

**THE EFFECTIVENESS OF FLASH CARD IN IMPROVING
STUDENTS VOCABULARY: AT 3RD GRADE STUDENTS OF
MADRASAH IBTIDAIYYAH AL ITTIHAD AL ISLAMIYYAH
AMPENAN ACADEMIC YEAR 2022/2023**



A THESIS

By

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E1D019157

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VOCABULARY: AT 3RD GRADE STUDENTS OF MADRASAH IBTIDAIYAH
ALITTIHAD AL ISLAMIYAH AMPENAN ACADEMIC YEAR 2022/2023**

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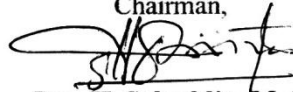
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Is the result of my own work and has not been submitted to any other
universities or institutions. There is no plagiarism of the previous
researcher which has been made except those of which the writings are
referred to and mentioned in the literature review and references.
Hence later, if it is proved that there are some untrue statements in this
testimony, I will be fully responsible.

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MOTTO AND DEDICATION

MOTTO:

“Whatever you are, be a good one”

-Nisrin Alhadj

DEDICATION

This thesis is composed as a dedication to:

1. My beloved parents
2. My dearest siblings
3. My lecturers
4. My lovely friends
5. Myself
6. Everybody who asked me: “When will your thesis be finished?”
7. Everybody who supported and helped me finish this thesis

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ABSTRACT

THE EFFECTIVENESS OF FLASH CARD IN IMPROVING STUDENTS VOCABULARY: AT 3RD GRADE STUDENTS OF MADRASAH IBTIDAIYYAH AL ITTIHAD AL ISLAMIYYAH AMPENAN ACADEMIC YEAR 2022/2023

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This research was based on the experience of mine while teaching in madrasah schools. Students are given English vocabulary learning using the flashcard media. This research aims at knowing whether the flashcard media effective in increasing student's mastery of vocabulary. This study is an experimental research that used a quantitative method. Here, also the researcher takes part to observe how English taught in the classroom by applying the "Flash Card Media" to the experimental class. There are two tests that used in this research, namely Pre-test and Post-test. Tests analyzed used the SPSS application. The significant value was 0.000, which is below 0.05, or (2-tailed) 0.05, meaning that the treatment given to students in the form of flashcard media has a very significant effect on their ability to increase their vocabulary. This is evidenced by the increase in the average post-test result is 75.1667 compared to the average pre-test result is 62.8667. After going through the statistical analysis of the Normality test, the average student score results of the pretest which was carried out before the flashcard method was applied reached 62.8667 while after the implementation of this method the average value of the post test results increased to 75.1667. This shows that flashcards media can increase students' English vocabulary.

Keywords: Flash Card, Vocabulary, Effectiveness.

ABSTRAK

EFEKTIVITAS FLASH CARD DALAM MENINGKATKAN KOSAKATA SISWA: SISWA KELAS 3 MADRASAH IBTIDAIYYAH AL ITTIHAD AL ISLAMIYYAH AMPENAN TAHUN AJARAN 2022/2023

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Penelitian ini berdasarkan pengalaman saya selama mengajar di sekolah madrasah. Siswa diberikan pembelajaran kosakata bahasa Inggris dengan menggunakan media flashcard. Penelitian ini bertujuan untuk mengetahui apakah media flashcard efektif dalam meningkatkan penguasaan kosa kata siswa. Penelitian ini merupakan penelitian eksperimen yang menggunakan metode kuantitatif. Di sini, peneliti juga ikut mengamati bagaimana bahasa Inggris diajarkan di kelas dengan menerapkan "Flash Card Media" pada kelas eksperimen. Ada dua tes yang digunakan dalam penelitian ini, yaitu Pre-test dan Post-test. Tes dianalisa menggunakan aplikasi SPSS. Nilai signifikansinya adalah 0,000 yaitu di bawah 0,05 atau (2-tailed) 0,05 artinya perlakuan yang diberikan kepada siswa berupa media flashcard berpengaruh sangat signifikan terhadap kemampuan peningkatan kosakatanya. Hal ini dibuktikan dengan peningkatan rata-rata hasil posttest yaitu 75,1667 dibandingkan dengan rata-rata hasil pretest yaitu 62,8667. Setelah melalui analisis statistik uji Normalitas, rata-rata skor siswa hasil pretest yang dilakukan sebelumnya metode flashcard yang diterapkan mencapai 62,8667 sedangkan setelah penerapan metode ini nilai rata-rata hasil post test meningkat menjadi 75,1667. Hal ini menunjukkan bahwa media flashcards dapat meningkatkan kosa kata bahasa Inggris siswa.

Kata Kunci: Kartu Kilas, Kosa Kata, Keefektifitan.

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CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF STUDY

Mastery of English is important in this era of globalization. This is because language is an important instrument for communication with other people. English is a foreign language that is recognized and used globally. In addition, English is also the languages that can help us in life, such as communication, trade, education, socio-culture, science, and technology.

With language, a person can easily convey the contents of their thoughts without difficulty. To acquire a language, one must master the vocabulary and be able to understand the meaning of the vocabulary so that from the vocabulary one can form a sentence that is used to share information. However, not everyone can easily manage language and express it, one of which is an autistic child.

In the education system, English is one of the subjects that has a high value, English classes should be introduced to kids since a young age because young children have a very high capacity for learning and memory. Therefore, teachers need to think about the ways or strategies to learn English that is more interesting.

