

UNDERGRADUATE THESIS

**IMPROVING THE FIFTH GRADE STUDENTS' ENGLISH
VOCABULARY MASTERY BY USING FLASHCARDS AT MI AL-
HASANAH DEPOK**



By

Noer Kurniati Kamal

NIM 121711233125

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS AIRLANGGA
SURABAYA
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UNDERGRADUATE THESIS

**Submitted in Partial Fulfilment of the Requirements
for the Sarjana Degree of English Department
Faculty of Humanities Universitas Airlangga**

By

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SURABAYA**

2022

DECLARATION

I declare that this undergraduate thesis submitted in partial fulfilment of the degree of Sarjana Humaniora (S.Hum) of the English Department Faculty of Humanities Universitas Airlangga is entirely my own work and has been solely the result my own original research. Hereby, I confirm that:

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Depok, 5 January 2022



Noer Kurniati Kamal

DEDICATION

THIS THESIS IS DEDICATED TO:

My family and my friends

APPROVAL SHEET

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VOCABULARY MASTERY BY USING FLASHCARDS AT MI
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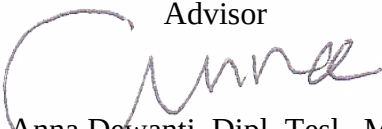
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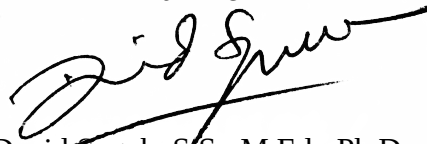
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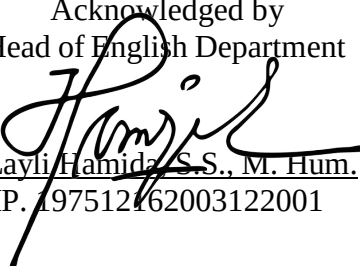
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Depok, 5 January 2022

Noer Kurniati Kamal

EPIGRAPH

“Believe in yourself. You are braver than you think, more talented than you know, and capable of more than you imagine.”

Roy T. Bennet

TABLE OF CONTENTS

UNDERGRADUATE THESIS	ii
UNDERGRADUATE THESIS	iii
DECLARATION	iv
DEDICATION	v
APPROVAL SHEET	vi
ACKNOWLEDGEMENTS	vii
EPIGRAPH	ix
TABLE OF CONTENTS	x
ABSTRACT	xii
ABSTRAK	xiii
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	7
1.3. Objective of the Study	7
1.4. Significance of the Study	7
1.5. Scope and Limitation	7
CHAPTER II	9
LITERATURE REVIEW	9
2.1. Theoretical Framework	9
2.1.1. Teaching Vocabulary	9
2.1.2. Flashcards	10
2.1.3. Young Learners	13
2.1.4. Classroom Action Research	15
2.2. Related studies	18
CHAPTER III	24

RESEARCH METHOD.....	24
3.1. Research Method	24
3.2. Research Participants	27
3.3. Research Instruments	27
3.3.1. Test.....	27
3.3.2. Observation	28
3.3.3. Questionnaire	29
3.4. Technique of Data Collection	29
3.5. Technique of Data Analysis	30
3.5.2. Technique of Analyzing Questionnaire	31
CHAPTER IV	32
RESULTS AND DISCUSSION	32
4.1. Results.....	32
4.1.1. The Implementation of the Research	32
4.1.1.1. Analysis of pre-test	32
4.1.1.2. Analysis of Cyle I	35
4.1.1.3. Analysis of Cyle II	40
4.1.1.4. Analysis of Post-test	45
4.1.2. Analysis of Observation.....	47
4.1.4. Analysis of Questionnaire	50
4.2. Discussion	51
CHAPTER V	56
CONCLUSION	56
5.1. Conclusion	56
REFERENCES	60
APPENDICES	63

ABSTRACT

Students at Madrasah Ibtidaiyah faced problems mastering English vocabulary due to the traditional teaching methods, including translation and textbook-based material. Therefore, to help students in mastering vocabulary, several techniques should be implemented; one of the techniques is using flashcards. The writer then conducted a classroom action research consisting of two cycles of four meetings each to determine whether or not students' English vocabulary mastery improved as a result of using flashcards presented on a PowerPoint presentation. The research involved ten fifth-grade students from MI Al-Hasanah Depok. The writer used three instruments to conduct this research: tests (pre-and post-tests), observations, and a questionnaire. According to the study's findings, using flashcards increased students' vocabulary mastery. In addition, the students' test results indicated that their mean scores were increasing. The mean pre-test score was 15.5, considered low; however, the mean post-test score increased to 76.5 during the first cycle. Additionally, in the second cycle, the students' mean scores increased from 65 to 80.5. Following the post-test, students' vocabulary mastery increased, indicating that flashcards improved students' vocabulary mastery. Additionally, students showed greater motivation and interest when learning new vocabulary. Moreover, all students were encouraged to participate in the teaching-learning process actively. According to the questionnaire responses, students benefited from using flashcards to strengthen their vocabulary mastery and comprehension. Apart from that, flashcards could help students learn new vocabulary in English.

Keywords: flashcards, young learners, classroom action research

ABSTRAK

Siswa di Madrasah Ibtidaiyah menghadapi masalah penguasaan kosakata bahasa Inggris karena masih menggunakan metode pengajaran tradisional, yaitu terjemahan dan materi berbasis buku teks. Oleh karena itu, untuk membantu siswa dalam penguasaan kosakata bahasa Inggris, beberapa teknik harus diterapkan; salah satu tekniknya adalah dengan menggunakan flashcards. Penulis kemudian melakukan penelitian tindakan kelas yang terdiri dari dua siklus empat pertemuan masing-masing untuk menentukan apakah penguasaan kosakata siswa meningkat atau tidak setelah menggunakan flashcard yang disajikan pada presentasi PowerPoint. Penelitian ini melibatkan sepuluh siswa kelas 5 MI Al-Hasanah Depok. Penulis menggunakan tiga instrumen untuk melakukan penelitian ini: tes (pre-and post-test), observasi, dan angket. Menurut temuan penelitian, menggunakan flashcard meningkatkan penguasaan kosakata siswa. Selain itu, hasil tes siswa menunjukkan bahwa nilai rata-rata mereka meningkat. Rata-rata skor pre-test adalah 15,5, dianggap rendah. Namun, rata-rata skor post-test meningkat menjadi 76,5 selama siklus pertama. Kemudian, pada siklus II, nilai rata-rata siswa meningkat dari 65 menjadi 80,5. Selain itu, siswa menunjukkan motivasi dan minat yang lebih besar ketika mempelajari kosakata baru. Kemudian, semua siswa didorong untuk berpartisipasi aktif dalam proses belajar-mengajar. Menurut hasil kuesioner, siswa mendapat manfaat dari penggunaan flashcard untuk meningkatkan penguasaan dan pemahaman kosa kata mereka. Selain itu, flashcard dapat membantu siswa mempelajari kosakata baru dalam bahasa Inggris.

