

**THE IMPLEMENTATION OF FLASHCARD MEDIA IN LEARNING  
VOCABULARY IN 7TH GRADE OF MTS DARUN NAJAH  
PATRANG JEMBER**

**THESIS**

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfilment of the requirements for bachelor degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



By :

**LINDA REGINA PUTRI**  
**SRN : T20186047**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
DECEMBER 2024**

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KIAI HAJI ACHMAD SIDDIQ  
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**THESIS**


Has been examine and Approved as the requirement to Obtain  
A bachelor degree (S.Pd)  
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English Education Program

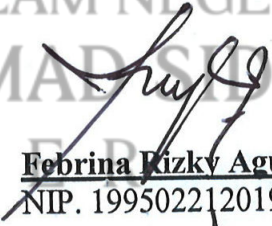
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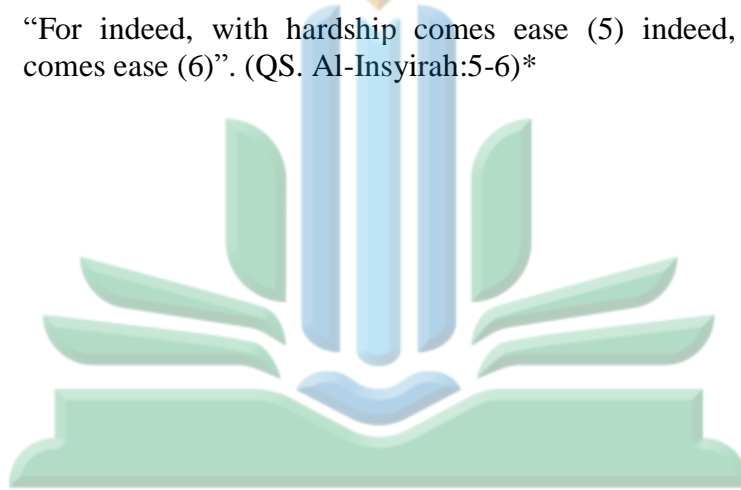


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**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Meaning: “For indeed, with hardship comes ease (5) indeed, with hardship comes ease (6)”. (QS. Al-Insyirah:5-6)\*



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\*M. Quraish Shihab, *Al-Qur'an dan Maknanya* (Jakarta; Lentera Hati, 2020).

## DEDICATION

I proudly dedicated this thesis to:

1. My beloved parents and my big family, especially my mom Hernawati and my dad Joko Wandiro, thank you for all the prayers that have accompanied my steps during my studies, the support, patience, sacrifice, and outpouring of love that has been given so far. Thank you for everything, and I love you so much.
2. My beloved husband Ilfan Tufail always supports everything I do.
3. My beloved daughter Alya Fahira Qirani always brings happiness to my life.

My all friends thank you for always supporting me in every condition

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Alhamdulillah rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni Zein, S.Ag., M.M., as Rector of UIN Kiai Haji Achmad Siddiq.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of Teacher Training and Education Faculty.
3. Nuruddin, M.Pd.I., as the Head of the Islamic Studies and Language Education Department.
4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of English Education Study Program.
5. Zahratul Maujudatul Mufidah, M. Pd. as the advisor, who always guided and helped me compile this thesis.
6. All lecturers of English and Education Department of UIN KH Ahmad Siddiq, who have given me knowledge and experiences throughout the entire semester.
7. Dewi Puspita Sari, S.Pd as the English teachers at MTs Darun Najah Patrang Jember who have helped me during the research.

All of you may Allah SWT grant you blessing. Hopefully, this thesis will be useful for the readers and the next researchers who need this thesis as a reference. However, I realize that there are still many shortcomings in this thesis. Hence, any criticism and suggestions of this thesis are greatly appreciated.

Jember, November 27<sup>th</sup> 2024

The Writer

## ABSTRACT

**Putri, Linda Regina, 2024.** The Implementation of Flashcard Media in Learning Vocabulary at 7th Grade MTs, *Darun Najah Patrang Jember*. Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Kiai Haji Achmad Siddiq State Islamic University Jember. Supervisor I: Zahratul Maujudatul Mufidah, M.Pd.

Keywords: Learning Media; Flashcard; *Madrasah*; Vocabulary.

The learning process is an activity carried out by two parties, namely the teacher as a facilitator and the student as an intermediary learner to convey messages in the form of cognitive, affective, and psychomotor aspects. In delivering the message, intermediaries are needed so that the value and transmission of knowledge can be accurately achieved at the target. The intermediary in question is the media and learning resources that greatly support and influence the success of learning. One of the many learning media that is quite commonly used is flashcards.

Research questions in this study are, 1) How is the implementation of flashcard media in teaching vocabulary of 7th-grade students at MTs *Darun Najah Patrang Jember*? 2) What are the impacts of flashcard media in teaching vocabulary to 7th-grade student at MTs *Darun Najah Patrang Jember*? The research purpose is to find out the implementation of flashcard media in teaching vocabulary to 7th-grade student at MTs *Darun Najah Patrang Jember*. This study aims to find out the impact of flashcard media in teaching vocabulary to 7th-grade student at MTs *Darun Najah Patrang Jember*.

This research used a qualitative approach at *Madrasah Tsanawiyah Darun Najah Patrang Jember*. Data collection was carried out through participatory observation, in-depth interviews, and documentation. The participants in this research were one English teacher and fifteen 7th-grade students of class. The data analysis used data collection, data condensation, data display, and conclusion drawing and verification.

The results of this study show that 1) the implementation of flashcard media in vocabulary teaching 7th-grade student of MTs *Darun Najah Patrang Jember* was carried out and divided into three activities. First, pre Activity, in this session the teacher gave an ice-breaking, reviewed past material, and explained the objectives. Second, during the activity, the teacher divided the students into several groups and introduced the flashcard media. Third, post-activity, the teacher assigned tasks to the students, to determine the effectiveness of the material delivery during that instructional process. 2) The impact of flashcard media in teaching vocabulary was improved memorization and enhanced concentration. In improving memorization the students found it easier to memorize the words using flashcards. Second, in enhancing concentration, the students appeared to be more focused on following each lesson delivered by the teacher in class because this flashcard media emphasizes the visual aspect.

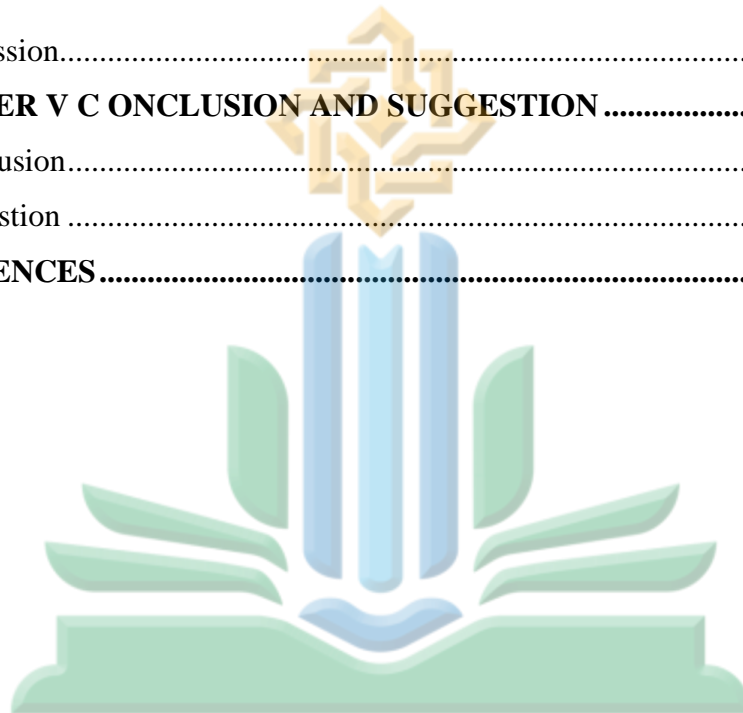


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## CHAPTER I

### INTRODUCTION

#### A. Research Background

Vocabulary is one of the components of a language. Someone must control it if he wants to communicate. According to Wilkins, just a few can be delivered without grammar and vocabulary, no one can be delivered.<sup>1</sup> It means that although somebody has good grammar, it would be in vain if they didn't have a lot of vocabulary. This is supported by the relevant Richards and Renandya's statement that vocabulary is one of the core components of proficiency. Speak and give lots based on how well the learner speaks, listens, reads, and writes.<sup>2</sup> Besides that, without extensive vocabulary and strategies for obtaining new vocabulary, students often lessen their potency and maybe have a reduced heart for utilizing chance. Study surrounding languages; they like to listen to the radio, listen to speaker's originals, use language in different contexts, read, or watch television.

Objective vocabulary teaching is to facilitate understanding of a text that students are assigned to read. If students don't know the meaning of many words they meet in a text, their comprehension of choice will be disturbed. Objective vocabulary teaching is to facilitate understanding a choice instructions must be done as an introduction before reading the

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<sup>1</sup> Rasuan , Z. B. (2017). Teaching Vocabulary Mastery by Using Systematic Games. *Tarbawy : Journal of Islamic Education* ,4(2), 196-212.

<sup>2</sup> Widyahening, T ., & Rahayu, M. S. (2021). Pembelajaran Kosa Kata Bahasa Inggris dengan Media Cerita Rakyat bagi siswa kelas V Sekolah Dasar . *Jurnal Komunikasi Pendidikan*, 5(1),108.

choice.<sup>3</sup> According to Richards and Renandya, who stated that vocabulary is a core component of proficiency in language and provides a lot of basis for how good speaking, listening, reading, and writing are learners.<sup>4</sup> Mehta also stated this point, stating that vocabulary is the most crucial component in language learning.<sup>5</sup> Brown went on to say that the foundation of learning a language is vocabulary. Due to its function as a language-based element, the learner must be literate in the language to converse in the language. Finally, based on the previous experts' comments, it can be said that vocabulary is an important aspect of language study, plays a significant part in language acquisition, and is necessary to learn to communicate. The idea that it is based on a language gives students a foundation for communication.

The learning process is a process that involves teachers and students in a series of actions taking place in a way to educate and reach an objective.<sup>6</sup> In the process of activity study, good teaching at least must consist of several aspects, starting from learning approaches and models to learning media in support of activity transformation science in activity study. One of the capable learning media that attracts interest and enthusiasm from students in the ongoing learning process to improve focus and get them to understand the material presented so that the results of the

<sup>3</sup> Templeton, S., Lipson, M., Valencia, S. W., Vogt, M., Pikulski, J. J., Chard, D. J., & Valentino, C. (2014). Journeys common core.

<sup>4</sup> Khruadiyah, K. (2023). Bimbingan Belajar Vocabulary MI&SD Di Desa Nglaban Jombang. *An Nafi'ah: Jurnal Pengabdian Masyarakat*, 1(1), 1-14.

<sup>5</sup> Rahmayanti, R. (2022). Meningkatkan vocabulary siswa dengan menggunakan media flashcard pada pembelajaran Bahasa Inggris. *Cendekia: Jurnal Ilmiah Pendidikan*, 10(2), 251-258.

<sup>6</sup> Angin, S. P. B. P., Affan, S., & Syahfitri, D. (2022). Analisis Strategi Guru dalam Meningkatkan Peran Aktif Siswa dalam Pembelajaran Akhlak di Era COVID-19 di Kelas X MAS Jam'iyah Mahmudiyah Tanjung Pura. *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT*, 2(1), 528-543.

study can increase is flashcard learning media.<sup>7</sup>

As a religion that is considered complex in addressing every issue, Islam also pays attention to the issue of education, especially in the context of this research in its learning process, which is reflected in the Quran. The word of Allah SWT in Surah al-Nahl verse 44, which is:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ  
وَلَعَلَّهُمْ يَتَفَكَّرُونَ

Meaning: “(We sent them) with clear proofs and scriptures, and We have sent down to you (O Prophet) the Reminder to explain to people what has been sent down to them, and so that they may reflect.”<sup>8</sup>

The basis for using learning media in the teaching and learning process can be found in that verse, as well as in the issue of applying learning media, educators must pay attention to the development of students' religious souls, because this factor is precisely the target of learning media. Without paying attention to and understanding the development of the child's psyche or the level of the student's thinking ability, it will be difficult for the teacher to achieve success.

On the other hand, as a result of the impact of globalization, English teaching has improved greatly over the last few years, and everyone should understand English as an international language. English development

<sup>7</sup> Pradana, R. A., & Santosa, A. B. (2020). Studi literatur media pembelajaran flash card dapat meningkatkan hasil belajar pada mata pelajaran perekayasa sistem radio dan televisi. *Jurnal Pendidikan Teknik Elektro*, 9(03), 575–583.

<sup>8</sup> “Terjemahan makna Surah Surah An-Nahl - Terjemahan Berbahasa Inggris - Pusat Terjemah Ruwwād,” *Ensiklopedia Alquran Alkarim*, accessed December 18, 2024, [https://quranenc.com/id/browse/english\\_rwwad/16](https://quranenc.com/id/browse/english_rwwad/16).

education may be seen in Indonesia, where young students are now being taught English more frequently. A student in Study Language England has to understand at least four components, including speaking, listening, reading, and writing.<sup>9</sup> In addition to the fourth skill, language, students must have a thorough command of English components such as vocabulary, pronunciation, and grammar.<sup>10</sup>

According to observations made by a team of teachers, more than 50% of the people taught haven't mastered the skills yet. In participants' education, some causal factors contribute to low vocabulary mastery, including teacher and participant factors. Based on the results and observations obtained by researchers, several participants still open dictionaries to translate difficult vocabulary into English text. This method felt less effective in mastering vocabulary through participant education. Because if you use a dictionary, participants only know the meaning of the word without understanding the meaning or synonyms in English. Teachers are more likely to give exercises, and the text reads without letting participants understand the vocabulary in the text.<sup>11</sup>

Learning English in junior high school might be difficult. Teachers must have good manners when teaching the English language in junior high school.<sup>12</sup> One method involves employing media. The primary purpose of

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<sup>9</sup> Febriani, R., & Sya, M. F. (2022). Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris. *Karimah Tauhid*, 1(4), 461-467.

