

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH
FLASHCARD AT THE SECOND GRADE OF SMPN 31
BANDAR LAMPUNG**

(A Script)

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BANDARLAMPUNG
2019**

ABSTRACT

IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH FLASHCARD AT THE SECOND GRADE OF SMPN 31 BANDAR LAMPUNG

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Vocabulary is important for the learners to learn a language, especially English as a foreign language. Having lack of vocabulary mastery is a serious obstacle to communicate either understanding spoken or written communication. The objective of this research is 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 design of this research is one group pretest and posttest design. The population of the research was the second grade students of SMPN 31 Bandar Lampung in academic year of 2018/2019 and the sample was class 8A taken randomly. The instrument used for collecting the data was vocabulary test in form of multiple choice on the pretest and posttest. The data in form of scores were analyzed using tabulation and simple descriptive statistic.

The result of pretest and posttest was compared to see whether there was significant improvement. SPSS 16.0 was used to test the significance level of improvement. It showed that the significance level was less than 0.05. It means that the result of teaching and learning process before and after using the flashcard is different, the result of posttest is higher than that of pretest. It can be inferred that the use of flashcard in vocabulary 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 their vocabulary achievement.

Keywords: teaching vocabulary, flashcard, vocabulary achievement

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**By:
Sri Adelina Sinaga**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

**In
The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDARLAMPUNG
2019**

Research Title : **IMPROVING STUDENTS' VOCABULARY
ACHIEVEMENT THROUGH FLASHCARD AT THE
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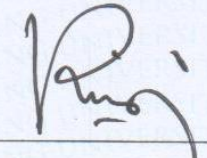
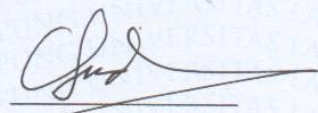
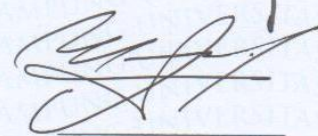
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 17 Juli 2019




Sri Adelina Sinaga

CURRICULUM VITAE

Sri Adelina Sinaga was born on May 15th, 1997 in Bandar Lampung. She comes from a lovely family of four children. She is the last child of a wonderful couple, Robert Arixon Sinaga and Hotmaita Purba. She has three beloved siblings, Liko Sinaga, Rifando Sinaga and Pardomuan Sinaga.

After graduating from elementary school of SDN 2 Campang Raya in 2009, she continued her study at SMPN 31 Bandar Lampung and graduated in 2012. And then she continued at SMKN 1 Bandar Lampung and graduated in 2015.

Having graduated from vocational high school, she was accepted at the English Education Study Program, the Teacher Training and Education Faculty, Lampung University in 2015. She accomplished the KKN Program at Way Jepara, Lampung Timur from July to August 2018 and teaching practice program (PPL) at SMA Teladan Way Jepara, Lampung Timur from July to August 2018.

MOTTO

“Education is the most powerful weapon which you can use to change the world”

(Nelson Mandela)

“Do the best and pray. God will take care of the rest and give the best too”

(Sri Adelina Sinaga)

DEDICATION

By offering my praise and gratitude to Tuhan YME for blessing given to me, this script is proudly dedicated to:

The greatest inspiration of my life, my beloved father and mother:

Robert Arixon Sinaga and Hotmaita Purba.

My beloved brothers:

Rican Liko Kumamba Sinaga, Rifando Sinaga and Pardomuan Sinaga.

ACKNOWLEDGEMENT

Praise is to Tuhan YME, the most beneficent, the most merciful and the almighty for the blessing given to me during the study and completing this script. This script is presented to describe the use of flashcards in improving students' vocabulary achievement at the second grade of SMPN 31 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, I would like to thank to the following people for their ideas, times, and guidances in completing this script:

1. Drs. Huzairin, M.Pd., as first advisor, who has patiently guided and directed the researcher until the completion of this script.
2. Drs. Sudirman, M.Pd., as second advisor, who has given guidance and supervision, especially in grammar correction in this script.
3. Drs. Deddy Supriyadi, M.Pd., as the examiner, who has given guidance and suggestion for the improvement of the script.
4. All lectures of English Education Study Program in University of Lampung who guide and deliver knowledge to me.
5. Big family of SMPN 31 Bandar Lampung for providing the opportunity to conduct this research, and Gunarti, S.Pd as English teacher for being so helpful during the research process in the class, also the students of class VIII A, for their willingness, cooperation, and participation in this research.
6. Robert and Hotmaita, my beloved parents, who always give your immeasurable love, endless prayers, patience to wait for my graduation as well as supports given to keep my spirit alive, and everything that you have been giving to me till this time.

7. Rican Liko Kumamba Sinaga, Rifando Sinaga and Pardomuan Sinaga my beloved brothers, thank you for the kindness, prayers, and supports.
8. Best friends, started from the beginning of the lecture to the present and so on: Denti Susanti and Sitta Audita.
9. Gorgeous friends: Hikma Patricia, S.Pd., Nuriasih, S.Pd., Desti Ariska., S.Pd., Sri Dwi Ayu, S.Pd., Eti Septiani, Vivi Rosanti, Selvi Destiana, Mega Widyawati, Fathia, Dias, Resty, Fitri, Prames, Aulia, Ica, Yulita, Rizka, Oreza, Ragil, Putri, Erin, Nh, Dian, Melvi, Tika, Frilly, Gina, Hanny, Helda, Shiane, Liska, Widya, Naafi, Tomy, Beje, Dio, Dedi, Hendi, Adit, Singgih and Asrofi. Thank you for making my college life feel easier and amazing.
10. My special one: Ronny Simanullang, S.A.P. Thank you for your pray, trust, strength, help, and lovely support.
11. My all friends in English Education 2015. Thank you for the beautiful moments which had been experienced together. Anyone who cannot be mentioned directly who has contributed in finishing this script.

