

**USING FLASHCARDS TO IMPROVE STUDENT'S VOCABULARY
AT SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**

(A Script)

By

ASEP SAEPUL WATON



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

2016

ABSTRACT

USING FLASHCARDS TO IMPROVE STUDENTS' VOCABULARY AT SMP MUHAMMADIYAH 3 BANDAR LAMPUNG

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Vocabulary is important for the learners to learn a language. Having lack of vocabulary mastery is a serious obstacle to communicate either understanding spoken or written language.

The objective of the research was to find whether there is improvement of students' vocabulary achievement after being taught by using flashcard. This research deals with the use of visual aid, especially pictures which is called flashcards. The research aims to find out the students' vocabulary improvement after taught by flashcards.

The design of this research was one group pretest and posttest design. The population of the research was the first grade students of SMP Muhammadiyah 3 Bandar Lampung in academic year of 2014/2015. The instrument used for collecting the data was vocabulary test on the pretest and posttest. The data were analyzed using tabulated and simple descriptive statistic.

The result of pretest and posttest was compared to see the significance. SPSS 20 was used to see the significance level. It showed that the significance was less than 0.05. It means that the result of teaching and learning process before and after using the flashcard is not identical. It can be inferred that the use of flashcard in teaching and learning process is effective enough to improve students' vocabulary achievement. Therefore, it can be concluded that flashcard can be used to help students vocabulary improve.

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SMP MUHAMMADIYAH 3 BANDAR LAMPUNG**

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ASEP SAEPUL WATON

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in

The Language and Arts Departments of
Teacher Training and Education Faculty



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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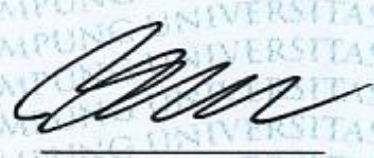
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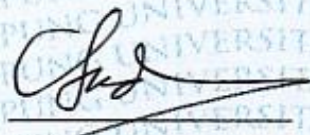
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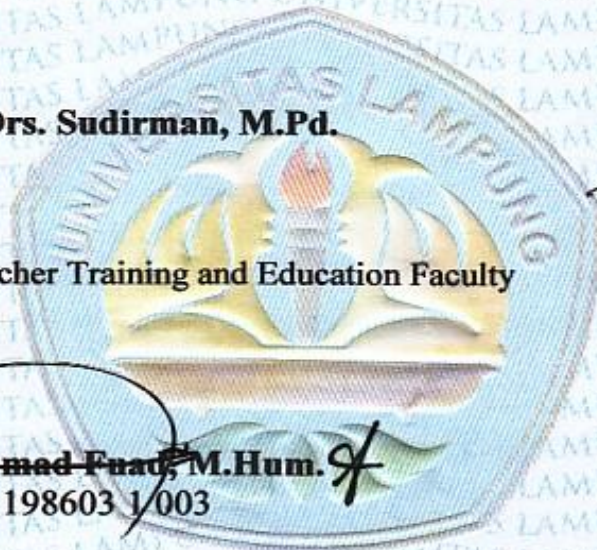
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CURRICULUM VITAE

Asep Saepul Waton was born on May 15th, 1991 in Serang. He comes from a lovely family of three children. He is the third child of a wonderful couple, Misra, S.Pd.I., and Suharti. His father works as teacher at State Elementary School 1 Cisanggung and His mother works as a teacher in State Elementary School 2 Bantar Panjang. He has two beloved siblings, Isna Setiasih, S.Pd., and Ida Daniatul Masfufah, S.Pd.

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MOTTO

Education is the most powerful weapon which you can use to change the world
(Nelson Mandela)

The past has no power over the present moment
(Eckhart Tolle)

DEDICATION

By offering my praise and gratitude to Allah SWT for blessing given to me, this script proudly dedicated to:

1. The greatest inspiration of my life: my beloved father and Mother, bapak Misra, S.Pd.I., and ibu Suharti
2. My beloved brothers: Isna Setiasih, S.Pd., and Ida Daniatul Masfufah, S.Pd.
3. My big family
4. My Almamater, Lampung University

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Praise is to Allah SWT, the most beneficent, the merciful and the almighty for the blessing given to the researcher during the study and completing this script. This script is presented to describe the use of flashcards in improving students' vocabulary achievement at the first grade of SMP Muhammadiyah 3 Bandar Lampung. It is also expected that this paper can inspire other researchers when facing the same problem related to this research.

In composing this script, the writer got a lot of guidances, suggestions, and many valuable things from various sides. Therefore, the researcher would like to thank to the following people for their ideas, times, and guidances for this script:

1. Dr. Ari Nurwaeni, M.A., as the chairman of English Study Program.
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4. Drs. Sudirman, M.Pd., as co-advisor, who has given guidance and supervision, especially in grammar correction in this script.
5. Budi Kadaryanto, S. Pd., M.A., as the examiner, who has given guidance and suggestion for the improvement of the script.

6. Special thanks for all of my friends in English Education 2009.
7. Thanks for University of Lampung

Finally, the researcher assumes that there are still some weaknesses in this script. Any corrections, comments and criticism for the improvement of this script are always open-heartedly welcome and the writer hopes that this paper will be useful for the readers.

Bandar Lampung, August 2016

Researcher,

Asep Saepul Waton

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I. INTRODUCTION

This chapter mainly discusses certain points; introduction deals with background of the problem, research problem, objective of the research, uses of the research, scope of the research and definition of term. Classified like the followings.

1.1. Background

Among the available international language, English is one of main languages that has to be learned by many people. In the globalization era, people need to master English to help them communicate easier with others. As a consequence, English is taught from elementary school until university level in Indonesia in context of education. The goal of learning English is to transfer and to develop science, technology, and arts by using the language.