Kata Kunci: flashcards, pelajar muda, penelitian tindakan kelas

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is a language that is widely spoken all over the world. It is the language spoken by people in every country on the planet, even it has risen to the status of the global language (Crystal 1997:3) since it is spoken as the first language by around 375 million people and as a second language by more than 750 million people worldwide. A total of 67 countries use English as their official language, and it is the language of teaching in higher education in each of these countries (Rao 2019).

Nishanthi (2018) said that English is the dominant language in the sciences, the majority of the research and studies will be written in English. As a result, it is found that many curriculums in the fields of science, engineering, and higher education that are written entirely in English. Therefore English would provide us an insight into the diverse developments in the world.

English can be classified into three categories: first and second languages; second and foreign languages; third and foreign languages. In Indonesia, English is considered as the first foreign language being taught in schools and universities, but it is not widely spoken or used as an official language (Panggabean 2016). Therefore, in Indonesia, English must be taught in junior and senior high schools, while in elementary school it is one of the local content subjects which is not (or)

not yet a compulsory subject. Kosasih and Apriliyanti (2020) mentioned that English has been taught throughout Kurikulum Tingkat Satuan Pendidikan or KTSP. Nevertheless, the Indonesian Ministry of Education and Culture (Kemendikbud) announced that English would be removed from elementary schools beginning in the 2013/2014 school year after the curriculum was changed to 2013 curriculum. Based on 2013 curriculum, English is not a compulsory subject for elementary students but it can be taught as the local content. Even though it is a local content, many elementary schools teach English to their students.

The schools usually teach the English skill subjects such as listening, speaking, reading, and writing. In line with these skills, students learn grammar, vocabulary, and pronunciation. For elementary school students, vocabulary is primarily taught in English as a means of introducing them to the language and assisting them in developing their vocabulary. In learning vocabulary, students are taught to know and recognize the objects in their environment for example in their homes and schools.

How the students are able to mention the objects in their homes and schools need a certain strategy. The strategy which is traditionally used by most of teachers is translating. It is a fact that the teachers usually use a textbook that includes some new vocabularies and automatically translate them for students then teachers ask the students to memorize the English name of the objects which include nouns and adjectives they have learnt. This strategy is considered one of the ineffective ways of teaching and learning vocabulary. Therefore, teachers are

demanded to be creative when teaching vocabulary to the students. If they do not use an appropriate approach, the learning process will be tedious.

According to Brewster, Ellis, and Girard (1992), as cited in Alqahtani (2015), there are several methods for teaching vocabulary, including the use of objects such as visual aids and demonstration. For example, the teachers would like to introduce the names of the object in the classroom, she or he can use visual aids, which consist of audiovisual, realia, flashcards, pictures, etc., while demonstrations may cover for the teaching of the verb like open, close, and kick. Since, visual memory can be more beneficial and useful for children, as Gaims and Redman (1986) cited in Alqahtani (2015) stated that using real objects is suitable for beginners or young learners and when presenting specific vocabulary.

Additionally, teachers can draw the objects on a whiteboard or through flashcards. This technique enables children to quickly grasp the vocabulary. Moreover, visual aids come in a variety of forms, including picture, card, game, and puzzle, posters, flashcards, wall charts, magazine images, stick figures, board drawings, and photographs. Using visual learning aids, in particular, can have a significant impact on how effectively students retain information. While words are abstract and difficult to remember, visuals are more concrete and easy to recall. Additionally, the use of visual aids increases the chances that students will learn more, gain information more effectively, and perform better on the skills that they are expected to develop in the classroom.

Flashcards can be an effective method or activity for vocabulary learning. As Webb and Nation (2017:190) cited Nation (2001) that flashcard activity is a form of rote learning, and more than a century of research has demonstrated its efficacy and effectiveness. Besides students can use flashcards to learn some syllabus-based such as animals, colors, numbers, jobs, family, hobbies, transportation, pets, things found in public places, toys, and games, among other things. In addition, the computer, is also known as information and communication technology (ICT), is a helpful teaching tool. PowerPoint is an example of an ICT application that can be used. Here, the teacher can use a series of slides to create media. It is simple to import audio, video, graphics, and text into PowerPoint in order to create visually appealing and dynamic media presentations. Furthermore, when teaching English vocabulary, teachers can combine flashcards and PowerPoint presentations.

There were several related studies on visual aids for teaching vocabulary, first research was conducted by Sukrina (2013). She determined whether or not realia might be used to improve the vocabulary mastery of elementary school students. The research was carried out through the use of action research in the classroom. There were two cycles, with each cycle consisting of three meetings. The participants in the study were 36 fourth-grade students from SDN 060811 Medan, who participated as the research subjects. The instruments research instrument included a vocabulary test, diary notes, and an observation sheet, among other things. The study's findings revealed that realia could be used in the classroom to teach vocabulary because it increased students' vocabulary mastery.

The second research was done by Andriani (2016). The purpose of this research is to determine if Interactive Video Multimedia can significantly improve students' vocabulary mastery in grade II A at Madrasah Ibtidaiyah Negeri 2 Pekanbaru, as well as to discover the factors that impact this improvement. The researcher gathered information using a vocabulary test, an observation checklist, field notes, and an interview. This classroom action research study took three cycles and three meetings per cycle to complete. According to the findings, the usage of interactive video multimedia could help the students in Grade II A of Madrasah Ibtidaiyah Negeri 2 Pekanbaru in improving their ability to learn language and mastering new vocabulary. The improvement was seen in the students' ability to master language. Finally, the researcher discovered that students in Grade II-A of Madrasah Ibtidaiyah Negeri 2 Pekanbaru could improve their vocabulary mastery by implementing Interactive Video Multimedia into the classroom.

The third research was conducted by Lubis (2020), and this research aimed to investigate whether utilizing puppet media may improve students' vocabulary mastery in grade VII students at SMP Negeri 3 Batang Natal. The focus of the research was to determine whether or not the use of puppets can improve students' vocabulary in grade VII students at SMP Negeri 3 Batang Natal. The researcher carried out a classroom action research study. The research was carried out in two cycles, with each cycle consisting of two meetings. The participants were 30 students from class VII-A. The researcher used vocabulary tests, observation notes, and interviews for the source of the data. The findings of the study revealed

that the mean score of the students had improved. In addition, the students' improvement was noted in the observation notes, and the students became more active and motivated in learning vocabulary.

The writer found that the fifth-grade students at MI Al-Hasanah Depok had low English vocabulary mastery as a result of a lack of motivation caused by the teacher's teaching strategy. The teacher implemented traditional teaching strategies such as translation and textbook orientation that made the students not interested. Therefore, the writer conducted this research to improve students' vocabulary mastery using flashcards in the teaching-learning process. Classroom action research was chosen since it was the appropriate research that focused on the classroom's input and output. The writer combined flashcards and PowerPoint to teach vocabulary in this research, and the purpose of this research was to find out the use of flashcards in teaching English vocabulary to fifth-grade students, as well as the improvement in students' vocabulary mastery following flashcard teaching.