<sup>10</sup> Aristiawan, D (2023).

<sup>11</sup> Wati, I. K., & Oka, I. G. (2020). Penggunaan flash card dalam meningkatkan penguasaan kosakata bahasa Inggris peserta didik. *Indonesian Gender and Society Journal*, 1(2), 41-49.

<sup>12</sup> Fillmore, L. W., & Snow, C. E. (2000). What teachers need to know about language.

media is to make students excited and interested in the lesson. The success of learning a language is determined by how many vocabularies they know and how well they apply skills. This means that if students learn a new language, they must be familiar with a large portion of its vocabulary. As a result, learning must be dynamic, inspiring, and enjoyable, with the use of media that motivates students to actively participate in learning. From some of the literature that researchers found, there are several similar studies related to the implementation of flashcard media, one of which is, The thesis of a bachelor's degree by Yasinta Tri Arliana. 2017, Faculty of Teacher Training and Education Yogyakarta entitled: "Using Flashcards to Improve 7th Grade Students' Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta". The results of this research showed that flashcards could improve the student's vocabulary. It was proven by the mean score of each test. Starting from the pre-test until the post-test the mean scores have increased. The pretest score was low (55.00). Then after conducting cycles one and two, the researcher found that the result increased (97.87). The interview results also showed that the students were happy and enjoyed the learning activity. The Article by Brigitta Septarini Rahmasari. 2016, Institute of Teacher Training and Education Madiun entitled: "The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of MTS Sukosari 02 Dagangan Madiun".<sup>13</sup> The results of the research on the application of flashcards in teaching vocabulary for students of fourth grade

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<sup>13</sup> Rahmasari, B. S. (2016). The Use Of Flashcards In Teaching Vocabulary At Fourth Grade Students Of MTS Sukosari 02 Dagangan Madiun. *Jurnal Pendidikan Edutama*, 3(1), 1-10



are the students' average score after the implementation of flashcards is 8.15 and the student's average score before the implementation of flashcards is 7.40.

Flashcards, in general, are used in learning activities to help participants educate themselves and improve learning quality. Flash cards are a type of learning media that uses form-based visuals such as images, text, signs, or symbols in card form. Can be adjusted for a large or small class.<sup>14</sup> Some argue that flashcards are a visual-based medium that uses a small and full image, text, or sign reminder signal to direct students to something related to a picture.<sup>15</sup> As a result, flashcard media is a learning medium that includes card media and the like and is typically associated with pictures because it is visual-based.

Darun Najah State Junior High School (MTS) is a basic school geographically located on the outskirts of a village. At school, the teaching adapts English material, with a portion of participants educated proportionally. As a school with a desire to equip participants with the ability to speak good English, it is of course not easy to teach and improve English skills at the level of basics, for example, vocabulary teaching.

According to the results of interviews and short observations at MTS

Darun Najah Arjasa, many students have difficulty learning English,

<sup>14</sup> Wati, P.R. (2021, August). The influence of flash card media on the mastery of the learning of the Qur'an hadits students of I grade MI Brawijaya I Trowulan. In Proceeding: The Annual International Conference on Islamic Education (Vol. 5, No. 1, pp. 256-265)

<sup>15</sup> Anggraini, R. D., Listyarini, I., & Huda, C. (2019). The effectiveness of picture and picture models in helping flashcard media versus cartoon writing skills International Journal of Elementary Education, 3(1), 35–40.

especially with memorizing vocabulary, thus the teacher tried to use flashcards as a learning medium in class. Researchers are interested in how activities and systems communicate. Based on these arguments, the researcher chose the study, named "The Implementation of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang, Jember."

### **B. Research Focus**

Based on the background of research, the researcher focuses on formulating the problem of study as follows:

1. How is the implementation of flashcard media in teaching vocabulary at MTS Darun Najah?
2. What are the impacts of flashcard media in teaching vocabulary at MTS Darun Najah?

### **C. Research Objective**

Based on the problems above, the objective of this research is:

1. To find out the implementation of flashcard media in teaching vocabulary at MTS Darun Najah.
2. To find out the impact of flashcard media in teaching vocabulary at MTS Darun Najah.

### **D. Research Advantage**

The result of this study is expected to be useful for the teachers and the students to give alternative ways to overcome their vocabulary problems in teaching teaching-learning process.

## 1. Theoretically Benefit

After conducting the research, the researcher hopes that the result will be helpful for the readers, especially to contribute ideas or enrich the concepts, and theories related to flashcard learning media in teaching English.

## 2. Practically

### a. For the teachers

The result of this study can be used to help teachers in teaching students vocabulary. So, the teachers can make a good, active, and communicative class condition based on the flashcard media. The media will also help the students to get the vocabulary.

### b. For the students

The action of this research can be used to support and help the students in acquiring vocabulary. Teaching and learning activities will give them a lot of new experiences so that they will be more interested and enjoy learning vocabulary.

### c. For other researchers

This research hopefully will be useful for other researchers who are interested in research using the same theory and it is expected to be a reference for other researchers who conduct the research of teaching vocabulary by using flashcards.

## E. Definition of Key Term

To avoid misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

### 1. Learning Media

Learning media is all tools that can help in the learning process to achieve effective and enjoyable learning. It can be in the form of printed media, digital media, audiovisual, etc. Many kinds of media that used by the teachers in teaching-learning process. Generally, learning media is divided into three visual media, audio media, and audio-visual media and they have their characteristics based on the subject. Learning media is used by teachers to make the easier learning process. By the use of it, the teachers hope that the learning media can help them to deliver the subject effectively and efficiently.

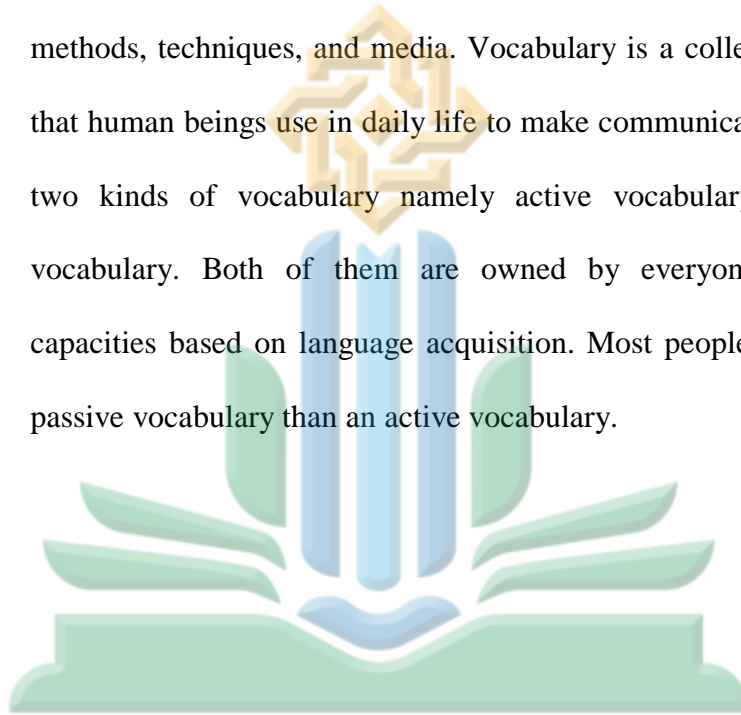
### 2. Flashcard Media

Flashcard Media is a kind of learning media in the form of cards or paper that has pictures and many sizes based on the number of students in the class. It is usually used in the learning process for young learners. The researcher states that flashcards are commonly used in primary school or Junior High School level. It is not only for language learning but also for other subject learning.

### 3. Teaching Vocabulary

Teaching vocabulary is an activity of teaching some words to learners. It is the transfer of knowledge about words by using some

methods, techniques, and media. Vocabulary is a collection of words that human beings use in daily life to make communication. There are two kinds of vocabulary namely active vocabulary and passive vocabulary. Both of them are owned by everyone in different capacities based on language acquisition. Most people have a larger passive vocabulary than an active vocabulary.



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## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

1. The Article by Brigitta Septarini Rahmasari. 2016, Institute of Teacher Training and Education Madiun entitled: “The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of MTS Sukosari 02 Dagangan Madiun”.<sup>16</sup>

The results of the research on the application of flashcards in teaching vocabulary for students of fourth grade are the students’ average score after the implementation of flashcards is 8.15 and the student’s average score before the implementation of flashcards is 7.40.

The difference between that research and this research which will be discussed is the researcher focuses on four problems. First, the goal of teach vocabulary by using flashcards. Second, the materials in vocabulary teaching by using flashcards. Third, the procedures of flashcards. Fifth, the evaluation of the learning process by using flashcards. While that research focuses on examine the strengths and the weaknessess of the learning process by using flashcards. The research Brigitta used a quantitative approach while this research use qualitative.

2. The thesis of the bachelor degree by Yasinta Tri Ariana. 2017, Faculty of Teacher Training and Education Yogyakarta entitled: “Using Flashcards to Improve 7th Grade Students’ Vocabulary: A Classroom

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<sup>16</sup> Rahmasari, B. S. (2016). The Use Of Flashcards In Teaching Vocabulary At Fourth Grade Students Of MTS Sukosari 02 Dagangan Madiun. *Jurnal Pendidikan Edutama*, 3(1), 1-10

Action Research in SMP Maria Immaculata Yogyakarta”.<sup>17</sup>

The results of this research showed that flashcards could improve the student’s vocabulary. It was proven by the mean score of each test. Starting from the pre-test until the post-test the mean scores have increased. The pretest score was low (55.00). Then after conducting cycles one and two, the researcher found that the result increased (97.87). The interview results also showed that the students were happy and enjoyed the learning activity.

The difference between that research and this research, that research used some pictures and words relation with action verbs in cooking terms at the seventh grade. While in this research, the researcher focus on some pictures and words relation with name of public places in the third grade.

3. The thesis of bachelor degree by Mayristanti. 2016, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta entitled: “The Effect of Using Flashcards on Students’ Vocabulary Achievement: A Quasiexperimental Study at the Seventh Grade Students of SMPN 178 Jakarta”.<sup>18</sup>

The results of this research there was a significant difference between students’ vocabulary achievement by using flashcards and without

<sup>17</sup> Sutresno, Yasinta Tri Arliana, *Using flashcards to improve 7th grade students` vocabulary: a classroom action research in SMP Maria Immaculata Yogyakarta*. (Skripsi: Sanata Dharma University, 2017).

<sup>18</sup> Mayristanti, *The Effect of Using Flashcards on Students’ Vocabulary Achievement: A Quasiexperimental Study at the Seventh Grade Students of SMPN 178 Jakarta*, (Skripsi: UIN Syarif Hidayatullah, 2016)

flashcards.

The difference between that research and this research. The research method used in that research was quasi-experimental research that included quantitative research. In this research, the researcher uses qualitative research.

**Table 2.1**  
**The similarities and differences between previous research and this research.**

No	Research Title and Subjects	The Similarities	The Differences
1	Brigitta Septarini Rahmasari, " <i>The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of MTS Sukosari 02 Dagangan Madiun</i> ".	<ol style="list-style-type: none"> <li>1. Both of the research discuss about vocabulary</li> <li>2. Both of the research discuss about flashcard</li> </ol>	<ol style="list-style-type: none"> <li>1. The collecting data of the research is different, the researcher used only observation and test but in this research, the researcher uses observation, interview, and documentation in collecting data.</li> <li>2. The researcher focuses on what are the strengths and weaknesses of flashcards. While in this research focuses on the goals of vocabulary teaching, the materials in vocabulary teaching, the procedures, and the evaluation of the learning process by using flashcards as a media.</li> </ol>



2	Yasinta Tri Ariana, <i>“Using Flashcards to Improve 7th Grade Students’ Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta”</i>	<ol style="list-style-type: none"> <li>1. Both of the research discuss about vocabulary</li> <li>2. Both of the research discuss about flashcard</li> </ol>	<ol style="list-style-type: none"> <li>1. The method of research is different, the researcher used classroom action research. In this research, the researcher uses qualitative research.</li> <li>2. The research focuses on some pictures and words related to action verbs in cooking terms in the seventh grade.</li> <li>3. While in this research, the researcher focuses on some pictures and words related to the names of public places.</li> </ol>
<b>No</b>	<b>Research Title and Subjects</b>	<b>The Similarities</b>	<b>The Differences</b>
3	Mayristanti, <i>“The Effect of Using Flashcards on Students’ Vocabulary Achievement: A Quasi-experimental Study at the Seventh Grade Students of SMPN 178 Jakarta”</i>	<ol style="list-style-type: none"> <li>1. Both of the research discuss about vocabulary</li> <li>2. Both of the research discuss about flashcard</li> </ol>	<ol style="list-style-type: none"> <li>1. The method of the research is different. That research used a quasi-experimental, while this research used descriptive qualitative.</li> <li>2. The researcher focuses on noun and adjective vocabulary while this research focuses on words related to the name of public places.</li> </ol>

## B. Theoretical Framework

In this chapter, the researcher presents some theories proposed by some expert theories. The theory includes the theory of teaching and the theory of speaking.