Language functions as a means of communication. It implies that in learning English, learners not only learn grammar and vocabulary, as well as language skills, but they have also to learn how to apply them for communication. Learning English, to some extends, means learning words of the language. It means that the learners have to know the words in English to make them easier in the process of acquiring the language. By knowing the words in English, they can communicate

in English even though the grammar or the structure is not totally right. By mastering the words, the learners will be easier to acquire the information from all around the world both in written and in spoken forms. Therefore learning vocabulary becomes an important aspect in learning English to achieve the goal.

Vocabulary is important for the learners. However most of students in the school are still confused of some words in English. Having sufficient of vocabulary mastery is a serious obstacle to communicate either the understanding the spoken or written language. Consequently, the students always find difficulties in reading books in English.

Students, especially young learners, are cheerful learners. They cannot stand learning with the same media without applying various techniques in the class for several meetings. Children who learn a language need sample opportunity to interact in a meaningful, interesting context and play with the language while developing vocabulary and structures (Ghosn, 1997). It means that, children will easily get bored if the teacher cannot deliver the material in a various technique. In impact, the learners cannot receive the material well. Young learners are curious, they need frequent changes of activity, they need actives that excite and stimulate their curiosity, they need to involve in some activities, they are not usually sit and listen (Harmer, 1991:7). In this case, the learners have to be more taking parts in teaching-learning process rather than the teacher.

Therefore, to make the students feel interested in learning vocabulary, and also be able to communicate in English, the researcher assumes that it's important to keep a good environment in the class by choosing an interesting way of transferring

material and also have to pay attention to the selection of the media that will be used in the class. There are many kinds of media for teaching vocabulary. For example, there are cartoon movie, songs, world wall, and flashcards and so on. Based on the Brown (2000), the main of advantage of flash card is that can be taken almost anywhere and studied when one has a free moment. The researcher assumes that flashcard can be used for the initial exposure to a word and students continuously use it to review the material. As Cohen (1990) states that flash card can be arranged to create logical grouping of the target words.

Various pictures on the flashcard can enhance the students' interest and curiosity in learning English. There are lots of interesting pictures in the flashcard which can help the students in learning vocabulary. Flashcards has some benefits such as the students can follow the teaching-learning process, take their attention on the pictures and it can arouse them to be active in the class when they are wondering about the meaning with the pictures. This aid has certain benefits for teaching-learning process such as it enables the whole class to follow the lesson by looking at the attached materials to advocate students' attention and saving the time, and also the students are helped to learn and to communicate through visual aid (Aliah in Zainuddin, 1973: 12). Concerning this aid, the researcher will apply this visual aid for language teaching in Junior High School.

Therefore, with this media students are expected to achieve some vocabularies in English and be able to know that meaning in Bahasa Indonesia. By using this aid and use an appropriate technique in teaching, the researcher expected the students

can strengthen their memorizing ability and then they can enjoy the material in the teaching-learning process.

According to Din and Wienke (2001) the flash card use approach is an effective training and learning method for learning vocabulary. Furthermore, in a recent study concerning the use of flashcards, Baleghizadeh and Ashoori (2011) investigated the effects of using flash cards on students' learning of foreign language vocabulary. The result of their study indicated that there is no significant difference in the efficiency of flashcards. As the above literature review indicates, research on the effectiveness of using flash cards in the teaching and learning process is limited. Whether flash cards can be used to positively facilitate teaching and learning vocabulary remains to be studied.

In teaching English, especially teaching vocabulary, there may be some problems arise. Therefore, teaching learning process through Flashcard will be applied in order to know what problems arise during the teaching learning process of vocabulary at Junior High School.

Considering the need, the research will be conducted by aiming at study the activities of teaching learning process through Flashcard in order to be able to find out whether the flashcards can increase the students vocabulary mastery and to describe certain worthwhile matters concerning with the problems arise when teaching English vocabulary through flashcards.

1.2. Formulation of The Problem

Based on the background stated above, the problems are formulated as follow:

Is there any improvement of students' vocabulary achievement after teaching by using flashcards at SMP Muhammadiyah 3 Bandar Lampung?

1.3. Objective of The Research

Based on the formulation of the problem, this research is aimed to find out whether there is improvement of students' vocabulary achievement after being taught by using flashcard at SMP Muhammadiyah 3 Bandar Lampung.

1.4. Use of The Research

1. Practically, as an alternative idea to English teacher of Junior High School for teaching vocabulary through flashcard to create an active classroom's activity.
2. Theoretically, as a confirmation to the previous theory that teaching vocabulary through flashcards can help students' interested in learning English vocabulary.

1.5. Scope of the Research

This research deals with the use of visual aid, especially pictures which is called flashcards. The research aims to find out the students' mastery of English vocabulary. The research was conducted at class VII A, the first grade of SMP Muhammadiyah 3 Bandar Lampung at the first semester which consisted of 37 students. The research was focused on students' vocabulary achievement in

content words, covering noun, verb, adjective, and adverb. The source of research data was taken from two classes, one as experimental class and other as try out test. The researcher used one pre test, a set of treatments and a post test to find out the improvement of students' vocabulary achievement.

1.6 Definition of Terms

Flashcard are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.

Teaching is showing and helping someone to learn how to do something by giving instruction, guiding in the study of something with knowledge causing to know or understanding.

Vocabulary is an interactive process of constructing meaning that involves producing and receiving and processing information.

II. FRAME OF THEORIES

This chapter discusses certain points, i.e. literature review that deals with concept of vocabulary, concept of learning vocabulary, concept of flashcard, and teaching vocabulary through flashcard. Itclassified like the followings.

2.1 Vocabulary

Vocabulary is an important element for learning a new language. To master the language skill, i.e. listening, reading, speaking, and writing, we have to master vocabulary first in order to avoid misunderstanding in comprehending the meaning of the text or expressing ideas in speaking and writing.

