



**THE USE OF WORD CARD TO IMPROVE
STUDENTS' VOCABULARY MASTERY
AT GRADE VII OF MTS PONDOK PESANTREN
AL ANSOR- MANUNGGANG JULU
PADANGSIDIMPUAN**

A THESIS

Submitted to State Islamic university Syekh Ali Hasan Ahmad Addary
Padangsidempuan as a Partial Fulfillment of the Requirement for the Degree of
Education Scholar (S.Pd) in English Department

WRITTEN BY :

NURSAFITRI SINAGA
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**



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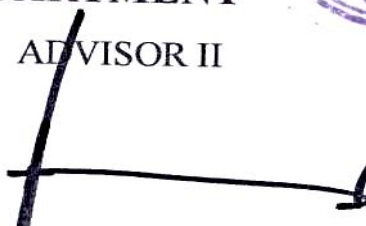


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Assalamu'alaikum Warohmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to **Nursafitri Sinaga**, entitled "**The Use of Word Card to Improve the Students' Vocabulary Mastery at Grade VII of MTS Pondok Pesantren Al-Ansor Manunggang Julu Padangsidempuan**". The researcher assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

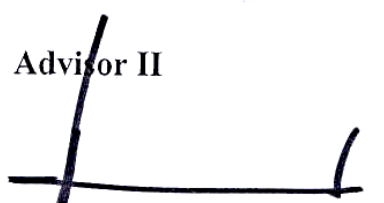
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Predicate : Sangat Memuaskan



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ABSTRAK

This research discussed about "The Use of Word Card to Improve Students' Vocabulary Mastery at Grade VII of MTs Pondok Pesantren Al Ansor - Manunggang Julu Padangsidempuan". Most of the students have difficulties in understanding the meaning of the words, the students have difficulties to memorize vocabulary, then the students are not active in the teaching and learning process at the class. The objective of this research was to know how the use word card improve students' vocabulary mastery.

Test was used to know the score of students" vocabulary mastery by using word card, mean score, percentage as formulation and to observe the quantitative data. Observation and interview was used to describe the situation in the classroom during the learning vocabulary process by using word card.

This research applied by classroom action research. The technique of analyzing data of this study was applied by using quantitative and qualitative data. The instrument of collecting data was test, observation and interview.

Based on the result, showed the students vocabulary mastery was improved. The first test in the first cycle was 71 (46%) and the second test in the second cycle 88 (75%). It can be concluded that mean score and percentage of students In the second cycle was higher than the first cycle. Finally students" vocabulary mastery could be improved by using word card.

Key words : *Word Card, Students' Vocabulary*

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ABSTRAK

Penelitian ini membahas tentang Penggunaan Kartu Kata untuk Meningkatkan Penguasaan Kosakata Siswa Kelas VII Mts Pondok Pesantren Al Anzor Manunggang Julu Padangsidimpuan. "Sebagian besar siswa mengalami kesulitan dalam memahami arti kata, siswa mengalami kesulitan dalam menghafal kosakata, kemudian siswa tidak aktif dalam proses belajar mengajar di kelas. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penggunaan kartu kata meningkatkan penguasaan kosa kata siswa.

Tes digunakan untuk mengetahui skor penguasaan kosa kata siswa dengan menggunakan kartu kata, skor rata-rata persentase sebagai formulasi dan untuk mengamati data kuantitatif Observasi dan wawancara digunakan untuk menggambarkan situasi di dalam kelas selama proses pembelajaran kosa kata dengan menggunakan kartu kata

Penelitian ini menggunakan penelitian tindakan kelas. Teknik analisis data penelitian ini diterapkan dengan menggunakan data kuantitatif dan kualitatif Instrumen pengumpulan data berupa tes, observasi dan wawancara.

Berdasarkan hasil tersebut, menunjukkan penguasaan kosa kata siswa meningkat. Tes pertama pada siklus I adalah 71 (46%) dan tes kedua pada mata kedua 88 (75%). Dapat disimpulkan bahwa nilai rata-rata dan persentase siswa pada siklus kedua lebih tinggi dari pada siklus pertama. Akhirnya penguasaan kosa kata siswa dapat ditingkatkan dengan menggunakan kartu kata

Kata Kunci : *Kartu Kata, Penguasaan Kosakata Siswa*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled "**The Use Of Word Card to Improve Students' Vocabulary Mastery at Grade VII of MTs Pondok Pesantren Al Anzor Manunggang Julu Padangsidempuan**". because this thesis is written to fulfill one of the requirements to obtain the bachelor of Education Bachelor at the Departement of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic university Syekh Ali Hasan Ahmad Addary Padangsidempuan. The second, shalawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, help, inspiration, support and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my advisor 1 and to Mr. Zainuddin,S.S., M.Hum as my advisor II. Both of them are the greatest

advisors ever. Who have guided me for finishing this thesis, gave me much idea, knowledge and suggestion sincerely and have guided me patiently during the process of writing this thesis.

2. Mr. Prof. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum, as the Chief of English Departement.
5. All lecturers of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan who have given the knowledge during my studying in this campus (Mrs. Yusni Sinaga, M.Hum, Mr. Dr. Fitriadi Lubis, M.Pd. Mrs. Fitri Rayani Siregar, M.Hum. Mrs. Sri Rahmadhani, M.Pd. Mrs. Eka Sustri Harida, M.Pd. Mrs. Rayendriani Fahmei Lubis, M.Ag. Mr. Zainuddin, M.Hum. Mrs. Ida Royani, M.hum. Mrs. Marwah, M.Pd.), and all the lecturers at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan who have given me much knowledge.
6. My beloved parents (Mr. Syafrizal Sinaga and Mrs. Nursahida Bagariang), my lovely older sisters (Intan Rahma Sari Sinaga) and my lovely young sister and my young brother (Syariah Sinaga, Rizna Sri Rezeki and Firly Sinaga) who always give me a lot of love, affection, attention, prayers, motivation and big spirit how to be patient and survive in any condition by my own self. Especially for m my parents who have done many things for me so that I can achieve my dream, and who have been my inspiration.

7. Mrs. Amma Jahrona Pasaribu, as the Head Master of Pondok Pesantren Al Ansor - Manunggang Julu Padangsidimpuan, who had helped to complete this reseach as well as his students for the helping has given to me.
8. Thanks to My best friend (Adelia Susanti Hasibuan, Fitri Annisa Manik, Annisa Mutiara Pasaribu, Meliana Sinaga, Febri Sakinah Fadjrln Julaira Gorat, Adehotma Sari Hasibuan, Karunia, that can not mention one by one.

Finally the writer realizer that this skripsi still has many weakness and far from perfection. Therefore the writer would highly appreciate all constructive suggestion and criticism. May the Almighty Allah SWT, always bless us how and forever. Ammin....

Padangsidimpuan, Desember 2022
Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Problem

The acquisition of a language cannot exist apart from the acquisition of a vocabulary. The ability to articulate one's thoughts, ideas, and feelings is facilitated by the use of vocabulary by communicators. Because it has an effect on all four linguistic abilities listening, speaking, reading, and writing vocabulary is widely considered to be the most essential component of language.

It does not matter if the language being learned is a first language, a second language, or a foreign language; the acquisition of the vocabulary of the language is vital. Therefore, having a good vocabulary requires having a grasp of what words signify. People are able to communicate with one another through the use of language. Without language, people are unable to communicate with one another and cannot establish meaningful connections with one another. The language that is spoken by the most people all around the world is English. This is due to the fact that English is currently used as an official language in 63 countries and is used as a de facto or unofficial second language in many more. Therefore, English is the language spoken by the majority of people in every country. Therefore, learning English is essential for us since it makes it easier for us to communicate with people from all over

the world.¹ Therefore, we must acquire vocabulary since without it, we cannot communicate effectively.

Since many years ago, the structure of the English language emphasizes the language's content. The sequence of tenses is supposed to be remembered by the students. It is very difficult for the students, which discourages them from learning English. In addition, the kids are unable to communicate in English due to a lack of vocabulary.² Therefore, people cannot effectively communicate and comprehend due to a lack of language.

The acquisition of a solid command of vocabulary is an essential component in the development of scholastic achievement, fluency in English, and knowledge of other languages, with which it is inextricably related. In addition, according to Alqahtani, having a good vocabulary is necessary in order to make efficient use of a second language, and it also plays an essential part in the process of constructing both oral and written writings. Vocabulary is necessary for all aspects of learning English as a second language (ESL) and English as a foreign language (EFL), including hearing, speaking, reading, and writing. ESL and EFL are abbreviations for English as a second language and English as a foreign language, respectively. We will be unable to speak in a manner that is understandable if we do not have a big vocabulary. This will

¹ Puspita Sari Nasution, “*Improving Students’ Vocabulary Mastery Through Riddle Game of The Eight Grade Students at SMP It Nurul Ilmi*” (North Sumatera Medan, 2019), p. 118, <http://repository.uinsu.ac.id/7555/>.

² Kairos E L T Journal, “*Improving Students’ Vocabulary Mastery Through Crossword Puzzle Game to the Eighth Grade Students of Smp Swasta Dharma Bakti Medan*,” *Kairos Elt Journal* 2, no. 2 (2018): p. 142, <http://ejournal.ust.ac.id>.

prevent us from applying the structures and functions that we have learned.³ Therefore, the quality of pupils' vocabulary must be improved through enhancing vocabulary instruction.

Learning English is more difficult than one might anticipate. Many students have difficulty expressing their thoughts, feelings, and experiences because they frequently find themselves at a loss for words. Occasionally, they also do not comprehend the meaning of certain terms, causing them to miss the point of certain information. The worst result of such circumstances is disconnection between the speaker and the audience. It is possible for these painful realities to accumulate due to a lack of vocabulary.⁴

A person's vocabulary can be defined as the collection of terms that they are familiar with, as stated by Nunan. If a student does not have a sufficient vocabulary, then they will have trouble learning a new language because of this reason. The fact that the mastery of our language talents is directly correlated to the mastery of our vocabulary implies that the word treasury is extremely important for kids. Students are able to speak with one another in an efficient and understandable manner provided that they have a solid command of language.⁵

³ Tozcu, Coady, and Alqahtani, in Muhammad Ferdi Irvani, "*An Analysis of Students' Difficulties in Vocabulary Mastery at State Senior High School 1 Kampar*", (Riau: University of Sultan Syarif Kasim Riau Pekanbaru, 2020), p. 118, <http://repository.uin-suska.ac.id/25083/>.

⁴ Novalia Tanasy and Nuraliah Ali, "*Improving The Vocabulary Mastery Through Word-Connection Game*," *Jurnal Improving the Vocabulary Mastery*, Volume 5, No. 2, December 2019, p. 335, <http://journal.uin-alauddin.ac.id/index.php/Eternal/article/view/10054>.

⁵ Nunan, in Aswal Syarifudin, dkk, "*An Analysis on the Students' Vocabulary Mastery A Descriptive Study on the MTS*," *Jurnal Program Studi Pendidikan Bahasa Inggris FKIP Untan*, Volume 3, No. 9, 2014, p. 10, <http://jurnal.untan.ac.id>.

Based on pre observation with Ummi Deslima, the researcher found some problem related to the vocabulary teaching and learning process, the first problem is the students have difficulties in understanding the meaning of the words, the second problem is the students have difficulties in understanding to memorize vocabulary and the last problem Students are not active in the teaching and learning process at the class.⁶ So research try to solve problems that happen at Grade VII of Pondok Pesantren Al- Ansor Manunggung Julu.

Therefore, the English teacher must have the ability to organize teaching and learning activities. They must offer the topic using appropriate instructional strategies. A good teaching method enables students to comprehend and master the material. There are numerous techniques to train kids' vocabulary mastery.

Using games to enhance vocabulary has a number of benefits. First, children are generally fond of playing games. They constantly engage in games in their life. They spend more of their free time playing. Second, games provide an environment for natural dialogue among players. By playing games, people occasionally forgot about their shyness. Third, games can encourage youngsters to speak the foreign language they are studying. In addition, games can be used to review material from the prior class. It makes the task of teachers easier.⁷

⁶ Ummi Deslima, *as English the teacher of grade VIII, Private Interview*, (Pondok Pesantren Al- Ansor Manunggung Julu Padangsidempuan, November 01th 2021.

⁷ Puspita Sari Nasution , *“Improving Student’s Vocabulary ...”*, p.118.

The research suggests Word Card because it is deemed an appropriate strategy and also because it could drive students to learn vocabulary in a comfortable and pleasurable environment, allowing them to quickly comprehend and retain the words. After playing this game, the students will be able to recall not only the definitions of the terms but also how to spell them correctly.

In addition, many of the efforts that teachers provide for pupils, such as culturally relevant activities, can be utilized. In this instance, the author plans to address this issue in his work titled. *The Use of Word Cards to Improve Students' Vocabulary Mastery at Grade Seventh of MTs Pondok Pesantren Al-Ansor Manunggang Julu Padangsidempuan*

B. The Identification of the problem

The identification of the problem is necessary for elucidating the problem that will be examined: researchers identify difficulties in the following manner:

1. The students have difficulties in understanding the meaning of the words.
2. The students have difficulties to memorize vocabulary.
3. Students are not active in the teaching and learning process at the class.

C. The Focus of the Research

Based on the preceding rationale, therefore, this research is only concentrate on The Application of Word Cards to Improve the Students' Vocabulary Mastery of Noun, Verb, Adjective, and Adverb in Grade Seventh at Pondok Pesantren Al – Ansor Manunggang Julu Padangsidimpuan.

D. Defenition of the Key Terms

In order to eliminate any possibility of misunderstanding or ambiguity between the reader and the researcher, the researcher summarizes these concepts as follows:

1. The process of increasing students' vocabulary mastery through successive cycles, which improve students' vocabulary mastery using the selected learning technique, is referred to as increase. As a result, the process of making something better through treatment is what we refer to as improvement.
2. Student is A person who is enrolled in a college, polytechnic, or university is considered a student. Additionally, a student might be a boy or girl who is attending school. The researcher established that students in the seventh grade at Pondok Pesantren Al-Ansor Manunggang Jalu Padangsimpuan are persons by using the definition that was presented earlier in this sentence.⁸
3. Vocabulary is an important When one is in the process of learning a new language, one of the most important aspects of that language to focus on is expanding one's vocabulary. In this particular scenario, education cannot

⁸ Mawar Seri, “*Improving Student’s Vocabulary Mastery Throught Words Square Modelling at Grade VII SMP Negeri 5 Padangsidimpuan*”, (Padangsidimpuan: IAIN Padangsidimpuan, 2015), p. 159, scholar.google.co.id/citation.

function without proper terminology. Next on the list of Islamic concepts, terminology is something that is necessary for our day-to-day life. Then, this is the teaching that is provided to everyone, but especially those who are in elementary school or primary school.⁹ Because of this, vocabulary can be thought of as a list of words or a collection of terms that speakers of a language use to build the language.

