# IMPROVING VOCABULARY MASTERY BY USING FLASHCARDS AT THE VIII GRADE STUDENTS OF SMP NEGERI 3 PADANGSIDIMPUAN

**Thesis**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English*

Written By:

**GITA ARIESTA HARAHAP**
Reg. No. 19 203 00005

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY**
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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# LETTER OF AGREEMENT

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a.n. Gita Ariesta Harahap

Padangsidimpuan, 27 December 2023

To : **Dean of Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Gita Ariesta Harahap**, entitled *"Improving Vocabulary Mastery By Using Flashcards At The VIII Grade Students of SMP Negeri 3 Padangsidimpuan".* We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teaching Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examined team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wa'alaikumsalam warahmatullahi wabarakatuh

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# DECLARATION OF THESIS COMPLETION

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I hereby declare that I have arranged and written the thesis by myself without asking for illegal helping from the other side expect the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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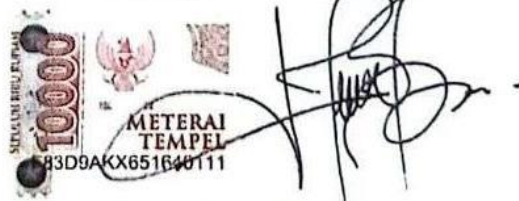
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The thesis has been accepted as a partial fulfillment of the requirement for graduate degree of Education (S.Pd) in English.

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# ABSTRACT

**Name** : **Gita Ariesta Harahap**
**NIM** : **1920300005**
**Title Thesis** : **Improving Vocabulary Mastery By Using Flashcards At The VIII Grade Students of SMP Negeri 3 Padangsidimpuan**

This reserch is about improving vocabulary mastery by usng flashcards at the VIII grade students of SMP Negeri 3 Padangsdimpuan. It is known that students vocabulary was still weak and it is because the students difficultes to memorize the vocabulary. The objective of this research was to improve students' vocabulary mastery at the VIII grade students of SMP Negeri 3 Padangsidimpuan by using flashcards as Media. This research was categorized into action research that consisted of two cycles. This research used model proposed by Kemmis and Taggart in Burns that involved four phases in a cycle of reasearch: Planning, action, observation and reflection. The partisipants of this research were 30 students in class VIII-3. The focus of this research was improving the students' vocabulary. The techniques of data collection were test and observation. Based on the result of the research, researcher found that the students' vocabulary improved. It was supported bu the research of the testing in cycle 1 that was low and in the cycle 2 improved to high category. So, students' improvement in vocabulary by using flashcards was good category (high). Based on the observation it was seen that the students more active and interest in learning vocabulary by using flashcards.

**Keywords**: *Flashcards, Improving, Vocabulary, Mastery.*

# ABSTRAK

**Nama**       : Gita Ariesta Harahap

**NIM**        : 1920300047

**Judul  Skripsi/Thesis**  :**Meningkatkan Penguasaan Kosakata Dengan Menggunakan Flashcards Pada Siswa Kelas VIII SMP Negeri 3 Padangsidimpuan**

Penelitian ini tentang meningkatkan penguasaan kosakata dengan menggunakan flashcard pada siswa kelas VIII SMP Negeri 3 Padangsidimpuan. Diketahui bahwa kosakata siswa masih lemah hal ini disebabkan siswa kesulitan dalam menghafal kosakata. Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa pada siswa kelas VIII SMP Negeri 3 Padangsidimpuan dengan menggunakan media flashcards. Penelitian ini dikategorikan ke dalam penelitian tindakan kelas yang terdiri dari dua siklus. Penelitian ini menggunakan model yang dikemukakan oleh Kemmis dan Taggart dalam Burns yang melibatkan empat tahapan dalam satu siklus penelitian: perencanaan, tindakan, observasi, dan refleksi. Partisipan penelitian ini berjumlah 30 siswa kelas VIII-3. Fokus penelitian ini adalah meningkatkan kosa kata siswa. Teknik pengumpulan datanya adalah tes dan observasi. Berdasarkan hasil penelitian, peneliti menemukan bahwa kosakata siswa meningkat. Hal ini didukung dengan hasil tes pada siklus 1 yang rendah dan pada siklus tersebut meningkat menjadi kategori tinggi. Jadi, peningkatan kosa kata siswa dengan menggunakan flashcard termasuk dalam kategori baik (tinggi). Permasalahan yang dialami siswa adalah kesulitan dalam menghafal dan mengidentifikasi nama kata. Berdasarkan observasi siswa mengalami peningkatan dan siswa menjadi lebih aktif dan tertarik dalam mempelajari kosa kata.

**Kata kunci**: *Flashcards, Peningkatan, Kosakata, Siswa.*

# خلاصة

| | | |
|---|---|---|
| اسم | : | جيتا أرييستا هارهاب |
| رقم القيد | : | ١٩٢٠٣٠٠٠٥ |
| عنوان | : | تحسين إتقان المفردات باستخدام البطاقات التعليمية لدى طلاب الصف الثامن في المدرسة الثانوية ٣ بادانج سيدمبوان |

يدور هذا البحث حول تحسين إتقان المفردات من خلال استخدام البطاقات التعليمية لدى طلاب الصف الثامن في في المدرسة الثانوية ٣ بادانج سيدمبوان ومن المعروف أن مفردات الطلاب لا تزال ضعيفة وذلك بسبب صعوبة حفظ المفردات لدى الطلاب. كان الهدف من هذا البحث هو تحسين إتقان المفردات لدى طلاب الصف الثامن في في المدرسة الثانوية ٣ بادانج سيدمبوان باستخدام البطاقات التعليمية كوسيلة. وقد تم تصنيف هذا البحث إلى بحث إجرائي يتكون من دورتين. استخدم هذا البحث النموذج الذي اقترحه كيميس وتاغارت في بيرنز والذي تضمن أربع مراحل في دورة البحث: التخطيط والعمل والملاحظة والتفكير. وكان المشاركون في هذا البحث ٣٠ طالباً في الصف الثامن-٣. وكان محور هذا البحث هو تحسين مفردات الطلاب. وكانت تقنيات جمع البيانات هي الاختبار والملاحظة. وبناء على نتائج البحث وجد الباحث تحسنا في مفردات الطلاب. لقد تم دعمه من خلال بحث الاختبار في الدورة الأولى الذي كان منخفضًا وفي الدورة الثانية تم تحسينه إلى فئة عالية. لذا فإن تحسن الطلاب في المفردات باستخدام البطاقات التعليمية كان في فئة جيدة (عالية. وبناء على الملاحظة تبين أن الطلاب أكثر نشاطا واهتماما بتعلم المفردات باستخدام البطاقات التعليمية.

**الكلمات المفتاحية**: البطاقات التعليمية، التحسين، المفردات، الإتقان.

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Praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this thesis entitled "Improving Vocabulary Mastery By Using Flashcards at The VIII Grade Students of SMP Negeri 3 Padangsidimpuan'. Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

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The words are not enough to say appreciation for your help and contributions to this thesis. May Allah guide you always and give you happiness in your life.

I realize this thesis cannot be considered perfect without critique and suggestions. Therefore, it is a pleasure for me to get critique and suggestions from the readers to improve this thesis.

Padangsidimpuan, 27 December 2023

Gita Ariesta Harahap
1920300005

vi

# TABLE OF CONTENTS

**Page**

# LIST OF TABLES

# LIST OF FIGURES

**Page**

# LIST OF PICTURE

**Page**

# LIST OF APPENDIXES

# CHAPTER I

# INTRODUCTION

## A. Background of Problem

Vocabulary is a basic competence when someone starts learning a new language especially in English. Vocabulary is one of the important aspects to mastering the four skills: listening, speaking, reading and writing. It means mastering vocabulary will help people easier to understand the language itself. It is because when someone wants to fluent in language, she or he must be mastering the vocabulary first then followed by other elements.

Having a large vocabulary is essential for the students' comprehension and communication. The students will have no trouble understanding English and communicating their ideas. So, when the students have a solid command of the English vocabulary, they will able to express themselves clearly in both written and spoken from as well as understand the language.

Vocabulary in junior high school curriculum is mostly about observing objects around and explaining them, the point here is learning about thing that around students. One example from the book with theme material lesson is 'Our Busy Road' students are introduced to object that are around the school and highway. Some example vocabularies from the material lesson are; vehicles, zebra cross, traffic jam, white board, cupboard, bag, pencil etc.

Teaching vocabulary in school becomes the most important part to help students to improve their English. There are several efforts made by government and

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teachers to achieve learning objectives. An example is the government creating a curriculum designed to assist teachers in teaching English vocabulary. In addition, teachers also have an important role to play in increasing students' vocabulary, such as instructing the students to memorize vocabulary related to the learning material, making games about the vocabulary, making the class feel fun when learning takes place and using learning media.

In fact, there are still many students that low in mastering vocabulary. There are many things that hinder students learning vocabulary in school, the problem found in SMP N 3 Padangsidimpuan during pre-research. A student of SMP Negeri 3 Padangsidimpuan said that learning English is difficult, because it is not our daily language and we don't understand, it makes learning English is boring.[1]The researcher also doing interview with the teacher of eight grade SMP Negeri 3 Padangsidimpuan, the teacher said:

> Students find it difficult to learn English because sometimes they get bored with their lessons, because there are some teachers whose learning method is still monotonous and makes students not enthusiastic when learning English. The Minimum Mastery Criteria (KKM) in SMP N 3 Padangsidimpuan in English is 80. Teachers make the minimum mastery criteria is high so that students can learn more. But, in fact students' still low in English, especially in learning vocabulary and some of the students still have score under the minimum mastery criteria (KKM).[2]

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[1] Hilmy Fahreza, 'A Private Interview to Student of SMP N 3 Padangsidimpuan' (Padangsidimpuan, 2023).

[2] Zulhafni Marizah Hasibuan, 'A Private Interview to Teacher of SMP N 3 Padangsidimpuan' (Padangsidimpuan, 2023).

It means the teacher has not achieved the learning goal. Because, many teachers do not use the learning method properly while teaching. This can be seen that students lazy to learn English in school and home. So, that is why many students still have low vocabulary mastery. To improve students' vocabulary, the teacher needs to follow several methods that will make students easier when learning English, especially in vocabulary.

In vocabulary mastery, there are some strategies that increase students' vocabulary. They are singing/listening to a song, watching videos, playing games, listening to a story/storytelling, conversational activity, study tour/outdoors, coloring, and using pictures and flashcards.[3] In this research, the researcher use flashcards as a strategy to teach vocabulary in class.

Moreover, there are many kinds of media in teaching vocabulary. Such as: visual media and audio visual media. One of the media is flashcards. "Flashcards are divided into two types, namely: Word Flashcards and Picture Flashcards". In this research, the researcher chooses picture flashcards in teaching vocabulary.

Flashcards is one of the media that teachers use in learning vocabulary. According to Fatmawaty, flashcard is great tools for studying. It can be fun, colorful, and creative ways to aid in memory and retention of vocabulary words.[4] Students will learn more enthusiastically by using flashcards because they feature a variety of

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[3] Ni Luh Sri Wahyu Purnami, 'Fun Activities To Teach Vocabulary for Young Learners: A Library Research', *E-Link Journal*, 9.1 (2022), 8 <https://doi.org/10.30736/ej.v9i1.609>.

[4] Riryn Fatmawaty, 'The Effect of Using Flashcards on Student Vocabulary Mastery', *Jurnal Reforma Pendidikan Dan Pembelajaran*, 2.1 (2016), 10 <https://doi.org/10.30736/rfma.v2i1.3>.

images. In addition, because the students can see objects, shapes, and the proper spelling of the language, flashcards make it easier to remember the vocabulary that they learn.

The role of flashcards in teaching vocabulary is the students need to match the picture and the word in the paper and students fill the paper what has been given by the teacher. By doing this media students will get new method in learning vocabulary. It can be encourages their word knowledge.

Based on the explanation above, the researcher conducts the tittle of the research "Improving Vocabulary Mastery by Using Flashcards at VIII Grade Students of SMP Negeri 3 Padangsidimpuan".

## B. Identification of the Problem

Vocabulary is one of an important aspect when someone wants to master English as a foreign language. It means that students must have the ability to understand the word and meaning. In learning English especially in vocabulary many students at VIII Grade in SMP Negeri 3 Padangsidimpuan face many problems in learning vocabulary. They are difficult understand the material and sometimes get boring when learning English.

Students ability in learning vocabulary in influence by many factors such as singing/listening to a song, watching videos, playing games, listening to a story/storytelling, conversational activity, study tour/outdoors, coloring, and using pictures and flashcards. Flashcards here means in this research is picture flashcards.

## C. Limitation of the Problem

Factors of the vocabulary in learning such as; listening to song, watching movie, playing games, daily conversation, study in outdoor, picture, and flashcards.

In this research, the researcher does not discuss all factors in vocabulary. The researcher only focuses to one of the factor vocabulary mastery that is flashcards. Flashcards has two types namely: word flashcards and picture flashcards. The researcher uses picture flashcards in this research as a media in teaching vocabulary in SMP Negeri 3 Padangsidimpuan. In addition, the researcher does not discuss all the material learning in the school but the research only focuses things in the highway and school with theme "Our Busy Road".

The reason in this research chose flashcards as a media in teaching vocabulary based on several reasons. Flashcards is a drawn printed picture that easy to bring to the classroom instead of the real thing. Students can imagine the thing by seen the picture that on flashcards. Additionally, several finding and expert by previous research stated that flashcards can affect the improvement students' vocabulary mastery. The other reason is flashcards is cheap and easy to make by the teacher itself. So, it is important to prove that flashcards can improve students' vocabulary mastery.

## D. Formulation of the Problem

The formulation of the problem was a statement that describes the problem or issue to be studied. Based on the statement above, the researcher formulated the problem as follow: "can flashcards improve students' vocabulary mastery at the VIII grade of SMP Negeri 3 Padangsidimpuan?".

**E. Objective of the Research**

The objective of this research was to know whether flashcards can improve students' vocabulary mastery at the VIII grade of SMP Negeri 3 Padangsidimpuan.

**F. Significances of the Research**

1. For the headmaster, this research hopefully useful for the headmaster, so the headmaster can guide teachers and motivate the teachers to teach using various techniques, methods and media so that learning objectives are achieved.

2. For the teacher, this research is very useful for the teacher to teach students by using flashcards properly. Flashcards as a media of teaching can make teacher easier to teach vocabulary and make class more fun. Additionally, teacher more pays attention to efficiency of teaching by media.

3. For the students, hopefully this research useful for students to increase their knowledge and also can motivate the students in learning English especially in vocabulary.

4. For the reader, hopefully this research useful for increasing readers' insight, motivate the readers and can serve as a references for the future researchers.

**G. Indicator of the Action**

1. Improving

Improving is a process to make it something better. It means improving is a process for students to improve their vocabulary better through the strategy or method learning. It improving is a learning process that will improve students learning levels. The improvement consist of three steps, do the job in a simple way, do the job in a different way but the right way, and do the job in a different way with great and true quality.

2. Vocabulary Mastery

Vocabulary mastery is one of the important parts when someone starts learn a new language. It means that students have to mastering the vocabulary to make them easier to speak or to draw their ideas in English. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

3. Flashcards

Flashcards is a simple picture that is printed on a card or piece of paper. Flashcards is a teaching tool that can be used in the teaching and learning of a language, particularly for the instructions of vocabulary. It is the most widely used in teaching tool in language classroom, may contain a word, a sentence or a simple picture. The use of flashcards in learning English is expected to increase students' vocabulary.

**CHAPTER II**

**LITERATURE REVIEW**

**A. Theoretical Description**

   **1. Vocabulary**

      **a. Definitions of Vocabulary**

According to Suyanto vocabulary is a collection of words that are owned by a language and gives meaning when we use the language.[5] According to Ur, "vocabulary is the words we teach in foreign language".[6] Additionally, Richard and Renandya stated that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write".[7] From the explanation the above, vocabulary is a collection of words in foreign language that have a core component of language that teach by teacher based on students' level. By mastering vocabulary someone can speak, listen, read and write their ideas well.