The word ‘vocabulary’ generally represents a summary of words or their combination in a particular language. Ur (2000: 60) states that the one item of vocabulary can consist of more than one word. e.g. ‘cup-board’ consists of two words and still expresses one idea.

However, one cannot avoid that in our daily life he/she is always working with words. In forming sentences to be meaningful, he/she needs to know the words itself, so that he/she can form a meaningful sentence. Shane and Hester (1967:255) state that our mind is constantly working with words. When he speaks,

listens, reads, or writes, he uses words. Most of our thinking is in words. Most of our learning comes to us through words. So that most of all our communications are based on our knowledge of words.

Based on the idea above, the process of teaching-learning in the class is badly needed. But in fact there are some obstacles while in the process of teaching-learning in the class. So it is very important for the teacher to carry the students into an interesting and enjoyable class. In this case, the teachers do not only present the material, but also the teachers can create the class alive and active to make the students understand the material easily. By mastering the vocabulary as much as possible, hopefully the students are able to communicate in English.

Furthermore, Burton (1982:98) explains that the large number of vocabulary help us to express our ideas precisely and vividly. Also he states that the larger our vocabulary is the better vocabulary we can perform in the language. Viewing this idea, we can say that the quality of their vocabulary. The more vocabulary they gain, the more skilful the language they can perform.

Based on the statement above, it can be inferred that those who have great numbers of vocabulary, they will communicate well in English. Vocabulary is important in learning language, because without mastering vocabulary the learners cannot use the language to communicate with other people.

For the level of junior high school, especially in the first year's students, the researcher suggests that the material is focused on content words. However, there are some types of vocabulary in English, Fries (1974: 45) classified English words into four groups, namely:

1. Content words represent the name of objects or things, that is concrete nouns (cat, dogs) action done by or with these things, that is verbs (go, sit, watch), and the qualities of these things, that is adjectives (beautiful, fat.), and words that changes or simplifies the meaning of a verb, adjective, other adverb, clause, or sentence, that is called adverbs (beautifully, slowly).
2. Function words are these words which are used as a mean of expressing relation of grammatical structure. For example, conjunction (and, however), articles (the, a), and auxiliaries (do, does, did).
3. Substitute words are those that represented individual thing or specification as substitute (anyone, anybody).
4. Distributed words are those distributed in use according in grammatical matter as presence or absence of a negative (any, either, too, or yet)

2.1.1 Content Words

Content words are divided into four types, there are concrete nouns, verbs, adjectives, and adverbs.

1. Concrete Noun

As we know, concrete noun is part of speech that is used to name or identify a person, place, thing, quality, or action. Most nouns have both singular and plural form. It can be proceed by an article and/or more one or more adjective, and can serve as the head of ta noun phrase. A noun or noun phrase can function as a subject, direct object, indirect object,

complement, appositive, or object of a preposition. In addition, nouns sometimes modify other nouns to form compound nouns.

2. Verb

Verb is a word to indicate the action of the subject, showing the events or circumstances. Verb also divided into several kinds, there are

- Transitive and Intransitive: Transitive followed by a direct object (example sentence: The boy kicked the ball),

Intransitive is not always followed by direct object (example sentence: Cheryl Often sneezes while cleaning).

- Regular and Irregular
- Action and Stative: Action (eat, play) stating that something happened, whereas stative (love, need) stating the conditions are likely to remain.
- Finite and Non-Finite: Finite influenced tense and subject-verb agreement, while the non-finite no.
- Linking Verb: linking the subject of a sentence with a description (example sentence: She is young and beautiful).
- Causative: The verb to indicate that the subject is not directly responsible for the action happens (example sentence: I've had my house renovated last week).

- Auxiliary Verb

An auxiliary verb appears before the main ver. Auxiliary verbs can be divided into:

Primary auxiliary (be, do, have): amplifies the meaning of the main verb.

Capital (can, could, may, might, will, would, shall, should, must): express willingness, abilities, necessity, and the possibility.

Phrasal capital (be able to, be going to, ought to, used to, etc): verb capital consisting of more than one word.

- Subjunctive: to express unreal situation (conditionals, wish, as if / though), requirement, or suggestion example sentence: I wish the teacher were nice to me).
- Indicative: to make a statement, disclaimer, and questions (example sentence: The weather is cold).
- Verbal

Verbal, word formed from a verb that functions as another part of speech, consisting of:

Gerund: functions as a noun (example sentence: I hate waiting).

Infinitive: to function as a noun, adjective, or adverb (example sentence: To travel is a bad idea).

Participle: functioning as an adjective (your broken smile).

3. Adjective

Adjective is a word used to describe a noun or pronoun that can be either: person, place, animal, or things (objects, abstract concepts).

For example: *My mother is very **beautiful***

4. Adverb

Adverb is a word that is used to describe a verb, adjective, or another adverb. English adverb is one of the eight parts of speech that may be in the form of a simple (fast, there, usually), or shaped phrases.

Adverb phrases, adverb phrases are called can be either an adverb or a group of words with qualifiers such as: propositional phrase or infinitive phrase (very fast, at the office, to be better).

There are types, functions, and example of adverb

- Time: stating the time of an activity / event (now, today, yesterday).
- Manner (how): states how an activity is done or event occurs (automatically, beautifully, fast) .adverb
- Degree (degrees): stating to what extent (or degree level) an activity / event (absolutely, barely, really).
- Modality (expectation): stated level of confidence / expectations (Likely, maybe, probably).
- Frequency (frequency): states how often an activity or event performed or occur (always, often, rarely).
- Place & Direction (place & direction): stating the place and direction of the occurrence of an activity / event (here, in, somewhere).
- Purpose: to answer the question "why" (for a reason, to buy some clothes).
- Focus: indicates that what is discussed is limited to the focused (also, just, only).

Based on Fries' category, the researcher will conduct the research dealing with content words focused in finding the students' achievement in English vocabulary when constructing sentences which is divided into concrete nouns, verbs, adjectives, and adverbs.