4. Mastery is the information and skill that enables one to do, utilize, or comprehend anything to an exceedingly high level. Therefore, someone who comprehends something really well can be considered a master of that subject.¹⁰ Word Cards are the perfect tool for increasing students' ability to comprehend vocabularly-based material. Therefore, word cards are compact cards that aid in the memorization of words.¹¹

E. The Formulation of the Proplems

The researcher formulates the question as follows: "To improve students' vocabulary mastery in seventh grade MTS Pondok Pesantren Al Anshor Manunggang Julu Padangsidimpuan?"

⁹ Fitri Rayani Siregar Tri Risky Hasibuan, Eka Sustris Harida, "Improving Students' Vocabulary Mastery Through Crossword Puzzle Technique at SD Muhammadiyah 1 Padangsidimpuan Tri Risky Hasibuan, Eka Sustris Harida, & Fitri Rayani Siregar," *Jurnal.Iain-Padangsidimpuan.Ac.Id/Index.Php/TZ* 04, no. June 2018 (2020): p. 19, <https://doi.org/10.24952/tazkir.v4i1.1067>.

¹⁰ Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery," *Jurnal Educational Leadership*, Volume 71, No .4, Desember 2013, p. 23, https://uknowledge.uky.edu/edp_facpub Part.

¹¹ Ahmad Zuhri Rosyidi and Atika Salman Paris, "The Effectiveness Of Using Word Cards As A Media On Learning Vocabulary For The Tenth Graders Of Ma Nw Sikur," *Keguruan Dan Ilmu Pendidikan*, 2020, 60, <https://jurnal.risetilmiah.ac.id/index.php/jkip/article/view/60/48>.

F. The Purpose of the Research

The researcher concludes, based on the description of the problem above, that the goal of the study is "To determine whether word cards can improve students' vocabulary mastery."

G. The Significance of the Research

1. The English teacher

The instructor is expected to obtain additional information on one of the acceptable activities. In this scenario, we have vocabulary word cards. By employing vocabulary cards, it is intended that the instructor may create an engaging learning environment.

2. The students

It is anticipated that this study will help students to master the English lesson, to feel at ease while learning the English lesson, and to resolve their difficulties in comprehending the meaning of the words in a phrase as a result of the teacher's employment of an appropriate teaching style.

H. Thesis Outline

This systematic portion was broken up into three different segments for your convenience. Each chapter included a significant number of supplementary chapters that elaborated on the topics listed below:

The first chapter is introduction that consisted of background of the problem, identification of the problem, focus of the problem, definition

of the key terms, formulation of the problem, purpose of the research and significances of the research.

The second chapter is theoretical framework, the first is Vocabulary, Defenition of vocabulary, kind of vocabulary, the important of vocabulary, vocabulary mastery, learning of vocabulary, teaching of vocabulary The second is technique by using word card, procedure in using word card,some activities in using word cards in class, Advantages and disadvantages of using Word Cards, disadvantages of using word cards, teaching vocabulary by using word card The third; pictures and type of pictures and the last one is Hypothesis

The third chapter consisted of research methodology, which explain about the place and time of the research, kinds of the research, the participants, instrument of data collection, procedure of the research, technique of data analysis.

The fourth chapter is research result, the first is data description, discussion of the research findings and the last is the theats of the research.

The final thoughts and suggestions are presented in the fifth and final chapter.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical Description

1. Vocabulary

a. Defenition of Vocabulary

The components of pronunciation, spelling, meaning, and grammar are what make up a language's vocabulary. Vocabulary is a component of language. Because vocabulary influences students' skills to study the English language, vocabulary cannot be taught in isolation from other aspects of the English language during the teaching and learning process. This is especially true in junior high school. Students are able to successfully communicate and convey their ideas, emotions, and sentiments thanks to an adequate amount of words that they have stored.¹ As a consequence of this, one of the most important components of learning English is expanding one's vocabulary. The development of one's vocabulary can make the study of English and the attainment of fluency in the other aspects of language more manageable.² Therefore, expanding one's vocabulary is a vital component of being better at a language.

A language learner's capacity to communicate, listen, read, and write is directly related to the depth and breadth of their vocabulary,

¹ Ria Sabriana, "Improving Students' Vocabulary By Using Riddle Game," *Jurnal Pendidikan*, 2015, p. 12, <https://jurnal.untan.ac.id>.

² Nur Hidayat, "Improving Students' Vocabulary Achievement through Word Game," *JEES (Journal of English Educators Society)* 1, no. 2 (2016): p. 104, <https://doi.org/10.21070/jees.v1i2.446>.

making vocabulary development one of the most important aspects of language learning. Learners frequently fall short of their potential and may be discouraged from taking advantage of language learning opportunities such as listening to the radio, listening to native speakers, using the language in a variety of contexts, reading, or watching television, and learning how to speak English.³ Fluently if they do not have a large vocabulary and strategies for acquiring new vocabulary.

A language learner's capacity to communicate, listen, read, and write is directly related to the depth and breadth of their vocabulary, making vocabulary development one of the most important aspects of language learning. Learners frequently fall short of their potential and may be discouraged from taking advantage of language learning opportunities such as listening to the radio, listening to native speakers, using the language in a variety of contexts, reading, or watching television, and learning how to speak English fluently if they do not have a large vocabulary and strategies for acquiring new vocabulary.⁴

The researcher comes up with a definition for vocabulary after considering the description that was given before. Therefore, vocabulary is the understanding of a word or collection of words in a

³ Jack C. Richards and Willy A Renandya, in Miftakhul Jannah, “*Using Games in Improving Students’ Vocabulary*,” *Repository.Uinjkt.Ac.Id*(Jakarta, 2011), p.143
<http://repository.uinjkt.ac.id>.

⁴ Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 432.

language that have meaning and are utilised by a speaker, writer, or listener. This can refer to either the word itself or the collection of words.

b. Kinds of Vocabulary

Researchers don't just talk about vocabulary in terms of its definition; they also talk about the many categories of vocabulary. There are experts in lexicography who offer their perspectives on a wide variety of word categories. The study of vocabulary categories is an essential component of the study of any language since they assist students and learners to comprehend and make better use of the language they are studying in a more efficient manner.

1) Noun

A noun is almost always an essential component of any sentence that is basic. A phrase that designates a specific person, place, or thing is known as a noun.⁵

A noun, which might be the name of a person, place, idea, or thing, is a word that plays a highly significant role in a phrase.

Example: Al-qur'an, Aisyah, Palestina

2) Pronoun

In order for pupils to be able to create grammatical sentences, it is crucial that they learn pronouns. Pronouns shorten and clarify sentences because they substitute nouns.⁶

⁵ Rakhmat Wahyudin Sagala and Tri Indah Rezeki, "Parts of Speech Analysis Appeared on Headlines Newspaper," *Serunai: Jurnal Ilmiah Ilmu Pendidikan* 5, no. 2 (2019): p. 158, <https://doi.org/10.37755/sjip.v5i2.233>.

The Example :

a) Abdullah presented Fatimah with the Qur'an. He gave her the Qur'an. (Pronouns: he or she) (Antecedent: Fatimah, Abdullah).

b) Fatima retrieved her checkbook. She subsequently deposited further cash. (The pronoun she) (Antecedent: Fatimah)
Therefore, a pronoun is a very significant word in a phrase that replaces a noun.

3) Verb

A person or thing can be described by their actions, processes, or conditions using a word called a verb.⁷ A word or set of words that represents an action or state of the subject is known as a verb. The person or thing that performs the action signaled by the verb or that is in the state that is being described by the verb is referred to as the subject of the sentence.

The Exemplification:

The Example :

a) A portion of the Holy Quran is recited by Abdullah. (The action that Abdullah, who is the subject of the sentence, is engaged in is described by the verb. Because of this, a verb

⁶ Paramitha Kusumawardhani, "Teaching Part of Speech Through" Hansel And Gretel" Story To EFL," *University of Bina Informatika Jakarta* vol 1, no (2019): p. 8, <http://jurnal.unhasy.ac.id/index.php/ed-humanistics/article/view/1068>.

⁷ Riri Mardhatillah, *An Analysis of Students' Writing Ability on Parts of Speech in Their Descriptive Text at Assalam Islamic Senior Higt School Naga Beralih Air Tiris Kampar Regency* (Pekan Baru: University of Sultan Syarif Kasim Riau Pekanbaru, 2020), p. 116 <http://repository.uin.sask.ac.id>.

is an explanation that describes the activity that the subject is engaged in.

4) Adjective

The nouns, verbs, and adjectives that are used to characterize a person, place, or thing. When used with a noun, an adjective can either offer the listener or reader with additional information about the noun or define the noun in some way. Examples are "beautiful," "petit," "dashing," "tall," and so on.⁸

5) Adverb

Adverbs are words that provide more information about verbs, adjectives, and other adverbs⁹. Verbs, adjectives, and other adverbs are modified by adverbs. The example :

- a) Abdullah is an excellent Qur'an reader. (The adverb very serves to modify the adverb good)
- b) Abdullah walked swiftly. (The adjective rapidly modifies the verb walked.) Therefore, an adverb is a word that describes verbs, adjectives, and other adverbs.

c. The Important of Vocabulary

Communication, teaching, and learning inevitably involve the use of vocabulary. Therefore, teachers and concerned educators are responsible for making their target learners comprehend the

⁸ Sa'adatuddaroen, "Developng Students' Vocabulary Knowledge through Daily Journal Vocabulary," ed. Sa'adatuddaroen (UIN Jakarta, 2019), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/48250/1/SA%27ADATUDDAROEN-FITK%28watermark%29.pdf>.

⁹ Nurul Hafsari, "Using Word Building Media to Improve Students' Vocabulary at the Eighth Grade of Smpn 8 Palopo," Thesis (Iain Palopo, 2019), <http://repository.uinjkt.ac.id>.

relevance of vocabulary and the strategies to learn the terms. "Vocabulary is an essential component of language proficiency and provides a substantial foundation for how effectively students speak, listen, read, and write."¹⁰

The significance of language is highlighted on a daily basis both inside and outside of the classroom. Students who are successful academically are the ones who have the most extensive vocabulary in the classroom. The development of one's vocabulary is an essential part of learning English as a second language (ESL) and English as a foreign language (EFL). This is true for all aspects of the language learning process, including listening, speaking, reading, and writing. Furthermore, Rivers and Nunan in Mofareh Algahtani argue that the acquisition of an adequate vocabulary is essential for successful use of a second language. They state that this is the case due to the fact that without an extensive vocabulary, we will be unable to use the structures and functions of the second language that we may have learned for the purpose of comprehensible communication.¹¹

The researcher draws the following conclusion from the information that was given above: vocabulary is highly important

¹⁰ Richards and Renandya, "Improving Vocabulary Ability By Using Comic," *Journal OF English Language Teaching* 01, no. 02 (2017):p. 189, <http://ojs.umsida.ac.id/index.php/jees>.

¹¹ Rivers and Nunan, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): p. 34, <https://doi.org/10.20472/TE.2015.3.3.002>.

for a person since, without vocabulary, a person will not be able to speak, write, read, or listen.

d. Vocabulary Mastery

One of the essential components of becoming fluent in English as a second language at any level, whether it elementary, intermediate, or advanced, is the development of one's vocabulary. One of the fundamental aspects of language learning that must be learned is vocabulary. There are four language skills. It makes sense, especially when one considers that the four linguistic abilities require knowledge of words in order to function properly because, without vocabulary, the skills won't amount to anything. When kids have a greater command of vocabulary, they are able to perform their language skills more effectively. Reading and other abilities will be challenging for the pupils to grasp if they have a vocabulary that is too limited.¹²

Acquiring a strong command of one's vocabulary is an essential component of English language study. Because vocabulary is the foundation for English language learning, having a large vocabulary gives us a better chance of having good English skills. When we wish to speak, read, listen, as well as write something, we need to have a vocabulary. A language is made up of a certain number of words, and one way to become familiar with those terms is through

¹² Ika Rahmadani Lubis, "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of Mts Persatuan Amal Bakti (PAB) 1 Helvetia," Thesis (UIN SU Medan, 2004), p. 190, <http://eprints.uanl.mx/5481/1/1020149995.PDF>.

vocabulary study. Learning a language cannot be accomplished without it. Additionally, it can help students enhance their command of vocabulary.¹³

The ability to generalize one's knowledge of vocabulary (being able to define terms) and apply one's vocabulary knowledge are two needs for measuring vocabulary mastery (selecting an appropriate use of it). It is possible to define mastery of one's vocabulary as the ability to comprehend a whole language's word stock in addition to the meanings of those terms.¹⁴

According to Ida Ubaidillah Hidayati in Rahmawati and Helmiyad, having a strong command of the English vocabulary is the most essential aspect of the language. This is due to the fact that vocabulary is involved in every aspect of the English language, including hearing, speaking, reading, and writing.¹⁵

According to Cameron in Intan and Elva, being able to master vocabulary involves being able to pronounce words correctly, spell them correctly, and understand what they mean. A person's vocabulary is a collection of words that are familiar to them and that are frequently used in the language they speak. Vocabulary can be

¹³ Febriana Eka Setyaningsih, "The Use of Word Clap Game to Improve Students' Vocabulary Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Ungaran)" (Semarang State University, 2015), p. 149, lib.unnes.ac.id.

¹⁴ Yeni Mardiyana Devanti, "The Use of Video as a Media to Improve Students' Vocabulary Mastery," *Journal of English Language, Literature, and Teaching* 3, no. 1 (2018): p. 42, <https://doi.org/10.32528/ellite.v3i1.1778>.

¹⁵ Rahmawati and Helmiyad, "The Analysis of Using Tv (Thematic Vocabulary) Cards in Increasing the Students' English Vocabulary," *Journal GEEJ* 8, no. 1 (1967):p. 24, <https://ejournal.bbg.ac.id/geej/article/view/1284/1174>.

thought of as word storage and is used as a tool to facilitate communication. When the brain is exposed to more vocabulary that it is comfortable with or has heard frequently, it will retain those words much more quickly.¹⁶ Therefore, someone who possesses a significant amount of knowledge regarding words and the senses that words convey possesses a command of language.

e. **The Learning of Vocabulary**

Learning new vocabulary is an essential component of language acquisition. A person's vocabulary is the total amount of words that they know and use in their language activities. Vocabulary may be thought of as a group of words and their meanings that are used to interact with other people as the primary component of language.¹⁷

Nation, The acquisition of new vocabulary is critical to the development of all aspects of linguistic competence, including but not limited to listening, speaking, reading, and writing.¹⁸ A language is made up of a certain number of words, and one way to increase one's vocabulary is to study about those terms. Learning a language cannot be accomplished without it. Additionally, it can help students enhance their command of various vocabularies. So, A language is

¹⁶ Itan and Elva, "Improving Students' Vocabulary Mastery Using Song," *Professional Journal of English Education* 2, no. 3 (2019):p. 415 <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/2938/>.

¹⁷ Ivan Susanto Salawazo et al., "Analysis of Students' Vocabulary in Learning English," *English Education and Art (LEEA) Journal* 3, no. 2 (2020):p. 475, <https://doi.org/10.31539/leea.v3i2.1017>.

