

**IMPROVING STUDENTS' VOCABULARY MASTERY
THROUGH FLASHCARDS MEDIA
AT THE EIGHT GRADE OF MTS. RAUDLATUS SYABAB**

THESIS



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**ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Submitted to the State Islamic University Of KH. Achmad Siddiq Jember to
qualify of the requirements for obtaining a bachelor degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

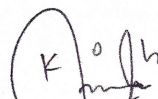
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This Thesis has been examined and approved in Partial fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

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MOTTO

“Vocabulary is an aspect important in language, because it appears in every language skill including listening, speaking, reading, and writing skills. Without grammar little can be conveyed, without vocabulary nothing can be conveyed”

Scott Thornburry¹



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¹ Scott Thornburry, *How to Teach Vocabulary* (England: Pearson Educational Limited, 2000), 20

DEDICATION

I proudly dedicate this thesis to:

1. My Beloved Parents, Mr. Rosi Subakti and Mrs. Erna Dwi Setiarini who have given all their love for me. Thank you for all the prayers and struggles that have been made. Thank you for never giving up on encouraging me that I can be what I am now. I am so lucky to have you in my life.
2. My beloved sisters and brother, Cindy Ayu Rosiana and Fathan Al-Maizan Zhafar. Thank you for all the support and love that never run out for me.
3. My special person, Almh. Nyai Tija. Thank you for always the struggles and sacrifices that have been made from I was born until now. Thank you for being the most comfortable home when my world is not okay and shattered. You are my inspirations for me in living this tough life. Thank you for everything you gave. I really miss you very much, and I hope we can meet again in God's heaven.

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Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from the other people. In this opportunity, I would like to say thank you to the following people:

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11. And all of people who participated in this process of this research.

May Allah repay all those who has helped and supported in this process with kindness. Finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researcher

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ABSTRACT

Milan Dwi Agustin, 2023: *Improving Students' Vocabulary Mastery Through Flashcards Media at The Eight Grade of Mts.Raudlatus Syabab in Academic Year 2022-2023.*

Keywords: Flashcards media, vocabulary mastery.

Vocabulary is an important aspect in language, as it appears in every language skill including listening, speaking, reading and writing. Based on the interview with the English teacher in Mts. Raudlatus Syabab, most of the students have difficulty in learning English because they do not master vocabulary, the students could not pronounce the word correctly and fluently. The media in the classroom was inadequate because it is in Islamic Boarding School. While the students enthusiastic in learning if interesting media has used by teacher. There are many ways to increase students' vocabulary, and in this research the researcher used flashcard media.

The research question of this research was "How can flashcards improve vocabulary mastery at the eight grade of Mts. Raudlatus Syabab?"

The research objective of this research to find out whether flashcards can improve students' vocabulary mastery at the eight grade of Mts. Raudlatus Syabab.

The research used Classroom Action Research (CAR). The research design was a collaborative classroom action research. The participants of this research were the students of 8C of Mts. Raudlatus Syabab, which consists of 26 students. The research was carried out in two cycle, which consisted of planning, implementing, observing and reflecting. Data collecting techniques used in this research were preliminary-test and post-test, observation sheet and interview. This research used content validity, which involved the English teacher. The researcher conducted two tests for the students and determined the criteria of success. The minimum score determined by the researcher to reach the criteria of success is 75 was equal to or higher than 65% of total students in this research.

The result of this research showed that: The students could pronounce the word correctly and fluently with different subject matter and treatment in cycle 2, and the average students score is 73%. It can be concluded that flashcard media can improve students' vocabulary mastery.

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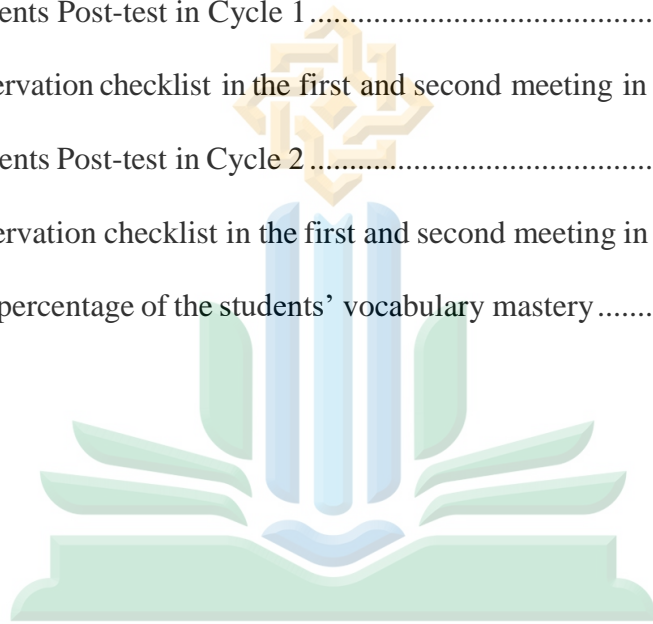
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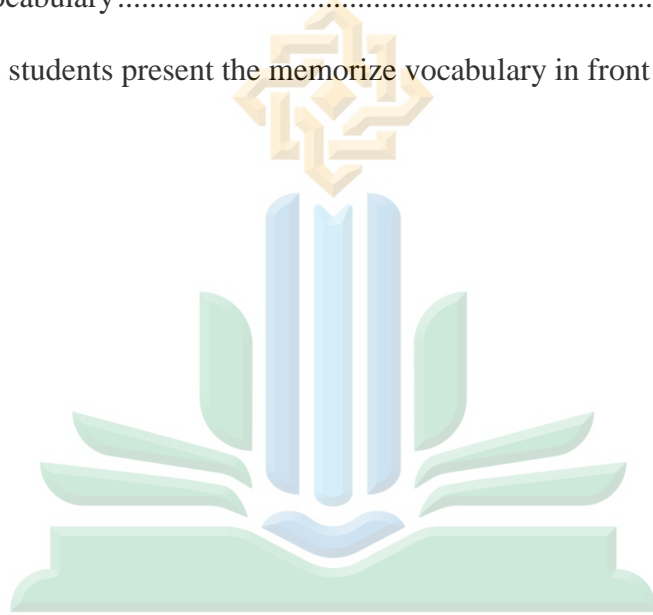
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CHAPTER I

INTRODUCTION

A. Research Background

Vocabulary is core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It is strengthened by Tambun in Welliam Hamer, he added that vocabulary is one of the important elements in language.² It means that students' vocabulary is generally considered as an important part, both in the process language learning or developing their abilities language. Not only knowing the vocabulary for having good skills but also understanding the meaning of vocabulary should be astered by a person. It is supported by Hackman, he said that vocabulary is more than a list of words, that is know how to use it which matters most. Vocabulary is not only about remembering a list of words but also knowing the whole meaning and how to use it.

Allah says in the Qur'an in Surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلُوجِكُمْ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ۚ ۲۲

The meaning: “And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those knowledge.”³

In the context of surah above, it is explained how God created differences among His creatures, which leads to the urge for learning many aspects from

² Welliam Hammer, *Using Flashcard as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English*, Journal of English Language Studies Vol.3, No.2. 2018, 169

³ Al-Qur'an, 30: 22

those differences. One of those is language. Indeed, human can improve the ability to communicate and interact within society by learning the languages from different countries. Especially English for communication with people from another country.

Students who have enough vocabulary can write, speak, and listen well.⁴ As Palmer said in Thornburry that vocabulary is one of the most essential aspects of foreign language learning and be the essential component of reading proficiency.⁵ Furthermore, Richard said that vocabulary is a core component of language proficiency and provides much essential for how well learners speak, listen, read, and write. He also added without vocabulary and some means for acquiring new vocabulary, learners do not achieve or even less of their potential and are discouraged from making use of language learning opportunities around then such as listening from the radio, listening to native speakers using the language in a different context, or watching television.⁶ From that statement, it can be stated that vocabulary is very important because learning vocabulary is an important capital to master all skills.

Vocabulary is the glue that holds stories, ideas and content together making comprehension accessible for children.⁷ In acquiring language, vocabulary is considered as one of areas of knowledge in language, plays a great role for young learners. In this case, vocabulary is very important for

⁴ Misbahuddin, "The Correlation Between Students Mastery of Vocabulary and Their Reading Ability"(Undergraduate Thesis, UIN Syarif Hidayatullah Jakarta, 2011). 53

⁵ Scoot Thornburry, *How to Teach Vocabulary* (UK: Pearson Longman, 1993), 30.

⁶ Jack C Richard and Willy A Renandya. *Methodology in Language Teaching*. (UK: Cambridge Press, 2022), 255.

⁷ William H.Rupley, et.al. *Vocabulary instruction in a balanced reading program*. (International Reading Association, 1998), 52.

young learners.⁸

According to Hatch and Brown vocabulary refers to a list or set of words that individual speakers of a language might use. It means that vocabulary is the basic language aspect that must be mastered before mastering English skill.⁹ Accordingly, vocabulary is the most amount of words that characterize a given language, without this vocabulary the learner would be unable to use and comprehend the target language. Time and again, researcher have find strong connections between the sizes of learners' vocabulary, how well they comprehend what they read, and how well they perform in learning.¹⁰

One of the methods to increase students' vocabulary mastery is to use media. In general, media can be classified into three types, namely visual media, audio media or listening media, audio visual media, or hearing and viewing media. Some learning media that are often use in the process of increasing student vocabulary are using English songs, English film screenings, spinning wheel, using a digital application in English, and wordwall.¹¹ In fact, the media of view most used in beginner classes are pictures and real objects, one of them is flashcard.

Flashcard is a media that is often used in school. Flashcard is considered as a media that can increase students vocabulary.¹² According to Teng and He flashcard are a set of cards bearing information, such as words, pictures, or

⁸ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge University Press, 2011)

⁹ Hatch and Brown. *Vocabulary, semantic and language education*. (Cambridge University Press, 1995)

¹⁰ Paul Nation. *Teaching Vocabulary*. Victoria University of Wellington.

¹¹ *Radar Semarang*, 22 Februari 2021

¹² Aisyah Siti Khasanah Atmaja and Gina Sonia. Using Flashcards to Improve Students' Vocabulary Mastery, *Professional Journal of English Education* 3, No 2 (March, 2022), 284.

numbers, on either or both sides, use in classroom drills or in private study.¹³

The researcher choose Mts. Raudlatus Syabab especially eight grade because Mrs. Maimunah as a English teacher of 8C said that they had problems in vocabulary.¹⁴ It was a common issue but the students require a media that can enhance they willingness to learn English. The reason why the researcher choose flashcards as a media at Mts. Raudlatus Syabab was due to several problems. The first, the lack of focus of students in 8C in learning English. Students are less focused in learning because of the lack vocabulary they have.¹⁵ So, they don't understand when teacher explains using English and the students difficulty communicating in English. The second, many students are sleepy in class because they considered that learning English is a difficult and boring lesson. The third, media in the classroom is inadequate because it is in Islamic Boarding School.

While the students are enthusiastic in learning because of the interesting media use by teacher. So far, in the process of learning English the teacher doesn't use media that can increase students learning English. The researcher used flashcards media in this research, flashcards is media in the form of picture cards made using photos or pictures, on the back there is a description of the picture that is on the flashcards. The use of flashcards media is to assist in remembering and reviewing subject matter such as: definition or terms,

¹³ Feng Te and Fang He. An Example of Classroom Practice Using Flashcards for Young Learners. (Studies in Self-Access Learning Journal, 2015), 382-398.

¹⁴ The researcher interviewed the English teacher on Monday, 22 May 2023 in classroom of Mts. Raudlatus Syabab.

¹⁵ See Appendix 6

foreign language spelling, symbols, formulas, and so on.¹⁶

Based on explanation above, the researcher needs to apply media that can increase students' interest in learning English. The researcher is interested to conduct a research about improving the students' vocabulary mastering through flashcards media. Furthermore, the researcher conduct the research to improve students' vocabulary mastery entitled "Improving Students Vocabulary Mastery Through Flashcards Media at Eight Grade of Mts. Raudlatus Syabab".

Previously, Nurasida in their research found out that the use of flashcards media in the learning process to improve students English vocabulary that considered effective based on the data obtained where the mean score in the pre-test 44,28 and the post test 71,60.¹⁷ Another study was conduct by Aisyah Siti Khasanah Atmaja and Gina Sonia in their research found out that, flashcard can improve students vocabulary. It could be seen from the post test in cycle one, that means was 79,50 and in the cycle two the students scores to be 87,50. It told that flashcards could improve the students's vocabulary. It was proved by the result of the student's score were higher than before.¹⁸ Similarly, Paramita Kusumawardhani in their research found out that the student's have good perception towards flashcards media.¹⁹ The study conducted by La Aba

¹⁶ Nafissa Tracy, "The Implementation of Flashcards as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019" (Thesis, UIN KHAS Jember, 2019), 64.

¹⁷ Nurasida, "The Effectiveness of Flashcards Media in Improving Students' English Vocabulary at SMPN 2 Galesong Utara" (Thesis, Muhammadiyah University of Makassar, 2022), 35

¹⁸ Aisyah Siti Khasanah Atmaja and Gina Sonia. "Using Flashcards to Improve Students's Vocabulary Mastery" (Professional Journal of English Education, 2020). Vol.3, No.2 (March, 2020)

¹⁹ Paramita Kusumawardhani, "The Use of Flashcards for Teaching Writing to English Young

the result of research showed that flashcard as a media is sufficient to improve the students' vocabulary.²⁰ Previous study by Amiruddin and Yusuf Razaq in their research argued that flashcards can improve students' vocabulary achievement in the third semester of English education.²¹

Many researchers have conducted the same research, such as the use of flashcards in learning strategies to increase students learning interest. Previous research related to teaching used flashcards focus on implementation of flashcards as learning media in teaching vocabulary, used a descriptive research with qualitative approach by Nafissa Tracy. In another research conducted by Aisyah Siti Khasanah Atmaja and Gina Sonia, focus on improving students vocabulary mastery. A study conducted by Paramita Kusumawardhani found out that using flashcards for teaching writing to English young learners (EYL). A research by La Aba focus on how flashcards are used in teaching vocabulary. Research conducted by Amirudin and Yusuf Razaq, this research focus on using flashcards to improve students' vocabulary achievement.

Based on the explanation above, the researcher tried to improve students' vocabulary mastery, that use of flashcards media is one of the learning media that will encourage students' to learn vocabulary. The researcher want to make students interested in learning vocabulary.

Learners", *Journal of English Language Teaching*, Vol.4, No.1 (September, 2019)

²⁰ La Aba, "Flashcards as A Media in Teaching English Vocabulary", *Jurnal Bahasa (e-Journal)*, Vol.4, No.2 (Agustus, 2019), 172-173.

²¹ Amiruddin and Yusuf Razaq, "The Use of Flashcards to Improve Students' Vocabulary Achievement", *Indonesian Journal of Research and Educational Review* 1, no.2 (Januari, 2022), 147.

B. Research Question

Based on the background study above, the research question is “how can flashcard improve vocabulary mastery at eight grade of Junior High School?”

C. Research Objective

Based on the research question above, this research was conducted to find out whether flashcards can improve students’ vocabulary mastery at Eight Grade of Mts. Raudlatus Syabab

D. Significance of the research

The result of this research is fully expected to give some theoretical and practical knowledge, as follows :

1. Theoretically

The results of this study are expected to enrich students’ vocabulary using flashcards to improve vocabulary mastery and can be used as a reference for further research.

2. Practically

a) Teacher

The results of this research is expected that the media in this research can be implemented by the teacher in class and can make good changes in class.

b) Students

The results of this study is expected to increase students vocabulary mastery and provide new experiences for students in increasing vocabulary by using flashcards as media. So that increasing students’

vocabulary can make them communicate well.

c) Other Researcher

The results of this research is expected that this research can be used as reference for other researchers, especially for students of English Education Department.

E. Scope of the research

In this research, the researcher focused on improving students' vocabulary using flashcard.

F. Definition of Key Terms

1. Improving Students Vocabulary Mastery

Vocabulary mastery is a student's ability to recognize, understand and use words contained in a language correctly. Vocabulary mastery is not a simple skill, students must go through stages in the process of mastering vocabulary so that they can develop properly and correctly. The importance of vocabulary mastery in improving and developing students' language skills causes language learning to be carried out more seriously and focused.

2. Flashcards

Flashcards is media in the form of cards that contain learning media. Flashcard media is an interesting teaching media when it is applied in learning English vocabulary. Flashcard media is interesting because using flashcards media is practically easy. Making flashcards is also easy and can be taken anywhere because of their small size.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This point present the previous research related to the topic of this research. Researcher is presenting previous research about applying Flashcard to improve student's vocabulary mastery and theoretical framework that could support in conducting this research.

1. Previous Research

There are several studies that have been conducted relating to this research.