### 1. Learning

#### a. Definition of Learning

Learning is the process of interaction between students and teachers and learning resources in a learning environment.<sup>19</sup>

According to Degeng in Hamzah states that learning is an effort to teach students.<sup>20</sup> Based on the statement, the researcher states that

learning is an effort to teach the students to deliver the materials by making the interaction between both the teacher and the students.

#### b. Learning Components

The interaction in the learning process includes three main components learning methods, learning media, and the structuring of the learning environment, to create the learning situations that enable the creation of goals that have been planned.

#### c. The learning objectives

The learning process always has to be achieved. This goal must be in line with the student's learning objectives. The students are expected to achieve optimal development which includes cognitive aspects, affective aspects, and psychomotor aspects. Thus, the

<sup>19</sup> Suardi, *Belajar Mengajar* (Yogyakarta: Deepublish, 2008), 7

<sup>20</sup> Hamzah.B. Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2012), 2

learning objectives can be concluded as something to be achieved. To achieve this goal, the students carry out the learning activities and the teacher carries out the learning. Both activities must complement each other.<sup>21</sup>

According to Bloom, quoted by Munir, the learning objectives are divided into three, namely: 1. Cognitive domain, with regard to the intellectual abilities and thinking skills. 2. Affective domain, with regard to attitudes, abilities, and mastery of emotional aspects (feelings, attitudes, and values). Psychomotor domain with regard to a skill or physical movement.<sup>22</sup>

The learning objectives are what is expected from the students as learning outcomes. According to Robert F. Meager in Sumiati and Asra (2009), there are clearer limitations to the learning objectives, namely the intent communicated through the statement that describes the expected changes from the students.<sup>23</sup>

According to Daryanto (2005), the purpose of learning is objectives that describe the knowledge, abilities, skills, and attitudes that students must have as a result of learning outcomes expressed in the form of observable behavior and measured.<sup>24</sup> While Suryosubroto also emphasized that the goal learning is a detailed

<sup>21</sup> Tim MKDK IKIP Semarang, *Belajar dan Pembelajaran* (Semarang: Departemen Pendidikan dan Kebudayaan, Institut Keguruan Ilmu Pendidikan Fak. Ilmu Pendidikan, 1996), 12.

<sup>22</sup> Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2010), 55.

<sup>23</sup> Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 10.

<sup>24</sup> Daryanto, *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2005), 58.

formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.<sup>25</sup>

d. Learning Materials

Learning materials is an important part of learning. It is considered based on the topic in the syllabus. Syaiful Bahri Djamarah et al (2006) explain the learning material is the substance that will delivered in the teaching and learning process. Without learning material, the teaching and learning process will not work.<sup>26</sup>

e. Learning Methods

The learning method is a way of doing or presenting and giving training on the material content to the students to achieve a certain goal in accordance with the learning objectives. According to Sumiati and Asra (2009), the accuracy of the use of the learning method depends on the suitability of learning material, learning methods, teacher ability, student condition, source or facility, situation and condition, and time.<sup>27</sup>

f. Learning Evaluation

Evaluation is one component of the learning system. According to Harjanto (2003) states that evaluation learning is assessment or assessment of growth and the progress of students towards the goals that have been set.<sup>28</sup>

<sup>25</sup> Suryosubroto, *Tatalaksana Kurikulum* (Jakarta: Rineka Cipta, 1990), 23

<sup>26</sup> Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

<sup>27</sup> Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 92.

<sup>28</sup> Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 277.

g. Three Stages of Teaching Approach

According to David Jacobsen et al (2009), there are three stages in the teaching approach. They are planning, implementing, and evaluating.<sup>29</sup> The three stages are sequential and interconnected. In other words, for a teacher to develop any learning activity, the stage that must be done first is to plan, then apply the plans, and finally assess the success of the activity.

1) Planning Stage

The planning stage is the first activity that should be done before the learning process. According to Kaufman (1972) in Harjanto, states that planning is a projection of what is needed in order to achieve legitimate and valuable goals. Philip Coombs (1982) states that learning planning is a rational application of systematic analysis in the process of education development with the aim that education is more effective and efficient in accordance with the needs and goals of the students and the community.<sup>30</sup>

In the planning stage, the steps in the planning are choosing the instructional strategies, organizing learning activities, and collecting supporting materials.<sup>31</sup> The benefits of the planning stage are as the direction of activities in achieving the goal, as a work guide for each element between the students and teacher,

<sup>29</sup> David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20.

<sup>30</sup> Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 6.

<sup>31</sup> David et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20.

and as a measure of the job effectiveness.<sup>32</sup>

## 2) Implementing Stage

The second stage of the teaching is implementing stage. After planning all the components of learning and its objectives, then the next teacher implements it into the learning in the classroom.<sup>33</sup> In the implementing stage, it is also divided into three stages namely pre-activities, whilst activities, and post-activities.

### a) Pre activities

In this stage, the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned.

### b) Whilst activities

In this stage, the activities carried out are instilling, and developing knowledge, attitudes, and skills related to the study material concerned. The core activities include four things, namely the delivery of learning objectives, delivery of material, giving guidance for students 'understanding, and conducting examinations about students' understanding.

### c) Post activities

The teacher provides confirmation or conclusions and provides an assessment of the mastery of the material given

<sup>32</sup> Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 22.

<sup>33</sup> David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 21.

to the core activities.<sup>34</sup>

### 3) Evaluating Stage

In the evaluating stage, the teacher evaluates the students ability. Based on the National Education System Year 20 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.<sup>35</sup> Generally, it can be said that learning evaluation is an assessment of the growth and progress of students towards the goals set out in the law.<sup>36</sup>

There are several kind of evaluation in the learning process, for the example are formative and summative evaluation.

According to Mansyur et al (2015) states that:

#### a) Formative Evaluation

Formative Evaluation is the assessment whose function is to improve the teaching and learning process. This evaluation is carried out at the end of each discussion of a topic / topic, and it is intended to the extent a learning process has proceeded as planned at the beginning of the stage.

#### b) Summative Evaluation

Summative evaluation is carried out in every end of a unit of time which more than one subject is included, and it

<sup>34</sup> Abdul Mujid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 104-105.

<sup>35</sup> UU Tahun 2003 pasal 58 ayat 1

<sup>36</sup> Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2003), 277.

is intended to determine the extent which the students have been able to move from one unit to the next unit.<sup>37</sup>

## 2. Learning Media

### 1) Definition of Learning Media

Media is the plural of medium. Literally, the word "media" means the intermediary. According to Smaldino in Andika Puspita Sari and Ananda Setiawan states that Media is a means of anything that brings information between a source and a receiver.<sup>38</sup> Based on the statement, media is a mediator between the information and the learners. It can be a media in delivering some information and messages. Media is a tool that can facilitate teachers and students in the learning process, so that the role of the media occupies a place that is essential in learning. Media presence in the learning process, helps the teacher in presenting learning to the fullest. Because of the media is part of learning resources that can facilitate the learning process to improve students' understanding of learning material.

Media is everything that becomes a means of delivering information from the sender to the recipient so that what is delivered can be well received. It can be a means of communication in the form of visual or audiovisual, including

<sup>37</sup> Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015),14-15

<sup>38</sup> Andika and Ananda, "The Development of Internet-Based Economic Learning Media using Moodle Approach", *International Journal of Active Learning*, 4 (2018), 101.



hardware technology.<sup>39</sup> Based on the statement, learning media can come in several different forms. Such as visual in the form of picture, diagram, and other things pictorial. Audiovisual in the form of movie, television, radio, etc, and also hardware technology such as projector and video recorder. In Arsyad's opinion, media can be in the form of human, material, and events, that build students' attitudes to gain the knowledge and skills. More specifically, the media in the teaching and learning process interpreted as graphical, photographic, or electronic tools for process and reconstruct good visual information and verbal.<sup>40</sup>

Based on the statement, the researcher states that media are not only in the form of tools and objects but also it can be in the form of human.

From these definitions about media, it can be concluded that media is an intermediary in the learning process which exists in the form of tools, materials, events, and human.

## 2) The Benefits of Learning Media

Learning media is one of the important things that can support the process of achieving effective and efficient learning.<sup>41</sup>

Based on the statement, the researcher thinks that learning media is not only can help the teacher to be easier in teaching but also the

<sup>39</sup> National Education Association, *Audiovisual Instruction Department, New Media and College Teaching* (Washington DC: NEA, 1969)

<sup>40</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011), 3.

<sup>41</sup> Cepi Riyana, *Media Pembelajaran* (Jakarta Pusat: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2012), 3.

students can take the advantage by the using of the learning media. So the goal and the aim of the learning process can be gained maximally. To support the success of learning, a learning media must be in accordance with the characteristics and components that have been determined.

There are some benefits of learning media by Kemp and Dayton (1985) in Daryanto as follows:

- a. The submission of learning material can be more standardized.
- b. Media can make the learning process more interesting.
- c. The quality of learning can be improved.
- d. Learning becomes more interactive by applying learning theory.<sup>42</sup>

Learning media is one thing that can supports the learning process in its implementation. The presence of learning media can influence the children's behavior in the learning because with the use of the media, it can make the children more creative. In the sense that a media can develop children's creativity.<sup>43</sup> Based on the statement, the researcher think that media can stimulate the children to have great curiosity about what they see and it can make them give their ideas relate to the media itself and have their ability to develop or specify an idea (elaboration ability).

<sup>42</sup> Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011), 6.

<sup>43</sup> Eliyawati,dkk. *Pemilihan dan Pengembangan Sumber Belajar Untuk Anak Usia Dini* (Jakarta: Departemen Pendidikan Nasional, 2005), 14.

Furthermore, according to Harjanto (2011) there are several reasons why do the learning media can give benefits:

- a. The teaching material for the students is more clearly defined so that it is more easily to be understood by the students, and it allows the students to master the teaching goals better.
- b. The method of teaching will be more varied, not merely verbal communication through the narrative of words by the teacher so that students are not bored.
- c. The students do more learning activities, because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, and so on.
- d. The teaching process will attract the students' attention so that it can foster learning motivation.<sup>44</sup>

### 3. Flashcard

#### 1) Definition of Flashcard

Flashcards are a learning media in the form of a picture card measuring 25 x 30 cm. The pictures are made using hands or photos, or using pictures or photos that are already attached to flashcard sheets.<sup>45</sup> From this explanation, it is known that a flashcard is a picture card media containing photos or original

<sup>44</sup> Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 244.

<sup>45</sup> Susilana and Riyana, *Media Pembelajaran* (Bandung:CV Wacana Prima, 2009), 95.

images of an object. On the other hand, Arsyad states that flashcards usually measure 8 x 12cm or can be adjusted to the size of the class faced, the cards contain pictures (animals, objects, fruits, and so on) that can be used to practice spelling and enrich vocabulary.<sup>46</sup>

According to Arsyad, the size of a flashcard can be adjusted based on the students in a class. If there are many students, with wide class conditions, a teacher can make a bigger flashcard. Vice versa, if the number of students is small and the class conditions are not broad, the teacher may use a smaller-size

flashcard. Dina Indiana also states that Flashcards are a learning media in the form of picture cards that are about the size of a postcard or about 25 X 30 cm.<sup>47</sup>

From this explanation, it can be concluded that Flashcards are a learning media in some sizes in the form of pictures and words that have many kinds of objects based on the learning necessary.

## 2) The Impact of Flashcard Media

The right brain is responsible for creativity, arts, music, visual imagery, and imagination. The left brain is responsible for reasoning, critical thinking, analysis, numbers, and language. Flashcards are designed to activate both sides of a child's brain.

<sup>46</sup> Arsyad, *Media Pembelajaran* (Jakarta : Raja Grafindo Persada, 2007), 120.

<sup>47</sup> Dina Indriana, *Ragam Alat bantu Media Pengajaran* (Yogyakarta: Diva Press, 2011), 68.

When the cards are flashed at high speeds, the entire brain is engaged, which promotes:<sup>48</sup>

a) Improved Memory

Flashcard learning stimulates the brain to retain information by engaging the visual and auditory senses. When the cards are flashed quickly, the brain is forced to process and store the information rapidly.

This method strengthens neural connections and encourages the development of long-term memory, as children are repeatedly exposed to the material in a short time.

b) Enhanced Concentration

Flashcard learning demands the child's full attention by rapidly displaying information in a focused manner. This trains the brain to concentrate and filter out distractions, leading to better focus and an increased ability to absorb information. Over time, children can develop stronger concentration skills that will benefit them in various aspects of their education and daily life.

c) Accelerated Learning Speed

The fast-paced nature of flashcard learning encourages the brain to process information more quickly,

<sup>48</sup> Shichida Australia, "Power Of Flashcards: How They Are Used To Boost Learning," *Shichida Australia* (blog), March 3, 2023, <https://www.shichida.com.au/blog/the-power-of-flashcards-how-they-are-used-to-boost-learning/>.

accelerating the learning process. As a child become more familiar with the content on the cards, they can progress through the material faster, building upon their prior knowledge and quickly advancing their understanding of the subject matter.

d) Enriched Vocabulary

Flashcard learning can expand vocabulary, exposing children to new words and phrases in a concise and accessible format. By repeatedly viewing and processing the vocabulary on the flashcards, kids internalize the words and their meanings, which can lead to a deeper understanding of the language and improved communication skills.

3) The Procedures of Flashcards in Teaching Vocabulary

There are several steps in teaching vocabulary by using flashcards as follows:

a) 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 things in the kitchen. The teacher guides the students to understand the names of things in the kitchen and helps them recognize the kinds of things in the kitchen that they did not

know before.

b) Whilst activity

In the next step, the teacher has two sets of cards. One set is for the students and the other is for the teacher. One set of cards contains several pictures. So when the teacher distributed the cards to every student, the teacher still had the same cards.

c) Post activity

After finishing the lesson, the teacher gives a worksheet to know the students' ability to master vocabulary after using flashcards. In this step, the teacher takes the assessment based on the materials that have been taught before.