In a specific, based on Curriculum 2013, vocabulary in junior high school (SMP/Mts) is words around the students that they have to know, not only memorizing the form of the word but also understanding

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[5] Kasihani K.E. Suyanto, *English for Young Learners*, ed. by Rini Rachmatika (Jakarta: PT Bumi Aksara, 2009).

[6] Penny Ur, *A Course in Language Teaching : Practice & Theory*, ed. by Marion Williams and Tony Wright (Cambridge: Cambridge University Press, 1996), p. 60 <https://doi.org/10.9790/0837-19664456>.

[7] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching ; an Anthology of Current Practice*, First (New York: Cambridge University Press, 2002), p. 255 <https://www.academia.edu/32012179/Methodology_in_Language_Teaching>.

the meaning.[8] So, it can be concluded definition vocabulary in junior high school is a students have to know the word of things around the student and they can understanding the meaning of the word.

**b. Purpose of Vocabulary**

Purpose of vocabulary is to increase the learner's ability in language and have the knowledge about the words. According to Allen quoted from Meltzer and Hamann as below:

> Teachers in each content area should implement purposeful vocabulary instruction to: (1) increase reading comprehension, (2) develop knowledge of new concept, (3) improve range and specificity in writing, (4) help students communicate more effectively, and (5) develop deeper understanding of words and concepts with which students are only nominally familiar.[9]

In specific purpose of teaching vocabulary based on curriculum 2013 in junior school is making students easier to express their ideas orally or written. From the students' textbook, purpose of teaching vocabulary is the students can communicate fluently and according to their social context. In material lesson from the English textbook students are to be able to observe and describe their surroundings and

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[8] Harwandi, 'Pembelajaran Dan Pengajaran Kosakata Di Era Kurikulum 2013', *Widya Press; Penerbit Dan Percetakan*, 2.10 (2018) <https://widyasari-press.com/pembelajaran-dan-pengajaran-kosakata-di-era-kurikulum-2013/>.

[9] Julie Meltzer and Edmund T Hamann, 'Meeting the Literacy Development Needs of Adolescent English Language Learners through Content-Area Learning. Part Two: Focus on Classroom Teaching and Learning Strategies', *Education Alliance at Brown University*, January 2005, 2005, 1–100 (p. 55) <http://login.ezproxy1.lib.asu.edu/login?url=https://www.proquest.com/scholarly-journals/meeting-literacy-development-needs-adolescent/docview/62070104/se-2?accountid=4485%0Ahttps://arizona-asu-primo.hosted.exlibrisgroup.com/openurl/01ASU/01ASU_SP?genre=un>.

provide information regarding whereabouts of people, objects according to the context of their use.[10] In the curriculum students are asked to be able to observe their surroundings and be able to express their ideas both orally and in writing.

**c.  Functions of Vocabulary**

In English textbook, the functions of vocabulary in language teaching, they are;

1. Learners can communicate effectively using oral and print language.
2. Learners must be able to flexibly use words that they recognized and understand.[11]

So, from the explanation above function of vocabulary is needed to express ideas in language. If the leaners do not master in vocabulary, learners cannot be able to express their ideas.

Furthermore, according to Thornbury in Asyiah that function of vocabulary is  that students have comprehensive knowledge about the vocabularies which include the meanings, the spoken form, the written form, the grammatical behaviour, the word derivation, the collocations of the words, the register of the word - spoken and written, the

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[10] Siti Wachidah and others, *Bahasa Inggris; When English Rings a Bell*, *Pusat Kurikulum Dan Pembukuan, Balitbang, Kemendikbud*, Revisi (Jakarta : Kementrian Pendidikan dan Kebudayaan: Pusat Kurikulum dan Pembukuan, Balitbang, Kemedikbud, 2017), v.

[11] Susan Hanson and Jennifer F M Padua, *Teaching Vocabulary Explicitly*, *Pacific Resources for Education and Learning* (Honolulu, Hawai: Institute of Education Sciences, 2011), p. 5 <https://files.eric.ed.gov/fulltext/ED585172.pdf>.

connotation or associations of the word, and word frequency.[12] So, function of vocabulary is the students are able to use the vocabulary by using oral and written and can use vocabulary in context.

**d. Kinds of Vocabulary**

Some expert divided vocabulary into two kinds. According to Haycarft in Alqahtani, indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.[13]

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which learners cannot produce correctly by themselves.[14] So, receptive vocabulary is words that learners understand by see or hear the words.

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.[15] So, productive vocabulary is the words that leaners can produce and use it in their writing or speaking.

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[12] Dewi Nur Asyiah, 'The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery', *Jurnal Bahasa Lingua Scientia*, 9.2 (2017), 293–318 <https://doi.org/10.21274/ls.2017.9.2.293-318>.

[13] Mofareh Alqahtani, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <https://doi.org/10.20472/te.2015.3.3.002>.

[14] Alqahtani.

[15] Alqahtani.

In addition, Stuart in Susanto explained that, Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The types of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.[16]

So, from the explanation above, it can be concluded that vocabulary has 2 kinds, namely; Receptive vocabulary and productive vocabulary. Receptive vocabulary is that the words that learners can understand when they listen and read and productive vocabulary is the words that learner can express their ideas when they speak and write.

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[16] Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 182 <https://doi.org/10.22216/jk.v1i2.2136>.

## e. Assessing of Vocabulary

In assessing students' vocabulary, Cameron explained that there are four indicators that have big influence on students' vocabulary, namely; Pronunciation, spelling, grammatical and meaning.[17] So, if the students are able to master those four indicators, it can be said that students are able to mastering vocabulary.

The way to assess students' vocabulary is giving the test for students. According to Brown, test is a method of measuring a person's ability and knowledge.[18] The test should related to the students' material lesson. The test can be made by selecting the words to be tested.[19] So, the test of vocabulary must relate to the students material lesson. In a junior high school, teaching vocabulary most focuses to the things around. For example things around the school, around highway, around house.

According to Ur, he stated several test for vocabulary, they are; multiple choice, gap filling, matching words and meaning, dictation, and translation.[20]

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[17] Lynne Cameron, *Teaching Language to Young Learners*, First (United Kingdom: University Press, Cambridge, 2001).

[18] H.Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Fransisco, California, 2003) <https://www.academia.edu/37720796/Brown_2003_Language_Assessment>.

[19] Scott Thornbury, *How to Teach Vocabulary* (England: Bluestone Press, Charbury, Oxfordshire, Uk., 2002), p. 138.

[20] Ur, pp. 72–73.

1. Multiple choice is the learners are given a question with the several answer, and they have to choose the right answer.[21]

   Example: Students are sitting one the…

         a. chair      c. whiteboard

           b. table      d. wall

2. Gap filling test is teacher creates some sentences or words with gaps and the test has to complete them but we have to avoid more than one possible answer.[22]

   Example: They___ to korea in 2022.

3. Matching words and meaning, in this test the leaners have to match the words with the right meaning of the words.[23]

   Example:

   | Small | Besar |
   |-------|-------|
   | Wide  | Kecil |
   | Big   | Lebar |

4. Dictation, only test the aural and spelling, if the learners recognize and spell an item correctly they probably know what it means.[24]

   Example: Teacher says the words or sentences and learners write it down in their book.

5. Translation is leaners receive sentences or a text in their mother tongue and their task is to translate into English. Ur said that it is

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[21] Ur, p. 39.
[22] Ur, p. 39.
[23] Ur, p. 40.
[24] Ur, p. 40.

a quick way how to find out about students´ knowledge but marking may be quite difficult as there may be tens of variations.[25]

Example: Translate to English – Saya membeli buku pagi ini.

In this research, assessing for students' vocabulary they are multiple choice matching word and meaning. In the multiple choice students can identify the name of things and for matching words and meaning the test is match the English words to the Indonesian.

By giving the test to the students, researcher can clearly find out their knowledge in vocabulary.

### f. Choosing Vocabulary

Vocabulary consist of the words that we understand when we hear and read (receptive vocabulary) and the words we speak or write (expressive vocabulary). We choose the words on vocabulary that we read or hear a variety of words that are important for language development.

Richards in Siswati states there are three references to determine which words will be taught, they are:

1. Coverage or range of context where the word can be found.
2. Convenience or how easy a word is learned.
3. Familiarity, meaning the word is often found, meaningful and concrete.[26]

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[25] Ur, p. 40.

[26] Kamilah Siswati, 'Efektivitas Model Pembelajaran Penguasaan Kosakata' (Universitan Muhammadiyah Purwokerto, 2012), p. 19 <http://repository.ump.ac.id/7265/>.

In addition, Hamer in Siswati stated that;

1. At the junior high school, the words concrete is usually taught before the abstract word. Such as the word window, door, are taught first than words like sad, happy, and wind.
2. Words that often appear or are often used according to students' needs.
3. The context in which the vocabulary emerges is also important to consider.
4. Exercises related to words that have been learned are proven to help students' memory and assignments such as changing the form from adjective to noun, adverb or vice versa will be highly recommended given to students.[27]

Additionally, the vocabulary that introduced in classroom is to some extent conditioned by the books used.[28] Based on the explanation, it can be concluded choosing vocabulary for junior high school is begin from the concrete words that students can see and touch the things and the vocabulary that related to the students textbook, it makes students easy to learn the vocabulary.

**g. Material of Teaching Vocabulary**

There are many material lessons in teaching vocabulary. The material of teaching vocabulary in school, based on the curriculum 2013 in school SMP Negeri 3 Padangsidimpuan is following by the textbook, the topic is divided into 6 units in the first semester, they are;

1. It's English time!
2. We can do it, we will do it
3. We know what to do

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[27] Siswati, pp. 20–21.

[28] John Haycraft, *An Introduction to English Language Teaching*, ed. by Donn Byrne (England: Longman Singapore Publisher Pte Ltd, 1978), p. 44.

4. Come to my birthday, please!
5. I'm so happy for you!
6. Our busy roads[29]

From all those material, the researcher did not talk about all the topics. This research only focused on chapter VI with sub topic 'Our busy roads'. This topic talked about things and transportation. In this research, to know the students vocabulary mastery, the researcher limit the materials of teaching vocabulary into things around people, like; things in the highway, thing around the school, building and transportation. It takes from their English textbook, as seen in the picture below:

1. Material: Vocabulary in the highway and school.
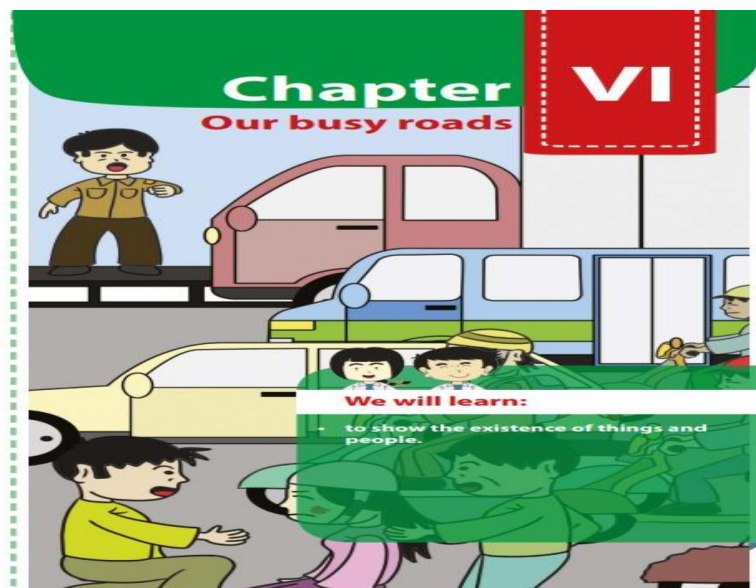


**Picture. 2.1**

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[29] Wachidah and others, v.

2. Material lesson of teaching vocabulary.



**Picture. 2.2**

3. Exercise of teaching vocabulary.



**Picture. 2.3**

In the English textbook, there was no specific topic to learn vocabularies in class. The students learn the vocabularies in the text for speaking skill. By seeing the picture above, they are some material in speaking skill, it shows that in the speaking skill the students learn and meet new vocabularies. Example; vehicles, bus, pollution, high sidewalk, etc.

## 2. Flashcards

### a. Definitions of Flashcards

Flashcards is a simple pictures is on a piece of card or paper, which is probably the most widely used visual aids in language teaching.[30] In addition, Haycraft said that "Flashcards is cards on which words and picture are printed and drawn".[31] From the definition above flashcards is a card or paper may contain a word, a sentence or a simple picture that widely used as a teaching tool.

Flashcard is attractive media for teaching and learning, especially in vocabulary. It can be alternative media for teacher in increasing students' vocabulary mastery.[32] So, flashcards is one of the attractive media for teaching vocabulary to students, it because the students could

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[30] David Cross, *A Practical Handbook of Language Teaching*, ed. by Caradog Vaughan James, *The Modern Language Journal* (UK: Prentuce Hall International (UK) Limited, 1992), LXXVII, p. 119 <https://doi.org/10.2307/329567>.

[31] Haycraft.

[32] Fatmawaty.

see the real thing and can directly imagine the things that make them easier to memorize the vocabulary.

**b. Purpose of Flashcards**

Flashcards are used in teaching and learning new words. According to Harmer purpose of the flashcards is for drilling grammar item for cueing different sentences or practicing vocabulary.[33] In addition, flashcards are used for consolidating vocabulary.[34] Based on the statements above, it shows that the purpose of flashcards is to help students for cueing different sentence and making students easier to understand and practice vocabulary.

**c. Principles of Flashcards**

There are some principles of the flashcards that we must know before using this media. Principle of flashcards is the most important to make teaching learning more fun and enjoyable. Here are several principles that stated by Haycraft and Cross.

According to Haycraft, he stated there are 2 principles of flashcards, they are;

1. Flashcards must be simple and effective.

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[33] Jeremy Harmer, *The Pratice of English Language Teaching*, Third (New York: Longman Group UK Limited, 1998), p. 134.
[34] Haycraft, p. 102.

2. Durability of the flashcards by the proper mounting, by using cardboard and cover them with transpaseal (optional) so that they don't get smudge.[35]

In addition, according to Cross, he stated there are 2 principles of flashcards, they are;

1. The size of the flashcards is A-4 size (29x21 centimeters) or it can be seen from the back of the room.

2. The flashcards can be used horizontally or vertically, depending on the shape of the subject. The advantages of flashcards over.[36]

Based on the explanation above, it can be concluded that flashcards must be simple and attractive and also flashcards must be big enough so it can be seen from the back of the classroom.

**d. Types of Flashcards**

According to Haycarf, generally there are two types of flashcards. They are as follow: word flashcards and picture flashcards.[37]

a. Word Flashcards

Word flashcards are cards on which words have been printed. Teacher can modify the word flashcards according to requirements when teaching in the class. This flashcard is useful for practicing word

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[35] Haycraft, p. 102.
[36] Cross, LXXVII, p. 120.
[37] Haycraft, p. 102.

order in a sentence for the students.[38] Words flashcards is a word in piece of paper or in cards for practicing word and sentence. The following picture is an example of word flashcards.



**Picture. 2.4**
Example Word Flashcards
(Sources.https://www.google.wordflashcards.)

b. Picture Flashcards

   Picture flashcards are cards on which pictures have been printed. Picture flashcards can help the students to identify verb on action, as well as to improvise in a dialogue.[39] So, picture flashcard is picture that is on paper or card and picture flashcards can help to identify the vocabulary on flashcards. The following picture is an example of picture flashcards.

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[38] Haycraft, p. 102.
[39] Haycraft, p. 103.

**Picture. 2. 5**
Example Picture Flashcards
(Sources.https://www.google.pictureflashcards.)

In the implementation of flashcard especially in the vocabulary
teaching and learning, it is possible for the teacher to combine both word
and picture cards. The teacher can make the flashcard into picture-word
cards. It is to help the learners to get the clearer idea of the words that
will learn. The picture on the card is for the learners' to have the visual
of the word, while the word beneath the picture can help them to know
how the spelling of the word.