Finally, I realize 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, 11 Juli 2019
Researcher,

Sri Adelina Sinaga

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I. INTRODUCTION

This chapter the reseacher discusses about introduction. It talks about background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, use of the research, and definition of terms.

1.1 Background of the Problem

English is considered as the first foreign language and the compulsory subject to be taught in secondary schools, (Depdiknas 2003: 11). It is also considered as optional subject or local content materials to be taught in junior high schools and as a requirement subject to pass National Examination. McCarthy (1990:4) suggests that Junior High School students should have mastered the vocabulary more or less 1000-1500 words. In Junior High School, the students should have enough words to reach the goal of the 2013 Curriculum. The students should have many words, because by having more words they will find an easy way to improve their achievement of four skills.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication, by mastering vocabulary people can express their ideas and understand the other

basic competence well.” According to Ur (1995: 60) vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

In addition, learning vocabulary is not merely understanding the meaning of words but also knowing how to spell and pronounce it and use it in different situation. It is true that it might be impossible to learn language without mastering vocabulary. Mastering vocabulary in listening skill is needed by students to understand what the teacher and speaker says. In reading skill, vocabulary is needed by students to understand the author’s purpose from the written materials. Mastering vocabulary in speaking skill is needed by students to choose what words they use in conversation. In writing skill mastering vocabulary is needed to make sentences, essays and paragraph or even article.

Therefore, to know English words and their meanings, they to know also how the words work together in English sentences, Allen (1983: 2). It can be concluded that in teaching vocabulary it is not only to give the meaning of the word but also to teach how the word works in the sentence, because there are many words that have multiple meanings. In this case the vocabulary should be taught to the language learners to avoid many problems in learning English language.

Based on the interview with the teacher, the researcher found that most of students of SMP N 31 Bandar Lampung at second grade are a lack of vocabulary. The students found difficulties in expressing their idea. The students' performance was far from the expectation of the curriculum. It can also be seen that their English capability is low. Also, the students have difficulty in differentiating the form of the content words such as noun, verb, adjective and adverb.

Another problem is that they tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job. Those problems of vocabulary should be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult.

Considering the fact above, the teacher should provide interesting media in order to develop the students' activity in learning vocabulary. One of the media in teaching vocabulary is flashcard. Flashcards may help students to facilitate them to improve their vocabulary. It is used as a personal dictionary for every student that can function as medium to improve their vocabulary. It is also easy to create, to bring and also can be instrument to play game. This learning strategy is expected make the students more active in English class, motivated and enjoy in learning English.

According to Cross (1991:119) flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flashcards are some kinds of media that can be used by the teacher in the classroom. Haycraft (1978: 102) states, flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. They can increase their attention and concentration to study new words in English

Based on the previous research, Zakky (2016) which focused on the implementation of flashcard for teaching vocabulary achievement to junior high school. Those problems are first, students were lazy to memorize all the unfamiliar words that they heard or read in a text. Second, students had difficulties in understanding or comprehending the meanings of unfamiliar words. Third, students were bored and unmotivated to learn English.

According to the statement above, the researcher assumes that flashcards can give contribution in teaching English, especially to students' vocabulary achievement focusing on their improvement. The researcher choose a topic on her research entitled "Improving Students Vocabulary Achievement Through Flashcard at the Second Grade of SMPN 31 Bandar Lampung". It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the

student's vocabulary. The researcher hope in order to the students can improve their vocabulary and help them remember about noun, verb, adjective and adverb.

1.2 Identification of the Problems

The main problems of this research is the researcher find that the students are difficult to improve their vocabulary, several problems can be identified:

- 1) Students' mastery of vocabulary is still low
- 2) Students find difficulties in expressing their idea
- 3) Students find difficulties in understanding the meaning of the words in sentences
- 4) Students cannot differentiate the forms of words or vocabulary such as noun, verb, adjective, and adverb
- 5) Some teachers cannot choose the appropriate media that can be used in teaching learning process

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher is interested in investigating whether there is any improvement of students' vocabulary achievement if they are taught by using interesting media. Flashcard will be used to investigate whether this media can be used to improve students' vocabulary achievement. The researcher also wants to know what the type of content word improves the most after the implementation of teaching vocabulary through flashcard.

1.4 Formulation of the Problem

Based on the limitation the problems above, the researcher formulate the problems in this research as follow:

- 1) Is there any improvement of students' vocabulary achievement after being taught through flashcard?
- 2) Which type of content word improves the most after the implementation of teaching vocabulary through flashcard?

1.5 Objective of the Research

Based on the formulation of the problem above, the objective of the research was:

- 1) To find out whether there is significant improvement on vocabulary achievement at second grade of SMP N 31 Bandar Lampung after being taught through flashcard.
- 2) To find out what type of content word improves the most after the implementation of teaching vocabulary through flashcard.

1.6 Use of the Research

- 1) Practically, as an alternative way to English teachers 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' interest in learning English vocabulary.

1.7 Scope the research

This research is a quantitative in nature which was conducted at the second grade of SMPN 31 Bandar Lampung. It was focused on the improvement of the students' vocabulary achievement after they were taught by using flashcard. There are several media for teaching and learning in improving students' vocabulary achievement such as: guessing game, cross word puzzle, flashcard and etc. The researcher limits this research by using flashcard to improve students' vocabulary achievement. The material given was based on the 2013 English curriculum of Junior High School. The source of data of this research was taken from two classes, one class as the try out class and one class as the experimental class.

1.8 Definition of Terms

There are some terms that were used in this research:

Vocabulary is commonly defined as word or group of words that have specific meanings. Vocabulary cannot be separated from language because language itself is built up by vocabulary.