2.2. Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects need to be aware of and focus on are form, meaning and use. According to Nation (2001), the form of word involves its pronunciation (spoken form). Spelling (written form) and any word parts that build the words (such as a prefix, root, and suffix). For example, the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting or something that do something.

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For form, meaning, and use, Nation (2001) declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them

in enhancing their English vocabulary knowledge and use. After you have looked through Table 1, please do the Reflective Break, which is to consider your students' particular strengths and weaknesses with English in terms of these three aspects of vocabulary knowledge.

Table 1. What Is Involved in Knowing a Word

No	Aspect	Component	Receptive Knowledge	Productive Knowledge
1	Form	Spoken	What does the word sound like?	How is the word pronounced?
		Written	What does the word look like?	How is the word written and spelled?
		Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
2	Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
		Concepts and referents	What is included in this concept?	What items can the concept refer to?
		Associations	What other words does this make people think of?	What other words could people use instead of this one?
3	Use	Grammatical Functions	In what patterns do the word occur?	In what patterns must people use this word?
		Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?

2.3 Teaching Vocabulary

In all languages, vocabulary takes an important role to be taught because it is one of the language elements that must be acquired by the students when learning a language. Allen and Valletre (1997:147) state that the application of better way of teaching vocabulary can be meaningful and useful and the students will find it easier to understand the words which are taught and they can develop their language skill as well.

However, in mastering vocabulary, learners have to master the meaning in the target language and we have to know the way to use them in our daily life. As Nation (1986: 18) states that the teaching of vocabulary is the most teachers take for granted today that the meaning of the words must be taught in the context from a list of unrelated words. It means that the teaching vocabulary can be started from the nearest place of the learners, because the learners always are in contact with things around that place, so that the teaching process will be more effective.

Furthermore, the English teacher should choose the material appropriately and fit with the criteria of teaching vocabulary. However, there are several criteria that can be implemented in teaching vocabulary, they are:

1. Frequency of occurrence

It is important for the learners to learn vocabulary from a high frequency occurrence. Because the learners tend to memorize the things that always they see or use every day. So when they are joining in the class, they can learn fast about that English vocabulary.

However, not only learn in high frequency occurrence, but also the learners have to learn in low frequency occurrence. It is addressed for them in order to enrich their English vocabulary mastery.

2. Simplicity

Vocabulary should appropriate with the students' level of capability. The English teachers have to avoid some difficult words in English vocabulary. It is purposed to avoid them getting confused in the process of teaching English vocabulary.

3. Relevancy

Teaching vocabulary has to be relevant with the students' daily life activity. The students will memorize easily if they learn vocabulary that related with their daily life activity, for example learning action verbs, such as go, sit, run, and sleep. By teaching those in this way, it will make them interested in learning vocabulary.

4. Quantity

The English teacher should avoid presenting a great number of vocabularies in the teaching process in order to make the students understand the material and make them do not get confused. It is considered that the process of mastering vocabularies will be successful if it is done step by step. Moreover, vocabularies learned in small numbers will stay longer in the students' mind.

Besides the criteria of how teaching vocabulary above, there are some techniques in teaching vocabulary, these techniques is delivered to make the students interested in learning vocabulary, also to make them actively speak in the class,

and be creative in interpreting the meaning. However, Wallace 1988:82) states that there are four techniques which can be considered in teaching vocabularies, they are:

1. To explain the difficult words, that is by giving the translation or explanation in simpler English.
2. To lead the students to be creative in raising some questions about the words.
3. To get the students to check up the target words in their dictionaries.
4. To get the students to guess or infer the meaning of words by using the clues given.

So there are so many criteria and technique of how teaching vocabulary. From that theory, the researcher assumes that the students tend to learn and have a passion to learn if the teaching material is simple and fit in with the context. Fit with the context means in the teaching process the teacher teaches vocabulary related with their daily life and things around them. In that way they can easily understand about the material given.

So, to get the best way of teaching, the teachers have to choose appropriate technique and criteria in the class. By choosing an appropriate technique and criteria, the students can be motivated in learning vocabulary. And then they will be attracted to pay attention and have courage to know the form and the meaning of the words of the vocabulary simultaneously. Therefore, based on the standard criteria mentioned above, the researcher will conduct the research and applies four

criteria in teaching vocabulary. Those criteria seem appropriate in the condition of the Junior High School students.

2.4 Learning Vocabulary

Learning vocabulary does not only know a word. When the young learners learn the first language, they learn by labelling things, that is mapping words on concepts. For example, they have a pet which is four legged mammal. Then they labels that as *cat*, or *kitty*. But not all four legged mammal are *cats*, some may be *dog*, *horse*, or even *elephant*. So the children have to learn how far to extent the concept of cat. In other words, acquiring vocabulary requires not only labelling, but also categorizing skills. This section deals with learning vocabulary in EFL, useful words, and learning ability.

2.4.1 Learning Vocabulary in EFL (*English as a Foreign Language*)

In the teaching-learning process, every language teacher must make a difficult choice on what and how much vocabulary to teach. Furthermore, they have to consider between vocabularies that have to be taught first and what the vocabulary that have to be taught later on. The choice will affect to some extent by course book and some supplementary materials they use. As Gains and Redman (1992: 54) states that teacher decides on emphasis given to individual items.

2.4.2 Useful Words

When the language teachers make a choice, they have to consider whether the words which are useful for the students and those which are not useful for them. But, the teacher needs to know what the useful words are for the students.

However there are some aspects which have to be considered. In the first place, the teacher should know the students need. Allen (1983) pointed out that is useful to provide the learner with words for 'classroom language' just at the early stages of the course. Furthermore, she continues that it is important for the teacher to predict what words the students need to know for talking about daily life, people, and things surrounding them. "When such words are learnt, the new language can immediately be put to use" (Allen, 1983: 108). One of the criteria affecting the teacher's choice is the frequency in which he particular item is used in common language.