Realizing the importance of learning English, the teacher needs to think of interesting ways or strategies to learn English. The teaching and learning atmosphere must be created in a good and fun way, so that it can motivate students to always learn with enthusiasm. According to Acep,

(2011) fun way makes students ready to learn easily, turn negative attitudes into positive and can even rigid relationships into the fluid. To create a teaching and learning atmosphere, a teacher must be able to use various methods that can attract students' attention. According to Octavia H (2016), the teaching method is a means of interaction between students and teacher in learning and teaching activities, so it's necessary to focus on the accuracy of teaching methods in order to increase the enthusiasm and interest in the learning process.

The teaching method is a means of interaction between students and teacher in in the learning proses, so it is very important to pay attention to the accuracy of teaching methods in order to increase students' enthusiasm and interest in the learning process. Flashcards are useful to help the teacher in the English learning process. A teacher will be easier to describe the material and give an example, because the students for sure can see clearly of picture that being explained by teacher. Because learning in the pleasant atmosphere will make students more quickly understand the material (Octavia, 2016).

Therefore, I intend to conduct research entitled "The effectiveness of flash card strategy in Teaching Vocabulary: a case study at 3rd grade students of Madrasah Al ittihad Al Islamiyyah Ampenan Academic Year 2022/2023". This research is also intended to be pre-experimental research, where the researcher intends to apply the Flash Card strategy as an effort to increase the vocabulary of 3rd grade elementary school students at Madrasah Al Ittihad Al Islamiyyah in learning English.

1.2. RESEARCH QUESTIONS

Based on the above background, the research question is: Is flash card effective to increase the student's vocabulary in learning English at the 3rd grade students of madrasah ibtidaiyyah?

1.3. THE OBJECTIVES OF THE STUDY

In accordance with the research question above, the objectives of this research is: To know the effectiveness of flash card in improving student's vocabulary on grade 3 of ibtidaiyyah at Madrasah alittihad islmaiyyah

1.4. SIGNIFICANCE OF THE STUDY

The benefits obtained from this research are:

1. For students, using the Flash Card strategy can improve the learning outcomes of third grade students in English subjects at ibtidaiyyah Madrasah Al Ittihad Al islamiyyah.
2. For teachers, as a consideration for teachers to choose the right media for students according to learning objectives.
3. For Institutions/schools, to be taken into consideration and additional information in determining the media to apply in teaching English.

1.5. SCOPE OF STUDY

The problems that will be examined in this study as follows:

1. This research conducted at the 3rd grade elementary school of Madrasah ibtidaiyyah Al ittihad Al Islamiyyah Ampenan
2. The research used Flash Card.
3. Focus on aspect spelling and meaning

1.6. HYPHOTHESIS

In this research there are two Hyphothesis, those are:

1. Alternative Hyphothesis (ha): Flash Card is effective in teaching English to improve the learners vocabulary of the third grade students in English subjects at SD Madrasah Al Ittihad Al islamiyyah Ampenan.
2. Null Hyphothesis: Flash Card is not effective in teaching English to improve the learner's vocabulary of third grade students in English subjects at Madrasah ibtidaiyyah Al Ittihad Al islamiyyah Ampenan

1.7. DEFINITIONS OF KEY TERMS

To avoid any different perceptions between the study and the readers in understanding, it is essential to define key terms used in this study:

1. Definition of Flash Card

According to Nugroho (2012), Flash cards can help students in recognizing new words and also help students recognize new objects from the image contained in the flash the cards.

2. Definition of Vocabulary

Sariyati (2017), mention that she argues about the definition of vocabulary in OED (Oxford English Dictionary) that vocabulary is a collection of words with explanations accompanied by it means.

CHAPTER II

LITERATURE RIVIEW

2.1 Skill in English

According to Sujana & Zamzam (2021), English has a very important role for human beings to improve the quality of human resource. English is a communication's tool in orally and writing. While communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. According to Suyanto (2010), In English lessons, there are four basic skills that must be learned by all students, including;

Listening is a skill that is still neglected until now, because this skill lacks material in the form of textbooks and other means, such as recordings that are traded to support the teacher's task in listening lessons to be used in English,

Listening is key to all effective communication. According to Arifuddin (2020), main causes of hearing or listening difficulties is speed of speech, without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. So if you can be a good listener it can enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people.

Based on Lail (2021), that English element is important but speaking skill is the most important besides reading, writing, and listening. speaking is the main purpose of speaking ability is to convey messages to others, namely being able to communicate in a language. The first goal can be achieved through activities, while the second goal can be achieved through development exercises.

Furthermore to Sribagus (2018), Mentions that writing means activity in the sense of carefully expressing ideas, opinions, and heart as a substitute to be faced with the listener. However, writing activities exceed the complexity of speaking skills. Writing considered the difficult skill compared to other language skills. If a student uses the second language orally, a native speaker can understand and accept imperfect pronunciation. However, if the learner uses the second language in writing, native speakers who read it will be harder in assessing writing with many spelling or grammatical errors.

And last skill is reading. Reading is an activity that is very complicated or complex, because it depends on the language skills of the learner and the level of the offer. The purpose of reading is to know or understand the content of the message contained in a reading as efficiently as possible. There are many things to be considered in order to train student become fluent readers. It takes a long process and needs constant practices said Sujana, (2016). Izzan (2008), the reading activity involves the skills to recognize a text and draw conclusions about the meaning of words using unfamiliar vocabulary items.