These several studies have findings as follow :

- a. Nurasida in 2022 entitled "The Effectiveness of Flashcard Media in Improving Students Vocabulary at SMPN 2 Galesong Utara". The method of the research used a pre-experimental design, the aims of the research is to find out flashcard media effectiveness in improving students' English vocabulary. This research collect the data using pre-test and post-test were carried out to identify problems before and after in this research. The result showed that the mean score of the post-test higher than the pre-test, it concludes that the application of flashcard media in the learning process can improve students' vocabulary.
- b. Aisyah Siti Khasanah Atmaja and Gina Sonia in 2020 entitled "Using Flashcards to Improve Students' Vocabulary". The method of the research was classroom action research (CAR). There are four stages of the method planning, implementing, observing, and reflecting. The

purpose of the research is analyze the extent to which flashcard to increase students' vocabulary mastery. The results of this study indicated that there was a significant score in the pre-test and post-test in each cycle. The mean score of post-test in cycle 1 was 79,50 and in the cycle 2 the students' score to be 87,50. Based on the analysis, it could be seen that the students' can improve their score by using flashcard media.

c. Paramita Kusumawardhani in 2019 entitled "The Use of Flashcards for Teaching Writing Skills to English Young Learners (EYL)". The method of the research was Classroom Action Research (CAR). The subject of this research was the English Young Learners of the English Course at Gading Serpong. The purpose of the research was to know about the use of flashcards in improving the English Young Learners writing skills. The results of research are: (1) learners are excited when they are asked to see the colorful flashcards, (2) learners who have good writing skill could make the story by completing the missing words and answer the questions then arrange the answer sentences well and (3) learners who are not really master in writing, get some difficulties not only in completing the missing words but also answering then arranging the answer sentences well. It can be concluded that flashcards can improve teaching writing to English Young Learners (EYL).

d. La Aba in 2019 entitled "Flashcards as A Media In Teaching English Vocabulary". The method of the research was Classroom Action Research (CAR). The subject of this research was the student Junior

High School. The purpose of the research was to observe the using of flashcards as media in teaching vocabulary. The results of research showed that flashcards as a media is sufficient to improve student vocabulary. It is indicated through the achievement of a pre- test, where only 2 student have 500 word. However, 6 student got 1200 words. It could be concluded that flashcards are effective in teaching English vocabulary.²²

e. Amiruddin and Yusuf Razaq in 2022 entitled “The Use Of Flashcards To Improve Students’ Vocabulary Achievement”. The method of the research used a pre-experimental procedure with one group pre-test and post-test. The research sample consisted of 13 students. This research selected 8,5 as the research sample using a cluster random sampling technique. The data on students’ vocabulary achievement was collected using multiple-choice, word meaning, and sentences making exercises, and analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The pre-test and post- test significant differences revealed that the value of sig (2-tailed) was less than the value of 0,05 ($0.00 < 0.05$). It revealed that the results of the students’ pre-test and post-test differed significantly. This indicates that the alternative hypothesis (H1) has been accepted. In other words, the difference between the pre-test and post-test results while utilizing flashcards to teach vocabulary achievement. It can be concluded that

²² La, Aba, “*Flashcards in Teaching English Vocabulary*”, 173.

flashcards can without a doubt help the students' increase their vocabulary.²³ For more details, will be presented in table 2.1

Table 2. 1
Similarities and Differences between Previous Research and This Research

No	Author and Title	Similarities	Differences	Result
1	2	3	4	5
1	Nurasida in 2022 entitled "The Effectiveness of Flashcard Media in Improving Students Vocabulary at SMPN 2 Galesong Utara"	Both of the research discuss about flashcard.	a. This previous research used a pre-experimental design, while in this research, the researcher used Classroom Action Research (CAR). b. This previous research used students of 7 th grade of Junior High School, and the researcher used students of 8 th grade.	The results of previous study showed that, the mean score of the pre-test is 44,28, this mean score is obtained before doing treatment using flashcard media. Furthermore, the mean score of the students' post-test improve to 71,60. This value was obtained because students have done the treatment that has been given by the researcher. Therefore, the mean score of the students' post-test higher than the mean score of the post-test.
2	Aisyah Siti Khasanah Atmaja and Gina Sonia in 2020 "Using Flashcards to	Both of the research discuss about vocabulary.	a. This previous research used students of Seventh Grade of Junior High School. While in this research, the researcher used	The result of previous study showed that: the post-test in cycle 1 that means was 79,50 and in the

²³ Amiruddin and Razaq, "Use of Flashcards to Improve Vocabulary Achievement", 147

No	Author and Title	Similarities	Differences	Result
1	2	3	4	5
	Improve Students' Vocabulary"		students of Eight Grade of Junior High School.	cycle 2 the students score to be 87,50. Based on the analysis, it could be seen that the students can improve their score. It was proved by the results of the students' score were higher than before.
3	Paramita Kusumawardhani in 2019 "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)"	Both research used flashcards as a media to improve vocabulary mastery. Both researches used Classroom Action Research.	a. This previous research used English Young Learners of English course. While in this research, the researcher used students of Eight grade of Junior School. b. This aim of this previous research was to know whether the use of flashcards can improve vocabulary mastery. While in this research, the aim of this study is how can flashcards to improve students' vocabulary mastery.	Based on the results which were taken from the learners' writing, it can be seen that the learners could make the story well as they were given the questions guidance. The question guidance was related to the flashcards.
4	La Aba in 2019 entitled "Flashcards as A Media in Teaching English Vocabulary"	Both of the research used flashcard as media in teaching English vocabulary.	a. This previous research used students of seven grade of Junior High School. While in this research, the researcher used students of Eight Grade of Junior High School.	The result of the previous research showed that flashcards as a media is sufficient to improve students vocabulary. It is indicated through the achievement

No	Author and Title	Similarities	Differences	Result
1	2	3	4	5
			<p>b. This previous research focus on noun, legend story, animal, and food pictures. While in this research, the researcher focus on verb and things in the classroom.</p>	<p>of a pre-test, where only 2 students have 500 word. However, 6 students got 1200 words. It could be concluded that flashcards are effective in teaching English vocabulary.</p>
5	Amiruddin and Yusuf Razaq in 2022 entitled "The Use of Flashcard to Improve Students Vocabulary Achievement"	Both research used flashcards as a media to improve vocabulary mastery.	<p>a. This previous research used pre-experimental research. While in this research, the researcher used Classroom Action Research (CAR).</p> <p>b. This previous research focus on improving students vocabulary achievement, and the researcher focus on improving students vocabulary mastery.</p> <p>c. This previous research used Students third semester of English education. While in this research, the researcher used students of Junior High School.</p>	<p>Data on students vocabulary achievement in this previous research was collected using multiple choice, word meaning, and sentence making exercises, and then analyzed using SPSS 24. There was a considerable improvement between the pre-test and post-test findings. The students' experimental post-test score of 69,3871 was greater than their pre-test score 47.2258, demonstrating this. The results revealed that the probability value (0,00) was less than the significance level (0,05). It can be</p>

No	Author and Title	Similarities	Differences	Result
1	2	3	4	5
				concluded that application flashcard can improve students vocabulary achievement.

Based on the explanation above, it could be seen some previous researchers showed that flashcards can be interesting media that in which it can stimulate students willingness to learn English. Therefore, this research is focused on improving students' vocabulary mastery using flashcards.

B. Theoretical Framework

1. Vocabulary

Cameron define vocabulary as vocabulary is a core to the learning of a foreign language to building up the useful words to the students. Vocabulary is an arrangement of words that becomes a sentence arranged according to aspects and uses standard language and has meaning and also the meaning contained in each word.²⁴

Vocabulary mastering is important for kids in the process of learning English. Because vocabulary related experiences that students have in their early years play an important impact in the formation of their language. One aspect of mastering English as a foreign language is vocabulary mastery. It means that the students understand and can apply the word and its meaning. The more the students' vocabulary, the better their language performance. Students with a limited vocabulary will struggle to master English skills.

²⁴ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge University, 2001), 73.

Vocabulary mastery not just memorizing, but also being able to apply widely it.

Vocabulary is a combination of various words used by people contains the operation and be able to communicate. Vocabulary is a core of language to sustain the participant's interaction in communication.²⁵ Without vocabulary there is no communication to convey, so it is important to be sufficient know what vocabulary is, and without vocabulary you will not be able to master the four skills of English namely : writing, reading, listening, and speaking.

a. Kind of Vocabulary

According to Evelyn and Cheryl Brown in Naila Widad Nur Jihan, he divided vocabulary into two kinds, there are Active Vocabulary and Passive Vocabulary.²⁶

1) Active Vocabulary

Active vocabulary is word which the students understand, can pronounce correctly, and uses constructively in speaking and writing.

Active vocabulary refers to language items which learners can use appropriately in speaking and writing. Active vocabulary also called as productive vocabulary.

2) Passive Vocabulary

Passive vocabulary is words recognized and understood in a

²⁵ Barnhat, *The Facts on file students' dictionary of American English*, (New York: Facts on file, 2008)

²⁶ Naila Widad, "Improving Students' Vocabulary Mastery Using Web-Based Vocab Game On *Gamestolearnenglish.com* At Seventh Grade SMPN 2 Senduro in Academic Year 2021/2022" (Thesis, UIN KHAS Jember, 2022), 17.

certain context. It covers to language items that can be recognized and understood in the text of reading as well as listening also called as receptive vocabulary.

2. Learning Media

Learning media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning English.

Gerlach and Ely in Azhar Arsyad, explain that media are humans, materials, or events that build conditions so that students can get new knowledge, skills, or attitudes. In this sense, teachers, textbooks, and the school environment are media. More specifically, the motion of media in the teaching and learning process tends to be interpreted as a graphic tool (a field that can visually explain the relationship to be presented), photographic, or electronic for capturing, processing, and rearranging visual or verbal information.²⁷

a. The benefit of Learning Media

According to Sudjana and Rivai in Azhar Rasyad, that there are three benefits of learning media²⁸, namely:

- 1) Learning will interest more students' attention so as to increase motivation study.
- 2) The meaning of learning materials will be clearer so that they can be better understood by students and enable them to master and achieve

²⁷ Azhar Rasyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2011)

²⁸ Azhar Rasyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2013)

learning objectives.

Teaching methods will be more varied, not solely through verbal communication the narrative of words by teacher, so students don't get bored and the teacher doesn't run out energy, especially if the teacher teaches in every lesson.

b. Types of Teaching Media

There are many kinds of media that can be use as teaching media²⁹:

1) Audio Media

Various kinds of audio learning media function to channel audio messages from messages source to message recipients. Audio media is closely related to the sense of hearing. Example of media such as radio, tape recorder, telephone, language laboratory, and others.

2) Visual Media

Various kinds of visual learning media are media that only rely on the sense of sight. This type of visual learning media displays the material using a projection tool or projector. The message to be conveyed is poured into visual forms. In addition, the function of visual media also serves to attract attention, clarify presentation of ideas, describe facts that might be easy to digest and remember if presented in visual form. The types of visual learning media are divided into two, namely silent visual media and motion visual media, namely:

²⁹Imran Tululi, "Media Pembelajaran Serta Contohnya", 29 Mei 2021, <https://www.imrantululi.net/berita/detail/6-macam-macam-media-pembelajaran-serta-contohnya-html>.

a) The visual media is silent

In the form of photographs, illustrations, flashcards, selected images and cut-out images, frame films, assembled films, graphs, charts, diagrams, posters, and maps.

b) Motion visual media

In the form of moving projected images such as silent films.

3) Audio Visual Media

Various kinds of audio-visual learning media are media that are capable of displaying sound and images. Audio visual media is divided into two, namely silent audio-visual media and moving audio-visual media³⁰ :

a) Audio visual media is silent

In the form of silent TV, sound films, sound pages, sound books.

b) Motion audio-visual media

In the form of TV movies, TV, sound films, and sound picture.

4) Miscellaneous Media

Various kinds of various learning media are media that are adapted to the potential in an area, around schools or in other locations or in the community that can be used as teaching media.³¹ Examples of various kinds of learning media include blackboards, three-

³⁰ Imran Tululi, "Media Pembelajaran Serta Contohnya", 29 Mei 2021, <https://www.imrantululi.net/berita/detail/6-macam-macam-media-pembelajaran-serta-contohnya-html>.

³¹ Imran Tululi, "Media Pembelajaran Serta Contohnya", 29 Mei 2021, <https://www.imrantululi.net/berita/detail/6-macam-macam-media-pembelajaran-serta-contohnya-html>.

dimensional media, reality, and learning resources insociety :

- a) Boards included in this media include withboards, bulletin boards, flannelboards, magnetic boards, electric boards, and nail boards.
 - b) Three-dimensional media including models, mock ups, and dioramas.
 - c) Reality is real objects as they are or originally. Examples of using reality are teachers bringing rabbits, birds, fish or by inviting their students directly to the school garden or to the school farm.
 - d) Sources of learning in the community include field trips and camping.
- 5) Photographic Images

Photographic image obtained from several sources, for example from newspaper, paintings, cartoons, illustrations, photos obtained from various sources can be used by teachers effectively in teaching and learning activities with specific goals. There are five kinds of photographic images that must be considered, including³²

- a) The photographic image should be sufficient enough.
- b) The images must meet the artistic requirements of quality.
- c) Photographic images for teaching purposes should be large enough and clear.
- d) Image validity, whether the image is true or not.

Based on the explanation above, there are many kinds of media.

³²Imran Tululi, “Media Pembelajaran Serta Contohnya”, 29 Mei 2021, <https://www.imrantululi.net/berita/detail/6-macam-macam-media-pembelajaran-serta-contohnya-html>.

In this research the researcher will choose flashcards as media in teaching and learning process. The use of flashcards in teaching and learning process can be more effective and can make students motivated and active in the class during teaching and learning process.

c. Media

The term media comes from the latin language which means form plural of “medium” which literally means intermediary or introduction. Association for Education and Communication Technology (AECT) defines media as all forms use for the process of distributing information. Meanwhile, National Education Association (NEA) defines media as anything that manipulated, seen, heard, read, or talk about along with the instrumens use for these activities. From this description, it can be concluded that the media is anything that convey a message, stimulate the mind, feelings and willingness of students so that the process is encouraged learn on him.³³

From the explanation above, there are two elements contained in learning media, namely (1) messages or learning materials to be delivered, in other terms is called software, and (2) functioning hardware as learning tools and learning aids. Creative use of media can enable students to learn more, to keep in mind what she learned

³³ Drs. Arief Sidharta, *Media Pembelajaran*, (Departemen Pendidikan Nasional, 2005), 5

more well and improve students performance in accordance with the objectives set want to achieve.³⁴

In implementing the teaching and learning process, we can using various forms of learning media, according to the learning objectives to be achieved. Kind of learning media that can be use in activities learning, as follows³⁵ :

- a. Publication materials : newspaper, magazines and book.
- b. Pictorial materials : pictures, flashcards, charts, maps, posters, photograph, painting, graphs and diagram.
- c. Exhibition materials : bulletin board, flannel board, magnetic board and demonstration board.
- d. Projection materials : film, film strip, slides.
- e. Audio recording materials : cassette tapes, gramophone records and cassettes videos.
- f. Production materials : camera, tape recorder and thermoeffect (for make transparency).
- g. Broadcast materials : radio and television programs.

Based on the explanation above, flashcards are included in pictorial materials. In other hand, flashcards are included in visual media namely the media that only rely on the sense of sight. The type of visual learning media is the appearance of the material using a projection tool or projection. The message to be conveyed is

³⁴ Sidharta, 6

³⁵ Sidharta, 8

poured into a visual form.

Visual media is divided into 2, namely visual media is silent and motion visual media. Flashcards are included in silent visual media.

3. Flashcards

According to Susilana and Riyana in Sri Wahyuni, Flashcards is a learning media in the form of picture cards measuring 25x30 cm. Picture the drawings are made by hand or photos, or make use of existing pictures or photos pasted on flashcards sheets.³⁶ On the other hand, Arsyad states that flashcards are usually 8x12 cm in size or can be adjusted to the size of the class being faced, the cards contain pictures (animals, objects, fruit and so on) flashcards used to practice spelling and enrich vocabulary.³⁷

According to Arsyad in Sri Wahyuni, the size of the flashcards is 8x12 cm or usually adjusted to the students' condition faced, if the number of students is large then the flashcards is made with a larger size and if the number of students is small then the flashcards is made with a small size.³⁸

From these explanation it can be concluded that flashcards is a learning media in some sizes in the form of pictures and words that have many kind of objects based on the learning necessary. Many students have difficulties in learning vocabulary. It is caused by the method use is not attractive.

³⁶ Sri Wahyuni, "Penerapan Media Flashcards untuk Meningkatkan Hasil Belajar" (Jurnal Ilmiah Sekolah Dasar, 2020), 10.

³⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2007), 65.