Generally, the words which are most commonly used are the ones we should teach first (Harmer, 1993: 154). But, there are not always the frequent words extend much information, or we can say 'empty' words (i.e. grammar words) and to be able to communicate, learners need considerable amount of words bearing some meaning (McCarthy, 1992: 82). Another aspect to consider is coverage. As Harmer (1993: 154) states the words cove meaning. E.g. the word office will be taught first before words 'post office or police office'. McCarthy (1992: 84) also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range the item has, the more useful it is likely to be. So it can be concluded that learning vocabulary is not only based on the frequency level of occurrence but also the words itself have to be meaningful and it have to have coverage in order to be useful as a communication tool.

2.4.3 Learning Ability

Besides the usefulness, learn-ability is another factor that influences the vocabulary which will be taught to the students. There are some difficulties why words might be difficult to be learnt. Perhaps, the reason is about the spelling that too complicated, pronunciation or meaning might be the other reason for a word to be difficult to remember. Generally, concrete nouns are more learnable than abstract ones, therefore they are always taught first (McCarthy, 1992: 86).

Learning a language means learning thousands of vocabulary items. Everyone has his or her own way of learning vocabulary. For some people random word lists will seem to be the most appropriate, usually with a translation into the mother tongue. Some learners will find it effective to use vocabulary exercises in order to acquire new vocabulary, while other will use vocabulary cards and regularly test them to check whether new items have been learnt. All of these methods are effective in their own right and will suit different individual in different ways.

Based on the statement above (Scott, 2003) says that there are five basic instructional methods for learning and teaching vocabulary. These methods are:

1. Definitional methods include anything where a student is given a word and a definition. The student may be given a list of words and have to look them up in a dictionary, or the teacher may simply give an oral definition for new vocabulary words without discussing the meaning beyond the definition.
2. Contextual methods of vocabulary instruction ask students to create a meaning for a word based on the rest of sentence paragraph. This

instructional method also teaches students how to use a new vocabulary word in the right context by writing the original sentences using the new word.

3. Organizational or semantic framework instruction. Students learn relationship between and among similar words. This type of instruction includes the use concepts maps, semantic maps, and other graphic organizers.
4. Mnemonic instructional methods make use of visual images as a way to help students learn and remember new terminology. Instead of memorizing abstract definitions, students are encouraged to picture something that helps them associate a word with meaning.
5. Structural methods of vocabulary instruction show students how to look at the parts of the word for clues about what the word means. They are taught to look at root words, suffixes, affixes, and prefixes.

All of the ways above can be used in teaching-learning vocabulary process, but in this research the writer will use the definitional method and mnemonic instructional method. Flashcards are part of Mnemonic instructional method. It is visual aid with colourful pictures that attract the students' attention to learn. The writer assumes that by this learning method, the students will be much easier to memorize the vocabulary and also they will be much more understood about the meaning if they meet with the context.

2.5 Visual Aids

Visual aid is a kind of material that uses sight to teach or learn something. The teacher usually uses visual aid to make the students easy to understand the lesson. The visual aid also important to show the students what we are teaching, that are clarify the material being taught and make learning more permanent.

There are kinds of visual aids:

1. Flannel Graphs

Flannel graph is a flannel board that attached to a large piece of cardboard. It is made to make some variation like a colorful and creative stuff in the flannel graph.

2. Puzzle Boards

Puzzle board is a tool to play a puzzle. A puzzle is a game that test a person's ingenuity. In teaching-learning process, the teacher can make it easily by creating a grid of some squares. And then attach those squares into a board.

3. Crafts

Using a craft as part of the lesson time allows the children to see what they will be making and how it relates to the story.

4. Puppets

Puppets are a great tool for getting the children's immediate attention. Some examples of ways to use puppets in class:
Have the puppet whisper in the teacher's ear what they want to tell the class and the teacher will convey the message. Have the puppet dialogue

with the teacher about the story. Have a puppet be the main character in the story and tell about what happened to them in the story.

5. Story Books

Story book is a book that contains a story including some pictures in it.

Story books can be used for so much more fun than just reading a story

6. Time Lines

Time Line is a visual that will help the children see the progression of events. One way to show the progression is to take the color page for each week' lesson and continually add a picture each week and do a 1 – 2 sentence review of each picture. This way the children can mentally review the previous lessons and see the order that things are happening.

7. Maps

Map is a large pictures of nations. It is usually seen in every wall of a class room.

8. Flip Charts

Flip chart is an artistic drawing figures like animals, maps, diagrams, etc.

9. Flash Card

Flash card is a card that contains a picture and a word. It is usually classified as set pictures of animals, fruits, kinds of jobs, etc.

In other way, Watton (1966: 186) clasified the kinds of visual aids as follow:

1. Symbolic aid, i.e. those aids that supplement the written and spoken words. They are pictures, maps, globes, charts, flashcards, and graphs.
2. Equipments aids, i.e. those aids that can be used, such as blackboard, whiteboard, monior, screen, LCD, and televisions.

2.6 Flashcard

Flashcards are set of cards with a word or phrases on one side and its meaning usually in translation on the other (Lado, 1964: 197). Flashcard is taken from word of 'flash' which means quickly, briefly, instantly, at once, and 'card' is piece of stiff paper or thin cardboard, as used for various purposes. Lado also states flashcard may have a picture or native language word one side and the second language on the other. Flashcard is a card with a picture on one side and word or phrase in the second and native language on the other.

However, the function of flashcard in teaching English vocabulary is as one of visual aids. Weaver (1959: 1) states that a visual aid is any specially prepared drawing, illustration, model, motion picture, or other devices that will be easily learnt through the sense of vision. The function of using flashcard is also as a media to train the students' right side brain to memorize kinds of words.

