THE USE OF WORD CARDS IN TEACHING VOCABULARY SKILL AT SEVENTH GRADE STUDENTS

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
inpartial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:
Muhammatyihadudin Samaedam
NIM 214101060045

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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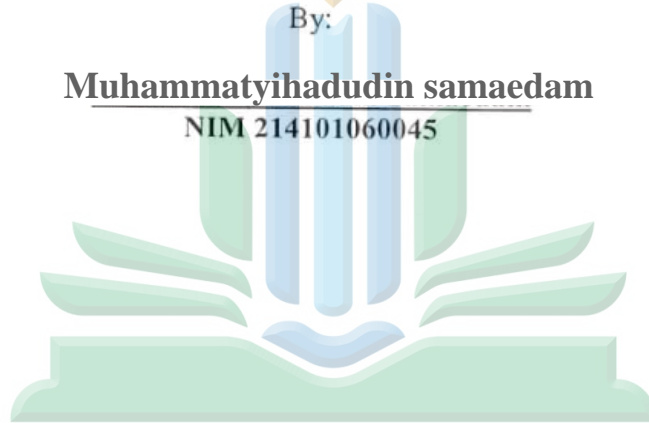# THE USE OF WORD CARDS IN TEACHING VOCABULARY SKILL AT SEVENTH GRADE STUDENTS

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Muhammatyihadudin samaedam
NIM 214101060045

Approved by Advisor:

Nina Hayuningtyas, S.Pd.,M.Pd.
NIP. 198108142014112003

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THE USE OF WORD CARDS IN TEACHING VOCABULARY SKILL AT SEVENTH GRADE STUDENTS

THESIS

Has been examined and approved as the requirements to obtain a teacher'
To fulfill the requirements of bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day: Tuesday
Date: 24ᵗʰ of Juny 2025
Examiner Team: 13.30 – 16.00

Chairman

Secretary

DEWI NURUL QOMARIYAH, S.S., M.Pd
NIP. 19790127200710203

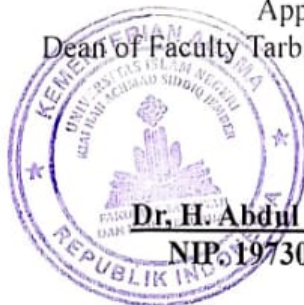**SITI KHODIJAH, S.S., M.Pd**
NIP. 198609192019032016

Members:
1. Dr. Inayatul Mukarromah, S.S., M.Pd   (   )

2. Nina Hayuningtyas, M.Pd   (   )

Approved By
Dean of Faculty Tarbiyah and Teaching Training

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

<div dir="rtl">

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ اِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

</div>

The Meaning[1*]:

"For indeed, with hardship (will be) ease"

"Indeed, with hardship (will be) ease"

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* Holly Al-Quran, Surah Al-Insyirah: 5-6

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DEDICATION

I proudly dedicate this undergraduate thesis for:

1. My Beloved parents, Mr. Anisaruwan Samaedam and Mrs. Saidah Ma'san who have been giving their support and effort for me to get this Bachelor Degree

2. My beloved and one and only sister, Saswana Samaedam who have been giving me support, and pray for me

ABSTRACT

Muhammatyiahdudin Samaedam, 2025: *The Use Of Word Cards In Teaching Vocabulary Skill At Seventh Grade Students of MTS Darul Hikmah Bodowoso*
Keyword: Word Cards, Teaching Vocabulary Skill

Vocabulary mastery is essential to studying English because, without vocabulary, students are unable to communicate their thoughts or comprehend others. Increased communication abilities and a greater comprehension of the subject matter are facilitated by a large vocabulary. Word cards have been widely used in language learning due to their effectiveness in reinforcing vocabulary knowledge. They provide learners with a tangible tool that can be easily customized to meet their learning needs. By incorporating images, phonetic transcriptions, and example sentences', word cards catered to different learning styles.

The objective of this research was to describe the steps, the benefits and the challanges of using words cards in vocabulary skill at seventh grade of MTS Darul Hikmah Bondowoso.

The approach in this research is qualitative approach with a case study design. Case study is a research method that aims to provide a complete and in-depth picture of social reality and phenomena. It was conducted in MTS Darul Hikmah Bondowoso at the seventh grade. The number of participants were 8 students. Purpose sampling technique was used to select 3 students as the subject of this research. The data was gathered by observation, interview, and document review.

The Result shown that Word Cards have the benefits, the benefits are: 1) Enhancing Memory Retention. 2) Supporting Different Learning Styles. 3) Increasing Student Motivation and Engagement. Despite their effectiveness, word cards also came with certain challenges that teachers and students may encounter. Addressing these challenges is essential to ensure their successful implementation: 1) Over-Reliance on Translation. 2) Lack of Student Discipline in Using Word Cards. 3) Limited Contextual Understanding.

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All praise and gratitude is due to God for His mercy and grace, the planning, implementation, and completion of thesis as one of the requirements to complete the undergraduate program, can be completed smoothly.

This success can be obtained by the author due to the support of many parties. Therefore, the author realized and expresses her deepest gratitude to:

8. Moh. Hanif Luthfi, S.H.I.M as the Headmaster of MA Darus Sholah Jember, Farida Muktiana, S.Pd as the English teacher, and students of grade 11th Science, for their assistance and cooperative in finishing my study.
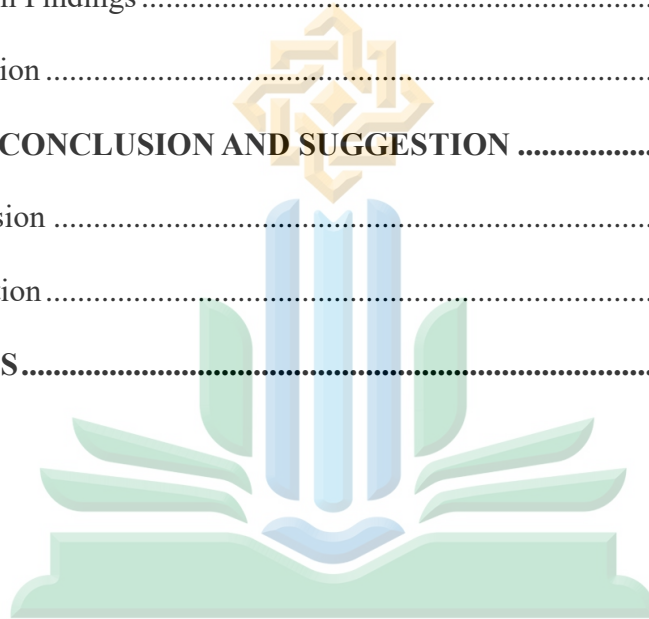
Finally, the researcher hopes May Allah bless and guide to the best way of life, especially to all who have already helped compile this undergraduate thesis.

Jember, 24 June 2025

Researcher

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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The parts of this chapter were research background, the research problem, the research objective, the significance of the research, and the definition of key terms.

A. Research Background

Vocabulary mastery is essential to studying English because, without it, pupils are unable to communicate their thoughts or comprehend others. Increased communication abilities and a greater comprehension of the subject matter are facilitated by a large vocabulary. However, particularly at the elementary school level, pupils frequently struggle to retain and use new language. Finding efficient ways to improve students' vocabulary learning is made more difficult for teachers as a result.[2]

The acquisition of a solid command of vocabulary is an essentialcomponent in the development of scholastic achievement, fluency in English, and knowledge of other languages, with which it is inextricably related. In addition, according to Alqahtani, having a good vocabulary is necessary in order to make efficient use of a second language, and it also plays an essential part in the process of constructing both oral and written writings. Vocabulary is necessary for all aspects of learning English as a second language (ESL) and English as a foreign language (EFL), including hearing, speaking, reading, and writing. ESL and EFL are abbreviations for English as

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[2] I. S. P. Nation, *Learning Vocabulary in Another Language* (2nd ed.) (Cambridge: Cambridge University Press, 2013)

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a second language and English as a foreign language, respectively. We will be unable to speak in a manner that is understandable if we do not have a big vocabulary. This will prevent us from applying the structures and functions that we have learned.[3] Therefore, the quality of pupils' vocabulary must be improved through enhancing vocabulary instruction.

A strong vocabulary foundation is crucial for students because it directly impacts their ability to read, write, listen, and speak effectively in English. Without an adequate vocabulary, students may find it challenging to understand texts, engage in conversations, or express their thoughts clearly. This struggle often leads to decreased motivation and interest in learning English. Consequently, researchers and educators have continuously sought effective methods to enhance vocabulary acquisition and retention. One such method that has shown promising results is the use of word cards.