³⁸ Sri Wahyuni, "Penerapan Media Flashcards untuk Meningkatkan Hasil Belajar" (Jurnal Ilmiah Sekolah Dasar, 2020), 11.

a. The Application of Flashcards

Teaching vocabulary using media is very interesting for students, especially flashcards. Most of the students interested when learning English using interesting media that can increase their motivation in learning.³⁹ The process of teaching and learning process using Flashcards is expected so that students can be active in class. Before using this media to teach vocabulary, the researcher should prepare the procedure of using this media in the classroom. There are several steps in teaching vocabulary by using flashcards as follows :

1) Pre Activity

The teacher opens the meeting by giving a greeting to the students. After that, the teacher explains the theme of the lesson and technique using flashcards before the teacher begins her activities. The teacher shows all of the flashcards about daily activities and things in the classroom.

2) Whilst Activity

In the next step, the teacher shows flashcards about daily activities and things in the classroom one by one to students. Then students observe each picture and vocabulary on the flashcards.

3) Post Activity

After finishing the lesson, the teacher gives worksheet to know the students' ability in mastering vocabulary after using flashcards. In

³⁹ Aisyah Siti Khasanah Atmaja and Gina Sonia, "Using Flashcards to Improve Students' Vocabulary", 284.

this step, the teacher takes the assessment based on the materials that have taught before.

b. Advantages and Disadvantages of Flashcards

In the teaching and learning process using media as a method have several advantages and disadvantages. According to Arsyad, some advantages flashcards, including⁴⁰ :

- 1) Easy to bring everywhere with a small size. Flashcards can be stored in bags, pocket, so they don't take up space broad.
- 2) Practical, seen from the method of manufacture and its use, flashcards media is very practical, using the media the teacher doesn't need to have special expertise, this media doesn't need to also require electricity.
- 3) Easy to remember, the character of flashcards media is presenting messages short, the idea on each card presented.
- 4) The combination of images and the text is quite easy for students to recognize the concept.

Besides some advantages of teaching vocabulary by using flashcards, there are also some disadvantages in teaching vocabulary by using flashcards.

According to Wina Sanjaya in Mulyorini, there are some disadvantages of using flashcards in teaching and learning process as follows⁴¹ :

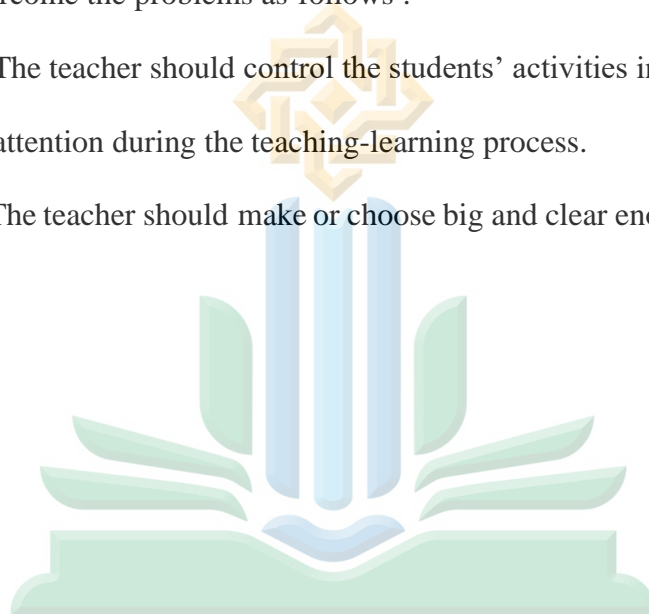
⁴⁰ Azhar Arsyad, *Media Pembelajaran*, 32-34

⁴¹ Mulyorini, "Penggunaan Media Flashcard dalam Model Pembelajaran Langsung," 12.

- a) The students only knows and understand words and pictures only as words and images on flashcards media.
- b) Only emphasizes the sensory perception of the eye.
- c) The size is very limited to large groups.

However, there are some possible ways that can be used to overcome the problems as follows :

- a) The teacher should control the students' activities including their attention during the teaching-learning process.
- b) The teacher should make or choose big and clear enough pictures.



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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used Classroom Action Research as a research design. Classroom action research is defined as research that oriented towards implementation of actions with the aim of improving learning outcomes on a group of subjects studied and the level of success or consequences observed action, to then be given further action, corrective action or adjustments to conditions and situations to obtain better results.⁴² In CAR, there were four components in a cycle with several repetitions to achieve the goal of the research.⁴³

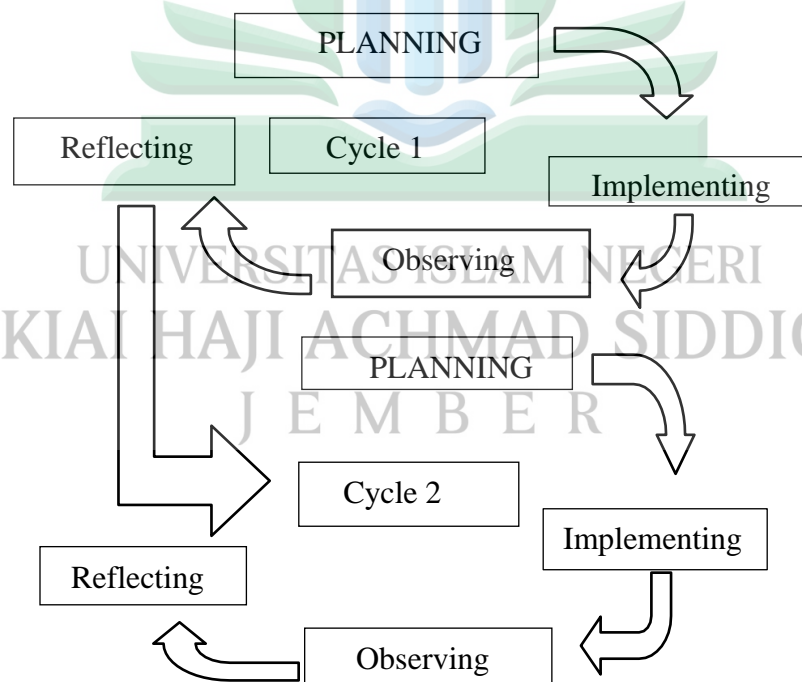


Figure 3. 1 Process of cycle in CAR

⁴² Mu'alimin, *Penelitian Tindakan Kelas Teori dan Praktik*, (Sidoarjo: Ganding Pustaka, 2014), 5.

⁴³ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: RinekaCipta, 2006)

Before conducting action research, the researcher to carry out the initial reflection stage which is an assessment or study activity preliminary, with the intention to collect initial information and data about situation that will serve as the theme of the action research. Possible activities to do at this initial reflection stage is to gather information, perform reflection (contemplate, analyze, synthesize, and evaluate) on information obtained, and draw conclusions in the form or problems to be studied.

Classroom action research is analogy to the process of healing a disease by a doctor can occur several times.⁴⁴ This can happen if the symptoms of the disease have not been recorded perfectly so that the diagnosis or determination the disease went wrong. The same thing will happen also in research activities this action. With careful planning, good execution, through and integrated observations, as well as good reflection activities but it can happen that the four activities are not or have not been successful in solving them existing problems. If something like that happens then it can be concluded that it still is something went wrong at one of the four stages. In other words, still needed the second cycle to solve the existing problems. If the results of the activities in the first cycle are very disappointing, the data anything related to the previous cycle must be studied seriously really so that it can be determined the things that are suspected to be the cause the lack of success of the action to be used as material input in the next cycle or round of activities. Thus it is clear that this cycle or round of action research activities

⁴⁴ Fajar Shodiq, *Penelitian Tindakan Kelas*, Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Matematika, 2009, 11.

may occur more than once.

There are several stages of classroom action research in this research according to Stephen Kemmis dan Taggart in Mu'alimin, the first of which is planning, implementing, observing, and reflecting.⁴⁵ The model developed by Stephen Kemmis and Taggart appears still so close to the Lewin model.⁴⁶ Because in one cycle or lapa consists of four components as only implemented by Lewin includes : 1) planning, 2) action, 3) observation, 4) reflection. But after a cycle is completed, especially after reflection then followed by a re-planning or revision of implementation of the previous cycle. Based on the re-planning carried out in the form of a separate cycle, and so on classroom action research (CAR) can be done in several cycles. If the first cycle is not successful, then continue in cycle 2 by covering the same stages in the first cycle, namely planning, implementing, observating, and reflecting.

1. Planning

According to Mu'alimin, planning is the most important stage in doing study. Planning was the first phase to conduct the treatment and preparation before implementing the research. Before carrying out the action needs to be seen again whether the formulation of the problem and the hypothesis made is feasible or not. If it feasible then the next step is to prepare the steps classrrom action research implementation.⁴⁷ The

⁴⁵ Mu'alimin, *Penelitian Tindakan Kelas Teori dan Praktik*, (Sidoarjo: Ganding Pustaka, 2014), 21

⁴⁶ Mu'alimin, 17

⁴⁷ Mu'alimin, 20

researcher prepared materials used in research. The materials include on the lesson plan, the theme, observation sheet, and also test.

Before did this research, the researcher involves several activities before taking action, namely: the first, the researcher interviewed the English teacher and three students 8C to get data about the problem of students' weak vocabulary.⁴⁸ The second, the researcher will choose flashcard as the media to improve students' vocabulary mastery. Then, the researcher prepared everything needed to conduct the research such as lesson plan, media and the instrument use to collect and analyze the data.

Based on the results of preliminary study, the researcher tried to improve students' vocabulary mastery by using flashcard media.

2. Implementing

According to Mu'alimin implementing of the action is the implementation or application of the contents of the design, namely taking action in the class according to the plan that has been prepared in the lesson plan.⁴⁹ The researcher began to implement teaching vocabulary using flashcard media. The researcher give students the treatment on how to improve the vocabulary mastery by giving tasks, evaluate the mistake, and summarize the material.

3. Observing

According to Mu'alimin observation is an activity carried out by

⁴⁸ See Apendix 6

⁴⁹ Mu'alimin, 22

observers. At this stage, teacher executor records everything that happens in order to obtain data accurate for the next cycle improvement.⁵⁰ In observing phase, the researcher collaborated with the English teacher as collaborator, to observe the class situation while implementing the action. The researcher and the collaborator observed the class situation include of: the students' responses during teaching and learning activities, students attitudes and changes during learning process, every behavior they showed when being explained, working the assignment, and discussion were essential information to discover their difficulties. The researcher and teachers as collaborator also made some notes during the observation by using the observation checklist.

4. Reflecting

According to Mu'alimin reflecting is an activity to restate what has been done. In this phase, the teacher tries to find things that have been felt satisfactory because it is in accordance with the design and the way careful identification of areas that still need improvement. In this stage, researcher it is also necessary to disclose research results by disclosing advantages and disadvantages.⁵¹ In this case, the researcher analyzes the teaching and learning process, the learning result, and the result of distributed instrument, make a conclusion. If it is not successful, the researcher needs to prepare steps to carry out in cycle 2, to achieve research objectives.

⁵⁰ Mu'alimin, 23

⁵¹ Mu'alimin, 27

B. Research Setting

1. Research Location

The location of the research was in Mts. Raudlatus Syabab Sumberwringin, Jember especially in eight grade. The reason of the researcher choose the school because according to the teacher, this class has some problems in vocabulary mastery. So, they need a treatment to improve their vocabulary mastery and the researcher will choose flashcard as a media because flashcard had never been applied by English teacher of Mts.Raudlatus Syabab.

2. Research Subject

The subject of this research was the eight grade student's of Mts. Raudlatus Syabab. It was consisted of 26 students.⁵² The data showed that only a few students' passed the target.⁵³ They have some problem such as : students' are less focused in learning because of a lack of vocabulary, lack of motivation, some of them not serious, they are in difficult due to language and pronunciation differences, and then no media that can increase students' interest in learning English.

C. Data Source

The data consists of some data about the process of teaching vocabulary using flashcard media and which is related to increasing students' vocabulary as shown by the average student score obtained from the vocabulary post test given. There are 2 types of data used on this research,

⁵² See Appendix 9

⁵³ See Appendix 8

namely qualitative and quantitative. The first set of data is qualitative data. At this stage it concerns students' activities carried out in class during teaching vocabulary using flashcard media. For qualitative data, the researchers use journals and documentation. The second set of data is quantitative data. At this stage concerns the results of students' vocabulary on the tests given at the end of each cycle.

D. Data Collection Technique

The technique of collecting data used by the researcher to get the data was using :

1. Pre Test

According to Arikunto, pre test was an initial measurement instrument that occurs before the research subject receives treatment or intervention. The pre test was carried out to obtain information about the research subject before giving treatment. The purpose of the pre-test was to measure the level of understanding of students before the material is taught. Therefore, the teacher can adjust way of teaching to suit the abilities of the participants.⁵⁴

Pre test was a test that is carried out before the teacher starts learning with the aim of knowing the initial abilities of students regarding the material conveyed and as a means of evaluation to determine the ability of learners. By knowing the initial knowledge and understanding of students', teacher can develop appropriate learning strategies in delivering material

⁵⁴ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta. 2006)

daily activities and things in the classrooms.⁵⁵

2. Post Test

Post test was a test that is carried out after the learning process has been completed. Post test is a form of final evaluation of a lesson. The purpose of the post test is to determine the success of the learning process and measure students' mastery of the material taught by the teacher or researcher. If more students' understand a material after the learning process and their grades are better than before, then the program teaching is considered successful.⁵⁶

The post test was written by the researcher that collaborate with English teacher. Teacher and the researcher were agree used multiple choice type of test. The tests are simple test for eight grade students' according to the collaborator teacher.

3. Observation Sheet

Observation sheet was an instrument used collect data through field observation. The researcher use observation to evaluate the process of teaching and learning activities. To get the results of observations, the researcher collect the data through recording the teaching and learning process.

⁵⁵ Ina Magdalena, et.al, "Analisis Penggunaan Teknik Pre-test dan Post-test pada Mata Pelajaran Matematika", Jurnal Pendidikan dan Ilmu Sosial, Vol.3, No.2, (Universitas Muhammadiyah Tangerang: 2021), 30

⁵⁶ Ina magdalena, 64

4. Interview

Interview data used for collect the data or the information that cannot be obtained through observation. Interview is two person conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation.⁵⁷ There are many different types of interview that can be considered in social research. Each type has its own different objective and focus. These type are structured as follows: structured interview, unstructured, semi-structured interview and focus group interview.⁵⁸ In this research, the researcher used semi-structural interview. Semi-structural interview is the question is not only which had been prepared, but can appear new question during the interview. The interview involved English teacher and three students random of eight grade of Mts. Raudlatus Syabab.

E. Data Analysis

This research used qualitative data and quantitative data. The analysis was qualitative data used in this research observation of students' activities during teaching learning process and interview before and after implementing Classroom Action Research. The quantitative data there were a post test and it have about twenty-five questions for each cycle.

⁵⁷ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, New York: Routledge Falmer, (2000), 269.

⁵⁸ Ali Alsawi, Acritical Review of Qualitative Interviews, *European Journal of Business and Social Science*, 3(4), (2014), 150.

After the researcher was done with the reflection at the end of each cycle, the researcher evaluated whether or not effect of the action met the criteria of success. So, the data taken from the results of the students' pre- test and post- test was analyzed past to know whether the criteria of success has been achieved or not hence, the formula used in findings. So, to get the average score each student the researcher use formula⁵⁹

$$X = \frac{\Sigma X n}{n}$$

X : Mean

$\Sigma X n$: Individual Score

n : Number of Students

F. Validity of Data

Validity of a test is the extent to which it measures what it is supposed to measure and nothing else. According to Arthur Hughes in Rita Afkarina about validity, the test could be said valid if it is accurate with what the researcher want to measure, from that we could see that the test and the data could be said valid if it could be proven such as conten validity, face validity, construct validity, empirical validity and consequential validity.⁶⁰

In this research, the researcher used content validity. According to Brown in Rita Afkarina, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related

⁵⁹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

⁶⁰ Rita Afkarina, "The Implementation of Digital Storytelling to Improve Students' Speaking Skill At the 9th grade of SMP Bustanul Ulum Mlokorejo-Puger-Jember in Academic Year 2022/2023", 46.

evidence of validity, often popularly referred to as content validity.⁶¹ Before conducting the test of this research, the test would be checked for validity of the research. The researcher compared the contents of the subjects instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used expert judgments, namely Mrs. Maimunah S.Pd as English teacher at Mts. Raudlatus Syabab.

G. The Criteria of Success

The researcher also preparing the criteria of success. The criteria of success was set to determine success or not of learning activities in research. Students' are considered successful or pass the exam if the percentage of student learning outcomes after the cycle increases with a minimum score 75 was equal to and higher than 65% of total students in this research.