Flashcard is set of cards with word and picture on one side and its meaning usually in translation on the other, for use in the classroom by teacher and students that help to learn and memorize new words.

Content words represent the name of subject or things that is concrete nouns, action done with these things that is verbs, and the qualities of these things that is adjectives.

II. LITERATURE REVIEW

This chapter discusses about literature review. It talks about concept of vocabulary, aspect of vocabulary, types of vocabulary, the teaching of vocabulary, definition of flashcards, types of flashcards, advantages and disadvantages of flashcards, teaching vocabulary by using flashcards, procedures of teaching vocabulary using flashcards, previous studies, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Vocabulary is a basis of language, it is very important to master in our language. Aitchison (2001:331) says, vocabulary is a set of words known to a person or other eternity, or that are parts of specific language. The vocabulary of a person is defined either as the set of all words that are understood by that person when constructing new sentences. Hadfield (2000:129) says that vocabulary is classified into two types. First type is active vocabulary. It refers to the items that learners can use appropriately in speaking or writing and it is also called as productive vocabulary. In fact, it is more difficult to put into practice. It means the students should know how to pronounce it well, how to use grammar, they are hoped familiar with the collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill. The second type of vocabulary is passive vocabulary. It refers to a language items

that can be recognized and understood in the context of reading or listening. It is called as receptive vocabulary. Passive vocabulary or comprehension consist of the words comprehend by the people. The word “vocabulary” generally represents a summary of words or their combination in a particular language. However Ur (2000:60) states that one item of vocabulary can consist of more than one word. e.g. “post-office” consists of two words and still expresses one idea. Vocabulary teaching is one of the most important components of any languages class.

Based on the statement above, the researcher assumes that vocabulary is an important role in learning a language, vocabulary is also as the core component of language in form of words and can make language meaningful. To communicate effectively, the learners need an adequate mastery of vocabulary. Even though we master the grammar of a certain language but we do not have any knowledge on this vocabulary, we will not able to communicate or to express our idea using the language.

In teaching vocabulary for the students, teacher has important role in introducing new words. Learning vocabulary plays an important contribution to learn a language which must be considered by the teacher in order to be careful in selecting the vocabulary that will be taught. Teacher must decide which words should be taught since there are many kinds of words that belong to different types of vocabulary. In English there are four types of vocabulary, Fries (1974:45) categorizes English words into four groups, they are :

- 1) Content words represent the name of objects or things, that is concrete nouns (*rabbit, dolphin*) action done by or with these things, that is verbs (*ask, attach, avoid*), and the qualities of these things, that is adjectives (*diligent, clever, ugly*) and words that changes or simplifies the meaning of verb, adjective, other adverb, clause ,or sentence, that is called adverbs (*easily, loudly*).
- 2) Function words are words that express a grammatical or structural relationship with other words in a sentence. Function words include determiners for example, (*the, that*), conjunction (*so, however*), preposition (*at, of*), pronouns (*she, they*), auxiliary verbs (*be, have*), modals (*may, could*) and quantifiers (*some, both*).
- 3) Substitute words those that represented individual thing or specification as substitute (*anyone, anybody*).
- 4) Distributed words are words that distributed in use according to grammatical matter as presence of a negative such as *either, too, or, yet*.

According to the explanation above there are four types of English vocabulary; content words, function words, substitute words and distributed words. It can be concluded that vocabulary is words that had meaning each and can be used to transfer the message from the speaker or writer for the listener or reader in the communication network. Therefore, the students have to learn vocabulary well, so that they are able to master the language (speaking, writing, listening and reading).

In this research, the researcher focused her intention on the vocabulary that is classified into content word, because the vocabularies of real objects, occupations,

and supports are included in this group, especially nouns, verbs, and adjectives. Beside that content words also are able used well in the classroom. According Fries (1974:45) divided content word into four types, there are concrete nouns, verbs, adjectives and adverbs, there are:

1) Noun

Words that name people, places, and things are called nouns. Nouns can be found anywhere in a sentence, and most sentences contain several nouns. Harmer (1998:36) defines that there are some nouns may belong to more than one of given type, such as;

a) Countable and Uncountable Nouns

A countable noun can usually be made plural by the addition of *-s* (one boy, two boys). An uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns (including names of school subjects and sports) are uncountable. For example:

Countable: *My father has two cars.*

Uncountable: *To make this cake we need sugar and milk.*

b) Proper Nouns

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. White Smith), (b) names of geographic units such as countries, cities, rivers, etc. (Italia, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of times units (Saturday, June); (f) words used for personification –

a thing or abstraction treated as a person (Nature, Liberty). For example: *Her name is Sofie.*

c) Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses – we can see, touch, smell the object (flower, girl). Abstract noun is a word for a concept – it is an idea that exists in our minds only (beauty, justice, and mankind). For example:

Concrete: *The yellow flowers flowed from a glass red vase.*

Abstract: *We can't imagine the courage it took to do that.*

d) Collective Nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk government, group, herd, jury, majority, nation, orchestra, press, public, and team. For example: *There is a network of computers in Joseph's office.*

e) Compound Nouns

A compound is a fixed expression which is made up of more than one word and functions as noun. Such expressions are frequently combinations of two nouns. Examples of compound nouns are address book, human being, science fiction. For example: *Teachers teach in school.*

2) Verb

One of the main parts of every sentence is verb. Here some characteristic of verb. First, a sentence is not a sentence without at least one verb. Then, verbs usually tell about an action. The next, verbs are often found in the middle of sentences. Then, verbs may consist of one word. Frank (1972:48) divides the types of verb into three:

a) Intransitive Verbs

A verb which does not need an object to make complete sense is called an *intransitive verb*. An intransitive verb expresses action (or tells something about the subject) without the action passing to a receiver or object. It can stand alone in the predicate because its meaning is complete.