1.2. Statement of the Problem

Based on the background of the study, the writer formulated a question: How does the use of flashcards improve the fifth-grade students' vocabulary mastery at MI Al-Hasanah Depok?

1.3. Objective of the Study

The objective of this research is to answer the above stated research question and specifically to find out the use of flashcards to improve fifth-grade students' vocabulary mastery at MI Al-Hasanah Depok.

1.4. Significance of the Study

The findings of this study are expected to be useful for teachers and this research can help them to consider flashcards as an alternative tool for teaching vocabulary. Therefore they can teach vocabulary in a fun way and the students would be able to enjoy it. Teachers may also get a new experience of teaching and developing their creativity. For students, flashcards can be used as one of the media in vocabulary learning strategy thus they can enjoy the process of learning vocabulary. For researchers who are interested in this topic, hopefully this research can give them further information and insight.

1.5. Scope and Limitation

This research was conducted in MI Al-Hasanah that is located on Jalan A.R. Hakim, Depok, West Java. The participants of this research were ten students from the fifth-grade. The focus of this research was on the use of flashcard as one of the media to teach vocabulary for elementary students. Those

students were given several vocabularies using flashcard in certain topics related to the syllabus such as objects at home and school.

Definition of Key Terms

Flashcards: cards that have words or images on them that have been printed or drawn by hand. (Haycraft 1986)

Young Learners: children between the ages of three and fifteen. (Nunan 2011)

Classroom Action Research: a research method that focuses on either the inputs or outputs of the classroom. (Allwright and Bailey 1991)

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Teaching Vocabulary

As Brown (2000:7) defined, teaching is the process of leading students through a learning process, facilitating their learning, and creating the conditions for learning. The teacher's understanding of how the learner learns will influence their educational philosophy, teaching methods, strategy, techniques, and how they approach the learning environment.

Teaching vocabulary to young learners requires a different approach, and teachers must be aware of the various techniques that can be used in the classroom. Nation (2001:109) listed several basic techniques that teachers can use to teach vocabulary to young learners, including the use of an object, a cut-out figure, a gesture, going through the motions of performing an action, looking at pictures, drawings, or diagrams on a board, and creating a picture book. Those techniques encourage children or young learners to construct a meaning for a new word, which has an impact on their ability to memorize it later on. Haycraft (1986:48-49) proposed several methods for teaching vocabulary, including the use of descriptions and definitions, the use of objects, the use of drawing, the use of mime, and the use of flashcards.

It has been suggested by Barcroft (2015:24) that it is possible to present new vocabulary by using pictures to illustrate the meaning, realia or real-world-items to explain the meaning, providing definitions of words, and providing a series of example sentences illustrating the definition of new words.

According to Cross (1992:5), there are three phases of the vocabulary teaching procedure; presentation, practice, and production. During the presentation phase, teachers can apply a variety of techniques that have been recommended. Moreover, teachers should take extra precautions when selecting the strategies that they will apply during the learning process. During the practice phase, the students are given some exercises to complete in order to put into practice the materials that have been previously taught. Furthermore, during the production stage, teachers encourage students to incorporate the new vocabulary into their speaking and writing activities.

2.1.2. Flashcards

According to Webster's Dictionary, an example of a flashcard would be a card containing words, numbers, or pictures that is briefly displayed (for example, by a teacher to students) as a learning aid. Flashcards are cards that have words or images on them that have been printed or drawn by hand (Haycraft 1986:102). Additionally, flashcards should be in an appropriate size so that students can see them clearly. Flashcards, according to Zimmerman (2014:298) are a visual aid that aids students in the acquisition and memorization of vocabulary words. Students can effectively practice associating meaning with form by using flashcards to help them learn how to do so.

According to Haycraft (1986:102), flashcards can be divided into word flashcards and picture flashcards. Word flashcards are cards with words printed on them. When students practice word order, the teacher can use a set of cards to represent each word in a sentence. The cards can be attached to the board or distributed to students, and they can be arranged correctly by the class as a whole or by individual students. Additionally, word flashcards can be used to practice word order and structure. On the other hand, picture flashcards can be used to introduce, practice, and revise vocabulary or as prompts for other activities, such as illustrating the characters in a dialogue or assisting students with improvisation. Therefore, picture flashcards are beneficial for displaying, exercising, and evaluating vocabulary, and classifying action verbs.

According to Eslahcar (2012) as cited in Astuti (2015), flashcards are commonly used as a learning drill to help memorization through spaced repetition, and they are particularly effective in this regard. In addition, a set of flashcards is helpful for drilling new letters, syllables, words, and other pieces of information into your brain. They are typically used in a classroom setting but can also be used in a more informal setting. For example, a flashcard or flashcard set is a collection of cards written on one or both sides, such as words or numbers, used in classroom drills or for private study. It is possible to use flashcards to learn vocabulary, historical dates, formulas, or any other subject matter that can be learned through a question and answer format.

Scrivener (2011:349) mentioned several uses for flashcards, including demonstrating the meaning of a vocabulary item, providing visual images or

presentations of language, creating a story by providing specific images to aid students' comprehension, informing students of a specific grammar point, as instruments for storytelling activities, and as equipment for a variety of games. Moreover, flashcards can be used to drill young learners into the new vocabulary. According to Priskinia (2020) how to use flashcards to drill a young learner's vocabulary illustrates on these following steps: first, show the flashcards to the students. Then, say it out loud and encourage the children to repeat it. Next, display the flashcards frequently to help students retain the words and images. Lastly, assess students by displaying the flashcards and asking them to say the words.

It is beneficial to use visual aids to teach vocabulary to young learners. Teachers can use it to enliven classroom situations by utilizing it in their lessons. Additionally, visual aids enable teachers to convey materials clearly and effectively while also assisting students in comprehending the concept being taught. When teaching vocabulary, one of the visual aids that teachers employ is the use of flashcards.

As Indriana cited in Priskinia (2020), mentioned the benefits of flashcards: they are portable and can aid in memorizing and summarizing information. In addition, flashcards are an excellent tool for media learning because they are entertaining and can be used to play games. In addition, Nashir and Laili (2018) mentioned that electronic flashcard make it possible for teachers to create cards in less time, with less effort, and at a lower cost because they do not require the teachers to print the cards on paper. Furthermore, because electronic flashcard is

easy to save and maintain, it is possible for teachers to create as many flashcards as they desire using electronic flashcard.

Therefore, using flashcards in teaching should be large enough for students to see clearly; thus, flashcards can be presented on PowerPoint and displayed to the entire class. Teachers can project an enlarged version of it onto a screen or a white wall using a data projector.