As technology has developed, a number of instructional strategies have been developed to help students become more proficient in vocabulary. Using word cards is one strategy that has worked well. In contrast to more conventional teaching strategies like word lists, word cards give students the opportunity to engage directly with new vocabulary through visual and auditory repetition, which can improve long-term recall.[4] In this situation, word cards can increase student motivation and involvement in the learning

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

[4] K. S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching* (Ann Arbor: University of Michigan Press, 2004)

process in addition to being useful learning aides[5].

Word cards have been widely used in language learning due to their effectiveness in reinforcing vocabulary knowledge. They provide learners with a tangible tool that can be easily customized to meet their learning needs. By incorporating images, phonetic transcriptions, and example sentences, word cards can cater to different learning styles. Some students may benefit more from visual representations, while others may find auditory reinforcement more useful. This versatility makes word cards an ideal resource for vocabulary acquisition.

Moreover, the use of word cards supports the concept of spaced repetition, a learning technique that involves reviewing information at increasing intervals over time. This method has been proven to enhance memory retention and prevent forgetting. Research indicates that students who use word cards systematically are more likely to retain new vocabulary compared to those who rely solely on traditional memorization techniques[6]. Additionally, the portability of word cards allows students to review vocabulary anytime and anywhere, making learning more flexible and convenient.

Despite their advantages, some educators may question the effectiveness of word cards compared to digital learning tools. With the rise of educational technology, vocabulary learning apps and online platforms have

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[5] L. Wilkinson, *Effective Vocabulary Instruction: Teaching Strategies for Enhancing Word Knowledge* (New York: Routledge, 2020).
[6] I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001).

gained popularity. These digital tools often incorporate gamification elements, making learning more engaging for students. However, studies have shown that traditional methods, such as word cards, remain highly effective, particularly for learners who prefer hands-on activities and tangible study materials[7].

Lessard (2021) says that vocabulary can be defined as the words of a language, such a single items and phrases that have a specific meaning. As a linguist David Wilkins, stated that "very little can be conveyed without grammar but without vocabulary, nothing can be conveyed". It means that vocabulary is the basic things in learning language because if someone that has good grammar will be useless if they lack vocabulary. In learning foreign language, vocabulary is one of important things to be taught because without variety word, it will be impossible to speak up.

As stated by Arsyad (2015) The teacher has an important role in teaching learning process. Vocabulary is significant to English language because without vocabulary, students can't understand and express their personal thoughts. Al-Bahbuh stated that the teacher should understand the nature of the language that the teacher teaching and also have the ability to use it to be able to produce and understand the vocabulary items and the sentences. And it presents a unique challenge for teachers to teach vocabulary

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[7] N. Schmitt and D. Schmitt, "Vocabulary Notebooks: Theoretical Underpinnings and Practical Suggestions," *ELT Journal* 49, no. 2 (1995): 133–143.

to become an interesting thing to learn.[8]

In teaching vocabulary, it is not only about writing vocabulary on the whiteboard then will copy by students into their book. It was normal and seemed monotonous and bored for students. Students are be more interested in study if there is something that can encourage students more enthusiasm to study like using media for teaching. Gairns and Redman said that media is the component of learning source which can stimulate the students to study. Using media also giving benefits in teaching and learning process[9]. Nugroho, et al., Zuhri and Salman stated that media can be used for practice, presentation, revision, and testing. Therefore, it is be effective if teaching and learning process is done by using media.[10] Even less, the object of researcher is the seven grade that they are still growing to adulthood but there is still a child's soul inside.

Based on the preliminary research in MTS Darul Hikmah Bondowoso, by interviewed the English teacher Rafiqa Fithlana S.Pd the researcher found that teaching vocabulary comprehension by using word card technique has been applied there. The researcher also found that most student have problem in learning vocabulary, such as the first student ability in vocabulary comprehension still low, the students find some difficulties in vocabulary comprehension. Second, the students had difficulties to

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[8] Fadilah, *The Role of Teachers in Enhancing Students' Vocabulary Mastery* (Jakarta: Universitas Negeri Jakarta, 2015); Al-Bahbuh, *Effective Strategies for Teaching Vocabulary* (Cairo: Nile Publishing, 2018).

[9] R. Gairns and S. Redman, in Fadilah, *The Role of Media in Vocabulary Teaching* (Jakarta: Universitas Negeri Jakarta, 2015).

[10] Nugroho et al., in Zuhri and Salman, *The Impact of Media on Student Engagement in Language Learning* (Yogyakarta: Universitas Gadjah Mada, 2022)

comprehend the text when the students read all about English. She said that it is because the students not practice their English out of the class or in their home. They only learn English when they are studying English in classroom. Besides, the students think the English is a foreign language and it is difficult language, it shows when they are studying English, they do not have any important to join English lesson.

So far, the teacher already applied the word card technique in teaching vocabulary, but many students still got bad score, the student still confused to comprehend the text and the students had difficulties in understanding the meaning of vocabulary. Therefore, the researcher know the teaching and learning process of English subject in MTS Darul Hikmah Bondowoso the teacher was used word card technique in teaching vocabulary comprehension. In addition, the researcher want to find information about she caused of bad score of students and the problems by the teacher and students in teaching learning process of vocabulary.

Based on background above, the researcher conducted a research entitled: The use of word cards in teaching vocabulary skill at seven grade of MTS Darul Hikmah Bondowoso in the Academic year of 2024/2025.

B. Research Questions

Based on the background of the research, the problems of the research can be constructed as follows:

1. What are the steps of using Word Cards in teaching vocabulary skill at seven-grade students of MTS Darul Hikmah Bondowoso?

2. What are the benefits and challenges of using word cards in vocabulary skill at seven-grade students of MTS Darul Hikmah Bondowoso ?

C. Research Objectives

The objectives of this research are:

1. To describe the steps of using Word Cards in teaching vocabulary at seven-grade students of MTS Darul Hikmah Bondowoso

2. To describe the benefits and challenges of using word cards in vocabulary skill at seven-

grade students of MTS Darul Hikmah Bondowoso.

D. Significant of the Research

The benefits of research contain what contribution made after completing the research. Research benefits was in the form of theoretical benefits and practical benefits. The benefits of research must be realistic.

1. Theoretical Significant

This research is expected to contribute to English education knowledge and confirm the

The result of this study to explained the effectiveness of word cards to teach vocabulary at the seven grade of MTS Darul hikmah Bodowoso.

2. Practical Significant

a. For students

Through the use of word cards in this study, students are given fresh experiences and excitement during the learning process.teaching

vocabulary to help pupils become more proficient in the English language.

b.   For Teachers

One of the latest developments or references in the application and choice of learning techniques that can enhance English language acquisition is this study.

c.   For Researchers

This study serves as a resource for other researchers who wish to investigate issues that are somewhat similar, such students' limited vocabulary.

G. Definitions of Key Term

1.   Teaching Vocabulary

Vocabulary is collection of words of certain language that speakers use to communicate with others Hatch and Brown. Said that vocabulary refers to a list or set of words for a particular language or list or set of words that individual speakers of a language might use. It means that vocabulary is a tool to deliver the ideas into the target language. According to Linse, vocabulary is the collection of words that an individual knows.

In this research, the researcher focused on concrete nouns and count nouns because the syllabus in Institutional Based Curriculum or Kurikulum Satuan Tingkat Pendidikan (KTSP) stated that the eighth grade should be taught concrete and count nouns.

In this research, the researcher used main verbs namely, regular and irregular verbs because they would find many verbs in their textbook especially in reading text so it would be much better if they learnt about the main verbs first before they learnt about the phrasal verbs and to introduce them the difference between regular and irregular verbs, so in the next level they would not get difficulties in distinguishing both of them.

2. Word Cards

Word cards are an effective instructional tool that can facilitate vocabulary learning by providing a visual and interactive method for students to engage with new words. These cards typically contain a target word on one side and its meaning, pronunciation, or an illustrative picture on the other. The use of word cards can enhance memory retention, encourage active recall, and make learning more enjoyable for students. Additionally, they support a variety of learning styles, including visual and kinesthetic learners.

3. Case Study

Case Study is one of the design to describe the implementation of Word Cards in teaching vocabulary at seventh grade students of MTS Darul Hikmah Bondowoso

CHAPTER II

LITERATURE REVIEW

An overview of the topic and research issues is provided in this chapter. In order to address the issue, the researcher conducted a literature review to explain the meaning of vocabulary, its classification, the definition of word cards, their use as a teaching tool, the benefits and drawbacks of using word cards in vocabulary instruction, and more.

A. Previous Study

In this section, the researcher listed the results of previous studies relating to research that is to be carried out. Then makes a summary, of both published and unpublished research (thesis, theses, dissertations, articles, published in scientific journals, and so on). This showed how far the originality and research position is intended to go. Here are some previous studies related to word card technique and vocabulary skill

1. The first study was conducted by Lei and Reynolds (2022) titled "Learning English Vocabulary from Word Cards: A Research Synthesis." This research highlighted the importance of using word cards to enhance students' vocabulary acquisition. The findings indicated that this method is highly effective in improving receptive vocabulary knowledge compared to productive vocabulary.

