



**THE EFFECT OF USING FLASHCARDS ON STUDENTS'  
VOCABULARY MASTERY AT SEVENTH GRADE OF  
SMP SWASTA NURUL 'ILMI PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the English Study Program Tarbiyah Department STAIN Padangsidimpuan  
as a Partial Fulfilment of the Requirements for the degree of  
Sarjana Pendidikan Islam (S.Pd.I)*

**BY:**

**INDRA KURNIAWAN SIREGAR**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF TARBIYAH  
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN**

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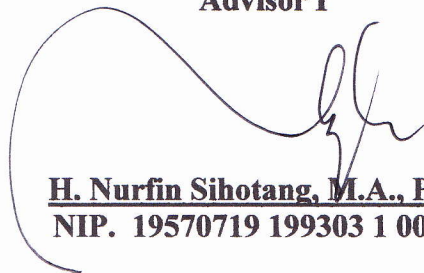
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2011**

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*Assalamu 'alaikum Wr.Wb.*


After reading, researching, and providing suggestions for improvement as necessary to the thesis of Indra Kurniawan Siregar entitled "The Effect of Using Flashcards on Students Vocabulary Mastery at Seventh Grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan", we argue that this thesis has been accepted to complete the tasks and requirements in order to achieve a Bachelor of Islamic Education (S.Pd.I) in the Tarbiyah science of STAIN Padangsidimpuan.

For that in the not long we hope Indra Kurniawan Siregar can be called to account his thesis in Munaqasyah.

Thus we say to you. Thanks for your attention.

*Wassalamu'alaikum Wr. Wb.*

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**MINISTRY OF RELIGION**  
**STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)**  
**PADANGSIDIMPUAN**

## **LEGALIZATION**

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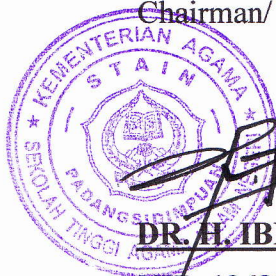
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\*) Cross which is not appropriate

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SEVENTH GRADE OF SMP SWASTA NURUL  
'ILMI PADANGSIDIMPUAN**

With this statement I state that this thesis was wrote by my self without unauthorized assistance from another, unless the direction of the team advisor, and did not do plagiarism in accordance with the student code of ethics article 14 paragraph 2.

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Padangsidimpuan, August 22, 2011



**INDRA KURNIAWAN SIREGAR**

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## ACNOWLEDGEMENT

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

This thesis is an experimental research that to know how the effect of using flashcards game strategy on students' vocabulary mastery at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan. In writing this thesis, the writer has found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now.

The writer would like to express his thanks to:

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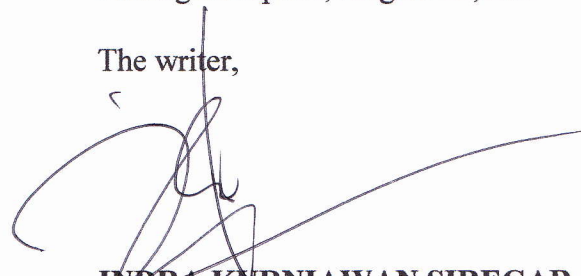


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The writer realizes this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

Padangsidimpuan, August 22, 2011

The writer,



**INDRA KURNIAWAN SIREGAR**

**Reg. No. 07. 340 0010**

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## **ABSTRACT**

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Judul Skripsi : THE EFFECT OF USING FLASHCARDS ON STUDENTS'  
VOCABULARY MASTERY AT SEVENTH GRADE OF SMP  
SWASTA NURUL 'ILMI PADANGSIDIMPUAN.

From observation before, the writer found that students' mastery in vocabulary is low. It is based on identification of problem that students faced. Students cannot master the meaning of vocabulary, they can not add new vocabulary better and also they seldom practice their vocabulary given by the teacher. So that, from the problem above the writer do the research to know how the effect of using flashcards on students' vocabulary mastery.

The population of the research was the students of SMP Swasta Nurul 'Ilmi Padangsidimpuan. Sixty six students from the population (Sixty six students) were taken as the sample of the research. The sample was divided into two classes. The first class (thirty three students) as the experimental class, while the second class (thirty three students) as the control class. The experimental class was taught by using flashcards. The instrument for collecting the data was fourty multiple choices. To obtain the reliability of the test, the writer used the KR.21 (Kurder Richardson) formula. The computation showed that the reliability of the test was 0,896. The data was analyzed by using t-test formula. The analysis showed that score of the students in the experimental class was significantly higher than that of students in control class at the level of significance 5% with the degree of freedom 60. The t-observed is 3,83 while the t-table is 1,67. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that "there is a significant effect of using flashcard on students' vocabulary mastery."



# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

In the junior high school (SMP) curriculum, teaching English covers four skills namely reading, listening, speaking and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, grammar and pronunciation.

Vocabulary is one of important language elements that the student should develop it. Having a lot of vocabulary will enable the students to construct the sentences, and then eventually lead them to establish a communication among them. Mastering a great deal of English vocabulary for achieving communicative skill is therefore very essential. “Vocabulary is often more important than grammar. It is frustrating for intermediate students when they discover they cannot communicate effectively because they do not know many of the words they need.”<sup>1</sup>

Vocabulary includes collection of words. The words are known not only as individual words, but also as a group of words that have meaning. To develop students’ language skill in reading, listening, speaking and writing, the students must have some degrees of vocabulary. David Nunan stated “the teaching vocabulary has assumed its rightful place as the fundamentally

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<sup>1</sup>Paul Davies. *Success in English Teaching*, (Oxford: Oxford university press, 2000), p.59.

important aspect of language development.”<sup>2</sup> It means that someone should have the stock of vocabulary in order they can develop their English.

The teacher as a key factor in the classroom is the resource in the teaching and learning of English. However, most English language teachers are non-native speakers of English and they are not well trained especially in Padangsidempuan. In doing so, the teachers may employ certain strategies to optimize classroom activities such as using appropriate strategy, concerning to the characteristic of the students that they can easily get bored. It is important to consider what kind of strategy can be used in order to make English for the young students become easy and interesting. To get the attention of the students, it is necessary to create the class situation which can motivate the students to study. One of the ways to create the class more interesting is through media.

Meriam stated “Flashcard is a card bearing words numbers or pictures that is briefly displayed (as by a teacher to a class) usually as a learning aid.”<sup>3</sup> Flashcards is widely used as a learning drill to aid memorization by way of spaced repetition. Flashcards is one of the teaching media, which is well known in every teaching. Teachers can use the flashcard in teaching learning process at every level for various subjects effectively. Colorful flashcards is an

---

<sup>2</sup> David Nunan. *Practical English Language Teaching*, (New York: Mc Graw Hill, 1999), p. 113.

<sup>3</sup> A Merriam. *Webster's New Collegiate Dictionary*, (Massachusetts: G. & C. Merriam Company, 1981), p. 432.

interesting media that can motivate students. Flashcards can be used to explain language meaning and construction, engage students in a topic, or as basic of whole activities.

In relation with that, there are many ways of using flashcards in teaching vocabulary. Flashcards can be used in teaching by presentation and it is also can be used in a game. But, in this research, the writer used flashcards in a game.

“Games are often used as short warm-up activities or when there is some time left at the end of a lesson”.<sup>4</sup> Besides it is fun, it will be more effective to them since they can remember the words faster and longer. This strategy is also tried to be applied for students in junior high schools (SMP) to find the effectiveness. “Games are often associated with fun. While it is true that games are usually fun, one must not lose sight of their pedagogical value, particularly in second language teaching. In addition, games often highly motivating, relevant, interesting, and comprehensible.”<sup>5</sup>

In SMP Swasta Nurul ‘Ilmi Padangsidempuan, the teacher has not applied this strategy. They only apply traditional strategy. The students only learn vocabulary through the reading text. Based on the observation of the writer before, this strategy is not effective to increase the students’ vocabulary

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<sup>4</sup>Kalayo Hasibuan. *Edutainment Course Design for Teaching and Learning English Verbs Through Games from Theory to Practice*, (Pekanbaru: SUSKA Press, 2008), p. 15

<sup>5</sup>Patricia A. and Richard-Amato. *Making It Happen, Interaction in The Second Language Classroom*, (London: Longman, 1988), p. 147.

mastery. Besides, this strategy seems to be boring for the students. That is why the writer tries to find out whether the new strategy by using flashcards games strategy can help the students to have better vocabulary mastery in the future. If there is a positive effect of using flashcards game strategy on students' vocabulary mastery, this strategy can be applied in this school or even in other schools to make their English skills better.

Teaching English at SMP Swasta Nurul 'Ilmi Padangsidimpuan is based on KTSP (School Based Curriculum), each school believed that the curriculum can improve the quality of school. It focuses on teaching and learning process where the teacher is only as guide and the students are the subject. This system is adopted from students centered learning. In this school, English is taught twice in a week. In increasing students' vocabulary, teacher usually use dictionary. By using it, the students expected to be able to master vocabulary well. In reality, it is not satisfied yet such as the students still get difficulties in understanding what teacher said and what they read.

So, from the explanation above, the writer wants to find the effects of using flashcards on the students' vocabularies. Therefore, the writer is interested in carrying out a research entitle **“THE EFFECT OF USING FLASHCARDS ON STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF SMP SWASTA NURUL 'ILMI PADANGSIDIMPUAN.”**

## **B. Identification of the Problems**

There were some problems in teaching English, especially in teaching Vocabulary. During observation, the writer found many problems that faced by students at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidempuan in learning and in memorizing of vocabularies. It can be identified from ability of students who cannot master the meaning of some vocabulary that the writer asked. The other identification about their problem is many students did not know the meaning of most words in a text.

The cause of the problems, it is because the students can not add new vocabulary better because they are seldom practicing their vocabulary given by the teacher.

## **C. Limitation of the Problems**

In this research, vocabulary mastery refers to the students' noun and verb mastery only. Because it is according to the curriculum and also "English on sky 1" book that used by seventh grade, most of materials of vocabulary learning are noun and verb. For example about number, things at school, parts of school, part of house, family words, occupation, work places and job responsibilities. So, for the effectiveness of research, the writer used verb and noun that appropriate to "English on Sky 1" book as a material of experiment.

#### **D. Formulation of the Problems**

The problems in this research can be formulated as:

1. How is the students' mastery in vocabulary before using flashcards at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan?
2. How is the students' mastery after using flashcards at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan?
3. Is there any significant effect of the using flashcards on students' vocabulary mastery at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan?

#### **E. Purposes of the Research**

From the problem formulation above, the purpose of this research is:

1. To find out the students' mastery at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan in vocabulary before using flashcards.
2. To find out the students' mastery at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan in vocabulary after using flashcards.
3. To find out the effect of using flashcards on students' vocabulary mastery at seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan.

## **F. Significances of the Research**

The significance of the research is expected to be useful for the teacher to improve their teaching of English vocabulary. It is also expected to be useful for the students in increasing their vocabulary. The study has two major benefits as follows:

1. Theoretically
  - a. The finding of this research will enrich the theory of teaching vocabulary using flashcards.
  - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
2. Practically
  - a. The research will give way to solve the problem in teaching English.
  - b. It can motivate the student to learn English in order to be more interested in learning vocabulary.
  - c. Other teachers can adopt the strategy of using media flashcards.

## G. Definition of Operational Variables

Asher and Vockell (1995) states that “Operational variables are the evidence that a teacher or researcher is willing to accept to indicate that something of conceptual interest exists or is occurring.”<sup>6</sup>

So, to avoid misunderstanding and misinterpreting toward the term used in this research, it is need some explanation and definition the meaning of the terms:

### a. Using Flashcards

“Flashcard is any of a set of cards with words, numbers on them, which are flashed one by one for quick response, as before a class in a drill.”<sup>7</sup> In this research, the researcher use flashcards created by EFL.com.

### b. Vocabulary Mastery

“Vocabulary is a list of words and often, phrases, abbreviations, inflectional forms usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.”<sup>8</sup>

In this research, aspect of vocabulary which is told is verb, and noun. This is consistent with the validity of the test where the material to be tested must be in accordance with the subject matter of

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<sup>6</sup>Prof. Dr. H.Punaji Setyosari, M. Ed, *Metode Penelitian dan Pengembangan* (Jakarta: Kencana Prenada Media group. 2010) p.108.

<sup>7</sup>*Ibid.*, p. 514.

<sup>8</sup>*Ibid.*, p. 1494.



vocabulary that studied by students. Then, after making an assessment of the subject matter of vocabulary of seventh grade, was the subject material of vocabulary that they are learning, discuss about noun and verb. Then, it is also concerned with the reasons about the limitations of an image in explaining a vocabulary of adverbs.

“Mastery is masterly ability expert skill or knowledge.”<sup>9</sup> In this research, vocabulary mastery refers to the number of vocabulary recognized by the students based on their level of school.

#### **H. Outline of the script**

The researcher is going to organize this research paper in order to make the reader easier to understand:

Chapter I tells the readers about the background of the research. It is students' mastery of seventh grade of SMP Swasta Nurul 'Ilmi Padangsidempuan is low, because they are bored with the strategy and media that used by teacher in learning vocabulary. So that, the writer did the research to find out the students' mastery in vocabulary before using flashcard, students' mastery in vocabulary after using flashcards and also the effect of using flashcards on students' vocabulary mastery.

Chapter II presents theory about teaching vocabulary and using flashcards as basic of the research.

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<sup>9</sup> *Ibid.*, p. 833.

Chapter III discusses about research methodology. The research has been tried for two classes that have same ability in vocabulary. They are experimental class and control class. The research was tried to know how students' vocabulary mastery before treatment and after treatment.

Chapter IV is the result of the research. In this chapter, the writer presents about the result of the research and also discussion about theory and what the writer found in the research.

Chapter V deals with conclusion of the research and suggestion for who will do the same research in the other place and also for all who involve in the research.

## CHAPTER II

### REVIEWED OF RELATED LITERATURE

#### A. Theoretical Review

In conducting this research, theories are needed to explain some concepts or terms applied in research concerned. Thus, the following explanation is aimed toward the clear explanation.

##### 1. Nature of Vocabulary

According to Penny, “Vocabulary can be defined, roughly, as the words we teach in the foreign language.”<sup>1</sup> However, a new item of vocabulary may be more than a single word: for example, *hand phone* and *mother-in-law*, which are made up two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary items rather than words.

According to Thornbury, there are two kinds of vocabulary, as follows:<sup>2</sup>

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<sup>1</sup>Penny Ur. *A Course in Language Teaching*, (London: Cambridge University Press, 1998), p. 60.

<sup>2</sup>Jeremy Harmer. *The Practice of English Language Teaching*, (London: Longman, 2001), p. 158.

a. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

b. Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.

In order, receptive vocabulary or Active Vocabulary is concerned in comprehend the meaning of a sentence as a whole, not word by word. But, productive vocabulary is more directed to how to spell it and how to put a word in accordance with its position in a sentence.

## **2. Teaching Vocabulary**

**a. Background to the Teaching of Vocabulary**

Vocabulary teaching and learning must fit into the broader framework of a language course. One way to make sure that there is balanced range of

learning opportunities is to see a language course as consisting of four strands.

They are as follow:<sup>3</sup>

1) Learning from meaning-focused input

The Learning from meaning-focused input strands involves learning from listening and reading. In vocabulary learning, learners need to know 98 percent of the running words already. For example, in the text, there should be only one unknown word in every fifty running words. This one unknown word in fifty is something that can be learned through guessing from context and which does not stop comprehension of the text.

2) Deliberate learning or language study

The deliberate learning strand is sometimes called form-focused instruction, language-focused learning, or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.

3) Learning from meaning-focused output

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<sup>3</sup>David Nunan. *Op. Cit.*, p.133-134.

