flashcards in Improving Students Vocabulary

D. Hypothesis

There are two hypothesis in this research. They were H0 (Null Hypothesis)and H1 (Alternative Hypothesis).

1. H0 (Null hypothesis) : There is no difference of students" achievement an vocabulary mastery after using Flashcards media.

2. H1 (Alternative hypothesis) : There is a difference of students" achievement an vocabulary mastery after using Flashcards media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

    Based on the results of the use of flashcards in improving students vocabulary mastery at SMPN 4 Majene, it can be written as follows:

1. Based on the results of this research, it shows that the use of flashcards in improving students vocabulary mastery, it can be seen from the average post-test score for the experimental class, which is 79.44%, which is higher than the control class post-test, namely 45.83%. This means that the majority of students experienced an increase in vocabulary after being treated with narrative texts in the form of stories. Also, based on the results of the Mann-Whitney test, it shows that $0.00 < 0.05$ means the alternative hypothesis is accepted. And the conclusion that can be drawn from this research is that the use of flashcards in improving students vocabulary mastery is effective for use in class.

2. In this study, students were also given a questionnaire to see students' perceptions of flashcards. This can be seen in the results of the data calculations for this research. The statement whose indicator is happy is 16%. The second statement whose indicator is motivated is 38.75%. The third statement whose indicator is easy. Is 15.4% of the fourth statement which is an indicator of difficulty or is included in a negative statement is 6.6%. Researcher used a like scale to measure how students responded to the use of flashcards in learning. These results can be seen from the students' answers to the questionnaire with an affirmative answer which is the overall calculation, namely (71%), so it can be concluded that students like and are motivated to learn using the flashcards.

B. Suggestion

The results showed that the use of the flashcards to improve students' vocabulary mastery effective. Therefore the author tries to provide some suggestions addressed to future teachers, students and researchers, namely as follows:

1. For teachers

   To succeed in learning English, teachers must be active and creative in teaching English, especially in maintaining communication, and it is also recommended for English teachers to occasionally use the flashcards in the learning process, especially in learning interactive material to read a story and motivate students in learning the language.

2. For Students

   Students must be active in class and pay more attention to learning English and practice their reading comprehension with suggestions for using the falshcards both in class and outside and they can ask their English teacher if they find difficulties in vocabulary so that of course students are disciplined in learning.

3. For future researchers

   In this study, researcher used the use of flashcards in improving students vocabulary mastery. Because this research is not perfect, it was only carried out in 5 meetings for students to learn using the flashcards, so the researcher's suggestion is to look for other ways to make it more effective. It is hoped that the results of this research can be used as an additional reference if future researchers are interested in using flashcards.

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