2. The second study was conducted by Webb et al. (2020) under the title "The Effectiveness of Vocabulary Learning Activities." This study discussed various vocabulary learning techniques and found that both

digital and paper word cards significantly improve vocabulary mastery, especially in intentional learning contexts.

3. The third research was conducted by Wilkinson (2020), titled "Adapting Word Cards to Different Learning Styles for Better Vocabulary Retention." This study stressed the importance of customizing word cards to cater to various learning styles, which helps students understand and remember vocabulary more effectively.

4. The fourth study was conducted by Reynolds et al. (2020) titled "Constructing Word Cards for Vocabulary Learning." This research emphasized that self-constructed word cards can strengthen students' affective engagement and enhance their motivation in vocabulary learning.

5. The fifth study was conducted by Nakata (2011) titled "Digital Word Card Programs for Vocabulary Learning." This research compared the effectiveness of digital word card programs with traditional methods and found that digital word cards can increase students' interest in vocabulary learning, although paper cards remain highly effective.

Differences and Similarities of this research and the previous one

No	Title	Similarities	Differences
1	Learning English Vocabulary from Word Cards: A Research Synthesis	Both the researcher use word card as teaching technique	1. The previous study used action research method thus the researcher used case study in qualitative method 2. The previous study conducted the research at Junior High School and the researcher conduct the research at

No	Title	Similarities	Differences
			MTS Darul Hikmah Bodowoso.
2	The Effectiveness of Vocabulary Learning Activities	Both the researches use words card in teaching vocabulary	1. The previous study used action research method thus the researcher used case study in qualitative method 2. The previous study conducted the research ESL classrooms and the researcher conduct the research at MTS Darul Hikmah Bodowoso.
3	Adapting Word Cards to Different Learning Styles for Better Vocabulary Retention	Both the researches use words card in teaching vocabulary	The previous study used action research method thus the researcher used qualitative
4	Constructing Word Cards for Vocabulary Learning	Both the researches use words card in teaching vocabulary	1. The previous study used action research method thus the researcher used in case study in qualitative method 2. The previous study conducted the research at class of 10th and the researcher conduct the research at MTS Darul Hikmah Bodowoso.
5	Digital Word Card Programs for Vocabulary Learning	Both the researches use words card	1. The previous study used action research method thus the researcher used case study in qualitative method 2. The previous study conducted the research at Junior High School and the researcher conduct the research at MTS Darul Hikmah Bodowoso.

Based on the table above, we can see that all of the researchers had ways to analyze their research. The differences between the five previous studies that have been compiled above with this research is this research focus on steps, benefits and challenger of using words game in teaching vocabulary it will use qualitative approach. Some previous research used Prompt Visual with different skill focus.

B. Theoretical Framework

This section contains a discussion of the theory that was used as a perspective in research. Discussion of theories related to research more broadly and in depth added insight to researchers in studying the problems to be solved by the formulation of the problem and research objectives. The position of theory in qualitative research is as a perspective, not to be tested as in quantitative research.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is collection of words of certain language that speakers use to communicate with others Hatch and Brown[11]. Said that vocabulary refers to a list or set of words for a particular language or list or set of words that individual speakers of a language might use. It means that vocabulary is a tool to deliver the ideas into the target language. According to Linse[12], vocabulary is the collection of words

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[11] Hatch, Evelyn, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995),
[12] Linse, Caroline T., *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005)

that an individual knows. So, here we can say that vocabulary is words that people know about including their meaning. Lehr et. al[13] define vocabulary as knowledge of words and word meanings, while Hiebert and Kamil define vocabulary as the knowledge of meaning of words. Thus, we can conclude that vocabulary is about words which have meaning and the speaker knows of how to use and pronounce the words to express their feeling or thinking.

Based on Preszler [14] vocabulary, or word meaning, is one of the keys to comprehension. Without vocabulary someone cannot master the target language because vocabulary is the main aspect to learn and comprehend a language. It is also the basic aspect to master a language whether it is in oral or in written form.

b. Classification of Vocabulary

According to Hatch and Brown[15] part of speech is categorized based on their functions, which include nouns, verbs, adjectives, and adverbs. They also added the major classes into some categories. They are pronouns, prepositions, articles and interjections. Based on the syllabus, on Institutional Based Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) the students have to learn nouns, verbs, adjectives and adverbs. So, the researcher focused on those four

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[13] Lehr, Fran, Jean Osborn, and Elfrieda H. Hiebert, *A Focus on Vocabulary* (Honolulu: Pacific Resources for Education and Learning, 2004)

[14] Preszler, J., *Vocabulary: Strategies That Work* (South Dakota: Black Hills Special Services Cooperative, 2006), 4.

[15] Hatch, Evelyn, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995)

categories only because they are taught by the teacher and are mostly discussed in the students' English book based on Institutional Based Curriculum for the eighth grade.

1) **Nouns**

Harmer[16] states that noun is a word in the name of person, a place, a thing or activity or quality or idea. According to Maddox and Scocco[17] noun is a word used to describe a person, place, thing, event, idea and so on. Hatch and Brown[18] divided nouns into subclasses, they are proper nouns, common nouns, abstract nouns, concrete nouns, count nouns, mass nouns, and group nouns.

In this research, the researcher focused on concrete nouns and count nouns because the syllabus in Institutional Based Curriculum or Kurikulum Satuan Tingkat Pendidikan (KTSP) stated that the eighth grade should be taught concrete and count nouns.

According to Altenberg and Vago[19] concrete nouns refer to things we can perceive with one of our senses. In contrast with abstract nouns, concrete nouns are words refer to things we can see and touch, for examples; jewelry, glass, and heel.

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[16] Harmer, Jeremy, *How to Teach English* (Harlow: Longman, 1998), 37.

[17] Maddox, Harold, and Scocco, R., *English Grammar Handbook* (New York: Oxford University Press, 2009),

[18] Hatch, Evelyn, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995)

[19] Altenberg, Evelyn, and Robert Vago, *English Grammar: Understanding the Basics* (Cambridge: Cambridge University Press, 2010)

Whereas Fuchs and Bonner[20] define count nouns as things that we can count separately. They can be singular or plural. Count nouns are things that people can count the amount of. For examples: a doctor, three doctors, an apple, two apples, etc.

2) Verbs

Based on Altenberg and Vago's[21] definition Verbs are words that express an action. According to Dykes[22] verbs are doing, being or having words. Maddox and Scocco[23] define verbs as the heart of the sentence. And Hatch and Brown[24] said that verbs are words that denote action. Meanwhile, Harmer[25] states that verb is a word (a group of words) which is used in describing an action, experience or state. So verbs are words that explain what a subject is doing. He also divides three important verbs, they are auxiliary verbs, main verbs and phrasal verbs.

In this research, the researcher used main verbs namely, regular and irregular verbs because they would find many verbs in their textbook especially in reading text so it would be much better if they learnt about the main verbs first before they learnt about the

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[20] Fuchs, Marjorie, and Margaret Bonner, *Focus on Grammar: An Integrated Skills Approach* (New York: Longman, 2001)

[21] Altenberg, Evelyn, and Robert Vago, *English Grammar: Understanding the Basics* (Cambridge: Cambridge University Press, 2010)

[22] Dykes, Barbara, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar* (Victoria: ACER Press, 2007)

[23] Maddox, Harold, and R. Scocco, *English Grammar Handbook* (New York: Oxford University Press, 2009)

[24] Hatch, Evelyn, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995)

[25] Harmer, Jeremy, *How to Teach English* (Harlow: Longman, 1998)

phrasal verbs and to introduce them the difference between regular and irregular verbs, so in the next level they would not get difficulties in distinguishing both of them.

The followings are the definition of regular and irregular verbs.

a) Regular verbs

Regular verbs are verbs that can be formed as past and past participle by adding-d or -ed at the end of words. These are the examples of regular verbs: Ask-Asking-Asked-Asked

b) Irregular verbs

Irregular verbs are verbs which have different form in infinitive, past and past participle. If we want to change infinitive into past or past participle form we cannot add-d or-ed, like the regular verbs because irregular verbs have a certain rules in changing the form. Sometimes, there is no difference between infinitive past, past participle form: Come-Coming-Came-Come

3) Adjectives

Hatch and Brown[26] define that adjectives are used to highlight qualities or attributes. Fuchs and Martinet[27] Sert that the use of adjectives is to describe nouns or pronouns (for people, places, and thing). Adjective is a word that gives more information

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[26] Hatch, Evelyn, and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995)

[27] Fuchs, Marjorie, and A. V. Martinet, *Grammar in Context* (New York: Longman, 2001)

about noun and pronoun[28]. Thomson and Martinet[29] divide main kinds of adjectives into six, they are; demonstrative, distributive, qualitative, interrogative, possessive, and quality.