#### 4. Vocabulary

##### a. Definition of Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.<sup>49</sup> Based on the statement, the researcher thinks that in acquiring a language whether the mother tongue language or a new language that the people learn, the first step that should be done is obtain as many vocabularies as possible for the provision in learning a language. With obtained many vocabularies the students will easier to learn listening, speaking, reading, and writing.

<sup>49</sup> Cameron, *Teaching languages to young learners* (Cambridge: Cambridge University Press, 2001).

Many teachers during their years of teaching build up a library of pictures; these may include wallcharts, commercially-produced flashcards, home-made magazine picture flashcards, hand-drawn pictures, and of course illustrations from course books and supplementary books.<sup>50</sup> Based on the statement, in recent times many teachers used visual media in teaching language, especially English. Teaching English by using visual media can make the students easier to catch the words that are taught by the teachers.

Some experts give definitions of vocabulary. The first definition states that vocabulary is the collection of words that an individual knows.<sup>51</sup> Based on the statement, vocabulary is the word that humans always use in daily life. This vocabulary has been obtained by humans since the first time they lived.

Vocabulary can be defined as the words that we should know to communicate effectively.<sup>52</sup> To have good or effective communication, it cannot be denied that vocabulary is one of the most important things people should know before they survive in their environment.

#### b. The Importance of Vocabulary

However, mastering the English Language is not easy.

<sup>50</sup> *Ibid*, Gairns and Redman, *Working with Words*..... 103

<sup>51</sup> Linse and Nunan, *Practical English language teaching: Young learners* (New York: McGrawhill, 2005), 121.

<sup>52</sup> Neuman and Dwyer, *Missing in Action: Vocabulary Instruction in Pre-K* (International Reading Association, 2009), 385,



Learners must pay attention to many aspects of language knowledge such as grammar/structure, vocabulary, and so on. Among those all, vocabulary becomes one of the most important aspects of language learning. In foreign language teaching, vocabulary has for a long time been a neglected area.<sup>53</sup> Research has shown that second-language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome.<sup>54</sup> Based on the statement, though vocabulary has become an important thing to use, it is still neglected. Without vocabulary, people are not able to communicate and build relationships with others. It can be said that vocabulary holds a strong role in daily life.

Nation (2001) in Mofareh Alqahtani describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.<sup>55</sup> Based on that statement it can be said that vocabulary knowledge can affect the language use as complementary and vice versa. The language use can affect the vocabulary knowledge. So that is the reason why people should learn more about vocabulary. The language used by the people is

<sup>53</sup> Linda Taylor, *Teaching and Learning Vocabulary* (Cambridge: Prentice Hall International, 1990), 1.

<sup>54</sup> Huckin, Critical Discourse Analysis. *Journal of TESOL-France*, (1995).

<sup>55</sup> Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, 3 (2015), 22.

based on how the people master the vocabulary. If the people have many vocabularies it will make them simplify in the language use.

### c. Kinds of Vocabulary

Some experts divide vocabulary into two types. The first type is active vocabulary and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.<sup>56</sup> Based on the statement, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. In other terms, receptive vocabulary is passive vocabulary. Whereas the productive one is active vocabulary or expressive vocabulary.

Receptive vocabulary is the words we know when we listen or read the words we know when we receive thoughts from others. The receptive vocabulary is larger than the expressive vocabulary. Many words that we know when we hear or read but they do not use when we speak or write.<sup>57</sup> Based on the statement, receptive vocabulary is the familiar vocabulary that people use

<sup>56</sup> *Ibid.*, 25.

<sup>57</sup> James Shepherd, *College Vocabulary Skills Third Edition* (United States: Houghton Mifflin Company, 1987), 3.

every day whether in speaking or writing to make the understanding between the speaker and listener, or between the writer and the reader. In this sense, receptive vocabulary is all of the words people have in each thought by listening to what the people speak and write. The researcher thinks that receptive vocabulary is the way to get expressive because before people can speak and write, they should listen and read many resources. So they can apply them in the form of conversation or writing.

Most important, when the learners increase their receptive vocabulary, they also increase the potential size of their expressive vocabulary, because the words used when writing and speaking are the words the learners know when they read or hear them.<sup>58</sup> Based on the statement, the researcher states that there is a relationship between receptive and expressive vocabulary. The receptive vocabulary acquisition is the first way that the learners should be done before they obtain the expressive vocabulary. The more often they get vocabulary from listening and reading, the more expressive the vocabulary is since the receptive vocabulary obtained can be reused in expressive vocabulary.

Expressive vocabulary is the words we use when we speak or write that is, when we express our thoughts to others.<sup>59</sup> Based on the statement it can be concluded that expressive vocabulary is all

<sup>58</sup> James Shepherd, *College Vocabulary Skills Third Edition* (United States: Houghton Mifflin Company, 1987), 3.

<sup>59</sup> *Ibid.*, 1.

the words that the people have obtained and received from other thoughts and then the people use it to express their purpose in their conversation. The more expressive vocabularies that someone obtains, it indicates that they can absorb and memorize vocabularies from listening and reading many sources.

Age between children and adults is also different. There is an opinion that assumes that children find it easier to learn something new, especially learning a language. According to Lenneberg et al (1967) in Diah Gusrayani states that the people who consider that children have an advantage in learning due to the theory of the "critical period". Children are considered to be able to learn languages more easily than adults because their brains are still flexible.<sup>60</sup> Teaching English to young learners needs a special approach since they have different characteristics than adults in learning. So there are some expert explanations about the characteristics of young learners.

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<sup>60</sup> Diah Gusrayani, *Teaching English to Young Learners* (Bandung: UPI Press, 2014), 2.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Type of Research

The research approach is a systematic way and is used by researchers to get information or answer the research questions. In different explanations, the research approach is a plan and research steps through broad assumptions to the specific methods in data collection, analysis, and interpretation.<sup>61</sup> In this research, the researcher used descriptive research with a qualitative approach because the researcher wanted to obtain the information based on the research questions in this research such as want to know the materials used in vocabulary teaching by using flashcards, the procedure, and how the evaluation in teaching vocabulary by using flashcard. After the researcher got the information, the researcher described them in the description.

Bogdan and Taylor state that qualitative research methods are methods used by researchers to obtain descriptive data in the form of observable written or oral data.<sup>62</sup> It means that qualitative research methods use words in their explanations and do not use numbers. So this method describes a phenomenon that is examined by a researcher by digging into the meaning of an event. The researcher described the problem that became this research focus based on the reality that is in a learning process.

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<sup>61</sup> John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016), 3.

<sup>62</sup> Lexy J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002), 4.

## **B. Research Location**

This research was conducted at MTS Darun Najah Patrang Jember, which is located at Jl. Dr. Soebandi Gg. Kurma No. 01 Patrang , Jember Regency, East Java. The researcher took this place as the research site because MTS Darun Najah Patrang Jember is one of the favorite primary schools in Patrang.

## **C. Research Subject**

The research subject is the data used by the researcher to collect the data as data result. This research uses a purposive technique. Purposive technique means techniques to determine informants with specific goals and considerations. According to Creswell purposive technique ensures that only those respondents or informants who can make a meaningful consideration to the research are included in the study. The considerations for the teacher, she must be an English teacher, she has to teach vocabulary using flashcards and she has to teach in 7<sup>th</sup> grade. For the students should have already participated in English learning using flashcards, they must be in 7th grade, because it is a transition period from elementary school to middle school, so learning vocabulary is very important and not all elementary schools have an English subject, and students who want to become research subjects. The subjects who are suitable for this research are:

1. One English teacher,
2. 15 students out of 22 from the 7th grade of MTs Darun Najah, because some of these students were able to respond and be directly involved

in this research.

#### D. Source of Data

The availability of data sources is one of the considerations in research.

##### 1. Primary Data Resources

A primary data source is an original data source, that is, one in which the data are collected firsthand by the researcher for a specific research purpose or project. It was obtained or collected directly by the researcher from the field. Primary data can be collected in several ways. However, the most common techniques are self-administered surveys, interviews, field observation, and experiments. Primary data collection is quite expensive and time-consuming compared to secondary data collection. Notwithstanding, primary data collection may be the only suitable method for some types of research.<sup>63</sup>

Based on the statement, the researcher selected the primary data resources as follows:

- a. The students of MTS Darun Najah Jember
- b. The English teacher of MTS Darun Najah Jember
- c. The headmaster of MTS Darun Najah Jember

##### 2. Secondary Data Sources

Secondary data is data needed by the researcher to supplement information obtained from primary data.<sup>64</sup> Based on the statement, the

<sup>63</sup> <http://methods.sagepub.com/reference/encyc-of-research-design/n333.xml> (accessed on Tuesday 23th April 2024).

<sup>64</sup> 4 Lexy. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 157.

researcher took the secondary data from the notes of the researcher, teacher notes, student learning outcomes, and document review.

### E. Data Collection Technique

The data collection technique is the most strategic step in the research because the first aim of the research is to take data without understanding in collecting data, surely the researcher does not receive data to fulfill determined standard data.<sup>65</sup> This is data collection which is used by the researcher as follows:

#### a. Observation technique

The observation method is basic to all knowledge. The scientists just work based on data, namely the fact is taken in the real world through observation. Work observation as the tool of data collection is done by observing and writing down systematically about investigated problems.<sup>66</sup> This research used the observation method of non-participative or passive participative, which means that the researcher does not join the program but focuses on the place or research object. The researcher just observes the program but, does not join in the program activity.<sup>67</sup>

The researcher used a non-structural observation method in this study. Although having chosen the subject, the researcher failed to create a systematic and specific program, especially the amount and quality of the people who are to be observed.

<sup>65</sup> Sugiyono, *Metode Penelitian Pendidikan*, 224.

<sup>66</sup> Cholid Narbuko dan Abu Achmadi, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2010), 70.

<sup>67</sup> Sugiyono, *Metode Penelitian Kombinasi*, (Bandung: Alfabeta, 2004), 308.



This observation method is used by the researcher as the way to express all of the data as follows:

- 1) Student achievement The researcher observed the student achievement in gaining new vocabulary in the class.
- 2) Facilities and infrastructure.
- 3) Class condition The researcher observed the activeness of the students when the teacher used flashcards as the learning media. While in specific information the researcher observed the teaching and learning process.

b. Interview technique

The interview is dialogue which is done by the interviewer to get information from the interviewed someone. The interview is the question and answer process in the research, it is done by two persons or more with face to face and listen to information while explaining directly.<sup>68</sup> This conversation is done by two persons namely interviewer gives a question and the interviewed someone answers the question.<sup>69</sup>

The important interviews in this research as clarified by Lincoln and Guba are copied by Moleong.<sup>70</sup> Between the others: constructing about people, phenomena, activities, organization, feelings, motivation, guidance, care, and expanding the information taken from people. This interview used opened interview and the implementation was not only done once or two times, but it was done continually with high intensity.

<sup>68</sup> Sugiyono, *Metode Penelitian Kuantitatif*, 218.

<sup>69</sup> Lexy J Moleong, *Metodologi*, 186.

<sup>70</sup> *Ibid.*, 135.

An interview is a conversation process constructed about a person, event, organization, motivation, feeling, and other two sides namely interviewer gives questions to interview someone.<sup>71</sup>

The researcher used handbook of semi-structured, namely the researcher had prepared some questions to be given for the informant key. Even if, the researcher still asked deeply prepared questions, to be more clear data was collected about this research. This kind of interview had been included in the in-depth interview category, in this implementation was freed than compared with a structured interview. This kind of interview aims to find out problems openly. In the implementation interview, the researcher needed to listen in detail and write down what was delivered by an informant.

In this interview of research, the questions are complex questions that can later be studied in depth by following several formal variables and objects in this research.

- 1) The process of implementing the flash card media program, from planning to evaluation
- 2) The influence of flashcard media in seventh-grade

#### c. Documentation Review

Documentation discussion is a process of looking for data collection by observing written things.<sup>72</sup> The document can be written, a

<sup>71</sup> Burhan Bungin, *Metode Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persada, 2001), 155.

<sup>72</sup> Mahmud, *Metode Penelitian Pendidikan*, (Bandung: Pustaka Setia, 2011), 100.

picture, or a monumental work from someone.<sup>73</sup> The documentation method can be interpreted as a research method to get data or information. In this case, documentation can be pictures, field notes, etc.<sup>74</sup>

#### F. Data Analysis Technique

Data analysis is a process of looking for and arranging data systematically taken from interview results, field notes, and documentation by organizing data into a category, describing into units, doing syntheses, arranging into Pola, choosing where will be learned and important is, and making conclusion so that it is easy to be understood by ourselves or others.<sup>75</sup>

Data that has been collected without analysis will be useless, have no meaning, become disadvantageous, and have no sound. Furthermore, this analysis data gives meaning, purpose, and value based on the data.<sup>76</sup>

Miles, Huberman and Saldana deliver that.<sup>77</sup> Data analysis as four concurrent flows of activity: data condensation, data display, and drawing and verification conclusion. Activity in data analysis, namely:<sup>78</sup>

##### a. Data Collection

The process of data collection in qualitative research is carried out before the research, and even at the end of the research. In essence, the data collection process in qualitative research does not have its own

<sup>73</sup> Sugiyono, *Metode Penelitian Kuantitatif*, 240.

<sup>74</sup> Afrizal, *Metode Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persadam, 2014), 21.

<sup>75</sup> Sugiyono, *Metode Penelitian Kuantitatif*, 44.