**e. Procedure of Using Flashcards**

In teaching vocabulary by using flashcards, there are some
procedures that explained by experts. Procedure of using flashcards
according to Haycraft there are 3 steps, namely: Presenting, practicing,

and revising. In addition according to Cross there are 2 steps, namely; Presenting and Review.

1. Presenting: In this step, teacher showing the flashcards to the students. Teacher also tell to the students what is flashcards, how to using it and the purpose of flashcards. Students' can also analyse what picture on it. Instead of saying the words, teacher can hold up the cards.[40]

2. Practising: In this step, students are practicing how to use the flashcards and how to say the words that on flashcards.[41]

3. Review: In this step, the teacher reviews the learning material that had been taught to the students. To make sure that students understand about the lesson.[42]

From the explanation above, this research will use those procedures as a guide of using flashcards in the classroom.

**f. Advantages and Disadvantages of Using Flashcards**

To make it easier to students for learning a new language, especially for vocabulary, the real item can be brought to the classroom, so students can see the real things that will they learn. It is not always possible for teacher to bring the real things to classroom. Therefore,

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[40] Haycraft, p. 103.
[41] Haycraft, p. 103.
[42] Cross, LXXVII, p. 120.

using media like flashcards can be a good way for the teacher to introduce a new vocabulary to the students. Since flashcards is easy to make by ourselves many teachers use this kind of media to teach vocabulary. Flashcards is probably the most widely used visual aid in language teaching.[43]

In every media that use in teaching learning process have some advantages and disadvantages as well as the flashcards itself. So, here are the advantages and disadvantages of using flashcards.

Cross explained some the advantages of using flashcards in the teaching and learning process.

> Class time is saved. They are motivating and eye catching. Because they are done at home, carefully, the quality of the drawing is higher than that of a blackboard sketch. They can be colourful. And, they can be used again and again.[44]

In line, with Haycraft and Cross in Apriliani mention some advantages of using flashcards. They are as follow:

1. Flashcards can be used for consolidating vocabulary.

2. Flashcards are motivating and eye-catching.

3. Flashcards are effective that can be used for any level students.

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[43] Cross, LXXVII, p. 119.
[44] Cross, LXXVII, p. 120.

4. Flashcards can be taken almost everywhere and studied when area has free moment.

5. Flashcards can be arranged to create logical grouping of the target words.

6. Flashcards are cost effective/inexpensive.

7. Flashcards provide visual link between L1 and the target language.

8. Flashcards also can be used for practicing structure and word order or for a variety of games.[45]

The disadvantages of using flashcards according to Bahrooz and Amin, they are as follow:

1. Difficult and abstract words are not easy to be learned by flash cards.

2. The use of L1 may cause some problems for the students while remembering synonyms of the words.

3. Flashcards have no access to any listening part.

4. Flashcards cannot listen to the pronunciation.

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[45] Ika Apriliani, 'A Study on Flashcards in Teacing Vocabulary for Seventh Grade Studets at Mts Negeri II Surakarta' (IAIN Surakarta, 2016) <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://core.ac.uk/download/pdf/296470681.pdf>.

5. Having no review plan for flash cards may cause lots of problems in vocabulary learning.[46]

From the explanation about advantages and disadvantage of using flashcards, the researcher can take the conclusion that advantages of using flashcards that the usability of using more flashcards and hopefully will be able to improve students' vocabulary mastery.

**g. Teaching Vocabulary by Using Flashcards**

The use of flashcards media in teaching vocabulary to help the teacher and students in learning process. There are some activities in teaching vocabulary by using flashcards in classroom. Activities for using flashcards, they are;

1. Pre- Teaching

The process in pre-teaching; first, before the teacher starts the learning session, the teacher greet the students and checks the attendance list and gives the brainstorming to the students. In this session the students pay attention to the teacher and respond to the teacher says or asks.

2. While- Teaching

The next is the first procedures of teaching vocabulary by using flashcards that is presenting, in this procedure the

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[46] Behrooz Azabdaftari and Mohammad Amin Mozaheb, 'Comparing Vocabulary Learning of EFL Learners by Using', *The EUROCALL Review*, 20.2 (2012), 47–59.

teacher explain the material lesson with using media, the media is flashcards. After explain the material, the teacher asks the students to sit with a group of friends who have been divided by the teacher. The next procedure is practicing, in practicing teacher asks each group to collecting the picture and match the picture with the words and the students try to do it. After the groups finished do the task, the teacher and the students check the answer together.

3. Post- Teaching

And we enter to the last procedure that is revising. In this procedure the teacher repeat the material again to make sure that the students understand the material well. The teacher summarized today's material and revise the mistakes while teaching learning takes place.

**Table. II.1** Procedures of teaching vocabulary by using flashcards

| Pre-Teaching | Teachers' Activity | Procedures | Students' Activity |
|---|---|---|---|
| | 1. Teacher opens the class by greet and ask the students pray together. | | 1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn. |
| | 2. Teacher checks the students' | | 1. Students state the attendance |

| | | | |
|---|---|---|---|
| | attendance list. | | list by saying presents. |
| | 3. Teacher gives brainstorming. | | 1. Students do the brainstorming together. |
| **While-Teaching** | 1. Teacher gives the material lesson and shows the flashcards. | **1. Presenting** | 1. Students listen carefully ti the teacher. 2. Students pay attention to the teacher. |
| | 2. Teacher explains about the material that will learn and teacher shows the flashcards to illustrate the vocabulary that students learn about. | | 1. Students pay attention to the teacher. 2. Students ask the teacher about the material that students have not been understood. 3. Students understand the material. |
| | 3. Teacher divides the students into some groups and asks the students sit with their groups. | | 1. Students listen to the teacher's instructions. 2. Students responds the teacher and sit with their groups. |

| | | | |
|---|---|---|---|
| | 1. Teacher asks each group for collecting the picture and match the picture with the words. | **2. Practicing** | 1. Each group of the students trying to match the picture and the words. |
| | 2. Teacher is monitoring the students while collecting it. | | 1. Students do their each job. <br> 2. Students show their teamwork when students collecting the picture and the words. |
| | 3. Teacher and the students check the answer together. | | 1. Students see their answer paper. <br> 2. Students check the answer. |
| | 4. Teacher give feedback for students' job. | | 1. Students pay attention to the teacher. |
| | 5. Teacher asks the students to say the words that have been collecting together. | | 1. Students say the words together. |

| Post-Teaching | 1. Teacher asks the students about theirs understanding about the material lesson. | 3. Revising | 1. Students answer the teachers' questions. 2. Students tell their problem (if they have). |
| | 2. Teacher makes summarize and concludes today's learning. | | 1. Students listen carefully to the teacher summarize about today's learning. |
| | 3. Teacher revises today's learning session with using flashcards. | | 1. Students listen to the teacher. 2. Students ask the teacher if they have questions. 3. Students must remember about today's learning. |
| | 4. Teacher closes the teaching-learning process. | | 1. Students give greeting to the teacher. |

## B. Review of Related Finding

Related to this research, the researcher found some research that had been done by the other researchers. The first researcher was Pramadanti. The research used

was classroom action research (PTK), which aimed to describe teachers' efforts to improve oral English skills while teaching SD IV Zamzam Kurnia students using flashcards. The subjects of this study were all class IVA students consisting of 15 students, consisting of 10 boys and five girls. Tests were run to compare score attainment between the pre-and post-test results were examined statistically. There were four actions taken. Planning, acting, perceiving, and thinking are the topics of this study. Researchers utilize test sheets and observations as instruments to retrieve data. The results showed that students' scores reached 75 in cycle I, then increased to 82 in cycle II. Therefore, using Flashcard media can increase students' vocabulary in improving students' English speaking skills in class.[47]

The second research is written by Jannah. The researcher was designed as a quantitative through experimental in analysing and collecting data. The data were taken from 2 classes namely, VII A and VII B, and the population each class was 40 students. The researcher was using test to collecting the data. The resulted of the data the researcher was found out that there is a significant difference between the score of students' vocabulary mastery in experimental class which used flashcard, and students' in control class which not used flashcard. In the pre-test, the mean score of experimental class was 40 and the mean score of the control class was 41, But the post-test in experimental class, showed a good improvement (from 40 to

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[47] Rindika Pramadanti, 'The Effectiveness Of Using Flashcards To Improve Vocabulary In Speaking English For Elementary School Students', *Simpati: Jurnal Penelitian Pendidikan Dan Bahasa*, 1.3 (2023), 10 <https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/7022/7215>.

71), while the mean score of students' in control class showed that no improvement (from 41 to 42). The result of data analysis showed that the t-score is 43.36 and t-table degree of significance 5% is 1.687. So, it can be stated that t0 is higher than t-table (43.36>1.687). After considering the result, the implementation of flashcards as the media in teaching learning process was important in order to help the students in improving learning process and understanding the material.[48]

The last researcher was from Amiruddin and Razaq, The researcher used a pre-experimental procedure with one group pre-test and post-test in this study. A vocabulary exam was used as a study's tool. The test used in both pre-test and post-test is identical. Data analysis used descriptively from quantitative result. The major instrument in this study was the data acquired from students' pre-test and post-test. The research sample consisted of 13 pupils. The researcher 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 analysed 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 pre-test score of

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[48] Raudhatul Jannah, 'Appliying Flashcards to Improve Students Vocabulary Mastery' (Universitan Islam Negeri AR Raniry Banda Aceh, 2020) <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://repository.ar-raniry.ac.id/id/eprint/12605/1/Applying Fashcards To Improve Students Vocabulary %28An Experimental Study at SMPIK Nurul Quran%29.pdf>.

47.2258, demonstrating this. It means that using flashcards to teach vocabulary was successful.[49]

Based on three of previous research above, the researcher tries to find out the improving of students' vocabulary mastery by using flashcards as a media of teaching English for junior high school. In the other hand, the three of the research are similar but the method of the research, subject, result and technique of the data analysis are different. So, the researcher wants to improve students' vocabulary mastery by using flashcards at VIII Grade of SMP Negeri 3 Padangsidimpuan.

## C. Conceptual Framework

Vocabulary is a basic in English. Vocabulary is one of a tool for students to be able building sentences. In SMP Negeri 3 Padangsidimpuan there are some problems that the researcher found. The students are lack in English vocabulary and the lack of students' interest in learning vocabulary. The researcher tried to find the students' problem and tried to make solution by using flashcards in learning English vocabulary to solve the problem and see the result of a students' achievement after the researcher took the action with it. Flashcards have many advantages and make teaching and learning easier, so the researcher hopes that using flashcards can improve students' vocabulary mastery.

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[49] Amiruddin and Yusuf Razaq, 'The Use of Flashcards To Improve Students' Vocabulary Achievement', *Indonesian Journal If Research and Education Review*, 1.2 (2022), 145–51 <https://doi.org/10.51574/ijrer.v1i2.332>.

In this research, the researcher was use test as an instrument test. The researcher was give test to VIII at SMP Negeri 3 Padangsidimpuan as a participant in this research. Researcher conducted Classroom Action Research. Researcher did 2 cycles, each cycle consist of 2 meetings but if the problem has not been resolved with 2 cycles. Then the researcher will make a continuation cycle until the problem is solved.

The researcher conducts the problem of the research based on the framework below:

Based on the problem:

1. Students' vocabulary mastery is still low

2. The lack interest of students when learning vocabulary

3. Students achievement in vocabulary is still under the minimum mastery criteria (kkm)
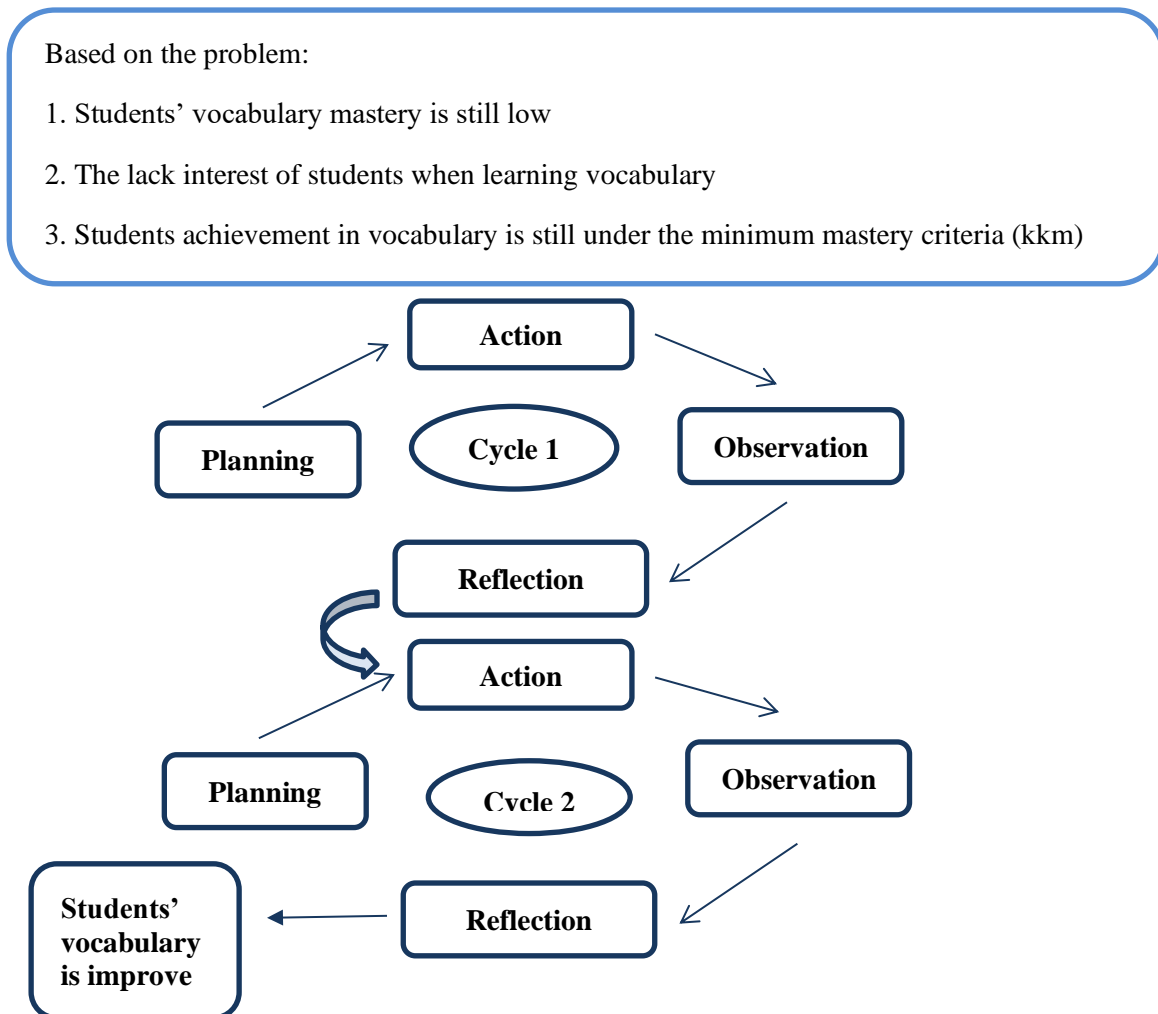
**Figure 2.1**
**Conceptual Framework**

**D. Hypothesis of the Action**

In accordance with the formulation and limitation of the problem above as well as with relate theories, the hypothesis of action that can be formulate by researcher is "Flashcards can improve students' vocabulary mastery at VIII Grade SMP Negeri 3 Padangsidimpuan".

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Time and Place

This research would be conducted at SMP Negeri 3 Padangsidimpuan. The school was located on Jl. Kh. Ahmad Dahlan, No.39 WEK I, Kec.Padangsidimpuan. This research conducted in the academic year 2023.