The researcher focused on four kinds of adjectives namely, demonstrative, qualitative, possessive, and quality. These are the definition of the four adjectives.

a) Demonstrative: this, that, these, those.

The function of demonstrative is to show the relative distance between the speaker and the noun. Demonstrative is used to point to people and things. The examples of the sentence using those words:

This is Rossi's motorcycle.

That is her umbrella.

These radios are hers.

Those apples are theirs.

b) Qualitative: some, any, no; little, few; many, much.

The function of qualitative is to show the amount or the quantity of something. The examples of the sentence using those words:

Valentine has some eggs in the refrigerator.

I didn't get any present for my birthday.

I have no idea.

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[28] Harmer, Jeremy, *How to Teach English* (Harlow: Longman, 1998)

[29] Thomson, A. J., and A. V. Martinet, *A Practical English Grammar* (Oxford: Oxford University Press, 1986)

I like <u>little</u> sugar in my tea.

There are <u>few</u> people who join the contest.

He has <u>many</u> friends.

She has <u>much</u> money.

c) Possessive: my, your, his, her, its, our, their.

The function of possessive adjective is to show a form of possession/ownership or used to express a close relationship with someone or something. The examples of the sentence using those words:

<u>My</u> brother is a doctor.

<u>Your</u> dress is beautiful.

<u>His</u> cell-phone is sophisticated.

<u>Her</u> mother likes cooking.

The bird is cute. <u>Its</u> sound is wonderful

He is <u>our</u> leader.

<u>Their</u> score is excellent.

d) Quality: clever, dry, fat, golden, good, heavy, square.

The function of adjective quality is to describe the nature of a subject or noun or showing the kind of quality of nouns or pronouns. The examples of the sentence using those words:

Rossi is a <u>clever</u> student.

She has <u>dry</u> skin.

I am not <u>fat.</u>

4) Adverb

Dykes[30] defines an adverb as a word that adds meaning to any other word, except a noun or pronoun. Fuchs and Bonner[31] assert that adverbs are used to describe verbs, adjective, and other adverbs. Harmer[32] defines adverb as a word (or group of words) that describes or adds to the meaning of verb, adjective, another adverb or a whole sentence. Thomson and Martinet[33] divide adverbs into eight kinds, they are; manner, place, time, frequency, sentence, degree, interrogative, amelative.

In this research, the researcher focused on adverb of place, frequency, and manner because the researcher taught vocabulary integrated with reading. The text taught was descriptive text and those adverbs would often emerge in the text. These are the definition of adverb of pláce and frequency.

a) Place: by, down, here, near, there, up.

The function of the adverb of place is to tell us about the place of action or where action occurs/occurred/will occur. The examples of the sentences using those words:

He lives in the house by the river.

She came down the hill.

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[30] Dykes, Barbara, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar* (Victoria: ACER Press, 2007)

[31] Fuchs, Marjorie, and Margaret Bonner, *Focus on Grammar: An Integrated Skills Approach* (New York: Longman, 2001)

[32] Harmer, Jeremy, *How to Teach English* (Harlow: Longman, 1998)

[33] Thomson, A. J., and A. V. Martinet, *A Practical English Grammar* (Oxford: Oxford University Press, 1986)

I want to study here.

b) Frequency: always, never, occasionally, often, twice.

The function adverb frequency is to tell us how many times the action occurs, occurred, or will occur. The examples of the sentences using those words:

I always do my homework.

I never come late.

I occasionally go to bed late.

c) Manner: bravely, fast, happily, hard, quickly, well.

The function of this adverb is to show how the action occurs or occurred or will occur or show how the way people do something. The examples of the sentence using those words:

He confesses his feeling bravely.

He runs so fast.

I accept the present happily.

I study hard so I can pass the exam.

We have to eat quickly.

He did the test well.

2. Word Cards

a. Definition of Word Cards

Vocabulary plays a crucial role in language learning, as it forms the foundation for communication skills, including speaking, listening, reading, and writing. Without an adequate vocabulary, students may

struggle to understand texts, express their ideas, and engage in meaningful conversations. Given this importance, researchers and educators have continuously explored various strategies to enhance vocabulary acquisition. One of the most effective tools that has been widely studied and implemented in language classrooms is the use of word cards.

According to Hinkel[34], word cards are small cards, typically measuring about 1.5 inches (4 cm) by 1.2 inches (3 cm). These cards contain useful vocabulary items taken from reading materials, lesson plans, or thematic lists. The target vocabulary is written on one side, while the translation in the students' first language is placed on the other side. Similarly, Thornbury[35] defines word cards as a set of cards printed with a word on each side, where the front side displays the word in the target language, and the back side contains the meaning in the first language.

Waring[36] also describes word cards as small pieces of paper, typically containing an English word on one side and either a translation or a picture on the other side. The use of pictures instead of direct translations is often recommended, as it encourages students to think in the target language rather than relying on their first language.

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[34] Hinkel, Eli, *Handbook of Research in Second Language Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, 2005)
[35] Thornbury, Scott, *How to Teach Vocabulary* (Harlow: Longman, 2002)
[36] Waring, Rob, "The Use of Word Cards in Vocabulary Learning," *ELT Journal* 55, no. 4 (2001)

Based on these definitions, it can be concluded that word cards are compact learning tools designed to reinforce vocabulary retention. Their small size makes them portable and easy to use, allowing students to review vocabulary anytime and anywhere. Additionally, the versatility of word cards allows teachers to modify their design to accommodate different learning styles. In this study, the researcher modified the size of the word cards to 5 cm x 9 cm to ensure better visibility, particularly for students sitting at the back of the classroom.

b. **Implementation of Word Cards in the Classroom**

According to Brown (1994) The success of using word cards depends on how they are integrated into the classroom environment. Teachers can employ various strategies to maximize their effectiveness:

1) Introducing Word Cards in a Structured Manner

Before students begin using word cards independently, teachers should provide clear instructions on how to use them effectively. This includes explaining the importance of repetition, demonstrating how to test themselves, and encouraging them to create personalized word cards.

2) Incorporating Word Cards into Classroom Activities

To prevent word cards from becoming monotonous, teachers can incorporate them into different classroom activities, such as:

a) Flashcard Drills: Teachers can present word cards to students and ask them to recall the meanings, synonyms, or example sentences.

b) Matching Games: Students can pair words with their meanings, synonyms, or related images.

c) Storytelling Activities: Students can use randomly selected word cards to construct sentences or short stories.

d) Peer Quizzes: Students can quiz each other using word cards, reinforcing peer-to-peer learning.

By integrating word cards into various classroom activities, teachers can create a dynamic and engaging learning environment.

3) Encouraging Self-Directed Learning

While classroom activities are essential, students should also be encouraged to use word cards outside the classroom. Assigning vocabulary review as homework or incorporating self-assessment techniques can help students take ownership of their learning process.

Teachers can also suggest using mobile apps that simulate the benefits of physical word cards, such as Anki or Quizlet, which incorporate spaced repetition algorithms. This combination of traditional and digital approaches allows students to maximize their vocabulary retention.

In this research, the researcher used word card without picture because through translation the students was easily understand the meaning of the words.

c. **Word Cards As Media in Teaching Vocabulary**

Vocabulary is one of the fundamental components of language learning. Without sufficient vocabulary, students will struggle to develop their speaking, listening, reading, and writing skills. According to Nation (2001), vocabulary knowledge is crucial for communication, as it allows learners to express their thoughts, understand others, and engage in meaningful conversations. Despite its importance, vocabulary instruction often receives limited attention in language classrooms.

Many English teachers primarily focused on grammar and sentence structure, while vocabulary instruction is often integrated into other language activities without being given a dedicated portion of the lesson. As a result, students may not receive systematic vocabulary instruction, which can hinder their language development. To address this issue, teachers needed to implement effective teaching strategies that enhance vocabulary learning, one of which is the use of word cards.

Word cards are an effective instructional tool that can facilitated vocabulary learning by providing a visual and interactive method for students to engage with new words. These cards typically contain a target word on one side and its meaning, pronunciation, or an

illustrative picture on the other. The use of word cards can enhance memory retention, encourage active recall, and make learning more enjoyable for students. Additionally, they support a variety of learning styles, including visual and kinesthetic learners.

Many Researchers had shown that repeated exposure to vocabulary through activities such as flashcard games, matching exercises, and peer interactions can significantly improve students' vocabulary acquisition. By incorporating word cards into language instruction, teachers created an engaging learning environment that promotes vocabulary retention and usage in different contexts. Therefore, utilizing word cards as a teaching medium can be a practical and effective approach in language classrooms.[37]

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[37] Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

CHAPTER III

RESEARCH METHODS

This chapter presented about research methods. It consisted of research design and procedure, research settings, data collection technique, data achievement indicator (criteria of success)

A. Research Design

The approach in this research is qualitative approach with a case study design. Case study is a research method that aimed to provide a complete and in-depth picture of social reality and phenomena. That occur in society which is the object of research to describe the nature, character, and patterns of these phenomena.