2.2 Fun Teaching Learning Strategy

1. Definition of Fun Teaching

Kismoro (2016), mention that fun teaching is a learning method which students feel happy, comfortable, calm and there is no pressure in learning. Fun learning will always arouse students' curiosity about something. The purpose of fun here is to create a happy atmosphere, arouse interest (passion to learn / motivation), stimulate full involvement and students are understands of the material being studied.

A teacher must be able to create an impression that learning for children is something that is fun because learning in an exciting way will make it easier for children to master the material faster. With this simple method, teachers can create a fun, happy and enjoyable learning atmosphere. Teacher must give efforts to provide motivation in accordance with the material being taught and in accordance with the mindset of students, and no longer use a learning perspective at a fixed price, and no longer use a fixed learning perspective.

2 . Kinds of Learning “Fun Teaching Strategy”

1. Storytelling, Said & Budimanjaya (2016), says that storytelling is a way to convey information/knowledge orally.
2. Singing, According to Lestari & Erik (2020), when singing, students can hear and memorize vocabulary so that children will be stimulated to express or say it.

3. Guessing the word, Guessing can train students' memory and concentration during learning, (Aqib 2019).
4. Guessing the picture, Yusnaili, Rangkuti & Nasution (2020), said by using picture guessing picture, students can develop visual-spatial intelligence.
5. Puzzlegames, According to Farmasi, Mahyuni, Nurtaat, Wardana (2021), this game is done by means of sentences being cut into pieces and written into colored cards to form puzzle games which are then arranged by the children in the order of the conversation.
6. Flashcard, According to Susilana & Riyana (2017), Flashcards can improve children's ability to memorize and master English vocabulary quickly.

2.3 Flash Card

Definition of Flashcard

Flash cards are learning media in the form of cards inscribed with a size of 25 X 30 cm. the cards are made using hand or photo, or use an existing card or photo that affixed to sheets of flash cards. Haycraft (1978) said that flashcard are card on which word or picture which printed or drawn. Card on Flash card is a series of messages that are presented with descriptions each card listed on the back.

According to Sariyati (2012), Flashcards can create fun and interesting conditions for students in learning activities, as well as trigger students to be more active and focus on obtaining learning materials. Flashcards are cards on which words and or pictures are printed or drawn.

Flashcards are useful to help the teacher in improving students vocabulary on English subject in the learning process. Based on Aryad (2017), Flashcards are small cards that are inside the card contains words, pictures, or signs, which can be make children remember something related to the picture that appears during practice to increase vocabulary.

Furthemore to Susilana & Riyana (2017), Flashcards can improve children's ability to memorize and master English, it contains of picture and words. A teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, animal, household, transportation and animal. In teaching learning activity,

It is necessary to use media to motivate the student to learn. Flashcard is a simple but very useful medium for displaying and practicing vocabulary. Flashcards are the right media to help students/children remember and learn new information. These cards are easy to make and use. Most children are visual learners and picture cards with attractive colors can be very useful for teaching them, based on Ashcroft (2014) Flashcards are thought to be a particularly effective deliberate learning tool for studying vocabulary.

According to Suryana (2010) explained, "Flashcard" is a type of educational game using media cards containing pictures and words created in order to improve aspects such as memory development, vocabulary improvement, and learn to increase independence. Fitriyani & Nulanda

(2017) mention that Flash cards are learning media are efficient and easy if educators and students want to make the media.

2.4 Flash Card as Teaching Media of Vocabulary.

Media is everything that can be used to send a messages from sender to receiver so that it can stimulate students' thoughts, feelings, interests and attention in such a way that the learning process occurs, said Sadirman, Rahardjo dan Haryono (2009). Based on Suyanto (2010) using Flash Card media is a necessary tool for learning English, especially for children.

According to Nugroho (2012), that using flash cards can improve students' vocabulary skills, because flashcards can attract students' attention, make students recognize and focus on learning vocabulary. Flash card media is considered as a media that creates fun and interest for students in learning vocabulary, because flash cards can be presented in the form of games (Hotimah, 2010). Besides being able to create a fun learning atmosphere, flashcards are also a very practical medium because they can be made jointly by teachers and students said, Baleghizadeh dan Ashoori (2011).

2.5 Benefit of Flash Card

According to Dewi, (2017) explains advantages of flashcard media;

1. Portable

Easy to carry anywhere, because it has a small size, flashcard media does not take up much space for stored, so it can be easily put in the bag if you want to take it anywhere.

2. Efficient

This Flash Card media is very practical, in using this media the teacher no need to have special skills, this media also doesn't need to need electricity, other props.

3. All propose

Teachers can use Flash Cards for almost every eye lessons, Flash Cards can be a perfect learning tool to memorize letters and learn syllables and so on.

4. Relatively affordable cost Flash Card

Flash Card is one of the alternative media that is very cheap and can be used to learn other lessons. Use does not need to buy a set of luxurious and colorful illustrated cards. On the other hand, teacher or educators make this media with size cards according to the needs of the teacher.

5. Unlimited, can always be added.

The number of Flash Card media can always be increased, not only stuck with just a few cards. Teachers can add other types of pictures with examples of animal-themed Flash Card media, the teacher can add pictures another animal.