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⁶¹ Afkarina, 48

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the profile of the school, research findings and discussion. The findings consist of the result of cycle 1 and cycle 2 of the research. The detail of the research processes were presented below :

A. The Research Object Description

1. Profile of Mts. Raudlatus Syabab Sukowono

Mts. Raudlatus Syabab located at Jl. KH. Ahmad Syukri No.02, Sumberwringin, Kec. Sukowono, Kab. Jember in year 2012. This school was founded by Mr. Ali Hasan, with madrasah building that belong to themselves, not from the government. Mts. Raudlatus Syabab is one of the Islamic Boarding School in Jember.

2. Vision and Mission of Mts. Raudlatus Syabab

a. The Vission of Mts. Raudlatus Syabab

“Producing a Generation of Qur’anic Intellectuals who have good morals and have the skills and life skill in line with the struggle of understanding Ahlussunnah Wal Jama’ah”.

b. The mission of Mts. Raudlatus Syabab

- 1) Educate students to have a Aqidah stability and spiritual depth.
- 2) Increasing confidence and awareness as social beings who are religious, national and state in accordance with the teachings of Ahlussunnah Wal Jama’ah.

- 3) Form a personality with noble character by educating students/students have a moral excellence.
- 4) Fostering and enhancing the enthusiasm for learning to better master religious knowledge, general science and technology through organizing regular teaching and learning activities/others so on.
- 5) Improving skills and self-development through training students/students with self-actualization so that they have stability, skills and professional skill.

3. Facilities and Infrastructures

Table 4. 1 Facilities and Infrastructures

NO	FACILITIES	AMOUNT	CONDITION
1.	Headmaster's Offices	1	Good
2.	Teachers' Room	1	Good
3.	Administration Offices	1	Good
4.	Library	1	Good
5.	Classrooms	26	In repair
6.	Musholla	1	Good
7.	Teacher's Toilet	1	Good
8.	Hall	1	Good
9.	Living Room	1	Good
10.	Guidance and Counseling Room (BK)	1	Good
11.	UKS Room	1	Good

B. Research Finding

This action research was conducted in Mts. Raudlatus Syabab. This research was carried out in two cycle. The implementation of the cycle

consisted of four main stages: planning, implementing, observing, and reflecting. The researcher was conducted of six meetings in two cycle, for the last meeting the researcher conducted post-test. The cycle of this research was held in two meetings in one week. The participants of this research were eight grade students that consists of 26 students (female). The finding of the cycle was below :

2. Research Findings in the Pre-Cycle (Before the Action)

The researcher carried out the Pre-Cycle stage before implementing the action. First, the researcher conducted interviews the English teacher and the students of 8C of Mts. Raudlatus Syabab.⁶² This interviews activity aimed to identify the students' problem during teaching and learning process.

The result of interviewing with the English teacher showed that the students vocabulary was still low due to several reasons. The English teacher explained the problems' faced by the students in the class during teaching and learning process. Students are less focused because of the lack of vocabulary they have, and the media used in class is inadequate because it is in Islamic Boarding School, while students enthusiasm depends on the media used by the teacher. Most of the students' score in the preliminary study was below the criteria of success. It can be seen in the table below:

⁶² See Appendix 6

Table 4. 2 Students Score in Pre-test (pre-cycle)

No	Name of Students'	Students' Score
1.	ACL	60
2.	AR	64
3.	AKM	68
4.	AVVM	72
5.	AR	56
6.	AH	68
7.	APW	68
8.	DR	60
9.	ELR	76
10.	FH	72
11.	HH	68
12.	HUF	76
13.	KA	72
14.	LM	72
15.	LH	64
16.	NF	60
17.	NK	76
18.	NM	64
19.	NS	68
20.	NF	84
21.	NH	76
22.	NEE	72
23.	NII	64
24.	NDK	76
25.	NH	68
26.	PRW	72
	Total	1,796

The researcher calculated the data by using with the formula bellow:⁶³

$$\begin{aligned}
 \text{a. Mean of the students' 8}^{\text{th}} \text{ C Class Score} &= X = \frac{\Sigma X n}{n} \\
 &= \frac{1.796}{26} \\
 &= 69
 \end{aligned}$$

⁶³ Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2008), 43.

The description of the formula:

\bar{X} : Mean

$\sum X_n$: Individual Score

n : Number of students

$$\begin{aligned} \text{b. Percentage of completeness of vocabulary mastery : } P &= \frac{F}{N} \times 100\% \\ &= \frac{6}{26} \times 100\% \\ &= 24\% \end{aligned}$$

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students mean score was 69 and the percentage of the students who reached the minimum mastery criterion (KKM 75) was 24% or 6 students. It could be said that the students vocabulary skill was still low from the other skill. The further action in better learning was needed to improve students' vocabulary mastery. So, the researcher was hoped that by using flashcards as media could be solutions and improve students' vocabulary mastery.

3. Research Findings in Cycle 1

In this cycle, there were four stage in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The details of the activity were as follows :

a. Planning

First, the researcher met with English teacher to discuss about the students' vocabulary problem when teaching and learning process. The researcher interviewed the English teacher on Monday, 22th May 2023 in classroom of Mts. Raudlatus Syabab. The result of interviewing with the

English teacher showed that the students vocabulary mastery was still low. The English teacher explained to the researcher about that the students that had a low score in English subject. The teacher said that 8C was a class that had a lowest score and the English teacher also explained the problems' faced by the students in the class during teaching and learning process. There were some difficulties faced by the students in the class during learning process, such as lack of focus due to lack of vocabulary, the media in the class is not sufficient because in Islamic Boarding School, and students enthusiasm depends on the learning media used by teacher.

After interviewing the English teacher, the researcher interviewed the students of 8C to know the students problems. The result of interviewing with the students 8C, the students showed that they did not like English because it was really difficult. They said that didn't have a lot of vocabulary so they couldn't convey their opinions or understand when the teacher explained the material in English. They could not pronounce the word correctly and they felt nervous and afraid when they pronounce vocabulary or should speak up in the front of their friends.

To make sure the answer from the English teacher and the students, the researcher observed the class situation to know more about students' vocabulary problem during teaching and learning process. The result of observation showed that the statement from the teacher and students was the same with the interview.

After interviewing and observing the class situation, the researcher assumed that the students needed a new media to improve their vocabulary mastery. The researcher asked the English teacher opinion as a collaborator in this research about the flashcards as a media in teaching and learning process to improve students vocabulary mastery. The English teacher agreed if the researcher taught vocabulary by using flashcards media because the teacher never used flashcards as a media in teaching vocabulary.

Besides that, the researcher and the English teacher analyzed the syllabus. The researcher also made the lesson plan for teaching and learning process and prepared media, materials which were appropriate with the standard and basic competence in curriculum of education.

In this research, the researcher used a flashcards as a media in teaching and learning process. The material of this research was daily activity, the researcher designed three meetings in one cycle, two meetings for treatment or teaching and one meeting for post-test.

b. Implementing

In this phase, the researcher taught vocabulary mastery in one cycle. One cycle consisted of three meetings, two meetings were for teaching and one meeting was for post-test.

1) The First Meeting

The first meeting was conducted on Tuesday, 30th May 2023 at 08.30 – 10.00 am during the first and the second lesson hours which

were allocated (2×45 minutes). Before starting the class, the researcher made a plan for the action or treatment based on students' vocabulary mastery. In this case, the researcher determined to select the material, and the media into a lesson plan.

During teaching vocabulary in the 8C class, the researcher collaborated with the English teacher as a collaborator of the research. This research was collaborative classroom action research. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class and make a field note to know the result of students' activities and situation during teaching and learning process



Figure 4. 1
The researcher explained the material to the students

The researcher continued the activities with greeting, praying and checking student attendance. The teacher informed the purpose of the research and explained the lesson plan to the students. Next, the researcher explained about flashcards media, the function and the purpose of researcher using the flashcards as a learning media.



Figure 4. 2
The researcher shows the flashcards to the students

After that, the researcher explained material about daily activity, generic structure, structure texts, various kinds of daily activity and the researcher also explained about present tense (the definition, the purpose of simple present tense and the formula of present tense) because present tense was a generic structure of it. Then, the researcher showed the flashcards to students and directs the students to pronounce the pronunciation that has been exemplified by the teacher. The researcher asked the students to look for the ‘meaning’ of Indonesian according to the picture the students observed. The researcher asked the students to present some activities that are carried out everyday, such as the examples in the flashcards using Indonesian. After that, the researcher asked the students to memorize some of the vocabulary that had been learned using flashcards, and the researcher asked the students to present at the next meeting. Before the researcher closing the meeting, the researcher concluded and reviewed the material that has been learned. Finally the class was ended by praying together and

greeting to them.

2) The Second Meeting

The second meeting was conducted on Wednesday, 31st May 2023 at 08.30-10.00 a.m. The activity in second meeting was not different from the first meeting. The researcher started the class by greeting, praying, and checking the attendance. After the researcher opened the class, the researcher reviewed the material that had been studied.

In the second meeting, the researcher asked the students come to the front of the class to present the memorized vocabulary. Some students were still confused and afraid, but there is one student who wants to come to the front of the class and present the memorized vocabulary. Actually, there are some students who have memorized the vocabulary but they are shy to come to the front of the class. So, the researcher asked the some students to memorize vocabulary in their seats.



Figure 4. 3

The students come to the front of the class to present the memorize vocabulary

After that, the researcher made a conclusion about the material to make the students more understand. The researcher informed the students about the test that would be done on the next meeting. Finally the class was ended by praying together and greeting to them.

3) The Third Meeting

The third meeting was conducted on Tuesday, 6th June 2023 at 08.30-10.00 a.m. The researcher continued the activities with greeting, praying, and checking the attendance. After opened the class, the researcher shared the test paper to the students.

The teacher asked the students to do test. The form of the test was multiple choice. The researcher explained that the students have to choose the best answer. The teacher gave the time to do the test. The students answered all of the test and submitted. The result of the test was low the criteria minimum. Some of the students still got low score.

The score will be shown in the table below:

Table 4. 3 Students Post-test in Cycle 1

No	Name of Students'	Students' Score
1.	ACL	68
2.	AR	76
3.	AKM	72
4.	AVVM	68
5.	AR	68
6.	AH	76
7.	APW	72
8.	DR	64
9.	ELR	76

10.	FH	72
11.	HH	72
12.	HUF	76
13.	KA	72
14.	LM	76
15.	LH	64
16.	NF	60
17.	NK	76
18.	NM	68
19.	NS	68
20.	NF	80
21.	NH	80
22.	NEE	76
23.	NII	64
24.	NDK	68
25.	NH	80
26.	PRW	64
	Total Score	1.856

a) Mean of the students 8th C Class Score in Cycle 1:

$$X = \frac{\sum X n}{n}$$

$$= \frac{1.856}{26} = 71$$

The description of the formula:

X : Mean

$\sum X n$: Individual Score

N : Number of Students

b) Percentage of completeness of vocabulary mastery in Cycle 1:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{10}{26} \times 100\%$$

$$= 38\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of Students

The average score has not reached the success criteria. After that, the researcher calculated the percentage of students who passed the test. Percentage of students who achieve above the minimum score is 30%, which means there were still many students who are still below the minimum score. It could be seen that cycle 1 was not successful.

c. Observing

In the observing phase, the researcher checked the observation checklist from the English teacher after giving post-test to the students. The teacher did the observation by reviewing the learning activity done in the classroom. The researcher and the collaborator also observed the students situation in the class, the data were described as follows:

Table 4. 4
Observation checklist in the first and second meeting in cycle 1

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
1.	The students listen to the researcher introduction before teaching process	✓		✓	
2.	The students pay attention to the researcher explanation until finish	✓		✓	
3.	The students understand the procedure of the material told by the researcher	✓		✓	
4.	The students enjoy the learning process		✓	✓	
5.	The students active in asking and answering session	✓		✓	
6.	The students can memorize the existing vocabulary on flashcards.		✓	✓	

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
7.	The students can pronounce properly as exemplified by researcher.		✓		✓
8.	The students follow the learning process and review along with the researcher before closing.	✓		✓	

In the first and second meeting of cycle 1, the students listened to the researcher instruction. The students was pay attention to the researcher explanation until finish. The students understand the procedure of material told by researcher. The students not enjoy the learning process because there are still some students who sleep in class. The students was active participation in asking and answering questions. The students can not memorize vocabulary in the first meeting, but in the second meeting the student can memorize the existing vocabulary on flashcards although some students are still shy to come to the front of the class. The students can pronounce properly as exemplified by researcher. Finally, the students followed the learning process and review along with the researcher before closing.

d. Reflecting

The reflection was done after calculating the students' post-test and observation checklist. Then the score were calculated by using percentage formula to get the students' percentage score. Meanwhile, the observation checklist was credible because the content of observation to check the situation of teaching and learning, the students' response, and the

improvement and development of the students in vocabulary mastery.

The reflection was done by the researcher and teacher as it was found that some students were struggling within the teaching and learning activity on flashcards media and it needed to be revised then continued to the cycle 2. There were significant weaknesses in the first cycle that researcher found such as:

- a. The students were lack of vocabulary.
- b. The some students were lazy to memorize some vocabulary.
- c. The students did not focus to the material. They can not answer the test well.
- d. Some students still got the score under KKM.
- e. The criteria of success is 75. Meanwhile, the mean score of students only 70 and the percentage of the students who passed the test were 30%, which mean still below the criteria of success.

To solve the problems above, the researcher gave more treatment about the using “flashcards” to make them easier in memorizing vocabulary. So, the researcher went to the cycle 2.

4. Research Findings in Cycle 2

In this cycle, there were four stage in implementing of the cycle consisted of four main stages: planning, implementing, observing and reflecting. The activity in cycle 2 was not different from cycle 1, the details of the activity were as follows :

a. Planning

After discussed and reflected the teaching and learning process with the collaborator teacher, the result of the one cycle was required better treatment in the two cycle. The results of cycle 1 was used to plan better action in cycle 2. The planning done in the cycle 2 were:

- 1) The researcher and collaborator discussed about the results of reflection in cycle 1. It was done to solve the problem or weakness identified in the cycle 1 as effort to increase the students vocabulary mastery.
- 2) Researcher prepared list of vocabulary about things in the classroom.
- 3) Researcher prepared the material related to the topic

The planning of cycle 2 was identical with cycle 1, but the researcher made new treatment for increasing students' vocabulary mastery in the cycle 2. The researcher gave more treatment about the using flashcards to make them easier in memorizing nouns, provided list of vocabulary then told them how to pronounce the words correctly and gave new topic and interesting the picture in flashcards.

b. Implementing

In this phase, the action in this cycle consisted of three meetings, two meetings were for teaching and one meeting was for post-test. The researcher expected that student can develop in this cycle with different treatments.

1) The First Meeting

The first meeting was conducted on Tuesday, 13th June 2023 at 08.30-10.00 a.m. The researcher continued the activities with greeting, praying and checking student attendance. After that, the researcher explained material about things in the classroom, structure texts, generic structure, social function, and text of written transactional interaction acts of giving and asking for information objects in the classroom. After finishing explaining the material, the researcher showed flashcards with pictures of various objects in the classroom.

The researcher showed flashcards to students without explaining anything. This aims to make students observe what is in front of them and can find out the meaning of the vocabulary in the flashcards. After that, the researcher showed the flashcards a second time at random to students and ask students to mention what vocabulary is showed them.

The researcher provide examples correct pronunciation of the vocabulary shown. The researcher asked the students to imitate and repeat what the researcher said related with vocabulary about 'things in the classroom'. This step is the researcher do it over and over again until they can. After that, the researcher showed the flashcards again, with the vocabulary on the flashcards closed. This aims to make students it easier to memorize vocabulary by looking at pictures. Then, the researcher asked the students to memorize the vocabulary on the flashcards, without looking at the pictures on the flashcards. The

researcher appointed several students and asked meaning of vocabularies related to the topic that had been learned.

In the end of the meeting, the researcher concluded and reviewed the material that has been learned. Finally the class was ended by praying together and greeting to them.

2) The Second Meeting

The second meeting was conducted on Wednesday, 14th June 2023 at 08.30-10.00 a.m. The activity in second meeting was not different from the first meeting. The researcher started the class by greeting, praying, and checking the attendance. After the researcher opened the class, the researcher reviewed the material.

In this section, the researcher gave more practice to make them easier in memorizing vocabulary. The researcher showed flashcards to students to make it easier for students to remember vocabulary by paying attention to the pictures on the flashcards, the researcher also gave list of vocabulary that used in learning process then told them how to pronounce the words correctly. And then, the researcher asked the students came forward in front of the class one by one and present the vocabulary they have memorized.



Figure 4. 4
The students present the memorize vocabulary in front of the class

After that, the researcher made a conclusion about the material to make the students more understand. The researcher informed the students about the test that would be done on the next meeting. Finally, the class was ended by praying together and greeting to them.