Qualitative research is research that intended to understand phenomena about what is experienced by way of the usage of research approach. Such as behavior, perception, motivation, action, etc. holistically and with the aid of means of descriptions in the structure of phrases and languages in a special natural context and by way of utilizing a particular population or area.

Qualitative approach with a case study design to describe the implementation of role play in teaching vocabulary at seven grade students of MTS Darul Hikmah Bondowoso, in this case to explore the steps, benefits and the challenges

B. Research Location

Researcher was conducted research at one of the Islamic School located in Bondowoso, East Java. The reason the researcher chooses this school because the English teacher has conducted word card in teaching vocabulary.[38] principal and teacher of Mas Darul Hikmah is very kind and willing to allow the researcher to conduct research at the school. Besides, the researcher wat in to conduct research at this school since the students faced the problems, in the English vocabulary regarding the lack of learning mastery in pronunciation and vocabulary in class and the teacher had solved it by using the word card method.

C. Research Subject

Research subject is informant who act as data sources reporting data sources related to the object of research. Information includes what information you want to receive, who you want to use as informants or research objects on how data is taken and collected so that its accuracy can be verified to ensure validity.[39]

There are two sources or subjects that used in this research, those are The English teacher of MTS Darul Hikmah and the seven grade students of MTS Darul Hikmah. In this research the researcher used purposive sampling to obtain the sample.[40] It means that they purposefully chose data that fit the

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[38] Nation, I. S. P., *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001)

[39] Tim penyusun, Pedoman Penulisan Karya Ilmiah, (Jember, IAIN Jember Press, 2021), 92

[40] Creswell, John W., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks, CA: SAGE Publications, 2014)

parameters of the project is research question, goal and purpose.[41] The researcher interviewed the subjects, they were the English teacher and three students based on teacher's recommendation. The three of students consisted of one student who was active in vocabulary, one student who was medium in vocabulary and the last one who had low ability in vocabulary. The researcher asked some question to the subjects about the implementation of word cards in teaching and learning vocabulary in the classroom dealing with the opportunities and also the challenges.

D. **Data Collection Technique**

1. Observation

   In this study the type of observation was conducted is non moderate participation, the researcher does not participate in the learning of the observation and separately served as an observer. The data that researcher wanted to obtain with this method were:

   a. The stept of implementing Word Cards in teaching vocabulary skill at seven-grade students of MTS Darul Hikmah Bondowoso

   b. The benefit and challenges of using word cards in vocabulary skill at seven-grade students of MTS Darul Hikmah Bondowoso

2. Interview

   Interview is activity that included question and answer orally to obtain information through conversation. Interview is an important activities carried out in conduct research because it required accuracy

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[41] Sarah J. Tracy, Qualitative Research Methods (Chichester: Wiley-Blackwell, 2013), 134

information from the reporter or informant.[42] Usually in an interview the information obtained by the researcher and stated in writing, recorded in the form of audio, visual and audio visual. The researcher interview with an English teacher and also the students for the research. The data that researcher wanted to obtain by using interviews are:

a. The steps of using Word Cards in teaching vocabulary at seven grade students of MTS Darul Hikmah Bondowoso

b. The benefits and challenges of using word cards in vocabulary skill at seven-grade students of MTS Darul Hikmah Bondowoso

c. Document Review

The data that researcher wanted to obtain from this study are:

a. Data of seven grade students of Mas Darul Hikmah

b. Documentation that related to this study.

E. **Analysis Data**

1. Data Collection

The first thing researcher needed to do is of course collect data based on the question or problems that have been formulated. Qualitative data can be collected by observation, in depth interviews, document revies or focus groups discussion.

2. Data Condensation

Data condensation refered to device selection, focusing, just like that, abstracting, and/or reshuffling the data it appears in corpus (body)

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[42] Denzin, Norman K., and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research* (Thousand Oaks, CA: SAGE Publications, 2018)

complete with written field notes, interviews, transcripts, documents and one of a variety of empirical materials. By condensing, we have made strong information therefore researchers using note condensation through selecting, categorizing and make abstractions obtained from field notes, interviews and documentation recovery.

3. Data Display

The second data analysis is displaying data. Generally, the display is an image of disorganized conclusions and actions. Views can be textual diagrammatic content pieces, graphs, charts, prolonged narratives shapes. tables or matrices that provide new ways of constructing questions about larger textual data. In this study, the researcher described role play in the form of a role play that will be carried out.

4. Conclusion Drawing

Conclusions were drawn from the notes that had been presented. It can made the researcher to see the meaning of existing records reduced by comparing, looking for patterns, themes, sales, classify and examine the results obtained in the study. The steps that were carried out by researchers in the study are as follows:

a. Collecting data that is very necessary from the field

b. Prefer import statistics and remove useless data

c. Organizing data by type

d. Summarize the data that had been compiled

e. Presenting facts with a brief and structured description story

f. Summarizing

F. Validity of Data

Triangulation completed un-checking the of data. Data triangulation were checking facts via potential or re-examination. In this research, validity of the data to be used are as follows:

1. Source triangulation

Triangulation with source that is testing the credibility of the records is achieved by means of checking the data that had been acquired through several sources. The researcher compared and checked the data obtained from the teacher and also the students.

2. Technical Triangulation

Technical triangulation is the use of more than a few facts disclosure techniques that were carried out the data source. Test the credibility of the data by triangulation of technique, that is checking the information to the equal source with the different techniques. In this research, the researcher compared and checked the data gathered from interview and observation.

Researcher used triangulation to test the validity of the data. Triangulation is a powerful way to demonstrate concurrent validity, especially in qualitative research.[43] This study used investigator triangulation, to determine valid data by cross-checking from the first

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[43] Louis Cohen, Lawrence Manion, and Keith Morisson, Research Methods in Education. (New York: Routledge. 2018), 265

English teacher to other English teachers. However, there were several steps taken by researcher in validating the data.

The first step, the researcher met and discussed with the English teacher to become the validator of this study. The next day, the researcher met and discussed with other English teachers to become validators as well. After that the researcher vocabulary and vocabulary all the results of the analysis from the validator. The second step, the researcher examined learning English using the word cards method. In the next step, the researcher examined and compares all the results.
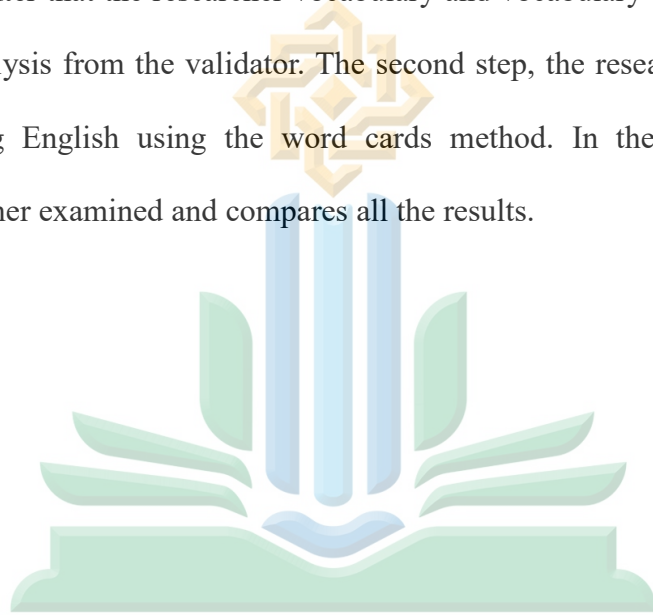
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents two things, research findings and discussions on the result of data analysis. The detail of the research processes were presented bellows:

A. Research Finding

In this section, the researcher delineated the analysist of the research focus. Additionally, the data analysis was articulated in accordance with the research questions outlined below: 1) what are the benefits of using word cards in teaching vocabulary skill at seventh grade of MTS Darul Hikmah Bondowoso? 2) what are the challenges of word cards in teaching vocabulary skill at seventh grade of MTS Darul Hikmah Bondowoso?. The form of worksheet came from students assessments. The total number of students in the seventh grade was 8 students. The researcher chose seventh grade because: firstly, the student still confused to comprehend the text and the students had difficulties in understanding the meaning of vocabulary. Secondly, student ability in vocabulary comprehension still low, the students find some difficulties in vocabulary comprehension.