¹⁸ Nation, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): p. 182, <https://doi.org/10.22216/jk.v1i2.2136>.

made up of a certain number of words, and one way to increase one's vocabulary is to study about those terms. Learning a language cannot be accomplished without it. In addition to this, it can help kids enhance their vocabulary mastery.

f. The Teaching of Vocabulary

Because vocabulary is one of the success keys in learning, teaching vocabulary is one of the methods that a person who is learning English can enhance their English competency. This is because teaching vocabulary is one of the ways that vocabulary is one of the success keys in learning. A student's ability to master vocabulary will help them master all aspects of language learning, including listening, speaking, reading, and writing. This is why it is such a crucial part of language learning.¹⁹ When I started teaching English, vocabulary instruction was of the utmost importance.²⁰ Consequently, the teaching of vocabulary should also include an examination of the connections between various words.

Because persons without a good vocabulary cannot talk fluently and find it difficult to communicate, teaching vocabulary is an essential part of learning any language.²¹ Problems would present themselves to the teachers at various points throughout the process of

¹⁹ Febriana Eka Setyaningsih, "The Use of...", p. 149.

²⁰ Al Idris Saichun Nizar, "Teaching Vocabulary Using Digital Media During Covid 19 Pandemic," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, no. 2017 (n.d.): p. 12, <https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/1017>.

²¹ Nurfitri, "Increasing Vocabulary Mastery of The First Year Students of Smp Negeri 3 Pamboang Through Concept Mapping Strategy," *Thesis* (Iain Parepare, 2018), p. 104, <https://doi.org/10.35905/inspiring.v1i2.838>.

instruction and education. A list of vocabulary that is obtained from the book might be presented by the teacher as part of the process of teaching vocabulary to students. The instructor makes use of, as well as adds in, a variety of additional vocabulary that is pertinent to the students. The teacher should have a solid understanding of the content that they are teaching.²² Therefore, teaching children vocabulary is accomplished through the use of the method known as vocabulary teaching.

Because teaching vocabulary is crucial to achieving mastery in all four skills, teachers are obligated to pay careful attention to the principles of vocabulary instruction when imparting this knowledge to their students. When it comes to teaching vocabulary, there are a few guiding principles:

- 1) Give your attention first to the vocabulary that will be of the most benefit to you.
- 2) Make sure you are concentrating on the word in the most appropriate way.
- 3) Focus your attention on the high-frequency term that appears throughout all four strands of the course.
- 4) Encourage learners to reflect on their own learning and to accept responsibility for their own education.²³

²² Novita Sulastri, "Using Word Clap Game with a Song to Improve Vocabulary(A Classroom Action Research at the Eighth Grade of SMpN 5 Palopo" (Iain Palopo, 2018), p. 150, <http://repository.iainpalopo.ac.id>.

²³ Seri Mawar, "Improving Student's Vocabulary...", p. 159

In addition concerning the fundamentals of teaching vocabulary, there are fundamental principles that must be adhered to when teaching vocabulary. The following are some of those principles:

- 1) Creating a wide range of methods that can be used to instruct students about meaning.
- 2) Providing an environment that fosters the creation of efficient strategies.
- 3) Teaching students how to infer meaning from words through reading and providing them with opportunities to expand their vocabulary.
- 4) Instructing students in the proper utilization of dictionaries
- 5) Evaluating the vocabulary sections found in the textbooks.
- 6) Teaching vocabulary in an overt manner using a variety of different types of activities.
- 7) The creation of educational materials for teaching vocabulary²⁴

2. Word Card

a. Defenition of Word Card

Word cards are a method of teaching that was recommended by Paul Nation in his book *New Ways in Teaching Vocabulary and Learning Vocabulary in Another Language* as a tool for teaching

²⁴ Seri Mawar, "*Improving Students' Vocabulary Mastery*"...p. 250

vocabulary.²⁵ So, word card are small cards to help you remember words.

Word cards is one way to make conducive class in teaching English vocabulary and help teachers to develop students' learning vocabulary.²⁶ Therefore, the use of Word Cards as a component of a vocabulary learning strategy can assist students in remembering newly acquired vocabulary.

Based on the definition above, the present researcher concluded that word card was an interesting media to motivate students to have good motivation to learn English and easy to accept the English vocabulary because students learned English while seeing nice pictures.

b. Techniques by Using Word Card

- 1) learners write a word to be learned on one side of a small card (about the size of a bussiness card) and its mother tounge translation on the other.

Front

Back

Put

Meletakan

²⁵ Norbert Schmitt and Michael McCarthy, *Vocabulary : Description , Acquisition , and Pedagogy* (Cambridge : Cambridge University Press , 1997), p.139, https://www.researchgate.net/publication/265280146_Vocabulary_Description_Acquisition_and_Pedagogy.

²⁶ Rosyidi and Paris, "*The Effectiveness Of Using Word Cards As A Media On Learning Vocabulary For The Tenth Graders Of Ma Nw Sikur.*" p. 60, <https://jurnal.risetilmiah.ac.id/index.php/jkip/article/view/60/4>

- 2) Depending on the difficulty of the words, a full set at any one time should consist of between 20-50.
- 3) Cards Words do not have to belong to lexical sets.
- 4) Learners test them selves on the words by first recalling the meaning of the new word.
- 5) They can reverse the process, using the translation to trigger the form of the new word.
- 6) Words that are difficult to understand or pronounce should be pushed to the top of the pile.
- 7) The learning and reviewing should be spaced out more and more as the sequence progresses.
- 8) As new vocabulary is acquired, old cards should be thrown away and replaced with fresh ones that have been created and added to the collection.²⁷

c. Procedure in Using Word Card

1. Requesting the students to make groups
2. Putting out for distribution a table that consists of two columns (A and B)
3. Words' meanings will be disseminated through the use of a deck of word cards consisting of 28 individual cards.
4. Instructing the students to place the cards in column B according to the definitions or images found in column A.²⁸

²⁷ Scott Thornbury (2002) cited in David Wilkins (1972). *How to Teach Vocabulary* (London : Person Education Limited, 2002), P. 96, https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury

No	A	B
1	Diligent	Rajin
2	Apel	Apple
3	Ringan	light
4	Rumah	House

d. Some Activities in Using Word Card

In his book "How to Teach Vocabulary," Scott Thornbury in Wilkins outlines a few activities that teachers might do with their students making use of word cards. Some of these activities are as follows:

- 1) Peer teaching and testing :
Put the students in groups of two and have them compare the word card sets that they already have. Do this at the beginning of the lesson. Encourage them to test one another and teach each other the words in their sets that they do not share with the other person.
- 2) Association games
When playing association games, for instance, each student lays down one card at the same moment, with the L2 word visible on the face of the card. One point will be awarded to the first person who can craft a phrase that makes sense and uses both words.
- 3) Guess my word
Learners who are already familiar with each other's word cards might play a game in which they take turns picking a word at random and challenging their partner to guess what word it is by posing yes-or-no questions about the word's part of speech (such as "is it a noun, verb, adjective...?"). Does... bring to mind anything? Does it have one syllable, two syllables, or three syllables...? Etc.

²⁸ Anisatul fadilah, "The Effect of Using Word Card on the Seventh Grade Students' Vocabulary achievement at SMPN 14 Jember", p.150. <https://repository.unej.ac.id/handle/123456789/65456>

- 4) De - vowelled words
Each member of a pair chooses a word from their deck of word cards and writes it down with the vowels removed; the other member of the pair is tasked with determining what the word is.
- 5) Ghost writing
The instructor instructs the pupils to form pairs, and then each member of a pair takes it in turn to write the word either in the air or on the back of their partner. Their spouse is responsible for determining what the word is.
- 6) Categories
Learners work in pairs or small groups to sort their words into many categories, such as those denoting whether the words are associated with warm or cool concepts, masculine or feminine characteristics, positive or negative connotations, sweet or sour flavors, etc.
- 7) Word Race
The students work in groups, and each group is given a board marker pen to use throughout their time together. The board is broken up into the same number of parts as there are different teams. The point system works as follows: the instructor or an appointment student will say a word from the students' language on one of the Word Cards, and the first team to write down the right English translation on the board will win a point. The game will continue for as many words as are thought to be required for review.²⁹

We can use vocabulary cards or word cards as instructional medium in teaching and learning vocabulary items in the classroom.

They can also be used to train students' vocabulary mastery in a fun way. Some activities including word cards to train students' vocabulary are described above.

e. The Advantages and Disadvantages of Using Word Cards

Students can increase their vocabulary and gain a variety of benefits by using word cards. Some of these benefits include:

²⁹ David Wilkins (1972). How to Teach Vocabulary (London : Person Education Limited, 200), P.96

- 1) Word cards can give a sense of progress and a sense of achievement, especially if numerical goals are set and reached. This is especially true in situations where the goals are met.
- 2) Word cards are easily transportable and may be used during downtime in or outside of class to either learn new words or review previously learned ones. This can be done for either learning new words or reviewing previously learned words.
- 3) Word cards can be tailored to the specific requirements of individual students and are, as a result, a source of intrinsic motivation for those students.
- 4) Word cards are an educational tool that may be utilized for learning at any level of vocabulary competence.
- 5) Learning with word cards will typically include multiple repetitions of the same information because the word cards themselves do not change from one learning session to the next. Learners are able to alter the method in which they process the cards by picturing new contexts, thinking of new instantiations of the word, applying new mnemonic techniques, and thinking of new sentences incorporating the word.
- 6) The generating power of the environment will have an effect on learning whether words are encountered while reading and listening, or when they are employed while speaking and writing.

In other words, learning will be facilitated if the words appear in the reading text within the context of new sentences.³⁰

Therefore, the practice of using word cards is extremely useful for enhancing students' memorizing. The teacher does not just offer the students words and then ask them to commit them to memory, as this would cause the students to lose the information more quickly. Students are able to study their word cards whenever and wherever they like because they are portable, as the author mentioned earlier. In addition, the word cards can be modified according to the level of the children. Repetition, an essential component of learning, is fostered through the use of word cards, and students are able to proactively call upon their acquired vocabulary.

f. The Disadvantages of Using Word Cards

There are several benefits to using word cards, which the author has outlined for you above. On the other hand, like with every teaching method, there are also some drawbacks to using word cards, specifically the following ones:

- 1) Learning through the use of word cards is an archaic method that is not compatible with the communicative approach to the instruction of language.

³⁰ Anisatul fadilah, "The Effect of using word cards on the seventh grade students' vocabulary achievement at SMPN 14 Jember" p.149

- 2) It is a mistake to think that memorizing vocabulary through the use of flash cards ensures that the words will be retained indefinitely.
- 3) The use of word cards does not imply that all available information regarding a word has been learnt, despite the fact that they can be designed to carry a significant quantity of data.³¹

Therefore, teaching vocabulary with word cards requires the patience of the teacher; she or he must be patient when asking students to review their vocabulary; otherwise, pupils may forget the words they have memorized, especially if they are lazy.

g. Teaching Vocabulary by Using Word Cards

A different approach to teaching vocabulary in primary school can be found in the use of word cards as a teaching aid for the subject. Word cards can be used by educators in a wide variety of activities, including peer teaching and testing, association games, guess my word, de-vowelled words, ghost writing, and classification. Some of these activities are listed below.³²

The activity known as "guess my word" is being used by the educator in this particular instance. First, 10–15 words that the student has already created are given to each individual pupil. After that, when the students are already familiar with each other's word cards, they take turns picking a word at random, and the other student's job is to

³¹ Norbert Schmitt and Michael McCarthy, *“Vocabulary : Description , Acquisition , and Pedagogy....”*p.139

³² Ahyat Triyadi, *“The Use of Word Cards to Improve the Students’ Vocabulary Mastery”* (Syarif Hidayatulah Jakarta, 2007). p. 68, <https://repository.uinjkt.ac.id/dspace/handle/123456789/46942>

figure out whatever word the first student chose by asking yes/no, verb, adjective, and noun questions. Where does it get started with.

Bowen identifies the following categories of images based on their shapes:

1) Wall Diagram

2) Wall painting

A wall image is only a huge illustration of a specific scene or event. It is often intended for use with the entire class.

3) Sequence picture

A sequence of photographs depicting a single subject. Its purpose is to convey a narrative or sequence of events.

4) Flash Card

a) Word flashcards, or cards with printed words on them, can assist students catch up quickly; the cards can be used to demonstrate precisely what the instructor desires.

b) An image flashcard that can be used to represent a single notion, such as an object or an action.

5) Word cards Include visual as well as textual magazine images, maps, and diagrams can be an integral part of work cards at all levels and for a number of objectives.³³

³³ Bowen "The Use of Word Cards to Improve the Students' Vocabulary Mastery." P.68, <https://repository.uinjkt.ac.id/dspace/handle/123456789/46942>

3. Vocabulary Evaluation / Assessment

In order to ascertain the amount of knowledge regarding something, a test needs to be administered by someone. To establish the breadth of the students' linguistic abilities, it is also necessary to test the students' vocabularies. There are three essential considerations that the instructor needs to make. The idea of validity in the test needs to be thought about first and foremost before anything else. Evaluating both what we teach and how we teach it is an essential part of the content validity notion. As a result, when selecting test forms, only those with which the students are already comfortable should be utilized. There are a few different approaches to determining one's vocabulary:

- a. Multiple choice
- b. Cloze test
- c. Formation of words
- d. Matching
- e. Outlier
- f. Writing sentences
- g. Dictation
- h. Sentence completion
- i. Definition
- j. Translation
- k. Writing assessment
- l. Reading

- m. Oral testing
- n. Connections
- o. Placing
- p. Synonyms and antonyms³⁴

According to the preceding statement, there are numerous methods for testing vocabulary. It denotes that the instructor must select the proper format, information, and age-level and situational considerations for the students. Multiple-choice questions will be appropriate for students in grade Pondok Pesantren, thus the researcher decides to employ them. Al- Ansor Manunggang Julu Padangsidempuan Multiple-choice questions are age-appropriate and will make it simple for pupils to respond to questions.