2.1.3. Young Learners

What are young learners? Children between the ages of three and fifteen are referred to as "young learners" (Nunan 2011:2). Young learners do have some characteristics that distinguish them from adults and set them apart from other groups of people. As Halliwell (1992:3) pointed out that young learners have three characteristics. First, they are already adept at deducing meaning from context without necessarily comprehending the specific words; in other words, they are able to comprehend what is being said to them even before they comprehend the specific words. Second, they have a remarkable ability to express themselves creatively in a limited language. The ability to produce meaningful language meaning from minimal resources will be beneficial to them when they encounter a new language in the future. Third, young learners have an extraordinary ability to discover and create enjoyment, and as a result, they take great pleasure in discovering and creating enjoyment in their activities. It is usual for children to engage in imaginative play and fantasy. There is no limit to their imagination, and their words are brimming with imaginative and fantastical elements. Each of them

is comparing and contrasting their versions of the world to comprehend how the world works.

Cameron (2001:2) stated that children are active learners who can construct knowledge through hands-on experience with objects or ideas. It is through observing what others are doing that they can deduce their intentions and purposes. In other words, they adapt through their experiences with objects in their environment and attempt to incorporate that information into their senses. As a result, young learners are sense-makers, though their capacity for sense-making is restricted. As learners, they are more enthused, more motivated, and more energetic, and they will participate in the activity even if they do not understand how to do it properly. However, they lose interest more quickly, with a proximate loss of interest occurring after only ten minutes. Furthermore, because they are in the critical period of language acquisition, they perform better than adults.

Phillips (1993:5) stated that young learners respond to language in terms of what it does and what they can do with it rather than considering it as an abstract system and that this is supported by research. As a result, they take pleasure in learning through play. In addition, due to their proficiency in mimicry, they are usually unaware of their surroundings and naturally enjoy the activities that their teacher has planned for them.

Munawwarah (2020) mentioned three categories of young learners learning style or it is also known as Barbe's VAK (visual, auditory, kinesthetic). Here are the writer would like to concentrate in visual learning style; visual

students learn knowledge through observation. They show an exceptional capacity for visual recall. Therefore, they prefer to learn visually through graphs, posters, maps, and displays.

2.1.4. Classroom Action Research

Lewis (1946), as cited in Kemmis and McTaggart (2014:18), defined action research as a cycle of steps that included formulating a change plan, implementing the plan into action, observing the action research results, and re-forming the plan in light of the findings.

Allwright and Bailey (1991:2) stated that classroom activity research is a research method that focuses on either the inputs or outputs of the classroom. In other words, it is a research method that examines what occurs in the classroom. According to Cameron and Jones (1983), cited in Khasinah (2013), classroom action research was defined as research conducted by teachers to enhance their professional practice and understand it well.

According to Khasinah (2013), class action research is a process in which educators or teachers analyze their own practice using research techniques systematically and carefully. Kemmis and McTaggart introduced the concept of the self-reflective spiral in 1988. However, the term spiral of action research is more commonly used nowadays, which involves planning a change, acting and observing the change's processes and consequences, reflecting on the change's processes and consequences, and re-planning, acting and observing, reflecting,

and repeating the process over and over. In other words, classroom action research has four steps: plan, action, observation, and reflection.

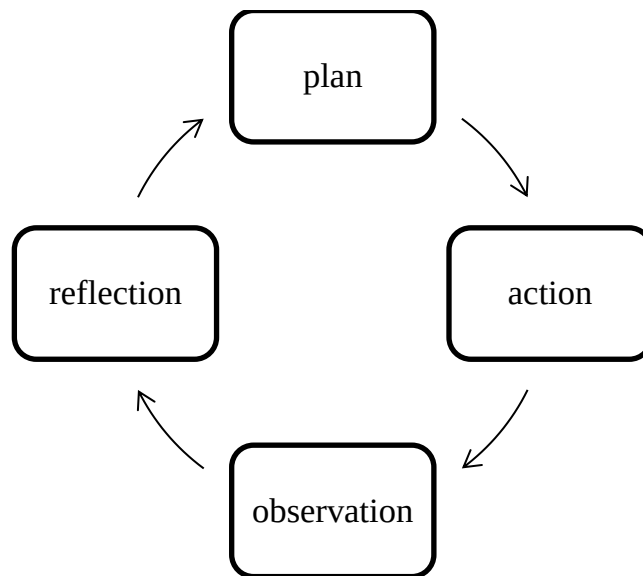


Figure 3.1 Kemmis and McTaggart spiral of action research

1. Plan

This step focuses on who, what, when, where, and how the action will be carried out to enhance the students' competence. Materials preparation and worksheets are all prepared in this step.

2. Action

Action should be carried out in a planned and measured way. After planning activities, the next step is implementation, with the plan being implemented in the classroom.

3. Observation

The next step is observation, which involves closely monitoring and observing the teaching-learning process and compiling data from the outcome of the action. The writer created an observation paper to evaluate

the class condition when the activity is conducted, and then the writer and collaborator discussed the observation's findings. The writer observed and took notes during the process of learning and teaching in this step.

4. Reflection

Reflection is the process of analyzing the outcome based on the data collected in order to decide the following action in the next cycle. The writer could discover the output of the preceding action, the significant progress, and the benefits and disadvantages. The result of the observation and the tests were analyzed. The result of the observation was used to remember what happened that has been recorded in observation. In strategic action, reflection is a way to make sense of how things work, what problems are, and how to deal with them. It looks at the different ways people could look at the same situation and understands the issues and circumstances that came up. Reflection has an evaluative side to it. It asks the researcher to think about the experience, decide if the effects and issues that came up were good, and think about how to move forward. Then, the next cycle can be planned or decided on.

2.2. Related studies

Some related studies had been done by several scholars, first research was performed by Sukrina (2013). She determined whether or not realia might be used to improve the vocabulary mastery of elementary students. She cited Kasihani (2007) that there were three types of media: visual media, audio media, and audiovisual media (or audiovisual media). She also cited Wright (1989) that teachers can utilize media that meets these five criteria: it is simple to produce and manage; it is interesting, meaningful, and authentic; it has a suitable amount of the language; and engaging, meaningful, and authentic.

Furthermore, she conducted her research using realia, which is considered to be visual media. Her list of realia-based activities included substitution drilling, question-answer drilling, individual imitation, group imitation, listening practice and correction, and choral imitation. The research was carried out through the use of action research in the classroom. There were two cycles, with each cycle consisting of two meetings. The participants in the study were 36 fourth-grade kids from SDN 060811 Medan, who participated as the research subjects. The instruments utilized in the study included a vocabulary test, diary notes, and an observation sheet, among other things. The research's findings showed that teaching vocabulary through the use of realia can significantly improve students' vocabulary mastery. It can be proven that their post-test mean score was more significant than their pre-test mean score. Furthermore, during the teaching-learning process, the students remained interested. They listened attentively to the teacher's explanation, even though some of them appeared not to be severe, and

chatted with their chairmate during the first cycle. Their attitude shifted during the second cycle, and they were more engaged in and enthusiastic about the teaching-learning process.