So far, the teacher already applied the word card technique in teaching vocabulary, but many students still got bad score, the student still confused to comprehend the text and the students had difficulties in understanding the meaning of vocabulary. Therefore, the researcher knew the teaching and learning process of English subject in MTS Darul Hikmah Bondowoso the

teacher was used word card technique in teaching vocabulary comprehension. In addition, the researcher wanted to find information about she caused of bad score of students and the problems by the teacher and students in teaching learning process of vocabulary.

In this result clearly described the data obtained in the field regarding the implementation of word cards in teaching vocabulary skill at seventh grade of MTS Darul Hikmah Bondowoso. Based on the description of the researcher in chapter III, the researcher used observation, interview, and document review as tools to obtain data according to the research focus. So the researcher explained clearly and systematically about the researcher in the field.

1. **The Step of Using Word Cards in Teaching Vocabulary Skill**

   In teaching learning vocabulary, the teacher started by showing the cards to the students. The cards shown the picture of animals. The material was not too difficult to be comprehend, so it was easy to students to master it. After showing the picture the teacher asked the students about what kind of animals that showed by the card. The teacher gave the example of sentence including the new vocabulary showed by the card. The students gave attention to the teacher and learnt to pronounce as the teacher asked them to repeat after him. The students seem interested to the media word card used by the teacher.

Figure 4.1 Teacher Explanation The New Vocabulary

The result of observation showed that the teacher had already prepared the card that were going to be implemented in teaching vocabulary. The cards are about animals that cached students' interest to the picture showed by the card. After preparing the card, the teacher showed the card to the students. The teacher said:

"What kind of animal that shown in this card?" The student add:

" We can see *Kelinci* showed by the card"

So the teacher asked to the student about the meaning of the picture in English. The students said:

" We don't know the English meaning of *Kelinci* "

After listening the students answer, the teacher try to help the students by making the sentence of Rabbit. The teacher also explained that animals is one of the examples' of noun. While the teacher explained the material the students looks enthusiast.

From this activity they could comprehend their vocabulary as they knew some new words that they didn't know before. After the students answered all new vocabulary in the card, the teacher asked the meaning to the students again and clarified if the student gave wrong answer or even they couldn't find the answer.

After got the new vocabulary, tried to make them in the sentence and having clarifying from the teacher about those words, the students were asked to rewrite the words on their note book in the form of table. The students made the table that consisted of the name of new vocabulary, the kind of word and the meaning of word. They were asked to rewrite all of the words in order to make easy for them to learn some new vocabularies.

Figure 4.2 Student Write Vocabulary in Text Book

From the observation showed that students' in this class looked enthusiast and happy to learn vocabulary using word card, they looked enthusiast answered the teacher question, and followed teachers' command but some student also got distracted during the teaching learning, some student didn't pay attention to the teacher explanation. The result of the

observation above was strengthened by the result of interview conducted by

the researcher to the student 1. She said:

> "I felt happy to study using word cards, I can saw the picture and knowing the meaning of it. The class not getting bored as before, and also I can remember the new vocabulary easily without memorizing it hardly"

While student 2 added:

> "The teacher explanation and the cards helped me well to know new vocabularies and help me to put it into the sentence. I really tried so hard when making the sentence of the new vocabulary"

From the data of interview and the reservation of the observation

above concluded that learning vocabulary in this class was very low

because of lack of interesting learning media which it is can made the

student felt boring during the learning process. The existence of new

learning media in the form of word cards forced students' enthusiasm in

learning vocabulary.

2. **Benefits of Using Word Cards in Vocabulary Learning**

The implementation of word cards in vocabulary learning offers

several pedagogical benefits. These benefits had been widely discussed in

previous studies and include the following:

a. Enhancing Memory Retention

One of the primary benefits of using word cards is their ability to

strengthen memory retention. Research had shown that repetition is a

key factor in vocabulary acquisition, and word cards provide an

effective medium for spaced repetition. The concept of spaced

repetition involved reviewing vocabulary items at increasing intervals,

which helped prevent forgetting and reinforces long-term memory storage.

From the observation the researcher found that, when students repeatedly review the same words over time, they are more likely to remember them. This method aligned with cognitive learning theories that emphasized the importance of retrieval practice actively recalling information rather than passively reviewing it. By flipping through word cards and testing themselves, students engaged in active recall, which strengthens neural connections and improves retention.

b. Increasing Student Motivation and Engagement

Traditional vocabulary learning methods, such as memorizing word lists, can often be tedious and ineffective. Word cards, on the other hand, introduce an element of interactivity, making vocabulary learning more enjoyable.

From the observation the researcher found that, when students used word cards in group activities or competitive games, they are more likely to participate actively and retain information better. Motivation plays a critical role in language learning, and students who found vocabulary activities enjoyable are more likely to persist in their studies and achieve better outcomes. The result of observation was supported by the interview. The student 3 said:

"I like learning by using cards, it is like doing game". The student 2 added:

"I like doing a competition with my friend when I' am learning using the card, it's so fun"

From the data gathered above it was concluded that the students were engaged and motivated learning vocabulary using cards.

c. Flexibility and Portability

Another advantage of word cards is their portability. Unlike digital tools that require internet access or electronic devices, word cards can be carried anywhere, allowing students to review vocabulary during their free time. This flexibility enables students to incorporate vocabulary learning into their daily routines without the constraints of formal study sessions. That was proved by the result of interview. The teacher said:

"It is so easy to learn vocabulary by using cards, since cards are so flexible to bring anywhere"

The student 3 added:

"We don't need large space to bring the cards anywhere. It is so practice and flexible"

Those interview data were supported by observation done those interview data were supported by observation done by the Researcher. It was found that the card was easy to brought by the teacher. The size was not to big and was proper to get into the bag.

3. Challenges in Using Word Cards and Possible Solutions

Despite their effectiveness, word cards also come with certain challenges that teachers and students may encounter. Addressing these challenges is essential to ensure their successful implementation:

a. Over-Reliance on Translation

One common issue with word cards is the potential over-reliance on translation. If students consistently associate words with their native language equivalents, they may struggle to think in the target language.

It proven by the result of observation that student got misunderstanding in catching the question from the teacher when asking about the picture showed by the word cards. The teachers' interview confirmed:

> "The cards very helpful to obtained students vocabulary and increase their interest to learn vocabulary. But sometimes the students got misunderstanding between the picture showed by the card. The students tough it is about the color of the picture or the kind of the picture"

And the students interview also confirmed:

> "When the teacher asked about the picture in the cards, I usually confused what kind of meaning the teacher asked between the color of the picture of the kind of the picture that showed by the cards"

After knowing the challenge the teacher looking for the solution to improve the implementation of word card in the class. To minimize this issue, teachers can encourage the use of monolingual word cards that contain definitions, example sentences, or images instead of direct

translations. This approach promoted deeper processing and helped students develop a stronger conceptual understanding of vocabulary.

b. Lack of Student Discipline in Using Word Cards

Some students might not use word cards consistently, leading to ineffective vocabulary retention.

The observation showed that students undiscipline in using word cards because the teacher got some student didn't listen to the explanation in the class. That student just wrote the vocabulary without understanding the meaning. And the interview result was explained by the English teacher:

> "The cause of the students difficulty in learning vocabulary in this class was because of the students it self. They often didn't pay attention to the teacher explanation and sometimes one of the student slept in the class. The enthusiasm of students in studying English is low"

The above statement was supported by the result interview with participant as student 1, she said:

> "I felt sleepy and got boring while the teacher explaining the material because I didn't know what is the teacher said in the class. And also I didn't like to study English"

After knowing the challenge the teacher looking for the solution to improve the implementation of word card in the class. Teacher integrated word card usage into classroom routines by assigning weekly vocabulary goals, conducting regular quizzes, and rewarding students for consistent practice.

c.   Limited Contextual Understanding

Word cards present vocabulary items in isolation, which may hinder students' ability to use them in real-life contexts.

The result of the observation showed that many students just write the vocabulary in the text book without knowing the meaning and the function of the new vocabulary. It is confirmed with the teacher interview:

> "The students in this class often just write the vocabulary in the book without memorizing the word. And the students often forgot the meaning of the new vocabulary they got in the class"

The student interview also supported the teacher statement:

> "Usually after got the new vocabulary I don't use it in daily conversation because I don't know how to speak and use that vocabulary everyday. And sometimes I don't understand the meaning of that vocabulary well"

After knowing the challenge the teacher looking for the solution to improve the implementation of word card in the class. Teacher supplemented word card exercises with contextual learning activities, such as sentence-building exercises, dialogue practice, and reading comprehension tasks.

B. Discussion

This section presents a discussion of the research findings in using word cards in teaching vocabulary skill at seventh grade of MTS Darul Hikmah Bondowoso. , the teacher already applied the word card technique in teaching vocabulary, but many students still got bad score, the student still confused to comprehend the text and the students had difficulties in understanding the

meaning of vocabulary. Therefore, the researcher knew the teaching and learning process of English subject in MTS Darul Hikmah Bondowoso the teacher was used word card technique in teaching vocabulary comprehension. In addition, the researcher wanted to find information about she caused of bad score of students and the problems by the teacher and students in teaching learning process of vocabulary.