The learning from meaning-focused output strands involves learning through speaking and writing where the learners' main attention is on communicating messages. "It may seem a little strange to see the productive skills as sources of vocabulary learning, but using vocabulary productively can strengthen learning and push learners to focused on aspect of vocabulary knowledge that they did not need to attend to when listening and reading."

#### 4) Fluency development

Vocabulary must not only be known, it must be readily available for use. The fluency development strands of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading and writing with fluency needing to be developed independently in each of these skills.

There are many aspects must be known by teacher in teaching vocabulary, it is important to give solution for the problem that learners face in learning vocabulary. Learning from meaning-focused input means learning vocabulary by translates what was learners read and hear directly. But Learning from meaning-focused output means learning vocabulary by translates what will be wrote and read by learners directly. Besides, Deliberate Learning refers to learning new vocabulary by memorizing their first language

translations. It can be used in learning vocabulary by using flashcards for kids or beginners.

#### **b. The Status of Vocabulary in the Curriculum**

For much of this century, the principal focus of language teaching has been on the grammar of the language. While grammar translation approaches to the teaching of language provided a balanced diet of grammar and vocabulary, audio-lingualists suggested that the emphasis should be strongly on the acquisition of the basic grammatical patterns of the language. It was believed that if learners were able to internalize these basic patterns, then building large vocabulary could come later. One of the most influential structural linguists of the day, Hockett states “vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom.”<sup>4</sup>

Since then, however the status of vocabulary has been considerably enhanced. This has come about partly as a result of the development of communicative approaches to language teaching, and partly through the stimulus of comprehension based methods such as the Natural Approach.

In 1983, Rivers argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive

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<sup>4</sup>David Nunan. *Language Teaching Methodology*, (London: Longman, 2000), p. 117.

vocabulary, it will be unable to use the structures and functions we may have learned the comprehensible communication.<sup>5</sup>

Then, the consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language. Since that, the status of vocabulary has been considerably in curriculum.

In SMP Swasta Nurul 'Ilmi Padangsidempuan, the seventh grade uses English on Sky 1 by Mukarto that printed by Erlangga as their English book. This book is used by students and teacher as a source of teaching and learning English. This book is based on KTSP 2006 that includes vocabulary field in each topic. Vocabulary field is spread according to four skills of listening, speaking, reading and writing.

### **c. Principles for Teaching Vocabulary**

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations.<sup>6</sup> They are:

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<sup>5</sup>*Ibid.*

<sup>6</sup>*Ibid.*, p.135-141.



1) Focused on the most useful vocabulary first

The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal and informal situations, is the most frequent 1000 word families of English. This vocabulary is so useful that it covers around 75 percent of the running words in academic texts and newspapers, over 80 percent of the running words in novels, and about 85 percent of the running words in conversation. It contains most of the 176 function word families (word like a, the, of, because, could) and words like keep, kind, know, lack, and land. It is possible to say and write a lot using only the first 1000 words of English.

2) Focus on the vocabulary in the most appropriate way

There are four most important vocabulary learning strategies, they are using word parts, guessing from context, using word cards, and using dictionaries. Using word cards is one of the appropriate strategies for children to help them memorize the new words.

3) Give attention to the high frequency words across the four strands of a course

High frequency vocabulary needs to occur in all four strands of course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening,

speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive use.

4) Encourage learners to reflect on and take responsibility for learning

There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires:

- a) Knowledge of what to learn and the range of options for learning vocabulary
- b) Skill in choosing the best options
- c) The ability to monitor and evaluate progress with those options

This principle must be understood by the teachers, in line with the strategy and with the media they use.

**d. Aspects of Vocabulary to be taught**

In teaching vocabulary there are many aspect need to be taught.<sup>7</sup> They are:

- 1) Form: pronunciation and spelling

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<sup>7</sup>Penny Ur. *Op. Cit.*, p. 60-62.

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). We need to make sure that both these aspects are accurately presented and learned.

## 2) Grammar

When teaching a new verb, for example, we might give also its part form, if this is irregular (*think, thought*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*mouse, mice*), or draw learner's attention to the fact that it has no plural at all (*advice, information*).

## 3) Collocation

The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching.

## 4) Aspect of meaning: denotation, connotation, appropriateness

The meaning of word is primarily what it refers to in the real world, its denotation; this is often the sort of definition that is given in a dictionary. For example, *dog* denotes a kind animal.

“Connotation is the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition”.

The word *dog*, for example, as understood by most British people, has

positive connotation of friendship and loyalty, whereas the equivalent in Arabic, as understood by most people in Arab countries has negative associations of dirt and inferiority.

#### 5) Aspects of meaning/ meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of main ones.

##### a) Synonyms

Items that mean the same, or nearly the same; for example:  
*bright, clever smart* may serve as synonyms of *intelligent*

##### b) Antonyms

Items that mean the opposite; rich is an antonym of poor

##### c) Hyponyms

Items that serve as specific examples of a general concept; *dog, lion, mouse* are hyponyms of *animal*

##### d) Co-hyponyms

Other items that are the 'same kind of thing' or examples; red, blue, green and brown are co-ordinates

##### e) Superordinates

General concepts that cover specific items; *animal* is the superordinate of *dog, lion, mouse*

##### f) Translation

Words of expressions in the learner's mother tongue that is (more or less) equivalent in meaning to the item being taught.

g) Word formation

In teaching vocabulary, teacher also needs to explain about process of prefixes and suffixes.

**e. Strategy in Teaching Vocabulary**

Lynne T. Diaz-Rico states "One must distinguish such terms as *strategy*, *megastrategy*, *tactic*, *technique*, *principle*, *practice* and *method*. The term *strategy* denotes both general approaches and specific actions taken to learn a second language. Stern used both *strategy* and *technique*, and Seliger used the term *tactic*."<sup>8</sup> Strategy means an idea that a learner can employ to increase learning.

According to Nana Sudjana in Achmad Sabri "teaching strategy is the action of teachers in implementing the teaching plan, it means: teachers' efforts in the use of several variables such as teaching objectives, materials, methods, and tools and evaluation, in order to influence the students achieve those objectives."<sup>9</sup>

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<sup>8</sup>Lynne T. Diaz-Rico, *Teaching English Learner Strategies and Methods* (California: California State University, 2008), p. 105.

<sup>9</sup>Achmad Sabri. *Strategy Belajar Mengajar dan Micro Teaching* (Jakarta: Quantum Teaching, 2005), p. 2.

Teaching strategy is basically the real action of the teachers or the teachers implement teaching practices through a certain way which is more effective and efficient. In other words, teaching is a political strategy or tactics used by teachers in the learning process in class. There are many strategies that can be used by teachers to help their students in learning vocabulary<sup>10</sup>, they are:

- 1) Teachers can model how to use strategies and draw students' attention explicitly to aspects of strategy use. For example, teachers can show how to find clues to the meaning of a new word in a picture or flashcards. The teacher can formulate this strategy in drill.
- 2) Teachers can teach the sub skill needed to make use of strategies. For example teachers use visual aids (for example using Flashcards, chart, pictures, and realia) in a game.
- 3) Young learners can be helped to reflect on the learning process through evaluating their achievements. For example, at the end of a lesson they can be asked how many new words they have learnt.
- 4) Independent strategy use can be rehearsed in classrooms. For example, children can be helped to prepare lists of words that they want to learn from a lesson, can be shown ways of learning from lists and later can be put in pairs to test each other.

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<sup>10</sup>Lynne Cameron. *Teaching Language to Young Learners* (Cambridge: Cambridge University Press, 2001), p. 94.

There are many strategies that can be used by teacher to help learners develop their knowledge of vocabulary (e.g. Gairns & Redman, 1986; Schmitt & McCarthy, 1997).<sup>11</sup> The strategies commonly discussed are:

- 1) Using objects  
Teachers can use real objects to introduce new vocabulary. This can help learners because they not only hear the word but also receive visual reinforcement (Hunt & Beglar 1998).
- 2) Mime, expression and gestures  
Many words (e.g. angry, happy) lend themselves to being taught through movement and gestures.
- 3) Guessing from context  
Learners will always meet words which are new to them, so it is important for them to know how to work out their meaning from the context.
- 4) Translation  
The teacher explains the meaning of the new words using the learners' mother tongue.
- 5) Illustrations and pictures  
Most concrete vocabulary can be taught using illustrations and pictures made by teachers or found in stories and other resources.
- 6) Contrasts  
This technique involves explaining a word by contrasting it with an antonym, very often an antonym which is known to the learners.

Furthermore, best practice in teaching vocabulary is determined by factors such as the age of learner, the context, the school curriculum, the second language syllabus and its goals.

### **3. Flashcards in Teaching Vocabulary**

#### **a. Flashcards as a Media in Teaching Vocabulary**

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<sup>11</sup>Badriya Juma Al-Salmi and Batinah South Region. *Teaching Vocabulary Using Shared Reading and Flashcards*, Retrieved 18 May 2011 from [www.Teaching Vocabulary Using Shared Reading and Flashcard.pdf](http://www.Teaching Vocabulary Using Shared Reading and Flashcard.pdf), p. 2.

Basyiruddin Usman states “Media is a tool used as an intermediary to convey messages and to stimulate thoughts, feelings and progress of the audience (students) so as to encourage the learning process.”<sup>12</sup>

“The media literally means "intermediary" or introduction. According to the Association for Education and Communication Technology (AECT), media is all forms of that are programmed to a process of channeling information.”<sup>13</sup>

The media can increase student interest in learning process and students will be faster and easier to understand and understand the subject matter submitted to the teacher. According to Pike, “Adding visuals to a lesson increases retention from 14 to 38 percent. Studies have also shown an improvement of up to 200 percent when vocabulary is taught using visual aids.”<sup>14</sup> One of visual aids that usually used in memorizing new word is flashcards.

“Flashcards or education cards are picture cards that have the words, which were introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The pictures on the flashcards are grouped among others be: a series of animals, fruits, and clothing. Color forms of numbers and so forth. Flashcards is played by children; it is read properly, just in time 1 second for each card.”<sup>15</sup>

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<sup>12</sup>Basyiruddin Usman. *Media Pembelajaran*, (Jakarta: Delia Citra Utama, 2002), p. 11.

<sup>13</sup>Ahmad Sabri. *Op. Cit.*, p. 112.

<sup>14</sup>Mel Silberman. *Active Learning 101 Strategies to Teach Any Subject* (Massachusetts: Allyn and Bacon, 1996), p. 2.

<sup>15</sup>Janu Arseto. *The Influence Of Using Flashcards towards Vocabulary Achievement for Elementary Students Class V* (Tegal: np, 2009), p. 30.



Flashcards that have pictures and words, it would be one of interesting media in teaching vocabulary. So that, learner are not only busy with learning and memorizing activities that sometimes makes the learners get boring, but also it can make the students comfort in playing but was able to memorize new vocabulary.

### **b. The Advantages of Using Flashcards**

There are many advantages of using flashcards in teaching vocabulary.<sup>16</sup> Among others:

- a) Simply making the cards makes teacher an active learner.
- b) Because flashcards are portable, teacher can carry it easily.
- c) Teacher can easily sort the cards into stacks of what teacher's knows and what teacher needs to spend more time studying.
- d) Using flashcards employs repetition.
- e) Teacher can study while teacher workout.
- f) Teacher has the convenience of an instant quizzing tool

One of the advantages of flashcards are easy to make and easy to carry anywhere. So that the students not only learned in the classroom, but also outside the classroom.

### **c. How to Make Flashcards**

Flashcard not only can be obtained by purchase, but the teacher can make flashcards with a relatively more cheap cost. The ways are:<sup>17</sup>

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<sup>16</sup>*Ibid.*, p. 34.

<sup>17</sup>*Ibid.*, p. 36.

- a) Prepare a paper that is a bit thick like duplex paper or cardboard material. This paper serves to store or put the pictures in accordance with learning objectives.
- b) Paper is given a sign with a pencil or marker and using a ruler, to determine the size of 15 x 10 Cm.
- c) Cut the duplex paper become a pieces, can use scissors or a cutter knife to exact size 15 x 10 Cm. Make the cards a number of pictures that will be affixed to or a number of materials we need.
- d) Next, if the object image will be directly made by hand, duplex paper have to be coated with fine paper for drawing, for example, HVS paper, paper or paperboard.
- e) Start drawing by using drawing tools like brushes, watercolors, markers, crayons or makes design using a computer with the appropriate size and then when you finish placed on the duplex paper.
- f) If the images are sold in stores, on the market, then the next image cut paper are staying in accordance with size, and then attached using glue paper
- g) At the end, write at the cards accordance with the name of the object in front of him. The names are in accordance with the object name in front of him. These names usually by using several languages such as Indonesian and English.

#### **d. Strategy of Using Flashcards in Teaching Vocabulary**

Flashcards have lots of uses. They can be used as a communication tool with single words or simple phrases and image. Whether teacher use a simple image or pair the image with text, it can be a powerful and efficient communication strategy. There are strategies of using flashcards in teaching vocabulary, they are:<sup>18</sup>

1) Application 1: Practice Essential Questions

Materials: Flashcards, blank sheet of paper

Show flashcards with questions and ask students to respond with an answer or show answers and ask students to provide the question. You can also ask students to write down the question or answer. Another option is to setup your question flashcard sat stations around the room and asks students to go to each one and write down an answer to the question that is there.

2) Application 2: Write Sentences or Stories

Materials: Flashcards, blank sheet of paper

Give groups of students a selection of various word or picture flashcards. Ask them to find a creative way to use all of them in a sentence, write questions, make true or false statements, or write a story using the vocabulary on the cards. Have the students illustrate their sentences, questions, or story. Also try having the students write the longest logical or illogical sentence that they can that uses all the flashcards. Differentiate by allowing more advanced students to take on the story-writing task while allowing other students to write statements or questions.

3) Application 3: Describe a Picture

Materials: Flashcards, blank sheet of paper

Give students a calendar picture or other picture that has a scene. Ask them to describe the picture, write a story that goes with it, ask questions about the picture, give the picture a title, or write a combination of logical and ridiculous statements about it.

4) Application 4: Word Brainstorm with Alphabet Letters

Materials: Alphabet flashcards, blank sheet of paper

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<sup>18</sup>Buttner, *Classroom Organization*. Retrieved 19 May 2011 from [http://www. Ebooklibs .com](http://www.Ebooklibs.com). [The\\_effect\\_of\\_flashcard\\_game\\_strategy\\_on\\_students\\_vocabulary\\_ability.html](http://www.Ebooklibs.com). p. 2-3.

Use alphabet flashcards to get individuals or groups to brainstorm a list of all of the words that they know that begin with that letter. Have them do this by going through a few stations that have different letters or give them three to four random letters. As an additional challenge, see how long of a sentence they can form where all of the words start with the same letter.

5) Application 5: Combine Unrelated Ideas

Materials: Flashcards, blank sheet of paper

Give students in pairs or groups a few unrelated flashcards and ask them to write sentences, questions, or a story that establishes a relationship among them. Ask students to provide an illustration as well.

6) Application 6: Find Inspiration for Fairy Tales

Materials: Flashcards, blank sheet of paper

Use decks of cards like Old Maid, Go Fish, and other matching games as pictorial sources to provide inspiration for fairy tales the kids can write.

7) Application 7: Play Games

Materials: Flashcards

Use flashcards to play Around the World, Five, Charades, Pictionary, for Inside-Outside Circle activities and question- answer game.

But in this research, writer used flashcards in question-answer game as application 7 above.

“The age of students is a major factor in teacher’s decisions about how, what to teach, and what strategy that wants to use in the learning.”<sup>19</sup>

People with different needs, competences and cognitive skills, we might expect students of primary age to acquire new vocabularies trough play, using visual media and fun activities. Especially for students at seventh grade of SMP, the using of visual media (such as flashcards) in a game is one of the best teaching strategies to motivate them in learning vocabulary.