6. Easy to remember

The combination of images and word is quite easy for students to introduce something new. for example, to introduce the name of an object around you can be helped with this Flash Card which is which has an image of the object, and vice versa for know the name of an object then by looking at the letters or the text, students will know it.

2.6 Vocabulary

1. Definition of vocabulary

The basis of a language is vocabulary, if there is no vocabulary then there was never such a thing as language. The word "vocabulary" is a word that briefly represent a number of group of words in the language (Joklova, 2009). Vocabulary is a number of words that students know about a language. Vocabulary will countinue increase in line with very useful age as a means of communication (Komachali and Khodareza, 2012).

According to Jayanti (2016), vocabulary is a group of words that can be known meaning when we speak or read verbally and a set of words which one can use in writing. Eva Rosdiana, (2017) states that, vocabulary in English is part of the language that students need to master when studying English, students who mastering vocabulary able to understand English orally as well as writing. When vocabulary is not mastered, students can experience.

2. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should convey to the students. Based on Lado (1972: 1) as cited in Mardianawati (2012: 11), the vocabulary aspects consists meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

A word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can

use ways such as guided discovery, contextual guesswork and using dictionaries.

b. Spelling

In learning vocabulary, spelling is important because it aids in reading. Spelling there may be different acceptable written forms for the same words within the same variety of English or most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms (Lopez, 1998: 38).

c. Pronunciation

Pronunciation is how words are pronounced. Pronunciation of word is not related to the spelling so it is difficult to be learnt. Good pronunciation helps receiver easier to communicate

2.7 Teaching and learning Vocabulary

Khodashenas, Farahani and Alishahi (2014), said the teacher should find a way to improve students' abilities in explore, save and use a number of different types of vocabulary, create activities, tasks for help students improve vocabulary them and develop strategies for learn vocabulary.

According to Komachali and Khodareza (2012) to be able to teach vocabulary effectively, the teacher should can decide and determine the strategy and an age-appropriate approach student who are taught because they teach English is not the same way teach Indonesian. Teaching vocabulary is an action show, looking or tell in the right way with the age

and level of ability of students in receiving a teaching, so that the student understands and knows with what is taught.

2.8 The Types of Vocabulary

Harmer (1991), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. He defines a receptive vocabulary is a vocab that learner recognize when they see or meet in reading text but do not use it in speaking and writing. On the other hand productive vocab is the word that the learners understand and can pronounce correctly in speaking and writing. Therefore, productive vocabulary can be addressed as an active proses, because the learners can produce the words to express their thoughts to others

2.9 Previous Study

After I am looking for a thesis that is relevant to almost the same as the title of the thesis to be studied, I found several thesis that have almost the same object title, including:

The first study is the thesis of Arfin Nurcahyani (2020), entitled Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Media Flah Card Siswa Kelas 3SDN Putat 02 Geger, Madiun Tahun Ajaran 2019/2020. It aims to investigate types and learning outcomes student by used flash card strategy. This type of research used in this study is an experimental research method. The sampling technique used is the purposive sampling technique. Researcher took two classes as samples.

Two classes, namely Class III A as control class while class III B as an experiment class. The instruments in this study were questionnaire and post-test. Based on the results of the study, it can be seen that there is an effect of the application of the Flash Card Strategy on Learning Outcomes in Class III on speaking skill at SDN 3 Putat 02 Geger, with a significance value of $0,000 < 0.10$.

The second study is the thesis Yasinta Tri Arliana Sutresno (2017), entitled Using Flash Card to Improve 7th Grade Student's Vocabulary: A Experimental Research in SMP Maria Immaculata Yogyakarta. The thesis above use a sample from 7th junior high school, using Flash Card Strategy. The type of research used in this study experimental research method. Data collection techniques were carried out using subjective tests, teacher learning observation sheets, student activities and the use of the Flash Card Strategy for learning, cumulative data analysis techniques, the results of calculating the average test scores and student learning outcomes.

The student learning outcomes of the research above is Improving Students Vocabulary by using Flash Card Strategy that has a positive impact on improving the learning outcomes of seventh junior high school students in social studies subjects at SMP Maria Immaculata Yogyakarta. The application of the Flash Card Strategy makes students more active, it is easier to understand the subject matter and interaction with the teacher is not rigid.

The third studies are from journal of Eka Fitriyani, Putri Zulmi Nulanda, entitled Efektivitas Media Flash Card dalam Meningkatkan

Kosakata Bahasa Inggris. This study aims to determine whether flash cards media can improve students' English vocabulary in elementary schools. This type of research used in this study is quasi-experimental method. The research subject were 35 second grade students of elementary school, which were divided into experimental group and control grup. The instruments in this study were pretest-posttest. The sampling technique used is the randomly sampling technique. Based on the result of the study, analysis independent sample t-test from the data gain score of the experimental group (11.7895) is higher than the control group (3.2500) with a t-test value of 8.998 and sig. 0.000 ($p < 0.01$), it means there was a significant difference between the pretest-posttest of the experimental and control groups. This shows that flashcards can increase students' English vocabulary.

The differences between my research to the first and second and third research is in the subjects, the location of the school, the sampling technique and the data collection techniques. Our research also has similarities, there are the use of flashcard media to improving Students Vocabulary, type of research used in this study is an experimental research method and the instruments in this study were pre-test sand post-test.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study was an experimental research that used a quantitative method. In this research method, the researcher took part in the study of how English taught in the classroom by applying the "Flash Card Strategy" to the experimental class.