That ideas above clearly shows that flashcards as one of visual aids is very important in teaching English vocabulary. As states before, flashcard is one visual aids that the message of the card is brief and to the point. As Webster (1984: 514) states that flashcard is card bearing numbers, words or pictures that someone briefly displays to another as learning aid.

The advantages of Flashcards

However, the advantages of using flash cards are as follows:

1. Flashcards are useful with students of all ages
2. They are cheap

3. We can use it anywhere
4. They are recognized as a fun and effective way to learn, reinforce, test, and retain information
5. They can be used for self or group study

2.7 Teaching Vocabulary Using Flashcard

Flashcard is a common media that will make the students interested in learning vocabulary. The simple and various fan art in the pictures can help the students to memorize words in English. As Wright (1968: 73) states that a flashcard printed with words and pictures can be handled easily by the teacher. Also the flashcard is a media that is enable the teacher to carry it everywhere which the size is relatively small. But the size of the pictures vary according to the pictures shown.

Furthermore, Van Houten & Rolider (1989) states that the implementation of a flashcard system is unique; in that, it can be used in almost any setting and it teaches specific skills quickly. It means that teaching flashcard can be easily adapted by the students whatever the technique the techers uses. It also can be assumed that flashcards are employed to teach and improve the fluency of various academic skills such as sight words basic math facts, colors or shapes, or letter sounds, and spelling (Lund et al., 2012). Furthermore, as McLaughlin et al., (2012) states that flashcards have been employed to teach various ages such as preschool, elementary, middle school, and high school students. So that flashcards are appropriate for teaching students in every element.

However, to teach vocabulary through flashcard is not as simple as we think. The teacher have to be able to choose appropriate method in delivering the material.

This is purposed to make them to know and to understand the material given. As Brown (1980: 7) states that teaching means showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand. Because of that, the teacher need to consider the best technique for them. According to Nasution (1996: 23) good vocabulary teaching techniques do the following things:

1. It interests the learner
2. It makes the learners give attention to the form, meaning or use of a word.
3. It gives a chance for repetition.

Furthermore, there are five essential steps of learning vocabulary that is states by Evelyn and Cheryl Brown (1995: 373):

1. Having source of encountering new words
2. Getting a clear image for the forms in new words
3. Learning the meaning of words
4. Making strong memory connection between the forms and the meaning of words
5. Using the words

Teaching vocabulary through flashcard is not different from teaching vocabulary in general. There are some steps of teaching vocabulary as Harmer (1991: 50-66) states as follow:

Introduction

1. In every opening of the class, the teacher greets the students and asks how they are today. The teacher may say ‘Good morning, class, how are you today?’
2. The teacher begins to lead the students to the day’s topic by asking them some questions related to that topic. In the next meeting the teacher review the previous material before she leads the students do the topic.

Presentation

1. The teacher then begins to present the material by holding up a picture and showing it into the students. Then s/he says the word loudly and after that gets the students to repeat it. S/he makes sure that all the students have seen the picture clearly.
2. The teacher writes and explain the difficult words in the white board.
3. While writing and explaining (considered as) the difficult words and new words in the whiteboard, the teacher also provides the meaning of vocabularies and how to pronounce the words, so that it is easier for them to understand and memorize the new vocabularies they have learnt. The teacher also gives the students an opportunity to follow the teacher in pronouncing the new vocabularies.
4. The teacher shows the picture again from the first to the last pictures before the picures are attached on the board picture.

5. After finishing the material, the teacher asks the students if they have vocabularies they still do not understand to make sure that they already understand the words.

Review

1. After the teacher considers that the students already understand the meaning of words, she then asks the students to mention the picture and the meaning of the words that they have learnt without looking at their notebook. They have to face down their books while doing the activity.
2. As the wrap up, the teacher asks the students to answer one by one or in chorus about the new vocabulary from Indonesian to English and vice versa.

Evaluation

1. After all main activities are done, the teacher then gives the students a set of vocabulary test based on the material and then discuss the material in the class.
2. To strengthen the students' memory, the teacher gives short games related to the material that day. The teacher places a picture face down in a stack and turns the top card over and then says the word. The teacher asks the students to mention it in chorus. After that, the teacher places it face down and turns over the next picture on the stack and says the students to say the word of the previous picture. Then the teacher places the second picture beside the first one. Next, the teacher continues this activity as long

as the students can ask ‘Which is the third picture? Which is the fifth picture? Which is the one before the third card?’.

2.8 Theoretical Assumption

Based on frame of theories, flashcard is a suitable media for teaching vocabulary. Flashcard contains interesting pictures that can help students to memorize words and its meaning. It means that flashcard can help students to increase their vocabulary mastery and help them to study in the class effectively.

Van Houten & Rolider (1989) states that the implementation of a flashcard system is unique; in that, it can be used in almost any setting and it teaches specific skills quickly. It means that teaching flashcard can be easily adapted by the students whatever the technique that the teachers uses.

It also can be assumed that flashcards are employed to teach and improve the fluency of various academic skills such as sight words basic math facts, colors or shapes, or letter sounds, and spelling (Lund et al., 2012).

Finally, the researcher assumes that flashcard can be used to increase the students’ vocabulary achievement significantly.

2.9 Hypothesis

Concerning with the problems, theories, and theoretical assumption above, the researcher formulates the hypothesis as follow:

Flashcard can be used to improve the students’ vocabulary achievement significantly.

III. RESEARCH DESIGN

This chapter discusses certain points; research method deals with research design, source of the data, data collecting technique, validity of the data, research procedure and data analysis. Classified like the followings.

3.1 Research Design

In this research the researcher used experimental research with one group pre-test and post-test design to measure the students' vocabulary achievement before and after being treated using flashcards.