#### **e. Flashcards in a Game**

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<sup>19</sup>Jeremy Harmer, *Op. Cit.*, p. 81.

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. *First*, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. *Second*, games usually involve friendly competition and they keep learners interested. *Third*, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

“Card game, in this study flashcards game is ideal for supplying the great amount of repetition needed to reinforce specific vocabulary and the structures of a new language. The game rules are; play is highly motivating and allow for peer tutoring.”<sup>20</sup>

There are many general benefits of game in learning, whether it's affective, cognitive and adaptability.<sup>21</sup> That is:

- 1) Affective:
  - Lowers affective filter
  - Encourages creative and spontaneous use of language
  - Promotes communicative competence
  - Motivates
  - Fun
- 2) Cognitive:
  - Reinforces
  - Reviews and extends
  - Focuses on grammar communicatively
- 3) Student Centered
  - Teacher acts only as facilitator
  - Builds class cohesion
  - Fosters whole class participation

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<sup>20</sup>Elizabeth Claire, *ESL Teacher's Activities Kit* (New Jersey: Prentice Hall, 2000) p. 113.

<sup>21</sup>M. Martha Lengeling and Casey Malarcher. Retrieved 19 May 2011 From '*Index Cards: A Natural Resource for Teachers*. 'Forum' Vol. 35 No 4, October - December 1997. p. 42.

- Promotes healthy competition
- 4) Adaptability:
- Easily adjusted for age, level, and interests
  - Utilizes all four skills
  - Requires minimum preparation after development

Based on the general benefits above, flashcards as media is very suitable if it is used in a game. But before it is played in a game it is better to play it in drill. So that, it can avoid misunderstanding of students in recognize image in flashcards. The way as the following:<sup>22</sup>

1) Drills

With a lower level students, an appropriate use for pictures, especially flashcards. We hold up flashcards before nominating a student and getting a response. Then we hold up another one, nominates different student, and so on. Flashcards are particularly useful for drilling grammar item for cueing different sentences and practicing vocabulary. The use of flashcards in drills:

- a) Show the front of the flashcard (which contains the image)
- b) Flashcards that are constructed and held high front-facing students
- c) Holding up the flashcard, the teacher read the text in accordance with the pronunciation of the English language that I read as indicated on the back of the card, and then read out also meaning that students understand.
- d) Read out the text on the flashcard in a voice that sounded clear and guide students to follow the learning
- e) Do not switch to another card before the students can follow the pronunciation of spoken English well
- f) Do it again and again consistently, so that children can learn systematically and the resources will be absorbed in considering optimal.

2) Games

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<sup>22</sup>Jeremy Harmer, *Op. Cit.*, p. 180.

Flashcards are a great language learning tool. As the old saying goes, “one picture is worth a thousand words”. There are some ideas for teacher about using flashcards effectively:<sup>23</sup>

- a) Start off by sitting in front of the class so that the whole class can see them easily and go through the drill.
- b) After the students get the idea of what the flashcards are, teacher can start to just flash the cards for a second and the students have to tell him what the card is. That is why they are called flashcards.
- c) As they become more familiar with them teacher can shorten the time of the flash. Teacher can live this process up by learning how to throw the cards up into the air so that they spin around and then catching them again. An added bonus of doing this is that when teacher mess it up and the cards end up all over the floor the students get a good laugh.
- d) Another good reinforcing activity is to pull a card out from the middle of the pack so that only part of it is showing. The students then have to guess what it is. Teacher can also put the card in front of the pack and give another short drill if teacher think they need it or give the card to the student who was the first to guess what it was correctly. A variation on this theme for reviewing already introduced material is to give a short drill and then hold the cards so that they are facing the teacher. The students have to guess which card it is teacher are looking at.
- e) If teacher are teaching actions (for example: running, jumping, go to the door, give) have a student come in front of the class and hold the card so that only that student can see it. This first student has to tell a second student what the card is and the second student has to do it. Then it is the second students turn to come in front of the class. This activity very easily to turn into a game by teams or points.
- f) When the teacher is drilling the cards and students think the students know it well enough to move on to the next phase casually throw the cards face down on the floor. The immediate reaction of the students nearest the card is to

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<sup>23</sup>Lee Su Kim, *Child's Play-Playing Games in the EFL Classroom*. Retrieved 19 May 2011 from <http://www.teflgames.com/why.html>. 'Forum' Vol. 33 No 1, January - March 1995, Page 35.

pick it up. Do not let them. Do not even let them touch it with their foot. When all the cards are on the floor point to a student and say the name of one of the cards. The student then has ten seconds to find the card hand it to teacher and repeat the name of the card. This is another activity that can be turned into a game.

- g) There are a couple of caveats to remember when using flashcards, though. One is that after the teacher has been through the stack of cards a couple of times the students start to remember the order of the cards. They remember that this sound follows that sound and not what the card is. So after the teacher has been through the cards two or three times shuffle the cards so that students can not do this. Another is that many cards come with the words of what the card is written across the bottom of the card. The more able students soon work out that it is easier to read the word rather than know the picture. As we want the student to concentrate on the picture we like to cover up the word for the picture with our fingers when we are showing the card.

Teaching vocabulary by using flashcard in a game is one of the ideas to get the success in teaching vocabulary. By this strategy, the students are expected to memorize new vocabulary easily and enjoyable. It refers to background of teaching vocabulary, deliberate learning or language study. It involves paying deliberate attention to language features such as sounds, spelling, vocabulary, grammar, or discourse that are presented out of context. The most obvious deliberate learning technique is learning new vocabulary by memorizing their first language translations.

## **B. Review of Related Findings**

The research is related to Muhammad Yusuf (2011) STAIN Padangsidimpuan, research on the title “The Effect of Total Physical Response (TPR) on Grade V Students’ Vocabulary Mastery. The result is the score of experimental group is higher than control group, and from the calculation of t tests



2,20 and t table 1,17, it means that, t test is higher than t table ( $2,20 > 1,17$ ).<sup>24</sup> So, there was a significant effect of Total Physical Response (TPR) on V grade students' vocabulary mastery at SD Negeri 142612 Panyabungan.

The research is also related to Fatimah Imas (2006) University of Budi Utomo Malang, research on the title "Improving The Student Mastery on Vocabulary Through Picture Cards of The First Year Students of Mts Nurul Huda Mangunsari Tekung Lumajang in Academic Year 2005/2006. Where find out there are significant difference scores. There is better improvement of vocabulary mastery gained by students at the end of action cycle 2. The mean score increased from 65.58 in the first cycle to 71.28 in the second one, which was categorized good enough.<sup>25</sup>

In relation with that, the writer wanted to know and wanted to try a new thing to do a research whether the media and strategy affect the students' vocabulary mastery.

### **C. Conceptual Framework**

Vocabulary proficiency affects the four skills of language. They are listening, speaking, writing, and reading. In listening, their vocabulary influences how much they understand the talk about. In speaking, the words that they use in

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<sup>24</sup>Muhammad Yusuf, *The Effect of Total Physical Response (TPR) on Grade V Students' Vocabulary Mastery* (Padangsidempuan: np,2011), p. 33

<sup>25</sup>Fatimah Imas. *Improving The Student Mastery on Vocabulary Through Picture Cards of The First Year Students of Mts Nurul Huda Mangunsari Tekung Lumajang in Academic Year 2005/2006* (Malang: np, 2006)

their speaking affect how well they express their idea to the other. In reading, their vocabulary will help them to comprehend the text.

Many students still find difficulties to speak, to write, to read and to listen to the others because their vocabulary are very limited. One of way to increase students' mastery in vocabulary is by using flashcards. The using of media flashcards in learning is more effective to help students memorize vocabulary while having fun and enjoyable.

#### **D. Hypothesis**

Hypothesis is needed to show the researcher's thinking and expectation about what outcomes of the research will be related this study. The hypothesis of this research is stated that:

$H_a$  : there is a significant effect of using flashcard on students' vocabulary mastery.

$H_0$  : there is no significant effect of using flashcard on students' vocabulary mastery.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

The method of research used in this research is quantitative method, where the data collected and analyze through statistical analysis. While, the type of the research is experiment research. In this research, the writer wanted to find the effect of using flashcards on students' vocabulary mastery.

In this research, the students were given pre-test, to find their vocabulary mastery before being given treatment. After treatment, the students were given post-test, to find the effect of the treatment toward their vocabulary mastery. There are two variables in this research; they are using flashcards as independent variable and the students' vocabulary mastery as dependent variable.

Table 1

Research Design

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	✓	✓	✓
Control	✓	x	✓

## **B. Schedule and Place of the Research**

The research was conducted in six meetings. The research has done on May until July 2011. This research was conducted at Yayasan Perguruan Islam Nurul ‘Ilmi. This school consists of elementary school (SD), junior high school (SMP) boarding school, junior high school (SMP) full day school, senior high school (SMA) boarding school and senior high school (SMA) full day school. But, the object of this research is junior high school students (SMP) boarding school. It is junior high school (SMP) boarding school Nurul ‘Ilmi Padangsidempuan. It is located in Jl. BM. Muda no. 05 Kelurahan Padangmatinggi Lestari, Kecamatan Padangsidempuan Selatan, Kota Padangsidempuan.

## **C. Population and Sample**

The population of this research is the seventh grade students of SMP Swasta Boarding School Nurul ‘Ilmi. There are four classes in 2010/2011 academic year. The specification of the population can be seen on the table below: <sup>1</sup>

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<sup>1</sup>*Dokumen Administrasi Tata Usaha SMP Swasta Nurul ‘Ilmi Padangsidempuan Tahun Ajaran 2010-2011*

Table 2

The Population of the Seventh Years Students of SMP Swasta Boarding School

Nurul 'Ilmi Padangsidimpuan in 2010/2011 Academic Year

<b>NO</b>	<b>Class</b>	<b>Population</b>
1	VII-1 Male	16
2	VII-2 Male	13
3	VII-1 Female	18
4	VII-2 Female	19
Total		66

According to Arikunto “population is a set or collection of all elements possessing one or more attributes of interest.” The population of this research was students the seventh grade of SMP Swasta Nurul 'Ilmi Padangsidimpuan. The seventh grade consisted of sixty six students.

For the efficiency and practicality of thus research, the large number of the sample was limited. Arikunto said that “if the population is smaller than one hundred students, we can take them all as the sample.”<sup>2</sup> In this study sixty six students was chosen as the sample.

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<sup>2</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Revisi Kelima* (Jakarta: Rineka Cipta, 1920) p. 120.

#### D. Instrumentation

In this research, test was used as an instrument. “Test can be defined as a sample of behavior.”<sup>3</sup> The students were given a test to know and to get the data about students’ mastery in vocabulary (variable y) that consists of 40 questions. The test was multiple choices test with four alternatives a, b, c, d. The students were given time 45 minutes. If the students can answer all the questions correctly, the score was 10. It means that the correct answer will be given score 0, 25 while the wrong answer will be given 0.

Table 3

Indicator of the Test

<b>Indicator</b>	<b>Items</b>	<b>No. Items</b>	<b>Score</b>	<b>Total Score</b>
Parts of School	6	1-7	2,5	15,0
Parts of House	7	7-13	2,5	17,5
Parts of Body	7	14-20	2,5	17,5
Classroom Objects	7	21-27	2,5	17,5
Family	6	28-33	2,5	15,0
Jobs and the Responsibilities	7	34-40	2,5	17,5
<b>Total Score</b>				100,00

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<sup>3</sup>Sandra J. Savignon, *Communicative Competence Theory and Classroom Practice* (Massachusetts: Addison- Wesley publishing company, 1983) p.232.

## **E. Validity and Reliability of the Test**

### **a. Validity of the test**

#### **1. Validity of the Content**

Validity is very important in preparing the test that used as a measure to know how far the mastery of the sample. "For the instrument in the form of test, the validity of the contents can be done by comparing the contents of the instrument to the subject matter that has been taught."<sup>4</sup>

According to observation earlier by researcher, seventh grade of SMP Swasta Nurul 'Ilmi used English on Sky 1 book that published by Erlangga as its English book. In the book presented the subject matter of vocabulary that will be studied for two semesters, in accordance with the curriculum that is used by book, KTSP 2006. The materials include:

- 1) Parts of school
- 2) Parts of house and its functions
- 3) Parts of body
- 4) Classroom objects
- 5) Family
- 6) Jobs and the Responsibilities

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<sup>4</sup>Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2006) p. 272.

## 2. Validity of the Items

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the seventh grade full days school of SMP Swasta Nurul 'Ilmi Padangdimpuan. According to Arikunto, to get the validity of the test the researcher can use product moment formula as follow:<sup>5</sup>

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

Where:  $r_{xy}$  = correlation coefficient

X = score for each item

Y = total score of item

N = number of sample

To test the validity of any problems in the instrument, the writer has made two times try out before doing the pre-test. After giving try out, the writer evaluate the difficulty and very easy question in the instrument. Whether its model, language and purpose of these questions. Test was valid if

$$r_{xy} > r_{tabel}$$

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<sup>5</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006) p.32.



## b. Reliability of the test

Testing of reliability with the internal consistency, done in a way try out the instrument once, and then were analyzed with a specific technique. The results of the analysis can be used to predict the reliability of the instrument.

Testing instrument reliability can be done with the technique of KR.21 (Kuder Richardson), that formulas and sample calculations as follow:<sup>6</sup>

Formula KR. 21

$$r_t = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k s_t^2} \right\}$$

where:

$k$  = number of item

$M$  = mean of total score

$s_t^2$  = varians total

## F. Procedure of the Research

In conducting the research, the writer took the following step:

1. The research was started on March, the research consist of consultation and observation to seventh grade of SMP Swasta Nurul 'Ilmi Padangsidempuan as object the research, then set the research and prepared test.

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<sup>6</sup>*Ibid.*, p. 278-279.

2. Sample of the research was taken from all population, because the number of population was not more one hundred.
3. To determine control class and experimental class, the writer gave pre-test to the sample. After getting the result, the writer sorted the score from very high score to very low score, and grouped them into the same class of vocabulary mastery. They are control class and experimental class.
4. The writer used flashcard in teaching vocabulary in the experimental class, while in the control class their English teacher taught them without media as usual.
5. After giving the treatment, the writer gave them post-test to measure their mastery after getting the treatment. Indicator of answer in post test was same with in the pre-test
6. To test the hypothesis, the writer analyzed the result of pre-test and post test with T-test.
7. From the analyzing of the data the writer take the conclusion.

#### **G. Techniques of Data Collection**

To get the data, the writer collected it by giving test. Test is some of question used for measure skills, knowledge, and intelligence. The test divided into two kinds, they are:

- a. Pre-Test

Before the treatment, pre-test would be given to both experimental and control class. It would be aimed to measure the students' mastery before applying the treatment and also to find out if they are same level at the stating point.

b. Post-test

After conducting the treatment, a post test was given to the both classes. Post test is the same with pre test. The administrating of the post test was mean to find out the differences in score of both control and experimental class before and after the treatment.