### B. Research Design

This research is Classroom Action Research (CAR). CAR is a method of finding out what works best in an own classroom so that teachers can improve students learning. This research was conducted using Classroom Action Research (CAR). Classroom Action research is applied in this research to see students' vocabulary by using flashcards. There is possible reason for conducting this research, they are: researchers want to find out that flashcards is good for students to increase students' vocabulary mastery.
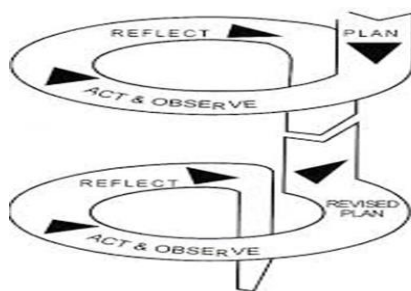


**Figure 3.1**
**Kemmis and Taggart Spiral Model Action Research[50]**

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[50] Anne Burns, *Collaborative Action Research for English Language Teachers* (The Edinburgh Building, Cambridge CB2 2RU, UK: Cambridege University Press, 1999), p. 35

## C. Participant of the Research

The participant of this research was VIII-3 Grade of SMP Negeri 3 Padangsidimpuan. The total subjects were 30 students consisting of 16 females and 14 males. This research was proceeding by conducting a prelimiary research in which interviews the English teacher. It shows that students vocabulary still low.

## D. Instrument of Collecting Data

In this research, there were two several instruments use in data collecting, namely: Test and observation.

### 1. Test

The test applied to this research to measure the students' vocabulary mastery. This test would apply to improve students' vocabulary mastery. This research will use multiple choices and matching words and meaning as a test. The topic of the test was related to the previous learning that based on the students' textbook from the school.

**Table. III.1** The indicator of vocabulary

| No | Topic | Indicators | Item | Score | Total Score |
|----|-------|-----------|------|-------|-------------|
| 1. | The name of things in the school. | Students are able to identify the name of things. | 1,2,3,4,5 | | 25 |
| | The name of things in the highway. | | 6,7,8,9,10 | 1 item x 5 scores | 25 |

<https://www.academia.edu/36165854/Collaboratrive_action_research_for_english_language_teachers>.

| | | | | | |
|---|---|---|---|---|---|
| **2.** | The name of things in the school. | Students are able to match the words and meaning. | 1,2,3,4,5 | | 25 |
| | The name of things in the highway. | | 6,7,8,9,10 | | 25 |
| **Total** | | | | | **100** |

The test consisted of 20 questions that consisted of 10 items multiple choices and 10 items matching words and meanings. Total of the test was 20 question, in each item has 5 score. The scoring is obtained using the following formula;

$$\text{Score} = \frac{B}{N} \text{ x } 100 = \frac{1}{20} \text{ x } 100 = 5$$

Where:

B : number of questions answered correctly

N : number of questions[51]

If all questions (20 questions) are answered successfully the score is 100. The students' minimum mastery criteria (kkm) is 80. Therefore, to achieve the completeness each student must be able to answer at least 16 questions out of 20 question. The test question will also be validated by the English teacher of SMP Negeri 3 Padangsidimpuan.

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[51] Asrul, Rusdi Ananda, and Rosnita, *Evaluasi Pembelajaran*, 1st edn (Bandung: Citapustaka Media, 2014), p. 84.

**2. Observation**

Observation was appropriate and effective data collection approach. The researcher does an observation to the English teacher in SMP Negeri 3 Padangsidimpuan. This focused to English teacher and students' activity while learning English, to see the process of teaching and method that teacher applies in classroom and to find out how the respond of the students in learning process.

Additionally, did a monitoring to the students activity when students' learning English especially when they learn about the vocabulary. After monitoring the students, would do the discussion with English teacher about the problem in learning process and give the solution to solve the problem of the students learning process.

**E. Procedure of the Research**

Kemmis and Mc Taggart in Burns outlined the four major steps in action research process. Each cycle has four steps: Planning, action, observation and reflection.[52] Based on the explanation above in one cycle there are, planning, action, observation, and reflection.

This research divided into two cycles for research procedure. The first cycle is divided into two meetings, and the second cycle is divided into two meetings. So, the researcher will meet with students in four meetings.

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[52] Burns, p. 35.

**1. First Cycle**

  **a. First Meeting**

    a). Planning

        a.   Arranging schedule classroom action research.

        b.   Making a lesson plan.

        c.   Determining the lesson material which is about the topic.

        d.   Preparing the lesson material.

        e.   List vocabulary for students contain about the topic.

    b). Action

1. The researcher entered to the first procedure, it called presenting. The researcher brought the media (flashcards) to the class as a teaching media, and teacher tells what is flashcards to the students.

2. The researcher showed the flashcards in front of the class and ask the students about the picture on the flashcards.

3. Explain to the students that flashcards would help students memorizing vocabulary.

4. The researcher taught the material to students with flashcards.

5. In this step, it called practicing. The researcher asked the students to memorize the vocabulary that on flashcards.

6. Students divided into small group that consist 5 person.

7. The researcher showed flashcards and the students try to write in their paper.

8. Each group filled the paper that has been given by a teacher.

9. The researcher identifying the students result.

10. And then in this step called revising, the researcher summarize and remind the students about today's learning.

c). Observation

1. Situation of teaching-learning.

2. Students' activeness.

3. Students' ability deciding the right answer.

d). Reflection

1. Analyzing the result of the first meeting.

2. Analyzing the weakness and and the teacher progress using flashcards as a media of students' vocabulary mastery.

**b. Second Meeting**

a). Planning

1. Arranging schedule classroom action research.

2. Making a lesson plan.

3. Determining the lesson material which is about the topic.

4. Preparing the lesson material.

5. Preparing some students' worksheets.

6. List vocabulary for students contain about the topic.

b). Action

1.  The researcher brought the media (flashcards) to the class as a teaching media, and teacher tells what is flashcards to the students.

2.  The researcher showed the flashcards in front of the class and ask the students about the picture on the flashcards.

3.  Explain to the students that flashcards would help students memorizing vocabulary.

4.  The researcher repeat the previous lesson that teach with flashcards. .

5.  The researcher gave a test paper to the students.

6.  The researcher identifying the students result.

c). Observation

1.  Situation of teaching-learning.

2.  Students' activeness.

3.  Students' ability deciding the right answer.

d). Reflection

The researcher would analyzing the result of the first and the second meeting and make a conclusion of using flashcards to improve students vocabulary. After finishing the cycle 1 and the result of the learning process is not significant to what the researcher expects, the researcher moved to the next cycle (Second 2) for improvement of the next achievement.

**2. Second Cycle**

**a. Third Meeting**

a). Planning

1. Arranging schedule classroom action research.

2. Making a lesson plan.

3. Determining the lesson material which is about the topic.

4. Preparing the lesson material.

5. Preparing some students' worksheets.

6. List vocabulary for students contain about the topic.

b). Action

1. The researcher entered to the first procedure, it called presenting. The researcher brought the media (flashcards) to the class as a teaching media, and teacher tells what is flashcards to the students.

2. The researcher showed the flashcards in front of the class and ask the students about the picture on the flashcards.

3. Explain to the students that flashcards would help students memorizing vocabulary.

4. The researcher taught the material to students with flashcards.

5. In this step, it called practicing. The researcher asked the students to memorize the vocabulary that on flashcards.

6. Students divided into small group that consist 5 person.

7. The researcher showed flashcards and the students try to write in their paper.

8. Each group filled the paper that has been given by a teacher.

9. The researcher identifying the students result.

10. And then in this step called revising, the researcher summarize and remind the students about today's learning.

c). Observation

1. Situation of teaching-learning.

2. Students' activeness.

3. Students' ability deciding the right answer.

d). Reflection

1. Analysing the result of the third meeting.

2. Analysing the weakness and the teacher progress using flashcards as a media of students' vocabulary mastery.

**b. Fourth Meeting**

a). Planning

1. Arranging schedule classroom action research.

2. Making a lesson plan.

3. Determining the lesson material which is about the topic.

4. Preparing the lesson material.

5. Preparing some students' worksheets.

6. List vocabulary for students contain about the topic.

b). Action

1. The researcher brought the media (flashcards) to the class as a teaching media, and teacher tells what is flashcards to the students.

2. The researcher showed the flashcards in front of the class and ask the students about the picture on the flashcards.

3. Explain to the students that flashcards would help students memorizing vocabulary.

4. The researcher repeat the previous lesson that teach with flashcards.

5. The researcher gives a test paper to the students

6. The researcher identifying the students result.

c). Observation

1. Situation of teaching-learning.

2. Students' activeness.

3. Students' ability deciding the right answer.

d). Reflection

The researcher reflects on all the meetings and analyses to make a conclusion on the usage of the flashcards in students' vocabulary mastery.

**F. Data Analysis**

In this study, researcher collects the data by giving test to the students. Then to find out the average value of students for each cycle, the researcher applies the following formula:

$$M = \frac{\Sigma \chi}{N}$$

Where:

M  : the mean of the students

$\Sigma \chi$ : the total score

N  : the number of the students[53]

In the other hand, account the percentage of the students' complete study used formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students

R : the number of students

T : the total number of students[54]

After, calculating and scoring students' performance then, their score would consult to the classification quality on the table below.

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[53] Suharsimi Arikunto, *Manajemen Penelitian*, Sebelas (Jakarta: PT Rineka Cipta, 2010).

[54] Zainal Aqib and M Chotibuddin, 'Teori Dan Aplikasi Penelitian Tindakan Kelas: PTK', *Deepublish*, 2018, p. 102 <https://books.google.co.id/books?id=F8-HDwAAQBAJ&lpg=PR5&ots=_Gs49G8GuI&dq=zainal aqib %26 M. Chotibuddin&lr&hl=id&pg=PR4#v=onepage&q=zainal aqib & M. Chotibuddin&f=false>.

**Table. III.2** The classification quality of students' score:

| No | Percentage | Criteria |
|:---:|:---:|:---:|
| 1 | 0% - 20 % | Very Low |
| 2 | 21% - 40 % | Low |
| 3 | 41% - 60% | Enough |
| 4 | 61% - 80% | Good |
| 5 | 81% - 100% | Very Good |

After the researcher find the mean score all of the students, it is consult to the criteria as follow:

1. If the value of mean score is 80-100%, it can be category into very high.

2. If the value of mean score is 61-80%, it can be category into high.

3. If the value of mean score is 41-60%, it can be category into enough.

4. If the value of mean score is 21-40%, it can be category into low.

5. If the value of mean score is 0-20%, it can be category into very low.[55]

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[55] Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, ed. by Husdarta and others (Bandung: Alfabeta, 2009), p. 83.

## RESULT OF THE RESEARCH

This chapter presents the research result. The research data presented the process of improving vocabulary mastery by using flashcards at the VIII grade students of SMP Negeri 3 Padangsidimpuan in academic year 2023.

## A. Description Data

In this chapter, the researcher would like to analyze each data that has been gotten from the teaching process and evaluation in each cycle of this research. In this research, analyze was started from cycle 1 up to cycle 2, because this research used action research. Furthermore, analysis was done with observation.

1. **Cycle 1**

   The first cycle was conducted for two meetings. The meeting was conducted for 90 minutes. In each meeting has been done for 2 x 45 minutes. So, two meetings had been done for 4 x 45 minutes or 180 minutes. There were some differences in each cycle. Therefore, the researcher made the activities for first cycle as follows.

   a. **First Meeting**

      1) Planning

      The first meeting was conducted on Wednesday, Oct 4th 2023. It was done in VIII-3 SMP Negeri 3 Padangsidimpuan, consisted 30 students. The class would be instructed by the researcher for each meeting during the

research done in the classroom. In this step, the researcher planned the lesson plan for teaching that based on the syllabus and the researcher created flashcards as a media in teaching vocabulary. Then, the researcher prepared the instruments for students.

2) Action

The activity in this stage was the implementation of the lesson plan, which means implementing every step arranged in the planning stage. The researcher came into the class with the English teacher of VIII-3, Mrs. Zulhafni Marizah Hasibuan, S.Pd. Then, the researcher explained that the purpose of this research was to complete data for the thesis. In the first step, the researcher checked the students' attendance. Here, the researcher implemented the procedure of using flashcards, the first was presenting, the researcher was explained the purpose was not for teaching like usual but for research. The researcher gave the learning material to the students with follow their English book with the topic 'Our busy road'. Here, the researcher was showing up the flashcards and ask the students what flashcards is. Some students were responded it well and half of students responded confusedly. Then, the researcher continued by giving some explanation about flashcards.

Next, the researcher explaining the material lesson, the material lesson was about to observe the things around the highway and school. While the researcher explained it, the researcher showed the flashcards asked the

students to paid attention to the picture that on the flashcards. The next step was practicing, here the researcher asked the students to memorize the picture that on flashcards. After this, the researcher asked the students to make the group that consisted of 5 students in each group. After that the researcher showed the flashcards and the students wrote their answer to their paper sheets, and the group who answered correctly would be the winner. The researcher and the students checked together the answer and the researcher asked the students to say the word together.

The last step was revising, made summarize of today learning and made sure that students got the new vocabulary from the lesson that have been taught.

3) Observation

In this step, the researcher observed the students activities during teaching and learning, revealed the confusion about remembering the vocabulary, lack of enthusiasm, checked the students who was the trouble maker when the learning took place and the incomplete roles because they did not hear the researcher's clearly. The researcher suggested providing more motivation in the next meeting.

4) Reflection

The meeting concluded that some students did not hear the teacher's instruction, possibly due to lack of interest in the material. Additionally, some students had not completed their roles in teaching learning process, possibly due to did not understand the instruction or the explaining. The researcher identified a need for more effort in developing students' vocabulary and suggested changes to improve in the next meeting.

**b. Second Meeting**

1) Planning

The second meeting was conducted on Thursday, Oct 5th 2023. It was done in VIII-3 SMP Negeri 3 Padangsidimpuan, consisted 30 students. The researcher analysed the first meeting result and prepared the necessary teaching material.

2) Action

The researcher came into the VIII-3s' class, and open the class cheerfully and students responded enthusiastically, after that the researcher checked the students' attendance. In the second meeting, the researcher focused on eliminating the problem that found in the first meeting by motivating, encouraging control and managing the class. Then, the researcher reminded the learning material about the previous meeting. After all the students got the material, the researcher gave the students a test.

3) Observation

In this phase, the researcher observed the students' activity. The students showed increase interest and enthusiasm during the meeting, showing the improvement compared to previous sessions. But the half of the students problems were difficulty remembering the vocabulary.

4) Reflection

This action concluded that the most of the students were still confused to identifying the name of things and matching the words and the meaning. The result of the first cycle in the test, there were some students got high and low score. From 30 students in the class just 4 students who got the score passed the criteria mastery minimum (80). There were 2 indicators in test vocabulary, namely: identifying the name of thing and matching the words and meaning. Students were low in identifying the name of things because they felt difficult to memorize the vocabulary. So, in the next cycle the researcher changed the technique to explain the material lesson. The total score of the students in cycle 1 was 2035. So, the mean score of the students in cycle 1 was 67.8.

2. **Cycle 2**

The second cycle was conducted for two meetings. The meeting was conducted for 90 minutes. In each meeting has been done for 2 x 45 minutes. So, two meetings had been done for 4 x 45 minutes or 180 minutes. There were

some differences in each cycle. Therefore, the researcher made the activities for second cycle as follows.

**a. First Meeting**

    1) Planning

        The first meeting in cycle 2 was conducted on Wednesday, Oct 18th 2023. It was done in VIII-3 SMP Negeri 3 Padangsidimpuan, consisted 30 students. The class would be instructed by the researcher for each meeting during the research done in the classroom. In this step, the researcher planned the lesson plan for teaching that based on the syllabus and the researcher created flashcards as a media in teaching vocabulary and made a list of vocabulary that would be taught. Then, the researcher prepared the instruments for students.

    2) Action

        The activity in this stage was the implementation of the lesson plan, which means implementing every step arranged in the planning stage. The researcher came into the class with the English teacher of VIII-3, Mrs. Zulhafni Marizah Hasibuan, S.Pd. Then, the researcher explained that the purpose of this research was to complete data for the thesis. In the first step, the researcher checked the students' attendance. Here, the researcher implemented the procedure of using flashcards, the first was presenting, the researcher was explained the purpose was not for teaching like usual but for research. The researcher gave the learning material to the students

with follow their English book with the topic 'Our busy road'. Here, the researcher was showing up the flashcards and ask the students what flashcards is. Some students were responded it well and half of students responded confusedly. Then, the researcher continued by giving some explanation about flashcards.