3) The Third Meeting

The third meeting was conducted on Tuesday, 20th June 2022 at 08.30-10.00 a.m. The researcher continued the activities with greeting, praying, and checking the attendance. After opened the class, the researcher shared the test paper to the students.

The teacher asked the students to do test. The form of the test was multiple choice but different exam materials, if in the cycle 1 was the post-test material about daily activity, while in this cycle was post-test material about things in the classrooms. The researcher explained that the students have to choose the best answer. The teacher gave the time to do the test. The students answered all of the test and submitted. The score will be shown in the table below:

Table 4. 5 Students Post-test in Cycle 2

No	Name of Students'	Students' Score
1.	ACL	72
2.	AR	88
3.	AKM	76
4.	AVVM	80
5.	AR	76
6.	AH	84
7.	APW	80
8.	DR	68
9.	ELR	80
10.	FH	76
11.	HH	80
12.	HUF	84
13.	KA	72
14.	LM	80
15.	LH	68
16.	NF	72
17.	NK	88
18.	NM	76
19.	NS	80
20.	NF	92
21.	NH	88
22.	NEE	80
23.	NII	64
24.	NDK	76
25.	NH	84
26.	PRW	72
	Total Score	2.036

a. Mean of the students 8th C Class Score:

$$X = \frac{\Sigma X n}{n}$$

$$= \frac{2.036}{26}$$

$$= 78,3$$

The description of the formula:

X : Mean

$\sum x n$: Individual Score

N : Number of students

b. Percentage of completeness of vocabulary mastery

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{19}{26} \times 100\%$$

$$= 73\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

From the explanation above, the researcher concluded that the result after different treatment in cycle 2 was successful, because it could achieve the criteria of success of the research. Therefore, the cycle might finish and did not continue to the next cycle.

c. Observing

Based on the observation activity made by the researcher and collaborator in the action cycle 2, they found that students' participation was very good. Students' can pronounce vocabulary very good, the teaching material seemed interesting for the students. Therefore almost all of them followed the learning process enthusiastically so that the class seemed more active than before. Finally, evaluation of students' vocabulary mastery showed that the students got better score than in the first cycle.

After that the researcher also did observation about activities of students in the class. The researcher did it with collaborator, and got some data about activities of students in learning process. Based on the result of observation, the researcher got different data from the first cycle. The data of cycle 2 were described as follows:

Table 4. 6
Observation checklist in the first and second meeting in cycle 2

No.	Activities	Meeting 1		Meeting 2	
		Yes	No	Yes	No
1.	The students listen to the researcher introduction before teaching process	✓		✓	
2.	The students pay attention to the researcher explanation until finish	✓		✓	
3.	The students understand the procedure of the material told by the researcher	✓		✓	
4.	The students enjoy the learning process	✓		✓	
5.	The students active in asking and answering session	✓		✓	
6.	The students can memorize the existing vocabulary on flashcards	✓		✓	
7.	The students can pronounce properly as exemplified by researcher	✓		✓	
8.	The students follow the learning process and review along with the researcher before closing.	✓		✓	

From the table 4.6, it can be concluded that the students was enjoy the learning process because the teaching material seemed interesting for the students. The students was active participation in asking and answering questions. The students can memorize vocabulary and the students can pronounce word correctly when the researcher showed the

word.

d. Reflecting

From cycle 2, it can be seen several successful points such as: The students listened to the researcher introduction before teaching process, the students pay attention to the researcher explanation until finish, the student understand the procedure of the material told by the researcher, the students enjoy the learning process. The students active in asking and answering session. The students can memorize the existing vocabulary on flashcards very good. The students can pronounce properly as exemplified by researcher. The students follow the learning process and review along with the researcher before closing. The table of scores from the preliminary study, post test 1, post test 2 will be discussed in the following table:

Table 4. 7
The percentage of the students' vocabulary mastery

Meeting	Students' who got score higher than 73	Mean score	Percentage
Pre-test	6	69	24%
Cycle 1	10	71	38%
Cycle 2	19	78,3	73%

From the table 4.7, it can be seen that the mean score of cycle 1 was 71 and cycle 2 was 78. It means the score of cycle 2 was higher than the cycle 1. The percentage of students who got score above in cycle 1 was 38% and cycle 2 was 73%. It indicated that students who mastering

vocabulary increased up to 35%. There were many students passed their score based on KKM 75 or more. In conclusion, flashcards media was appropriate to improve students' vocabulary mastery. Therefore, researcher and collaborator decided to stop the CAR. Researcher did not need revise plan or move to the next cycle.

C. Discussion of The Research

This section presented the discussion of the research finding of improving vocabulary by using flashcards media which related to the theories. Improving vocabulary by using flashcards is one of interesting way to do in the eight grade of Mts. Raudlatus Syabab. It is proven, the students were interest in the learning because they like to learn by using everything pictured as like as flashcards. They were also curious about the learning. This is line with Pinter who states that young learners have a great curiosity to try new things and to explore concrete to abstract things.⁶⁴ By using flashcards, the students have a higher motivation in learning. The same statement comes from Harjanto in Nafissa Tracy, who states the learning media will attract the students' attention so that it can foster the learning motivation.⁶⁵ This is proven by the students when the learning process. Most of the students became active and happy. This is in line with Kemp and Dayton who states that media can make the learning process more interesting.⁶⁶

⁶⁴ Juhana, "Teaching English to Young Learners: Some Points to be Considered", *Asian of Journal of Education and e-Learning*, 2 (1st February 2014), 43

⁶⁵ Nafissa Tracy, "The Implementation of Flashcards as The Learning Media in Teaching Vocabulary at SDN Kapatihan 1 Jember in Academic Year 2018/2019" (Thesis, UIN KHAS Jember, 2019), 74

⁶⁶ Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011), 6

The improving students vocabulary mastery by using flashcards got a good response from the student. During teaching and learning process by using flashcards the students focused when the researcher explained the material until finish, the students can pronounce properly as exemplified by the researcher. However, some students were still confused, afraid, and shy when the researcher asked the students come forward of the class to present the memorize vocabulary. But most of the students who wants to come to the front of the class and present the memorized vocabulary. At the first meeting in cycle 1 the students' still left confused and difficulty, but at the next meeting the students began to understand and really enjoy. Although, some students sleep in class when teaching and learning process. After conducting the treatment in cycle 1, the researcher doing the post- test to find out the results of students' vocabulary mastery using flashcards media. From the data shows that the students post-test scores are higher than the pre-test score, but have not achieve the criteria of success. So, the researcher need revise plan or move to the next cycle.

In cycle 2, the researcher gave the different material and can develop in this cycle with different treatment. During teaching and learning process the students listened to the researcher introduction before teaching process, the students pay attention to the researcher explanation until finish, the student understand the procedure of the material told by the researcher, the students enjoy the learning process. The students active in asking and answering session. The students can memorize the existing vocabulary on flashcards very

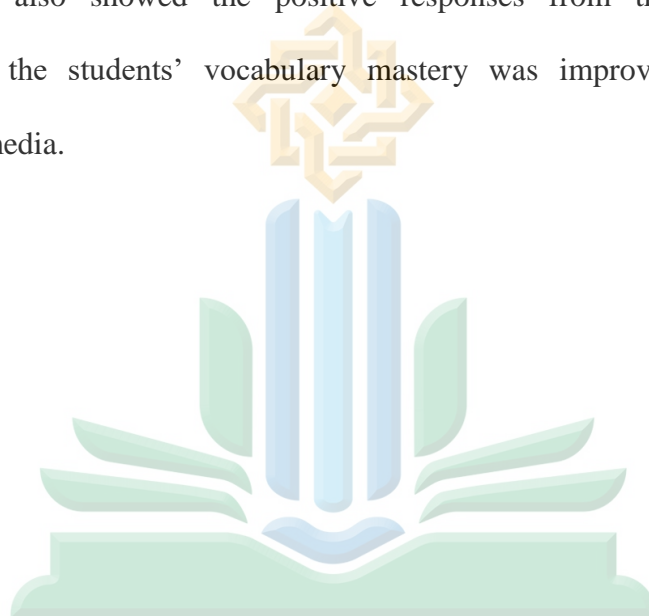
good. The students can pronounce properly as exemplified by researcher. However, some students still shy to come forward of the class to present the memorized vocabulary. After conducting treatment in cycle 2, the researcher doing the post-test to find out the results of students' vocabulary mastery using flashcards. The result of the post-test in cycle 2 showed that the students' score was higher than the post-test in cycle one.

After implementing the flashcards as media in teaching and learning process of this research, the result showed that the students' vocabulary score was gradually improved. It mean that there was an improvement of students' vocabulary mastery. From the data in preliminary study, the students mean score was 69 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 24% or 6 students. It could be said that the students vocabulary mastery was still low.

Based on the result of students' vocabulary mastery in cycle 1, the result showed that the mean score was 71 and for the percentage of the students' who reached above the Minimum Mastery Criterion (KKM 75) was 38% or 10 students. It could be said that the students vocabulary mastery not achieve the target of success in Classroom Action Research, that was why the researcher continue to the cycle 2. Next, the mean score in the cycle 2 was 78,3. It showed students' improvement from the previous test. Meanwhile, the class percentage which pass the Minimum Mastery Criterion (KKM 75) was 73% or 19 students. It means there were 19 students whose score passed the Minimum Mastery Criterion (KKM 75) or more and there were 7 students under the

target of Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action Research it success and the cycle can be stop.

From those explanation, the use of flashcards media to improve students' vocabulary mastery was great and successful in two cycles. In this research was "vocabulary mastery using flashcards". The results of the observation also showed the positive responses from the students. In conclusion, the students' vocabulary mastery was improved through the flashcards media.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, the researcher concluded that using flashcards media could improve students' vocabulary mastery. There was improvement from cycle 1 to cycle 2 from post-test given by the researcher. The mean score of pre-test before the researcher did the treatment is 69. After the researcher did treatment using flashcards media, the mean score of post-test in cycle 1 is 71 and the mean score of post-test in cycle 2 is 78,3. It means there is increased score between pre-test and post-test, from the mean score it can conclude that flashcards media was effective to improve students' vocabulary mastery. Moreover, flashcards media increase students participation and their memorizing ability. In other words, flashcards media was considered to be interesting and fun in order to attract the students' attention at eight grade of Mts. Raudlatus Syabab.

B. Suggestion

After conducting the research, the researcher would give the suggestion to the teacher, and the future researcher. The suggestion are as follows:

1. The researcher suggested the English teacher to apply flashcards media while teaching basic vocabulary. It will make students more enthusiast and increase their vocabulary. The teacher should use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable, and meaningful by considering various aspects such

as size of class, and time allocation. So that learning objectives can be achieved optimally.

2. The researcher suggested the future researcher to use this report a reference to conduct similar research.



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J E M B E R

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J E M B E R

DECLARATION OF AUTHENTICITY

The undersigned :

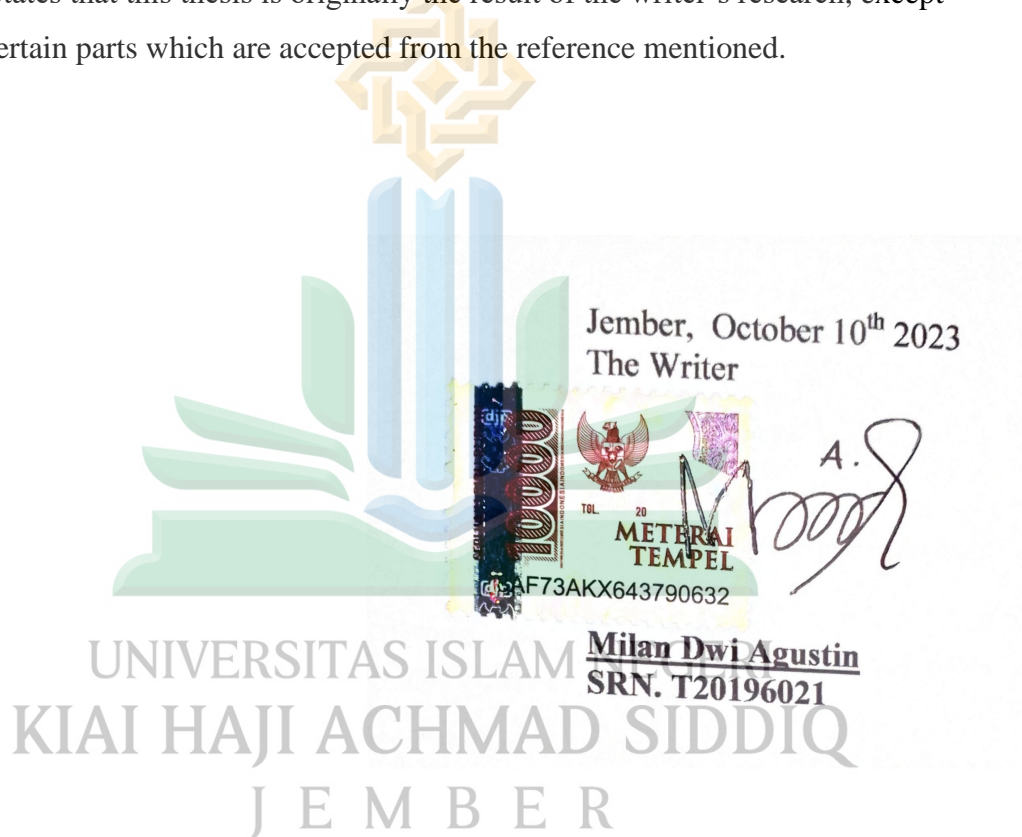
Name : Milan Dwi Agustin

NIM : T20196021

Department : English Education

Faculty : Tarbiyah and Teacher Training

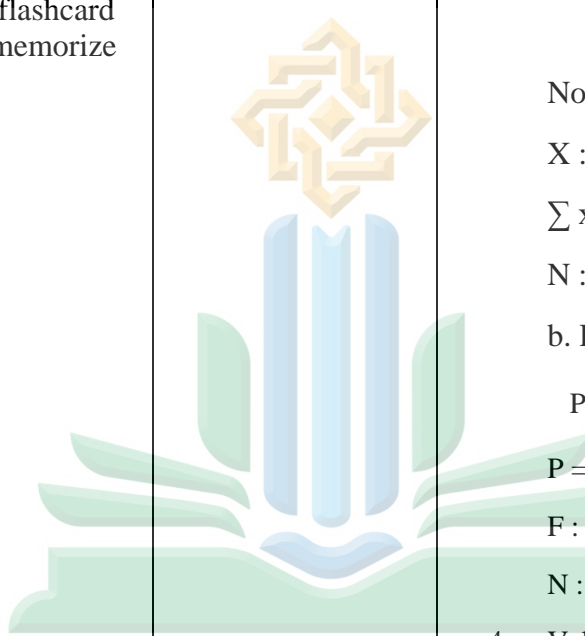
States that this thesis is originally the result of the writer's research, except some certain parts which are accepted from the reference mentioned.



Appendix 1

RESEARCH MATRIX

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	GENERAL QUESTION
Improving Students Vocabulary Mastery Through Flashcards Media at Eight Grade of Mts.Raudlatus Syabab	1. Vocabulary 2. Flashcards Media	1. Vocabulary a. Meaning b. Word Class c. Memorize 2. Flashcards Media a. Identifying picture b. Showed the vocabulary on the flashcards c. Pronounce vocabulary at the flashcards as exemplified by the researcher d. Remember the	1. Pre-test and Post-test 2. Observation Sheet 3. Interview	1. Research Design : Classroom Action Research. The stages of CAR: a. Planning b. Implementing c. Observing d. Reflecting 2. Data Collection Method : a. Pre-test b. Post-test c. Observation Sheet d. Interview 3. Data Analysis: a. Average Score:	How can flashcards improve vocabulary mastery at eight grade of Mts. Raudlatus Syabab?

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	GENERAL QUESTION
		vocabulary on the flashcard an memorize	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	$X = \frac{\sum X n}{n}$ <p>Notes :</p> <p>X : Mean</p> <p>$\sum x n$: Individual Score</p> <p>N : Number of Students</p> <p>b. Pass Score:</p> $P = \frac{F}{N} X 100$ <p>P = The class percentage</p> <p>F : Total Percentage</p> <p>N : Number of Students</p> <p>4. Validity of Data: Conten Validity</p> <p>5. Criteria of Success :</p> <p>This research will be successful if the number students who reach the minimum score (75) are equal to or higher than 65% of the total students in the research.</p>	

Appendix 2

SURAT PERMOHONAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-2451/ln.20/3.a/PP.009/05/2023
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Mts. Raudlatus Syabab
 Sumber Wringin Kecamatan Sukowono

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: T20196021
Nama	: MILAN DWI AGUSTIN
Semester	: Semester delapan
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Student Vocabulary Mastery Through Flashcard Media at 8 Grade of Mts Raudlatus Syabab" selama 25 (dua puluh lima) hari di lingkungan lembaga wewenang Bapak/Ibu MOH. Mukit, S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.