## H. Techniques of Data Analysis

The data was collected by pre-test and post-test was analyzed by applying t-test formula. The use of this formula was aimed to find out the difference of the result of the conducted the pre-test and post-test in both experimental and control class, before and after treatment. The writer uses t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{dx^2 + dy^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

Mx : Mean score of experimental class

$M_y$  : Mean score of control class

$d_x$  : Score of experimental class

$d_y$  : Score of control class

$N_x$  : Number of experimental class

$N_y$  : Number of control class

## CHAPTER IV

### DESCRIPTION OF THE DATA AND DISCUSSION

To evaluate the effect of using flashcards on students' vocabulary mastery, the writer has calculated the data by pre-test and post-test. Next, the writer described the data as follow:

#### A. Students' Vocabulary Mastery

##### 1. Data Pre-Test

##### a. Data Pre-test of Experimental Class

Table 4

Students' Score in Pre-Test of Experimental Class

No	Students' Initial	Correct	Score	Category
1	WRN	38	9,50	Very high
2	AKH	36	9,00	Very high
3	ASS	34	8,50	Very high
4	AP	32	8,00	High
5	AN	32	8,00	High
6	DAR	31	7,75	High
7	HS	30	7,50	High
8	KA	30	7,50	High
9	MID	30	7,50	High
10	MSY	29	7,25	High
11	MY	28	7,00	High
12	RK	27	6,75	High
13	SRA	27	6,75	High
14	T	27	6,75	High
15	AY	27	6,75	High
16	DA	27	6,75	High
17	DFA	26	6,50	High
18	EN	26	6,50	High
19	EW	25	6,25	High

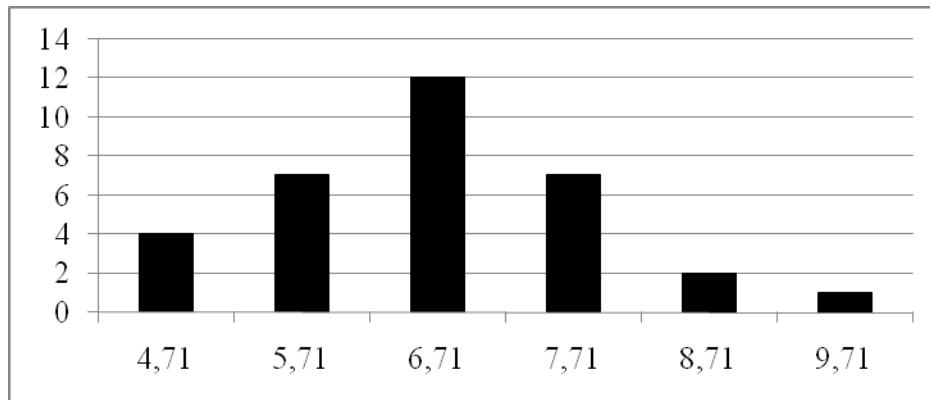
20	FG	25	6,25	High
21	KHY	25	6,25	High
22	LA	25	6,25	High
23	NBH	24	6,00	Enough
24	NJ	24	6,00	Enough
25	NS	24	6,00	Enough
26	NSY	24	6,00	Enough
27	NP	23	5,75	Enough
28	PW	22	5,50	Enough
29	RB	21	5,25	Enough
30	RSH	20	5,00	Enough
31	RA	20	5,00	Enough
32	SK	19	4,75	Enough
33	SR	18	4,50	Enough
		876	219,00	

The percentage of students' score in pre-test of experimental class could be seen in the following table:

Table 5

The Percentage of Students' Score in Pre-Test of Experimental Class

NO	X	Xi	Fi	fi,xi	%
1	9,25 – 10,24	9,71	1	9,71	3,03 %
2	8,25 – 9,24	8,71	2	17,42	6,06 %
3	7,25 – 8,24	7,71	7	53,97	21,21 %
4	6,25 – 7,24	6,71	12	80,52	36,36 %
5	5,25 – 6,24	5,71	7	39,97	21,21 %
6	4,25 – 5,24	4,71	4	18,84	12,12 %
JUMLAH			33	220,43	100,00 %



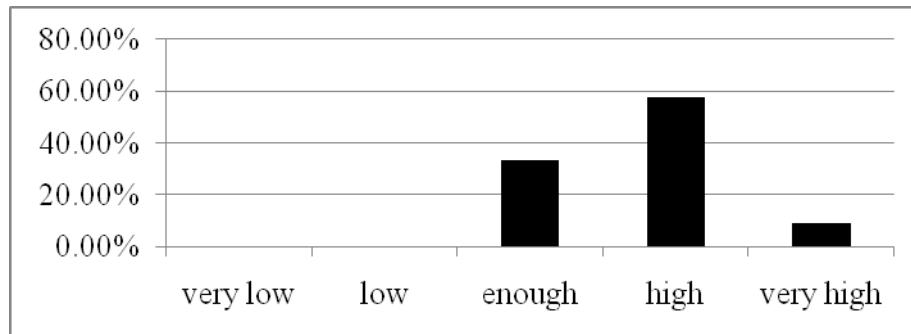
Picture 1. Histogram for The Percentage of Students' Score in Pre-Test of Experimental Class

From the table and histogram above, the readers can see that in experimental class, the highest and the lowest score of pre-test were 9,50 and 4,50. While mean score were 6,68.

Table 6

The Percentage of Students' Mastery in Pre-Test of Experimental Class

Category	Frequency	Percentage
Very high	3	9,09%
High	19	57,57%
enough	11	33,33%
Low	-	%
Very low	-	%



Picture 2. Histogram for The Percentage of Students' Mastery in  
Pre-Test of Experimental Class

They are ranged from very high, high, enough, low, and very low. It can be seen that there is a student comes into very high category (9,09%) and high category (57,57%), the students who have enough category are 11 students (33,33%), there is no student in low category and very low category.

#### b. Data Pre-test of Control Class

Table 7

Students' Score in Pre-Test of Control Class

No	Students Initial	Correct	Score	Category
1	AYSN	38	9,50	Very high
2	AF	35	8,75	Very high
3	AN	34	8,50	Very high
4	EYH	32	8,00	High
5	HARH	31	7,75	High
6	HAH	31	7,75	High
7	IT	30	7,50	High
8	MHR	30	7,50	High
9	MJR	29	7,25	High



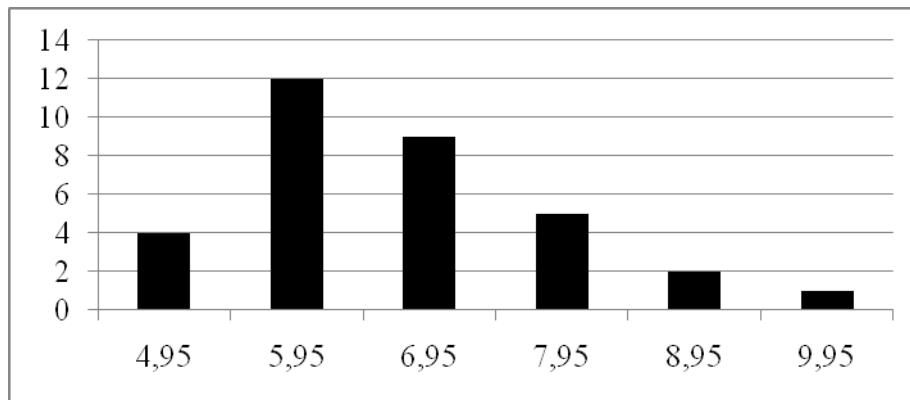
10	MQS	29	7,25	High
11	M	28	7,00	High
12	MR	27	6,75	High
13	RAFP	27	6,75	High
14	RES	27	6,75	High
15	RMS	27	6,75	High
16	SH	26	6,50	High
17	A	26	6,50	High
18	ARH	25	6,25	High
19	AS	25	6,25	High
20	DS	25	6,25	High
21	DCS	25	6,25	High
22	DSV	24	6,00	Enough
23	FR	24	6,00	Enough
24	HAN	24	6,00	Enough
25	LAS	24	6,00	Enough
26	MH	24	6,00	Enough
27	MNS	23	5,75	Enough
28	NAH	22	5,50	Enough
29	NOAH	22	5,50	Enough
30	RH	20	5,00	Enough
31	SIA	18	4,50	Enough
32	VEP	18	4,50	Enough
33	WRD	18	4,50	Enough
		868	217,00	

The percentage of students' score in pre-test of control class could be seen in the following table:

Table 8

The Percentage of Students' Score in Pre-Test of Control Class

NO	x	Xi	fi	fi,xi	%
1	9,50 – 10,40	9,95	1	9,95	3,03 %
2	8,50 – 9,40	8,95	2	17,90	6,06 %
3	7,50 – 8,40	7,95	5	39,75	15,15 %
4	6,50 – 7,40	6,95	9	62,55	27,27 %
5	5,50 – 6,40	5,95	12	71,40	36,36 %
6	4,50 – 5,40	4,95	4	19,80	12,12 %
JUMLAH			33	221,35	100,00 %

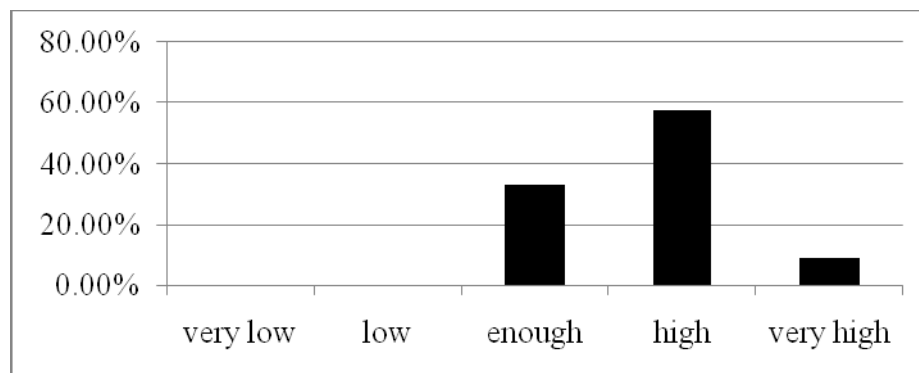


Picture 3. Histogram for The Percentage of Students' Score in Pre-Test of Control Class

From the table and histogram above, the readers can see that in experimental class, the highest and the lowest score of pre-test were 9,50 and 4,50. While the mean score were 6,7.

### The Percentage of Students' Mastery in Pre-Test of Control Class

Category	Frequency	Percentage
Very high	3	9,09%
High	19	57,57%
Enough	11	33,33%
Low	-	%
Very low	-	%



Picture 4. Histogram for The Percentage of Students' Mastery in Pre-Test of Control Class

They are ranged from very high, high, enough, low, and very low. It can be seen that there is a student comes into very high category (9,09%) and high category (57,57%), the students who have enough category are 11 students (33,33%), there is no student in low category and very low category.

## 2. Data Post-test

### a. Data Post-test of Experimental Class

Table 10

Students' Score in Post-Test of Experimental Class

No	Students Initial	Correct	Score	Category
1	WRN	40	10,00	Very high
2	AKH	38	9,50	Very high
3	ASS	37	9,25	Very high
4	T	36	9,00	Very high
5	MSY	36	9,00	Very high
6	AP	36	9,00	Very high
7	EW	36	9,00	Very high
8	RK	34	8,50	Very high
9	AN	34	8,50	Very high
10	KHY	34	8,50	Very high
11	KA	34	8,50	Very high
12	RB	32	8,00	High
13	DAR	32	8,00	High
14	HS	32	8,00	High
15	NS	32	8,00	High
16	DFA	31	7,75	High
17	MID	31	7,75	High
18	EN	31	7,75	High
19	AY	31	7,75	High
20	FG	30	7,50	High
21	SRA	30	7,50	High
22	NP	30	7,50	High
23	DA	29	7,25	High
24	RA	29	7,25	High
25	MY	29	7,25	High

26	SR	29	7,25	High
27	NSY	27	6,75	High
28	LA	27	6,75	High

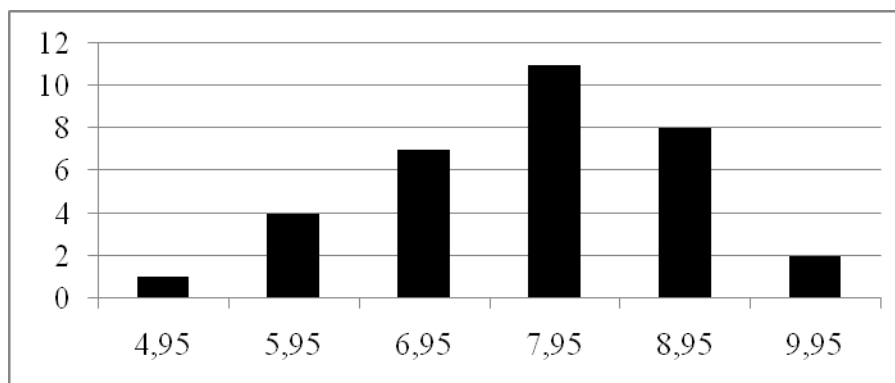
29	NBH	27	6,75	High
30	PW	27	6,75	High
31	NJ	26	6,50	High
32	SK	24	6,00	Enough
33	RSB	18	4,50	Enough
		1029	257,25	

The percentage of students' score in post-test of experimental class could be seen in the following table:

Table 11

The Percentage of Students' Score in Post-Test of Experiment Class

NO	x	xi	fi	fi,xi	%
1	9,50 – 10,40	9,95	2	19,90	6,06 %
2	8,50 – 9,40	8,95	8	71,60	24,24 %
3	7,50 – 8,40	7,95	11	87,45	33,33 %
4	6,50 – 7,40	6,95	7	48,65	21,21 %
5	5,50 – 6,40	5,95	4	23,80	12,12 %
6	4,50 – 5,40	4,95	1	4,95	3,03 %
			33	253,35	100,00 %

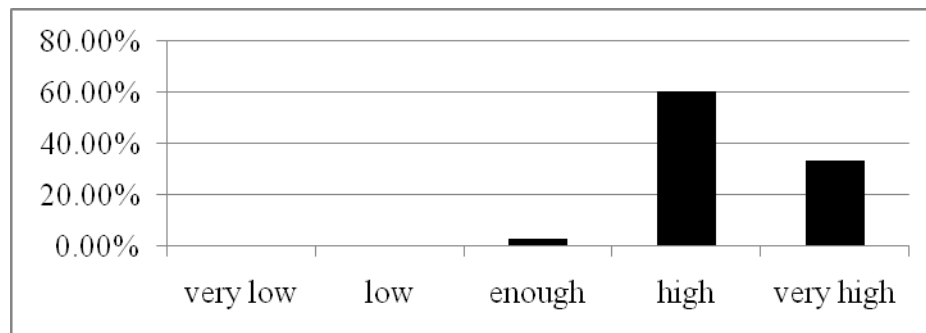


Picture 5. Histogram for The Percentage of Students' Score in Post-Test of Experiment Class

Table 12

The Percentage of Students' Answer in Pre-Test of Experimental Class

Category	Frequency	Percentage
very good	11	33.33%
Good	20	60.60%
enough	2	6.06%
Less	-	
failure	-	



Picture 6. Histogram for The Percentage of Students' Answer in Pre-Test of Experimental Class

From the table and histogram above, the readers can see that in experimental class, the highest and the lowest score of pre-test were 10,00 and 4,50. They are ranged from very high, high, enough, low, and very low. It can be seen that there is a student comes into very high category (33,33%) and

high category (60,60%), the students who have enough category are 2 students (6,06%), there is no student in low category and very low category.