Next, the researcher explaining the material lesson, the material lesson was about to observe the things around the highway and school. While the researcher explained it, the researcher showed the flashcards asked the students to paid attention to the picture that on the flashcards. The next step was practicing, here the researcher asked the students to memorize the picture that on flashcards. After this, the researcher asked the students to make the group that consisted of 5 students in each group. After that the researcher showed the flashcards and the students wrote their answer to their paper sheets, and the group who answered correctly would be the winner. The researcher and the students checked together the answer and the researcher asked the students to say the word together.

The last step was revising, made summarize of today learning and made sure that students got the new vocabulary from the lesson that have been taught.

3) Observation

The learning process improved in this meeting, with students more focused and more paid attention to the teacher. And they became more enthusiastic doing the task.

4) Reflection

In this step, the researcher was carried out after observing students and found satisfaction with their improvement in knowing and memorizing the vocabularies in the road and school.

**b. Second Meeting**

1) Planning

The second meeting in cycle 2 was conducted on Wednesday, Oct 19$^{th}$ 2023. It was done in VIII-3 SMP Negeri 3 Padangsidimpuan, consisted 30 students. The class would be instructed by the researcher for each meeting during the research done in the classroom. In this step, the researcher planned the lesson plan for teaching that based on the syllabus and the researcher created flashcards as a media in teaching vocabulary and made a list of vocabulary that would be taught. Then, the researcher prepared the instruments for students.

2) Action

The researcher came into the VIII-3s' class, and open the class cheerfully and students responded enthusiastically, after that the researcher checked the students' attendance. In the second meeting, the researcher

focused on eliminating the problem that found in the first meeting by motivating, encouraging control and managing the class. Then, the researcher reminded the learning material about the previous meeting. After all the students got the material, the researcher gave the students a test.

3) Observation

The researcher observed students' vocabulary result and provided comments. They showed improvement using flashcards in teaching vocabulary. Students appeared more enthusiastic and engaged in their vocabulary. All students completed the test actively.

4) Reflection

In this step, after calculating the students' score, the students' vocabulary was improved based on the test in cycle 2. From 30 students in the class, there were 22 students passed the criteria mastery minimum (80) and 8 students got score under the criteria mastery minimum. The indicator of the test were identifying the name of things and matching the words and meaning. Here, the students were past the indicator well. The total score of the students in cycle 2 was 2.485. So, the mean score of the students in cycle 2 was 82.8. It means that students' vocabulary improved.

From the explanation above, the researcher concluded that students' vocabulary mastery in SMP Negeri 3 Padangsidimpuan is imporved by using the flashcards as a teaching media in learning vocabulary.

**B. Data Analysis**

This pages findings and discussion are based on the analysis of the data collected from implementing flashcards as a teaching media to improve students' vocabulary mastery in each cycle of this research. The research was done at the VIII grade of students in SMP Negeri 3 Padangsidimpuan. Related to the research findings, the data were attained from the teaching-learning process and evaluation. The aim of giving an evaluation assessment is how far students memorizing the vocabulary in this action research. The researcher applied quantitative analysis by using the formulation of the mean score that describe the data as follows.

To find out the average value of students for each cycle, the researcher applied the following formula:

**The calculation of students' mean score in cycle 1**

$$M = \frac{\Sigma \chi}{N} = \frac{2023}{30} = 67.8$$

**The calculation of students' mean score in cycle 1**

$$M = \frac{\Sigma \chi}{N} = \frac{2485}{30} = 82.8$$

From the calculation above, it can be seen that students mean score improved.

**C. Comparative Result Action**

This page is presented to show the result of the research that has been carried out by researcher by vocabulary test that are given to the students. The researcher has

conducted two cycles with four meetings. The test was carried out at the second

meeting in cycle 1 and the second meeting at cycle 2. With the result bellow;

**Table IV.1** Students Vocabulary Score Cycle 1

| No | Statistic | Score Vocabulary Test |
|----|-----------|----------------------|
| 1 | Highest Score | 95 |
| 2 | Lowest Score | 35 |
| 3 | Range | 60 |
| 4 | Interval | 10 |
| 5 | Mean Score | 67.8 |
| 6 | Median Score | 70 |
| 7 | Mode | 70 |

Based on the table IV.1 provided, it was evident that the students' highest score

was 95, lowest score was 35. From the data above it can be seen that the range was 60,

it found from the highest score minus the lowest score and the median score was 70.

The number of students who get the point up to 80 times 100% is then divided by the

total number of students doing the test. The number of students whot got up to 80 is 4

students, 4 times by 100% and divided 30 students who doing the test and the result

was 13.3%.

**Table IV.2** The Calculation of Students' Mean Score in Cycle 1

| No | Interval Class | Frequency | Mid Point | Result |
|----|---------------|-----------|-----------|--------|
| 1 | 35-44 | 1 | 39.5 | 39.5 |
| 2 | 45-54 | 2 | 49.5 | 99 |
| 3 | 55-64 | 5 | 59.5 | 297.5 |
| 4 | 65-74 | 13 | 69.5 | 903.5 |
| 5 | 75-84 | 6 | 79.5 | 477 |
| 6 | 85-94 | 1 | 89.5 | 89.5 |
| 7 | 95-104 | 2 | 99.5 | 199 |
| | F= 10 | N=30 | | 2.023 |

From the table IV.2, the calculation of students' mean scores in cycle 1 is 2023 (13.3%). To know the man score of the students is the total test divided by thetotal of the students who doing the test. Then the total is 67.8. Based on the minimum mastery criterion (kkm) 13.3% of students from 30 students in class VIII-3 SMP Negeri 3 Padangsidimpuan who got mastering the vocabulary. So, the researcher made a second cycle to improve students' vocabulary mastery by using the flashcards as a teaching media.

**Frequency**
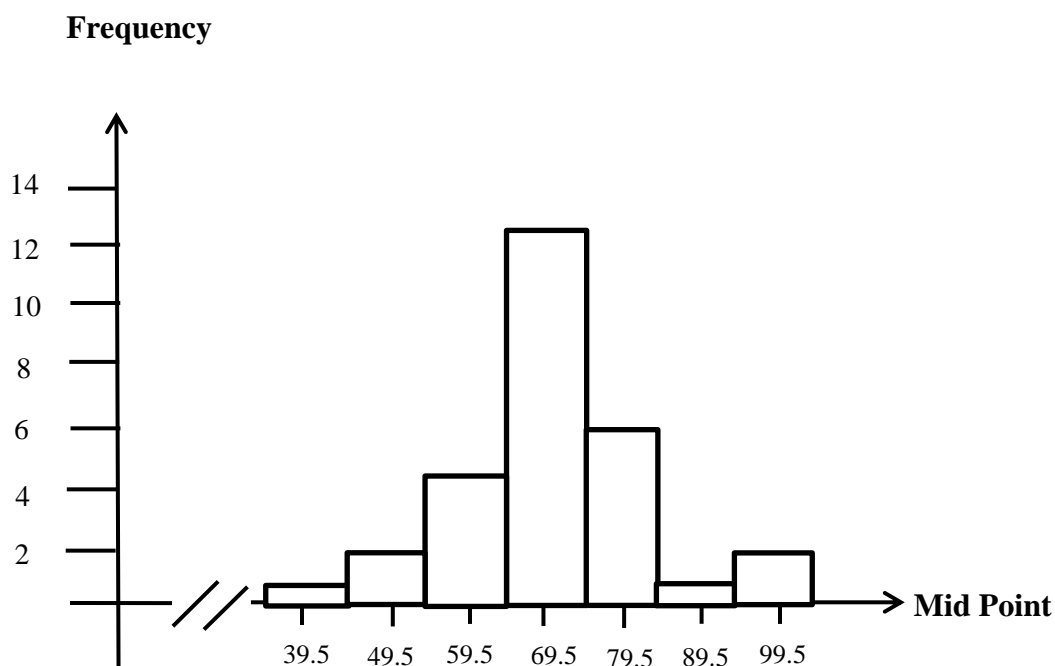


**Figure 4.1**. Histogram of Cycle 1

The graphic of the students' score above can be seen the students' vocabulary mastery is still low, 1 student got 39.5 score, 2 students got 49.5 score, 5 students got 59.5 score, 13 student got 69.5 score and, 6 students got 89.5 the last 2 students got 99.5 score.

**Table IV.3** Students vocabulary Score Cycle 2

| No | Statistic | Score Vocabulary Test |
|----|-----------|----------------------|
| 1 | Highest Score | 100 |
| 2 | Lowest Score | 65 |
| 3 | Range | 35 |
| 4 | Interval | 5 |
| 5 | Mean Score | 82.8 |
| 6 | Median Score | 85 |
| 7 | Mode | 85 |

Based on the table IV.3 provided, it was evident that the students' highest score was 100, lowest score was 65, from the data above it can be seen that the range was 35, it found from the highest score minus the lowest score and the median score was 85. The number of students who get the point up to 80 times 100% is then divided by the total number of students doing the test. The number of students who got up to 80 is 22 students, 22 times by 100% and divided 30 students who doing the test and the result was 73.3%.

**Table IV.4** The Calculation of Students' Mean Score in Cycle 2

| No | Interval Class | Frequency | Mid Point | Result |
|----|---------------|-----------|-----------|--------|
| 1 | 65-70 | 4 | 67.5 | 270 |
| 2 | 71-75 | 4 | 73 | 292 |
| 3 | 76-80 | 5 | 78 | 390 |
| 4 | 81-85 | 8 | 83 | 664 |
| 5 | 86-90 | 5 | 88 | 440 |
| 6 | 91-95 | 3 | 93 | 279 |
| 7 | 96-100 | 1 | 98 | 98 |
|  | F=5 | N=30 |  | 2485 |

From the table IV.4, the calculation of students' mean score in cycle 2 is 2485 (73.3%). To know the mean score of the students is the total of the test divided by the

total of students doing the test. Then, the total is 82.8. Based on the minimum mastery criteria 73.3% from 30 students in SMP Negeri 3 improved.

**Frequency**
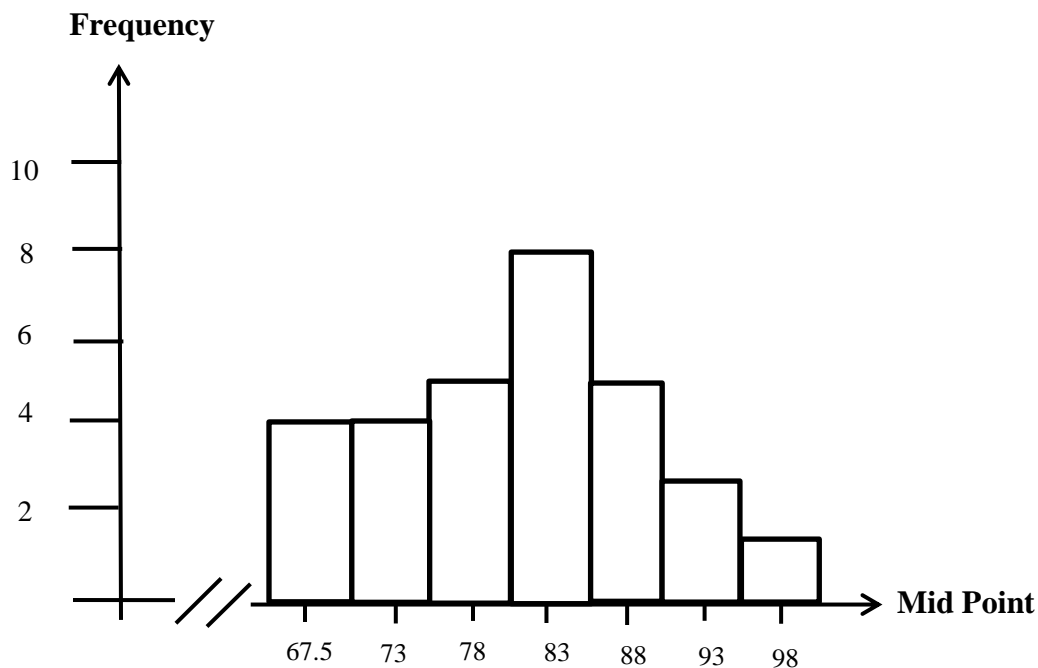


**Figure 4.2** Histogram of Cycle 2

Based on the histogram above, it was known that the students' score in vocabulary mastery improved. The test was done in the last meeting in cycle 2. The total score of cycle 2 was 82.8 (73.3%) can the percentage of students is good in mastering vocabulary. 4 students got 67.5 score, 4 students got 73 score, 5 students got 78 score, 8 students got 83 score, 5 students got 88 score, 3 students got 93 score and the last 1 student got 98 score.

From the result above the researcher got the score cycle 1 and cycle 2 is improved. In the first cycle, the total is 67.8 (13.3%) is still poor the in the second cycle 82.8 (73.3%) is improved. So, the researcher got the mean score for the identifying the

name of thing in the first cycle was 60 becoming 73 in the second cycle, and the matching the words and meaning in the first cycle was 70 becoming 92 in the second cycle.
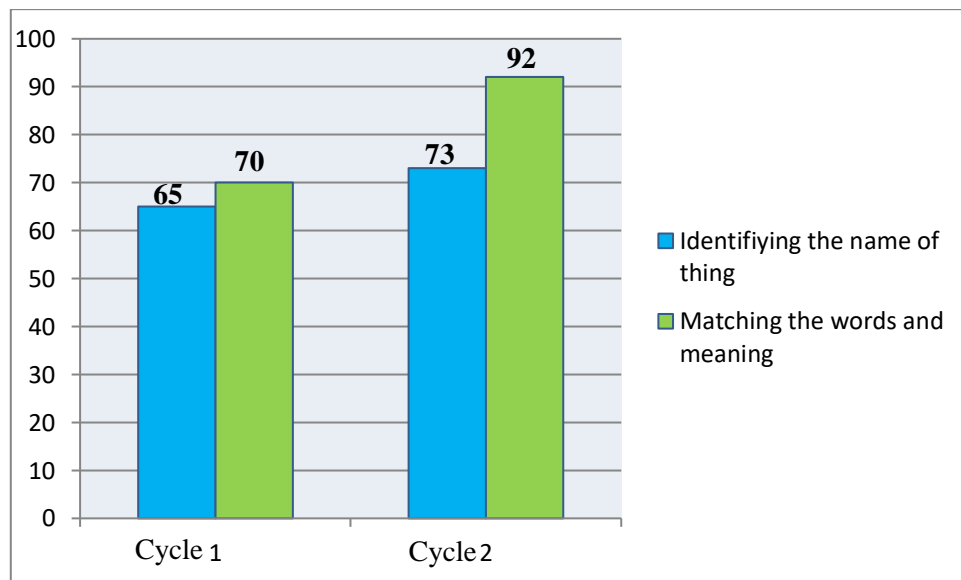


**Figure 4.3** The comparative of indicators Score in Cycle 1 and Cycle 2

From the figure of comparative the indicator scores in the cycle 1 and cycle 2 got the mean score for the identifying the name of thing in cycle 1 was 65 becoming 73 in cycle 2, and matching the words and meaning in the cycle 1 was 70 becoming 92 in cycle 2. It means all of indicator was improved.