Research design

CLASS	PRE-TEST	TREATMENT	POST TEST
E	T1	X_E	T2

3.2 Population and Sample

1. Population

The population in this study is all the 3rd grade consists of 88 students of Madrasah Ibtidaiyyah Al Ittihad Al Islamiyyah.

2. Sample

The sampling technique used is the randomly sampling technique. And the sample is in the class 3-b of experiment class that consisted of 30 students.

3.3 Research Instrument

There are two tests that used in this research, namely pre-test and post test. This test needs to find out the average English learning in the experimental class. 25 questions each makes up the instrument consist of multiple choice and essay. The pre-test and post test questions given to the experimental class, and will be used to compare how well each class learned before and after treatment.

3.4 Procedure of Collecting Data

1. Pre-test

Before doing a treatment, the researcher gives pretest to find out the ability of students.

2. Treatment.

Data collection has been taken by test scores on each material.

The treatment is given 4 times (± 60 minutes/meeting). After preparing the learning and learning media, the researcher carried out the learning process in the 3b class for 4 meetings, , where the first meeting begins with a pre-test then in the second, third and fourth meetings the material is given before the Post-test is carried out. This Pre-Test and Post-test will became measuring tools to find out the average value in that class and calculate the percentage of student completeness of the learning method applied.

3. Post test

After giving treatment, the researcher collected the data based on the post-test to measure English learning outcomes using the Fun Teaching strategy for the 3rd grade students.

According to Siyoto and Sodik (2015), the form of this instrument can be used to evaluate the ability of student learning outcomes in elementary schools, of course by paying attention to basic aspects such as ability in knowledge, attitudes and skills possessed either after completing one particular material or all the material that has been delivered.

3.5 Data Analysis

Quantitative data obtained through the results of student learning tests analyzed using the SPSS application. In this study, students are the object of research received treatment during the data collection process. The data was evaluated by comparing the typical learning outcomes between pre-test and post-test. This is seeking “mean score”, the average value is calculated by dividing the total number of student scores by 100.

1. Calculating the class average, using the formula:

$$X = \frac{\sum Ns}{N}$$

Informations: X = class average

$\sum Ns$ = total student test scores

N = number of students taking the test

(Hasan I, 2017)

2. Calculating the percentage of students' completeness:

$$Y = \frac{R}{N} \times 100\%$$

Informations: Y = student mastery percentage

R = the number of students who scored ≥ 70

N = total number of students

(Purwanto N, 2018)

CHAPTER IV
RESULTS AND DISCUSSION

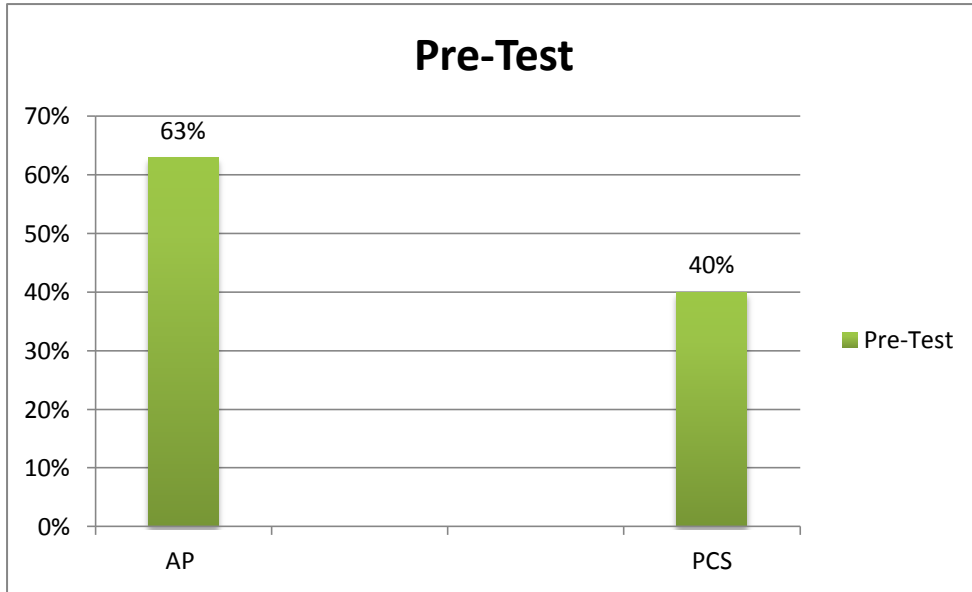
4.1 FINDING

The pre-test and post-test results can be seen in the following table:

CLASS 3B				
No	Name	GRADE		DIFFERENCE SCORE
		PRE-TEST	POST-TEST	
1.	AA	65	82	17
2.	AF	60	92	32
3.	ARR	72	86	14
4.	AH	69	70	1
5.	AP	55	72	17
6.	AN	73	72	1
7.	AB	72	78	6
8.	BD	70	75	5
9.	BF	54	56	2
10.	GA	47	75	28
11.	HAF	74	73	-1
12.	ISI	68	62	-6
13.	IR	70	84	14
14.	KJ	70	78	8
15.	LPJ	65	86	21
16.	LRA	52	73	21
17.	MA	60	72	12