Jember, 22 Mei 2023

 Dekan,
 Wakil Dekan Bidang Akademik,


 MASHUDI

Appendix 3

SURAT TELAH MENYELESAIKAN PENELITIAN

	<p>YAYASAN RAUDLATUS SYABAB MADRASAH TSANAWIYAH RAUDLATUS SYABAB Jalan KH. Ahmad Syukri Nomor 02 Sumberwringin – Sukowono – Jember Pos 68194 Telephone 085104833700 Email: mts.arsy_sbrwringin@yahoo.com Website: mts.arsy-sch.id</p>	
Nomor	: 128.2/Mts.13.32.723.02.T-1/aRSY/B/07/2023	03 Juli 2023
Sifat	: Penting	
Lampiran	: ~	
Perihal	: Surat Keterangan Selesai Penelitian	
Kepada Yth.		
Kepala an. Dekan,		
Wakil Dekan Bidang Akademik (Mashudi)		
Berdasarkan surat nomor : B-3079/In.20/3.a/PP.009/06/2023 tanggal 15 Juni 2023		
Perihal Ijin Penelitian, maka nama dibawah ini :		
Nama	: Milan Dwi Agustin	
NIM	: T20196021	
Semester	: Semester delapan	
Program Studi	: Tadris Bahasa Inggris	
Telah menyelesaikan tugas penelitian/riset Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan dengan Judul “ Improving Students Vocabulary Through Flashcards Media At 8 Th Grade Of MTs. Raudlatu Syabab”		
Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya		
<p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>		
		 Kepala Madrasah Moh. Mukit, S.Pd.I

Appendix 4

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/Mts

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Tahun Pelajaran : 2023/2024

Kompetensi Inti :

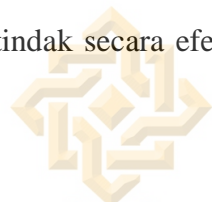
KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun responsive dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan

pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai dengan kaidah keilmuan.



Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait aktivitas sehari-hari (daily activities) sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> Fungsi Sosial Menjelaskan dan mendeskripsikan Struktur teks <ol style="list-style-type: none"> Tindakan/ Kegiatan yang dilakukan secara rutin. <ul style="list-style-type: none"> I wake up at five o'clock every morning. How about you? Do you have breakfast before school? Tindakan/Kegiatan yang merupakan kebenaran umum <ul style="list-style-type: none"> where does the sunrise? 	3.1.1. Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin sesuai dengan konteks penggunaannya. 3.1.2. Menemukan ungkapan menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan secara rutin.	<ul style="list-style-type: none"> Menyimak, meniru, dan memperagakan beberapa contoh kosakata yang telah di contohkan dengan tekanan dan kata yang benar. Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda. Menghafalkan kosakata yang telah disebutkan dengan benar. Menyebutkan dan membuat kalimat dari gambar aktivitas sehari-hari yang telah ditunjukkan. Melakukan refleksi tentang proses dan hasil belajar. 	6 jam	- Buku Pendidikan Bahasa Inggris kelas VIII	<ul style="list-style-type: none"> Tes Tertulis Tes Lisan Penugasan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	<p>It rises in the east.</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - kalimat deklaratif dan interogatif dalam simple present tense. - Adverbial : always, often, sometimes, never. - Nomina singkat dan plural dengan atau tanpa a, the, this, those, my, their. 	<p>3.1.3. Menulis teks transaksional lisa dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang sedang berlangsung dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai konteks.</p>				
<p>4.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyebutkan benda-benda yang ada di dalam kelas.</p> <p>4.2 Menyusun teks interaksi transaksional dan tulis sangat pendek dan sederhana yang melibatkan tindakan</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengenalkan, mengidentifikasi, dan menyebutkan berbagai benda yang ada di dalam kelas. • Struktur teks <ul style="list-style-type: none"> - Meminta informasi mengenai nama dan jumlah benday ag ada di dalam kelas. - Memberi informasi 	<p>4.1.1 Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi nama dan jumlah benda-benda yang ada di dalam ruangan kelas.</p> <p>4.1.2 Menyebutkan nama dan jumlah benda</p>	<ul style="list-style-type: none"> • Mencermati beberapa gambar dan tulisan yang berisi beberapa benda yang ada di dalam kelas, untuk kemudian mengucapkan dengan ucapan dan tekanan kata yang benar. • Menyimak dan menirukan guru menanyakan dan mneyebutkan benda-benda yang terdapat di dalam kelas dengan tata Bahasa, ucapan dan tekanan kata yang benar. 	6 jam	- Buku Pendidikan Bahasa Inggris kelas VIII	<ul style="list-style-type: none"> • Tes Tertulis • Tes Lisan • Penugasan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>memberi dan meminta informasi terkait jumlah benda, dan bangunan public yang dekat dengan kehidupan sehari-hari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mengenai nama dan benda yang ada di dalam kelas.</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Pertanyaan terkait benda yang ada di dalam kelas dengan menggunakan kalimat <i>Can you tell the names of the things in the classroom?</i> - penggunaan artikel: penyebutan tanda benda dengan a/an, bentuk jamak (-s) - Penggunaan cardinal numbers (1,2,3,4....) - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. 	<p>yang ada did alam kelas.</p> <p>4.1.3 Menulis teks interaksi transaksional sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.</p>	<ul style="list-style-type: none"> • Bertanya jawab tentang beberapa benda yang ada di dalam kelas. • Menghafalkan kosakata yang ada pada flashcard yang telah disebutkan dan di contohkan dengan tekanan dan kata yang benar. • Melakukan refleksi tentang proses dan hasil belajarnya. 			

Appendix 5

Lesson Plan for Cycle One**RENCANA PELAKSANAAN PEMBELAJARAN**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/Genap Materi Pokok

: Daily Activities

Alokasi Waktu : 120 menit (2x pertemuan)

A. Kompetensi Inti :

- **KI dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara.
- **KI 3** : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4** : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	3.1.1 Mengidentifikasi fungsi sosial, dan unsur kebahasaan dari teks interaksitransaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyebutkan atau menceritakan aktivitas yang dilakukan sehari-hari.	3.1.2 Menemukan ungkapan menyatakan dan menanyakan tentang tindakan atau kejadian yang dilakukan atau terjadi secara rutin atau merupakan

<p>3.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan yang terjadi secara rutin dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kebenaran umum.</p> <p>3.1.3 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kejadian yang sedang dilakukan atau sedang berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
---	--

B. Tujuan Pembelajaran

1. Melalui media flashcards peserta didik dapat menyebutkan beberapa kegiatan rutin yang dilakukan sehari-hari menggunakan bahasa Inggris.
2. Melalui teks sederhana, peserta didik dapat menemukan kalimat terkait kegiatan yang terjadi secara rutin, sesuai dengan konteks penggunaannya secara cermat.

C. Materi Pembelajaran

1. Fungsi sosial

Menjelaskan dan mendeskripsikan

2. Struktur teks

a. Tindakan/Kegiatan yang dilakukan/terjadi secara rutin

- I wake up at five every morning. How about you? No, I don't. I wake up at four.
- Do you have breakfast before school? Yes, I do. My mom prepare breakfast for us.
- How often do you learn English at school? We learn it twice a week.

b. Tindakan/Kegiatan yang merupakan kebenaran umum

- Where does the sun rise? It rises in the east.
- How does salt taste? It tastes salty.

3. Unsur Kebahasaan

Kalimat deklaratif dan interogatif dalam simple present tense. Adverbial :

always, often, sometimes, never, usually, every.

Simple Present Tense Pattern :

1. (+) Subject + is, am, are + Complement Ex : She is a teacher

(-) Subject + is, am, are + not + complement

D. Media Pembelajaran

Flashcards

E. Bahan dan Sumber Belajar

1. Bahan : flashcards, papan tulis, spidol, penghapus.
2. Sumber Belajar : Buku paket Bahasa Inggris untuk SMP/MTs kelas VIII

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	Mengamati 1. Guru menyampaikan materi tentang daily activities kepada peserta didik. 2. Guru memberi contoh kalimat yang menunjukkan tentang kegiatan sehari-hari kepada peserta didik. 3. Peserta didik mulai mengamati ciri-ciri atau contoh kalimat yang diberikan oleh guru.	10 menit
	Menanya 1. Peserta didik dan guru bertanya jawab tentang materi daily activities. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi daily activities. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya.	10 menit
	Mengeksplorasi 1. Guru memberi contoh tindakan/kegiatan yang dilakukan sehari-hari kepada peserta didik dengan menggunakan simple present tense. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang materi daily activities kepada guru.	10 menit
	Mengumpulkan data/informasi	25 menit

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	<ol style="list-style-type: none"> 1. Peserta didik melihat gambar yang sudah di siapkan oleh guru. 2. Guru menunjukkan gambar dan tulisan yang ada pada media flashcards kepada peserta didik, dan mengarahkan peserta didik untuk mengucapkan pronunciation yang telah di contohkan oleh guru. 3. Dengan bimbingan guru, peserta didik mencari 'arti' Bahasa Indonesia sesuai apa yang peserta didik amati. 4. Peserta didik mulai mengamati dan mengingat kosakata yang ada pada flashcards. 5. Guru meminta peserta didik untuk menyebutkan dan membuat kalimat tentang daily activities yang ada di gambar. <p>Mengkomunikasikan Guru meminta peserta didik untuk mempresentasikan beberapa kegiatan yang dilakukan sehari-hari.</p>	15 menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. 3. Peserta didik menjawab pertanyaan yang diberikan oleh guru. 4. Guru menutup pembelajaran dengan berdoa dan salam. 	10 menit

2. Pertemuan Kedua

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menunjukkan flashcards yang menggambarkan beberapa kegiatan sehari-hari yang sering dilakukan. 2. Peserta didik mengamati setiap gambar yang ditunjukkan oleh guru. 	10 menit
	<p>Menanya</p> <p>Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami tentang gambar dan kosakata yang ada pada flashcards.</p>	10 menit
	<p>Mengeksplorasi</p>	20 menit

	Guru meminta peserta didik menghafalkan kosakata yang ada pada flashcard. Mengumpulkan data/informasi Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosakata yang sudah di hafal. Mengkomunikasikan Guru mengoreksi kosakata dan pronounciation peserta didik pada saat peserta didik maju ke depan untuk menghafal.	10 menit
		10 menit
Penutup	1. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari . 2. Guru menutup pembelajaran dengan doa dan salam.	10 menit

H. Penilaian

Kognitif : Siswa memahami dan menghafal kosakata 83ahasa Inggris.

Afektif : Menjawab salam, aktif bertanya, menunjukkan sikap disiplin melalui kehadiran,dan aktif dalam pembelajaran.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20,jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Jember, 20 Mei 2023

Guru Mata Pelajaran



Maimunatul M, S.Pd
NUPTK : 20589496198002

Peneliti



Milan Dwi Agustin
NIM : T20196021

Lesson Plan for Cycle Two

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Things Around Us
 Alokasi Waktu : 120 menit (2x pertemuan)
 Topik/Subtema : Things in the Classroom (memberi dan meminta informasi terkait namabenda di dalam kelas).

A. Kompetensi Inti :

- **KI dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara.
- **KI 3** : Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- **KI 4** : Mencoba, mengalah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lainyang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.1 Menunjukkan perilaku santun dan pedulidalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	3.1.1 Mengidentifikasi fungsi bahasa, dan unsur kebahasaan dari teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah benda-benda yang ada di dalam ruangan kelas.
3. 2 Memahami fungsi bahasa, struktur teks,dan unsur kebahasaan dari teks untuk menyebutkan benda-benda yang ada di	3.1.2 Menyebutkan nama dan jumlah bendayang ada di dalam ruangan kelas.

dalam kelas.	
3.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	3.1.3 Menulis teks interaksi transaksional sangat sederhana terkait tindakan memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.

C. Tujuan Pembelajaran

Dilandasi dengan mensyukuri kesempatan dapat mempelajari bahasa Inggris, peserta didik dapat memahami, membedakan dan mampu menyebutkan benda-benda yang ada di ruangan kelas untuk mengkomunikasikan menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai dengan konteks secara jujur, disiplin, dan percaya diri. Melalui media flashcards peserta didik dapat menyebutkan beberapa benda yang ada di dalam ruangan kelas menggunakan bahasa Inggris.

D. Materi Pembelajaran

1. Fungsi Bahasa

Mengenalkan, mengidentifikasi, dan menyebutkan berbagai benda yang ada di dalam kelas.

2. Struktur teks Interaksi Transaksional

- a. Meminta informasi mengenai nama dan jumlah benda yang ada di dalam kelas.
- b. Memberi informasi mengenai nama dan jumlah benda yang ada di dalam kelas.

3. Unsur Kebahasaan

- a. Pertanyaan terkait benda yang ada di dalam kelas dengan menggunakan kalimat *Can you tell the names of the things in the classroom?*
- b. Penggunaan artikel : penyebutan benda dengan a/an, bentuk jamak (-

s)

c. Penggunaan I have, she/he, has

d. Penggunaan Cardinal Numbers (1,2,3,4.....)

e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. Topik

Teks interaksi transaksional lisan dan tulis serta memberi dan meminta informasi benda-benda yang ada di dalam ruangan kelas.

a. Nama-nama benda yang ada di dalam kelas.



b. Meminta informasi terkait nama-nama benda di ruang kelas.

- Can you tell me the names of things in the classroom?

- What do you have in your bag?

c. Meminta informasi terkait jumlah benda-benda di dalam ruang kelas.

- How many Do you have?

- How many pencil do you have?

d. Memberi informasi terkait nama benda-benda di dalam ruang kelas.

- I have a pan

- She has an eraser

- He has a pencil

e. Memberi informasi terkait jumlah benda-benda di dalam ruang kelas.

- I have seven books

- She has two pens

E. Media Pembelajaran dan Sumber Belajar

Media : Worksheet/lembar kerja (siswa), lembar penilaian, flashcards.

Alat/Bahan : pensil, pulpen, papan tulis, spidol, penghapus.

Sumber Belajar : Buku paket Bahasa Inggris untuk SMP/MTs kelas VIII

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. Guru menyampaikan materi tentang benda-benda yang ada di dalam kelas kepada peserta didik. 2. Guru memberikan contoh informasi terkait nama-nama benda di dalam kelas sesuai dengan teks transaksional menggunakan kosakata Bahasa Inggris. Contoh : <i>I have seven books</i> 3. Peserta didik mulai mengamati ciri-ciri atau contoh memberi dan meminta informasi terkait benda yang ada di dalam kelas. <p>Menanya</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru bertanya jawab tentang materi things in the classroom. 2. Guru memberi arahan kepada peserta didik agar mereka mampu bertanya mengenai materi things in the classroom. 3. Guru menjawab pertanyaan peserta didik dengan menjelaskannya. <p>Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Guru memberi contoh meminta informasi terkait benda yang ada di dalam kelas. 2. Peserta didik mengutarakan apa yang mereka pelajari dan pikirkan tentang benda-benda di dalam kelas dan cara menyebutkannya dalam bahasa Inggris. 	10 menit
	10 menit	
	10 menit	

	<p>Mengumpulkan data/informasi</p> <ol style="list-style-type: none"> 1. Peserta didik melihat gambar yang sudah di siapkan oleh guru. 2. Guru menunjukkan gambar dan tulisan yang ada pada media flashcards kepada peserta didik, dan mengarahkan peserta didik untuk mengucapkan pronunciation yang telah dicontohkan oleh guru. 3. Dengan bimbingan guru, peserta didik mencari ‘arti’ Bahasa Indonesia sesuai apa yang peserta didik amati. 4. Guru meminta peserta didik untuk menyebutkan beberapa kosakata bahasa inggris yang ada pada flashcards. <p>Mengkomunikasikan</p> <p>Guru meminta peserta didik untuk menghafalkan kosakata terkait benda-benda yang ada di dalam kelas dan di presentasikan pada pertemuan selanjutnya.</p>	<p>10 menit</p> <p>25 menit</p>
Penutup	<ol style="list-style-type: none"> 1. Peserta didik dan guru menyimpulkan pembelajaran. 2. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan. 3. Guru menutup pembelajaran dengan doa dan salam. 	10 menit

2. Pertemuan Kedua

KEGIATAN PEMBELAJARAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Memberi salam, berdoa, mengecek kehadiran siswa, mereview materi, menjelaskan tujuan pembelajaran, menanyakan manfaat topik yang akan dipelajari.	10 menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none"> 1. guru menunjukkan Kembali media flashcards tentang benda-benda yang ada di dalam kelas. 2. Peserta didik mengamati setiap gambar yang ditunjukkan oleh guru. <p>Menanya</p> <p>Guru bertanya kepada peserta didik apabila ada yang masih belum dipahami tentang gambar dan kosakata yang ada pada flashcards.</p> <p>Mengeksplorasi</p> <p>Guru meminta peserta didik untuk menghafalkan kosakata yang ada pada flashcards yang sudah dipelajari sebelumnya.</p> <p>Mengumpulkan data/informasi</p> <p>Guru meminta peserta didik untuk maju ke depan kelas dan menyebutkan beberapa kosakata yang</p>	<p>15 menit</p> <p>10 menit</p> <p>20 menit</p>

	<p>sudah dihafal oleh peserta didik.</p> <p>Mengkomunikasikan</p> <p>1. Guru mengoreksi kosakata dan pronunciation peserta didik pada saat peserta didik maju ke depan untuk mempresentasikan kosakata yang mereka hafal.</p> <p>2. Peserta didik yang mengalami kesulitan dalam melafalkan kosakata akan dibimbing dan di arahkan cara pelafalan yang benar.</p>	10 menit
Penutup	<p>1. Guru memberikan penguatan dan menyimpulkan materi yang sudah dipelajari.</p> <p>2. peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</p> <p>3. Guru menutup pembelajaran dengan berdoa dan salam.</p>	10 menit

H. Penilaian

Kognitif : Siswa memahami dan menghafal kosakata bahasa Inggris.