So, all of the indicators were improved, from 67.8 (13.3%) in cycle 1 improved to cycle 2 82.8 (73.3%) that has differences score between cycle 1 and cycle 2 is 60% which means the students' score improved. The comparative could be seen from the following figure.
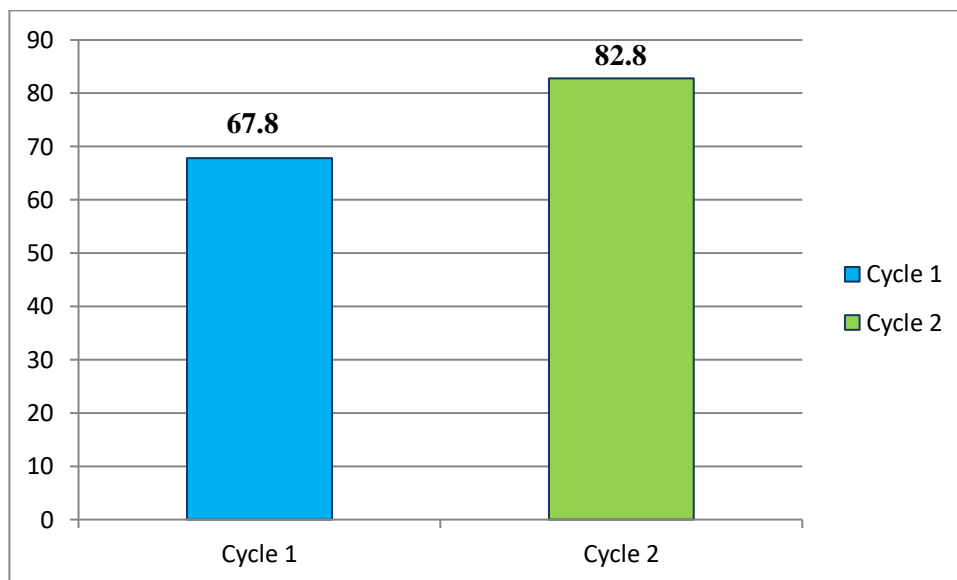
**Figure 4.3** The comparative students' mean score cycle 1 and cycle 2

## D. Discussion of the Research Finding

To improve students' vocabulary mastery the researcher conducted the classroom action research (CAR) as a research method that include with 2 cycles. In the learning process used flashcards as a media in teaching vocabulary to make students imagined the picture that would be memorized. In the first cycle the test, 1 student got 35 score, 1 student got 45 score, 1 student 50 score, 2 students got 55 score, 3 students 60 score, 4 students got 65 score, 8 students got 70 score, 6 students got 75 score, 1 student got 80 score, 1 student got 85 score and the last 2 students got 95 score. In the second cycle, it could be concluded that the result of cycle 2 was better than the previous cycle, therefore the researcher held cycle 2 which aims to get better result. 2 students got 65 score, 2 students got 70 score, 4 students got 75 score, 5 students got 80 score, 8 students got 85 score, 5 students got 90 score, 3 students got 95 score and 1 students got 100 score.

In other words, the result was an improvement in the students' vocabulary mastery significantly in the learning process aimed at improving students' vocabulary mastery by using flashcards at the VIII grade of SMP Negeri 3 Padangsidimpuan.

Furthermore, there are related finding from this research, that flashcards ia a good tool for teaching media. The researcher was Pramadanti. The research used was classroom action research (CAR), which aimed to describe teachers' efforts to improve oral English skills while teaching SD IV Zamzam Kurnia students using flashcards. It was same with this research, this research also used classroom action research to improve students' vocabulary mastery. The subjects of this study were all class IVA students consisting of 15 students, consisting of 10 boys and five girls. And this research the subject was from class VIII-3 students of SMP Negeri 3 padangsidimpuan and consisted of 16 females and 14 males. Tests were run to compare score attainment between the pre-and post-test results were examined statistically. There were four actions taken. Planning, acting, perceiving, and thinking are the topics of this study. In Pramadanti research, researchers utilize test sheets and observations as instruments to retrieve data. The results showed that students' scores reached 75 in cycle I, then increased to 82 in cycle II. And in this research the score of the test was 67.8 in cycle 1 become 82.8 in cycle 2. Therefore, using Flashcard media can increase students' vocabulary in improving students' English speaking skills in class.[56] It shows that

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[56] Rindika Pramadanti, 'The Effectiveness Of Using Flashcards To Improve Vocabulary In Speaking English For Elementary School Students', *Simpati: Jurnal Penelitian Pendidikan Dan Bahasa*, 1.3 (2023), 10 <https://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/7022/7215>.

flashcards is a good for teaching tool especially in teaching vocabulary. It helps students to see the real picture and directly imagine it. Flashcards can be used as a teaching media from elementary school until high school.

The result of this research showed that using flashcards was effective to improve students' vocabulary mastery in identifying the name of thing and matching words and meaning. It could be seen from the mean score, the mean score in cycle 1 was 67.8 (13.3%) it was very low, and the mean score in cycle 2 was 82.8 (73.3%) it showed the improvement to good. The result of calculation showed that the significance degree of 60%. Based on the related finding above, it can be concluded that vocabulary is one of big problem in some school, and the researcher has been done a research about students' vocabulary mastery by using flashcards.

In this study, the researcher has found the improvement of students' achievement through the title "Improving Vocabulary Mastery by Using Flashcards at The VIII Grade of SMP Negeri 3 Padangsidimpuan". The research design was classroom action research (CAR). Finally, the researcher found that students' vocabulary mastery was improved by using flashcards. It could be seen from the data analyse was increase of each cycle that had been done.

**E. Threats of the Research**

The Threats of the Research When doing the research, the researcher found that some threats in this research. The threatening came from the problem of students. The students have difficulties in understanding the meaning of the words, the students have difficulties to memorize vocabulary, students were not active in the teaching and

learning process at the class. The first based on the observation sheet in the first cycle the researcher found that some of the students have difficulties in understanding the meaning of the words because most of the students did not have full attention and looks confuse when the teaching learning process.

The researcher tried to always give high motivation which had relationship with their life and made it in amusing case, so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson. Then, when the action research was done, some students become trouble maker. It make another students didn't have concentration because they didn't hear when the researcher explained the material, so it became most of students didn't understand confused with material. The researcher made solution. The students as trouble maker should be more pay attention.

# CHAPTER V

# CLOSSING

## A. Conclusions

Based on the result of the classroom action research, it could be concluded that flashcards improved students' vocabulary mastery at the VIII Grade of SMP Negeri 3 Padangsidimpuan. Based on the students' vocabulary master, the mean score which in cycle 1 was 67,8 (13.3%) and in the cycle 2 was 82.8 (73.3%).

In conclusion, flashcards could improve students' vocabulary mastery. It is also encourage the students be more interested in teaching learning process. The students actively in doing the lesson because they could see the picture directly.

## B. Sugesstion

Based on the explanation above, it had been described flashcards could improve students' vocabulary in English and the implication of the result goes to English teacher of Junior High School. Moreover, the English teachers can apply flashcards in teaching learning process in the classroom. By applying the flashcards, the students will be more active and interested in learning process. Therefore, flashcards with all the steps can increase students' vocabulary be better than before.

The result of this research, showed that using flashcards could improve students' vocabulary, especially at the VIII grade students in SMP Negeri 3 Padangsidimpuan. The suggestions are special for the teacher, students, and other researcher. The suggestions will be explain as follow:

1. Flashcards is activities that can create the students interest and decrease tension in difficulty curriculum area especially in subject vocabulary. It also can be used as an alternative media of English teaching in vocabulary.

2. For the teacher, it is very wise to use flashcards in teaching vocabulary because this media can make the students more active, fun, interested in learning process.

3. For the students, it is hope that by using flashcards the students more interested in study English especially vocabulary because flashcards gives the opportunity for students to make their vocabulary become into much vocabulary than before. They will be active and interested in learning process.

## C. Implications

This research has some implication in theoretically and practically as follow:

Theoretically, in this research, identifying the name of words and matching the words and meaning are two aspects that can determine students' success in vocabulary. So, this research can be a relevant source for promoting the process of teaching and learning in the classroom.

Practically, the result of this research offers some implications. The first is for developing classroom activities and maximizing the use of media in the teaching and learning process. In addition, this research can be used as a source for the teachers to promote a successful teaching and learning process. The materials about how to analyze the things that around the highway and school and should be able to engage the students to extend and enrich their knowledge about the vocabulary. The materials

should be prepared and presented in appropriate and interesting way so that the students will fully understand the materials and the elements of constructing sentences and increase their awareness to memorize the vocabulary properly. By mastering the vocabulary, the students can show their ideas in writer or orally.

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**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Cycle 1**

| | |
|---|---|
| Nama Sekolah | : SMP Negeri 3 Padangsidimpuan |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : VIII |
| Materi Pokok | : Our Busy Road (Vocabulary) |
| Alokasi Waktu | : 2 x 45 menit (dua pertemuan) |
| Pertemuan | : 1 dan 2 |

## A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin ,tanggungjawab, peduli (toleransi,gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang.

## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

| NO | KOMPETENSI DASAR | INDIKATOR PENCAPAIAN KOMPETENSI |
|---|---|---|
| **1.** | 1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat,dan menanggapinya dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks. | 1. Siswa dapat meningkatkan kosa kata mereka dengan belajar menggunakan media flashcards. |

**C. Tujuan Pembelajaran**

1. Meningkatkan kosa kata siswa
2. Mengucapkan kosa kata dengan jelas
3. Mengetahui arti kosa kata
4. Dapat menghafal kosa kata dengan baik

**D. Materi Pembelajaran**

Busy On Road
1. Fungsi Sosial
   Mendeskripsikan, mengenalkan, dan menunjukkan keberadaan benda dan orang.
2. Struktur text
   Mengetahui keberaan benda dan apa yang terjadi dijalan raya. Mampu mengetahui benda benda yang berhubungan dengan sekolah dan jalan raya.

| Things in school | Things in Highway |
|---|---|
| 1. Chair | 1. Car |
| 2. Flag | 2. Sidewalk |
| 3. Teacher | 3. Bus stop |
| 4. Bag | 4. Traffic jam |
| 5. Cupboard | 5. Zebra cross |
| 6. Headmaster | 6. Vehicles |
| 7. Rubbish bin | 7. Bridge |
| 8. Map | 8. Animal |
| 9. Security | 9. Fence |
| 10. Table | 10. Building |

**E. Metode Pembelajaran**

1. Flashcards

**F. Langkah-langkah Aktifitas Pembelajaran**

| Pre- Teaching | Teachers' Activity | Procedures | Students' Activity |
|---|---|---|---|
| | 1. Teacher opens the class by greetings and asks the students pray together. | | 1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn. |
| | 2. Teacher checks the students' attendance list. | | 1. Students state the attendance list by saying present. |
| | 3. Teachers give brainstorming. | | 1. Students do the brainstorming together. |
| **While- Teaching** | 1. Teacher gives a material lesson and shows the flashcards. | **1. Presenting** | 1. Students listen carefully to the teacher. 2. Students pay attention to the teacher. |
| | 3. Teacher explains about the material that will learn and teacher shows the flashcards to illustrate the vocabulary that students learn about. | | 1. Students pay attention to the teacher explanations. 2. Students ask the teacher about material that students have not been understood. 3. Students understand the material. |
| | 4. Teacher divides the students into some groups and asks the students sit with their groups. | | 1. Students listen to the teacher's instruction. 2. Students respond the teacher and sit with their groups. |

| | | 2. Practicing | |
|---|---|---|---|
| | 1. Teacher asks each group for collecting the picture and match the picture with the word. | | 1. Each group of the students trying to match the picture and the word. |
| | 2. Teacher is monitoring the students while they collecting it. | | 1. Students do their each job.<br>2. Students shows their teamwork when students collecting the picture and the word. |
| | 3. Teacher and students check the answer together. | | 1. Students see their answer paper.<br>2. Students check the answer. |
| | 4. Teacher gives feedback for the students' job. | | 1. Students pay attention to the teacher. |
| | 5. Teacher asks the students to say the words that have been collecting together. | | 1. Students say the words together. |
| | | 3. Revising | |
| **Post- Teaching** | 1. Teacher asks the students about their understanding about the material. | | 1. Students answer teacher's question.<br>2. Students tell their problem (if they have). |

| | 2. Teacher makes summarize and concludes today's learning. | | 1. Students listen carefully to the teacher summarize about today's learning. |
|---|---|---|---|
| | 3. Teacher revises today's learning session with using flashcards. | | 1. Students listen to the teacher. 2. Students ask the teacher if they have question. 3. Students must remember about today's learning |
| | 4. Teacher closes the teaching-learning process. | | 1. Students give greeting to the teacher. |

**H. Media/Alat Bahan, dan Sumber Belajar**

1. Media : Flashcards
2. Sumber belajar : Buku Bahasa Inggris kelas VIII

**J. Penilaian**

| No | Tindakan | Bentuk Penilaian | Bentuk Instrumen |
|---|---|---|---|
| 1 | Sikap | Penilaian Diri | Keaktifan siswa dikelas baik dalam kelompok, maupun individu. |
| 2 | Pengetahuan | Tes Tulisan | Siswa menjawab soal dalam bentuk berkelompok. |

Padangsidimpuan,    Oktober  2023

Mengetahui,                                                                 Peneliti
Guru

Zulhafni Marizah Hasibuan, S.Pd                         Gita Ariesta Harahap
NIP. 19820702 200604 2006                                  Nim.19 203 00005

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

### Cycle 2

Nama Sekolah : SMP Negeri 3 Padangsidimpuan
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Materi Pokok : Our Busy Road (Vocabulary)
Alokasi Waktu : 2 x 45 menit (dua pertemuan)
Pertemuan : 1 dan 2

## A. Kompetensi Inti

4.  Menghargai dan menghayati ajaran agama yang dianutnya.
5.  Menghargai dan menghayati perilaku jujur, disiplin ,tanggungjawab, peduli (toleransi,gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
6.  Mengolah, menyaji, dan menalar dalam  ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang.

## B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

| NO | KOMPETENSI DASAR | INDIKATOR PENCAPAIAN KOMPETENSI |
|---|---|---|
| 1. | 1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat,dan menanggapinya dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan yang benar dan sesuai konteks. | 1. Siswa dapat meningkatkan kosa kata mereka dengan belajar menggunakan media flashcards. |

**C. Tujuan Pembelajaran**

5. Meningkatkan kosa kata siswa
6. Mengucapkan kosa kata dengan jelas
7. Mengetahui arti kosa kata
8. Dapat menghafal kosa kata dengan baik

**D. Materi Pembelajaran**

Busy On Road
3. Fungsi Sosial
   Mendeskripsikan, mengenalkan, dan menunjukkan keberadaan benda dan orang.
4. Struktur text
   Mengetahui keberaan benda dan apa yang terjadi dijalan raya. Mampu mengetahui benda benda yang berhubungan dengan sekolah dan jalan raya.

| Things in school | Things in Highway |
|---|---|
| 1. Field | 1. Bus |
| 2. Marker | 2. Police |
| 3. Pen | 3. Motorcycle |
| 4. Book | 4. Bicycle |
| 5. Pencil case | 5. Driver |
| 6. Eraser | 6. Helmet |
| 7. Whiteboard | 7. Traffic light |
| 8. Window | 8. Park |
| 9. Student | 9. Tree |
| 10. Classroom | 10. Traffic sign |

**E. Metode Pembelajaran**

2. Flashcards

**F. Langkah-langkah Aktifitas Pembelajaran**

| Pre- Teaching | Teachers' Activity | Procedures | Students' Activity |
|---|---|---|---|
| | 3. Teacher opens the class by greetings and asks the students pray together. | | 3. Students listen to the teacher.<br>4. Students answer the teacher's greeting and pray before learn. |
| | 4. Teacher checks the students' attendance list. | | 2. Students state the attendance list by saying present. |
| | 3. Teachers give brainstorming. | | 2. Students do the brainstorming together. |
| **While- Teaching** | 5. Teacher gives a material lesson and shows the flashcards. | **1. Presenting** | 2. Students listen carefully to the teacher.<br>6. Students pay attention to the teacher. |
| | 7. Teacher explains about the material that will learn and teacher shows the flashcards to illustrate the vocabulary that students learn about. | | 4. Students pay attention to the teacher explanations.<br>5. Students ask the teacher about material that students have not been understood.<br>6. Students understand the material. |
| | 8. Teacher divides the students into some groups and asks the students sit with their groups. | | 3. Students listen to the teacher's instruction.<br>4. Students respond the teacher and sit with their groups. |

| | | 2. Practicing | |
|---|---|---|---|
| | 6. Teacher asks each group for collecting the picture and match the picture with the word. | | 2. Each group of the students trying to match the picture and the word. |
| | 7. Teacher is monitoring the students while they collecting it. | | 3. Students do their each job. <br> 4. Students shows their teamwork when students collecting the picture and the word. |
| | 8. Teacher and students check the answer together. | | 3. Students see their answer paper. <br> 4. Students check the answer. |
| | 9. Teacher gives feedback for the students' job. | | 2. Students pay attention to the teacher. |
| | 10. Teacher asks the students to say the words that have been collecting together. | | 3. Students say the words together. |
| | | 3. Revising | |
| **Post- Teaching** | 5. Teacher asks the students about their understanding about the material. | | 2. Students answer teacher's question. <br> 4. Students tell their problem (if they have). |

| | | | |
|---|---|---|---|
| | 6. Teacher makes summarize and concludes today's learning. | | 2. Students listen carefully to the teacher summarize about today's learning. |
| | 7. Teacher revises today's learning session with using flashcards. | | 3. Students listen to the teacher.<br>4. Students ask the teacher if they have question.<br>4. Students must remember about today's learning |
| | 8. Teacher closes the teaching-learning process. | | 2. Students give greeting to the teacher. |

**H. Media/Alat Bahan, dan Sumber Belajar**

3. Media : Flashcards
4. Sumber belajar : Buku Bahasa Inggris kelas VIII

**J. Penilaian**

| No | Tindakan | Bentuk Penilaian | Bentuk Instrumen |
|---|---|---|---|
| 1 | Sikap | Penilaian Diri | Keaktifan siswa dikelas baik dalam kelompok, maupun individu. |
| 2 | Pengetahuan | Tes Tulisan | Siswa menjawab soal dalam bentuk berkelompok. |

Padangsidimpuan,    Agustus 2023

Mengetahui,                                                          Peneliti
Guru


Zulhafni Marizah Hasibuan, S.Pd                      Gita Ariesta Harahap
NIP. 19820702 200604 2006                              Nim.19 203 00005

**APPENDIX III**

## Test for Cycle 1

Name :
Class :

**A. Choose the correct answer from the option a, b, c or d by choosing the answer!**

1.