<sup>76</sup> Moh. Kasiram, *Metode Penelitian*, (Malang: UIN – Maliki Press, 2008), 119.

<sup>77</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE Publications, 2013).

<sup>78</sup> *Ibid.*, 8 – 9.

segments or specific times; rather, data collection can occur throughout the entire research process.

b. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we are making data stronger. As we see it, data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are collected, anticipatory data condensation occurs as the researcher decides (often without full awareness) which conceptual framework, which cases, which research question, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after fieldwork is over until a final report is completed.

c. Data Display

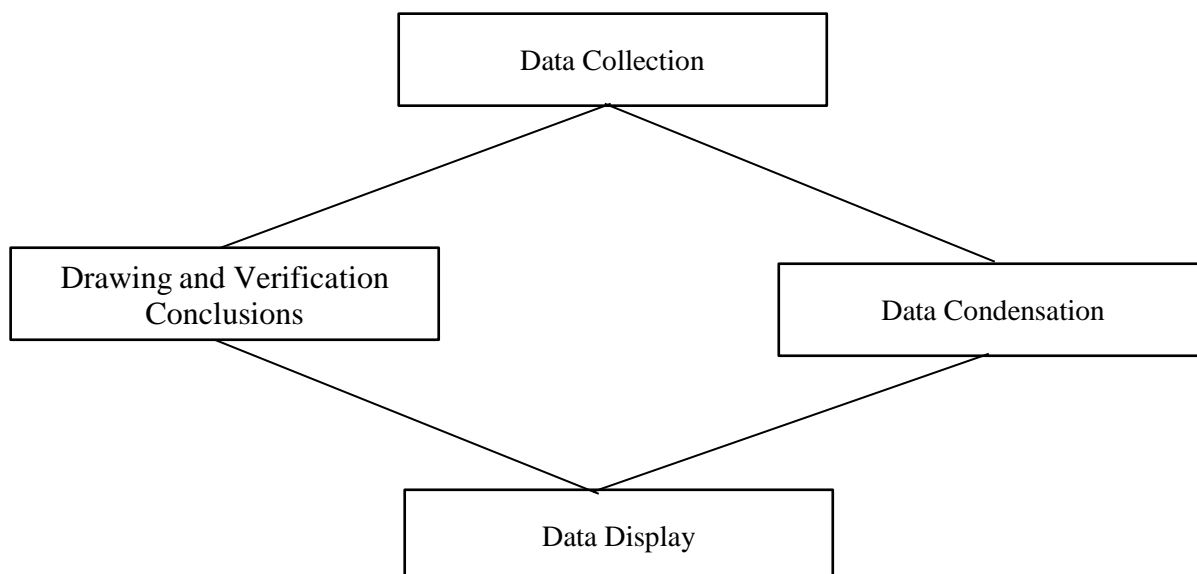
The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to Facebook status updates. Looking at display helps us to understand what is happening and

to do something either analyse further or take action based on that understanding.

d. Drawing and Verification Conclusions

The third stream of the analysis activity is drawing and verifying the conclusion. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used, the sophistication of the researcher, and any necessary deadlines to meet.

Bagan 3.1  
Analysis Data Interactive Model



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents research findings and discussion. It was intended to answer the research problem contained in the first chapter. The research problems are (1) How is the implementation of flashcard media in teaching vocabulary at MTs Darun Najah Patrang Jember? (2) What is the impact of flashcard media in teaching vocabulary at MTs Darun Najah Patrang Jember?

In the findings, the researcher described the process of collecting data and presented the results of the data. In the discussion section, the researcher will analyze the findings.

#### A. Research Finding

##### 1. Implementation of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember

In the findings of this first sub-research, the researcher divided the research findings on the implementation of flashcard media in vocabulary learning at MTs Darun Najah Patrang Jember into three discussion activities according to the research findings, namely pre-activity, whilst activity, and post-activity.

###### a. Pre-Activity

All teachers use flashcards as usual when starting the lesson and intermezzo, beginning with an introduction and ending with a conclusion. At this stage, the teacher starts with greetings and then reviews the material learned the previous week. For more details, the

classroom learning activities are as follows.

Before starting the lesson, the teacher invites the students to pray together before the teaching and learning process begins.

Teacher: OK, before we start our lesson today, we pray to God first.

Hopefully, today, we will get His blessing.

Student : Bismillahirrohmanirrohim,,,

After the teacher asked the students to pray together before studying, the teacher checked the students' attendance through the attendance roll.

Teacher: I will check the attendance list first.

Students: Yes Ma'am

The next step is for the teacher to ask the students or review the material that was learned in the previous meeting.

Teacher: Ok class, what did you learn in yesterday's meeting? Does anyone still remember?

Student: Yes Ma'am, yesterday we studied about the subject in English.

The teacher then processes some of the previous material on the subject and then reflects on that material with several questions to stimulate the students' memories related to the material that has been previously studied.

In general, the results of the observations conducted by the researcher indicate that flashcards were chosen because they are more engaging. Flashcards are considered interesting because the selection of image cards and the design of the text are made through a fairly lengthy

process.<sup>79</sup> This is in line with what the headmaster of the madrasah, said:

“Because I feel that English language learning is conducted by teachers using the lecture and question-and-answer method, I believe that with the use of flash card media, students will be more interested in learning and become more proficient in reading”<sup>80</sup>

The results of the observations conducted by the researcher regarding the planning in the preparation of flashcard media for the Indonesian language subject to improve reading skills among seventh-grade students at MTs Darun Najah Patrang Jember were through discussions with the seventh-grade homeroom teacher to collaborate on the planning of the preparation.

"The planning in the preparation of the RPP includes first compiling the subject identity, competency standards, basic competencies, indicators, competency achievements, learning objectives, teaching materials, time allocation, learning activities, assessment of learning outcomes, and learning resources. By conducting the preparation correctly and accurately, it can produce an RPP plan that is by the procedures”<sup>81</sup>

Hana Handayani, the homeroom teacher of the 7th grade at MTs Darun Najah Patrang Jember, also added, "Lesson planning is the first thing that teachers must prepare before the teaching and learning process takes place.”<sup>82</sup>

In the preparation of learning media, researchers and seventh-grade homeroom teachers collaborated to create flashcard learning media,

<sup>79</sup> Observasi, MTs Darun Najah Patrang Jember, 04 Oktober 2024

<sup>80</sup> Anissatul Musrifah, Wawancara, MTs Darun Najah, 04 Oktober 2024

<sup>81</sup> Juwandri, Wawancara, MTs Darun Najah, 08 Oktober 2024

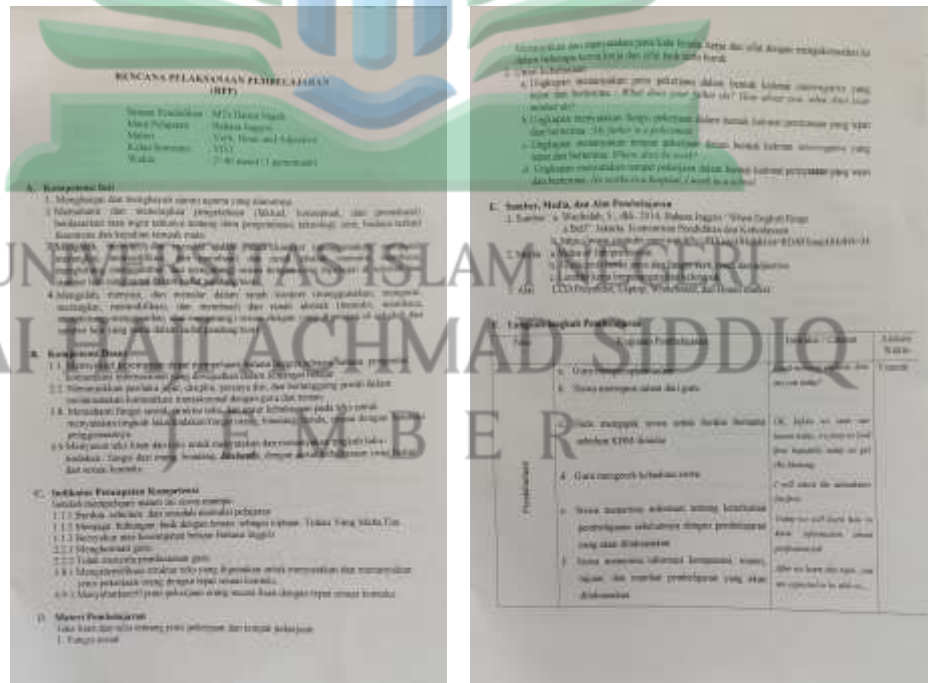
<sup>82</sup> Hana Handayani, wawancara, MTs darun Najah, 08 Oktober 2024



Hana Handayani said.

“The implementation of collaboration in the creation of learning media is very important because many seventh-grade students are still unaware of learning using flashcard media. This greatly assists researchers in the creation of flashcards to avoid mistakes in the completion of flashcard production.”<sup>83</sup>

Several claims, consistent with the findings of the researcher's documentation analysis, specifically the English lesson plans and teaching modules:



Picture 4.1

Lesson Plan for English Subject<sup>84</sup>

Furthermore, the researchers also discovered and identified from the observation results related to several steps in the creation of flashcards: 1. Designing the alphabet cards in the Canva application, 2. Printing and laminating the designs, 3. After printing and laminating, the cards are cut according to the design shape, 4. After the cards are

<sup>83</sup> Hana Handayani, Wawancara, MTs Darun Najah, 12 Oktober 2024

<sup>84</sup> Documentation, MTs Darun Najah, 16 Oktober 2024

cut, the top part of the cards is punched using a perforator, 5. The punched cards are grouped according to their respective categories using an A5 ring binder, 6. After the flashcard creation is complete, the process continues with making a smart board using styrofoam, 7. The first thing to do is to print the letters on the styrofoam, 8. The printed letters are then cut using a cutter knife, 9. After everything is cut, the letters are then attached to the new Styrofoam.<sup>85</sup> Flashcards and smart boards are ready to be used for learning.

Based on the presentation, the planning for creating flashcard learning media in the Indonesian language subject to improve reading skills for seventh-grade students at MTs Darun Najah Patrang Jember started with discussions with the homeroom teacher to collaborate on the preparation of the lesson plan (RPP) and the creation of flash card learning media. After the necessary data is sufficient, the researcher will prepare the RPP. Once the RPP is completed, the researcher will then prepare the materials to create the flash card media. Next, a check will be conducted by the seventh-grade homeroom teacher to see if it complies with the procedure. The last is the use of flashcards during the learning process in seventh grade.

b. Whilst Activity

Following the completion of the learning introduction, which began with a greeting, the instructor reviewed the content from the last

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<sup>85</sup> Observasi, MTs Darun Najah, 12 Oktober 2024

meeting, highlighting numerous important points and interjecting sporadic questions.

During the core session of this learning exercise, the teacher then outlines the primary content, goals, and targets of the topic to be covered in this meeting, which is about verbs, nouns, and adjectives. Conceptual definitions, roles, and distinctions should come first.

The teacher starts the lesson by asking about the students' parents' occupations.

Teacher : What does your father do?

Student : He is a farmer

Teacher : How about you, what does your Mother do?

Student: She is a teacher

Teacher : Good, now look at the video.

Student : Yess Ma'am

After the students watch the video, they observe the pronunciation of the words displayed through "elicit the word" by the teacher, and the students mention the types of jobs (functions) shown in the video with the teacher's guidance.

Teacher: Do you know what do they do? (Teacher points at one profession on the picture followed by next professions in the video)

Student : Yess Ma'am

Students discuss the topic to create questions based on the displayed image, assisted by leading questions from the teacher.

Teacher : What's on your mind when you see the video?

Student : That's video is about profession ma'am.

After that answer, then the teacher explained in detail what verbs, nouns, and adjectives are, starting from their conceptual definitions,

their functions, and their differences. Then, after the material was explained, the teacher prepared the flashcard media that had been prepared before.

Teacher : Okay, to make it easier for you to understand and differentiate between verbs, nouns, and adjectives, we will learn by using the pictures that I have provided.

Student : Ok Ma'am

Teacher : But before that, I will divide you into 4 groups, and each group will consist of 5 people.

Student : Right ma'am

After the students were divided into 4 groups, the teacher distributed the flashcards to each group. each group consists of 5 people, and each group is given 15 flashcards.

Teacher : Class, I have so many flashcards here, can you see that?

This flashcard consists of a picture, you can determine which one of the flashcards consists of a verb, noun, and adjective.

Student : all right ma'am

Teacher : After each group has received the flashcards, you can discuss with your group and differentiate between verbs, nouns, and adjectives. I'll give you five minutes ok...!

Student : Alright ma'am, we will discuss.

Teacher : Ok class time is up! After you discuss it with your group, you can stick it to the table on the whiteboard that I have prepared.

Student: Yess ma'am

In general, the practice of using flashcards involves the teacher sequentially pointing randomly from each group to identify the selected images over several sessions. This is clearly evident in the researcher's documentation study on classroom teaching and learning interactions.



**Figure 4.2 :**

### Group Division in the Application of Flashcard Media

The learning conducted at the madrasah, especially in the seventh grade, only uses the lecture and question-and-answer methods. This is due to the lack of innovation in teaching, causing students to become bored and lose concentration. On the other hand, the reading skills in the seventh grade are still relatively low, making it difficult for students during lessons. This issue must be resolved promptly so that the learning process can proceed smoothly.