In the form of objective test, the researcher gave a pre-test before treatments and post-test after the three treatments (Hatch and Farhady, 1982). The sample of the research was only one class and the design is presented as follows:

(T₁ X T₂)

Note:

T₁ : Pre test
T₂ : Post test
X : Treatments

The treatments were divided into three meetings of activities. The length of each treatment was 2x40 minutes in each meeting. In a week, English lesson was taught 2 meetings, it means that it took 3 hours in a week for teaching English. On the first week, the researcher administered try out test. At the second meeting on the first week, the researcher administered pre-test to know the students' basic knowledge about their vocabulary mastery before conducting treatments. On the second week, the researcher conducted treatments until the third week's first meeting. On the third week's second meeting, the researcher administered post-test to know students' vocabulary before and after being treated using flashcards.

3.2. Population and Sample of the Research

The population of this research was the first grade of SMP Muhammadiyah 3 Bandar Lampung in academic year of 2014/2015. There was one class as the sample, namely experimental class. The researcher chose the sample of the research randomly from 4 classes by using lottery because the participants have similar chance to be chosen and in order to avoid the subjectivity in the research (Setiyadi, 2006:39).

3.3 Variables

The research consists of the following variables:

1. Students' achievement on vocabulary as dependant variable (Y)
2. Flashcards as independent variable (X)

3.4 Data Collecting Technique

In order to collect the data, the researcher applied some techniques as follows:

1) Pre test

The researcher gave the test in order to find out the students' score and ability before the researcher conducts the treatment by using flashcards. The test was in multiple-choice form with four option (a,b,c, and d) and the amount of the test was 50 items of multiple choices. The researcher compared the pre-test and post test result in order to find out their achievement before and after being treated using flashcards. The scoring system was the load of each correct answer is two point five. Therefore, if one participant answered all the items correctly, s/he will get 100 points.

2) Conducting the Treatments

The researcher applied three treatments in delivering the materials by using flashcards in teaching vocabulary. In the first treatment, the material was about things at home. The second treatment, the material was about things at school. The third treatment was review of the first treatment and the second treatment. Those steps were necessary in order to know about the students' mastery before and after treatment through flashcards.

3) Post test

After conducting treatments, the researcher administered post test. The post-test consisted of 50 items in the form of multiple choices with four options and the time allocation was in 80 minutes. The questions in the post test were same with the pre-test. In order to know the students' progress in mastering vocabulary, the researcher used *Statistical Package for Social Science (SPSS)* to compute the students' score.

3.5 Research Instrument

In this research, in order to know about students' vocabulary achievement before and after being treated through flashcards, the researcher administered three tests: try out test, pre-test, and post-test. The researcher administered try out test in order to know the quality of the test. The researcher administered pre-test in order to know the students' vocabulary mastery before treatment. The researcher administered post-test in order to know the students' vocabulary mastery after treatment. The form of try out, pre-test, and post-test are multiple choices consisted of 50 items and the time allocation is 80 minutes each test.

3.6 Try out Test

In order to prove whether the test has good quality or not, the researcher needs try out test. The test can be said as a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. The researcher used different class from experimental class. There are some elements that tested as follows:

1. Validity

The test could be said valid if the test measured the objective to be measured and suitable with criteria (Hatch and Farhady, 1982:250). To measure whether the test has good validity, the researcher saw the content validity and construct validity from the test.

a. Content validity

To get the content validity, the researcher adapted the test from the students' book. Then the researcher determined the test according to material which is taught by students. As Hatch and Farhady (1982:251) states that content validity is extended to which a test measures representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the test. In other words, the researcher made a test based on material in the 2013 English curriculum for the seventh grade of Junior High School. Besides that, the researcher made a table of specification of vocabulary to judge the content validity whether the test is good or not.

Table 2. The researcher used table of specification to judge the content validity of the vocabulary test concerning content words.

No	Aspect to be measured	Spread items	Percentage
1	Vocabulary of Noun	27,28,29,30,31,32,33,34,35,36,37,38,39,	13
2	Vocabulary of Adjective	14,15,16,17,18,19,20,21,22,23,24,25,26	13

3	Vocabulary of Verb	1,2,3,4,5,6,7,8,9,10,11, 12,13	13
4	Vocabulary of Adverb	40,41,42,43,44,45,46,4 7,48,49,50	11

(Adopted and developed from Arikunto 2005:196)

b. Construct validity

Construct validity focuses on the kind of test that is used to measure the ability. It is used to the research that has many indicators. According to Setiyadi (2006:26), if the instrument just measures one aspect, for example vocabulary, the construct validity can be measured by evaluate all items in the test. Moreover, to decide the construct validity of the test, the researcher used three ratters; they are teacher, researcher, and colleague. This is also called as an inter-ratter. The researcher hopes that by using this method, the items of the test fulfilled the construct validity.

2. Reliability

The concept of reliability seems from the idea that no measurement is perfect, even if one goes on the same scale today and then again tomorrow, there will always be differences in his weight which is a result of the fact that measuring instrument are not perfect. As Shohamy (1985:70) states that reliability refers to the extent to which is consistent in its score, and it gives one an indication of how accurate the test score are. A score of a student on a test consist of a true score and error. Reliability helps us estimate the error part of the scores. Since there are

different sources of error for different types of tests, there are also different types of reliability.

To find the reliability of this test, the researcher used Split Half Method, which has two steps, they are:

- a. First, using Pearson Product Moment Correlation, we should find the coefficient correlation between Odd and Even Number of the items.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where :

r_{xy} : Coefficient of reliability between odd and even number

x^2 : Total square of x (total score of odd number)

y^2 : Total square of y (total score of even number)

xy : Total score of odd and even number items

- b. Second, after we got the Coefficient Correlation between odd and even number, we continue to put them into the Reliability Formula.