Students are sitting on the …
a. chair                                          c. white board
b. window                                      d. table

2. The color of Indonesian … is red and white.
a. eraser                      c. pen
b. flag                                          d. window
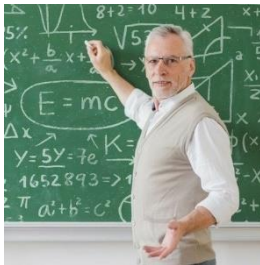
3. … is explaining the material lesson in front of the class.
a. teacher                    c. flag
b. book                       d. security

4
4.  Mark keeps his book and pen in his …
a. pencil case                              c. book
b. eraser                    d. bag

5. Students are exercising on the …
a. canteen           c. field
b. classroom           d. cupboard

6.

A vehicle that has 4 wheels is …
a. car           c. bicycle
b. motorcycle           d. helmet

7.

The … is a place for pedestrians.
a. traffic light           c. sidewalk
b. police           d. bridge

8.

The place that people wait for the bus is …
a. bus stop           c. zebra cross
b. sidewalk           d. park

9.

Many vehicles stop on the highway are called …
a. traffic light           c. tree
b. bus stop           d. traffic jam

10.  … is a place where pedestrian cross the road.

a. bridge                      c. zebra cross
b. traffic sign             d. sidewalk

**B. Match the number with the letters to their each meanings!**

1. Headmaster                      a. peta
2. Rubbish bin                   b. kendaraan
3. Map                                c. hewan
4. Security                         d. pagar
5. Table                              e. jembatan
6. Vehicles                       f. kepala sekolah
7. Bridge                         g. bangunan
8. Animal                        h. tong sampah
9. Fence                         i. satpam
10. Buldings                    j. meja

Padangsidimpuan,    Oktober 2023

Mengetahui,                                             Peneliti
Validator

Zulhafni Marizah Hasibuan, S.Pd                    Gita Ariesta Harahap
NIP. 19820702 200604 2006                         Nim.19 203 00005

**APPENDIX IV**

## Test for Cycle 2

Name :
Class :

**A. Choose the correct answer from the option a, b, c or d by choosing the answer!**

1. Students are exercising on the …
a. canteen                     c. field
b. classroom                          d. cupboard

2.   … is a tool that use to write on the whiteboard.
a. eraser                     c. pen
b. marker                     d. pencil

3. … is a tool that use to write on the book.
a. pen                                        c. eraser
b. book                        d. marker

4.

Yeri is reading a  …
a. pencil case                          c. book
b. eraser                        d. bag

5.

Jeno keeps his pen, pencil and eraser in …
a. canteen                 c. pencil case
b. classroom               d. field

6.
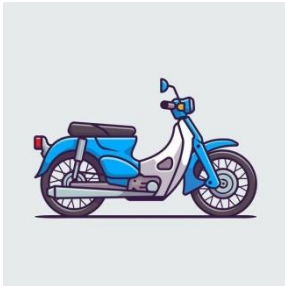
vehicle that has 2 wheels and use engine is …
a. car                     c. bicycle
b. motorcycle              d. bus

7.

… is directing the traffic.
a. security                c. police
b. people                  d. animal

8.

The person who drives the car is …
a. animal                  c. driver
b. sidewalk                d. police

9.

A vehicle that has 2 wheels without the engine is …
a. motorcycle              c. car
b. bus                     d. bicycle

10. … can accommodate more than 10 people.
a. bus                             c. bicycle
b. car                             d. motorcycle

**B. Match the number with the letters to their each meanings!**

1. Eraser                  a. taman

2. Whiteboard              b. lampu lalu lintas

3. Window                  c. helm

4. Students                d. pohon

5. Classroom               e. penghapus

6. Helmet                  f. rambu lalu lintas

7. Traffic light           g. jendela

8. Park                    h. siswa

9. Tree                    i. ruang kelas

10. Traffic sign           j. papan tulis

Padangsidimpuan,    Oktober 2023

Mengetahui,                              Peneliti
Validator

Zulhafni Marizah Hasibuan, S.Pd          Gita Ariesta Harahap
NIP. 19820702 200604 2006                Nim.19 203 00005

## APPENDIX V

## Documentation Cycle 1

**Documentation Cycle 2**

**APPENDIX VII**

Students Vocabulary Score in Cycle 1

| No | Name of Students | Indicator | | Test Score |
|----|----|----|----|----|
| | | Identifying the name of the things | Matching the words and meaning | |
| 1 | AM | 6 | 8 | 70 |
| 2 | AS | 1 | 6 | 35 |
| 3 | BAP | 5 | 7 | 60 |
| 4 | BR | 8 | 6 | 70 |
| 5 | DI | 7 | 8 | 75 |
| 6 | FHS | 7 | 8 | 75 |
| 7 | GWS | 7 | 7 | 70 |
| 8 | HS | 6 | 8 | 70 |
| 9 | JTSS | 8 | 6 | 70 |
| 10 | KYS | 4 | 5 | 45 |
| 11 | KT | 9 | 8 | 85 |
| 12 | MHSH | 7 | 8 | 75 |
| 13 | MJ | 6 | 8 | 70 |
| 14 | MAH | 6 | 7 | 65 |
| 15 | AZ | 9 | 10 | 95 |
| 16 | QSA | 6 | 8 | 70 |
| 17 | RA | 9 | 10 | 95 |
| 18 | RP | 6 | 5 | 55 |
| 19 | RAL | 6 | 6 | 60 |
| 20 | SRN | 9 | 7 | 80 |
| 21 | SAS | 5 | 5 | 50 |
| 22 | SAS | 6 | 7 | 65 |
| 23 | SSS | 7 | 8 | 75 |
| 24 | SSL | 7 | 8 | 75 |
| 25 | SH | 6 | 7 | 65 |
| 26 | TMH | 6 | 5 | 55 |
| 27 | WBG | 6 | 8 | 70 |
| 28 | WG | 7 | 6 | 65 |
| 29 | YJ | 8 | 5 | 65 |
| 30 | YI | 6 | 6 | 60 |
| | Total | 196 | 211 | 2.035 |
| | Mean | 65 | 70 | 67.8 |
| | Percentage | | | 13.3% |

*Source: Students vocabulary test*

**APPENDIX VIII**

Students Vocabulary Score in Cycle 2

| No | Name of Students | Indicator | | Test Score |
|---|---|---|---|---|
| | | Identifying the name of the things | Matching the words and meaning | |
| 1 | AM | 6 | 10 | 80 |
| 2 | AS | 7 | 8 | 75 |
| 3 | BAP | 6 | 10 | 80 |
| 4 | BR | 8 | 10 | 90 |
| 5 | DI | 9 | 8 | 85 |
| 6 | FHS | 7 | 10 | 85 |
| 7 | GWS | 7 | 10 | 85 |
| 8 | HS | 6 | 10 | 80 |
| 9 | JTSS | 8 | 8 | 80 |
| 10 | KYS | 6 | 7 | 65 |
| 11 | KT | 9 | 8 | 85 |
| 12 | MHSH | 8 | 10 | 90 |
| 13 | MJ | 6 | 8 | 70 |
| 14 | MAH | 7 | 10 | 85 |
| 15 | AZ | 10 | 10 | 100 |
| 16 | QSA | 7 | 10 | 85 |
| 17 | RA | 9 | 10 | 95 |
| 18 | RP | 7 | 6 | 65 |
| 19 | RAL | 6 | 9 | 75 |
| 20 | SRN | 9 | 10 | 95 |
| 21 | SAS | 5 | 10 | 75 |
| 22 | SAS | 9 | 10 | 95 |
| 23 | SSS | 7 | 8 | 75 |
| 24 | SSL | 8 | 10 | 90 |
| 25 | SH | 7 | 7 | 70 |
| 26 | TMH | 8 | 10 | 90 |
| 27 | WBG | 7 | 10 | 85 |
| 28 | WG | 6 | 10 | 80 |
| 29 | YJ | 8 | 10 | 90 |
| 30 | YI | 7 | 10 | 85 |
| | Total | 220 | 277 | 2.485 |
| | Mean | 73 | 92 | 82.8 |
| | Percentage | | | 73.3% |

*Source: Students vocabulary test*

**APPENDIX IX**

### The calculation of students' mean score in cycle 1

| No | Interval Class | Frequency | Mid Point | Result |
|----|----------------|-----------|-----------|--------|
| 1 | 35-44 | 1 | 39.5 | 39.5 |
| 2 | 45-54 | 2 | 49.5 | 99 |
| 3 | 55-64 | 5 | 59.5 | 297.5 |
| 4 | 65-74 | 13 | 69.5 | 903.5 |
| 5 | 75-84 | 6 | 79.5 | 477 |
| 6 | 85-94 | 1 | 89.5 | 89.5 |
| 7 | 95-104 | 2 | 99.5 | 199 |
|  | F= 10 | N=30 |  | 2023 |

$$M = \frac{\Sigma\chi}{N} = \frac{2023}{30} = 67.8$$

Where:

M: the mean of the students

$\Sigma\chi$ : the total score

N: the number of the students

### The calculation of students' score percentage in cycle 1

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{4}{30} \times 100\% = 13.3\%$$

Where:

P: the percentage of students who got the point 80

R: the number of students who got the point up to 80

T: the total number of students doing the test.

**APPENDIX X**

**The calculation of students' mean score in cycle 2**

| No | Interval Class | Frequency | Mid Point | Result |
|----|----------------|-----------|-----------|--------|
| 1 | 65-70 | 4 | 67.5 | 270 |
| 2 | 71-75 | 4 | 73 | 292 |
| 3 | 76-80 | 5 | 78 | 390 |
| 4 | 81-85 | 8 | 83 | 664 |
| 5 | 86-90 | 5 | 88 | 440 |
| 6 | 91-95 | 3 | 93 | 279 |
| 7 | 96-100 | 1 | 98 | 98 |
| | F=5 | N=30 | | 2485 |

$$M = \frac{\Sigma \chi}{N} = \frac{2485}{30} = 82.8$$

Where:

M: the mean of the students

$\Sigma \chi$ : the total score

N: the number of the students

**The calculation of students' score percentage in cycle 2**

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{22}{30} \times 100\% = 73.3\%$$

Where:

P: the percentage of students who got the point 80

R: the number of students who got the point up to 80

T: the total number of students doing the test.