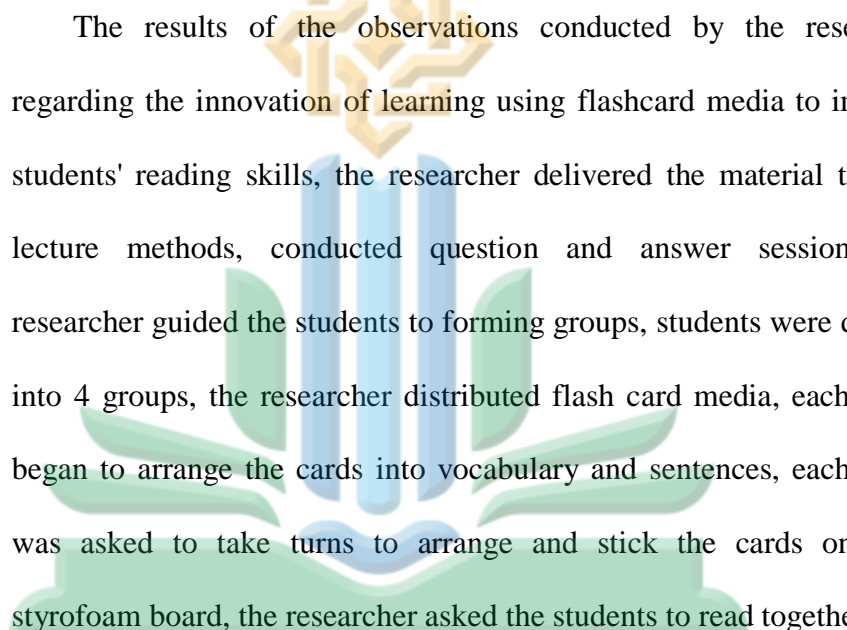
“Media flash cards are a type of learning card that contains images, text, or symbols intended to help students remember or direct them to something relevant to the images, words, or symbols on the card.”<sup>86</sup>

So the conclusion is that flashcard media is a learning medium that combines cards, images, words, or symbols aimed at making it easier for students to read. in English teacher interview said:

"Learning using flashcard media requires careful preparation. Starting from the delivery of material, preparing the creation of media, to assigning tasks that encourage students to learn." So, you have to be ready for the risk if its use doesn't go as planned.”<sup>87</sup>

<sup>86</sup> Siti Sari, Wawancara, MTs Darun Najah, 18 Oktober 2024

<sup>87</sup> Hana Handayani, Wawancara, MTs Darun Najah, 21 Oktober 2024



The results of the observations conducted by the researcher regarding the innovation of learning using flashcard media to improve students' reading skills, the researcher delivered the material through lecture methods, conducted question and answer sessions, the researcher guided the students to forming groups, students were divided into 4 groups, the researcher distributed flash card media, each group began to arrange the cards into vocabulary and sentences, each group was asked to take turns to arrange and stick the cards onto the styrofoam board, the researcher asked the students to read together.

The English teacher expressed that the results of learning with the lecture method have been quite good, but it seems that the students are starting to get bored with the method used, which is just lectures and question-and-answer sessions. Therefore, it can be said that flashcard media is a good solution for this.

“The results of the learning process have been quite good, but the students have started to get bored with the methods used, which are only lectures and question-and-answer sessions. Moreover, there are still many students who are not fluent in reading, so with the use of flash card media, the students are now more enthusiastic about participating in the lessons.”<sup>88</sup>

This was evident when the students were divided into several groups, as shown in the researcher's documentation.

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<sup>88</sup> Siti Sari, Wawancara, MTs Darun Najah, 21 Oktober 2024



**Figure 4.3**

Group Division When in Class

Flash cards are one of the most powerful visual learning media for conveying messages. Especially for elementary school children. With the presence of flashcard media in the form of images and interesting

words, children will undoubtedly become more engaged in learning, especially in the Indonesian language subject.

Based on the presentation, the application of flash card media in Indonesian language learning was followed by seventh-grade students of MTs Darun Najah Patrang Jember. The material was delivered by the researcher through lectures, question and answer sessions, and the researcher guided the students to form groups. The students were divided into 4 groups, and the researcher distributed flash card media. Each group began to arrange the cards into vocabulary and sentences. Each group was asked to take turns to arrange and stick the cards onto a styrofoam board. The researcher asked the students to read together. This is very important because it can improve students' reading skills, especially when they feel bored during the learning process. Students also become more active with the implementation of flash card media

because they can learn while playing. Since the learning process usually only involves the lecture method, it is less innovative and creative, whereas the implementation of flash card media can serve as a strategic tool for students in their efforts to improve reading skills..

c. Post Activity

In general, it can be understood that in every learning interaction that involves elements of value transformation, it would be more appropriate to measure and evaluate the effectiveness of the learning that has taken place in a complex manner.

This also applies to the learning process using flashcard media.

After the teacher has conducted the interactive process with the students from the introduction to the core practice of delivering the material using flashcard media, the teacher then tries to evaluate the efficiency and effectiveness of the material by reflecting the form of individual assignments with instructions to write vocabulary in their respective notebooks, with 10 vocabulary words for each verb, noun, and adjective in tabular form to be submitted in the next meeting.

Teacher : Alright class, after learning quite a bit about the differences between verbs, nouns, and adjectives using the previous pictures, I want you to write 30 vocabulary words with the requirement of 10 verbs, 10 nouns, and 10 adjectives in your respective assignment books. but remember, they must not be the same as the examples shown earlier.

Student : Yes, ma'am.

After the teacher explained the task that the students had to complete individually, the teacher then closed the 2x45-minute learning



session.

Teacher : Alright, all of your work is good. How do you feel about learning using flashcards like this?

Student : We are very happy and excited, ma'am.

Teacher : Alright, but after this, I suggest you never stop increasing the number of vocabulary words you memorize so that learning English later can be done easily, do you understand?

Student : OK ma'am

Teacher : Perhaps that's enough for our meeting today, lets pray together.

Student : "Pray"

Teacher : Oke, Good Luck class and see you next time,  
Wassalamu'alaikum Warahmatullahi Wabarakatuh

Student : Thank You Ma'am, Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Based on the observation and interview results, the researcher got the data about the evaluation of teaching vocabulary by using flashcards. The interview conducted by the researcher as follows:

“For the evaluation, I usually use written tests. So I only give the questions related to public places material. I take it on the students’ worksheet (LKS). There are essays and there are also multiple choices. For the portfolio, I also give the students homework by searching the pictures of public places on the internet. However, I also use oral evaluation, so the students have to memorize vocabulary.”<sup>89</sup>

Accordingly, the teacher would be better to make her own material for the evaluation since sometimes the material in the book is not accordance with the material that the teacher gave to her students.

Furthermore, Miss Sari as the English teacher of MTs daun Najah stated that:

“In more detail, many aspects are assessed in the learning by using the scientific approach. Starting from the assessment of observing,

<sup>89</sup> Siti Sari, Wawancara, MTs Darun Najah, 21 Oktober 2024

asking, listening, imitating, and presenting the results of student work.”<sup>90</sup>

It cannot be denied that learning must be adjusted to the expected basic competencies. So that it makes the teacher feel free to teach. But in some cases, it's good for the teacher not to be too rigid in learning. As exemplified in the scientific approach many things must be achieved. The researcher considered that this may not be done. At least the teacher has been able to teach the material and students can achieve the learning goals.

The evaluation of teaching vocabulary by using flashcards is reinforced by the document (lesson plan) in point H. And also supported by the observation that the researcher conducted on Saturday in the first grade of MTs Darun Najah and also reinforced by the student (PN) stating, “Usually, Miss Sari uses LKS. Sometimes memorization.”<sup>91</sup>

Accordingly, the teacher has various ways of evaluating students. This is very well done to achieve optimal learning. Moreover, it would make the students not feel bored when the teacher gave them an assignment. Furthermore, Miss Sari also stated:

“I evaluated because it was to measure the ability of the students to absorb the material I was teaching. Here I can find out whether my teaching method is effective. If it is not effective then I will make something else to support the development of the students' knowledge.”<sup>92</sup>

<sup>90</sup> Siti Sari, Wawancara, MTs Darun Najah, 21 Oktober 2024

<sup>91</sup> Siti Sari, Wawancara, MTs Darun Najah, 21 Oktober 2024

<sup>92</sup> Siti Sari, Wawancara, MTs Darun Najah, 21 Oktober 2024

Thus, the teacher should indeed do this in learning. This reflection was very useful for future learning. If the method or media used does not affect student achievement, then the teacher can change methods and media so that students can achieve the learning goals optimally.

Based on the interview, document review, and observation, it can be concluded that the evaluation of teaching vocabulary by using flashcards was a formative evaluation which consisted of a written test and an oral test. The written test was in the form of student worksheets. An oral test was done by asking the students to memorize the vocabulary, then the teacher called the students one by one.

## **2. Impact of Flashcard Media on Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember**

In the aspect of the impact of this flashcard media, the researcher categorizes it into several benefits and efficiencies directly felt by the students through data collection from interviews, observations, and documentation,nn.

### **a. Improved Memory**

As a learning medium that can be easily prepared in terms of preparation and materials, flashcard media has a very good advantage, especially in enhancing students' memorization or recall. Miss Sari directly stated this, she said:

“As a learning medium that can be easily prepared in terms of preparation and materials, flashcard media has a very good advantage, especially in enhancing students' memorization or recall. Miss Sari directly stated this,

she said<sup>93</sup>

This was directly felt by one of the students, Agustin Alfina, who expressed:

"Yes, it's comfortable when learning has pictures, we also easily remember and understand what the teacher explains in class."

Both statements are in line with the observational results that the researcher found when observing several students after class trying to memorize some new vocabulary shown by the teacher during class. This was not only seen in the classroom but also outside of it. This was also evident from the researcher's documentation study when finding several students noting down the new vocabulary they memorized in a notebook.



## b. Enhanced Concentration

In learning all branches of knowledge, including English, it is generally known that a very high level of concentration is needed during the learning process.

<sup>93</sup> Siti Sari, Wawancara, MTs Darun Najah, 14 Oktober 2024

As a medium that actively seeks to enhance students' interest and talent in learning English, flashcards are present to meet that need, as expressed by Miss Sari:

"Yes, that's right, this flashcard medium is very influential for children to learn more actively, of course, they are more focused because this flashcard medium guides students to focus on looking at the presented images."

This was confirmed by one of the students who said:

"I feel happy and find it easier to understand when the teacher uses those pictures. Yes, of course, I am more focused when learning."

A similar opinion was expressed by another student who said:

"I don't like learning English, but if the lessons use pictures, I can focus more on learning."

This is also in line with the researcher's observational findings when seeing students paying close attention to the lesson, which is evident from the way students focus on the teacher during the teaching and learning process. This is also reflected in the students' enthusiasm in the classroom when receiving the lesson.



**Figure 4.5:**  
The Learning Atmosphere in the Classroom

Thus, it can be concluded that flashcards, as a medium that

emphasizes the visual aspect, play a significant role in enhancing students' concentration in learning and are effective in accelerating English language learning.

## B. Psychological Problems

**Table 4.1**  
**Research Finding**

No.	Research Focus	Research Finding
1	How is the implementation of flashcard media in teaching vocabulary at MTs Darun Najah Patrang Jember?	<p>In the process of implementing flashcard media in vocabulary learning at MTs Daru Najah Patrang Jember, the researcher identified several findings and then divided them into 3 aspects.:</p> <ol style="list-style-type: none"> <li>1. Pre-activity in flash card learning media begins It starts with the teacher giving an opening greeting, checking student attendance, reviewing the material that has been learned, and explaining the objectives of the material to be presented. On the other hand, in general, this flashcard media begins with a discussion with the class teacher to collaborate on the preparation of the lesson plan (RPP) and the creation of flashcard media. This stage is necessary because proper and accurate preparation can result in an RPP that follows the procedure. The second step is to gather the materials for making the flash card media. In this case, the materials used for making the flashcards are collected in one place, after which the design of the flashcards is planned. Once the materials for making the flashcards are gathered, they are then created based on the needs determined in the class.</li> <li>2. Whilst activities. This session begins with the teacher preparing</li> </ol>

	 <p data-bbox="400 1025 1273 1263">UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	<p data-bbox="890 300 1369 1765">the media to be used, consisting of random images related to the material, then dividing the students in the class into several groups and instructing each group to identify the images randomly. Universally, activities conducted in the English class for the seventh grade at MTs Darun Najah Patrang Jember use only lecture and question-and-answer methods, which do not foster an innovative learning process. As a result, students, especially those in seventh grade, are less fluent in reading because the learning process is not engaging. Therefore, the researcher applied flashcard learning media in the Indonesian language subject for seventh grade to improve reading skills. The implementation carried out by the researcher included first delivering the material through a lecture method, conducting a question-and-answer session, directing students to form groups, dividing students into 4 groups, distributing flash card media, having each group start arranging the cards into vocabulary, and sentences, asking each group to take turns coming forward to arrange and stick the cards onto a styrofoam board and asking students to read together. Based on the implementation of the flash card media, the students appeared more enthusiastic in the lesson and were able to improve their reading skills.</p> <p data-bbox="842 1771 1369 1984">3. The post activity used by the teacher is a written test in the students' worksheet which consists of multiple choice, essay, and short dialogue. The teacher also use oral tests about the Public Places</p>
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		vocabularies.
2	What is the impact of flashcard media in teaching vocabulary at MTs Darun Najah Patrang Jember?	The results from various data gathered by the researchers, including interviews, observations, and documentation, show that Flashcards can enhance efficiency in several aspects of learning, including memory improvement and concentration enhancement, In both aspects of the benefits, they can be directly observed during the teaching and learning process in the classroom.