For example: *The department store opens at six o'clock.*

b) Transitive Verbs

A transitive verb expresses an action directed towards a person, place or thing. The action expressed by a transitive verb passes from the doer or the subject to the receiver of the action. Words that receive the action of a transitive verb are called objects. For example: *The potter has made a beautiful pot.*

c) Linking Verb

Linking verb is a verb of incomplete predication. It means that the verb cannot by itself or it still needs the real predication to follow them. For example: *The flowers are bright.*

d) Auxiliary Verb

Auxiliary verb is two or more words that may be joined together into single verb phrase that function as full verb of the predicate. For example:

The door was green.

e) Reflective Verb

Reflective verb is a verb requiring one of the compound with “self” as it object. For example: *They bought the book by them self.*

3) Adjective

Adjective is a word which describes or modifies a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are usually placed before the noun. Adjectives are describing words which add details about the nouns in a sentence. Adjectives are usually placed before the nouns or pronouns they modify.

a) Descriptive Adjectives

Adjectives of quality describe a person, a place or a thing and hence are also known as descriptive adjective. They show quality, size, origin, colour, shape, taste, acts, feel, look or some other quality of nouns and pronouns. For example: *The green grasshopper is sitting on the flower.*

b) Proper Adjectives

Adjective formed from proper nouns, like Swiss chocolates and Italian pasta, are called proper adjectives. However, they are generally considered as adjectives of quality. For example: *American jeans are probably the best jeans in the world.*

c) Possessive Adjectives

The adjectives that show possession or belonging are called possessive adjectives. My, your, his, her its, our and their are possessive adjectives used with nouns to show ownership. For example: *The dog is licking its paws.*

4) Adverb

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of determiners and adjectives that directly modify nouns.

a) Adverbs of Time

An adverb of time tells us the time when an action took place. To identify it we can ask a question starting with “when”. For example: *Eat your lunch now.*

b) Adverbs of Place

An adverb of place tells us where the action was carried out. To identify it we can ask a question starting with “where”. For example: *There was snow everywhere.*

c) Adverbs of Manner

Most adverbs of manner are closely related to the corresponding adjectives. Although some words can be used as either adjectives or adverbs, in most cases, adverbs of manner are formed by adding “ly” to the corresponding adjectives. To identify them we can ask a question starting with “how” or “in what manner“. For example: *The boy played the guitar loudly.*

d) Adverbs of Degree

An adverb of degree tells us to what degree, extent or intensity something happens. To identify it we can ask a question starting with “how much”. For example: *A cheetah runs extremely fast.*

e) Adverbs of Frequency

An adverb of frequency tells us how often an action is carried out. To identify it we can ask a question starting with “how often”. For example: *He is always present.*

2.1.1 Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teacher need to be aware of and focus on are form, meaning, and use. According to Nation (2001), the *form* of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can be seen with the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. *Meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and association 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, collocation that normally go with it and finally any constraints on its use, in terms of frequency, level, and so forth. For covering the test in this research the researcher only used idea, meaning and use. This is more explanation about form, meaning and use from Nation (2001 : 27):

Table 1. What Is Involved in Knowing a Word

Aspect	Component	Receptive Knowledge	Productive Knowledge
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?
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?
Use	Grammatical	In what patterns does the word occur?	In what patterns must people use this word?
	Functions Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency, ect)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

2.1.2 Types of Vocabulary

Nation (2000: 38) divides vocabulary into two types; receptive vocabulary and productive vocabulary. These types are based on the knowledge of the vocabulary. The receptive vocabulary is used in understanding the word form as well as its meaning while listening or reading. The productive vocabulary is used

when someone wants to express their mind by speaking or writing, with its appropriate form. Corson in Nation (2000: 38), suggests other terms for the receptive vocabulary and productive vocabulary.

- a) Receptive vocabulary: knowing a word that is able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word from sounds right or look right.
- b) Productive vocabulary: knowing a word that is able to pronounce, how to write and to spell, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there is any.

Futhermore, there are four different classes of vocabulary classified by Johnson (2008: 93-94). They are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. The explanations are as follows.

- 1) Listening vocabulary

Listening vocabulary is the largest class of vocabularies. It provides the base for the development of other vocabulary classes. It contains words that commonly known by the learners when they hear it in the language that they learn.

2) Speaking vocabulary

Speaking vocabulary is frequently used in conversation. It is relatively limited than the listening vocabulary because the knowledge or understanding of some words is incomplete or contextual. Students sometimes only can understand the words in a specific situation or in a sentence without the exact understanding of the words.

3) Reading vocabulary

It is the words that the students usually understand in a text. It might be the second largest vocabulary after listening vocabulary. At the beginning of the school students are only have few words in their reading vocabulary, but it will increase after they pass the second year.

4) Writing vocabulary

It is the words that students use to express their ideas through written texts. The pupils' writing vocabulary is strongly influenced by the words that they can spell. Moreover, just like speaking vocabulary to listening vocabulary, the students' writing vocabulary is smaller than their reading vocabulary. In addition, it can be said that the writing vocabulary is the smallest class among the four classes.

Aeborsold and Field (1997) classified vocabulary into two terms they are:

- a) Active vocabulary refers to items the learner can use appropriately in speaking or writing although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with

collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

- b) Passive vocabulary refers to a language items that can be recognize and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary or comprehension consist of the words comprehend by the people, when they read and listen.

From the explanation above, we know that every experts is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinion and ideas. It means that vocabulary is of kinds function and content words. Therefore the researcher focused on content words in this research.

2.1.3 Teaching of Vocabulary

Thornburry as cited by Alqahtani (2015: 24), states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross (1992: 5) argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar (Cameron, 2001 : 72). According to Cross (1992 : 5) there are three phrase in teaching vocabulary. They are; presentation, practice, and production.