18.	MA	63	76	13
19.	MS	70	56	-14
20.	MSI	44	70	26
21.	MSA	54	86	32
22.	MH	79	55	24
23.	MZ	51	72	21
24.	NS	65	77	12
25.	NAM	50	77	27
26.	SR	50	83	33
27.	SRP	49	70	21
28.	SA	75	87	12
29.	UKT	70	82	12
30.	ZQ	70	78	8
TOTAL		1886	2255	

NO	INDICATOR	PRE-TEST	POST-TEST
1.	Total	1886	2255
2.	Highest Score	79	87
3.	Lowest Score	44	56



Picture 4.1

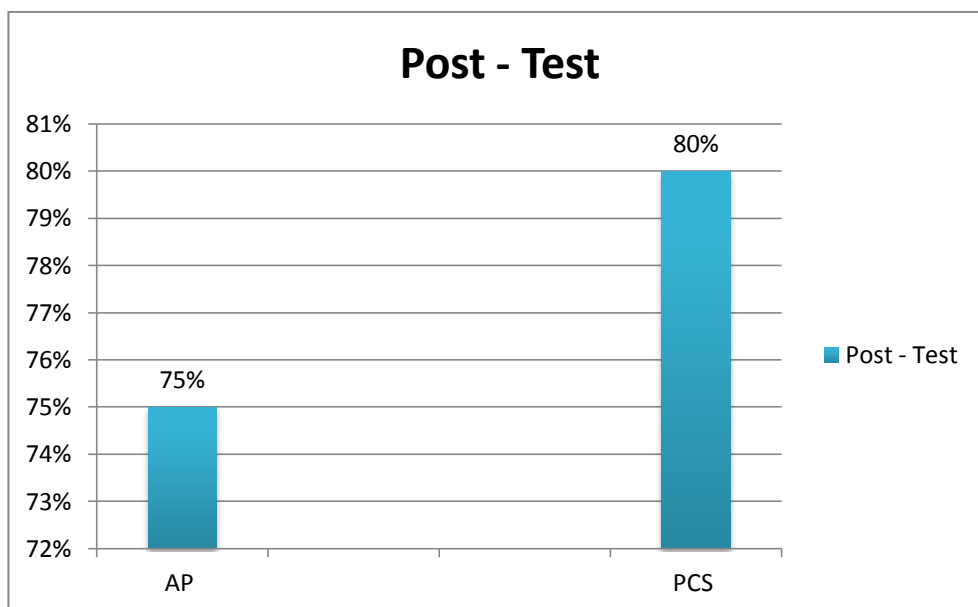
Pre-Test Scores on students

NOTE:

AP: Average Percentage

PSC: Percentage of Student Completeness

In the picture 4.1 above, it can be concluded that the average score of student learning in the pre-test is still relatively low, and the level of completeness of the results on the pre-test is only 40%. This happens because students still lack of knowledge and understanding so that it makes students not enthusiastic in answering the questions given by researcher.



Picture 4.2
Post-Test Scores on students

Based on the table 4.2 above, it can be seen that student learning activities after using the flashcard strategy has increased. That seen from the results of the average percentage value of students reaching (AP) 75%, and students' mastery in learning English using this method increased to (PCS) 80%.

Based on the research that has been done, the data obtained from the results of the research have been analyzed with the normality test. By carrying out the normality test it is used to determine whether the data from each variable is normally distributed or not. The formula that the researchers used is the Kolmogorov Smirnov formula using the SPSS application. By using this formula to find out whether the frequency distribution of each variable is normal or not, it can be seen from the Asymp.Sig value.

TEST NORMALITAS

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	62.8667	75.1667
	Std. Deviation	9.84267	9.25532
Most Extreme Differences	Absolute	.167	.155
	Positive	.121	.081
	Negative	-.167	-.155
Kolmogorov-Smirnov Z		.913	.849
Asymp. Sig. (2-tailed)		.375	.467

Table 4.3

- a. Test distribution is Normal.
b. Calculated from data.

1. A significant Asymp value (2-tailed) < 0.05 indicates the data is not normally distributed.
2. The Asymp value is significant (2-tailed) > 0.05 indicating that the data is normally distributed.

T-TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.8667	30	9.84267	1.79702
	Posttest	75.1667	30	9.25532	1.68978

Table 4.4

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest – Posttest	-12.30000	13.48089	2.46126	-17.33385	-7.26615	-4.997	29	.000

Table 4.5

1. A significant value (2-tailed) < 0.05 indicates a significant difference between the pretest and posttest, this indicates a significant effect on the treatment given after the pretest.
2. A significant value (2-tailed) > 0.05 indicates that there is no significant difference between the pretest and posttest, this indicates that there is no significant effect on the treatment given after the pretest is carried out.

After going through the statistical analysis of the T test, it was found that the significant value was 0.000, which is below 0.05, or (2-tailed) < 0.05 , meaning that the treatment given to students in the form of flashcard media has a very significant effect on their ability to increase their vocabulary. This is evidenced by the increase in the average post-test result of 75.1667 compared to the average pre-test result of 62.8667.

The variation in values (standard deviation) obtained by students tends to be high, this indicates differences in the diversity of students' abilities. The variation in student scores at the time of the pre-test was 9.84267 and at the post test was 9.25532. Variations in student scores tended to remain the same, although there was a significant increase in the average test scores after receiving treatment by using flashcard.