B. Review or Related Finding

The researcher found out that the following research had been done in relation to this study: "Husnah's thesis project at the Institute of Teacher Training and Education Syarif Hidayatullah in Tangerang. The purpose of this research is to determine whether or not giving students word cards to study with can help them increase their vocabulary, as determined by the results of tests taken before and after the students used the word cards. The pupils as a whole earned a mean score of 54.4 on the pre-test, and only one student managed to pass KKM. The number of pupils who achieved a passing score on the KKM exam was 3.44 percent. The average score on the first post-

³⁴ Mawar Seri, "Improving Student's Vocabulary ...", p.159.

test after the first cycle was 74, and 15 students were successful in passing KKM. The number of pupils that were successful on the KKM test was 51.72 percent. During the second cycle, the average score was an 84, and 25 students were successful in completing KKM, resulting in a passing percentage of 86.20%. The author draws the conclusion that the use of word cards to improve students' vocabulary as part of the marketing program at SMK Nusantara class XI2 was successful, as the 75% success criterion for the action was met. This conclusion is based on the results of all of the tests that were administered..³⁵

"The title of Fadilah's second thesis, which was completed at the Institute of Teacher Training and Education in Jember. This study took a hybrid approach, acting in part as an experiment. The objective of this research was to establish whether or whether the utilization of Word Cards had a significant impact, if any, on the level of vocabulary achievement exhibited by students in the seventh grade at SMPN 14 Jember. The SMPN 14 Jember was the primary focus of this research. This particular school was selected on purpose due to the fact that Word Cards had never been implemented into the teaching and learning process at this particular school before. The pupils that took part in this research were enrolled in the seventh grade at SMPN 14 Jember. According to the outcome of the homogeneity test, the population could be considered homogenous; hence, the research respondents were chosen by

³⁵Aqidatul Husnah, "Enriching Students' Vocabulary by Using Word Cards (A Classroom Action Research at Second Grade of Marketing Program Class XT.2, SMK Nusantara, Ciputat, South Tangerang)", *Phys. Rev. E* (Syarif Hidayatullah Jakarta, 2011), https://repository.uinjkt.ac.id/dspace/bitstream/123456789/255/1/101448-AQIDATUL_HUSNAH-FITK.PDF.

cluster random sampling through the use of a lottery. 72 students took part in the study, with 36 students from class VII C serving as the experimental group and being taught vocabulary using Word Cards, and 36 students from class VII B serving as the control group and being taught vocabulary without using Word Cards. In total, 72 students participated in the study. The findings of a vocabulary exam given to the students, as well as interviews and documentation, were used to compile the data for this study. Following that, the vocabulary attainment acquired from the vocabulary post-test score was statistically investigated using the one-test method in order to identify whether or not there was a significant difference between the experimental group and the control group. The study of the one test formula revealed that the t-test value was higher than the value of the one table (3 866-2.000) This suggests that there is a statistically significant difference between the groups that were experimented on and those that served as controls. It was reported that the use of Word Cards had a substantial impact on the success of students in the seventh grade at SMPN 14 Jember in terms of their vocabulary.³⁶

The use of flash cards to improve vocabulary mastery is the topic of Nadziroh's third dissertation at the Institute of Teacher Training and Education in Salatiga, This research looks into how using flashcards can improve one's understanding of a foreign language. The purpose of this study is to investigate whether or not using flashcards may improve vocabulary retention and whether or not using flashcards can increase students' enthusiasm to learn

³⁶Annisatul Fadilah, “*The Effect of Using Word Cards on the Seventh Grade Students’ Vocabulary Achievement at SmpN 14 Jember*” (Universitas Jember, 2020). P. 125, <https://www.google.com/url?sa=t&source=web&rct=j&url=https://repository.unej.ac.id/>

English. This study focuses on the students attending elementary school in the MI Duren Bandungan community. The researcher uses what is known as classroom action research as a method in this particular study. In addition, the researcher will provide tests both before and after the learning process. The researcher finds that the data show 2,05 on the table, and the data come from the research. The information is then evaluated in light of the outcomes of the t-calculation, which reveal that cycle 1 has a value of 6,256, cycle 2 has a value of 8,712, and cycle 3 has a value of 9,784 respectively. The researcher comes to the conclusion that there is a significant difference between the pre-tests and the post-tests as a result of the fact that t-calculation is greater than table.³⁷

The researcher has attempt to do research on "The Use of Word Cards to Improve Students' Vocabulary Mastery in Seventh Grade at Pondok Pesantren Al- Ansor Manunggang Julu Padangsidimpuan" based on the preceding explanation.

C. Conceptual Framework

Because it has an effect on all four language skills listening, speaking, reading, and writing the vocabulary is the most important component of language. The necessity of acquiring new vocabulary is an essential component of language learning, despite the fact that the target language may

³⁷ Aschurotun Nadziroh, *The Use of Flash Cards to Improve Vocabulary Matery* (Salatiga, 2010),p. 63, https://www.academia.edu/23764763/THE_USE_OF_FLASHCARDS_TO_IMPROVE_VOCABULARY_MASTERY_A_Classroom_Action_Research_for_the_Fourth_Year_Students_of_MI_Duren_Bandungan_in_the_Academic.

be the learner's first, second, or even a foreign language.³⁸ As a result, vocabulary is a component of language that is responsible for storing all information regarding the meaning of words and how they are used.

The expansion of one's vocabulary is a necessary step in the process of language acquisition. Concepts and experiences can be communicated to others through the medium of language. It is impossible to hold a conversation in a language if one does not have a strong command of its vocabulary; for this reason, students of foreign languages should place a strong emphasis on developing their vocabulary.³⁹ It is hard to carry on a conversation in a language if one does not have a command of its vocabulary; as a result, students of foreign languages must place a significant emphasis on developing their vocabulary.

Because students in seventh grade have trouble with noun, name, and adjective vocabulary, the researcher has conducted research on seventh grade students in Pondok Pesantren Al Anshor-Manunggang Julu Padangsidimpuan. Without vocabulary, students are unable to speak, write, and also understand what will be heard and read; as a result, the researcher has conduct research on seventh grade students. The children have a hard time understanding what the teacher is trying to say. The children have difficulty recalling language, and they do not participate actively in the process of teaching and learning in the classroom. As a result, the utilization of word cards as a means to enhance students' vocabulary mastery in the seventh grade at Pondok Pesantren Al-

³⁸ Ika Rahmadani Lubis, "*Improving Students' Vocabulary...*", p. 147

³⁹ Puspita Sari Nasution, "*Improving Students' Vocabulary...*", p. 118.

Ansor Manunggang Julu Padangsidempuan was the topic of research that was conducted.

The researcher has engages in three tasks during each cycle, including planning, activity, and reflection, while a friend of the researcher will be responsible for carrying out the observational component. In addition, the following series of events will shed light on the matter:

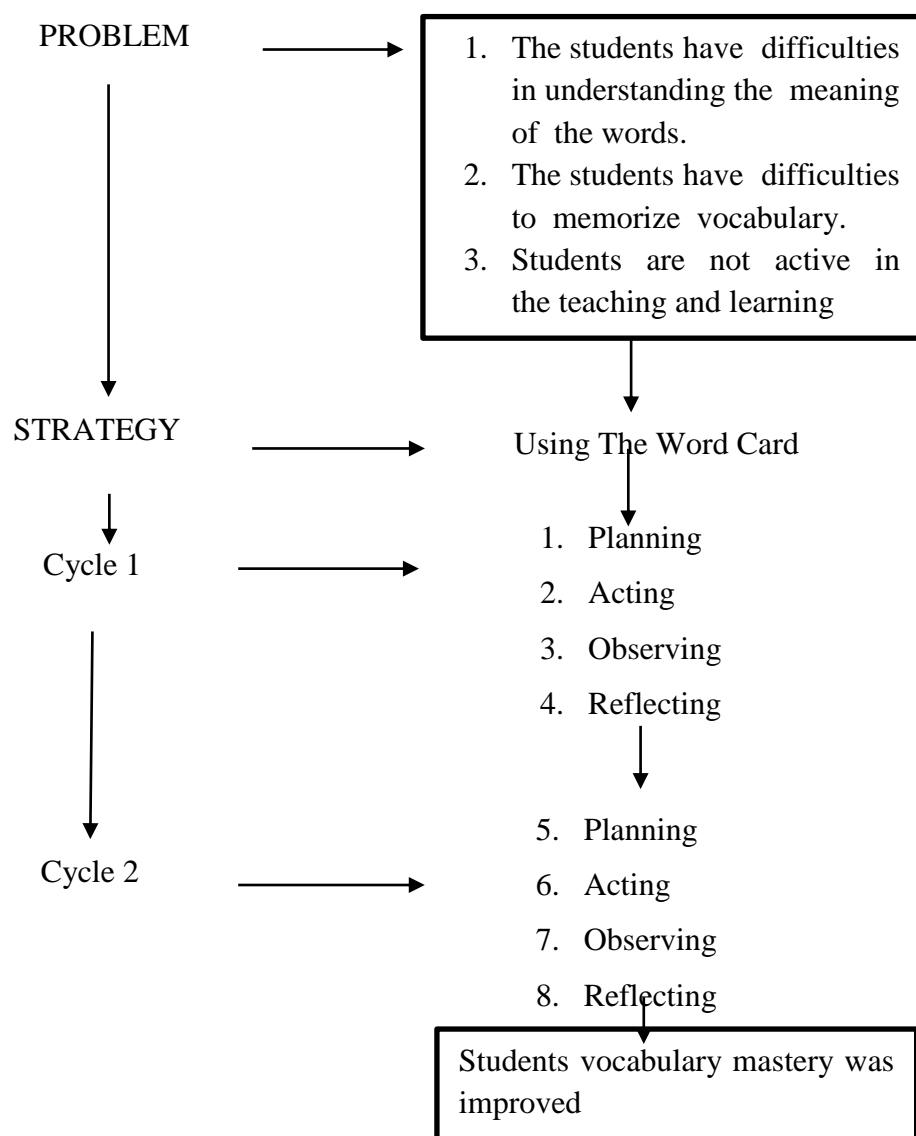


Figure 1 Coceptual Framework of Classroom Action Research

D. Hypothesis of Action

The hypothesis for this study, which is based on the explanation that came before it, is that using Word Card can help students in the seventh grade at Pondok Pesantren Al- Ansor Manunggang Julu Padangsidmpuan expand the amount of vocabulary they know.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the research

The study conducted in Grade VII of MTs Pondok Pesantren Al- Ansor Manunggang Julu Padangsidempuan Jl. Mandailing km 8 No 3 Desa Manunggang Julu Kecamatan Padangsidempuan Tenggara kota Padangsidempuan. This study will get underway in November 2022 and continue through the same month the following year.

B. Kinds of the research

The researcher utilized Classroom Action Research in this study. Action research is commonly utilized in education, particularly by teachers to enhance their instruction. Classroom Action Research is the study of an action that occurs in a classroom (or other educational setting) to solve difficulties during teaching activities. It is related to the instructor as the subject of teaching process. The researcher has conduct classroom action study at Pondok Pesantren Al Anshor - Manunggang Julu Padangsidempuan with only one class, eighth grade, consisting of 28 pupils, being examined.

C. The Participants of Research

Students from Pondok Pesantren Al Anshor - Manunggang Julu Padangsidempuan who were enrolled in seventh grade during the academic year 2021/22 are the subjects of this study. There are a total of twenty-eight students enrolled in this class. In this class, researchers will teach about noun,

verb, adjective, and adverb by using the word card for class VII students of Pondok Pesantren Al Anshor-Manunggang Julu Padangsidempuan Jl Mandailing km 8 No 3 Desa Manunggang Julu kecamatan Padangsidempuan Tenggara kota Padangsidempuan in academic 2021/2022.

D. Instrumen for collecting data

A research must have a reliable instrument since only a reliable instrument can guarantee the collection of valid data. Three instruments has be utilized in this investigation. There exist:

1. Test

The researcher employed a vocabulary assessment. This test consists of 20 matching questions divided into four parts. Therefore, there are seven alternatives in one indicator and six options in the other. The test will be administered to each student in order to determine their vocabulary scores. The researcher will assign a single score to each question. To get 100, multiply the correct answer by four. Consequently, the maximum score on the exam is 100.

Table 1
Indicator of Vocabulary Mastery for Multiple Choice

No	Indicator	Number Item	Score	Total Score
1.	Noun	1, 2, 3, 4, 5, 6, 7		28
2.	Verb	8, 9, 10, 11, 12, 13		24
3.	Adjective	14, 15, 16, 17, 18, 19	1 items x	24
4.	Adverb	20, 21, 22, 23, 24, 25	4	24
Total Items		25		100

2. Observation

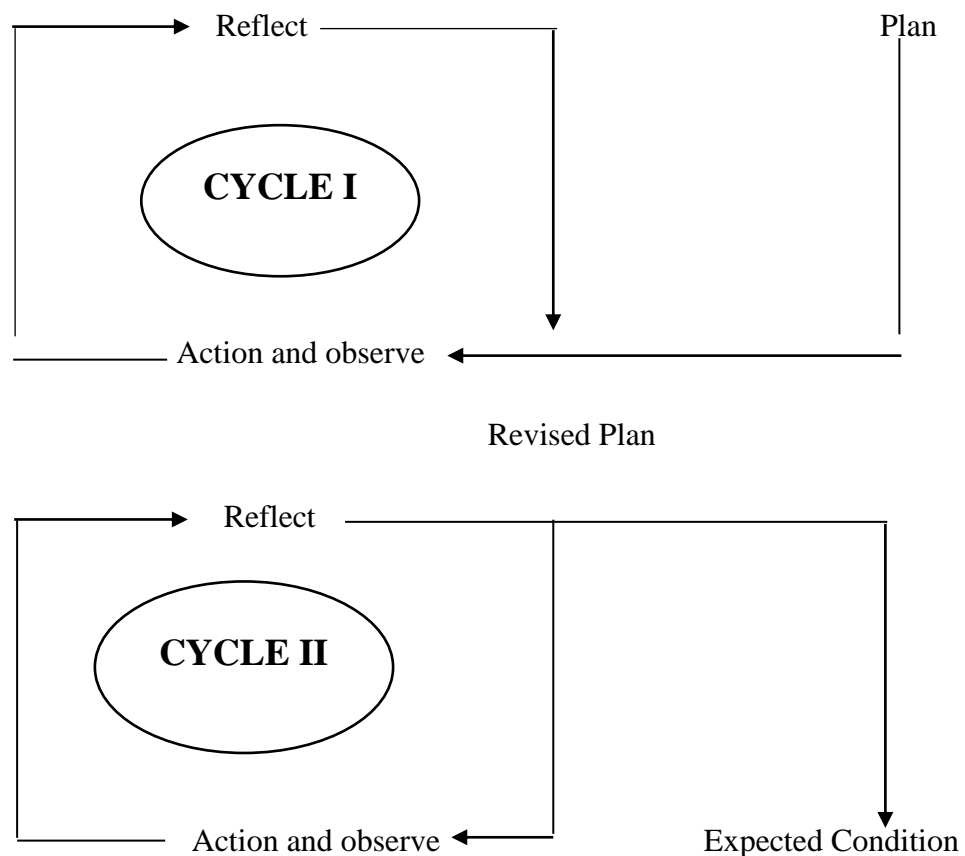
In this study, the researcher has utilize observational field notes. Field notes, are the observer's record of what he or she saw, heard, experienced, and thought during an observation session. Observation did by a friend of the researcher named Ade. Ade did observation during this research done.

3. Interview

The researcher has conducted interviews to determine the condition of the kids and give test scores as qualitative data. Interview is the method of data collection that is used to obtain information from the informant and to gain a deeper understanding of the informant's information. This research interview has be conducted with seventh-grade kids from Pondok Pesantren Al Anshor - Manunggang Julu Padangsidimpuan.