1) Presentation

In this phase, there are four steps that can be follow in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

a) Sound and Meaning

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

b) Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

c) Written Form

The teacher can write down the new words on the white board, then choose one to two students to read it loud to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d) Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. She can choose the simplest sentence in order to make the students understand the new words completely.

2) Practice

In the second phase, the teacher can give the students exercises in order to make them more familiar with the words that they have learnt. The teacher can ask questions to the pupils related to the new words that has been presented.

3) Production

After given some exposure to the new words, the students can be consider master the vocabulary already. Therefore, in this step the students are expected to be able to apply the new words in the speaking and writing activities.

There are some guidelines suggested by Brown (2001: 377) in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom. Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use words later on.

Another point is that teachers can encourage the students to develop their self-strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers. In teaching vocabulary, the teacher needs to be careful when selecting the words. The learners' age, level, or ability can be the teacher's consideration when choosing the vocabulary. The media used in the class also need to be suited with the learners.

2.1.4 Learning of Vocabulary

Learning language not only prepare the material as much as possible, but the major provides training to the students how to use language who has taught it actively, whether oral or written form. Many definition of the purpose of learning vocabulary can be found from the experts. Further, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2) “The challenge are making the correct connections, understanding the foreign language between the form and meaning of words, and discriminating the meaning of closely related words”.

Nevertheless, learning words is not something that is done and finished yet (Cameron, 2001: 74). Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use of those words. She also said that learning vocabulary is a cyclical process of meeting new words and initial learning, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words. Nation (2008) stated “Vocabulary learning cannot be left to its self”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.

- 1) Make sure that the target vocabulary is in the written input to the task.
- 2) Design the task so that the written input needs to be used.
- 3) Get each learner in the group actively involved.
- 4) Ensure that the vocabulary is used in ways that encourage learning.

Meanwhile, Brown (in Cameron, 2001) describes five essential steps in vocabulary learning based on research into learners' strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words and using the words in language activities (Cameron, 2001: 86, Brewster and Ellis, 2003: 88).

According to Depdiknas in Kerangka Dasar dan Struktur Kurikulum Bahasa Inggris SMP dan MTS (2003: 35) "In accordance essentially language learning, learning vocabulary is not taught the words or phrases separated off, but was involved in discourse context, with regard to subjects and also related with specific areas as an example of the discourse on the theme games. In order to achieve optimal learning outcomes vocabulary, teachers need to equip their students with words related to particular field. In every field of science used special words. Vocabulary enrichment effort needs to be done continuously and can be obtained through certain areas".

Learning vocabulary need process. In order to make an effective process, the learner should be in the effective condition acquiring vocabulary. Further, Thornbury (2002: 2) stated that condition should help the learners to acquire a critical mass of words use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words or unfamiliar uses of unknown words.

2.2 Concept of Flashcard

Flashcards are set or cards with a word or phrase 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 on one side and the second language word on the other. Flashcard is a card with a picture on one side and a word or phrase in the second and native language on the other. Additionally, flashcards are cards with pictures which teachers hold them up in the class. Doff (1992: 82) state that flashcards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision. Flashcards are useful for teaching aid and can be used as part of various activities. According to Scrivener (2002: 349), flashcards have few typical uses which teachers can do:

- a. to show the meaning of a vocabulary item
- b. to give visual image or presentations of language
- c. to tell a story, by providing particular images
- d. to remind students of a specific grammar point
- e. as tools storytelling activities
- f. as tools for variety of games, and etc.

In summary, flashcards have been used for long time to help students in learning various aspects of foreign language. According to Wright (1989: 136), flashcards can motivate students in learning process, make the subject clearer, and illustrate general idea of language. Flashcards are pictures cards, therefore they could help

students to understand the material which especially in this study vocabulary achievement in interesting way for junior high school. Moreover, it is also helpful for teachers in presenting vocabulary with flashcards rather than bringing the real object in class for instance.

2.2.1 Types of Flashcard

Generally, there are two types of flashcard. According to Haycraft (1978: 102-106) in YS Nugroho (2012: 22-23), they are as follows.

1) Picture flashcard

This type of flashcard is very useful to present, and practice vocabulary for the students. Picture flashcards also can help the students to identify verb on action, as well as to improvise in a dialogue. Picture flashcards should be interesting, and large enough for the whole class to see what is on the flashcard.

2) Word flashcard

Word flashcard is a card where a word is printed on it. This flashcard is useful for practicing word order in a sentence for the students. The cards can be placed randomly on the class board, then the teacher can ask the students to put the cards to form an orderly sentence.

Teachers still can modify it according to their students' need. Scott (1990: 109-111) suggests the variation of picture or word flashcard. The first one, teachers can make the double side card. The front side of the card is a picture of an object, and the back of the card is its word or definition. In addition, as the development of technology, there is a change in the utilization of flashcard. Teachers are assisted with the digital and printable flashcard. It helps them to save time and

also choose the suitable flashcard for their vocabulary teaching. In the implementation of flashcard especially in the vocabulary teaching and learning, it is possible for the teacher to combine both word and picture cards. The teacher can make the flashcard into picture-word cards. It is to help the learners to get the clearer idea of the words that are taught.

2.2.2 Advantages and Disadvantages of Flashcard

a) Advantages of Flashcards

There are some advantages of using flashcards in language teaching based on Cross (1991: 120). They are:

- a. Flashcards can be used for consolidating vocabulary
- b. Flashcards are motivating and eye-catching
- c. Flashcards are effective that can be used for any level students
- d. Flashcards can be taken almost everywhere and studied whenever
- e. Flashcards can be arranged to create logical grouping of the target words
- f. Flashcards also can be used for practicing structure and word order or for a variety of games.

b) Disadvantages of Flashcards

Beside of the advantages, there are some disadvantages of them as follow:

- a. Flashcards too expensive and if the teachers want to make it self, they need much time.
- b. Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.

c. Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned cannot be achieved.