Second research was conducted by Andriani (2016). She determined whether Interactive Video Multimedia can significantly improve students' vocabulary knowledge in grade II-A at Madrasah Ibtidaiyah Negeri 2 Pekanbaru and the factors that contribute to this development. She said that Kemp and Smellie (1989) used the term "interactive learning" to describe the interaction between the learner and the media. The pace and order of instruction can be set by an individual or a computer program in the media. Students might answer questions on the computer and get feedback from the computer that tells them if their answer is correct or not. She also mentioned that Heinich (1996) said interactive video Multimedia is a way to teach people how to do things, like see and hear pictures and sounds, but also make active responses that change the pace and order of how things are shown. The video part of the interactive video is provided by a videocassette, a videodisc, or a CD. A learning video that includes materials that are appropriate for kids in elementary school was used in this study. Its goal was to make students who are learning English for the first time more interested in it and better at learning it.

This was an action research. It was divided into three cycles, each of which consisted of three meetings. The researcher used a vocabulary test, an observation checklist, field notes, and interviews to gather data. According to the findings, interactive video multimedia can help students enhance their vocabulary

knowledge at Madrasah Ibtidaiyah Negeri 2 Pekanbaru's Grade II A students. Furthermore, the progression was shown by the students' increasing ability to identify the theme and answer the question associated with the theme and spell the vocabulary associated with the theme. Therefore, it can be concluded that Interactive Video Multimedia effectively increases students' vocabulary mastery in class II-A of MIN 2 Al-Fajar Pekanbaru.

The third research was conducted by Wijayanti (2018). The research was about the use of Pop-up Pictures in teaching vocabulary could increase students' vocabulary achievement. Pop-up Images are three-dimensional scenes that rise to the surface when the image is opened. Thus, Pop-up Pictures have three dimensions and are perceived as more real or alive than static images.

The research was a classroom action research with two cycles consisting of three meetings. The researcher collected data through interviews, observation, documentation, and a vocabulary achievement test. The participants in this research were 36 seventh-grade students from SMPN 7 Jember. The results revealed that the use of pop-up pictures could increase students' participation and vocabulary achievement. In cycle I, the observation at the first meeting revealed that 80.6 percent of 36 students were engaged in the teaching-learning process of vocabulary through the use of Pop-up Pictures. Meanwhile, the result of observation at the second meeting revealed that 86% of 36 students participated in the vocabulary teaching and learning process through the use of Popup Pictures. Moreover, in cycle II, the result of observation at the first meeting revealed that 77.7% of 36 students participated in the teaching and learning process, while in

the second meeting revealed that 88.9% of 36 students participated in the teaching and learning process of vocabulary through the use of Pop-up Pictures. Additionally, 80.6 percent of 36 students in cycle I received a score of >80 on a vocabulary test. Therefore, the criterion for success in this study was that at least 80% of students received scores greater than 80. The result indicated that cycle I was successful. Meanwhile, in cycle II, students' participation and vocabulary continued to improve. The results of the vocabulary achievement test in cycle II revealed that 83.3 percent of 36 students, or 30 students, achieved a score of >80. The result indicated that there was also some improvement from cycle I to cycle II, with 2.7 percent of students achieving scores >80 increasing from cycle I to cycle II. As a result of the findings above, it can be concluded that implementing Pop-up Pictures into the vocabulary teaching and learning process could increase student participation and vocabulary achievement.

The fourth research was conducted by Lubis (2020). She determined whether or not the use of puppets can improve students' vocabulary in grade VII students at SMP Negeri 3 Batang Natal. She mentioned five types of puppets; first, hand puppets that has a head figure and a piece of clothing that fits over the operator's hand. Second, glove and finger puppets. Gloves are used to attach tiny, costumed people to them. From the back of the stage, these puppets are moved. Third, stick puppet. The stick puppet is controlled by people who work on the puppet stages below. Fourth, marionettes that are a lot more challenging to make and to use than puppets. Fifth, shadow puppets. Most of the time, shadow puppets are made from a piece of thin cardboard or wood. Based on the puppets above, she

chose stick puppets because she thought the students might be more excited to be active in class if they saw them.

The researcher carried out a classroom action research study. The research was carried out in two cycles, with each cycle consisting of two meetings. The class of VII-A, which consisted of 30 students participated in this research. Quantitative (mean score of students' vocabulary tests) and qualitative data were gathered to compile this report (observation notes and interview). The findings showed that Puppet media could help students in grade VII-A SMP Negeri 3 Batang Natal improving their vocabulary mastery. As demonstrated by the students' performance from cycle 1 to cycle 2, there is a significant change in the mean score of test cycle 1 and cycle 2 results. In cycle 1, the mean score for pupils' language mastery is 71. In comparison, the mean score for students' language competence in cycle 2 is 88. The students' progress has been rated as very good. However, there was a difference in how students learned vocabulary between the first and second cycles of the research. Additionally, the use of puppets as one of the media for teaching also influenced on students' motivation, students' difficulties understanding, enthusiasm, and confidence in learning. Therefore, puppets can be used in teaching English vocabulary since it could help the students to be more motivated and enthusiast in teaching-learning process.

The fifth research was conducted by Nurdyansyah, Mandarani and Rais (2020). This research aimed to determine how animation improves students' achievement in their English classes. This research was a classroom action research consisting of two cycles with two meetings each. The researchers

collected data using an observation sheet, tests, and documentation. The participants in this research were 39 first-grade students from Pasuruan Islamic primary schools. The research revealed that implementing moving image media into classroom activities can considerably enhance students' competencies and achievements when it comes to learning English in the first grade of the second semester of primary school. It was proven by comparing the average score from the pre-treatment to the end of cycle II. The average score is increased from the pre-treatment score at the end of cycle II. Additionally, students' active participation in the teaching-learning process was shown while implementing animation media to learn about fruits and colors. The increasing score demonstrated it from pre-treatment to the conclusion of Cycle II. The findings of this study suggested that teachers can use animation to enhance learning activities.

The gap between the previous studies and the writer's was on the media in teaching vocabulary. The previous studies used realia, interactive multimedia, pop-up pictures, animation, and puppet, whereas the writer's used flashcard as one of the media for teaching vocabulary to improve students' vocabulary mastery.

CHAPTER III

RESEARCH METHOD

3.1. Research Method

This was a classroom action research with two cycles consisting four meetings each. In this research, the writer acted as the teacher. Classroom action research has four steps: plan, action, observation, and reflection.

In cycle I:

1. Planning

The Activities in planning are:

- a. Preparing material
- b. Creating a form to write the list of students' names and scoring
- c. Preparing flashcards
- d. Preparing sheets for classroom observation to discover the situation and of the teaching-learning process when flashcards are used
- e. Creating a test to know whether student's vocabulary improves or not

2. Action

- a. Introduction and greeting
- b. Check the presence of the students
- c. Giving pre-test
- d. Asking the students about the vocabulary that related to the theme;
things at home
- e. Teaching vocabulary using flashcards
- f. Asking the students some questions orally and students have to
answer orally about the theme.
- g. Conducting a game as the exercise; missing letters and matching
game
- h. Giving post-test.

3. Observation

Observing students' behavior and the situation during the teaching-learning process.

4. Reflection

The result of the test and observation were analyzed to discover the improvement and the problem during the teaching-learning process.