E. The Procedures of Research

Because this is action research, there are stages and cycles involved. As stated in the preceding chapter, this action study is based on Kemmis and Robin's work in Ortrun in Purnama.¹ It was a well-known illustration of the "spiral" of action research, which consists of four stages: planning, action, observation, and reflection. The model is seen in the diagram below:



Figure, 1 Action Research Spiral

Based on Figure 1, this study employs two cycles that include two encounters. Each meeting consists of two 45-minute halves. In conclusion,

¹Citra Dewi Purnama, "Improving Students' Vocabulary Mastery Through Make A Match Model at GradeVII SMP Negeri 8 Padangsidempuan," (2015): p. 148, <http://etd.iain-padangsidempuan.ac.id>.

there are four meetings throughout the study process, each of which consists of four cycles: planning, activity, observation, and reflection.

First Cycle

In the initial cycle, the researcher holds two meetings. Each meeting has done for 90 minutes. Following this, the researcher has watched all classroom activities.

1. First Meeting

a. Planning

- 1) Preparing a lesson plan that includes step-by-step instructions.
- 2) Developing lesson plans for noun and verb
- 3) Developing a method for teaching vocabulary using word cards
- 4) Preparing a table containing the English word and its meaning.

Preparation of instruments and observation

b. Action

- 1) Gives a classroom greeting.
- 2) Requesting that students read a prayer before studying.
- 3) Informing pupils of the learning objectives.
- 4) Explaining to students the topic of the content in the students' notes.
- 5) Instructing students to form two groups

- 6) Distributing a table containing two columns (A and B)
 - 7) Distributing a set of word cards with meaning words (including 28 cards)
 - 8) Requesting that the pupils place the cards in column B according to the English term in column A.
 - 9) Drawing a conclusion on the material.
 - 10) Observing class
- c. Observation
- 1) Determining whether the use of word cards can enhance students' vocabulary mastery in the classroom.
 - 2) Computing the initial test
- d. Reflection
- 1) Analyzing the data that has been discovered.
 - 2) Clarifying issues discovered throughout actions.
 - 3) Come to a decision regarding whether or not to go to the next cycle.

2. Second meeting

- a. Planning
- 1) Preparing the lesson plan
 - 2) Developing lesson plans on adjectives and adverbs
 - 3) Developing a method for teaching vocabulary using word cards
 - 4) Creating a table containing the English word and its meaning.

5) Preparing instruments for the instructor and participate in observation

b. Action

- 1) Greeting the students as they enter the classroom.
- 2) Requesting that students read a prayer before studying.
- 3) Informing pupils of the learning objectives.
- 4) Explaining to students the topic of the content in the students' notes.
- 5) Instructing students to form two groups
- 6) Distributing a table containing two columns (A and B)
- 7) Distributing a set of word cards with meaning words (including 28 cards)
- 8) Requesting that the pupils place the cards in column B according to the English term in column A.
- 9) Concluding the material
- 10) Giving a test cycle 1
- 11) Observing Class

c. Observation

- 1) Observing whether the objective indicators in the observation are successful or not.
- 2) Observing whether the pupils' vocabulary has improved or not.
- 3) Observing the vocabulary of kids with an instrument
- 4) Determining the second test result and cycle 1

d. Reflection

- 1) Analyzing whether word cards boost or decrease students' vocabulary.
- 2) Evaluating whether the use of word cards boosts the vocabulary of students.
- 3) Discussing the activities and outcomes of utilizing the word card.
- 4) Evaluating the collected data and determine whether the next cycle should be continued.

Second Cycle

The second period Conducts two meetings, with each meeting lasting ninety minutes.

3. Third Meeting

- 1) Planning
 - a) Preparing the lesson plan and media materials necessary for the teaching and learning process.
 - b) preparing the test
 - c) Discovering coding issues in the learning process
 - d) Organizing the third preparation steps during the first and second meetings.

2) Action

- a) Rearranging the classroom's furniture to make the space more engaging.
- b) Separating the pupils into seven groups of four in the classroom.
- c) Describing the topic of noun and verb to the pupils in the classroom.
- d) Instructing students to form seven groups
- e) Distributing a table with two columns (A and B) f) Distributing a set of word cards with meaning words (consisting of 28 cards)
- f) Requesting that the pupils place the cards in column B according to the English term in column A.
- g) Making a summary of the subject
- h) Observing the class

3) Observation

- a) Observing whether the goal indicators in the observation are successful or not.
- b) Clarifying problems discovered in activities.
- c) Observing whether students' vocabulary has improved or not.
- d) Observing students' vocabulary using an instrument.
- e) Performing the third test

4) Reflection

- a) Analyzing whether or not word cards boost the vocabulary of students.
- b) Determining whether or whether the word card boosts pupils' vocabularies.
- c) Discussing the activities and outcomes of utilizing the word card.
- d) Evaluating the collected data and reach a conclusion regarding whether or not to continue with the following cycle.

d. Fourth Meeting

1) Planning

- a) Preparing the lesson plan and media materials necessary for the teaching and learning process.
- b) Preparing the test
- c) The researcher discovers coding issues in the learning process
- d) Organizing the third preparation steps during the first and second meetings.

2) Action

- a) Making the space more intriguing.
- b) Sorting students into separate groups.
- c) Describing the subject of adjective and adverb.
- d) Distributing a table with two columns (A and B)

- e) Distributing a deck of word cards with meaning words (consisting of 28 cards).
 - f) Requesting that the pupils place the cards in column B according to the English term in column A. A
 - g) Conclude the content h) Administer the first exam to the students I Observe the class
- 3) Observation
- a) Observing the process of teaching and learning 4
 - b) Calculating the fourth test and cycle II so, the researcher can to see the improvement.
- 4) Reflection
- a) Evaluating the instructional learning process 4
 - b) Analyzing the outcomes; if the desired results have been attained, the cycle ends.

F. Technique of Data Analysis

The researcher has used both quantitative and qualitative data in this investigation. Qualitative data explain situations during the teaching process, and quantitative statistics examine student performance. The researcher has aggregated quantitative data by calculating the vocabulary test score. The formula is shown in the following:

$$M = \frac{\sum FX}{N}$$

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

The percentages of students' vocabulary through word card calculated by applying the following formula:

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

Explanation:

P : represents the proportion of students.

R : the quantity of students

T : represents the total number of pupils.²

² Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), P.30

CHAPTER IV

RESEARCH RESULT

A. Data description

In this chapter, the author reports the findings of classroom action research undertaken to enhance the vocabulary mastery of Pondok Pesantren Al- ansor Manunggang Julu Padangsidimpuan pupils. In this study, analysis began with cycle I and continued through cycle II because action research was utilized. Moreover, analysis was conducted by observation and interview.

1. First Cycle

This first cycle included two meetings. There were also two lesson plans to be completed in this cycle, as there were two meetings. The first cycle was completed on November 26 and 27, 2022.

a. First meeting

In this meeting, the researcher must complete a number of steps. These steps were completed in the seventh grade of pondok pesantren Al Anshor-Manunggang Julu Padangsidimpuan, and the researcher described the results as follows.

1) Planning

The first meeting was held on Monday, November 28, 2022. It was completed by 28 seventh-grade pupils. The researcher created a lesson plan consisting of organized action steps. The content related to nouns and verbs. Before carrying

out the instructional plan. Researchers have performed interviews to assess the English-learning status of students.

1) Action

The researcher welcomed the students. Ask the students to read a prayer prior to classroom study, and then describe the learning objectives and subject matter of the course material.

The researcher asks the students to divide into two groups, distributes a table with two columns (A and B), and distributes a set of word cards (containing 28 cards) containing meaning words, asking the students to place the cards in column B based on the English word in column A. The researcher then draws conclusions about the material, administers the first test to the students, and observes the class.

2) Observation

According to the observation sheet, there were still problems in class, such as the majority of students' lack of motivation, which made it difficult for the other kids to concentrate.

The researcher determined, based on the noun and adjective results from the first meeting, that 11 students scored above 25 on the indicator for nouns, while 9 students scored above 25 on the indication for verbs. The researcher creates the following outcome chart for the first meeting:

**Chart 1. The result of students “ Test about Noun and Verb in
The First Meeting**

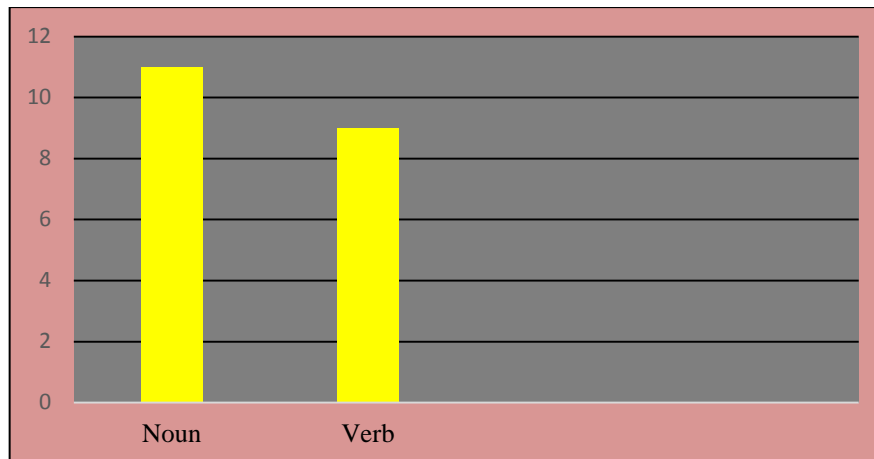


Table 3

The Mean Score and Percentage of Noun and Verb

NO	The First Meeting	Mean Score	Percentage
1.	Noun	23.42	29.56%
2.	Verb	24.82	35.71%

So, the researcher concluded that the mean score about noun was 23,42 and verb was 24.82 and percentage about noun was 29.56% and verb was 35.71%.

3) Reflection

Based on the result of the observation, most of students still lack motivation, because there are some trouble maker, so that, the other of students hard to get concentration. So, the researcher made

lesson plan for the other indicator.

a. Second meeting

For the second meeting was conducted on Tuesday 29 November 2022, as follow:

1) Planning

The researcher prepare the lesson plan, lesson material about adjective and adverb, designing a procedure teaching vocabulary by word card, the research preparing table about the English word and the meaning word and after that the researcher give to students and the researcher prepare instruments for teacher and observe observation.

2) Action

The researcher give greet to students in the classroom, and ask the students to read prayer before study, after that the researcher tell learning objectives to students in the classroom, and the researcher explain the topic of the material to students in the classroom.

After that the researcher requesting the students to make two group, and distributing a table which consists of two columns (A and B), Distributing a set of word cards of (containing 28 cards) which contains meaning words after that the researcher asking the students to stick the cards in coloumn B based on the English word in coloumn and make conclusion about the material,

and then the researcher give the second test and test cycle II to students, and the last the researcher done observing class.

3) Observation

In this meeting, the researcher used observation sheet, This observation has been carried out when the teaching and learning process occurs in the classroom. Based on the observation sheet Students' no increase or still low motivation and the vocabulary of students was still less.

The researcher concluded that there were 10 students get score above 25 in indicator adjective and 8 students in indicator adverb. The researcher make a chart of the result for the first meeting, as follow:

Chart 2. The Result of Students' Test about Adjective and adverb in The Second Meeting

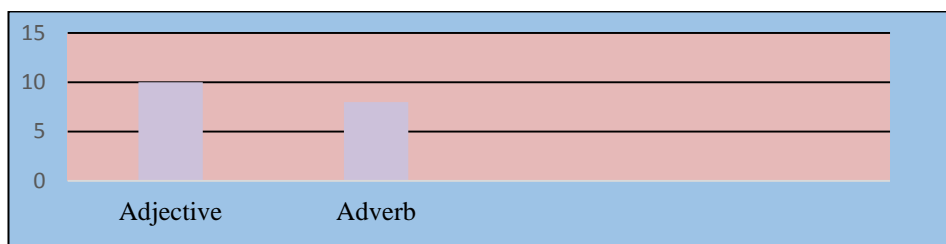


Table 4.

The Mean Score and Percentage of Adjective and Adverb

No	The First Meeting	Mean Score	Percentage
1.	Adjective	24.42	25.71%
2.	Adverb	21.32	27.57%

So, the researcher concluded that the mean score about Adjective was 24.42 and Adverb was 21.32 and percentage about Adjective was 25.71% and Adverb was 27.57%

4) Reflection

In the second meeting, there were, still most of students have difficulties to memorize vocabulary. So, the researcher made a conclusion that the first cycle was not success for improve the students' vocabulary.

2. The second cycle

a. Third meeting

In this first cycle, there were two meeting. In this cycle there were also two lesson plan which would be done, because there were two meeting. The second cycle was done on 28 November and 29 November 2022.

1) Planning

The researcher prepare the materials needed in the teaching and learning process used for lesson plan and media, the researcher prepare test, the researcher find coding problems in the learning process and the researcher arrange the third preparation steps at the first meeting and second meeting.

2) Action

The researcher rearrange the layout of the room in the classroom to make it more interesting, divide students into

seven groups of four people in the classroom, explain the topic about noun and verb to students in the classroom, requesting the students to make seven groups, distributing a table which consists of two columns (A and B),distributing a set of word cards of (containing 28 cards) which contains meaning words.

The researcher asking the students to stick the cards in coloumn B based on the English word in coloumn A, make conclusion about the material, and then give the first test to students

3) Observation

From the test results about Noun and Verb in the third meeting, the researcher concluded that there were 18 students get score above 25 in indicator Noun and 20 students in Verb. The researcher make a chart of the result for the first meeting, as follow:

Chart 3. The Result of Students' Test about Noun and Verb in the Third Meeting

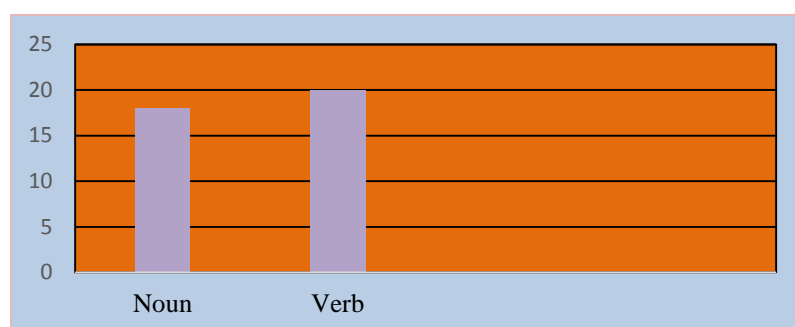


Table 6.**The Mean The Mean Score and Percentage of Noun and Verb**

No	The Third Meeting	Mean Score	Percentage
1.	Noun	33.95	61.81%
2.	Verb	35.89	71.42%

So, the researcher concluded that the mean score about noun was 33.95 and verb was 35.89 and percentage about noun was 61.81% and verb was 71.42%

4) Reflection

In reflection, the researcher analyzing whether students' vocabulary increase or not through word card.

b. Fourth meeting

The fourth meeting was done 29 November 2022, as follow;

1) Planning

The researcher prepare the materials needed in the teaching and learning process used for lesson plan and media, the researcher prepare test, the researcher find coding problems in the learning process, and the researcher arrange the third preparation steps at the first meeting and second meeting.