Based on the explanations above, it can be concluded that flashcards have many advantages and disadvantages above, the researcher concluded that advantages of flashcards are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. Flashcards have a great power in motivating and stimulating the students.

2.3 Teaching Vocabulary by Using Flashcard

There are some activities in teaching vocabulary with flashcards which can be applied in the classroom. Read (2016) mentions eight ideas or activities for using flashcards. There are:

1) Flash

When introducing vocabulary for students, the teacher can use the flash technique. They can gather students' attention to them and then flash the cards quickly. Students then are asked to identify what is on the flashcard. The teacher also needs to be ready to repeat or remodel this step if the students respond to the teacher's instruction in their first language.

2) Slowly, slowly

A teacher can cover the cards that will be used and gradually reveal the picture on the flashcard. Students are expected to be able to identify the picture as soon as they recognize what is on the flashcard.

3) What's missing

In this step, the teacher sticks the cards on the classroom board, then get the students to repeat the words. After that, she asks the students to close and cover their eyes. Then, the teacher removes one of the flashcards from the board. Next, She can ask the students to open their eyes and says what is missing? The students are expected to be able to recognize the word from the missing flashcard.

4) Magic eyes

The teacher can stick the flashcards that will be used in a row on the board. Then, she asks the students to repeat the words after the teacher in a rhythmical pattern. When the teacher feels that the students are confident enough to doing it, she can removes one of the flashcards and continue until there is no flashcard left on the board.

5) Lip reading activity

The teacher can embed the cards on the board then asks for students' attention. She can say one of the words on the cards without making any sound and ask the students what the word is.

6) Flashcard riddles

The teacher can make a flashcard riddle using other language and vocabulary that is familiar for the students.

7) Hands on head

A teacher can divide the class into groups. In one team the teacher assigns them 3 or more flashcards. Students need to put their hands on their heads everytime the word that belongs to their group is being called.

8) Flashcard chains

The teacher instructs the students to stand or sit in a circle. She needs the flashcards ready for the activity. Teacher can ask the students next to him a question related to the card, then the student can continue to ask her friend the same question. After the card is 3 students away from the teacher, he can use the new flashcard and ask different question, until all of the flashcards back to the teacher

9) Kim's game

The teacher can stick 12-15 cards from different objects on the classroom board. Then, he explains to the students that they will be given only one minute to look and remember all of the flashcards. The teacher needs to make sure that her students are ready to do this activity. After a minute, she can remove all the cards from the board. Then the teacher asks the students to work with their partner to write as many words as they can in a piece of paper.

From those nine activities of using flashcards, the writer applies two activities, What's missing? and flashcards riddles and also the writer combines with other activities.

- 1) The writer sticks a set of flashcards on the board, point the flashcards and drill the words to the students. After that, the students are asked to close their eyes and the writer remove one or some of flashcards then the writer asks the students "What is/are missing?" so students should remember which flashcards are missing.

- 2) The writer sticks a set of flashcards on the board, then the writer mentions some characteristics of one of flashcards then the students answer what the flashcard that the writer means.
- 3) The writer shows the flashcards one by one which the words are covered, then the writer asks the students “What is this?” by pointing the picture, and the students answer the words based on the picture, then the writer shows the words of the picture.
- 4) The writer pronounces the words then the students repeat the word until they pronounce the words correctly

2.4 Procedures of Teaching Vocabulary Using Flashcard

Wright (1968:73) says that a flashcard printed with words and pictures can be handled easily by the teacher. The sizes of the picture vary according to the pictures or words shown. Basically they are of size easy for the teacher to handle and to flash at the students. He also says that the procedures of teaching vocabulary through flashcards are as follows: Teacher gives greeting to the students, and the students answer the greeting from the teacher

- 1) Teacher asked the students to pray before starting the activity. The students prayed together, the leader of the class lead her friends to pray
- 2) Teacher showed a flashcard to the students and asked them to repeat after her to pronounce the word. “Look at the picture of flashcard and repeat after me to pronounce the second words.” The students looked at the picture of a clock on the flashcard and repeated after the teacher to pronounce the word

- 3) Teacher asked the students to recall the pictures and the words the teacher had shown. The students recalled the pictures and the words the teacher had shown
- 4) Teacher picked up one flashcard with the picture, concealed it and asked the students to guess and to say what the picture was. "Guess and say what the picture is". The students made a guess and said what the picture was
- 5) Teacher changed to other flashcards and showed the flashcards one by one
- 6) Teacher showed the flashcards without words. In this case, the students were asked to mention the name of the flashcards one by one
- 7) After all of the students were able to name the flashcards, the teacher asked the students whether they had questions or not
- 8) Teacher let the students to discuss the lesson with their friends. The students discussed the lesson with their friends
- 9) Teacher distributed the task and ask them to do it. The students did the task
- 10) The teacher gave a chance to address a question about the topic they had learnt that day
- 11) The teacher closed the meeting.

The teacher continued to show other flashcards that belonged to the things around us by applying the procedure above. The teacher taught 10 words of things fruit and vegetable on the first meeting. 10 words of things animal on the second meeting. The last meeting, 10 words of things profession.

2.5 Previous Researches

To support this research, the writer referred to the previous research. The first was an experimental study which was conducted by Nadziroh in 2010. The use of flashcards to improve vocabulary mastery (A classroom action research for the fourth grade students of Mi Duren Bandung in the academic year of 2009/2010). The objective of this previous research was conducted to know the 1) How is the implementation of flash cards? 2) How is students' understanding on vocabulary before the use of flash cards? 3) How does students' understand on vocabulary after the use of flash cards? The researcher used descriptive research with observing teaching-learning process, conducting the interview, and documenting some important data that support this research. The results of this previous research showed that the media of flashcards could improve the students' vocabulary.