**b. Data Post-test of Control Class**

Table 13

Students' Score of Post-Test of Control Class

No	Students Initial	Correct	Score	Category
1	ARH	40	10,00	Very high
2	AYSN	40	10,00	Very high
3	SH	37	9,25	Very high
4	AF	35	8,75	Very high
5	HARH	34	8,50	Very high
6	AN	33	8,25	Very high
7	HAH	33	8,25	Very high
8	RES	33	8,25	Very high
9	MR	30	7,50	High
10	EYH	28	7,00	High
11	MHR	28	7,00	High
12	A	28	7,00	High
13	RAFP	28	7,00	High
14	FR	28	7,00	High
15	NOAH	27	6,75	High
16	IT	26	6,50	High
17	MQS	26	6,50	High
18	DCS	26	6,50	High
19	SIA	26	6,50	High
20	MNS	26	6,50	High
21	LAS	26	6,50	High
22	DSV	26	6,50	High
23	RMS	25	6,25	High
24	DS	25	6,25	High
25	HAN	24	6,00	Enough
26	RH	24	6,00	Enough
27	AS	24	6,00	Enough
28	MH	24	6,00	Enough
29	M	24	6,00	Enough
30	MJR	24	6,00	Enough

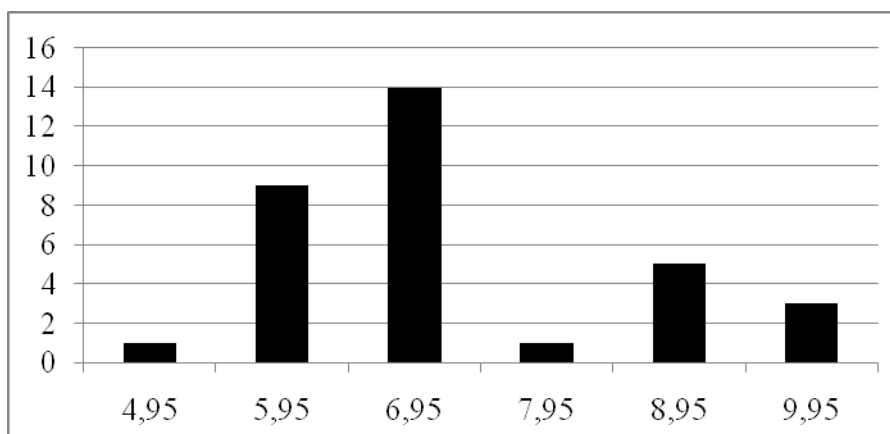
31	NAH	23	5,75	Enough
32	VEP	23	5,75	Enough
33	WRD	18	4,50	Enough
		922	230,50	

The percentage of students' answer in post-test of control class could be seen in the following table:

Table 14

The Percentage of Students' Answer in Post-Test of Control Group

NO	x	xi	fi	fi,xi	%
1	9,50 - 10,40	9,95	3	20,85	9,09 %
2	8,50 - 9,40	8,95	5	44,75	15,15 %
3	7,50 - 8,40	7,95	1	7,95	3,03 %
4	6,50 - 7,40	6,95	14	97,30	42,42 %
5	5,50 - 6,40	5,95	9	53,50	27,27 %
6	4,50 - 5,40	4,95	1	4,95	3,03 %
			33	238,35	100,00 %



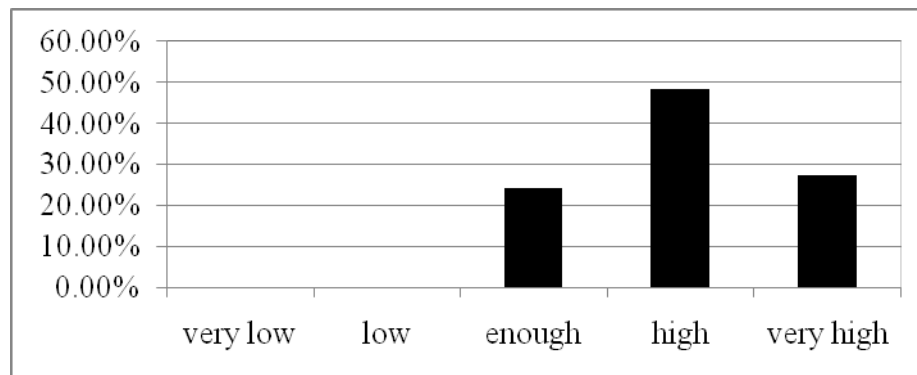
Picture 7. Histogram of Post-test Score of Control Class



Table 15

The Percentage of Students' Answer in Post-Test of Control Class

Category	Frequency	Percentage
very good	8	24,24%
Good	16	48,48%
enough	9	27,27%
Less	-	
failure	-	



Picture 8. Histogram for The Percentage of Students' Answer in Post-Test of Control Class

From the table above, the readers can see that in experimental class, the highest and the lowest score of pre-test were 10,00 and 4,50. They are ranged from very high, high, enough, low, and very low. It can be seen that there is a student comes into very high category (24,24%) and high category (48,48%), the students who have enough category are 9 students (27,27%), there is no student in low category and very low category.

According to Riduwan, the students' score classification could be seen the following table:

Table 16

## The Students' Score Classification

Score	Category
81 – 100	Very high
61 - 80	High
41 - 60	Enough
21 - 40	Low
0 - 20	Very low

(Resource: Riduwan, *Belajar Mudah Penelitian Untuk Guru, Karyawan Dan Peneliti Pemula*)

**B. Testing Hypothesis**

The effect of using flashcards on students' vocabulary mastery could be seen in the following table:

Table 17

## Data of Experimental Class and Control Class

No	Students' initial	Experimental		Range	Students' initial	Control		Range
		Pre-test	Post-test			Pre-test	Post-test	
1	WRN	9,50	10,00	0,50	AYSN	9,50	10,00	0,75
2	AKH	9,00	9,50	0,50	SH	8,75	9,25	0,50
3	ASS	8,50	9,25	0,75	AF	8,50	8,75	0,25
4	NS	8,00	8,00	0,00	AN	8,00	8,25	0,25
5	T	8,00	9,00	1,00	HARH	7,75	8,50	0,75
6	RK	7,75	8,50	0,75	HAH	7,75	8,25	0,50
7	AN	7,50	8,50	1,00	MR	7,50	7,50	0,00
8	KHY	7,50	8,50	1,00	EYH	7,50	7,00	-0,50
9	HS	7,50	8,00	0,50	IT	7,25	6,50	-0,75
10	DAR	7,25	8,00	0,75	MHR	7,25	7,00	-0,25

11	DFA	7,00	7,75	0,75	MQS	7,00	6,50	-0,50
12	MSY	6,75	9,00	2,25	RES	6,75	8,25	1,50
13	MID	6,75	7,75	1,00	RMS	6,75	6,25	-0,50
14	AP	6,75	9,00	2,25	A	6,75	7,00	0,25
15	FG	6,75	7,50	0,75	RAFP	6,75	7,00	0,25
16	SRA	6,75	7,50	0,75	ARH	6,50	10,00	3,50
17	RB	6,50	8,00	1,50	FR	6,50	7,00	0,50
18	EN	6,50	7,75	1,25	NOAH	6,25	6,75	0,50
19	DA	6,25	7,25	1,00	MJR	6,25	6,00	-0,25
20	AY	6,25	7,75	1,50	M	6,25	6,00	-0,25
21	KA	6,25	8,50	2,25	DCS	6,25	6,50	0,25
22	RA	6,25	7,25	1,00	NAH	6,00	5,75	-0,25
23	NSY	6,00	6,75	0,75	SIA	6,00	6,50	0,50
24	LA	6,00	6,75	0,75	MH	6,00	6,00	0,00
25	EW	6,00	9,00	3,00	AS	6,00	6,00	0,00
26	MY	6,00	7,25	1,25	DS	6,00	6,25	0,25
27	PW	5,75	6,75	0,75	HAN	5,75	6,00	0,25
28	NBH	5,50	6,75	1,25	LAS	5,50	6,50	1,00
29	NP	5,25	7,50	2,25	MNS	5,50	6,50	1,00
30	NJ	5,00	6,50	1,50	RH	5,00	6,00	1,00
31	SR	5,00	7,25	2,25	DSV	4,50	6,50	1,75
32	RSH	4,75	4,50	-0,25	VEP	4,50	5,75	1,25
33	SK	4,50	6,00	1,50	WRD	4,50	4,50	0
		219,00	257,25	38		217,00	230,50	13,50

$$M_x = \frac{\sum x}{N}$$

$$= \frac{38}{33}$$

$$= 1,15$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{13,50}{33}$$

$$= 0,41$$

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$M_x$  : Mean score of experimental class

$M_y$  : Mean score of control class

$dx$  : Score of experimental class

$dy$  : Score of control class

$N_x$  : Number of experimental class

$N_y$  : Number of control class

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left[ \frac{dx^2 + dy^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{1,15 - 0,41}{\sqrt{\left[ \frac{16,12 + 21,03}{(33 + 33) - 2} \right] \left[ \frac{1}{33} + \frac{1}{33} \right]}} \\
 &= \frac{0,7}{\sqrt{\left[ \frac{37,15}{64} \right] \left[ \frac{2}{33} \right]}} \\
 &= \frac{0,7}{\sqrt{[0,58][0,06]}}
 \end{aligned}$$

$$= \frac{0,7}{\sqrt{0,035}}$$

$$= \frac{0,7}{0,183} = 3,825 = 3,83$$

The degree of freedom was:

$$\begin{aligned} \text{df} &= (N-1) + (N-1) \\ &= (33-1) + (33-1) \\ &= 32 + 32 \\ &= 64 \end{aligned}$$

After the score obtained we need to consult to t table. The degree of freedom is 64 not found. The writer looked for the degree of freedom that is closest to 64, that is 60. The table at 5 % significant level, it is 1,67. Meanwhile, in the level significant 1 % is 2,39 (see appendix 11). Thus, we can analyze that t-test is higher than t-table in 5% and 1%. It is  $2,39 < 3,83 > 1,67$ .

Based on the score obtained, the writer can conclude that  $H_a$  is accepted and  $H_0$  is rejected. It means that there is a significant difference between the increasing students' vocabulary mastery who has taught by using flashcards game strategy and those who did not.

### C. Discussion

In this research, the writer found that the students' vocabulary mastery is low. They can't express their idea exactly because lack of vocabulary. It is known when writer ask them to translate vocabulary directly, but most of students can not do it.

After doing the observation, writer found the problem. It is because strategy that used in teaching vocabulary is boring so that students' motivation in learning English especially in vocabulary is low. From the problem, writer tried to give the treatment by using flashcards. Flashcard is the picture cards that has the words, which were introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The pictures on flashcards categorized among others the series of parts of body, parts of school, parts of house, classroom objects, Family words and kind of occupations. The cards are played in a way shown to the children and read quickly, in just 1 second for each card. The purpose of this method is to train the right brain's ability to recall images and words, so that the vocabulary and reading skills that students can be trained and improved.

The result of the treatment is students' vocabulary mastery increase. It means flashcards is suitable to improve students' vocabulary mastery, especially for seventh grade students who beginners level in English subject.

According to the other researches which were told in reviewed related findings, Muhammad Yusuf and Fatimah Imas stated that the using of media and various methods can increase students' vocabulary mastery.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The first formulation of the problem is “How is the students’ mastery at seventh grade of SMP Swasta Nurul ‘Ilmi Padangsidimpuan in vocabulary before using flashcards?” Students’ mastery before giving the treatment was low. It can be seen from the students’ score of experimental and control class in pre test. Total score of experimental class in pre test was 219, it is lower than total score of experimental in post test (after giving the treatment), it was 257,25. From the data, range of students score in experimental class was 38.

Besides, total score of control class in pre test was 217. It is also lower than total score of control group in post test (after giving treatment), it was 230,50. From the data, range of students score in control class was 13,50. It means students’ mastery before, that taught by using traditional strategy is low.

The second formulation of the problem is “How is the students’ mastery at seventh grade of SMP Swasta Nurul ‘Ilmi Padangsidimpuan in vocabulary after using flashcards?” The result is students who were taught by using flashcards had achieved better vocabulary mastery than those who were not taught by using flashcards. It can be seen from the students’ scores of experimental and control class on the post test. Total score in experimental class was 257,25 and total score in control class was 230,50.



The last formulation of the problem is “Is there any significant effect of the using flashcards on students’ vocabulary mastery at seventh grade of SMP Swasta Nurul ‘Ilmi Padangsidempuan?” The table at 5 % significant level shows, it is 1,67. Meanwhile, in the level significant 1 % is 2,39 (see appendix 1). Thus, we can analyze that t-test is higher than t-table in 5% and 1%. It is  $2,39 < 3,83 > 1,67$ . It means the alternative hypothesis was accepted. In other words, there is significant effect of using flashcards to increase vocabulary mastery of students at seventh grade of SMP Swasta Nurul ‘Ilmi Padangsidempuan.

## **B. Suggestion**

After finishing the research, the writer gets much information which relates to the teaching and learning process. In addition, the result of the research is flashcards game strategy has a significant effect on students’ vocabulary mastery and could help the students to increase their vocabulary mastery. Therefore, the writer has suggestion:

- a. The writer hopes that the students especially the seventh grade of SMP Swasta Nurul ‘Ilmi Padangsidempuan will improve their vocabulary by using flashcards in the other time.
- b. The students should memorize and practice their vocabulary in their daily activities.
- c. For the teacher, flashcards can use as a strategy in teaching vocabulary cause the students will be easy to remember the meaning of vocabulary

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## APPENDIX I

### Try out

### VOCABULARY TEST

Name : \_\_\_\_\_

Class : \_\_\_\_\_

#### Choose the correct answer by crossing a, b, c, or d

- An old woman was ..... when her wallet is stolen by someone.  
People ran and ..... that robber and bring him to the police office.  
a. laughing-pointed  
b. screaming-caught  
c. crying-catched  
d. crying-see
- Mr. Samson teaches us English. He is our English .....  
a. headmaster  
b. student  
c. gardener  
d. teacher
- A: Where does Ani work?  
B: In a restaurant.  
A: Is she a cashier?  
B: No, she is a ..... . She serves the customers with the menu.  
a. seller  
b. waiter  
c. waitress  
d. buyer
- X: Is Mrs. Elly the .....?  
Y: Yes, you can borrow and return books to her. She worked in your library since last week.  
a. librarian  
b. worker  
c. typist  
d. teacher
- Mrs. Sinta and her family enjoy their dinner in the .....  
a. living room  
b. waiting room  
c. dinning room  
d. bedroom
- My father's brother is my .....  
a. uncle  
b. aunt  
c. grandfather  
d. nephew
- Anto ..... his mother, after they didn't meet in ten years.  
a. hits  
b. laughs  
c. throws  
d. hugs

8. Khodijah is an SMP student. Her uniform is new, a white blouse and a blue .....
- a. short
  - b. shirt
  - c. trousers
  - d. skirt
9. What does usually a man put on his head? He puts on a .....
- a. belt
  - b. shoe
  - c. gloves
  - d. hat
10. Andi washes his clothes in the .....
- a. dining room
  - b. laundry room
  - c. living room
  - d. small room
11. John is tall, but his sister is very ..... (antonym)
- a. small
  - b. short
  - c. little
  - d. slim
12. We can buy some ..... in the post office.
- a. vegetables
  - b. water melon
  - c. stamps
  - d. carrots
13. Grapes, bananas and oranges are kind of .....
- a. flower
  - b. vegetables
  - c. fruit
  - d. drink
14. We use our ..... for writing and holding something.
- a. legs
  - b. hands
  - c. foot
  - d. head
15. Please open the door and ..... the window. (antonym)
- a. pull
  - b. push
  - c. close
  - d. knock
16. The foot is joined to the leg by the .....
- a. knee
  - b. ankle
  - c. finger
  - d. feet
17. Sports help us become strong and .....
- a. hearty
  - b. sleepy
  - c. healthy
  - d. wealthy
18. When I was a child, I like playing ..... I usually played in the field.
- a. mustache
  - b. an instrument
  - c. kites
  - d. cakes
19. Annie often helps her mother in the kitchen because her hobby is .....
- a. shopping
  - b. playing
  - c. washing
  - d. cooking