The cause of the problem faced in this class are: first, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions boring. In this case, students had nothing to do in a vocabulary learning section but to listen to their teacher. Second, students only thought of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Third, students usually only acquire new vocabulary through new words in their textbooks or when students had been given by teachers during classroom lessons. For example, students found many new words in a text and then ask the teacher to explain the meanings and usages. Fourth, students do not want to take risks in applying what they have learnt. Students might recognize a word in a written or spoken form and think that they already "know the word", but they might not be able to use that word properly in different contexts or pronounce it correctly.

Word Cards also had the benefits, the benefits are: 1) Enhancing Memory Retention. 2) Supporting Different Learning Styles. 3) Increasing Student Motivation and Engagement. Despite their effectiveness, word cards also come with certain challenges that teachers and students might encounter.

Addressing these challenges is essential to ensure their successful implementation: 1) Over-Reliance on Translation. 2) Lack of Student Discipline in Using Word Cards. 3) Limited Contextual Understanding.

Those explanation above was inline with These advantages had been widely discussed in previous studies and include the following:

1. **Enhancing Memory Retention**

   One of the primary benefits of using word cards is their ability to strengthen memory retention. Research had shown that repetition is a key factor in vocabulary acquisition, and word cards provide an effective medium for spaced repetition (Nation, 2001).[44] The concept of spaced repetition involved reviewing vocabulary items at increasing intervals, which helps prevent forgetting and reinforces long-term memory storage.

   When students repeatedly review the same words over time, they are more likely to remember them. This method aligned with cognitive learning theories that emphasize the importance of retrieval practice actively recalling information rather than passively reviewing it (Schmitt, 2008).[45] By flipping through word cards and testing themselves, students engaged in active recall, which strengthens neural connections and improves retention.

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[44] Nation, I. S. P., *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001)

[45] Schmitt, Norbert, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2008)

2. **Supporting Different Learning Styles**

    Every student had a unique learning style, and word cards adapted to accommodate various preferences:

    a. **Visual Learners:** Students who learned best through visual aids benefit from word cards that include pictures, colors, or diagrams. Associating words with images made learning more engaging and memorable.

    b. **Auditory Learners:** Teachers enhanced word card exercises by incorporating pronunciation drills or audio recordings. Listening to the pronunciation of words while reviewing word cards helped reinforce auditory memory.

    c. **Kinesthetic Learners:** Students who learned best through hands-on activities can engage in interactive games using word cards, such as matching exercises, group competitions, or role-playing activities.

    By catering to different learning styles, word cards ensure that all students, regardless of their preferred learning method, had benefit from vocabulary reinforcement.

3. **Increasing Student Motivation and Engagement**

    Traditional vocabulary learning methods, such as memorizing word lists, can often be tedious and ineffective. Word cards, on the other hand, introduced an element of interactivity, making vocabulary learning more enjoyable.

Waring (2004)[46] emphasizes that engaging learning experiences lead to higher motivation levels among students. When students used word cards in group activities or competitive games, they are more likely to participate actively and retain information better. Motivation played a critical role in language learning, and students who found vocabulary activities enjoyable are more likely to persist in their studies and achieve better outcomes.

4. **Flexibility and Portability**

Another advantage of word cards is their portability. Unlike digital tools that require internet access or electronic devices, word cards carried anywhere, allowing students to review vocabulary during their free time. This flexibility enables students to incorporate vocabulary learning into their daily routines without the constraints of formal study sessions.

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[46] Waring, Rob, "Building Fluency with Word Cards," *The Language Teacher* 28, no. 7 (2004)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research findings and discussion that have been carried out, the researcher concludes that word cards can be used in teaching vocabulary skill. Word Cards can improve students score and has benefits for students' vocabulary skill without forgetting the challenge of Word Cards itself. After the implementation Word Card in seventh grade of MTS Darul Hikmah Bondowoso researcher found many benefits using Word Cards, the benefits are: 1) Enhancing Memory Retention. 2) Increasing Student Motivation and Engagement. Despite their effectiveness, word cards also come with certain challenges that teachers and students may encounter. Addressing these challenges is essential to ensure their successful implementation: 1) Over-Reliance on Translation. 2) Lack of Student Discipline in Using Word Cards. 3) Limited Contextual Understanding.

B. Suggestion

After conducting this study, the researcher offers some recommendations that can be suggested to English teachers and future researchers.

1. For English Teacher

   English teacher can use Word Cards as an alternative media vocabulary. Word Cards helps students to easy to understanding an English vocabulary and make students' interest to learn English during the class.

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2. For Student

Students are encouraged to actively participate in English class especially in learning vocabulary while using Word Cards during teaching and learning process. This Word Cards can help to increase students' vocabulary skill.

3. For Future Researcher

For future researcher and English teacher who have the same problem when teaching English, researcher recommend Word Cards as a media to teach vocabulary skill. The researcher hopes this study can be used as a reference to conduct better English teaching and learning strategies.

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RESEARCH MATRIX

Title	Variable	Indicators	Data Research	Research Method	Research Questions
The Use of Word Cards in teaching Vocabulary skill at seven grade students of MAS Darul Hikmah Bondowoso.	1. The Use of Word Cards 2. Vocabulary Skill	1. The steps of Implementation of word Cards 2. The Benefits of Word Cards in teaching vocabulary 3. The Challenges of Word Cards in teaching vocabulary 1. Meaning 2. Parts of Speech 3. Synonym and Antonym	1. research subjects 2. Documents	1. Research approach Qualitative with case study design 2. Area Determination Method: Purposive method 3. Subject Determination Method : Purposive Method 4. Data Collection Methods 1. Interview 2. Observation 3. Document Review	4. What are the steps of implementing Word Cards in teaching vocabulary skill at seven-grade students of MAS Darul Hikmah Bondowoso? 5. What are the benefits of using Word Cards in teaching vocabulary skill at seven-grade students of MAS Darul Hikmah Bondowoso? 6. What are the challenges of using Word Cards in teaching vocabulary skill at seven-grade students of MAS Darul Hikmah Bondowoso?

LESSON PLAN

- The Researcher : Muhammatyihahudin Samaedam
- School : MTS Darul Hikmah Bomdowoso
- Class/Semester : VII / 1 (Ganjil)
- Subject : English subject
- Main course : ZOO
- Time allocation : 2 x 45 minutes (1x meeting)

A. Basic Competence

3.3 Analyzing social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the intention to carry out an action/activity, according to the context of its use (Pay attention to the linguistic elements (be going to, would like to).

4.3 Compile short and simple oral and written transactional interaction texts that involve the act of giving and asking for information regarding intentions to perform an action/activity by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

B. Learning Objectives

Through learning activities using the Project Based Learning model, students are able to analyze social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to intentions to carry out an action/activity, according to the context of its use and Compose interaction texts short and simple oral and written transactional activities involving the act of giving and asking for information regarding the intention to carry out an action/activity by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

C. Learning activity: Project Based Learning Model

1. Say hello and check student' attendance
2. Ice Breaking
3. Delivering KI and KD learning related to everyday life
4. Convey learning objective

Core Activities

1. Students design plans for making Plan & Intention (Future Form))
2. Students arrange a Plan & Intention (Future Form)
3. Students present the Plan & Intention (Future Form) that has been made
4. Students evaluate the Plan & Intention (Future Form) that has been made

Closing
1. Researcher concludes the learning material
2. Researcher conveys learning material for the next meeting
3. Researcher gives assignments
4. Doing reflection
5. Researcher says good by

D. Assessment of Learning Outcomes

Knowledge	Skill	Attitude
Analisislah kalimat plans and future intension yang diberikan gurumu	Make sentence from the vocabulary you get	Throught and confident in making sentence

E. Learning Material

ZOO

As a tourist attraction, the zoo is visited by many people. A zoo is a place where animals are kept. The man who takes care the animals in the zoo is called a zookeeper.

Zoos can be a means of education about animals. There are many animals in the zoo, for example, horses, and elephants. tigers, monkeys, deer, and many others. In the zoo, there are also various attractions that can be seen.

Bondowoso, 02 May 2025

English Teacher

INSTRUMENT OF INTERVIEW

Informan   : Guru
Nama   : ....
Tanggal Wawancara   : ....
Tempat   : ....