### C. Finding Discussion

In this subsection, the researcher will present and describe the research data obtained during the study conducted at Madrasah Tsanawiyah Darun Najah, Patrang Jember. The presentation of the research data will be organized according to the research focus, and then dialogued with theories relevant to the research focus that have been presented in the theoretical review. This is done to assess and draw conclusions about the extent of the correlation and relationship between the empirical conditions applied in the field and the existing theories.

#### 1. Implementation of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember

##### a. Pre Activity of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember

Teaching vocabulary by using flashcards is one of the interesting ways to do it in the seventh grade of MTs Darun Najah Patrang Jember. It is proven, that the students were interested in the learning because they like to learn by using everything pictured as like a flashcard. They



were also curious about the learning. This is in line with Pinter (2006) who states that young learners have a great curiosity to try new things and to explore concrete to abstract things.<sup>94</sup> By using flashcards, the students have a higher motivation to learn. The same statement comes from Harjanto (2003) who states that the learning media will attract the students' attention so that it can foster learning motivation.<sup>95</sup> 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 (1985) who states that media can make the learning process more interesting.<sup>96</sup>

For some reason, flashcard media can give benefits to the learning process. The benefits are: that flashcard makes learning interesting, the students' motivation increases, and makes the students to understand the material. On the other hand, flashcards can break down the student's concentration. The students pay attention not to the material but to the interesting picture. Usually flashcard is not suitable with a class with a large number of students since the flashcard is a small learning medium.<sup>97</sup>

Overall, the students were able to mention the names of public places in Indonesian and English. They were able to pronounce the

<sup>94</sup> J. Juhana, "Teaching English to Young Learners: Some Points to Be Considered," *Asian Journal of Education and E-Learning*, February 15, 2014, <https://www.semanticscholar.org/paper/Teaching-English-to-Young-Learners%3A-Some-Points-to-Juhana/9bc5f0b55ac3314d17871075503b82e057eced4a>.

<sup>95</sup> Prof Dr Henry Eryanto M.M and Marsofiyati M.Pd S. Pd, *PERENCANAAN PENGAJARAN* (UNJ PRESS, 2022).

<sup>96</sup> M. Andi Setiawan M.Pd, *Belajar dan Pembelajaran* (Uwais Inspirasi Indonesia, n.d.).

<sup>97</sup> Henni Fitriani et al., "The Development of Flashcard Learning Media Based on Make a Match on Colloid," *International Journal for Educational and Vocational Studies* 3, no. 5 (October 30, 2021): 373–79, <https://doi.org/10.29103/ijevs.v3i5.6069>.

vocabulary in the 'Public Places' materials and able to mention the activities usually people do in public. Even though some students the difficulty pronouncing the words. The students can enjoy the learning process. It means that the learning objectives can be achieved by the students. Most of them were able to master the materials about Public Places. However, Suryosubroto (1990) asserts that goal learning is a detailed formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.<sup>98</sup>

b. Whilst Activity of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember

There are three stages in the learning process. The first stage is planning, the second stage is implementing, and the third stage is evaluating. This statement is in line with the opinion of David Jacobsen (2009) who states that there are three stages in the teaching approach namely planning, implementing, and evaluating.<sup>99</sup>

The procedure of teaching vocabulary by using flashcards specifically is the same as learning in general which starts from preliminary activities, core activities, and closing activities. This is in line with Abdul Mujid (2005) who states that there are three activities in the implementation stage of learning.<sup>100</sup> The preliminary activity is the same as usual such as checking attendance, praying, and so on. Next is

<sup>98</sup> B. Suryosubroto, *Tatalaksana kurikulum* (Rineka Cipta, 1990).

<sup>99</sup> David A. Jacobsen et al., *Methods for Teaching: A Skills Approach* (Merrill Publishing Company, 1989).

<sup>100</sup> Darmawan Harefa lainnya Ardibudi Laia, Paulus Polinus Ndruru, Leo Agung Bago, Mabertin Ndruru [dan 21, *Teori Perencanaan Pembelajaran* (CV Jejak (Jejak Publisher), 2023).

the core activity. In this core activity:

- 1) The teacher shows a flashcard to the students without explaining anything. This makes the students observe what is in front of them and they can know the meaning of the vocabulary on the flashcard
- 2) The teacher showed the flashcard to the students and asked the students to say what vocabulary the teacher showed to them.
- 3) The teacher gives examples of correct pronunciation of the vocabulary.
- 4) The teacher asks the students to imitate and repeat what she says related to the vocabulary about the Public Places. The teacher does this step repeatedly until they can pronounce it correctly. The teacher uses drilling techniques.
- 5) The teacher asks the students to make sentences related to the vocabulary that has been learned

c. Post Activity of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember

There are two kinds of evaluation. They are formative and summative. This is in line with Mansyur's (2015) opinion.<sup>101</sup> In evaluation, the teacher evaluates the result of learning. She wants to measure the students' ability. By measuring the process, the teacher was able to know the achievement of the students in understanding the materials that have been taught. The teacher used tests as the instrument

<sup>101</sup> Mansyur; Harun Rasyid; Suratno;, *Asesmen pembelajaran di sekolah: Panduan bagi guru dan calon guru* (Pustaka pelajar, 2015),  
[//digilib.uki.ac.id/2Findex.php%3Fp%3Dshow\\_detail%26id%3D23775](http://digilib.uki.ac.id/2Findex.php%3Fp%3Dshow_detail%26id%3D23775).

of evaluation namely LKS or the students' worksheet. The worksheet evaluation consists of multiple choice, essay, and short dialogue for Public Places materials.

The evaluation is also in line with teaching in the previous stage. The teacher evaluates the student's ability to mention the name of 'Public Places' in Indonesian and English. She also evaluates the student's ability to pronounce the words. Evaluation learning is the assessment or assessment of growth and the progress of students towards the goals that have been set.<sup>102</sup>

## **2. Impact of Flashcard Media on Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember**

In the experimental class, Flash Card media was provided, which has the advantages of being easy for students to quickly understand vocabulary material, attracting students' attention to be more active in learning, and being easy to carry anywhere.<sup>103</sup> The disadvantages of Flash Card media include that the understanding of the material being studied is less perfect because Flash Cards are only visual-based, if not interspersed with games, students will easily get bored, and their small size. This is in line with the opinion of Susilana & Riyani, who noted that the advantages of Flash Card media are that it is easy to carry anywhere, practical, easy to remember, and enjoyable. The drawback is that if not interspersed with games, it can easily

<sup>102</sup> Ian Clark, "Formative Assessment: Assessment Is for Self-Regulated Learning," *Educational Psychology Review* 24, no. 2 (June 1, 2012): 205–49, <https://doi.org/10.1007/s10648-011-9191-6>.

<sup>103</sup> Siska Sari et al., "THE USE OF FLASHCARDS AND ITS EFFECTIVENESS IN ELT: A SYSTEMATIC REVIEW," *JURNAL PENDIDIKAN DAN KEGURUAN* 2, no. 7 (June 1, 2024): 884–97.

become boring.<sup>104</sup>

Similar to the experimental class, the control class has a drawback from the conventional media used, namely audiovisual media. Audio media has a drawback in that students do not fully understand the correct way to write in English because the media can only be heard and is not accompanied by written text, making it difficult for students to write in English correctly. In line with Warno's opinion regarding the weakness of audio media, it cannot monitor students' attention. Some students have difficulty learning independently, so when they listen to audio recordings, their attention may tend to wander. They might hear the recorded message but not fully listen to and understand it. The advantages of audio media include attracting more student attention, being not boring, and facilitating educators and students in achieving teaching and learning objectives. In line with Warno's statement, it facilitates the preparation of lessons. Teachers can easily and economically record their lessons, delete outdated or no longer useful materials, and re-record them.

The factors that influence students in learning English material in the pretest, first, is the lack of interest in reading among students, resulting in them only mastering a limited vocabulary. This is in line with the opinion of Sondakh and Sya, who state that fostering a love for reading and learning is very important because, through reading, the quality of education can be improved, which in turn can enhance the quality of human resources and

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<sup>104</sup> Drs Rudi Susilana M.Pd M. Si & Cepi Riyana, *MEDIA PEMBELAJARAN: Hakikat, Pengembangan, Pemanfaatan, dan Penilaian* (CV.Wacana Prima, n.d.).

create a culture of reading and learning for lifelong education. If the interest in reading and learning grows, a person can continue to develop themselves throughout their life. This is also one of the most important points if students want to improve their vocabulary.

Secondly, English is only learned in the school environment, and students are not accustomed to using English in their daily lives. This aligns with the views of Utari and Zuhdi that learning English is difficult if English is not used in daily life, which makes it challenging for English learners.<sup>105</sup>



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<sup>105</sup> I. K. Wati and I. G. Oka, "Penggunaan Flash Card Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Peserta Didik," *Indonesian Gender and Society Journal* 1, no. 2 (2020): 41–49, <https://doi.org/10.23887/igsj.v1i2.39081>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research conducted by the researcher through interview techniques, observation, and documentation regarding "The Implementation Of Flashcard Media in Learning Vocabulary In 7th Grade Of MTs Darunn Najah Patrang Jember." And the issues that became the foundation of the research conducted by the researcher, the researcher can draw the following conclusions:

1. Implementation of Flashcard Media in Learning Vocabulary in the 7th Grade of MTs Darun Najah Patrang Jember.

The use of flashcard media was done in three steps pre-activity, whilst activity, and post-activity :

- a. In pre-activity the teacher greeted the students, gave an ice breaking, then reviewed past material from the previous meeting and explained the learning objectives that had been carried out.
  - b. The next one is whilst activity the teacher divides the students into several groups, then introduces them to flashcard media with instructions to identify the images prepared by the teacher.
  - c. The last activity is post-activity, the teacher assigned tasks to the students by providing a table to be filled out randomly by each designated group delegated to determine the effectiveness of the material delivery by each during that instructional process.
2. Impact of Flashcard Media on Learning Vocabulary in the 7th Grade of

MTs Darun Najah Patrang Jember

The results from various data gathered by the researchers, including interviews, observations, and documentation, show that Flashcards can enhance efficiency in several aspects of learning, including memory improvement and concentration enhancement. This is evident from their enthusiasm for learning English as beginners.

### **B. Suggestion**

Based on the results of the research, found several problems, so the researcher put forward some suggestions. The suggestions are as follows:

1. For school, it is recommended to facilitate the teacher in making the learning media. So that the learning objectives that have been designed by the teacher can be achieved optimally.
2. For the teachers should use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable, and meaningful by considering various aspects such as the size of the class, the durability, time allocation, and students' character.
3. For further researcher, it is hoped they can research more deeply about how effective this flashcard media by using other research methods.





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<https://doi.org/10.23887/igsj.v1i2.39081>.

## Appendix 1 Declaration of Authenticity


**DECLARATION OF AUTHENTICITY**

The undersigned below :

Name : Linda Regina Putri  
 Student's Number : T20186047  
 Study Program : English Department  
 Faculty : Tarbiyah and Teacher Training  
 Institution : UIN Kiai Haji Achmad Siddiq Jember

Declare that this thesis entitled “The Implementation of Flashcard Media in Learning Vocabulary in 7th Grade of Mts Darun Najah Patrang” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 09 Desember 2024



**Linda Regina Putri**

## RESEARCH MATRIX

Appendix 2 Research Matrix

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
THE IMPLEMENTATION OF FLASHCARD MEDIA IN LEARNING VOCABULARY OF 7 <sup>TH</sup> GRADE IN MTs DARUN NAJAH PATRANG JEMBER	Learning vocabulary	Flashcard media	<ol style="list-style-type: none"> <li>1. The Pre activity of teaching vocabulary by using flashcard</li> <li>2. The whilst activity of teaching vocabulary by using flashcard</li> <li>3. The post activity of teaching vocabulary by using flashcard</li> <li>4. The impact of teaching vocabulary by using flashcard</li> </ol>	Respondent: <ol style="list-style-type: none"> <li>1. The seventh grade (7th) students of MTs Darun Najah Patrang Jember</li> <li>2. The English teacher of MTs Darun Najah Patrang Jember</li> <li>3. The head master of MTs Darun Najah Patrang Jember</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Approach: Qualitative</li> <li>2. Type of Research: Descriptive</li> <li>3. Technique of data:               <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Document Review</li> </ol> </li> <li>4. Data analysis:               <ol style="list-style-type: none"> <li>a. Data condensation</li> <li>b. Data display</li> <li>c. Drawing conclusions</li> </ol> </li> <li>5. Validity of data               <ol style="list-style-type: none"> <li>a. Source triangulation</li> <li>b. Technique triangulation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. What are the goals of teaching vocabulary by using flashcard at MTs Darun Najah Patrang Jember in 2024-2025 year in Jember?</li> <li>2. What is the material in teaching vocabulary by using flashcard at MTs Darun Najah Patrang Jember in 2024-2025 year in Jember ?</li> </ol>

## Appendix 3 Interview Guidelines


**INTERVIEW GUIDELINES**

For Head Master and English Teacher of MTs Darun Najah Patrang Jember:

- A. The pre activity of Teaching Vocabulary by Using Flashcard at MTs Darun Najah Patrang Jember:
1. Mengapa digunakan media Flashcard dalam pembelajaran?
  2. Apakah tujuan pembelajaran dengan menggunakan media Flashcard secara umum?
  3. Apakah tujuan pembelajaran yang ingin dicapai dengan menggunakan Flashcard secara khusus?
  4. Apakah siswa merasa senang dengan pembelajaran yang menggunakan media Flashcard?
- B. The Whilst Activity of Teaching Vocabulary by Using Flashcard at MTs Darun Najah Patrang Jember:
1. Apakah yang dimaksud dengan materi pembelajaran?
  2. Materi apakah yang digunakan dalam pembelajaran menggunakan media Flashcard?
  3. Materi apa sajakah yang diajarkan dalam pembelajaran menggunakan media Flashcard?
  4. Apa sajakah yang perlu dipersiapkan dalam pembelajaran menggunakan media Flashcard?
  5. Bagaimanakah prosedur pembelajaran menggunakan media Flashcard?
- C. The Post Activity of Teaching Vocabulary by Using Flashcard at MTs Darun Najah Patrang Jember
1. Jenis evaluasi apakah yang digunakan dalam pembelajaran menggunakan media Flashcard?
- D. The Impact of Teaching Vocabulary by Using Flashcard at MTs Darun Najah Patrang Jember
1. What the Impact of Teaching Vocabulary by Using Flashcard at MTs

Darun Najah Patrang Jember

For the students of MTs Darun Najah Patrang Jember (7th students)

1. Media apa yang digunakan Miss Sari dalam mengajar?
2. Apakah kamu suka saat pembelajaran menggunakan media tersebut?
3. Bagaimanakah cara Miss Sari menilai di dalam kelas?