20. The following equipment is needed to play basket .....
- |           |         |
|-----------|---------|
| a. letter | c. ball |
| b. songs  | d. rope |
21. Mrs. Ani celebrated her birthday yesterday. She felt .....
- |          |            |
|----------|------------|
| a. happy | c. angry   |
| b. sad   | d. confuse |
22. When the traffic lights are red, we must .....
- |         |         |
|---------|---------|
| a. walk | c. turn |
| b. run  | d. stop |
23. A headmaster leads a.....
- |            |               |
|------------|---------------|
| a. school  | c. government |
| b. factory | d. regency    |
24. .... on the table please! It's not polite
- |               |                |
|---------------|----------------|
| a. don't sit  | c. don't carry |
| b. don't pull | d. don't try   |
25. This month is July. Last month was.....
- |         |            |
|---------|------------|
| a. May  | c. August  |
| b. June | d. October |
26. Nurhot : What do the students do in the library?  
Sangkot : They usually ..... books.
- |           |         |
|-----------|---------|
| a. land   | c. send |
| b. borrow | d. buy  |
27. Give me a ..... to make my body warm.
- |                 |                  |
|-----------------|------------------|
| a. handkerchief | c. soap          |
| b. blanket      | d. table clothes |
28. Where can we get school supplies?
- |           |              |
|-----------|--------------|
| a. toilet | c. waterfall |
| b. market | d. factory   |
29. I have a headache. I am going to .....
- |                     |                 |
|---------------------|-----------------|
| a. watch television | c. take a walk  |
| b. see my friend    | d. see a doctor |
30. Today is Wednesday. Tomorrow is .....
- |             |           |
|-------------|-----------|
| a. Thursday | c. Monday |
| b. Tuesday  | d. Friday |
31. Budi works in the office. He sweeps the floor every morning. He is a .....
- |              |                |
|--------------|----------------|
| a. secretary | c. plumber     |
| b. janitor   | d. electrician |

32. Give ..... of sugar in my coffee. It is bitter.
- a. handful
  - b. a spoonful
  - c. cup
  - d. a bowl
33. On our feet, we have ten .....
- a. nail
  - b. fingers
  - c. toes
  - d. finger
34. These are modern game, except .....
- a. play station
  - b. monopoly
  - c. chess
  - d. hide and seek
35. These are kinds of sports, except .....
- a. running
  - b. cooking
  - c. swimming
  - d. foot ball
36. My father is a driver. He drives .....
- a. plane
  - b. taxi
  - c. train
  - d. boat
37. These are good hobbies, except .....
- a. cheating
  - b. cycling
  - c. camping
  - d. swimming
38. The soil is dry. She is ..... plants.
- a. transplanting
  - b. cutting
  - c. flowering
  - d. watering
39. What is the opposite meaning of forget ...
- a. diligent
  - b. receive
  - c. give
  - d. remember
40. A person who collects stamps is a .....
- a. philately
  - b. collector
  - c. philatelist
  - d. writer



**Pre Test**

**VOCABULARY TEST**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

**Choose the correct answer by crossing a, b, c, or d**

1. Udin drinks ..... coffee every morning.
  - a. a cup of
  - b. a plate of
  - c. a spoon of
  - d. a bottle of
2. Tini is going to the butcher to buy some .....
  - a. fruits
  - b. newspapers
  - c. meat
  - d. breads
3. Mrs. Jones writes stories for children. She is a very famous .....
  - a. newscaster
  - b. plumber
  - c. writer
  - d. reporter
4. English is not hard. There is nothing ..... about it (synonym)
  - a. difficult
  - b. incorrect
  - c. believe
  - d. right
5. Cynthia is Mr. Andrews's daughter. Mr. Andrew is Cynthia's .....
  - a. brother
  - b. father
  - c. mother
  - d. sister
6. I want to hear Mr. White speaks. He is a fine .....
  - a. fighter
  - b. smoker
  - c. speaker
  - d. drawer
7. dialog *High* and ..... are opposite meaning
  - a. short
  - b. low
  - c. little
  - d. thin
8. Don't push the table! ..... it! (antonym)
  - a. pull
  - b. sit
  - c. carry
  - d. push
9. Big and ..... are two words that have similar meanings (synonym)
  - a. large
  - b. grow
  - c. small
  - d. dull
10. A frog can....
  - a. jump
  - b. crawl
  - c. fly
  - d. climb

11. We have five ..... on our left hand, and five on the right.  
a. legs  
b. finger  
c. fingers  
d. toes
12. We think with our ....., which is inside our head  
a. teeth  
b. brain  
c. mustache  
d. beard
13. The ..... is the lowest part of the face.  
a. chin  
b. cheek  
c. chest  
d. elbow
14. A ..... has stolen all our money.  
a. gardener  
b. robber  
c. plumber  
d. police
15. If someone steals your car, you should tell the .....  
a. actress  
b. dentist  
c. police  
d. nurse
16. The ..... is a room in the house where we cook food  
a. garage  
b. living room  
c. kitchen  
d. dining room
17. She is very tired. She is going to .....  
a. take a bath  
b. take a rest  
c. play tennis  
d. work
18. It's going to rain, don't forget to bring your .....  
a. belt  
b. umbrella  
c. gloves  
d. knife
19. My uncle puts his car in the .....  
a. garage  
b. garbage  
c. garazy  
d. garace
20. My uncle is a ..... businessman.  
a. success  
b. successfully  
c. successful  
d. succeeded
21. The students want to go on picnic to the ..... to see many kinds of animals.  
a. zoo  
b. mountain  
c. temple  
d. beach
22. Jon : What is Yanti's ..... like?  
Susi : It is curly.  
a. hair  
b. neck  
c. nail  
d. mustache

23. Mr Ahmad is not rich, but he likes to help poor people. He is a ..... man.
- a. kind
  - b. proud
  - c. healthy
  - d. honest
24. When we eat, food goes into the ..., through the throat and into the stomach
- a. teeth
  - b. lips
  - c. mouth
  - d. neck
25. Dani want to buy a pen but the price of pen very expensive, the antonym of Expensive is ...
- a. tall
  - b. low
  - c. high
  - d. cheap
26. Ari will ..... the television, because he wants to watch afternoon news.
- a. turn on
  - b. turn off
  - c. turn into
  - d. turn
27. She is a newscaster. She always ... the news every morning.
- a. broadcast
  - b. listens to
  - c. spell
  - d. speaks
28. John has toothache. He goes to the ....
- a. nurse
  - b. dentist
  - c. fireman
  - d. chef
29. We aren't going to go to school on .....
- a. Monday
  - b. Tuesday
  - c. Sunday
  - d. Wednesday
30. Tina's leg hurts. The dog ..... it.
- a. bites
  - b. drops
  - c. screams
  - d. claps
31. Justin Bieber is popular singer. He ..... to his fans.
- a. dives
  - b. waves
  - c. shakes
  - d. measure
32. Andi uses ..... to make his pencil sharp. Its color is red
- a. rulers
  - b. chalk
  - c. pencil sharpener
  - d. pencil case
33. The driver ..... his car to the tree. He can't control his ride.
- a. crash
  - b. crawl
  - c. dig
  - d. measure
34. Butet's father works in PLN. Usually, he uses a special uniform to protect their body.
- a. carpenter
  - b. garbage man

- c. electrician  
35. The head is joined to the body by the .....  
a. ankle  
b. elbow  
36. Mr. Sule cuts hair. He is a .....  
a. carpenter  
b. construction worker  
37. The baby is ..... and ..... to his mother  
a. crying-walk  
b. smile-walking  
38. Shakira ..... her house at me. I'm amazed to look it.  
a. measure  
b. skip  
39. .... the chalkboard, please! I'm still talking some notes.  
a. don't close  
b. don't clean  
40. .... the window, please! It's hot in here  
a. don't open  
b. don't be noisy
- d. construction worker  
c. neck  
d. neek  
c. artist  
d. barber  
c. crying-crawling  
d. smile-crawling  
c. point  
d. skate  
c. don't knock  
d. don't shut  
c. don't close  
d. don't eat

10. The ..... is a room in the house where we cook food
  - a. garage
  - b. living room
  - c. kitchen
  - d. dining room
11. Andi washes his clothes in the .....
  - a. dining room
  - b. laundry room
  - c. living room
  - d. small room
12. Shakira ..... her house at me. I'm amazed to look it.
  - a. measure
  - b. skip
  - c. point
  - d. skate
13. "Welcome to our ...." This is the place where our family lived
  - a. bedroom
  - b. house
  - c. kitchen
  - d. living room

#### PART OF BODY

14. We use our ..... for writing and holding something.
  - a. legs
  - b. hands
  - c. foot
  - d. head
15. We have five ..... on our left hand, and five on the right.
  - a. legs
  - b. finger
  - c. fingers
  - d. toes
16. We think with our ....., which is inside our head
  - a. teeth
  - b. brain
  - c. mustache
  - d. beard
17. When we eat, food goes into the ....., through the throat and into the stomach
  - a. teeth
  - b. lips
  - c. mouth
  - d. neck
18. Jon : What is Yanti's ..... like?  
Susi : It is curly.
  - a. hair
  - b. neck
  - c. nail
  - d. mustache
19. The head is joined to the body by the .....
  - a. ankle
  - b. elbow
  - c. neck
  - d. neek
20. On our feet, we have ten .....
  - a. nail
  - b. fingers
  - c. toes
  - d. finger

#### CLASSROOM OBJECTS

21. Andi uses ..... to make his pencil sharp. Its color is red
  - a. rulers
  - b. chalk
  - c. pencil sharpener
  - d. pencil case

22. A: would you give me a ... please. I want to write a letter.  
 a. book c. dictionary  
 b. pen d. bag
23. A: may I borrow your .... please. I find some difficult words in the passage.  
 B: of course, here you are.  
 a. book c. dictionary  
 b. pen d. bag
24. We have a lot of .... in the classroom. We always sit on it.  
 a. tables c. chairs  
 b. desks d. floors
25. A: Ahmad, please clean the blackboard! It will be better if you use the ....  
 B: yes sir.  
 a. duster c. tissue  
 b. cloth d. hat
26. To start the lesson, our teacher usually ask us to open our ...  
 a. clothes c. bag  
 b. book d. hat
27. Every class in SMP Nurul 'Ilmi there is a white board. So, the teacher must use ... to write on it.  
 a. chalk c. duster  
 b. marker d. ruler

#### FAMILY WORDS

28. Cynthia is Mr. Andrews's daughter. Mr. Andrew is Cynthia's .....  
 b. brother d. mother  
 c. father e. Sister
29. My father's brother is my .....  
 a. uncle c. grandfather  
 b. aunt d. nephew
30. I have two brothers, Azwar and Mansyah, they are my father's ...  
 a. cousin c. aunt  
 b. uncle d. son
31. A: Mom, what should I call to you brother?  
 B: You should call him ...  
 a. brother c. uncle  
 b. grandfather d. father
32. She is Hasan's ... . After his mother died, his father married her.  
 a. aunt c. step mother  
 b. sister d. step sister
33. A: Mom, what should I call to your mother?  
 B: You should call her ...  
 a. aunt c. mother  
 b. nephew d. grandmother

## JOB AND RESPONSIBILITIES

34. Mr. Samson teaches us English. He is our English .....
- a. headmaster
  - b. student
  - c. gardener
  - d. teacher
35. .... has stolen all our money.
- a. gardener
  - b. robber
  - c. plumber
  - d. police
36. She is a newscaster. She always ... the news every morning.
- a. broadcast
  - b. listens to
  - c. spell
  - d. speaks
37. A person who collects stamps is a .....
- a. philately
  - b. collector
  - c. philatelist
  - d. writer
38. John has toothache. He goes to the ....
- a. nurse
  - b. dentist
  - c. fireman
  - d. chef
39. If someone steals your car, you should tell the .....
- a. actress
  - b. dentist
  - c. police
  - d. nurse
40. Budi works in the office. He sweeps the floor every morning. He is a .....
- a. secretary
  - b. janitor
  - c. plumber
  - d. electrician

## APENDIX 2

### KEY ANSWER

#### TRY OUT TEST

1. b	11. b	21. c	31. b
2. d	12. c	22. a	32. b
3. c	13. c	23. d	33. b
4. a	14. b	24. a	34. c
5. c	15. c	25. a	35. d
6. a	16. a	26. b	36. b
7. d	17. c	27. b	37. b
8. d	18. c	28. b	38. a
9. d	19. d	29. b	39. c
10. b	20. c	30. d	40. d

#### PRE TEST

1. a	11. c	21. a	31. b
2. c	12. b	22. a	32. c
3. c	13. a	23. a	33. a
4. a	14. b	24. c	34. c
5. b	15. c	25. d	35. c
6. c	16. c	26. a	36. d
7. b	17. b	27. a	37. c
8. b	18. b	28. b	38. c
9. a	19. a	29. c	39. b
10. a	20. a	30. a	40. c

#### POST TEST

1. d	11. b	21. c	31. c
2. b	12. c	22. b	32. A
3. d	13. b	23. c	33. d
4. d	14. b	24. c	34. d
5. a	15. c	25. a	35. b
6. b	16. b	26. b	36. a
7. c	17. c	27. b	37. c
8. c	18. a	28. b	38. b
9. a	19. c	29. A	39. c
10. c	20. c	30. d	40. b



APPENDIX 3

Table 13

Students' score in try out

No	Code	Initial	Correct	Score	Squared Score (x <sup>2</sup> )
1	1	AYSN	27	6,75	45,56
2	2	AF	22	5,50	30,25
3	3	AN	26	6,50	42,25
4	4	EYH	22	5,50	30,25
5	5	HARH	29	7,25	52,56
6	6	HAH	27	6,75	45,56
7	7	IT	25	6,25	39,06
8	8	MHR	18	4,50	20,25
9	9	MJR	19	4,75	22,56
10	10	MQS	26	6,50	42,25
11	11	M	23	5,75	33,06
12	12	MR	25	6,25	39,06
13	13	RAFP	27	6,75	45,56
14	14	RES	29	7,25	52,56
15	15	RMS	23	5,75	33,06
16	16	SH	18	4,50	20,25
17	17	A	26	6,50	42,25
18	18	ARH	31	7,75	60,06
19	19	AS	24	6,00	36,00
20	20	DS	24	6,00	36,00
21	21	DCS	33	8,25	68,06
22	22	DSV	27	6,75	45,56
23	23	FR	34	8,50	72,25
24	24	HAN	23	5,75	33,06
25	25	LAS	18	4,50	20,25
26	26	MH	38	9,50	90,25
27	27	MNS	23	5,75	33,06
28	28	NAH	23	5,75	33,06
29	29	NOAH	23	5,75	33,06
30	30	RH	27	6,75	45,56
31	31	SIA	27	6,75	45,56
32	32	VEP	32	8,00	64,00
33	33	WRD	24	6,00	36,00

34	34	WRN	32	8,00	64,00
35	35	AKH	19	4,75	22,56
36	36	ASS	29	7,25	52,56
37	37	AP	20	5,00	25,00
38	38	AN	26	6,50	42,25
39	39	DAR	20	5,00	25,00
40	40	HS	19	4,75	22,56
41	41	KA	24	6,00	36,00
42	42	MID	24	6,00	36,00
43	43	MSY	21	5,25	27,56
44	44	MY	22	5,50	30,25
45	45	RK	21	5,25	27,56
46	46	SRA	20	5,00	25,00
47	47	T	21	5,25	27,56
48	48	AY	23	5,75	33,06
49	49	DA	22	5,50	30,25
50	50	DFA	26	6,50	42,25
51	51	EN	30	7,50	56,25
52	52	EW	23	5,75	33,06
53	53	FG	18	4,50	20,25
54	54	KHY	21	5,25	27,56
55	55	LA	40	10,00	100,00
56	56	NBH	21	5,25	27,56
57	57	NJ	23	5,75	33,06
58	58	NS	20	5,00	25,00
59	59	NSY	23	5,75	33,06
60	60	NP	21	5,25	27,56
61	61	PW	24	6,00	36,00
62	62	RB	34	8,50	72,25
63	63	RSH	22	5,50	30,25
64	64	RA	18	4,50	20,25
65	65	SK	25	6,25	39,06
66	66	SR	25	6,25	39,06
			1620	405,00	2577,88

$$k = 40$$

$$M = \frac{X_t}{n}$$

$$= \frac{397,75}{66}$$

$$= 6,02$$

$$s_t^2 = \frac{x^2}{n}$$

$$= \frac{2577,88}{66}$$

$$= 39,06$$

Rumus KR, 21

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k s_t^2} \right\}$$

where:

$k$  = number of item

$M$  = mean of total score

$s_t^2$  = varians total

$$\begin{aligned}r_i &= \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k s_t^2} \right\} \\&= \frac{40}{(40-1)} \left\{ 1 - \frac{6,02(40-6,02)}{40,39,02} \right\} \\&= \frac{40}{(39)} \left\{ 1 - \frac{6,02(33,98)}{1560,8} \right\} \\&= \frac{40}{(39)} \left\{ 1 - \frac{204,56}{1560,8} \right\} \\&= \frac{40}{(39)} \{1 - 0,13\} \\&= \frac{40}{(39)} \{0,87\} \\&= 1,03\{0,87\} \\&= 0,896\end{aligned}$$

## APPENDIX 4

### Experimental Class

$$\begin{aligned} 1. \text{ High} &= 9,50 \\ 2. \text{ Low} &= 4,50 \\ 3. \text{ Range} &= 9,50 - 4,50 \\ &= 5,00 \\ 4. \text{ Total of classes} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 33 \\ &= 1 + 3,3 (1,52) \\ &= 1 + 5,02 \\ &= 6,02 \end{aligned}$$

$$\begin{aligned} 5. \text{ Interval} &= \frac{5}{6} \\ &= 0,83 = 1 \end{aligned}$$

$$\begin{aligned} 6. \text{ Mean} &= \frac{220,43}{33} \\ &= 6,68 \end{aligned}$$

### 7. Median

$$Me = b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\}$$

$$\begin{aligned} \frac{n}{2} &= \frac{33}{2} \\ &= 16,5 \end{aligned}$$

$$\begin{aligned} b &= \frac{6,25 + 6,24}{2} \\ &= 6,25 \end{aligned}$$

$$F = 11$$

$$f = 12$$

$$\begin{aligned}
 Me &= b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\} \\
 Me &= 6,25 + 1 \left\{ \frac{16,5 - 11}{11} \right\} \\
 &= 6,25 + 1 \left\{ \frac{5,5}{11} \right\} \\
 &= 6,25 + 0,5 \\
 &= 6,75
 \end{aligned}$$

8. Mode

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$\begin{aligned}
 b &= \frac{6,25 + 6,24}{2} \\
 &= 6,25
 \end{aligned}$$

$$p = 1$$

$$\begin{aligned}
 b_1 &= 12 - 7 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 b_2 &= 12 - 7 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 Mo &= b + p \left\{ \frac{b_1}{b_1 + b_2} \right\} \\
 &= 6,25 + 1 \left\{ \frac{5}{5 + 5} \right\} \\
 &= 6,25 + 1 \left\{ \frac{5}{10} \right\} \\
 &= 6,25 + 0,5 \\
 &= 6,75
 \end{aligned}$$

## APPENDIX 5

### Control Class

1. High = 9,50
2. Low = 4,50
3. Range = 9,50 - 4,50  
= 5,00
  
4. Total of classes =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log 33$   
=  $1 + 3,3 (1,52)$   
=  $1 + 5,02$   
= 6,02
  
5. Interval =  $\frac{5}{6}$   
= 0,83 = 1
  
6. Mean =  $\frac{221,35}{33}$   
= 6,7
  
7. Median

$$Me = b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\}$$

$$\begin{aligned} \frac{n}{2} &= \frac{33}{2} \\ &= 16,5 \end{aligned}$$

$$\begin{aligned} b &= \frac{6,40 + 6,50}{2} \\ &= 6,45 \end{aligned}$$

$$F = 16$$

$$f = 9$$

$$\begin{aligned}
 Me &= b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\} \\
 Me &= 6,45 + 1 \left\{ \frac{16,5 - 16}{9} \right\} \\
 &= 6,45 + 1 \left\{ \frac{0,5}{9} \right\} \\
 &= 6,45 + 0,06 \\
 &= 6,51
 \end{aligned}$$

8. Mode

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$b = \frac{5,40 + 5,50}{2}$$

$$= 5,45$$

$$p = 1$$

$$b_1 = 12 - 4$$

$$= 8$$

$$b_2 = 12 - 9$$

$$= 3$$

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$= 5,45 + 1 \left\{ \frac{8}{8 + 3} \right\}$$

$$= 5,45 + 1 \left\{ \frac{8}{11} \right\}$$

$$= 5,45 + 0,73$$

$$= 6,18$$



## APPENDIX 6

### Experimental Class

$$\begin{aligned} 1. \text{ High} &= 10,00 \\ 2. \text{ Low} &= 4,50 \\ 3. \text{ Range} &= 10,00 - 4,50 \\ &= 5,50 \end{aligned}$$

$$\begin{aligned} 4. \text{ Total of classes} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 33 \\ &= 1 + 3,3 (1,52) \\ &= 1 + 5,02 \\ &= 6,02 \end{aligned}$$

$$\begin{aligned} 5. \text{ Interval} &= \frac{5,50}{6} \\ &= 0,91 = 1 \end{aligned}$$

$$\begin{aligned} 6. \text{ Mean} &= \frac{253,35}{33} \\ &= 7,68 \end{aligned}$$

$$\begin{aligned} 7. \text{ Median} &= \\ Me &= b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\} \end{aligned}$$

$$\begin{aligned} \frac{n}{2} &= \frac{33}{2} \\ &= 16,5 \end{aligned}$$

$$\begin{aligned} b &= \frac{7,40 + 7,50}{2} \\ &= 7,45 \end{aligned}$$

$$\begin{aligned} F &= 12 \\ f &= 11 \end{aligned}$$

$$\begin{aligned}
 Me &= b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\} \\
 Me &= 7,45 + 1 \left\{ \frac{16,5 - 12}{11} \right\} \\
 &= 7,45 + 1 \left\{ \frac{4,5}{11} \right\} \\
 &= 7,45 + 0,41 \\
 &= 7,86
 \end{aligned}$$

8. Mode =

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$b = \frac{7,40 + 7,50}{2}$$

$$= 7,45$$

$$p = 1$$

$$b_1 = 11 - 7$$

$$= 4$$

$$b_2 = 11 - 8$$

$$= 3$$

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$= 7,45 + 1 \left\{ \frac{4}{4 + 3} \right\}$$

$$= 7,45 + 1 \{0,57\}$$

$$= 7,45 + 0,57$$

$$= 8,02$$

## APPENDIX 7

### Control Class

1. High = 10,00
2. Low = 4,50
3. Range = 10,00 - 4,50  
= 5,50

4. Total of classes =  $1 + 3,3 \log n$   
=  $1 + 3,3 \log 33$   
=  $1 + 3,3 (1,52)$   
=  $1 + 5,02$   
= 6,02

5. Interval =  $\frac{5,50}{6}$   
= 0,91 = 1

6. Mean =  $\frac{238,35}{33}$   
= 7,22

7. Median =  
$$Me = b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\}$$

$$\frac{n}{2} = \frac{33}{2}$$
$$= 16,5$$

$$b = \frac{6,40 + 6,50}{2}$$
$$= 6,45$$

$$F = 10$$

$$f = 14$$

$$\begin{aligned}
 Me &= b + p \left\{ \frac{\frac{n}{2} - F}{f} \right\} \\
 Me &= 6,45 + 1 \left\{ \frac{16,5 - 10}{14} \right\} \\
 &= 6,45 + 1 \left\{ \frac{6,5}{14} \right\} \\
 &= 6,45 + 0,46 \\
 &= 6,91
 \end{aligned}$$

8. Mode =

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$\begin{aligned}
 b &= \frac{6,40 + 6,50}{2} \\
 &= 6,45
 \end{aligned}$$

$$p = 1$$

$$\begin{aligned}
 b_1 &= 14 - 9 \\
 &= 5
 \end{aligned}$$

$$\begin{aligned}
 b_2 &= 14 - 1 \\
 &= 13
 \end{aligned}$$

$$Mo = b + p \left\{ \frac{b_1}{b_1 + b_2} \right\}$$

$$= 6,45 + 1 \left\{ \frac{5}{18} \right\}$$

$$= 6,45 + 1 \{0,28\}$$

$$= 6,45 + 0,28$$

$$= 6,73$$

**APENDIX 8**

Table

The Score of Pre-Test and Post-test of Experimental Class

No	Code	Students Initial	Pre test (T1)	Post test (T2)	T2-T1 (d)	d <sup>2</sup>
1	26	WRN	9,50	10,00	0,50	0,25
2	34	AKH	9,00	9,50	0,50	0,25
3	5	ASS	8,50	9,25	0,75	0,56
4	11	AP	8,00	8,00	0,00	0,00
5	32	AN	8,00	9,00	1,00	1,00
6	52	DAR	7,75	8,50	0,75	0,56
7	3	HS	7,50	8,50	1,00	1,00
8	27	KA	7,50	8,50	1,00	1,00
9	62	MID	7,50	8,00	0,50	0,25
10	65	MSY	7,25	8,00	0,75	0,56
11	29	MY	7,00	7,75	0,75	0,56
12	6	RK	6,75	9,00	2,25	5,06
13	18	SRA	6,75	7,75	1,00	1,00
14	28	T	6,75	9,00	2,25	5,06
15	31	AY	6,75	7,50	0,75	0,56
16	49	DA	6,75	7,50	0,75	0,56
17	53	DFA	6,50	8,00	1,50	2,25
18	66	EN	6,50	7,75	1,25	1,56
19	13	EW	6,25	7,25	1,00	1,00
20	22	FG	6,25	7,75	1,50	2,25
21	48	KHY	6,25	8,50	2,25	5,06
22	54	LA	6,25	7,25	1,00	1,00
23	8	NBH	6,00	6,75	0,75	0,56
24	43	NJ	6,00	6,75	0,75	0,56
25	56	NS	6,00	9,00	3,00	9,00
26	59	NSY	6,00	7,25	1,25	1,56
27	10	NP	5,75	6,75	0,75	0,56
28	63	PW	5,50	6,75	1,25	1,56
29	42	RB	5,25	7,50	2,25	5,06
30	7	RSH	5,00	6,50	1,50	2,25
31	14	RA	5,00	7,25	2,25	5,06
32	16	SK	4,75	4,50	-0,25	0,06
33	64	SR	4,50	6,00	1,50	2,25
			219,00	257,25	38	59,88

APENDIX 9

Table

The Score of Pre-Test and Post-test of Control Class

No	Code	Students' Initial	Pre test (T1)	Post test (T2)	T2-T1 (d)	d <sup>2</sup>
1	55	AYSN	9,50	10,00	0,75	0,56
2	21	AF	8,75	9,25	0,50	0,25
3	23	AN	8,50	8,75	0,25	0,06
4	12	EYH	8,00	8,25	0,25	0,06
5	17	HARH	7,75	8,50	0,75	0,56
6	33	HAH	7,75	8,25	0,50	0,25
7	24	IT	7,50	7,50	0,00	0,00
8	44	MHR	7,50	7,00	-0,50	0,25
9	41	MJR	7,25	6,50	-0,75	0,56
10	57	MQS	7,25	7,00	-0,25	0,06
11	50	M	7,00	6,50	-0,50	0,25
12	1	MR	6,75	8,25	1,50	2,25
13	15	RAFP	6,75	6,25	-0,50	0,25
14	30	RES	6,75	7,00	0,25	0,06
15	40	RMS	6,75	7,00	0,25	0,06
16	36	SH	6,50	10,00	3,50	12,25
17	38	A	6,50	7,00	0,50	0,25
18	4	ARH	6,25	6,75	0,50	0,25
19	19	AS	6,25	6,00	-0,25	0,06
20	20	DS	6,25	6,00	-0,25	0,06
21	45	DCS	6,25	6,50	0,25	0,06
22	51	DSV	6,00	5,75	-0,25	0,06
23	35	FR	6,00	6,50	0,50	0,25
24	46	HAN	6,00	6,00	0,00	0,00
25	58	LAS	6,00	6,00	0,00	0,00
26	60	MH	6,00	6,25	0,25	0,06
27	39	MNS	5,75	6,00	0,25	0,06
28	25	NAH	5,50	6,50	1,00	1,00
29	61	NOAH	5,50	6,50	1,00	1,00
30	9	RH	5,00	6,00	1,00	1,00
31	2	SIA	4,50	6,50	1,75	3,06
32	37	VEP	4,50	5,75	1,25	1,56
33	47	WRD	4,50	4,50	0	1,56
			217,00	230,50	13,50	26,50

**APPENDIX 10**

## Experimental Class

NO	INITIAL	T2-T1 (d)	d-Mx (dx)	dx <sup>2</sup>
1	WRN	0,50	-0,65	0,42
2	AKH	0,50	-0,65	0,42
3	ASS	0,75	-0,4	0,16
4	AP	0,00	-1,15	1,32
5	AN	1,00	-0,15	0,02
6	DAR	0,75	-0,4	0,16
7	HS	1,00	-0,15	0,02
8	KA	1,00	-0,15	0,02
9	MID	0,50	-0,65	0,42
10	MSY	0,75	-0,4	0,16
11	MY	0,75	-0,4	0,16
12	RK	2,25	1,1	1,21
13	SRA	1,00	-0,15	0,02
14	T	2,25	1,1	1,21
15	AY	0,75	-0,4	0,16
16	DA	0,75	-0,4	0,16
17	DFA	1,50	0,35	0,12
18	EN	1,25	0,1	0,01
19	EW	1,00	-0,15	0,02
20	FG	1,50	0,35	0,12
21	KHY	2,25	1,1	1,21
22	LA	1,00	-0,15	0,02
23	NBH	0,75	-0,4	0,16
24	NJ	0,75	-0,4	0,16
25	NS	3,00	1,85	3,42
26	NSY	1,25	0,1	0,01
27	NP	0,75	-0,4	0,16
28	PW	1,25	0,1	0,01
29	RB	2,25	1,1	1,21
30	RSH	1,50	0,35	0,12
31	RA	2,25	1,1	1,21
32	SK	-0,25	-1,4	1,96
33	SR	1,50	0,35	0,12
		38	0,05	16,12









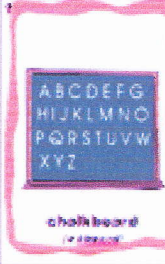





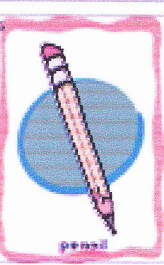
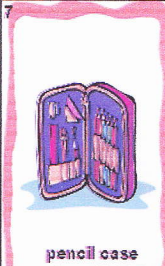
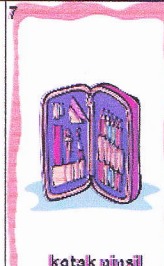
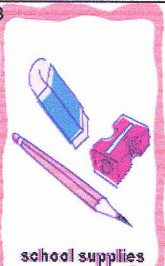
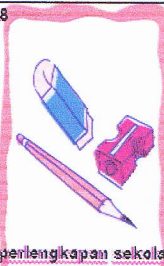
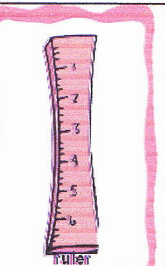
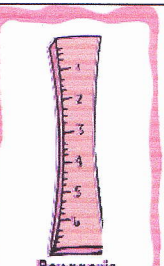
## APPENDIX 11