Another research was a quasi-experimental study in the seventh grade of Mts Yamida Grobogan conducted by Suhaimi in 2014. Using Flashcard to Improve Students' Understanding on Present Continuous Tense. The participants were 60 first grade students of Mts Yamida Grobogan. Both experimental class and control class consisted of 30 students. The researcher gave the pretest and posttest in the beginning and at the end of the study in both class. The average score of the posttest in experimental class showed higher than control class. It meant that the use of flashcards is effective in improving students' vocabulary.

2.6 Theoretical Assumption

Vocabulary is important component of a language. It means that vocabulary learning is also essential in learning a foreign language. By mastering vocabulary, students are expected to be able to express their ideas or feelings and to understand what others' ideas or feelings. Meanwhile, learning vocabulary is not easy, it is caused that English is as a foreign language which has different with their mother tongue. Therefore, teachers need to use an appropriate and enjoyable media. One of media that can be used is flashcards. Flashcards are cards on which pictures and words are printed or drawn. The researcher chose flashcard because flashcards can motivate students in learning process and illustrate general idea of language. From explanation above, the writer believes that the use of flashcards could improve students' vocabulary achievement.

2.7 Hypothesis

Based on the theories and the theoretical assumption, the researcher formulates the hypothesis as follow:

- 1) There is an improvement of students' vocabulary achievement after being taught through flashcard.
- 2) Noun is type of content word improves the most after the implementation of teaching vocabulary through flashcard.

III. RESEARCH METHOD

This chapter talks about research methodology that is used in this study. It presents research design, population and sample, research instrument, research procedures, data collecting technique, data analysis and hypothesis testing.

3.1 Research Design

This research is quantitative in nature, considering that the data are in form of score. The researcher took one class out of five classes where the students received the pretest before three times of treatments and after the treatments they received posttest. The treatments were given to the students by using flashcard. The pretest was used to find out the students' vocabulary achievement before the treatment and the posttest was used to see how far the improvement of the students' vocabulary achievement after the treatments. So the researcher used one group pretest and posttest design. The research design is illustrated below:

T1 X T2

Where:

T1 : Pre test

X : Treatments

T2 : Post test

(Hatch and Farhady, 1982:20)

3.2 Population and Sample

The population of this study was the second grade students of SMPN 31 Bandar Lampung in the academic year 2018/2019. In relation to the design, the researcher took only one class to conduct the research out of five classes in second grade. The sample was selected randomly by using lottery. It was put into a closed glass. Then, the researcher took one of the papers randomly. And the researcher found that class 8A as the experimental class. In average, there were about 32 students in one class. This research was conducted in five meetings, which one meeting was for conducting pretest, three meetings were for conducting treatments, and one meeting was for conducting posttest.

3.3 Research Instrument

Instrument of this research was vocabulary test. The researcher gave multiple-choice questions in test pre-test and post-test. Each of pre-test and post-test consisted of 40 multiple-choice items. Before the pre-test and post-test were given, the researcher conducted try out at the second grade in SMPN 31 Bandar Lampung. The try out was aimed to check validity and reliability of the test. The total number of items from the result of validity and reliability test were 50 items.

3.4 Try Out Test

Try out was carried out to know whether the items have good quality or not, before using them for pretest and posttest. The total number of tests were 50 multiple-choice question. The test can be said as a good quality if it has a good validity, reliability, level of difficulty, and discrimination power. There were some elements tested as follows:

3.4.1 Validity

The validity of the test was the extent to which it measures what it is supposed to measure and nothing else (Heaton, 1991:159). To measure whether the test has good validity, researcher analyze the test from content and construct validity. According to this validity the test should represent the material that has been taught in the class. The items in the test of vocabulary were based on the 2013 Curriculum of Junior High School. In this research, the researcher arranged the instrument and made the instrument related to vocabulary of content words (noun, adjective, adverb, and verb)

- 1) Content validity can be examined from table of specification. In the content validity, the materials given are suitable with the school curriculum. The table of specification was used to determine which test is more relevant to our particular situation and also necessary to check whether test item has good content validity. The content validity was constructed by including vocabulary material presented in training they are verb, noun, adverb and adjective.

Table 2. Specification Used to Judge the Content Validity

No.	Materials	Number of Items	Total	Percentage
1.	Verb	1,2,3,4,5,6,7,8,9,10,11,12	12	24%
2.	Adjective	13,14,15,16,17,18,19,20, 21,22,23,24,25	13	26%
3.	Noun	26,27,28,29,30,31,32,33, 34,35,36,37,38	13	26%
4.	Adverb	39,40,41,42,23,44,45,46, 47,48,49,50	12	24%
Total			50	100%

The table above showed specification of tryout of each aspect where verb was 24%, noun was 26%, adjectives was 26%, and adverb was 24%. It means that noun and adjective were the highest percentage than verb and adverb.

2) Construct Validity

Construct validity focuses on the kind of the test that was used to measure the ability, it was used to the research that has many indicators, according to Setiyadi (2006:26), if the instrument just measure one aspect, for example vocabulary, the construct validity can be measured by evaluating items in the test. If all items have measured vocabulary achievement, this instrument has fulfilled construct validity. The researcher used vocabulary test as the instrument, moreover all the items in the test measure vocabulary achievement, so it has fulfilled construct validity.

3.4.2. Reliability

Reliability refers to the extent to which the test was consistent in its score, and gives indication of how accurate the test score is (Hatch and farhady, 1982:244). A students' score on the test consist of a true score and mistake. Reliability help us estimate the error part of the score since there were different sources of error for different types of tests, there was also different types of reliability. And to find out the reliability of this test, the researcher used Spilt Half Method which has two steps. The researcher used Pearson Product Moment, using the following:

$$r1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r_1 : coefficient of reliability between odd and even number.