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## Appendix 4 Research Letter



**RESEARCH LETTER**  
**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://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-7802/In.20/3.a/PP.009/06/2024  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs DARUNN NAJAH PATRANG JEMBER  
 Jl. Dr. Subandi Link. Patrang Tengah Gg. Kurma No. 01, Patrang, Kec. Patrang, Kab. Jember, .

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

NIM : T20186047  
 Nama : LINDA REGINA PUTRI  
 Semester : Semester dua belas  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF FLASHCARD MEDIA IN LEARNING VOCABULARY IN 7TH GRADE OF MTS DARUNN NAJAH PATRANG JEMBER" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Titik Mugiarti, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 28 Juni 2024

Dekan,  
 Wakil Dekan Bidang Akademik,



**KHOTIBUL UMAM**

## Appendix 5 Research Completion Letter

**LETTER RESEARCH COMPLETION LETTER**

**YAYASAN DARUN NAJAH AL'IRFANY**  
**MADRASAH TSANAWIYAH DARUN NAJAH**  
 NSM: 121235090231 NPSN: 69963478  
 Alamat : Jl. dr. Soebandi Gg. Kurma No. 01 Jember Telp. : 085236390937

**SURAT KETERANGAN**

Nomor : 034/MTs-DN/A/4/XI.2024

Yang bertanda tangan dibawah ini, kepala sekolah MTs Darun Najah Patrang Jember

Nama : Titik Mugiarti, S.Pd

Jabatan : Kepala MTs Darun Najah Patrang Jember

Dengan ini kami menerangkan bahwa mahasiswi tersebut :

Nama : Linda Regina Putri

NIM : T20186047

Prodi : Tadris Bahasa Inggris

Pakultas : Tarbiyah dan Ilmu Keguruan

Instansi : UIN Kiai Haji Achmad Siddiq Jember

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER

Yang bersangkutan telah selesai melakukan penelitian di Lembaga kami terhitung sejak tanggal 25 Juni-24 Oktober 2024 dengan judul "The Implementation of Flashcard Media in Learning Vocabulary in 7th Grade of Mts Darun Najah Patrang".


Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya

Jember, 09 November 2024

Mengetahui,  
Kepala MTs Darun NajahTitik Mugiarti, S.Pd

## Appendix 6 Lesson Plan

## LESSON PLAN



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan	: MTs Darun Najah
Mata Pelajaran	: Bahasa Inggris
Materi	: Verb, Noun and Adjective
Kelas/Semester	: VII/1
Waktu	: 2x40 menit (1 pertemuan)

**A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya
- 4.9. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku / tindakan / fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

**C. Indikator Pencapaian Kompetensi**  
Setelah mempelajari materi ini siswa mampu:

- 1.1.1 Berdoa sebelum dan sesudah memulai pelajaran
- 1.1.2 Menjaga hubungan baik dengan teman sebagai ciptaan Tuhan Yang Maha Esa
- 1.1.3 Bersyukur atas kesempatan belajar Bahasa Inggris
- 2.2.1 Menghormati guru.
- 2.2.2 Tidak menyela pembicaraan guru.
- 3.8.1 Mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan jenis pekerjaan orang dengan tepat sesuai konteks.
- 4.9.1 Menyebutkan 10 jenis pekerjaan orang secara lisan dengan tepat sesuai konteks.

**D. Materi Pembelajaran**  
Teks lisan dan tulis tentang jenis pekerjaan dan tempat pekerjaan

1. Fungsi sosial

Menanyakan dan menyatakan jenis kata benda, kerja dan sifat dengan mengakomodasi ke dalam beberapa terma kerja dan sifat baik serta buruk

2. Unsur kebahasaan

- Ungkapan menanyakan jenis pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima : *What does your father do? How about you, what does your mother do?*
- Ungkapan menyatakan fungsi pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima : *My father is a policeman*
- Ungkapan menanyakan tempat pekerjaan dalam bentuk kalimat *interrogative* yang tepat dan berterima: *Where does he work?*
- Ungkapan menyatakan tempat pekerjaan dalam bentuk kalimat pernyataan yang tepat dan berterima: *He works in a hospital, I work in a school*

E. Sumber, Media, dan Alat Pembelajaran

- Sumber : a. Wachidah, S., dkk. 2014. Bahasa Inggris "When English Rings a Bell". Jakarta: Kementerian Pendidikan dan Kebudayaan.  
b. <https://www.youtube.com/watch?v=JBXauplJHr8&list=RDJBXauplJHr8#t=34>
- Media : a. Video of Job/profession.  
b. *Flashcards* berisi jenis dan fungsi verb, noun dan adjective.  
c. Lembar kerja berpasangan dan kelompok
- Alat : LCD Proyektor, Laptop, Whiteboard, dan Board marker.

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F. Langkah-langkah Pembelajaran

Fase	Kegiatan Pembelajaran	Instruksi / Catatan	Alokasi Waktu
Pendahuluan	a. Guru mengucapkan salam	<i>Good morning students, how are you today?</i>	5 menit
	b. Siswa merespon salam dari guru		
	c. Guru mengajak siswa untuk berdoa bersama sebelum KBM dimulai.	<i>OK, before we start our lesson today, we pray to God first, hopefully today we get His blessing.</i>	
	d. Guru mengecek kehadiran siswa.	<i>I will check the attendance list first.</i>	
	e. Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.	<i>Today we will learn how to know information about profession/job</i>	
	f. Siswa menerima informasi kompetensi, materi, tujuan, dan manfaat pembelajaran yang akan dilaksanakan.	<i>After we learn this topic, you are expected to be able to...</i>	

Kegiatan Inti	<p>a. Mengamati</p> <ul style="list-style-type: none"> <li>Guru memulai pelajaran dengan menanyakan pekerjaan orang tua siswa.</li> <li>Siswa mengamati video yang ditunjukkan guru di LCD berkaitan dengan jenis pekerjaan.</li> <li>Siswa mengamati cara pelafalan kata-kata yang ditampilkan secara <i>elicit the word</i> oleh guru.</li> <li>Siswa menyebutkan jenis-jenis pekerjaan (fungsi) yang ditampilkan di video dengan bimbingan guru.</li> </ul>	<p><i>What does your father do?</i>  <i>He is a Doctor.</i>  <i>How about you, what does your Mother do?</i>  <i>She is a teacher.</i>  <i>Good, now look at the video.</i>  <i>Do you know what do they do? (Teacher points at one profession on the picture followed by next professions in the video)</i></p>	70 menit
	<p>b. Menanya</p> <p>Siswa discuss the topic untuk membuat pertanyaan berdasarkan gambar yang telah ditampilkan dibantu dengan leading question dari guru.</p>	<p><i>- What's on your mind when you see the video?</i>  <i>Please asked me based on the video?</i></p>	
	<p>c. Mengumpulkan data</p> <ul style="list-style-type: none"> <li>Siswa diajak bermain <i>quick and right quiz</i> yang berkaitan dengan ungkapan menanyakan dan menyatakan pekerjaan. (Lampiran 6; aktifitas 2)</li> <li>Siswa mencoba untuk menyebutkan jenis pekerjaan dengan kalimat menanyakan ataupun menyatakan suatu pekerjaan.</li> </ul>	<p><i>Quick and right quiz rules:</i>  <i>1. Class divides into four groups that consist of five or six students.</i>  <i>2. Each students of groups must give an answer from teacher's question quickly in front of the class.</i>  <i>3. If all students finish, the score will calculate to know which group has much right answer.</i></p>	
	<p>d. Mengasosiasi</p> <ul style="list-style-type: none"> <li>Siswa dibagi dalam kelompok yang berisi 4 orang untuk menebak suatu pekerjaan melalui teknik <i>hot seat</i>.</li> </ul>		

<p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>• Tiap kelompok diberi beberapa flashcard yang berisi pekerjaan. (Lampiran 7; aktifitas 3).</li> <li>• Satu kelompok akan maju ke depan kelas dan memberikan beberapa kalimat petunjuk yang mencirikan suatu pekerjaan.</li> <li>• Siswa memperoleh balikan dari guru dan teman tentang kegiatan diskusi yang telah dilakukan.</li> </ul>	<p><i>Hot seat procedures:</i></p> <ol style="list-style-type: none"> <li>1. Class divides into groups of 4 or 5 students.</li> <li>2. A group will accept 15 flashcards of verb, noun, and adjective.</li> <li>3. Every group chooses two students to represent this games in front of class.</li> <li>4. A student gives clues by sentences about the picture and other student answer it.</li> </ol> <p><i>If a student is uncertain to answer, he can say "I'm not sure" first to continue other members.</i></p>	
<p>Penutup</p> <ol style="list-style-type: none"> <li>a. Siswa bersama guru melakukan <i>flash back</i> dan <i>feed back</i> agar memperoleh pengalaman belajar dengan menanyakan kesulitan dalam melaksanakan kegiatan yang telah dilaksanakan.</li> <li>b. Siswa bersama guru menyimpulkan pembelajaran.</li> <li>c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</li> <li>d. Guru mengucapkan salam penutup.</li> </ol>	<p><i>Do you like the activity?</i></p> <p><i>Where does the policeman do his work?</i></p> <p><i>she works in the post office, on the street.</i></p> <p><i>Where does the doctor do his/her work?</i></p> <p><i>She/he work in the hospital</i></p> <p><i>Tell me what do you want to be in the future?</i></p>	<p>5 menit</p>

#### G. Penilaian (terlampir)

Jember, 08 Juni 2024

Guru Bahasa Inggris,

Rini Puspita Sari, S.Pd.

## Appendix 7 Research Journal



**RESEARCH JOURNAL**  
**MTs DARUN NAJAH PATRANG JEMBER**  
**ACADEMIC YEAR 2023-2024**

NO	DAY & DATE	ACTIVITY	INFORMANT	SIGNATURE
1	Saturday, 19 June 2024	a. Giving Permissions b. Doing interview with miss Titig Mugiarti as head Masters and miss. Sari as An English Teacher in MTs Darun Najah (pre observation)	Miss Titik Mugiarti and Miss Sari	
2	Monday, 30 Juni 2024	a. Confirming Permission b. Doing Field Observation c. Doing Interview	Head Masters, Miss Sari and Student	
3	Friday, 03 Juli 2024	a. Field Observation b. Documentation c. Interview with Other Informant	Miss Sari and Student	
4	Saturday, 11 Juli 2024	Class Observation	Miss Sari	
5	Friday, 17 Juli 2024	Fiel Observation and Complete the lack of data	-	-
6	Saturday, 18 May 2024	a. Field Observation b. Documentation c. Interview with Other Informant	Miss Sari and Stident	
7	Monday, 24 Agustus 2024	Letter rerieval	All Informant	-

Jember, 24 Agust 2024  
Kepala MTs Darun Najah

MTs DARUN NAJAH  
**TITIK MUGIARTI, S.Pd.**

## Appendix 8 Plagiarism Free Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : LINDA REGINA PUTRI

NIM : T20186047

Program Studi : TADRIS BAHASA INGGRIS

Judul Karya Ilmiah : The Implementation of Flashcard Media in Learning Vocabulary in 7th Grade of MTs Darun Najah Patrang Jember

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Jember, 28 November 2024

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember,



**(Ulfa Dina Novlenda, S.Sos.I., M.Pd.)**

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.



Appendix 9 Research Documentation



## Appendix 10 Researcher Biodata




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Mobile Phone: 081249071224      E-mail: [reginaaja584@gmail.com](mailto:reginaaja584@gmail.com)

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### **PERSONAL INFORMATION**

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**Name** : Linda Regina Putri  
**Place and Date of Birth** : Jember, 20<sup>th</sup> June 2000  
**Sex** : Female  
**Address** : Jl. Argopuro Dusun Kopang RT 001/RW 008  
 Desa Kamal  
**Nationality** : Indonesian  
**Marital Status** : Marry  
**Major** : English Department  
**Institution** : UIN Khas Jember

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### **EDUCATIONAL BACKGROUND**

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**2018-2024** : State Islamic University of Jember Faculty of Tarbiyah  
 English Education Department  
**2016-2018** : Senior High School (MA Darul Lughah wal Karomah)  
**2012-2015** : Junior High School (MTs Darul Lughah wal Karomah)  
**2007-2011** : Primary School (SDN 1 Arjasa)

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### **ORGANISATIONAL EXPERIENCE**

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**2017-2018** : Student Council at MA Darul Lughah wal Karomah (as  
 the General Treasurer)  
**2019** : Pergerakan Mahasiswa Islam Indonesia (PMII)