2) Action

The researcher make the room more interesting., divide students into several groups, explain the topic about adjective and adverb, distributing a table which consists of

two columns (A and B),distributing a set of word cards of (containing 28 cards) which contains meaning words.

The researcher Asking the students to stick the cards in coloumn B based on the English word in coloumn A, make conclusion about the material, give the fourth test to students

3) Observation

From the test results about adjective and adverb in the fourth meeting, the researcher concluded that there were 21 students get score above 25 in indicator adjective and 22 students in indicator adverb.

Chart 4. The Result of Students' Test about Adjective and Adverb in the Fourth Meeting

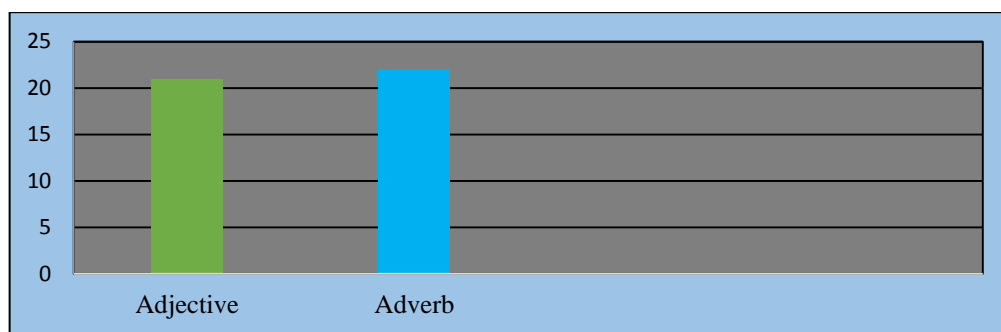


Table 7

The Mean Score and Percentage of adjective and adverb

No	The Fourth Meeting	Mean Score	Percentage
1.	Adjective	36.45	72.52%
2.	Adverb	36.5	72.13%

B. The Comparative Result of the Action

Based on the result the first test and the second test, it can be conclude that students vocabulary mastery can be improved by using index card match strategy. It could be seen from the result of the test in the first test and the second test. These tests showed that, there was improvement. Based on avarage of mean score and percentage of the test in the first test and the second test can be seen as follow:

Chart 5. The Comperative Result of Students' Test in The First Test and The Second Test

The First Test and The Second Test

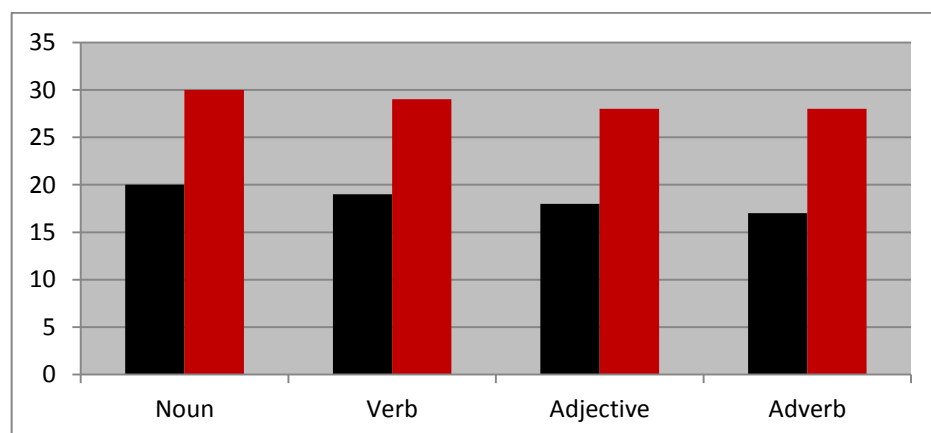


Table 8.

The Mean Score and Percentage of Students' Vocabulary Mastery

No	Cycle	Mean Score	Percentages
1.	Test in the First Cycle	71	46%
2.	Test in the Second Cycle	88	75%

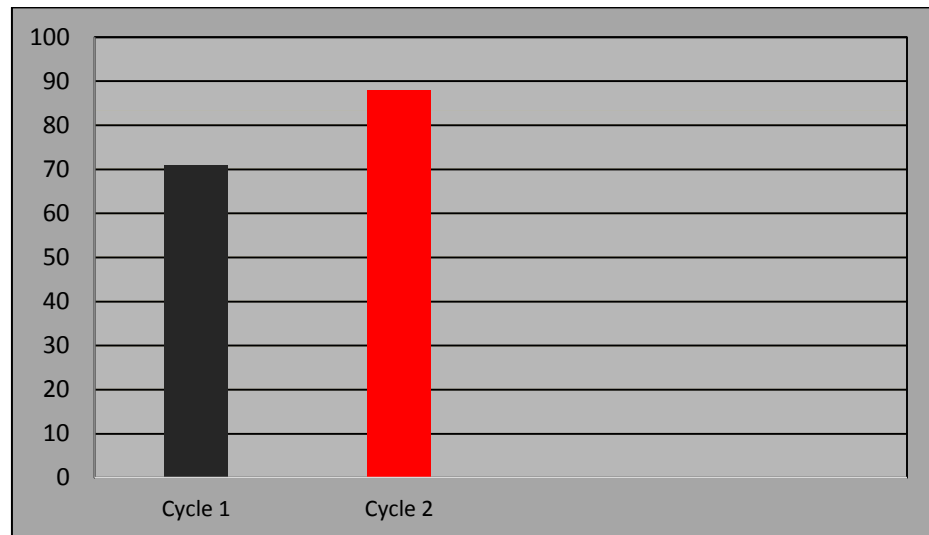
Based on the data analysis, it can be concluded that mean score and percentages of students improve. It can be seen from the improvement

of the first test mean score was 71 and percentages was 46%, in the second test mean score and percentages of students improved to 88 and 75%. The first test was done in the last meeting of the first cycle, and the second cycle was done in the last meeting. In the first test, there were 12 students that passed on minimum mastery criterion or KKM, and in the second test, there were 20 students that passed on minimum mastery criterion or KKM. So, the student's test scores have increased.

a. The First Test

The first test was done on Monday, November 28th, 2022. It was done in the last meeting in the first cycle. It was about noun, verb, adjective, and adverb, in this test, the students still fewer to get score the minimum mastery criterion or KKM, because just there were 12 students that passed the minimum mastery criterion or KKM, and 14 who did passed the test.

The Comparative of Mean Score of Cycle 1 and Cycle 2



Based on the result of the test, there were 4 students got score 45, there were 3 students got score 48, there were 2 students got score 54, there were 3 students got score 57, there were 1 students got score 68, there were 2 students got score 79, there were 1 students got score 85, there were 8 students got score 87, there were 3 students got score 92. In this test, the students that passed the minimum mastery criterion were 46% students from 28 students in class of VIII. Because They still confused about common noun and material noun. So, the researcher used other trick in teaching learning process using word card to improve students' vocabulary in the second cycle.

b. The Second Test

The first test was done on Thursday, November 29th, 2022. It was done in the last meeting in the first cycle. It was about noun, verb, adjective, and Adverb. The score of the students improved. Many students got score above minimum mastery criterion or KKM with score was 87. There were 20 students who passed the minimum mastery criterion or KKM and 8 students did not passed the minimum mastery criterion or KKM. It was improve to become 75% improvement. There was 29% improvement.

Based on the result of the test, there were 2 students got score 71, there were 2 students got score 75, there were 3 students got score 80, there were 1 students got score 82, there were 1 students got score 85, there were 1 students got score 87, there were 9 students got score 88, there were 3 students got score 92, there were 3 students got score 95, there were 3 students got score 100.

C. Discussion of The Research Findings

With Using word Card, it made students more active in learning, more carefully and it is easier to understand and remembered vocabulary in easy and fun way because using word card is a very active and enjoy learning in the class, students were given picture clearer when they thinking make a using word card, Asking the students to stick the cards in colom based on the picture or meaning words in colom, where students are assigned to match the cards given by the teacher. This method is usually used to teach

the words or sentences with a group. Furthermore, based on related finding in this research, using word cards is a new model in teaching learning vocabulary, like related finding thesis of Nadziroh Aschurotun of MI duren bandung and thesis of Fadilah Annisatul of SMPN 14 Jember.³

The first researcher from the review related finding is Fadilah, he used experimental research in her thesis, and the second researcher is Nadziroh, she used classroom Action Research in her thesis. Based on the Fadilah thesis is differ with this thesis, because the researcher used classroom action research with used test, observation and interview as instrument, but Fadilah thesis just used test as a instrument. Differ with Nadziroh, Nadziroh thesis and this thesis is same. Both of the thesis used classroom action research, and same in using instruments. So, the researcher took one thesis is similar with this thesis, and one thesis is different to make this thesis more efficient.⁴

Finally, the research findings of this research was students' vocabulary use word cards can improve. It means that students' vocabulary use word cards at VII grade MTs Pondok Pesantren Al-Ansor Manunggang Julu Padangsidempuan is satisfactory. It can be seen from the result of data analyze was increase of cycle that has been gotten.

D. The Threats of the Research

The Threats of the Research When doing the research, the researcher found that some threats in this research. The threatening came from the

³ Aschurotun Nadziroh, "*The use of Flash Card...*" p. 63

⁴ Annisatul Fadilah, "*The Effect of Using Word Card...*" p. 125

problem of students. The students have difficulties in understanding the meaning of the words, the students have difficulties to memorize vocabulary, Students are not active in the teaching and learning process at the class. The first based on the observation sheet in the first cycle, the researcher found that some of The students have difficulties in understanding the meaning of the words because most of the students did not have full attention and looks confuse when the teaching learning process. The researcher tried to always give high motivation which had relationship with their life and made it in amusing case, so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, some students become trouble maker. It make another students didn't have concentration because they didn't hear when the researcher explained the material, so it became most of students didn't understand confused with material. The researcher made solution. The students as trouble maker should be more pay attention.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data in the previous chapter, The research concluded that the students score increased from the first cycle to the second cycle. So, the students vocabulary was improvement by using word card It based on the students' vocabulary mastery mean score in the which was in the first cycle were 71 and the percentage score 46% improved to the second cycle, the mean of score were 88 and the percentage score 75% , there was 29 % improvement.

B. Suggestion

Since using word cards is successful to implement in MTS Pondok Pesantren Al- Ansor, here, the writer suggests teachers as well as readers to use word cards for improve students' vocabulary mastery, it is simple, easy to be carried out, and helpful. Word cards are flexible; it can be fixed in the students' level. Word cards also can be used by student to improve their vocabulary independently; however, in improve vocabulary, the teachers should always motivate the students to always check the cards and word..

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CURRICULUM VITAE



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4. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan

Appendix 1

LESSON PLAN IN CYCLE I RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidimpuan
Kelas/Semester	: VII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: 1 (Pertama)
1. Standar kompetensi dan jenis kosa	: 1.1 Siswa mendapatkan kosa kata baru kata.
2. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu dan menempelkannya yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun and verb
3. Indikator	: 3.1 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun : 3.2 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk verb
pada bagian	: 3.3 Siswa dapat menjawab pertanyaan multiple choice. : 3.4 Siswa dapat merespon pertanyaan

4. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat membedakan kosa katayang termasuk kedalam noun and verb
- : 4.2 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.
5. Materi pembelajaran : Noun and Verb
6. Learning strategy : Word Card
7. Langkah-langkah kegiatan :
- a. Pertemuan pertama
- 1). Kegiatan pendahuluan
- Greeting.
 - Berdoa sebelum memulai pelajaran.
 - Mengabsen kehadiran siswa dikelas.
 - Menjelaskan tujuan pembelajaran kepada siswa dikelas.
 - Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.
- 2). Kegiatan inti
- Guru menjelaskan materi mengenai noun dan verb dengan object gambar yang ada diruang kelas.
 - Guru membagi siswa kedalam dua kelompok
 - Guru membagikan soal berbentuk tabel dan kartu jawaban kepada siswa didalam kelas
 - Guru meminta siswa untuk menempelkan jawaban mereka didalam tabel.
- 3). Kegiatan penutup
- Guru dan siswa bersama- sama membuat rangkuman pembelajaran.

- b) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c) Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

8. Sumber belajar :

- 1. Dra. Grade Widjaja. Complete English Grammar and the Exercises.
Jawa Tengah: Salatiga, 2002.
- 2. Picture, objek yang relevan.

9. Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis
- c. Instrumen

10. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question:

PILIHAN GANDA

1 Choose the correct answer of A, B, C, or D

1. What do you say in "Topi" in English?
a. Hat b. Office c. class d. toilet
2. What do you say in "Chair" in Indonesia?
a. Kursi b. kantin c. perpustakaan d. kantor
3. I see a window, What the kinds vocabulary about word underlined?
a. noun b. adjective c. adverb d. verb
4. I sit on the old chair, What the kinds vocabulary about word underlined?
a. Noun b. verb c. adjective d. verb
5. What do you say in "Boneka" in English?
a. eraser b. doll c. book d. ink
6. What do you say in "Pita" in English?
a. window b. door c. ribbon d. roof
7. What do you say in "Bernyanyi" in Indonesian?
a. Hat b. cloth c. pant d. Sing
8. I read the articles every night, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
9. I like eat meatball, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
10. What do you say in "Fly" in Indonesian?
a. Terbang b. berlari c. bermain d. berenang
11. What do you say in "Run" in English?
a. Tidur b. makan c. minum d. berlari
12. What do you say in "Call" in Indonesian?
a. bernyanyi b. menari c. minum d. Memanggil
13. What do you say in "Menceritakan" in English?
a. Dance b. sing c. Tell d. swim
14. What do you say in "Carpet" in Indonesian?
a. marah b. senang c. Karpas d. berjalan
15. What do you say in "Balon" in English?
a. Beautiful b. Ballon c. bored d. angry
16. What do you say in "Put" in Indonesian?
a. Malas b. senang c. Meletakkan d. berjalan
17. What do you say in "Kucing" in English?
a. handsome b. Cat c. angry d. dance

18. What do you say in " Ball" in Indonesian?
 a. tembem b. gendut c. Bola d. berjalan
19. What do you say in " Fly" in Indonesian?
 a. Hati-hati b. Terbang c. tertawa d. berjalan
20. He played the gitar very *well*, What the kinds vocabulary about word underlined?
 a. adverb b. noun c. adjective d. adverb

No	Indicator	Item	Number item	Score	Total
1	Noun	10	1,4,5,7,10,12,13,14,17,18	10 item X 5 score	50
2.	Verb	10	3,2,6,8,9,11,15,16,20,19		50
					100

Padangsidimpuan, 28

November 2022

Mengetahui

Guru Bahasa Inggris Kelas VII

Peneliti

Dis Emali, S.Pd.