The reliability formula:

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

Where:

r_{11} : Reliability Coefficient

r_{xy} : Coefficient between odd and even number

The criteria of reliability

0.00 – 0.20 : very low

0.21 – 0.39 : low

0.40 – 0.59 : average

0.60 – 0.79 : high

0.80 – 1.00 : very high

(Arikunto; 1989:167)

c. Difficulty Level

In determining the level of difficulty of the test, the researcher used formula as follow:

$$LD = \frac{R}{N}$$

Where:

LD : Level of Difficulty

R : The number of the students who answer correctly

N : The total number of the students

The criteria are:

0.00 – 0.30 : difficult

0.31 – 0.70 : average

0.71 – 1.00 : easy

d. Discrimination Power

To estimate the discrimination power of the tests, the writer used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP : Discrimination power

U : The number of upper group students who answer correctly

L : The number of lower group students who answer correctly

N : The total number of the students

The criteria are:

0.00 – 0.20 : poor

0.21 – 0.40 : satisfactory

0.41 – 0.70 : good

0.71 – 1.00 : excellent

3.7 Research Procedure

The procedures of the research were as follows:

1. The researcher selected and determined the population and sample of the research. The researcher chose two classes of the first year of SMP Muhammadiyah 3 Bandar Lampung which was divided into experimental class and tries out class.

2. Trying out the test

The researcher administered vocabulary tests previously in order to try out the test. It was aimed to make sure that the tests in this study are valid and reliable. It was also to find out the quality of the test whether the items of the test should be revised for pre-test and post-test. The test contained 50 items of multiple choices and the scoring system for each number is two, so that if a student answered all the items correctly, s/he will get 100 point (2x50). The time allocation of the test was 80 minutes in try out class.

3. Administering the pre test

The purpose of administering pre-test was to measure the students' mastery of vocabulary before treated by using flashcards. So, the researcher could compare the result of pre-test with post-test later. The test contained 50 items of multiple choices and the time allocation of the test is 80 minutes in the experimental class.

4. Arranging the materials for treatments

The researcher used the material from previous books of the students at SMP Muhammadiyah 3 Bandar Lampung. The material was about things around us that are divided into two topics, things at school and things at home. The researcher focused on the content words, especially concrete noun in teaching vocabulary.

5. Implementing the treatments

The researcher started to treat the experimental class by using flashcard. While the treatments, the researcher observes the whole process of teaching and learning in the class.

6. Administering the post test

After conducting the treatments, the researcher delivered post-test to the students. The researcher compared the result of the post-test and the pre-test in order to measure the students' vocabulary mastery before and after treated by using flashcards.

7. Analysing the data

The researcher analyzed the data by comparing the average score (mean) of pre-test and post-test to know whether there is a significant increase in students' vocabulary mastery.

8. Reporting the result

In reporting the data, the researcher arranged the data systematically based on the data collected from pre-test and post-test.

3.8 Data Analysis

After conducting pretest and posttest, the researcher analyzed the data statistically.

Data analysis is a process for organizing the data in order to get the explanation form. After collecting the data, the researcher calculated the student's achievement. The researcher used these following steps:

1. Scoring the pretest and posttest.

2. Tabulating the score of the test and calculating the mean of pretest and posttest students' vocabulary.

3. Drawing a conclusion from the tabulated results of pre-test and post-test, then analyzing by using SPSS 16 to test how significant the difference between the score of pre-test and post-test, in which the significance will be determined by $p < 0.05$.

3.9 Hypothesis Testing

The researcher compared pre-test and post-test to know the gain. The researcher did the t-test (Repeated Measured T-test) toward the average score of pre-test and post-test. The result of t-test also was used to know the significance of treatment effect and to prove whether the proposed hypothesis would be accepted or rejected.

H: "There is a significant difference between the pre-test and post test score of the students' vocabulary mastery before and after being treated through flashcards"

The criterion for accepting the hypothesis:

H_0 is accepted if t-ratio is higher than t-table

H_0 is rejected if t-ratio is lower than t-table

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also the suggestions from the researcher to the other researchers and English teachers.

5.1 Conclusions

Considering the result of the research, the research would like to propose some conclusions as follows:

5.1.1 Flashcard can be used to improve the students' vocabulary achievement. It could be seen from the result of pretest and posttest that there was an improvement from the students' average score in pretest 43.51 (See appendix 6) with the highest score was 70 and the lowest was 22 to the posttest 66.27 (See appendix 7) with the highest score was 100 and the lowest score was 44. That was 22.76 points or increased about 51.12%, the result of hypothesis test was significant; hence flashcard can be used to improve the students' achievement of vocabulary.

5.1.2 Flashcard can be used to teach vocabulary. The research focused on teaching vocabulary, which was divided in two topics, things at school and things at home. Of course, in the process, the teacher taught the pronunciation first then taught the meaning and the used of the words in the sentences.

Flashcard was very useful for teaching new words. Since its colorful pictures of the flashcard attracts the students to learn new vocabulary in their daily life. It is also effective in drilling or reviewing the vocabularies that had been learned at the end of teaching learning process.

5.2 Suggestions

Considering the result of the research, the research would like to propose some suggestions as follows:

5.2.1 Suggestion for the teacher:

- a. The researcher suggested the teacher to use flashcard as an alternative in teaching vocabulary. Since flashcard can be used to improve the students' vocabulary achievement and can motivate the students to learn new vocabularies.
- b. Flashcard needed adequate time to be applied. The teacher should be able to manage the time when using flashcard and the teacher should not teach too many materials at the same time, so the time allocation that was given by school is enough.
- c. The writer suggested the teacher to use colorful pictures in flashcard in order to attract students' attention in teaching learning process.

5.2.2 Suggestions for further research:

- a. The writer applied flashcard to improve students' vocabulary with thing at home and things at school as the topics. Other researchers can apply flashcard technique in order kinds of theme, for example in

hospital, stadium, or music studio, since flashcard technique can help students to develop their vocabulary.

- b. Further research should conduct this method on different level of students. It can be at the level of Senior High School or College students.

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