Afektif : Menjawab salam, aktif bertanya, menunjukkan sikap disiplin melalui kehadiran, dan aktif dalam pembelajaran.

Penilaian : Jika peserta didik dapat memenuhi aspek maka peserta didik mendapat nilai 20, jika siswa belum memenuhi aspek maka peserta didik mendapat skor 10.

No	Aspect	Score	
		Memenuhi	Belum memenuhi
1	Mengartikan		
2	Membaca		
3	Melafalkan		
4	Menulis		

Jember, 11 Juni 2023

Guru Mata Pelajaran



Maimunatul M, S.Pd
NUPTK : 20589496198002

Peneliti



Milan Dwi Agustin
NIM : T20196021

Appendix 6

THE RESULT OF INTERVIEW**Time and Place**

1. Day/date : Monday, 22nd May 2023
2. Place : Classroom of Mts.Raudlatus Syabab
3. Time : 08.30-Finish

Responden :

1. English teacher
2. Students of Class 8C

Note :

R : Researcher

ET : English Teacher

S: Students

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : Bu, apa saja kesulitan yang dialami oleh peserta didik saat pembelajaran berlangsung?

ET : Yang pertama kefokusannya, siswa kurang fokus karena kurangnya vocabulary, vocabulary nya bisa dibilang lemah. Ketika guru berbicara/menjelaskan menggunakan Bahasa Inggris anak-anak tidak faham/kebingungan dengan penjelasan guru. Jadi, anak-anak itu kurang kosakata. Yang kedua adalah, media yang ada di kelas kurang memadai dikarenakan di kalangan pesantren, seperti: kurang stop kontak, kurang proyektor.

R : Faktor apa yang membuat beberapa kesulitan itu terjadi Bu?

ET : Siswa banyak yang mengantuk saat pembelajaran sedang berlangsung, karena memang di kalangan pesantren banyak kegiatan sehingga pada pembelajaran formal anak-anak kurang fokus, sebagian siswa banyak yang tidur dan sekarang jam istirahat anak-anak di tiadakan. Jadi, waktu untuk pembelajaran formal kurang karena memang lebih banyak di pesantren. Akhirnya, dalam pembelajaran siswa banyak yang makan-makan, ada yang

tidur, dan memang kurang fokus.

R : Apakah siswa di kelas 8C menyukai pelajaran Bahasa Inggris Bu?

ET : Siswa melihat metode pembelajaran yang dipakai oleh guru, atau semangat siswa tergantung pada metode pembelajaran yang dipakai oleh guru.

R : Metode apa yang Ibu gunakan ketika mengajar?

ET : Semua metode digunakan, kecuali presentasi diganti menggunakan perkelompok & berdiskusi.

R : Jika saya melakukan penelitian di kelas 8C, apa ibu setuju jika saya menggunakan media flashcards supaya kosakata mereka bisa meningkat?

ET : Oh bagus nak, soalnya anak-anak memang semangat jika guru menggunakan media yang menarik perhatian siswa. Dan saya rasa flashcard tersebut cocok digunakan untuk membuat siswa semangat dan tertarik dalam mempelajari kosakata. Saya juga belum pernah menggunakan media flashcards dalam mengajar, selama saya mengajar disini. Silahkan mbak jika mau menggunakan media flashcards, dan buat flashcards dengan gambar se menarik mungkin agar siswa tidak bosan ketika jam pelajaran bahasa Inggris.

R : Terima kasih Bu, saya akan mencoba menggunakan media flashcards saat penelitian nanti. Kira-kira jadwal pelajaran bahasa Inggris di kelas 8C hari apa saja Bu?

ET : Seminggu 2 kali mbak. Hari Selasa dan Rabu, sama-sama di jam pertama. Yaitu dari jam 08.30-10.00

R : Baik Bu, terima kasih untuk kesediaan ibu untuk saya interview hari ini.

ET : Sama-sama nak.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : Apakah kalian menyukai pelajaran bahasa Inggris?

S1 : Iya miss saya menyukai pelajaran bahasa Inggris.

S2 dan S3 : Suka miss, tapi saya kesulitan dalam mengucapkan kata-katanya.

Sulit miss, kata-kata bahasa Inggris itu.

R : Apa kendala kamu saat mempelajari bahasa Inggris?

S1 dan S3 : Kesulitan saat mau ngomong pakai Bahasa Inggris miss.

S2 : Menurut saya Bahasa Inggris itu sulit miss, jadi saya kadang tidak mengerti apa yang dibicarakan oleh guru.

R : Mengapa kalian kesulitan dalam mempelajari bahasa Inggris?

S1 : Karena lebih fokus ke pelajaran yang ada di pondok/ madrasah diniyah miss, kayak nadhoman, dan banyak hafalan lainnya yang harus di hafal miss.

S2 dan S3 : Saya kurang bersemangat miss kalau tidak ada game atau yang lain saat pelajaran yang buat pelajaran jadi seru itu miss atau jadi gak ngantuk di kelas.

R : Apakah disini pernah menggunakan PPT dalam proses pembelajaran?

S1, dan S3 : Tidak pernah miss.

S2 : Padahal saya semangat miss kalau ada PPT apalagi gambar-gambar yang lucu atau nonton film misalnya, jadi kayak seru gitu miss.

R : Metode apa biasanya yang di gunakan oleh guru dalam proses belajar mengajar?

S1 : Tanya jawab miss.

S2 dan S3 : Diskusi berkelompok juga sering di gunakan miss.

R ; Di antara 4 language skills (reading, writing, speaking, listening) mana yang menurut kamupaling sulit? Dan apa alasannya?

S1 dan S2 : Speaking miss, karena kesulitan dalam pengucapan kosakatanya.

S3 : Speaking miss, karena kalo speaking itu harus hafal kosakata dan saya masih banyak yang gak hafal miss, dan juga cara pengucapannya itu sulit miss saya gak bisa.

R : Baik, sekian dulu ya pertanyaan dari saya. Terimakasih banyak, sampai ketemu lagi di penelitian nanti.

Appendix 7

Observation checklist in cycle 1

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
1.	The students listen to the researcher introduction before teaching process	✓		✓	
2.	The students pay attention to the researcher explanation until finish	✓		✓	
3.	The students understand the procedure of the material told by the researcher	✓		✓	
4.	The students enjoy the learning process		✓	✓	
5.	The students active in asking and answering session	✓		✓	
6.	The students can memorize the existing vocabulary on flashcards		✓	✓	
7.	The students can pronounce properly as exemplified by researcher		✓		✓
8.	The students follow the learning process and review along with the researcher before closing	✓		✓	

Observation checklist in cycle 2

No	Activities	1 st Meeting		2 nd Meeting	
		Yes	No	Yes	No
1.	The students listen to the researcher introduction before teaching process	✓		✓	
2.	The students pay attention to the researcher explanation until finish	✓		✓	
3.	The students understand the procedure of the material told by the researcher	✓		✓	
4.	The students enjoy the learning process	✓		✓	
5.	The students active in asking and answering session	✓		✓	
6.	The students can memorize the existing vocabulary on flashcards	✓		✓	
7.	The students can pronounce properly as exemplified by researcher	✓		✓	
8.	The students follow the learning process and review along with the researcher before closing	✓		✓	

Appendix 8

Students Score in Pre-test (pre-cycle)

No	Name of Students'	Students' Score
1.	ACL	60
2.	AR	64
3.	AKM	68
4.	AVVM	72
5.	AR	56
6.	AH	68
7.	APW	68
8.	DR	60
9.	ELR	76
10.	FH	72
11.	HH	68
12.	HUF	76
13.	KA	72
14.	LM	72
15.	LH	64
16.	NF	60
17.	NK	76
18.	NM	64
19.	NS	68
20.	NF	84
21.	NH	76
22.	NEE	72
23.	NII	64
24.	NDK	76
25.	NH	68
26.	PRW	72
	Total	1.796

The researcher calculated the data by using with the formula below:

$$\begin{aligned}
 \text{a. Mean of the students 8}^{\text{th}} \text{ C Class Score} &= \bar{X} = \frac{\sum X n}{n} \\
 &= \frac{1796}{26} \\
 &= 69
 \end{aligned}$$

The description of the formula:

- \bar{X} = Mean
- $\sum \times n$ = individual score
- N = number of students

b. Percentage of completeness of vocabulary mastery = $P = \frac{F}{N} \times 100\%$

$$= \frac{6}{26} \times 100\%$$
$$= 24\%$$

The description of the formula:

P : The class of percentage

F : Total percentage score

N : Number of student



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Appendix 9

The Students' Attendance List

No	Name of Students'	F/M
1.	ABELIA CITRA LESTARI	F
2.	AIDATUR RISKIYAH	F
3.	ALFI KARIMATIL MAKRIFAH	F
4.	ALFINA VIVIA VIDA MUSTAQIMAH	F
5.	ALIYATUR RHOMADANI	F
6.	AMILIYATUL HASANAH	F
7.	ANGELIA PUTRI WICAKSONO	F
8.	DEWI RISKA	F
9.	ERINI LAILATUR ROMADANI	F
10.	FITRIYATUL HASANAH	F
11.	HILDAYATUL HILMIYAH	F
12.	HIMMATUL ULIL FITROH	F
13.	KAMELIA ANGGRAINI	F
14.	LULUK MUKARROMAH	F
15.	LUTFIATUL HASANAH	F
16.	NABILATUL FIKRIYAH	F
17.	NADIATUL KHAIRAH	F
18.	NADWAH MAULIDIYAH	F
19.	NAFISSATUS SAKHIYEH	F
20.	NAYLATUL FARAH	F
21.	NISWATIL HASANAH	F
22.	NOVYSIAH EKA EMELDA	F
23.	NUR IFADATUL IMAMAH	F
24.	NURIL DATUL KAMILAH	F
25.	NURIL HAFIDHOH	F
26.	PUTRI RISKIYA WULANDARI	F

Appendix 10

Instrument Validity

LEMBAR VALIDASI INSTRUMEN PENELITIAN

**“IMPROVING STUDENTS VOCABULARY MASTERY THROUGH FLASHCARDS
MEDIA AT 8TH GRADE OF MTS. RAUDLATUS SYABAB”**

Nama Validator : Maimunatul Munawaroh, S.Pd

Ahli Bidang : Guru Bahasa Inggris

Unit Kerja : MTS. Raudlatus Syabab

Petunjuk Pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut :
 - 4 = sangat baik
 - 3 = baik
 - 2 = kurang
 - 1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terimakasih.

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LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator			✓	
2.	Soal sesuai dengan indikator			✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓	
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis			✓	
5.	Rumusan kalimat soal mudah dipahami			✓	
6.	Butir soal menggunakan bahasa Inggris yang sesuai dengan gramatikal				✓
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓	

Komentar dan Saran Perbaikan

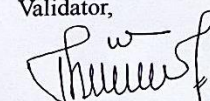
Silahkan direvisi
 sesuai saran

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
 2. Valid, dapat digunakan dengan revisi
 3. Kurang valid, butuh revisi
 4. Tidak valid, butuh revisi
- (mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 23 Mei 2023

Validator,



Maimunatul Munawaroh, S.Pd

Appendix 11

NAME :

CLASS :

Answer the questions below by choosing a, b, c, or d!!



1. Look at the picture, and what is the right expression?

- | | |
|-----------------|-----------------|
| a. Let's go! | c. Let's play! |
| b. Let's sleep! | d. Let's dance! |

Text For Number 2-5

Rina's Sunday Activities

Rina gets up at 04.30 am. She makes his bed and prays. At 05.00 she take sports for an hour. She take a bath and dresses up, then she has breakfast with his family at 06.30. After that she works in the garden. She likes gardening. Then she usually watches TV in the living room with her father.

2. What does she do at 05.00 a.m?

- | | |
|------------------|---------------|
| a. Take a bath | c. Take sport |
| b. Has breakfast | d. Dresses up |

3. How long does he take sport?

- | | |
|-----------------|------------------|
| a. For an hour | c. For two hour |
| b. For an hours | d. For two hours |

4. Does she like gardening?

- | | |
|--------------------|---------------------|
| a. Yes, she is. | c. Yes, she does. |
| b. No, she is not. | d. No, she doesn't. |

5. Rina usually at 04.30 a.m

- | | |
|------------|----------------|
| a. Get up | c. Go to bed |
| b. Cooking | d. Goes to bed |

6. Today is Friday. What day is yesterday?

- a. Saturday
b. Tuesday
c. Thursday
d. Wednesday



7. The picture above shows what activity is going on...?

- a. Gardening
b. Have breakfast
c. Study
d. Listen music

8. Roni him teeth twice a day.

- a. Brush
b. Clean
c. Sweep
d. Remove



9. I always at five o'clock in the morning.

- a. Wake up
b. Go home
c. Take a bath
d. Have breakfast



10. I always help my father cook every day. The underlined word means.....?

- a. Pergi ke sekolah
b. Memasak
c. Mencuci baju
d. Menyapu

Dialogue for no 11-12

Salma : When were you at 10.00? I came to your class but you weren't there.

Nabila : When you (11) to my class. I was (12) My teacher carrying students book to the teacher at 10.00

11. a. Come
b. Go
c. Coming
d. Arrive
12. a. Help
b. Helped
c. Helping
d. Have helping

Text for no 13-16

It's nice Sunday morning. Parulian's family are doing activities. Mr. and Mrs. Parulian are on their bicycles. They are going to the market groceries. Rama the oldest son. Is playing guitar in the backyard. The twin daughter. Ami and Irma are reading a book together in the backyard at the same place the youngest daughter Ameena. Is drinking a glass of milk.

13. What is Mr. and Mrs. Parulian doing?
a. They are on their bike
b. They are going to the market
c. They are doing anything
d. They are keeping their child's
14. What is the twin doing?
a. They are going to the market
b. They are playing guitar
c. They are reading a book together
d. They are drinking a glass of milk
15. Who is playing guitar?
a. Ami and Irma
b. Ameena
c. Rama
d. Mr. Parulian
16. They are going to the market.
The underlined word is refers to.....?
a. Rama and Ameena
b. Ami and Irma
c. Mr. and Mrs. Parulian
d. Parulian family
17. My father works in a farm. He always brings a hoe and wears a hat when he goest to our farm. My father is a.....?
a. carpenter
b. doctor
c. fisherman
d. farmer
18. A man or a woman who cooks in a restaurant is a/an?
a. Servant
b. Waitress
c. Chef
d. Office boy
19. When we go to school we must wears?

- a. Sandals
b. Pajamas
- c. T-shirt
d. Uniforms
20. We are wearing when the weather is cold.
- a. Rain coat
b. Sweaters
- c. Gloves
d. Blouse
21. My mother is a She works in a hospital, she helps the patients.
- a. Typist
b. Secretary
- c. Servant
d. Nurse
22. The antonym of strong is.....?
- a. Tame
b. Weak
- c. Thin
d. Slim
23. My mother cooking in the kitchen
- a. Is
b. Are
- c. Am
d. Does
24. My father always read every morning in the living room.
- a. Newspaper
b. Radio
- c. Computer
d. Televison
25. You can find in the kitchen.
- a. Pillow
b. Stove
- c. Shoes
d. Clothes

NAME :

CLASS :

Answer the question below by choosing a, b, c, or d !!