Nursafitri Sinaga

Nip. _

Nim. 1720300015

Appendix II

LESSON PLAN IN CYCLE II RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: Pondok Pesantren Al Anshor Manunggang Julu Padangsidempuan
Kelas/Semester	: VII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: II (Kedua)
1. Standar kompetensi dan jenis kosa	: 1.1 Siswa mendapatkan kosa kata baru kata.
2. Kompetensi dasar	: 2.1 Siswa dapat menemukan pasangan kartu dan menempelkan yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun and verb
3. Indikator	: 3.1 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun : 3.2 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk verb : 3.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice. : 3.4 Siswa dapat merespon pertanyaan

4. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam noun and verb

: 4.2 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.

5. Materi pembelajaran : Noun and Verb

6. Learning strategy : Word Card

7. Langkah-langkah kegiatan :

a. Pertemuan pertama

1). Kegiatan pendahuluan

- a) Greeting.
- b) Berdoa sebelum memulai pelajaran.
- c) Mengabsen kehadiran siswa dikelas.
- d) Menjelaskan tujuan pembelajaran kepada siswa dikelas.
- e) Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.

2). Kegiatan inti

- a) Guru menjelaskan materi mengenai adjective dan adverb dengan menggunakan object gambar yang ada diruang kelas.
- b) Guru membagi siswa kedalam dua kelompok
- c) Guru membagikan soal berbentuk tabel dan kartu jawaban kepada siswa didalam kelas
- d) Guru meminta siswa untuk menempelkan jawaban mereka didalam tabel..

3). Kegiatan penutup

- a) Guru dan siswa bersama- sama membuat rangkuman pembelajaran.

- b) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c) Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

8. Sumber belajar :

- 1. Dra. Grade Widjaja. Complete English Grammar and the Exercises.
Jawa Tengah: Salatiga, 2002.
- 2. Picture, objek yang relevan.

9. Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis
- c. Instrumen

10. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question:

PILIHAN GANDA

1 Choose the correct answer of A, B, C, or D

1. What do you say in "Cantik" in English?
a. Hat b. Office c. Beautiful d. toilet
2. What do you say in "Handsome" in Indonesia?
a. Kursi b. kantin c. perpustakaan d. Tampan
3. I very angry , What the kinds vocabulary about word underlined?
a. noun b. adjective c. adverb d. verb
4. I sit on the old chair yesterday, What the kinds vocabulary about word underlined?
a. Noun b. verb c. adjective d. verb
5. What do you say in "Selalu" in English?
a. eraser b. Always c. book d. ink
6. What do you say in "Juga" in English?
a. window b. door c. Also d. roof
7. What do you say in "Kemudian" in Indonesian?
a. Hat b. Then c. pant d. Sing
8. I read the articles yesterday, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
9. I like eat meatball, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
10. What do you say in "Clean" in Indonesian?
a. Bersih b. berlari c. bermain d. berenang
11. What do you say in "Happy" in English?
a. Tidur b. Senang c. minum d. berlari
12. What do you say in "Wrong" in Indonesian?
a. bernyanyi b. Salah c. minum d. Memanggil
13. What do you say in "Gugup" in English?
a. Dance b. Nervous c. Tell d. swim
14. What do you say in "Calm" in Indonesian?
a. marah b. Tenang c. Karpas d. berjalan
15. What do you say in "Balon" in English?
a. Beautiful b. Ballon c. bored d. angry
16. What do you say in "Daily" in Indonesian?
a. Malas b. senang c. Meletakkan d. Harian
17. What do you say in "Sebenarnya" in English?
a. handsome b. Cat c. actually d. dance

18. What do you say in "about" in Indonesian?
b. tembem b. gendut c. Tentang d. berjalan
19. What do you say in "Easy" in Indonesian?
2. Hati-hati b. Mudah c. tertawa d. berjalan
20. He played the guitar very well, What the kinds vocabulary about word underlined?
a. adverb b. noun c. adjective d. adverb

Padangsidempuan, 29

November 2022

Mengetahui

Guru Bahasa Inggris Kelas VII

Peneliti

Dis Emali, S.Pd.

Nursafitri Sinaga

Nip. _

Nim. 1720300015

Appendix III

LESSON PLAN IN CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah Julu	: Pondok Pesantren Al Anshor Manunggang Padangsidempuan
Kelas/Semester	: VII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: III (Ketiga)
1. Standar kompetensi jenis kosa	: 1.1 Siswa mendapatkan kosa kata baru dan kata.
2. Kompetensi dasar	: 2.1 Siswa dapat menemukan dan menempelkan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun and verb
3. Indikator	: 3.1 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk noun
	: 3.2 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk verb
pada bagian	: 3.3 Siswa dapat menjawab pertanyaan multiple choice.
	: 3.4 Siswa dapat merespon pertanyaan

4. Tujuan pembelajaran :4.1 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam noun and verb
- : 4.2 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.
5. Materi pembelajaran : Noun and Verb
6. Learning strategy : Word Card
7. Langkah-langkah kegiatan :
- a. Pertemuan pertama
- 1). Kegiatan pendahuluan
- a) Greeting.
 - b) Berdoa sebelum memulai pelajaran.
 - c) Mengabsen kehadiran siswa dikelas.
 - d) Menjelaskan tujuan pembelajaran kepada siswa dikelas.
 - e) Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.
- 2). Kegiatan inti
- a) Guru menata ulang ruangan susunan kursi berbentuk kelompok.
 - b) Guru membagi siswa menjadi tujuh kelompok, setiap kelompok terdiri dari empat orang didalam kelas.
 - c) Guru menjelaskan materi mengenai noun dan verb dengan menggunakan object gambar yang ada diruang kelas.
 - d) Guru membagikan soal berbentuk table kepada siswa didalam kelas.
 - e) Guru meminta siswa untuk mencari pasangan jawaban arti kosa kata dan menempelkannya didalam table.
 - f) Guru akan memberikan hadiah kepada pasangan pemenang
- 3). Kegiatan penutup
- a) Guru dan siswa bersama- sama membuat rangkuman pembelajaran.

- b) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c) Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

8) Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis
- c. Instrumen

10. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question:

PILIHAN GANDA

3 Choose the correct answer of A, B, C, or D

1. What do you say in "Pencil" in English?
a. Hat b. Office c. Beautiful d. Pencil
2. What do you say in "Drink" in Indonesia?
a. Minum b. kantin c. perpustakaa d. Tampan
3. I always play football, What the kinds vocabulary about word underlined?
a. noun b. adjective c. adverb d. verb
4. My father go to mosque, What the kinds vocabulary about word underlined?
a. Noun b. verb c. adjective d. verb
5. What do you say in "koran" in English?
a. eraser b. Always c. book d. Newspaper
6. What do you say in "penghapus" in English?
a. eraser b. door c. Also d. roof
7. What do you say in "berlari" in Indonesian?
a. Run b. Then c. pant d. Sing
8. I dance with my sister, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
9. I swim in the river, What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
10. What do you say in "sleep" in Indonesian?
a. Tidur b. berlari c. bermain d. berenang
11. What do you say in "school" in English?
a. sekolah b. Senang c. minum d. berlari
12. What do you say in " bag" in Indonesian?
a. bernyanyi b. tas c. minum d. Memanggil
13. What do you say in "topi" in English?
a. Dance b. Nervous c. hat d. swim
14. What do you say in " pen" in Indonesian?
a. pena b. Tenang c. Karpets d. berjalan
15. What do you say in "rumah" in English?
a. Beautiful b. Ballon c. house d. angry
16. What do you say in " Daily" in Indonesian?
a. Malas b. senang c. Meletakkan d. Harian
17. What do you say in "bermain" in English?

- a. handsome b. Cat c. actualy d. play
18. What do you say in "dive" in Indonesian?
 a. menyelam b. gendut c. Tentang d. berjalan
19. What do you say in "sing" in Indonesian?
 a. bernyanyi b. Mudah c. tertawa d. berjalan
20. He dance the with my sisiter very well, What the kinds vocabulary about word underlind?
 a. adverb b. noun c. adjective d. adverb

No	Indicator	Item	Number item	Score	Total
1	Noun	10	1,4,5,7,10,12,13,14,17,18	10 item X 5 score	50
2.	Verb	10	3,2,6,8,9,11,15,16,20,19		50
					100

Padangsidimpuan, 30

November 2022

Mengetahui

Guru Bahasa Inggris Kelas VII

Peneliti

Dis Emali, S.Pd.

Nursafitri Sinaga

Nip. _

Nim. 1720300015

Appendix IV

LESSON PLAN IN CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah Julu	: Pondok Pesantren Al Anshor Manunggang Padangsidempuan
Kelas/Semester	: VII
Mata pelajaran	: Bahasa Inggris
Alokasi waktu	: 2 x 45 Menit (1 x pertemuan)
Pertemuan	: IV (Keempat)
1. Standar kompetensi jenis kosa	: 1.1 Siswa mendapatkan kosa kata baru dan kata.
2. Kompetensi dasar	: 2.1 Siswa dapat menemukan dan menempelkan pasangan kartu yang berisi kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk adjective and adverb
3. Indikator	: 3.1 Siswa dapat menemukan dan menempelkan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk adjective : 3.2 Siswa dapat menemukan dan pasangan kosa kata bahasa inggris baru dan jenis kosa kata yang berbentuk adverb : 3.3 Siswa dapat menjawab pertanyaan pada bagian multiple choice. : 3.4 Siswa dapat merespon pertanyaan

4. Tujuan pembelajaran : 4.1 Melalui kegiatan mencari pasangan dan menempelkannya dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat membedakan kosa kata yang termasuk kedalam adjective and adverb
- : 4.2 Melalui kegiatan mencari pasangan dan menempelkan dengan menggunakan Word Card dalam proses pembelajaran. Siswa dapat menemukan kosa kata baru.
5. Materi pembelajaran : Adjective and adverb
6. Learning strategy : Word Card
7. Langkah-langkah kegiatan :
- a. Pertemuan pertama
 - 1). Kegiatan pendahuluan
 - a) Greeting.
 - b) Berdoa sebelum memulai pelajaran.
 - c) Mengabsen kehadiran siswa dikelas.
 - d) Menjelaskan tujuan pembelajaran kepada siswa dikelas.
 - e) Menjelaskan materi yang akan dipelajari dan strategi yang akan digunakan.
 - 2). Kegiatan inti
 - a) Guru menjelaskan materi mengenai adjective dan adverb dengan menggunakan object gambar yang ada diruang kelas.
 - b) Guru membagi siswa menjadi tujuh kelompok, setiap kelompok terdiri dari empat orang didalam kelas.
 - c) Guru menjelaskan materi mengenai noun dan verb dengan menggunakan object gambar yang ada diruang kelas.
 - d) Guru membagikan soal berbentuk table kepada siswa didalam kelas.
 - e) Guru meminta siswa untuk mencari pasangan jawaban arti kosa kata dan menempelkannya didalam table.
 - f) Guru akan memberikan hadiah kepada pasangan pemenang
 - 3). Kegiatan penutup
 - a) Guru dan siswa bersama- sama membuat rangkuman pembelajaran.

- b) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- c) Guru dan siswa bersama-sama berdo'a diakhir pembelajaran.

8. Sumber belajar :

- 1. Dra. Grade Widjaja. Complete English Grammar and the Exercises.
Jawa Tengah: Salatiga, 2002.
- 2. Picture, objek yang relevan.

9. Penilaian

- a. Teknik : Merespon pertanyaan secara tertulis.
- b. Bentuk : Pertanyaan tetulis
- c. Instrumen

10. Pedoman penilaian

- a. Untuk setiap soal diberi skor 1
- b. Jumlah skor maksimal 5 x 20
- c. Nilai maksimal = 100
- d. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimum}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum FX}{N}$$

Where :

M : Mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

Question:

PILIHAN GANDA

4 Choose the correct answer of A, B, C, or D

1. What do you say in "Tampan" in English?
a. Hat b. Office c. Handsome d. Pencil
2. What do you say in "Beautiful" in Indonesia?
a. Minum b. Cantik c. perpustakaan d. Tampan
3. I always play football every day. What the kinds vocabulary about word underlined?
a. noun b. adjective c. adverb d. verb
4. My father go to mosque tonigt. What the kinds vocabulary about word underlined?
a. Noun b. verb c. adjective d. adverb
5. What do you say in "Lagi" in English?
a. eraser b. Again c. book d. Newspaper
6. What do you say in "Mudah" in English?
a. eraser b. Easy c. Also d. roof
7. What do you say in "Malas" in English?
a. Run b. Then c. Lazy d. Sing
8. My sister is beautiful. What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
9. My uncle is very lazy. What the kinds vocabulary about word underlined?
a. Verb b. noun c. adjective d. adverb
10. What do you say in "Angry" in Indonesian?
a. Tidur b. berlari c. Marah d. berenang
11. What do you say in "Panic" in Indonesia?
a. sekolah b. Panik c. minum d. berlari
12. What do you say in " Fat" in Indonesian?
a. bernyanyi b. Gemuk c. minum d. Memanggil
13. What do you say in "Big" in English?
a. Dance b. Besar c. hat d. swim
14. What do you say in " Small" in Indonesian?
a. pena b. Pendek c. Karpas d. berjalan
15. What do you say in "again" in English?
a. Beautiful b. lagi c. house d. angry
16. What do you say in " Short" in Indonesian?
a. Kecil b. senang c. Meletakkan d. Harian

17. What do you say in "Tentang" in English?
a. handsome b. Cat c. about d. play
18. What do you say in "Short" in English?
a. menyelam b. Kecil c. Tentang d. berjalan
19. What do you say in "Already" in Indonesian?
a. bernyanyi b. Sudah c. tertawa d. berjalan
20. He dance the with my sisiter very beautiful. What the kinds vocabulary about word underlind?
a. adverb b. noun c. adjective d. adverb

Padangsidempuan, 31 November

2022

Mengetahui

Guru Bahasa Inggris Kelas VII

Peneliti

Dis Emali, S.Pd.