The problem in cycle I were solved in cycle II.

In cycle II:

1. Planning

The Activities in planning are:

- a. Preparing material
- b. Preparing flashcards
- c. Preparing sheets for classroom observation to discover the situation of the teaching-learning process when flashcards are used
- d. Revising a test, the test in cycle II consisted of four parts; matching, missing letters, unjumble words, and multiple choice.

2. Action

- a. Introduction and greeting
- b. Check the presence of the students
- c. Giving pre-test
- d. Asking the students about the vocabulary that related to the theme; things at home
- e. Teaching vocabulary using flashcards
- f. Asking the students some questions orally and students have to answer orally about the theme.
- g. Conducting a game as the exercise, more games in cycle II for spelling exercise; missing letters, unjumble words, and matching.
- h. Giving post-test.
- i. Distributing questionnaire on the last meeting in cycle II

3. Observation

Observing students' behavior and the situation during the teaching-learning process.

4. Reflection

The result of the test and observation were analyzed to discover the improvement and the problem during the teaching-learning process.

3.2. Research Participants

The participants in this research were fifth-grade students at MI Al-Hasanah in Depok, West Java. The school principal suggested involving the fifth-grade students as the participants since they were more ready to learn English than the other classes. Meanwhile, the sixth-grade students could not be the participants since they were prepared for graduation. Thus, the participants comprised a total of ten students. Due to the current condition or pandemic, the sample population was smaller than in previous studies.

3.3. Research Instruments

There were three instruments used in this research to make it easier to organize the study's findings. Tests, observation, and questionnaire were used as instruments in this study. The tests were split into two phases: pre-test and post-test.

3.3.1. Test

The test was used as the instrument to collect the data. According to Heaton (1975:5), testing and teaching are closely linked to the point where it is

nearly impossible to work in one without also being concerned about the other. Tests can be created to reinforce learning and motivating students, or they can be explicitly created to evaluate students' language performance. Therefore, two tests were administered: a pre-test and a post-test. The vocabulary achievement test was used as a pre-test and post-test to determine the effectiveness of the use of flashcards and the degree to which students met the objectives of their course of study. The pretest was administered prior to the participants being taught using flashcards. Thus, a post-test was administered after students were taught using flashcards to determine whether students' vocabulary mastery had improved.

3.3.2. Observation

Observation is a technique for understanding more about the students' responses. Students' behavior and activities throughout English class were observed. The observation was centered on gaining an understanding of how social events in language classrooms were organized and implemented. It was the activities of students engaged in vocabulary learning that were the focus of this observation. A checklist, according to Best and Kahn (1998:310), is a simple and straightforward device that consists of items that have been pre-prepared on a list. The items were in the form of numbers, each of which corresponded to a specific statement, word, or number. The writer created a list of activities and observed students' behavior. Then, the writer observed all activities and behavior in the classroom during the implementation of cycles through observation (action); therefore, the writer gathered data on the student's response to the use of flashcards. The writer adopted the observation checklist that made by Andalas

(2019). The writer also made an observation sheet to observe learning environment, students' participation, students' enthusiasm, and students' cooperation during the teaching-learning process.

3.3.3. Questionnaire

When responses are needed from the participants but the writer does not have enough the time to interview every participant, a questionnaire can be used to gain more information from the participants. According to Burns (2010:81) there are different kinds of questionnaires: closed-ended questionnaires and open-ended questionnaires. Closed items are likely the most common types of items to be found in questionnaires. These are questions for which there are only a fixed number of answers. The most common types are yes/no or true/false, rating scales, numerical scales, multiple-choice, and ranking scales are all examples of quantitative data. Using a yes or no type of question can be helpful in situations where the respondent may not have advanced language ability, is extremely young, or where the researcher intends to minimize the chances that too many shades of judgment will be involved. Therefore, the writer used the close-ended questionnaire. The writer adopted the questionnaire that made by Muttahidah (2011).

3.4. Technique of Data Collection

There were four steps to collect the data. First the writer used flashcards in teaching English vocabulary to the students. Second, she asked the students to do

the pre-test and post-test in each cycle. Third, she did an observation and fourth, she distributed a questionnaire to the students in the last meeting of cycle 2.

There were two tests: a pre-test test and a post-test. A pre-test was administered at the beginning of the meeting to assess students' vocabulary knowledge. Then, a post-test was administered at the end of the meeting to determine whether or not the students' vocabulary mastery had improved. Moreover, the writer selected the checklist observation to understand how social events in language classrooms were organized and implemented. The activities of students engaged in vocabulary learning were the focus of this observation. Then, the writer jotted down students' participation, behavior, and difficulties during the teaching-learning process. Lastly, the questionnaire was given at the end of the research or during the final meeting of cycle 2 to gain insight into the students' perceptions of the teaching-learning process using flashcards.

3.5. Technique of Data Analysis

The writer gave each question in the tests one point if the answer was correct and zero point if the answer was incorrect. Furthermore, the result of the test was calculated by applying the following formula below to get the students' scores:

$$score = \frac{\text{correct answer}}{\text{total number of questions}} \times 100$$

After obtaining the total score of all students, the researcher calculated the mean using the following formula:

$$\bar{x} = \frac{\Sigma x}{n}$$

Where

$\bar{x}$ = mean

Σx = total scores

n = total of students

3.5.2. Technique of Analyzing Questionnaire

To analyze the questionnaire, the writer added up all of the Yes or No responses for each question from all of the participants then divided it by the total number of participants to get the percentages of Yes or No responses for each question.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Results

4.1.1. The Implementation of the Research

The research was conducted in two cycles that consisted of four meetings. Each cycle was comprised of four stages; plan, action, observation, and reflection. The research was done from August 25 to November 26, 2021. Pretest on August 25, cycle I was on August 30 to 31 and September 3 to 4; meanwhile, cycle II was done from September 7 to 8 and on November 19 and 26, 2021. There were ten participants for this research.

4.1.1.1. Analysis of pre-test

After consulting with the teacher, the writer decided to provide students with a vocabulary for things at home. So, on pre-test day, prior to conducting tests, the writer asked students to list items found in their homes. The students enthusiastically mentioned familiar Bahasa Indonesian terms such as *pintu*, *lemari*, *kasur*, and *kursi*. However, when the writer requested that they mention it in English, they became tense. They were quiet and they said they had no idea what those things in English.

Then, the writer handed the test to the students; this pre-test was conducted to measure the students' vocabulary mastery. The test was divided to two section, each section consisted of ten numbers therefore there are 20 questions in total. Section A of the test was for translating the things to Bahasa Indonesia and section B was for translating 10 things to English. The students completed the test with the least amount of effort. They also left the blank answer because they were unable to answer the question. After the test was completed, the writer reviewed their work and assigned a score. Each question was worth one point if the answer was correct; it was worth zero points if the answer was incorrect. The result of their score and the mean score can be seen in table 4.1.