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

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

xy : total score of odd and even number items.

After getting the reliability of half test the reseacher used Spearman Brown to determine the reliability of the whole test, as follows:

$$r_K = \frac{2r_{xy}}{1 + r_{xy}}$$

Where:

r_K : the realibity of the whole class

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

The criteria of the realibity as follow:

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

(Hatch and Farhady, 1982:246)

3.4.3. Level of Difficulty

The level difficulty of the item shows how difficult or easy that particular item done by the participants. The items should not too easy and too difficult for the students. To find out the level of the difficulty of this test, the researcher used the following formula :

$$LD = \frac{U + L}{N}$$

Where :

LD : level of the difficulty

U : propotion of “high group” students getting the items correct

L : propotion of “low group” students getting the items correct

N : total number of the students

The criteria of level the difficulty:

0.00-0.30 : Difficult

0.31-0.70 : Average

0.71-1.00 : Easy

(Heaton, 1975:182)

3.4.4. Discrimination Power

Discrimination power refers the extent to which the items differentiates between high and low level the students on that test. A good item which was according to this criterion, was one in which good students did well and bad students failed (Shohamy, 1985:81). The formula is :

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

Where:

DP : discrimination power

U : propotion of “high group” students getting the items correct

L : propotion of “low group” students getting the items correct

N : total number of the students

The criteria are follows:

0.00-0.20 : Poor

0.21-0.40 : Satisfactory

0.41-0.70 : Good

0.71-1.00 : Eexcellent

(Heaton, 1975:180)

3.5 Research Procedures

In collecting the data, the research procedures are as follows:

- 1) Determining the population and sample of the reseacrh

The sample of the research was determined through simple random probability sampling. It means that the sample was selected randomly by lottery, there was no priority class in SMP N 31 Bandar Lampung, it was not stratified class.

- 2) Selecting the instrument material

The material were searched and added from internet and based on the students' handbook of junior high school.

3) Adminestering the pre-test

Pre-test was administered for about 60 minute on first week, it was conducted before the treatment, it was done to check student vocabulary.

4) Giving treatment

The treatments was given by using flashcard as media in teaching learning the vocabulary, it was given in three times in three meetings for the treatments, the treatments were classroom activity.

5) Conducting post-test

Post-test was conducted to find out whether there was an effect of the students vocabulary comperhension achievement after the treatments. It was administered for 60 minuetes.

6) Analyzing the data

This step was to find out the students' vocabulary comperhension achievement using flashcard as the media of teaching. The data was computered through the statistical package for social sciences (SPSS) version 16.0.

7) Testing Hypothesis

The hypothesis test was taken from the comparison mean of the pre-test and post-test of the experimental class.

3.6. Data Collecting Technique

In this case to collect the data, the researcher used pretest and posttest to know whether there was improvement of students' vocabulary achievement before and after being taught using flashcards. The data of this research were scores of the

student's vocabulary test before and after the treatments. In collecting the data, the researcher used the following steps:

a) Pre Test

This test was given before giving the treatment to know how far the students ability. In experiment class the tests were given in the second meeting, the pre-test was conducted to know the students' vocabulary achievement before giving them the treatment by using flashcards. The total items for pretest are 40 items of multiple-choices.

b) Post Test

The post-test was given after conducting the treatment to the students in experiment class. This test was to know students' vocabulary achievement after they receive the treatment. There were 40 items of multiple choices in posttest. The valid items for post-test are same as pretest, while the number of items in posttest arranged differently from pretest.

3.7. Data Analysis

After conducting pretest and posttest, the researcher analyzed the score of the students. The researcher examined the students' score by using the following steps:

- 1) Scoring the pretest and posttest
- 2) Arranging the score from pretest and posttest
- 3) Analyzing descriptive statistic for average score of pretest and posttest
- 4) Inferencial statistic using normality test
- 5) The hypothesis was tested using T-test.

3.8 Hypothesis Testing

The hypothesis was about to know whether there was any improvement of the students' ability in vocabulary after being taught using flashcards at the second grade students of SMP N 31 Bandar Lampung or not. There were two hypothesis: (*Ho*) zero hypothesis and (*Hi*) alternative hypothesis.

The hypothesis of this research:

Hi : There was improvement of students' vocabulary achievement after being taught by using flashcards at SMP N 31 Bandar Lampung.

The criteria of those hypothesis are:

Ho : is accepted if the t-table is higher than t-ratio

Ho : is rejected if the t-table is lower than t-ratio

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 who want to conduct similar research.

5.1 Conclusions

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

- 1) There is significant improvement of students' vocabulary achievement after taught using flashcard. The implementation of flashcard can make students more active in teaching and learning process. It can be seen from the result of pre-test and post-test that there is an improvement from the students' mean score in pre-test 59.84 to 73.66 in post-test. The gained score between the mean of pre-test and post-test is 13.81. The significant value of post-test is 0.000 ($p = 0.000$) that is lower than 0.005. t-value is 14.914 which is higher than t-table 2.039 at the significant level 0.005 thus the alternative hypothesis is accepted.
- 2) The type of word that improves the most among the other content words is noun. Since noun has the highest gain with the percentage 37% . The mean of noun in the pretest score is 19.6 and the mean of noun in the posttest

score is 26.3. The increase of noun is 6.7 that is the highest increase than other content words.

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 suggests 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 needs 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.

5.2.2 Suggestions for further research:

- a) The writer applied flashcard to improve students' vocabulary with things; fruit and vegetable, animal, profession as the topics. Other researchers can apply flashcard in other kinds of theme, since flashcard can help students to develop their vocabulary.
- b) Further research should conduct this media on different level of students. It can be at the level of Senior High School.

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