1. I put some pens, some pencils, and some eraser in my ?
 - a. Pencil case
 - b. Clock
 - c. Broom
 - d. Scissor
2. Do you have a dictionary in your bag?
 - a. Yes, I did
 - b. Yes, I am
 - c. Yes, I does
 - d. Yes, I do
3. This is a three-dimensional model of the world, commonly found in classrooms. This is a.....?
 - a. Globe
 - b. Map
 - c. Flag
 - d. Bookshelf
4. The teacher usually writes at the front of the classroom
 - a. Bookshelf
 - b. Whiteboard
 - c. Cupboard
 - d. Calender
5. Mrs. Susi is a teacher. She teaches students in the?
 - a. Classroom
 - b. School yard
 - c. Language
 - d. Teacher's room
6. A works in the library.
 - a. Teacher
 - b. Security
 - c. Librarian
 - d. Security
7. Ridwan is sleepy. His teacher says ?
 - a. Wash your feet
 - b. Wash your foot
 - c. Wash your face
 - d. Wash your hand
8. This tool can erase marker, chalk, or pencil. This is a..... ?
 - a. Map
 - c. Eraser

b. Glue

d. Bag

9. Look at the picture !!



Mira has a bag

- | | |
|-----------|---------|
| a. White | c. Blue |
| b. Yellow | d. Pink |

10. Look at the picture !!



There is a in my classroom

- | | |
|-------------|----------|
| a. Table | c. Chair |
| b. Cupboard | d. Broom |

11. What is it ??



- | | |
|-------------|-----------|
| a. Scissors | c. Sickle |
| b. Knife | d. Book |

12. Nabila : Can I borrow your sharpener?

Siti : Sure. Here it is.

Nabila : Thank you very much.

Siti:

- | | |
|--------------------|--------------|
| a. You are welcome | c. I'm sorry |
| b. Yes, I do | d. OK |

13. It is a room at school. The students borrow book here. What room is it?

- | | |
|------------|-----------|
| a. Library | c. Office |
|------------|-----------|

20. The colour of Indonesia's flag is?
- a. Red and blue
 - b. Black and white
 - c. Red and white
 - d. Black and brown
21. Students usually write above ?
- a. Table
 - b. Chair
 - c. Bag
 - d. Cupboard
22. I put some books, dictionary, and my pencil case in my?
- a. Bag
 - b. Cupboard
 - c. Table
 - d. Chair
23.chalk are there in the classroom?
- a. When
 - b. What
 - c. How many
 - d. How can
24. chairs are there in the classroom?
- a. When
 - b. What
 - c. How many
 - d. How can
25. The students usually borrow books at?
- a. Classroom
 - b. Schoolyard
 - c. Library
 - d. Laboratory

Appendix 12

Students' Work

NAME : Aliyatur Rhomadani

CLASS : 8C

Answer the questions below by choosing a, b, c, or d!!



1. Look at the picture, and what is the right expression?

- a. Let's go! Let's play!
 b. Let's sleep! d. Let's dance!

Rina's Sunday Activities

Rina gets up at 04.30 am. She makes his bed and prays. At 05.00 she take sports for an hour. She take a bath and dresses up, then she has breakfast with his family at 06.30. After that she works in the garden. She likes gardening. Then she usually watches TV in the living room with her father.

2. What does she do at 05.00 a.m?

- a. Take a bath Take sport
 b. Has breakfast d. Dresses up

3. How long does he take sport?

- For an hour c. For two hour
 b. For an hours d. For two hours

4. Does she like gardening?

- Yes, she is. c. Yes, she does.
 b. No, she is not. d. No, she doesn't.

5. Rina usually at 04.30 a.m

- Get up c. Go to bed
 b. Cooking d. Goes to bed

6. Today is Friday. What day is yesterday?

- a. Saturday Thursday
 b. Tuesday Wednesday
 c. Wednesday Thursday
 d. Thursday Wednesday



7. The picture above shows what activity is going on...?

- Gardening Study
 b. Have breakfast Listen music

8. Roni his teeth twice a day.

- a. Brush Sweep
 Clean Remove



9. I always at five o'clock in the morning.

- Wake up Take a bath
 b. Go home Have breakfast



10. I always help my father cook every day. The underlined word means.....?

- a. Pergi ke sekolah Mencuci baju
 Memasak Menyapu

Dialogue for no 11-12

Salma : When were you at 10.00? I came to your class but you weren't there.

Nabila : When you (11) to my class. I was (12) My teacher carrying students book to the teacher at 10.00

11. ~~a. Come~~ c. Coming
~~b. Go~~ d. Arrive
 12. ~~a. Help~~ c. Helping
 b. Helped d. Have helping

Text for no 13-16

It's nice Sunday morning. Parulian's family are doing activities. Mr. and Mrs. Parulian are on their bicycles. They are going to the market groceries. Rama the oldest son. Is playing guitar in the backyard. The twin daughter. Ami and Irma are reading a book together in the backyard at the same place the youngest daughter Ameena. Is drinking a glass of milk.

13. What is Mr. and Mrs. Parulian doing?
 a. They are on their bike c. They are doing anything
~~b. They are going to the market~~ d. They are keeping their child's
14. What is the twin doing?
 a. They are going to the market ~~b. They are reading a book together~~
 b. They are playing guitar d. They are drinking a glass of milk
15. Who is playing guitar?
 a. Ami and Irma c. Rama
 b. Ameena ~~d. Mr. Parulian~~

16. They are going to the market.

The underlined word is refers to.....?

- a. Rama and Ameena ~~b. Mr. and Mrs. Parulian~~
 b. Ami and Irma d. Parulian family
17. My father works in a farm. He always brings a hoe and wears a hat when he goest to our farm. My father is a
- a. carpenter ~~b. fisherman~~
 b. doctor d. farmer
18. A man or a woman who cooks in a restaurant is a/an
- a. Servant c. Chef
~~b. Waitress~~ d. Office boy
19. When we go to school we must wears
- a. Sandals c. T-shirt

b. Pajamas

~~X~~ Uniforms

~~20.~~ We are wearing when the weather is cold.

~~X~~ Rain coat

c. Gloves

b. Sweaters

d. Blouse

~~21.~~ My mother is a She works in a hospital, she helps the patients.

a. Typist

c. Servant

~~X~~ Secretary

d. Nurse

22. The antonym of strong is.....

a. Tame

c. Thin

~~X~~ Weak

d. Slim

23. My mother cooking in the kitchen

~~X~~ Is

c. Am

b. Are

d. Does

24. My father always read every morning in the living room.

~~X~~ Newspaper

c. Computer

b. Radio

d. Television

~~25.~~ You can find in the kitchen.

a. Pillow

c. Shoes

b. Stove

~~X~~ Clothes

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

NAME : Naylatul Farah
CLASS : 8C

Answer the questions below by choosing a, b, c, or d!!



1. Look at the picture, and what is the right expression?

- a. Let's go! Let's play!
b. Let's sleep! d. Let's dance!

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Rina gets up at 04.30 am. She makes his bed and prays. At 05.00 she take sports for an hour. She take a bath and dresses up, then she has breakfast with his family at 06.30. After that she works in the garden. She likes gardening. Then she usually watches TV in the living room with her father.

2. What does she do at 05.00 a.m?

- a. Take a bath Take sport
b. Has breakfast d. Dresses up

3. How long does he take sport?

- For an hour c. For two hour
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4. Does she like gardening?

- a. Yes, she is. Yes, she does.
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5. Rina usually at 04.30 a.m

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6. Today is Friday. What day is yesterday?

- a. Saturday
- Thursday
- b. Tuesday
- d. Wednesday



7. The picture above shows what activity is going on...?

- Gardening
- c. Study
- b. Have breakfast
- d. Listen music

8. Roni him teeth twice a day.

- a. Brush
- Clean
- c. Sweep
- d. Remove



9. I always at five o'clock in the morning.

- Wake up
- c. Take a bath
- b. Go home
- d. Have breakfast



10. I always help my father cook every day. The underlined word means.....?

- a. Pergi ke sekolah
- Memasak
- c. Mencuci baju
- d. Menyapu

Dialogue for no 11-12

Salma : When were you at 10.00? I came to your class but you weren't there.

Nabila : When you (11) to my class. I was (12) My teacher carrying students book to the teacher at 10.00

11. Come
 b. Go
 c. Coming
 d. Arrive
12. Help
 b. Helped
 c. Helping
 d. Have helping

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14. What is the twin doing?
 a. They are going to the market
 b. They are playing guitar
 They are reading a book together
 d. They are drinking a glass of milk
15. Who is playing guitar?
 a. Ami and Irma
 b. Ameena
 Rama
 d. Mr. Parulian

16. They are going to the market.

The underlined word is refers to.....?

- a. Rama and Ameena
 b. Ami and Irma
 Mr. and Mrs. Parulian
 d. Parulian family
17. My father works in a farm. He always brings a hoe and wears a hat when he goes to our farm. My father is a
- a. carpenter
 b. doctor
 farmer
 c. fisherman
18. A man or a woman who cooks in a restaurant is a/an
- a. Servant
 b. Waitress
 Chef
 d. Office boy
19. When we go to school we must wears
- a. Sandals
 c. T-shirt

~~X~~ Pajamas

d. Uniforms

20. We are wearing when the weather is cold.
- a. Rain coat
b. Sweaters
c. Gloves
~~X~~ Blouse
21. My mother is a She works in a hospital, she helps the patients.
- a. Typist
b. Secretary
~~X~~ Servant
d. Nurse
22. The antonym of strong is.....
- a. Tame
~~X~~ Weak
c. Thin
d. Slim
23. My mother cooking in the kitchen
- a. Is
~~X~~ Are
c. Am
d. Does
24. My father always read every morning in the living room.
- ~~X~~ Newspaper
b. Radio
c. Computer
d. Televison
25. You can find in the kitchen.
- a. Pillow
~~X~~ Stove
c. Shoes
d. Clothes

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

NAME : Naylatul Farah

CLASS : 8C

Answer the question below by choosing a, b, c, or d !!

1. I put some pens, some pencils, and some eraser in my ?

- Pencil case c. Broom
 b. Clock d. Scissor

2. Do you have a dictionary in your bag?

- a. Yes, I did c. Yes, I does
 b. Yes, I am Yes, I do

3. This is a three-dimensional model of the world, commonly found in classrooms.

This is a ?

- a. Globe c. Flag
 Map d. Bookshelf

4. The teacher usually writes at the front of the classroom

- a. Bookshelf c. Cupboard
 Whiteboard d. Calender

5. Mrs. Susi is a teacher. She teaches students in the ?

- Classroom c. Language
 b. School yard d. Teacher's room

6. A works in the library.

- a. Teacher Librarian
 b. Security d. Security

7. Ridwan is sleepy. His teacher says ?

- a. Wash your feet Wash your face
 b. Wash your foot d. Wash your hand

8. This tool can erase marker, chalk, or pencil. This is a ?

- a. Map Eraser
 b. Glue d. Bag

14. Mr. Ragiman leads my school because he is a ?

Teacher

b. Headmaster

c. School guard

d. Skill laborer



15. There are three red ??

Book

b. Rulers

c. Globes

d. Sharpeners

16. This chart shows the days of each month.

This is a ?

a. Glue

b. Clock

Calender

d. Broom

Read the text below and answer the question!

(Question number 17-19)

This is our classroom. Our classroom is wide and clean. There are a lot of things in it. There are twenty two tables and forty four chairs. There is also a whiteboard, a flag, a ruler, a clock, a calender, some marker, and some picture. Beside that, there are also: some dusters and some brooms.

17. How many tables are there in the classroom ?

a. Twenty

b. Twenty two

c. Forty

d. Forty Four

18. How many chairs in the classroom ?

Forty four

b. Forty

c. Twenty

d. Twenty two

19. Is there a globe in your classroom ?

a. Yes, it is

b. Not, it is not

c. Yes, there is

d. No, there is not

20. The colour of Indonesia's flag is ?

- a. Red and blue
b. Black and white
 Red and white
d. Black and brown
21. Students usually write above ?
 Table
b. Chair
c. Bag
d. Cupboard
22. I put some books, dictionary, and my pencil case in my ?
 Bag
b. Cupboard
c. Table
d. Chair
23. chalk are there in the classroom?
a. When
b. What
 How many
d. How can
24. chairs are there in the classroom?
a. When
b. What
 How many
d. How can
25. The students usually borrow books at ?
a. Classroom
b. Schoolyard
 Library
d. Laboratory



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

NAME : Aliyartur Rhomadani

CLASS : 8C

Answer the question below by choosing a, b, c, or d !!

1. I put some pens, some pencils, and some eraser in my ?

- a. Pencil case c. Broom
 b. Clock d. Scissor

2. Do you have a dictionary in your bag?

- a. Yes, I did c. Yes, I does
 b. Yes, I am d. Yes, I do

3. This is a three-dimensional model of the world, commonly found in classrooms.

This is a ?

- a. Globe c. Flag
 b. Map d. Bookshelf

4. The teacher usually writes at the front of the classroom

- a. Bookshelf c. Cupboard
 b. Whiteboard d. Calender

5. Mrs. Susi is a teacher. She teaches students in the ?

- a. Classroom c. Language
 b. School yard d. Teacher's room

6. A works in the library.

- a. Teacher c. Librarian
 b. Security d. Security

7. Ridwan is sleepy. His teacher says ?

- a. Wash your feet c. Wash your face
 b. Wash your foot d. Wash your hand

8. This tool can erase marker, chalk, or pencil. This is a ?

- a. Map c. Eraser
 b. Glue d. Bag

14. Mr. Ragiman leads my school because he is a ?

- a. Teacher School guard
 b. Headmaster d. Skill laborer



15. There are three red ??

- Book c. Globes
 b. Rulers d. Sharpeners

16. This chart shows the days of each month.

This is a ?

- a. Glue Calender
 b. Clock d. Broom

Read the text below and answer the question!

(Question number 17-19)

This is our classroom. Our classroom is wide and clean. There are a lot of things in it. There are twenty two tables and forty four chairs. There is also a whiteboard, a flag, a ruler, a clock, a calender, some marker, and some picture. Beside that, there are also: some dusters and some brooms.

17. How many tables are there in the classroom ?

- a. Twenty c. Forty
 b. Twenty two d. Forty Four

18. How many chairs in the classroom ?

- a. Forty four c. Twenty
 b. Forty d. Twenty two

19. Is there a globe in your classroom ?

- a. Yes, it is Yes, there is
 b. Not, it is not d. No, there is not

20. The colour of Indonesia's flag is ?

- a. Red and blue
b. Black and white
 Red and white
d. Black and brown

21. Students usually write above

- a. Table
b. Chair
c. Bag
 Cupboard

22. I put some books, dictionary, and my pencil case in my

- Bag
b. Cupboard
c. Table
d. Chair

23.chalk are there in the classroom?

- a. When
b. What
 How many
d. How can

24.chairs are there in the classroom?

- a. When
b. What
c. How many
 How can

25. The students usually borrow books at

- Classroom
b. Schoolyard
c. Library
d. Laboratory

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

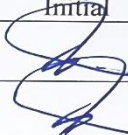




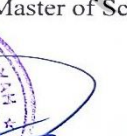



Appendix 13

RESEARCH JOURNAL ACTIVITIES**RESEARCH OF JOURNAL ACTIVITIES**

Nama : Milan Dwi Agustin

NIM : T20196021

Title : Improving Students Vocabulary Mastery Through Flashcards Media at 8th Grade of
Mts. Raudlatus Syabab

No.	Date	Activity	Initial
1.	21 st May 2023	The researcher was giving research permission letter	
2.	22 nd May 2023	Interviewed with English Teacher and Students	
3.	23 rd May 2023	The researcher observes the classroom activity at 8 th grade of Mts. Raudlatus Syabab	
4.	30 th May 2023	The researcher applies the action (1 st meeting cycle 1)	
5.	31 st May 2023	The researcher applies the action (2 nd meeting cycle 1)	
6.	6 th June 2023	The researcher give a post test to the students (post test cycle 1)	
7.	13 th June 2023	The researcher applies the action (1 st meeting in cycle 2)	
8.	14 th June 2023	The researcher applies the action (2 nd meeting in cycle 2)	
9.	20 th June 2023	The researcher give a post-test to the students (post test cycle 2)	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E

Jember, 26 Juni 2023

The Head Master of School



MOH. MUKIT, S.Pd

Appendix 14

RESEARCHERS BIODATA**PERSONAL INFORMATION**

Name : Milan Dwi Agustin
 NIM : T20196021
 Place and Date of Birth : Jember, August 1st 2001
 Gender : Female
 Address : Gunung Malang – Sumberjambe – Jember
 Faculty : Tarbiyah and Teacher Training
 Program : English Department
 E-mail Address : milannndwii@gmail.com

EDUCATIONAL BACKGROUND

2005-2007 : TK Dharma Wanita Cumedak
 2007-2013 : SDN Cumedak 02
 2013-2016 : SMPN 1 Sumberjambe
 2016-2019 : SMAN PLUS Sukowono
 2019-2023 : State Islamic University of Kiai Haji Achmad Shiddiq
 Jember