To determine students' vocabulary achievement, the researcher needed to compute the mean score, calculated using the formula below:

$$\bar{x} = \frac{\sum x}{n}$$

Therefore, the calculation for the mean score of pre-test on cycle I:

$$\text{Pre-test } \bar{x} = \frac{155}{10}$$

$$\bar{x} = 15.5$$

No.	Name	Pre-test
1.	Student 1	15
2.	Student 2	15
3.	Student 3	15
4.	Student 4	15
5.	Student 5	10
6.	Student 6	20
7.	Student 7	10
8.	Student 8	10
9.	Student 9	10
10.	Student 10	35
	Mean	15.5

Table 4.1 result of pre-test

Their score was provided in the table above, where they got a low score. The mean score on the pre-test was 15.5 points. Their score was considered unsatisfactory. In other words, they lacked mastery in vocabulary knowledge.

Following a thorough review of their work, the writer discovered that all students had correctly answered question number six in section A. The question was: what does the word "door" mean in Bahasa Indonesia? Then, nine students correctly answered the first question: What is pillow in Bahasa Indonesia. On the other hand, only five students correctly answered question number two (what does the word blanket mean in Bahasa Indonesia?) then; only one student knew the answer to question number 10 (what is a newspaper in Bahasa Indonesia?). Moreover, only one student knew the answer to question number 11. For the rest

of the questions, they answered them by guessing and rewriting the questions because they did not know the correct answers.

4.1.1.2. Analysis of Cycle I

In this cycle, there were four steps: plan, action, observation, and reflection. Cycle I consisted of four meetings, the first meeting was held on August 30 and the second meeting was on August 31, the third meeting was on September 3, and the fourth meeting was on September 4.

1. Plan

Considering a problem with fifth-grade students during the teaching-learning process of English, namely that students found it tedious to learn English vocabulary when the teacher only wrote it on the whiteboard, the writer decided to teach them using flashcards. Therefore, the writer prepared materials during this step, including the topic, flashcards, and tests. Following consultation with the teacher, the topic for this cycle was determined to be "objects at home". Moreover, the writer created flashcards downloaded from www.englishworksheets.com and then added them to a Microsoft PowerPoint for presentation later in the teaching process. For this cycle, twenty vocabulary words would be taught to the students: bed, pillow, blanket, bolster, mirror, window, cupboard, clock, door, table, chair, bag, newspaper, refrigerator, broom, towel, comb, toothbrush, and hanger were among the words prepared. Following that, the writer developed a test that was used for both the pre-and post-testing. The test consisted of twenty questions divided into two sections: the first section consisted

of ten questions, and the second section consisted of ten questions. Each section consists of a total of ten questions. Translation of the words from section A into Bahasa Indonesia was required of the students in this section. In the meantime, they were asked to translate the words in Section B from the original language to English.

2. Action

The writer acted as a teacher during this step, instructing the students on the vocabulary terms. Next, the writer began the class by introducing herself and greeting the students. Following that, the writer instructed students to write their names on the attendance list. Then, just before the writer began delivering the material with flashcards, the writer asked the students to make a list of items found in their own homes. The students enthusiastically mentioned familiar Bahasa Indonesian terms such as *pintu*, *lemari*, *kasur*, and *kursi*. On the other hand, their demeanor changed when the writer asked them to mention it in English. They remained silent, admitting that they had no idea what those words meant in English. Afterward, the writer began presenting the flashcard to the students, reading the word aloud and instructing them to repeat after her. There were five vocabularies for each meeting. The students said and repeated the words in a loud and enthusiastic. The writer went over each flashcard one by one during the presentation and repeated the process three times. Then, the writer instructed the students to focus on the spelling of each word. Following that, the writer randomly selected students by handing out random flashcards, and the students were required to respond with the correct word. Then the writer put together a few

games for the students to play. First, the writer presented the students with a flashcard that contained some missing letters, and they were then required to fill in the blanks with the correct letter. The other activity was a matchmaking game. Again, the writer presented a flashcard, and the students were required to match the flashcard with its correct word while noting the meaning in Bahasa Indonesia on the whiteboard. During the games, the students were called up to the front of the class one by one to participate. Furthermore, at the last meeting, the writers conducted a post-test to students to determine whether or not they had improved.

3. Observation

The observation was conducted to evaluate whether flashcards were being helpful to help students improve their vocabulary mastery. The observation took place during the classroom's flashcard implementation. The most noticeable aspect observed was the students' behavior when flashcards were used as a teaching tool.

The students participated actively and enthusiastically in the teaching process by following the activity. When the writer presented the flashcard and said the word, they enthusiastically repeated it. However, when the students were asked to do it individually, they were nervous because they were unsure if they were saying it correctly. The writer had to reassure them that it was okay to try even if they were mispronouncing it and that it was okay to make mistakes. When they mispronounced it, the writer helped them in correcting their pronunciation. Aside from that, the writer assigned a game by asking each student to come

forward and write the missing letter from a word displayed on the whiteboard. Participating in this activity helped them correctly spelling the words. Even though some students were hesitant to come forward during the game because they were unsure and worried about making a mistake, most of the students were enthusiastic about it.

4. Reflection

In this step, the writer discovered both the improvements and the problem due to the observation and the result of the test. Relating the improvements, students were more motivated and enthusiastic while learning vocabulary, and they also gained new vocabulary to use in their daily lives. Additionally, as evidenced by their post-test results, their vocabulary mastery improved. Their mean score improved from 15.5 to 76.5. The post-test results are shown in table 4.2.

Concerning problems, the writer discovered that most students were still unsure how to spell the word. They could pronounce it correctly, but they misspelled a few words when they wrote it on the whiteboard and when they wrote it on the paper during the post-test. For instance, they wrote T-U-T-B-R-E-S, T-U-T-B-R-A-S, T-U-B-R-A-S for TOOTHBRUSH. They also wrote C-L-O-O-K instead of CLOCK, T-A-B-E-L, T-E-B-E-L for TABLE, C-A-I-H-R, C-A-H-I-R instead of CHAIR, B-E-G for BAG, H-E-N-G-E-R instead of HANGER and B-E-T instead of BED. The other problem was that some students were less engaged than the rest of the group. They listened attentively but remained silent

when the rest of the group repeated the words together. These problems were being resolved in the next cycle.

To determine students' vocabulary achievement, the researcher needed to compute the mean score, calculated using the formula below:

$$\bar{x} = \frac{\sum x}{n}$$

Therefore, the calculation for the mean score of post-test on cycle I:

$$\bar{x} = \frac{765}{10}$$

$$\bar{x} = 76.5$$

No.	Name	Post-test
1.	Student 1	80
2.	Student 2	80
3.	Student 3	100
4.	Student 4	90
5.	Student 5	75
6.	Student 6	65
7.	Student 7	55
8.	Student 8	55
9.	Student 9	75
10.	Student 10	90
	Mean	76.5

Table 4.2 result of post-test

4.1.1.3. Analysis of Cycle II

After completing cycle one, the writer proceeded to cycle two. This cycle conducted to solve the problem in cycle I; to improve students' participation and students' spelling. Like the previous cycle, this cycle also consisted of four steps: plan, action, observation, and reflection. This cycle also consisted of four meetings, the first meeting was held on September 7 and the second meeting was on September 8, the third meeting was on November 19, and the fourth meeting was on November 26.