### Control Class

NO	INITIAL	T2-T1 (d)	d-My (dy)	dy <sup>2</sup>
1	AYSN	0,75	0,30	0,090
2	AF	0,5	0,05	0,003
3	AN	0,25	-0,20	0,040
4	EYH	0,25	-0,20	0,040
5	HARH	0,75	0,30	0,090
6	HAH	0,5	0,05	0,003
7	IT	0	-0,45	0,203
8	MHR	-0,5	-0,95	0,903
9	MJR	-0,75	-1,20	1,440
10	MQS	-0,25	-0,70	0,490
11	M	-0,5	-0,95	0,903
12	MR	1,5	1,05	1,103
13	RAFP	-0,5	-0,95	0,903
14	RES	0,25	-0,20	0,040
15	RMS	0,25	-0,20	0,040
16	SH	3,5	3,05	9,303
17	A	0,5	0,05	0,003
18	ARH	0,5	0,05	0,003
19	AS	-0,25	-0,70	0,490
20	DS	-0,25	-0,70	0,490
21	DCS	0,25	-0,20	0,040
22	DSV	-0,25	-0,70	0,490
23	FR	0,5	0,05	0,003
24	HAN	0	-0,45	0,203
25	LAS	0	-0,45	0,203
26	MH	0,25	-0,20	0,040
27	MNS	0,25	-0,20	0,040
28	NAH	1	0,55	0,303
29	NOAH	1	0,55	0,303
30	RH	1	0,55	0,303
31	SIA	1,75	1,30	1,690
32	VEP	1,25	0,80	0,640
33	WRD	0	-0,45	0,203
		13,50	-1,35	21,030

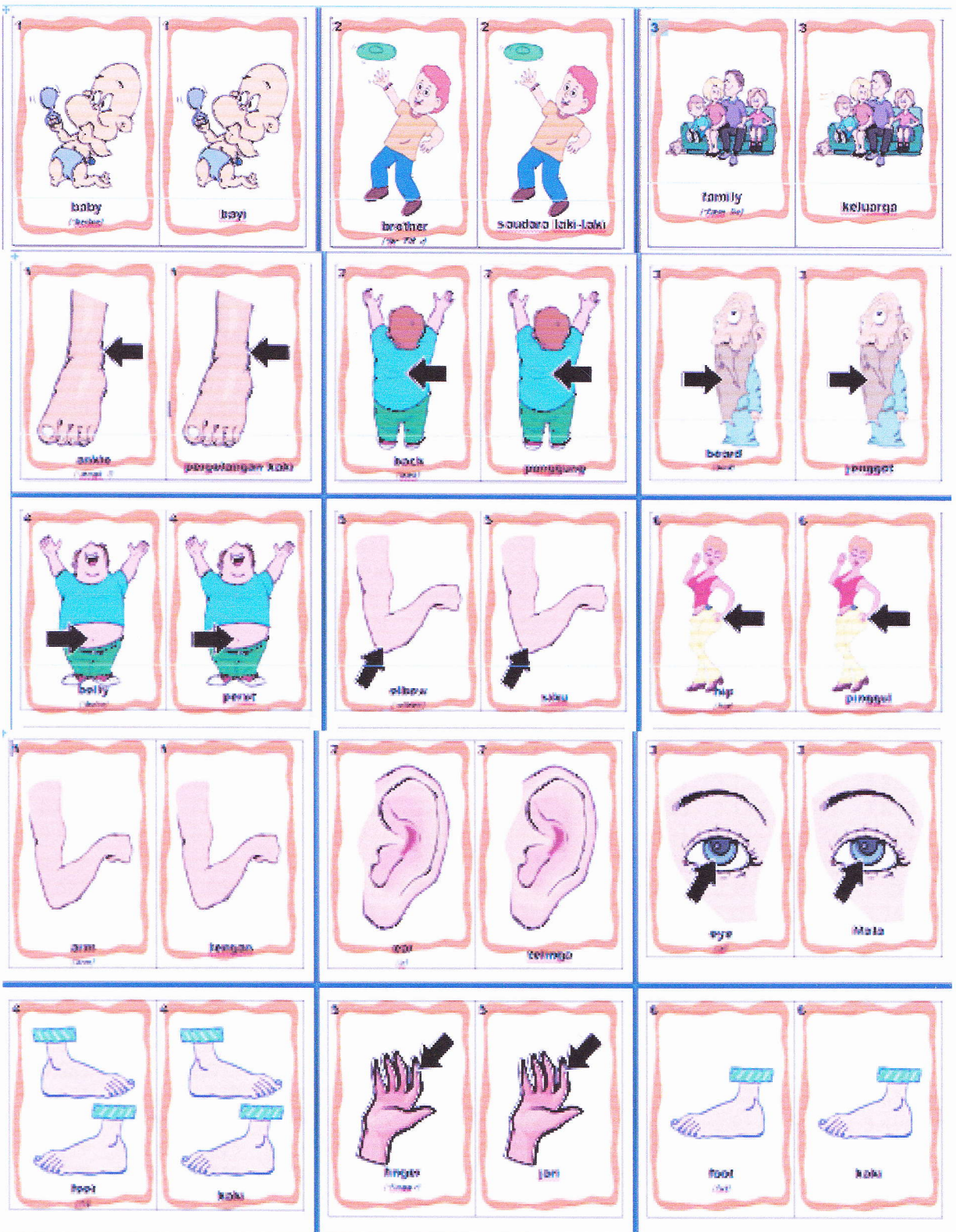


APPENDIXES 12

<p>1</p>  <p>Dining room (ruang makan)</p>	<p>1</p>  <p>ruang makan</p>	<p>7</p>  <p>Laundry room (bilik basuh)</p>	<p>7</p>  <p>ruang cucu</p>	<p>3</p>  <p>living room (ruang tamu)</p>	<p>3</p>  <p>ruang tamu</p>
<p>4</p>  <p>bedroom (bilik tidur)</p>	<p>4</p>  <p>bilik tidur</p>	<p>5</p>  <p>garage (bilik kereta)</p>	<p>5</p>  <p>garaj</p>	<p>6</p>  <p>kitchen (dapur)</p>	<p>6</p>  <p>dapur</p>
<p>1</p>  <p>chalkboard (papan tulis)</p>	<p>1</p>  <p>papan tulis</p>	<p>2</p>  <p>chair (kerusi)</p>	<p>2</p>  <p>Kerusi</p>	<p>3</p>  <p>desk (meja)</p>	<p>3</p>  <p>meja</p>
<p>4</p>  <p>eraser (penghapus)</p>	<p>4</p>  <p>penghapus</p>	<p>5</p>  <p>ruler (pemeter)</p>	<p>5</p>  <p>pemeter</p>	<p>6</p>  <p>pencil (penulis)</p>	<p>6</p>  <p>penulis</p>
<p>7</p>  <p>pencil case (kotak pensil)</p>	<p>7</p>  <p>kotak pensil</p>	<p>8</p>  <p>school supplies (kelengkapan alat tulis)</p>	<p>8</p>  <p>perlengkapan sekolah</p>	<p>9</p>  <p>ruler (pemeter)</p>	<p>9</p>  <p>Penggaris</p>

<p>1</p>  <p>butcher (peternak)</p>	<p>1</p>  <p>tukang daging</p>	<p>2</p>  <p>electrician (tukang listrik)</p>	<p>2</p>  <p>montir listrik</p>	<p>3</p>  <p>construction worker (tukang bangunan)</p>	<p>3</p>  <p>pekerja konstruksi</p>
<p>1</p>  <p>clown (penyanyi)</p>	<p>1</p>  <p>tukang balon</p>	<p>2</p>  <p>artist (pelukis)</p>	<p>2</p>  <p>lukis</p>	<p>3</p>  <p>astronaut (penjelajah antariksa)</p>	<p>3</p>  <p>antariksa</p>
<p>4</p>  <p>bus driver (supir bus)</p>	<p>4</p>  <p>supir bus</p>	<p>5</p>  <p>cashier (petaniang)</p>	<p>5</p>  <p>kasir</p>	<p>6</p>  <p>chef (tukang masak)</p>	<p>6</p>  <p>koki</p>
<p>4</p>  <p>florist (tukang bunga)</p>	<p>4</p>  <p>tukang bunga</p>	<p>5</p>  <p>garbage man (tukang sampah)</p>	<p>5</p>  <p>tukang sampah</p>	<p>6</p>  <p>hairdresser (tukang potong rambut)</p>	<p>6</p>  <p>Penata rambut</p>
<p>7</p>  <p>janitor (petugas kebersihan)</p>	<p>7</p>  <p>petugas kebersihan</p>	<p>8</p>  <p>newscaster (penyiar berita)</p>	<p>8</p>  <p>Penyiar warta berita</p>	<p>9</p>  <p>plumber (tukang ledeng pipa)</p>	<p>9</p>  <p>tukang ledeng pipa</p>

<p>7</p>  <p><b>hug</b> <i>(peluk)</i></p>	<p>7</p>  <p><b>memeluk</b></p>	<p>8</p>  <p><b>jump</b> <i>(lompat)</i></p>	<p>8</p>  <p><b>Melompat</b></p>	<p>9</p>  <p><b>open</b> <i>(buka)</i></p>	<p>9</p>  <p><b>Membuka</b></p>
<p>10</p>  <p><b>play</b> <i>(mainkan)</i></p>	<p>10</p>  <p><b>bermain</b></p>	<p>11</p>  <p><b>point</b> <i>(unjuk)</i></p>	<p>11</p>  <p><b>Menunjuk</b></p>	<p>12</p>  <p><b>ride</b> <i>(naik)</i></p>	<p>12</p>  <p><b>Mengendarai</b></p>
<p>1</p>  <p><b>argue</b> <i>(bertengkar)</i></p>	<p>1</p>  <p><b>Bertengkar</b></p>	<p>2</p>  <p><b>bite</b> <i>(gigit)</i></p>	<p>2</p>  <p><b>Menggigit</b></p>	<p>3</p>  <p><b>Bounce</b> <i>(lempar)</i></p>	<p>3</p>  <p><b>mementalkan</b></p>
<p>4</p>  <p><b>build</b> <i>(bangun)</i></p>	<p>4</p>  <p><b>membangun</b></p>	<p>5</p>  <p><b>carry</b> <i>(gendong)</i></p>	<p>5</p>  <p><b>mengangkat</b></p>	<p>6</p>  <p><b>catch</b> <i>(tangkap)</i></p>	<p>6</p>  <p><b>menangkap</b></p>
<p>4</p>  <p><b>father</b> <i>(ayah)</i></p>	<p>4</p>  <p><b>ayah</b></p>	<p>5</p>  <p><b>grandfather</b> <i>(kakek)</i></p>	<p>5</p>  <p><b>kakek</b></p>	<p>6</p>  <p><b>grandmother</b> <i>(nenek)</i></p>	<p>6</p>  <p><b>nenek</b></p>



## T Table

df - degrees of freedom for t curve

P - area under the t curve with df degrees of freedom to the right of t(df)

Example:

$$P[t(2) > 2.92] = 0.05$$

$$P[-2.92 < t(2) < 2.92] = 0.9$$

df	Upper tail probability p											
	0.25	0.2	0.15	0.1	0.05	0.025	0.02	0.01	0.005	0.0025	0.001	0.0005
1	1.000	1.376	1.963	3.078	6.31	12.70	15.90	31.82	63.65	127.3	318.3	636.619
2	0.817	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.08	22.33	31.599
3	0.765	0.979	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.22	12.924
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.696	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.610	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.090	3.291
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
	Confidence level C											

## CURRICULUM VITAE

### A. Identity

Name : INDRA KURNIAWAN SIREGAR  
NIM : 07 340 0010  
Place and Birthday : Pargarutan, 14 Januari 1990  
Sex : Male  
Religion : Moslem  
Address : Desa Pargarutan Tonga, Kec. Angkola Timur  
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### B. Parent

1. Father's name : Ibrohim Siregar
2. Mother's name : Lelynda Harahap

### C. Education Background

1. Graduated from Elementary School in SD Negeri 142459 Pargarutan from 1995-2001.
2. Graduated from Junior High School in SMP Swasta Nurul 'Ilmi Padangsidimpuan from 2001-2004.
3. Graduated from Senior High School in SMA Swasta Nurul 'Ilmi Padangsidimpuan from 2004-2007.
4. Be University Student in STAIN Padangsidimpuan.

Nomor : Sti. 14/USB/P 22/2010

Padangsidempuan, 31 Januari 2011

Lamp : -----  
Hal : Pembimbing Skripsi

Kepada:  
Yth. 1. H. Nurfin Sihotang, M.A., Ph.D  
2. Rayendriani Fahmei Lubis, M.Ag  
Di-

Padangsidempuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : Indra Kurniawan Siregar / 07 340 0010  
Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-1  
Judul Skripsi : **THE EFFECT OF USING FLASHCARDS GAME STRATEGY ON STUDENTS' VOCABULARY MASTERY AT SEVENTH GRADE OF SMP SWASTA NURUL 'ILMI PADANGSIDIMPUAN**

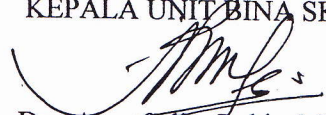
Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

KETUA PRODI BAHASA INGGRIS

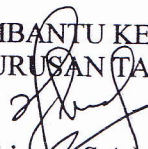
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An. PEMBANTU KETUA I,  
KETUA JURUSAN TARBIYAH

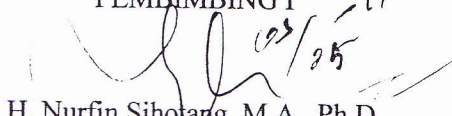


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**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

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**KEMENTERIAN AGAMA  
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Padangsidimpuan, 28 Juli 2011

Nomor :Sti.14/L.B4/PP.00.9/726/2011

Lamp. : -

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada Yth,  
Kepala SMP Swasta Nurul 'Ilmi  
Padangsidimpuan  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : Indra Kurniawan Siregar  
Nomor induk mahasiswa : 07. 340 0010  
Jurusan/prog.Studi : Tarbiyah/TBI-1  
Alamat : Desa Pargarutan Tonga

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul **"The Effect of Using Flashcards Game Strategy on Students'  
Vocabulary Mastery at Seventh Grade of SMP Swasta Nurul 'Ilmi  
Padangsidimpuan"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua  
Pembantu Ketua I

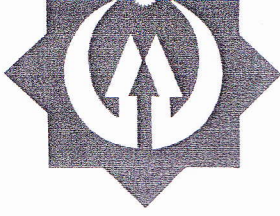


Dr. H. Irwan Saleh Dalimunthe, MA  
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Tembusan :

1. Ketua STAIN Padangsidimpuan





LEMBAGA PENDIDIKAN BM. MUDA  
**SMP NURUL 'ILMI**  
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No : 135/YPI/SMP- NI/ S.6/ VIII/2011  
Lamp : -  
Hal : Keterangan Telah Melakukan Riset

Padangsidempuan, 6 Agustus 2011

Kepada Yth;  
Bapak Pembantu Ketua I  
STAIN Padangsidempuan  
di  
Tempat

Yang bertanda tangan di bawah ini :

Nama : RAMADHAN HRP, ST

NIP. : -

Jabatan : Kepala Sekolah SMP Swasta Nurul 'Ilmi Padangsidempuan

Menerangkan dengan sesungguhnya bahwa :

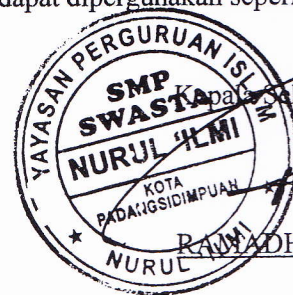
Nama : Indra Kurniawan Siregar

Nomor Induk Mahasiswa : 07.340 0010

Jurusan/ prog.studi : Tarbiyah/ TBI-1

Adalah benar telah melakukan riset di SMP Swasta Nurul 'Ilmi Padangsidempuan untuk keperluan penyusunan Skripsi dengan judul " *The Effect of Using Flashcards Game Strategy on Students' Vocabulary Mastery at Seventh Grade of SMP Swasta Nurul 'Ilmi Padangsidempuan* ".

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.



RAMADHAN HRP, ST