4.2 DISCUSSION

From the T-test table of 4.5 above, it can be seen that the post test scores in class 3B where the flashcard method was applied were higher than score before the flashcard method was applied. Comparison of classes applied using the flash card method is 75.1667 for the average Post-test score, and in the class that, and not using the flashcard strategy method 62.8667 for the average Pre-test score and significant value was 0.000, which is below 0.05, or (2-tailed) <0.05 , meaning that the treatment given to students in the form of flashcard media has a very significant effect on their ability to increase their vocabulary. From the results, it shows that the average score of students in the pretest is only 62.8867, this shows that the value is significantly smaller than the average value in the post test which is 75.1667. So thus it can be can be concluded that the Flash Card strategy is effective in teaching English to improve the learner's vocabulary of third grade students in English subjects at third grade.

The result of this study was relevant to the result of research conducted by Susilana & Riyana (2017), Flashcards can improve children's ability to memorize and master English, it contains of picture and words. A teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, animal, household, transportation and animal in teaching learning activity.

According to Nugroho (2012), that using flash cards can improve students' vocabulary skills, because flashcards can attract students' attention, make students recognize and focus on learning vocabulary. Flash card media is considered as a media that creates fun and interest for students in learning vocabulary, because flash cards can be presented in the form of games (Hotimah, 2010). Besides being able to create a fun learning atmosphere, flashcards are also a very practical medium because they can be made jointly by teachers and students said, Baleghizadeh dan Ashoori (2011).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

Based on the research that has been done, the researcher draws a conclusion that the use of the flashcard method in learning English on vocabulary mastery as a whole is said to be successful.

1. After going through the statistical analysis of the T test, it was found that the significant value was 0.000, which is below 0.05, or (2-tailed) <0.05 , meaning that the treatment given to students in the form of flashcard media has a very significant effect on their ability to increase their vocabulary.
2. After going through the statistical analysis of the Normality test, the average student score on the results of the pretest which was carried out before the flashcard method was applied reached 62.8667 while after the implementation of this method the average value of the post test results increased to 75.1667.
3. Student completeness in learning using the flashcard method reaches 80%, as for the completeness of student learning before using this method only reached 40%. The statements above confirm the rejection of the hypothesis (H₀) and the acceptance of the hypothesis (H₁), which means that the Flash Card is effective in teaching English to improve the learners' vocabulary of the third grade students in English subjects at SD Madrasah Al Ittihad Al Islamiyyah Ampenan.

5.2 SUGGESTIONS

1. Suggestions for the next researchers if they want to continue similar research to pay attention to the conditions as desired, such as adjusting learning material to the subject's level of ability, creating a conducive environment for learning, and accompanied by teachers/educators who are competent in their fields. Do not forget to choose a flashcard with a big size because the weakness of flashcards is that the images are too small, but there are several flashcards that are sold in large sizes. if teaching using flashcards with a large size is very efficient.
2. Suggestions for educators or teacher to repeat the flashcard method continuously so that students' memories related to English vocabulary are stronger and increasing the vocabulary in the flashcards provided so that students know more words in English.
3. Suggestions for students are to accustom to using the English vocabulary that has been given at school in their own home. In order for children to get used to the new words they receive at school.

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APPENDICES

Research permission



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Majapahit No. 62 Mataram Tlp. 0370-623873 Fax. 634918, Mataram 83125.
www.fkip.unram.ac.id, fkip@unram.ac.id

Nomor : 2907/UN18.F5.1/DL/2022
Lamp. : -
Hal : Rekomendasi Penelitian

3 November 2022

Yth. Kepala Madrasah Al Ittihad Al Islamiyah
di-

Ampenan

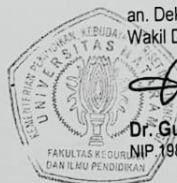
Dengan hormat,
Bersama surat ini kami mohon bantuan Bapak/Ibu untuk memfasilitasi dan memberikan rekomendasi penelitian kepada Mahasiswa dibawah ini :

Nama : Nisrin Farid Alhadj
NIM : E1D019157
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : S1-Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Flash Card Strategy in Teaching Vocabulary: A Case Study at 3rd Grade Students of Madrasah Al Ittihad Al Islamiyah Ampenan Academic Year 2022/2023
Lokasi Penelitian : Madrasah Al Ittihad Al Islamiyah Ampenan

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam menyusun skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan

an. Dekan.
Wakil Dekan Bidang Akademik,



Dr. Gunawan
Dr. Gunawan, S. Pd., M.Pd.
NIP. 198105012005011002

List of Students Name

KLAS: III (TIGA) B						
NO	NAMA SISWA					
1	ABIYU ALKAFF					
2	AINAYA FATEHA					
3	ALBY RIEZKY RAMADHAN					
4	ALIF HAFIZ KAILANI					
5	ALMINA PUTRI ASYafa					
6	ALTair NUFail AKHTAR					
7	ANDI BILQIS TALITA SOFYAN					
8	BAIQ DZAKIRA INAYA					
9	BAIQ FAIZA AMALIA					
10	GALUH ANDHINY MARWAN					
11	HUSEIN ALI FARIS					
12	IBNU SYARIF IHSAN					
13	ISTHafa RAFIF					
14	KHANZA JIHANA AISYAHARA					
15	LALU PANDU JAYANG SANTUN					
16	LALU RIZAL AL ANSHORI					
17	MUHAMMAD ALIFI ISMAIL					
18	MUHAMMAD ATA ZIYADUNNI					
19	MUHAMMAD SAFANDI					
20	MUHAMMAD SYAHRIL ILHAM					
21	MUSTHafa SALEH AL IDRUS					
22	MUTIARA HENNA					
23	NAUFAL ZAKY					
24	NAZWA SEPTYAS					
25	NUR 'AZMI MAULIDA					
26	SAMIR RAMADHAN					
27	SATRIA RIZKIY PRATAMA					
28	SAYIDATUL AUFIYA					
29	UWAI SY KHLID TSABIT AL TH					
30	ZANUBIYA QINAYA					