Pertanyaan dan Jawaban

1. Metode pembelajaran apa yang biasa anda pakai dalam pembelajaran vocabulary?

   - Jawaban:

2. Bagaimana respon siswa terhadap pembelajaran vocabulary dengan metode sebelumnya?

   - Jawaban:

3. Apa tantangan utama yang anda hadapi dalam mengajar vocabulary?

   - Jawaban:

4. Apakah metode pembelajaran saat ini sudah memfasilitasi keterlibatan aktif siswa? Mengapa demikian?

   - Jawaban:

5. Apa yang mendorong anda untuk mencari atau mencoba metode pendekatan baru dalam pembelajaran vocabulary?

   - Jawaban:

6. Apakah anda pernah menggunakan metode word cards dalam pembelajaran vocabulary sebelumnya?

   - Jawaban:

7. Bagaimana pengalaman anda saat menerapkan metode word cards dalam pembelajaran vocabulary?

   - Jawaban:

8. Apa saja perubahan yang anda rasakan dalam keterlibatan siswa selama proses belajar?

- Jawaban:

9. Apakah metode ini mempermudah siswa dalam pembelajaran vocabulary? Tolong jelaskan!

- Jawaban:

10. Bagaiman perbandingan sebelum dan sesudah menggunakan metode word cards dalam proses pembelajaran?

- Jawaban:

11. Apa saja kendala yang anda alami selama proses pembelajaran menggunakan metode word cards?

- Jawaban:

12. Menurut anda, sejauh mana metode word cards ini cocok diterapkan dalam konteks pembelajaran reading?

- Jawaban:

Catatan Peneliti (Opsional):
- Ringkasan hasil wawancara
- Poin penting atau kutipan langsung dari Informan
- Penilaian awal terhadap validasi atau korelasi dengan data observasi

INSTRUMENT OF INTERVIEW

Informan   : Siswa
Nama   : ....
Tanggal Wawancara : ....
Tempat   : ....

Pertanyaan dan Jawaban

1. Bagaimana cara guru menjelaskan vocabulary dengan metode Word cards?

   - Jawaban:

2. Apakah kamu merasa pembelajaran vocabulary waktu itu menarik atau membosankan? Apakah alasannya?

   - Jawaban:

3. Apa saja kesulitan yang kamu alami dalam memahami isi materi pelajar vocabulary dengan metode Word Cards?

   - Jawaban:

4. Apakah kamu sering belajar vocabulary menggunakan metode Word Cards sebelumnya?

   - Jawaban:

5. Apa pendapatmu mengenai pembelajaran vocabulary sebelumnya? Apa saja kekurangan yang kamu rasakan?

   - Jawaban:

6. Apa pendapatmu setelah mempelajari vocabulary menggunakan Metode Word Cards
   - Jawaban:

7. Apakah kamu lebih mudah memahami materi reading ketika menggunakan metode Word Cards?

   - Jawaban:

8. Menurutmu, apakah belajar vocabulary menggunakan metode ini lebih mudah dan menyenangkan?

- Jawaban:

9. Apa kegiatan yang paling kamu sukai selama pembelajaran vocabulary menggunakan metode Word Cards?
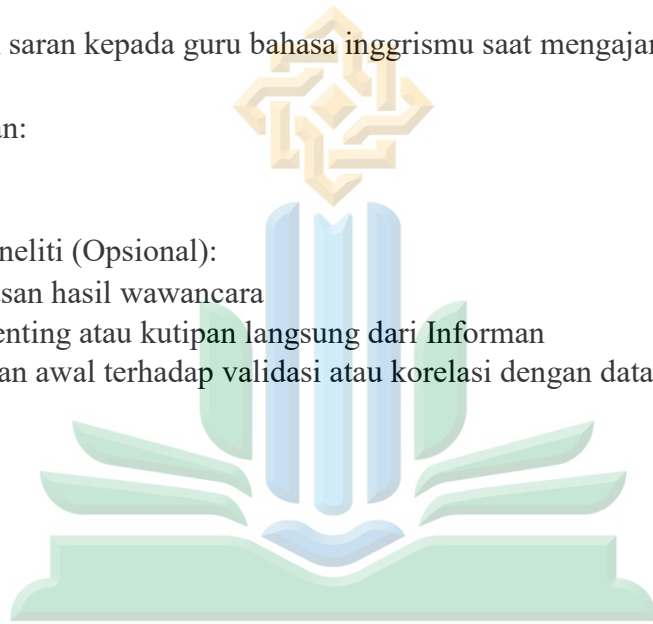
- Jawaban:

10. Berikan saran kepada guru bahasa inggrismu saat mengajar di kelas!

- Jawaban:

Catatan Peneliti (Opsional):
- Ringkasan hasil wawancara
- Poin penting atau kutipan langsung dari Informan
- Penilaian awal terhadap validasi atau korelasi dengan data observasi

RESEARCH JOURNAL

Name   : Muhammatyihahudin Samaedam

NIM   : 2141101060045

Title   : *The Use of Word Cards In Teaching Vocabulary Skill At Seventh Grade of MTS Darul Hikmah Bondowoso*

Location   : MTS Darul Hikmah Bondowoso

No	Day/Date	Activity	Signature
1	28 April 2025	The researcher confirm the research permission	
2	02 May 2025	The researcher observe the classroom activity at 7th grade of MTS Darul Hikmah Bondowoso and consult about lesson plan with the English teacher	
3	06 May 2025	Interview with 10th grade students of MTS Darul Hikmah	
4	08 May 2025	Researchers implemented the first action (first meeting)	
5	13 May 2025	The researcher applies the action (second meeting)	

No	Day/Date	Activity	Signature
6	15 May 2025	The researcher applies the action (third meeting)	
7	20 May 2025	The researcher applies the action (fourth meeting)	
8	21 May 2025	Arrange the draft report and complete the report	
9	21 May 2025	The researcher asking for a letter of research finishing	

Bondowoso, 21 May 2025

English teacher   Headmaster of MTS Darul Hikmah

Rafiqah F, S.Pd.   Andik Iryanto, S.Pd

RESEARCH LETTERS

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Website www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-12322/In.20/3.a/PP.009/05/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTSs Darul hikmah bondowoso
Jl. Tamanan Dusun Jatiyan art.025 are.009 D. Koncer Kidul Kct. Tenggarang Kbt. Bondowoso

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

NIM   : 214101060045
Nama   : MUHAMMATYIHADUDIN SAMAEDAM
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE USE OF WORD CARDS IN TEACHING VOCABULARY SKILL AT SEVEN GRADE STUDENTS OF MTSs DARUL HIKMAH BONDOWOSO" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Hokimah.S.Pd.I. M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Mei 2025
a. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

JURNAL KELAS SEMESTER GANJIL TAHUN AJARAN 2023/2024
YAYASAN PENDIDIKAN DARUL HIKMAH
MADRASAH TSANAWIYAH DARUL HIKMAH KONCER KIDUL
KECAMATAN TENGGARANG KABUPATEN BONDOWOSO
NSM : 121235110124 NPSN : 69853364
Jl. Tamanan Koncer Kidul Telp. 08124926089 Kode Pos. 68281
Email : darulhikmah71@yahoo.com

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama	:	Andik Iryanto, S.Pd
Jabatan	:	Kepala MTS Darul Hikmah Bondowoso
Unit Kerja	:	MTS Darul Hikmah Bondowoso

Menerangkan bahwa:

Nama	:	Muhammatyiahdudin Samaedam
NIM	:	2141101060045
Instansi	:	UIN Kiayi Haji Achmad Siddiq Jember
Jenjang/Prodi	:	Tadris Bahasa Inggris

Telah melaksanakan penelitian/riset pada tanggal dan bulan 28 April 2025 sampai dengan 21 Mei 2025.
Mengenai *"The Use of Word Cards In Teaching Vocabulary Skill At Seventh Grade of MTS Darul Hikmah Bondowoso"*

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bondowoso, 21 Mei 2025
Kepala MTS Darul Hikmah

Andik Iryanto, S.Pd

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below:

Name	: Muhammatyiahdudin Samaedam
NIM	: 214101060045
Program Study	: Tadris Bahasa Inggris
Faculty	: Fakultas Tarbiyah dan Ilmu Keguruan
University	: UIN K.H Achmad Siddiq Jember

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Thus, I make this statement truthfully and without coercion from anyone.

Jember, 20 May 2025

Muhammatyiahdudin Samaedam
NIM.214101060045

CURRICULUM VITAE

Personal Information

Full Name	: Muhammatyihadudin Samaedam
NIM	: 214101060045
Gender	: Male
Place, date of birth	: Patani, 09 September 2001
Address	: 7/3 M.4 T. Pabon A. Khopho J. Patanii
Religion	: Islam
Department/Major Course	: FTIK/English Department
Email Address	: m.jihad99@gamil.com

Educational Backgrounds

1998-2000	TK CARIYAK ISLAM
2000-2006	SD CARIYAK ISLAM
2006-2009	SMP DARUSSALAM NARATIWAT
2017-2020	SMA NURUL ISLAM JEMBER