**APPENDIX XI**

**Frequency**
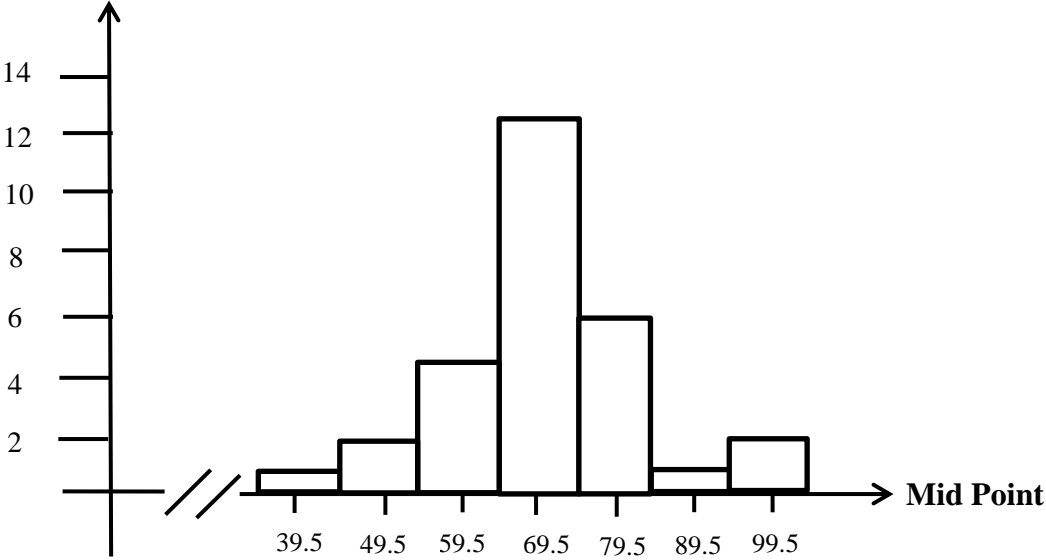


**Figure 4.1**. Histogram of Cycle 1
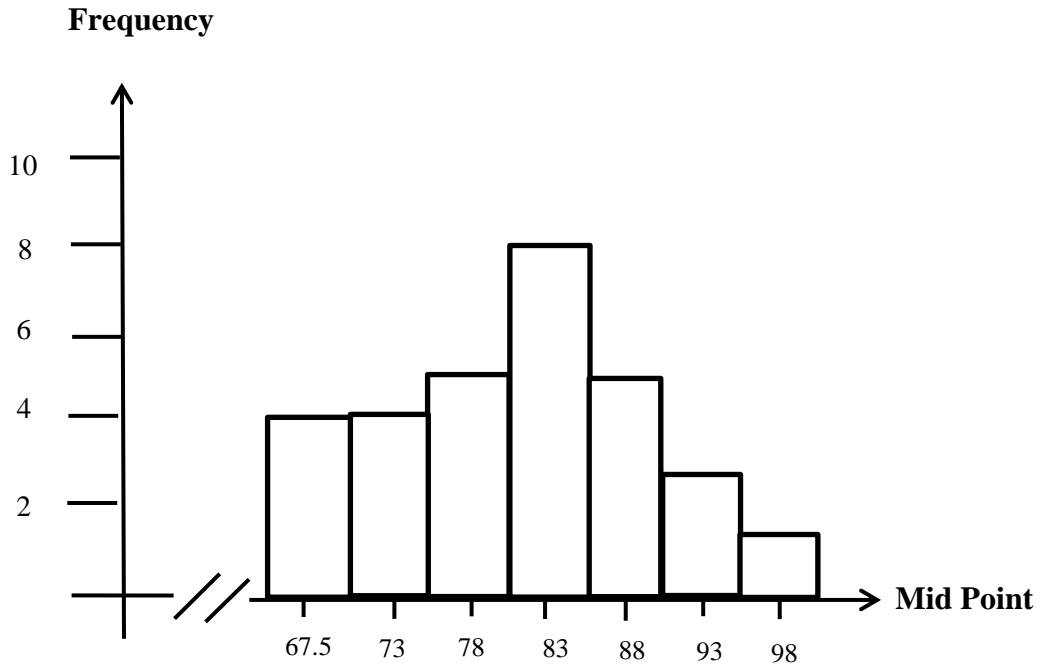
**Frequency**



**Figure 4.2** Histogram of Cycle 2

Comparative of indicators Score in Cycle 1 and Cycle 2
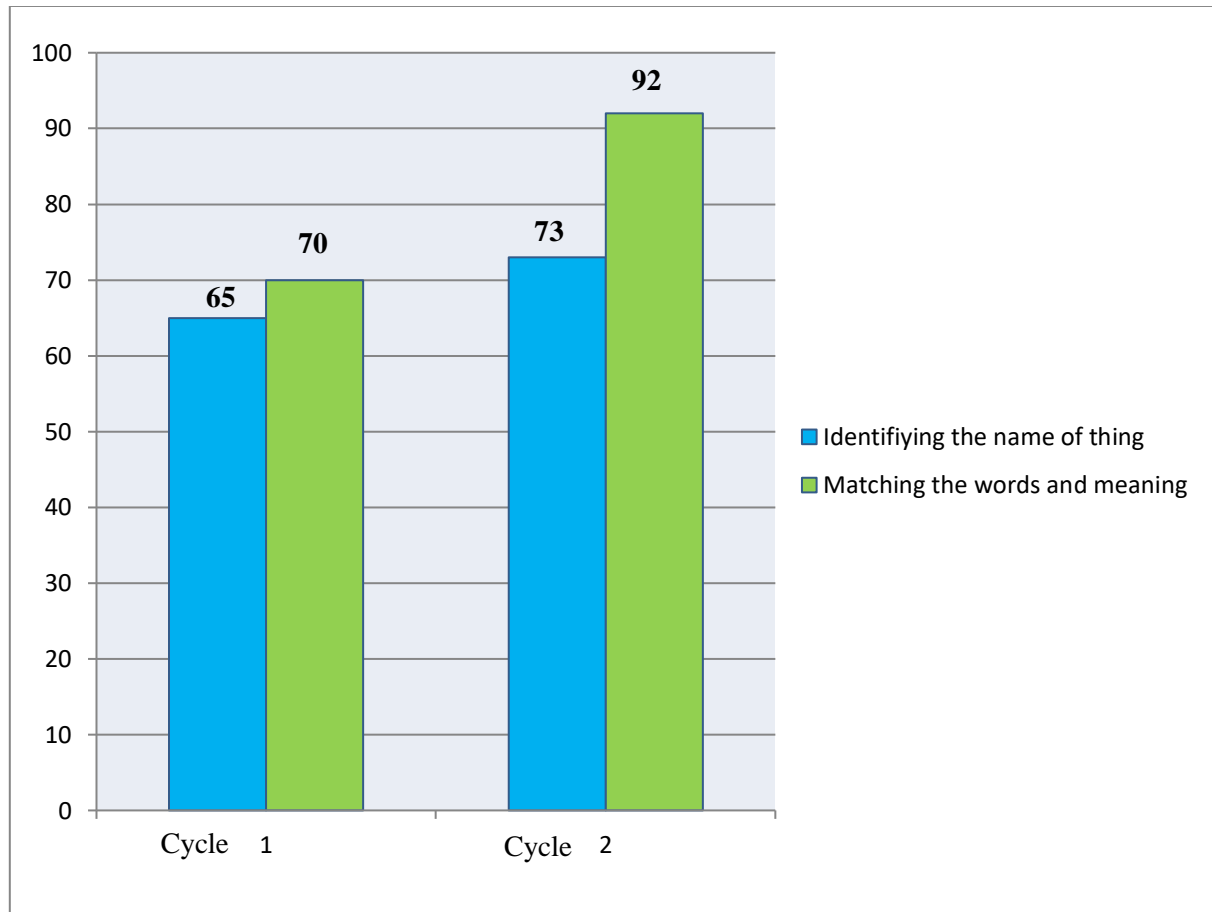
Comparative students' mean score cycle 1 and cycle 2
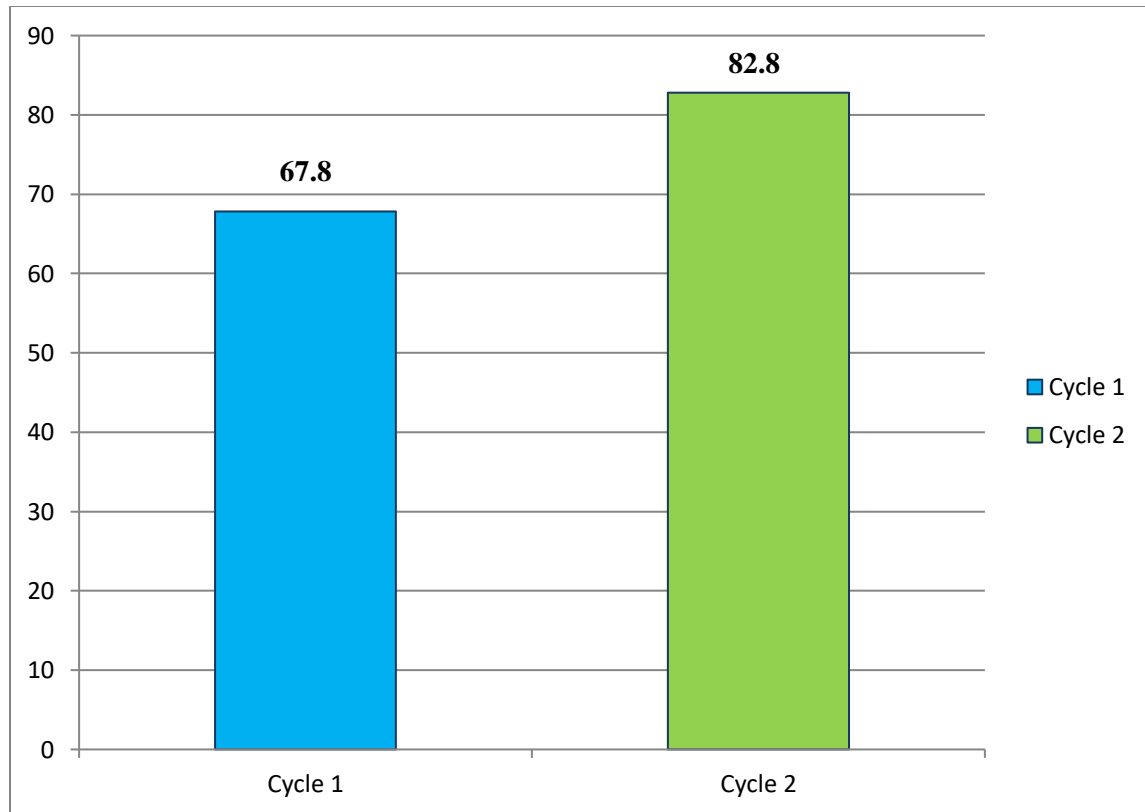
**APPENDIX XV**

## Observation Sheet

**Teacher Activity in Teaching Learning Process Classroom Action Research**

School Name       : SMP Negeri 3 Padangsidimpuan

Subject Matter     : English

Class             : VIII-3

Cycles           : 1

| No | Activities | Yes | No | Notes |
|----|-----------|-----|-----|-------|
| | **A. INTRODUCTION** | | | |
| 1 | The researcher says a greeting and introduces herself patiently | | | |
| 2 | The researcher checks the attendance list | | | |
| 3 | The researcher gives motivation before learning the material | | | |
| | **B. ACTION** | | | |
| 4 | The researcher explains about learning material | | | |
| 5 | The researcher gives the printed about word stress and intonation | | | |
| | **C. CLOSE** | | | |
| 6 | The researcher concluded the material and last gave thanks after class was over | | | |

Teacher                                       Researcher

Zulhafni Marizah Hasibuan, S.Pd          Gita Ariesta Harahap
NIP. 19820702 200604 2006             Nim. 1920300005

**APPENDIX XVI**

**Observation Sheet**

**Teacher Activity in Teaching Learning Process Classroom Action Research**

School Name          : SMP Negeri 3 Padangsidimpuan

Subject Matter      : English

Class                      : VIII-3

Cycles                   : 2

| No | Activities | Yes | No | Notes |
|---|---|---|---|---|
| | **A. INTRODUCTION** | | | |
| 1 | The researcher says a greeting and introduces herself patiently | | | |
| 2 | The researcher checks the attendance list | | | |
| 3 | The researcher gives motivation before learning the material | | | |
| | **B. ACTION** | | | |
| 4 | The researcher explains about learning material | | | |
| 5 | The researcher gives the printed about word stress and intonation | | | |
| | **C. CLOSE** | | | |
| 6 | The researcher concluded the material and last gave thanks after class was over | | | |

Teacher                                                          Researcher

Zulhafni Marizah Hasibuan, S.Pd                    Gita Ariesta Harahap
NIP. 19820702 200604 2006                            Nim. 1920300005

**APPENDIX XVII**

**Observation Sheet**
**Indicator List of Problematic Factors in Teaching Learning Process at Cycle 1**

| No | Name of Students | Activities | | |
|---|---|---|---|---|
| | | Students who sat on the move | Students who asked for permission | Students who made noise in the classroom |
| 1 | AM | | | |
| 2 | AS | | | |
| 3 | BAP | | | |
| 4 | BR | | | |
| 5 | DI | | | |
| 6 | FHS | | | |
| 7 | GWS | | | |
| 8 | HS | | | |
| 9 | JTSS | | | |
| 10 | KYS | | | |
| 11 | KT | | | |
| 12 | MHSH | | | |
| 13 | MJ | | | |
| 14 | MAH | | | |
| 15 | AZ | | | |
| 16 | QSA | | | |
| 17 | RA | | | |
| 18 | RP | | | |
| 19 | RAL | | | |
| 20 | SRN | | | |
| 21 | SAS | | | |
| 22 | SAS | | | |
| 23 | SSS | | | |
| 24 | SSL | | | |
| 25 | SH | | | |
| 26 | TMH | | | |
| 27 | WBG | | | |
| 28 | WG | | | |
| 29 | YJ | | | |
| 30 | YI | | | |

Teacher                                                                          Researcher

Zulhafni Marizah Hasibuan, S.Pd                              Gita Ariesta Harahap
NIP. 19820702 200604 2006                                       Nim. 1920300005

**APPENDIX XVIII**

**Observation Sheet**
**Indicator List of Problematic Factors in Teaching Learning Process at Cycle 2**

| No | Name of Students | Activities | | |
|----|------------------|-----------------------------|------------------------------------|---------------------------------------|
|    |                  | Students who sat on the move | Students who asked for permission | Students who made noise in the classroom |
| 1  | AM   | | | |
| 2  | AS   | | | |
| 3  | BAP  | | | |
| 4  | BR   | | | |
| 5  | DI   | | | |
| 6  | FHS  | | | |
| 7  | GWS  | | | |
| 8  | HS   | | | |
| 9  | JTSS | | | |
| 10 | KYS  | | | |
| 11 | KT   | | | |
| 12 | MHSH | | | |
| 13 | MJ   | | | |
| 14 | MAH  | | | |
| 15 | AZ   | | | |
| 16 | QSA  | | | |
| 17 | RA   | | | |
| 18 | RP   | | | |
| 19 | RAL  | | | |
| 20 | SRN  | | | |
| 21 | SAS  | | | |
| 22 | SAS  | | | |
| 23 | SSS  | | | |
| 24 | SSL  | | | |
| 25 | SH   | | | |
| 26 | TMH  | | | |
| 27 | WBG  | | | |
| 28 | WG   | | | |
| 29 | YJ   | | | |
| 30 | YI   | | | |

Teacher                                                                 Researcher


Zulhafni Marizah Hasibuan, S.Pd                      Gita Ariesta Harahap
NIP. 19820702 200604 2006                             Nim. 1920300005

# CURRICULUM VITAE



A. Identify

| | | |
|---|---|---|
| Name | : | Gita Ariesta Harahap |
| Reg. Number | : | 19 203 00005 |
| Place/Birthday | : | Padangsidimpuan, 10 April 2001 |
| Sex | : | Female |
| Religion | : | Islam |
| Address | : | Jln. Dr. Payungan Dlt gg. Dame II, Padangsidimpuan |
| Phone Number | : | 0813 7730 1317 |
| Email | : | gitaariestahrp10@gmail.com |

B. Parents

| | | |
|---|---|---|
| Father's Name | : | Rahmat Tuah Harahap |
| Job | : | Self-employed |
| Mother's Name | : | Yusnaini |
| Job | : | Housewife |

C. Educational Background

| | | |
|---|---|---|
| Elementary School | : | SDN Kalibaru 09 Pagi Jakarta (2013) |
| Junior High School | : | MTs Negeri 5 Jakarta (2016) |
| Senior High School | : | SMA Negeri 6 Padangsidimpuan (2019) |
| Collage | : | UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan (2019-2023) |

Nomor : B 3711 /Un.28/E.1/PP.00.9/11/2022          23 November 2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.
1. Dr. Fitriadi Lubis, M.Pd.                    (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd.               (Pembimbing II)

Assalamu'alaikum Wr. Wb.
Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama          : Gita Ariesta Harahp
NIM           : 19 203 00005
Program Studi : Tadris Bahasa Inggris
Judul Skrips  : Improving Vocabulary Mastery by Using Flashcards at VIII Grade Students of SMP Negeri 3 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida, S.Psi.,M.A
NIP 19801224 200604 2 001

Ketua Program Studi
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI**
**SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

mor        : B - 5066   /Un.28/E.1/TL.00.9/09/2023              25 September 2023

npiran    : -

j           : **Izin Penelitian**
            **Penyelesaian Skripsi.**

Kepala SMP Negeri 3 Padangsidimpuan

ngan hormat, bersama ini kami sampaikan bahwa :

ma                       : Gita Ariesta Harahap

J                         : 1920300005

ultas                    : Tarbiyah dan Ilmu Keguruan

gram Studi              : Tadris Bahasa Inggris

mat                      : Jl. Dr. Payungan DLT Gg. Dame II

alah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali

san Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul

**proving Vocabulary Mastery by Using Flashcards at The VIII Grade Students of**
**IP Negeri 3 Padangsidimpuan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin

nelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan

imakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN

# SMP NEGERI 3 PADANGSIDIMPUAN

*NPSN : 10212236 - NSS : 201072001003*
*JL. K. H. A. DAHLAN NO. 39 TELP. (0634) 21521*
*PADANGSIDIMPUAN UTARA*

KODE POS : 22717

## SURAT  KETERANGAN
### Nomor : 421.3 / 504 / 2023

ang bertanda tangan di bawah ini  :

| | | |
|---|---|---|
| N a m a | : | **PARADA SAKTI, S. Pd** |
| N I P | : | 19710924 200502 1 001 |
| Pangkat/Golongan | : | Pembina Tk. I, IV/b |
| J a b a t a n | : | Kepala SMP Negeri 3 Padangsidimpuan |

engan ini  menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | **GITA ARIESTA HARAHAP** |
| N P M | : | 1920300005 |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Program Studi | : | Tadris Bahasa Inggris |

dalah benar telah melaksanakan Penelitian di SMP Negeri 3 Padangsidimpuan dari tanggal 5 September 2023 s/d 31 Oktober 2023 dengan judul Skripsi : **"IMPROVING VOCABULARY MASTERY BY USING FLASHCARDS AT VIII GRADE STUDENTS OF SMP NEGERI 3 PADANGSIDIMPUAN".**

emikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Dikeluarkan di    : Padangsidimpuan
Pada Tanggal    : 14 Nopember 2023
Kepala SMP Negeri 3 Padangsidimpuan

**PARADA SAKTI, S. Pd**
NIP. 19710924 200502 1 001