Research site Photo



Working on Pre-Test Questions



Implementing the Flashcard Media



Working on Post-Test Questions



FLASHCARD MEDIA



Badak	Rhino	Buaya	Crocodile	Singa	Lion		
كَرْكَدَنْ Karkadanun	犀牛 Xīniú	تَمْسَاحْ Timsaahun	鱷魚 Èyú	أَسَدْ Asadun	獅子 Shīzi		
Penyu	Sea Turtle	Harimau	Tiger	Kucing	Cat	Beruang	Bear
سُلْحَفَاةُ Sulahfaatun	海龜 Hǎiguī	نَمْرٌ Namirun	老虎 Lǎohǔ	قِطَّةُ Qiththatun	貓 Māo	دَبُّ Dubbun	熊 Xióng

PRETEST

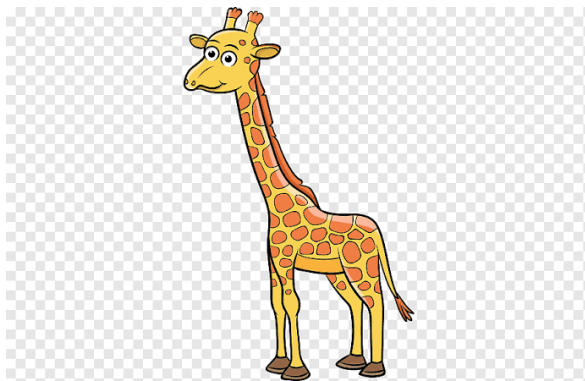
Subject :

Class :

Day/Date :

Time :

A. Choose the correct answer by croosing (x) a , b, or c !. (Berilah tanda silang (X) pada huruf a, b, c atau d di depan jawaban yang paling tepat !)



1. What animal is this?
- It is an elephant
 - It is a banana
 - It is a giraffe
 - It is a lion



2.

A: is it a?

B: yes, it is.

- a. Horse
- b. Dog
- c. Dinosaur
- d. Camel

3. It is a crocodile.



a.



b.



c.



d.

4. The biggest animals is...



5. What animal is this ?

- a. Goat
- b. Lion
- c. Cat
- d. Dog



6. What animal is this?
- a. Dog
 - b. Cat
 - c. Wolf
 - d. Cow









7. What animal is this?
- a. Goat
 - b. Dog
 - c. Cow
 - d. Sheep


8. Unscramble this letter **G – F – O – G** in this correct letter
- a. Golf
 - b. Frog
 - c. Lion
 - d. Giraffe




9. What is the English of Ular?
- a. Crocodile
 - b. Frog
 - c. Snake
 - d. Armadillo

10. A bee produces a from the flowers
- a. Sun
 - b. Flower
 - c. Honey
 - d. Water

B. Answer this questions in the table ! (jawablah pertanyaan ini di dalam tabel)

NO.	GAMBAR BINATANG/ PICT OF ANIMALS	BAHASA INGGRIS
1.		
2.		
3.		
4.		
5.		
6.	 <p style="text-align: center; font-size: small;">shutterstock.com · 2154694583</p>	

7.		
8.		
9.		
10.		
11.		
12.		

13.		
14.		
15.		

THANK YOU

POST-TEST QUESTION

Subject :

Class :

Day/Date :

Time :

A. Choose the correct answer by crossing (x) a , b, or c !.

1. I have a kura-kura.

- a. Bird
- b. Frog
- c. Turtle

2. Badak has two horned.

- a. Rhino
- b. Chicken
- c. Dog

3. I saw a katak in the river

- a. Frog
- b. Lizard
- c. Zebra

4. The raven has black fur.

- a. Gagak
- b. Merpati
- c. Merak

5. I saw a lizard in the garden

- a. Kadal
- b. Kuda
- c. Ikan

6.



What animal is it? ...

- a. It is a duck
- b. It is a goose
- c. It is a lobster

7. Unscramble this letter **G -A- R- I- F -E-F** in this correct letter

- e. Frog
- f. Lion
- g. Giraffe



8.

What animal is it? ...

- a. It is a cat
- b. It is a dragonfly
- c. It is a mouse



9.

What animal is it? ...

- a. It is an eel
- b. It is a buffalo
- c. It is a cat



10. What animal is it? ...
- a. It is a rabbit
 - b. It is koala
 - c. It is a grasshopper

B. Fill the blank words below

1. C _ _ (kucing)
2. _ _ _ N (singa)
3. W _ _ L _ (paus)
4. _ O _ K _ Y (monyet)
5. _ _ _ E _ (macan)
6. E _ _ _ _ (elang)
7. _ _ A _ _ (hiu)
8. S _ U _ _ _ E L (tupai)
9. _ H _ _ O _ E _ O _ (badak)
10. _ _ A G _ N _ _ Y (capung)

C. Draw a line to match the animal with its food! Choose the correct answer!



GRASS



MEAT



GRAINS



CARROT



BANANA