Nursafitri Sinaga

Nip. _

Nim. 1720300015

endix V

Test In Cycle I

Pilihan Ganda

I. Choose the best answer by giving them the cross (X) in a, b, c, or d

21. What do you say in "Rumah" in English?
c. House b. Office c. class d. toilet
22. What do you say in "Classroom" in Indonesia?
c. Kelas b. kantin c. perpustakaa d. kantor
23. I need a pencil and some book
a. noun b. adjective c. adverb d. verb
24. I sit on the old chair
c. Noun b. verb c. adjective d. verb
25. What do you say in "Penghapus" in English?
c. eraser b. pen c. book d. ink
26. What do you say in "Jendela" in English?
c. window b. door c. floor d. roof
27. What do you say in "topi" in Indonesian?
c. Hat b. cloth c. pant d. key
28. I write the articles every nighh
c. Verb b. noun c. adjective d. adverb
29. I like eat meatball
a. Verb b. noun c. adjective d. adverb
30. What do you say in "Fly" in Indonesian?
c. Terbang b. berlari c. bermain d. berenang
31. What do you say in "Sleep" in English?
c. Tidur b. makan c. minum d. berlari
32. What do you say in "sing" in Indonesian?
c. bernyanyi b. menari c. minum d. berlari
33. What do you say in "Menari" in English?
c. Dance b. sing c. drink d. swim
34. What do you say in "Angry" in Indonesian?
c. marah b. senang c. tertawa d. berjalan
35. What do you say in "cantik" in English?
c. Beautiful b. big c. bored d. angry
36. What do you say in "lazy" in Indonesian?
c. Malas b. senang c. tertawa d. berjalan

37. What do you say in "tampan" in English?
 c. handsome b. beautiful c. angry d. dance
38. What do you say in "Chubby" in Indonesian?
 c. tembem b. gendut c. tertawa d. berjalan
39. What do you say in "Careful" in Indonesian?
 b. Hati-hati b. senang-senang c. tertawa d. berjalan
40. He played the guitar very *well*
 a. adverb b. noun c. adjective d. adverb
41. What do you say in "Also" in Indonesian?
 c. Juga b. lebih c. keluar d. tidak
42. What do you say in "Now" in Indonesian?
 a. sekarang b. nanti c. esok d. kemudian
43. What do you say in "Selalu" in English?
 a. always b. when c. why d. never
44. What do you say in "about" in indonesia?
 a. tentang b. lagi c. tertawa d. berjalan
45. What do you say in "alredy" in Indonesian?
 d. sudah b. belum c. kapan d. sering

Test In Cycle II

Pilihan Ganda

A. Choose the best answer by giving them the cross (X) in a, b, c, or d

1. What do you say in "Kantor" in English?
 a. House b. Office c. class d. toilet
2. What do you say in "Book " in Indonesia?
 a. penghapus b. buku c. pena d. baju
3. I need a pen and some book
 a. adjective b. noun c. adverb d. verb
4. My father is reading *newspaper*
 a. Verb b. noun c. adjective d. verb
5. What do you say in "tinta" in English?
 a. eraser b.ink c. book d. pen
6. What do you say in "Pintu" in English?
 a. window b. door c. floor d. roof
7. What do you say in "pita" in Indonesian?
 a. hat b. ribbon c. pant d. key
8. I swim with my sister
 a. Noun b. verb c. adjective d. adverb

9. You work at home today
 - a. adverb
 - b. verb
 - c. adjective
 - d. noun
10. What do you say in "Run" in Indonesian?
 - a. Terbang
 - b. berlari
 - c. bermain
 - d. berenang
11. What do you say in "Eat" in English?
 - a. Tidur
 - b. makan
 - c. minum
 - d. berlari
12. What do you say in "Dance" in Indonesian?
 - a. bernyanyi
 - b. menari
 - c. minum
 - d. berlari
13. What do you say in "minum" in English?
 - a. Dance
 - b. sing
 - c. drink
 - d. swim
14. What do you say in "Happy" in Indonesian?
 - a. marah
 - b. senang
 - c. tertawa
 - d. berjalan
15. What do you say in "tampan" in English?
 - a. Beautiful
 - b. handsome
 - c. bored
 - d. angry
16. What do you say in "diligent" in Indonesian?
 - a. Malas
 - b. rajin
 - c. tertawa
 - d. berjalan
17. What do you say in "marah" in English?
 - a. handsome
 - b. angry
 - c. lazy
 - d. dance
18. What do you say in "fat" in Indonesian?
 - a. tembem
 - b. gendut
 - c. tertawa
 - d. berjalan
19. What do you say in "Careful" in Indonesian?
 - a. senang
 - b. hati-hati
 - c. tertawa
 - d. berjalan
20. He played the piano very *well*
 - a. adverb
 - b. noun
 - c. adjective
 - d. adverb
21. What do you say in "actually" in Indonesian?
 - a. Juga
 - b. sebenarnya
 - c. keluar
 - d. tidak
22. What do you say in "altogether" in Indonesian?
 - a. sekarang
 - b. bersama
 - c. esok
 - d. kemudian
23. What do you say in "kemudin" in English?
 - a. always
 - b. then
 - c. why
 - d. never
24. What do you say in "once" in Indonesia?
 - a. tentang
 - b. sekali
 - c. tertawa
 - d. berjalan
25. What do you say in "anyway" in Indonesian?
 - a. sudah
 - b. bagaimanapun
 - c. kapan
 - d. sering

Appendix VI

Students' Vocabulary of The First Test

No	The Name of Students	Noun (4)	Verb (4)	Adjective (4)	Adverb (4)	Test Score (4)
1.	AAF	4	5	6	2	68
2.	SAZ	6	5	6	6	92*
3.	FH	4	6	6	6	88*
4.	AJ	2	2	3	4	44
5.	AMH	6	6	6	5	92*
6.	NR	6	6	6	4	88*
7.	FB	4	2	3	3	48
8.	MH	3	5	4	2	56
9.	SN	5	2	2	3	48
10.	SJ	7	6	3	6	88*
11.	RN	7	3	6	6	88*
12.	FT	7	6	6	3	88*
13.	LK	4	6	4	3	52
14.	PM	3	4	2	4	44
15.	AJH	4	4	4	2	56
16.	UA	6	6	5	5	88*
17.	MH	4	6	6	6	88*

18.	JL	6	6	4	6	88*
19.	SP	2	3	4	3	44
20.	ASH	4	4	2	2	48
21.	FA	3	4	4	4	52
22.	MK	6	4	6	6	88*
23.	MZ	5	6	4	5	80
24.	GH	5	6	5	5	84
25.	NH	7	6	5	5	92*
26.	LP	6	6	5	5	88*
27.	AK	4	6	4	3	52
28.	PA	3	5	6	2	56
Total N = 28		Sum				1988
		Mean Score				71
		Percentage				46%

The Students who passed the Minimum Mastery Criteria (KKM) = 85

The Researcher calculated the score by using the following formula:

a. The mean score

The formula is in the following :

$$M = \frac{\sum FX}{N}$$

Where :

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

So, the mean score of the first test was:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{1998}{28}$$

$$M = 71$$

b. Percentage of students got score above 85:

The formula is in the following :

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

Where

P : the percentage of student

R : the number of students

T : the total number of students.

So, percentage of students got score above 85 :

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

$$P = \frac{12}{28} \times 100 \%$$

$$P = 42\%$$

Appendix VII

Appendix VII

Students' Vocabulary of The Second Test

No	The Name of Students	Proper Noun (4)	Common Noun (4)	Collective Noun (4)	Material Noun (4)	Test Score (4)
1.	AAF	5	6	6	5	88*
2.	SAZ	7	6	6	6	100*
3.	FH	7	6	5	4	88*
4.	AJ	4	5	5	6	80
5.	AMH	7	6	6	6	100*
6.	NR	7	6	6	5	96*
7.	FB	7	4	5	6	88*
8.	MH	7	5	5	5	88*
9.	SN	7	6	4	5	88*
10.	SZ	5	6	6	5	88*
11.	RN	7	5	5	6	82
12.	FT	7	6	5	6	96*
13.	LK	7	5	5	6	92*
14.	PM	4	5	4	6	76
15.	AJH	5	6	5	4	80
16.	UA	6	6	5	6	92*

17.	MH	7	5	6	6	96*
18.	JL	7	5	5	6	92*
19.	SP	6	6	5	5	88*
20.	ASH	4	6	5	6	86*
21.	FA	5	5	5	6	84
22.	MK	6	5	5	6	88*
23.	MZ	4	6	6	6	88*
24.	GH	7	6	3	6	88*
25.	NH	7	6	6	6	100*
26.	LP	6	6	4	4	80
27.	AK	7	6	3	6	88*
28.	PA	7	4	6	6	76
Total	N = 28			Sum		2476
				Mean Score		88
				Percentage		75%

The Students who passed the Minimum Mastery Criteria (KKM) = 85

The Researcher calculated the score by using the following formula:

a. The mean score

The formula is in the following :

$$M = \frac{\sum FX}{N}$$

Where :

M : The mean of the students

$\sum FX$: The frequency of students times total of scores

N : Total of students

So, the mean score of the first test was:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{2476}{28}$$

$$M = 88$$

b. Percentage of students got score above 85:

The formula is in the following :

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

Where

P : the percentage of student

R : the number of students

T : the total number of students.

So, percentage of students got score above 85 :

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

$$P = \frac{20}{28} \times 100 \%$$

$$P = 75\%$$

Appendix VIII

Name : Ilham Efendi Siregar

Class : VII

LIST OF INTERVIEW

A. Interview to the students before action

1. Mention vocabulary items that include to noun?
Answer: Pen
2. Mention vocabulary items that include to verb?
Answer: Ruler
3. Mention vocabulary items hat include to adjective?
Answer: Lazy
4. Mention vocabulary items that include to adverb?
Answer: Cook
5. Is “ Hat ” noun?
Answer: Yes
6. Is “ see ” a verb?
Answer: No
7. Is “ Lazy” adjective?
Answer: No
8. Is “in the hospital ” adverb?
Answer: No

Name : Ilham Efendi Siregar

Class : VII

LIST OF INTERVIEW

B. Interview to the students after action

1. Mention vocabulary items that include to noun?

Answer: Pen

2. Mention vocabulary items that include to verb?

Answer: See

3. Mention vocabulary items hat include to adjective?

Answer: Lazy

4. Mention vocabulary items that include to adverb?

Answer: In the hospital

5. Is “ Hat ” noun?

Answer: Yes

6. Is “ see ” a verb?

Answer: Yes

7. Is “ Lazy” adjective?

Answer: Yes

8. Is “in the hospital ” adverb?

Answer: Yes

Name :Zulkarnain Hasibuan

Class : VII

LIST OF INTERVIEW

C. Interview to the students before action

9. Mention vocabulary items that include to noun?

Answer: Pencil

10. Mention vocabulary items that include to verb?

Answer: House

11. Mention vocabulary items hat include to adjective?

Answer: Stupid

12. Mention vocabulary items that include to adverb?

Answer: Pen

13. Is “ Hat ” noun?

Answer: No

14. Is “ see ” a verb?

Answer: No

15. Is “ Lazy” adjective?

Answer: No

16. Is “in the hospital ” adverb?

Answer: No

Name : Ilham Efendi Siregar

Class : VII

LIST OF INTERVIEW

D. Interview to the students after action

9. Mention vocabulary items that include to noun?

Answer: Pencil

10. Mention vocabulary items that include to verb?

Answer: Write

11. Mention vocabulary items hat include to adjective?

Answer: Stupid

12. Mention vocabulary items that include to adverb?

Answer: In the house

13. Is “ Hat ” noun?

Answer: Yes

14. Is “ see ” a verb?

Answer: Yes

15. Is “ Lazy” adjective?

Answer: Yes

16. Is “in the hospital ” adverb?

Answer: Yes

2.	Students have motivation when learning vocabulary by using word card	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24
3.	Students have full attention when learning vocabulary by using word card	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	-	-	22
4.	Students enthusiastic when learning vocabulary by using word card	√	√	√	√	-	-	√	√	√	-	-	-	√	√	-	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21
5.	Students doing all the task	√	√	√	√	√	-	-	-	√	√	√	√	-	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	21

6.	Students collect the task appropriate the time	√	-	-	-	√	√	√	√	√	√	√	√	√	-	-	-	√	√	√	√	√	√	√	√	√	√	-	-	20
7.	Students doing task like instruction	√	√	√	√	√	√	-	-	√	√	√	√	√	√	√	-	√	√	√	-	√	√	√	√	√	√	√	23	
8.	Students are noisy	√	√	√	√	-	-	-	√	√	√	√	-	-	-	√	√	√	√	√	√	√	√	√	√	√	√	√	22	

7.	Students doing task like instruction	√	√	√	√	√	√	-	-	√	√	√	√	√	√	-	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	23
8.	Students are noisy	√	√	√	√	-	-	-	√	√	√	√	-	-	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	22

6.	Students collect the task appropriate the time	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	27
7.	Students doing task like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
8.	Students are noisy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28

6.	Students collect the task appropriate the time	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	26
7.	Students doing task like instruction	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
8.	Students are noisy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28

Appendix X

1. The Condition of the students in first cycle



The Reseach gave explanation about noun and verb

2. The condition of the students in second cycle



Students active doing all the task



The The Reseach gave explanation about noun and verb



Students discussed with their group



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B 3812 /Un.28/E.1/TL.00/11/2022

Padangsidimpuan, 25 November 2022

Lampiran :

Prihal : **Izin Riset Skripsi**

**Yth. Kepala MTs Pondok Pesantren Al-Ansor Manunggang Julu
Padangsidimpuan**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nursafitri Sinaga
NIM : 1720300015
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sorkam Kanan

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **“The Use of Word Card to Improve the Students’ Vocabulary Mastery At Grade VII of MTs Pondok Pesantren Al-Ansor Manunggang Julu Padangsidimpuan”**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan
Wakil Dekan Bidang Akademik



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



YAYASAN PONDOK PESANTREN AL-ANSOR
MADRASAH TSANAWIYAH SWASTA AL-ANSOR

Jl. H. T. Rizal Nurdin, Km. 8 No. 3 Desa Manunggang Julu, Kecamatan Padangsidimpuan Tenggara Kota Padangsidimpuan
Provinsi Sumatera Utara Telp. (0634) 24273, NPSN : 10264612, NSM : 121212770008, Email : mtsalansor@gmail.com

Nomor : 214/MTs.A/12/2022
Lamp :-
Hal : **Surat Izin Selesai Riset**

Padangsidimpuan, 05 Desember 2022

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan Hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B3812/Un.28/E.1/TL.00/11/2022 tanggal 25 November 2022, tentang Izin Riset Skripsi mahasiswa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, atas nama:

N a m a : Nursafitri Sinaga
NIM : 1720300015
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sorkam Kanan
Judul Penelitian : **“The Use of World Card to Improve the Students’ Vocabulary Mastery At Grade VII of MTs Pondok Pesantren Al-Ansor Padangsidimpuan”**

Dengan ini kami sampaikan bahwa nama yang tersebut diatas telah melakukan Riset Skripsi di MTs. Al-Ansor Padangsidimpuan

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan seperlunya.



Kepala Madrasah,

Amma Jahrona Pasaribu, S.Sos



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

08 Oktober 2020

Kepada Yth:

- 1. Fitri Rayani Siregar, M. Hum.**
- 2. Zainuddin, S.S., M. Hum.**

(Pembimbing I)
(Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nursafitri Sinaga
NIM : 17 203 000 15
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **The Use of Word Card to Improve the Students' Vocabulary Mastery At Grade VII of MTs Pondok Pesantren Al- Anzor Manunggang Julu Padangsidimpuan**

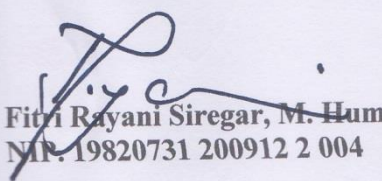
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

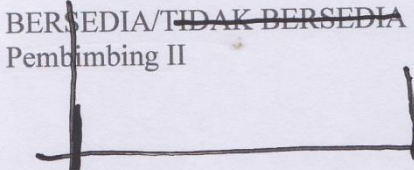

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