1. Plan

Several problems were discovered during the previous cycle of flashcard implementation, and they must be resolved in cycle 2. The first problem was with the students' spelling, which remained low, and the writer decided to increase the level of activity in spelling to make up for it. Moreover, in order to address the problem of student participation in the teaching-learning process, the writer required all students to repeat the words together before asking each student to say it aloud one at a time, starting with the first student. In addition, all students were required to come forward and participate in the game.

As with the previous cycle, the writer prepared materials for this step, including the topic, flashcards, and worksheets. After consulting with the teacher, the topic for this cycle was determined to be "objects in the classroom." furthermore, the writer created flashcards from material downloaded from www.englishworksheets.com and then implemented them into a Microsoft

PowerPoint to be presented later in the teaching process. The students would be taught a total of twenty vocabulary words during this cycle. The writer also prepared a test, which was used both for pre-and post-test. The test consisted of 20 questions divided into four sections; each section consisted of 5 questions.

In section 1, the students were required to look at the pictures and write the letters that are lacking in words. This is called the missing letters; it is an exercise that helps students to learn about and practice with classroom objects or things that are part of a classroom vocabulary. Missing letters is a simple and effective activity for teaching and learning spelling. It is suitable for children. Then in section 2, the students were expected to unscramble the provided words. Unscrambling the words is a technique for students to study and practice classroom objects or items part of a classroom vocabulary. Unscrambling the words is also an easy-to-do practice for teaching and learning how to spell. Next, in section 3 the students are required to match the correct words with the pictures that have been provided. Matching exercise is used to learn about and practice classroom objects and other items that are part of a classroom vocabulary. In the last section, the students were provided with questions and then instructed to select only correct answers from a selection of options. Multiple-choice tests with pictures are used to assess students' knowledge of classroom objects or items found in a classroom vocabulary.

2. Action

Before starting the class, the writer greeted the students and checked the presence list. Following that, the writer administered the pre-test to the students, the results of which were compared to the post-test results to determine whether or not the students' vocabulary had improved. Following that, the writer presented the flashcards to the students, read the word aloud and instructed them to repeat after her. Each meeting had five vocabularies. The students enthusiastically listened and repeated the words. Throughout the presentation, the writer went over each flashcard one by one and repeated the process three times. The writer then instructed the students to concentrate solely on the spelling of each individual word. After that, the writer selected students at random by handing out random flashcards, and the students were required to respond with the correct word. Aside from that, the writer assigned some games by asking each student to come forward and write the missing letter from a word displayed on the whiteboard. Then, the writer presented a flashcard and instructed students to match it with the correct words. Then, the writer also asked the students to unjumble the words then write the correct answers on the whiteboard. Participating in the games helps the students understand more about vocabulary and help them know to spell really well. Moreover, a post-test was also administered to students at the last meeting, which allowed the writers to discover their improvement.

3. Observation

Students were more fully engaged in the teaching-learning process during cycle two. They took part in each activity and grew more optimistic as they answered the questions. They were not as shy and reserved as they had been previously when answering the questions. The students came forward confidently to answer the questions during the game, and they even requested additional questions.

4. Reflection

In this step, the writer was able to identify both the improvements and the problems that occurred as a result of the observations and test results. Students showed higher motivation and enthusiasm while learning vocabulary, and they also received new vocabulary that they could apply in their daily lives. All students were actively involved in the teaching-learning process. They became more eager and optimistic in their delivery of the words. Additionally, their vocabulary mastery improved, as evidenced by their pre-test and post-test results. Their mean score increased from 65 to 80.5 (Table 4.3 and 4.4 showed the pre-test and post-test results).

To determine students' vocabulary achievement, the researcher needed to compute the mean score, calculated using the formula below:

$$\bar{x} = \frac{\sum x}{n}$$

Therefore, the calculation for the mean score of pre-test and post-test on cycle II:

$$\text{Pre-test } \bar{x} = \frac{650}{10}$$

$$\bar{x} = 65$$

$$\text{Post-test } \bar{x} = \frac{805}{10}$$

$$\bar{x} = 80.5$$

No.	Name	Pre-test
1.	Student 1	70
2.	Student 2	65
3.	Student 3	95
4.	Student 4	90
5.	Student 5	60
6.	Student 6	35
7.	Student 7	45
8.	Student 8	65
9.	Student 9	60
10.	Student 10	65
	Mean	65

Table 4.3 result of pre-test

No.	Name	Post-test
1.	Student 1	75
2.	Student 2	95
3.	Student 3	100
4.	Student 4	100
5.	Student 5	70
6.	Student 6	65
7.	Student 7	65
8.	Student 8	85

9.	Student 9	70
10.	Student 10	80
	Mean	80.5

Table 4.4 result of post-test

4.1.1.4. Analysis of Post-test

The post-test was given at the end of each cycle's last meeting. A post-test was administered to determine whether there had been an improvement or not. Before doing the test, the writer reviewed all the vocabulary that had been given previously. The students were given 30 minutes to complete the assessment task. The test in cycle I consisted of 20 questions divided into two sections. Section A required the students to write what the words meant in Bahasa Indonesia. Meanwhile, they were required to write down the English translations of the words in section B. Moreover, in cycle II the test consisted of 20 questions divided into four sections; each section consisted of 5 questions.

In section 1, the students were required to look at the pictures and write the letters that are lacking in words. This is called the missing letters; it is an exercise that helps students to learn about and practice with classroom objects or things that are part of a classroom vocabulary. Missing letters is a simple and effective activity for teaching and learning spelling. It is suitable for children. Then in section 2, the students were expected to unscramble the provided words. Unscrambling the words is a technique for students to study and practice

classroom objects or items part of a classroom vocabulary. Unscrambling the words is also an easy-to-do practice for teaching and learning how to spell. Next, in section 3 the students are required to match the correct words with the pictures that have been provided. Matching exercise is used to learn about and practice classroom objects and other items that are part of a classroom vocabulary. In the last section, the students were provided with questions and then instructed to select only correct answers from a selection of options. Multiple-choice tests with pictures are used to assess students' knowledge of classroom objects or items found in a classroom vocabulary.

In the first cycle, all students correctly answered the questions in Section A except for question number four, which four students incorrectly answered. They did not correctly translate the term "curtain" into Bahasa Indonesia. Meanwhile, only questions 4, 6, and 10 in section B were answered correctly and perfectly. On the other hand, the remaining questions were either completely incorrect or correctly answered but misspelled the word. They wrote T-U-T-B-R-E-S, T-U-T-B-R-A-S, and T-U-B-R-A-S when translating "sikat gigi" instead of TOOTHBRUSH. Additionally, they wrote C-L-O-O-O-K to answer the question what is jam dinding in English, instead of CLOCK. T-A-B-E-L, T-E-B-E-L when translating "meja" to English, while the correct answer was TABLE. C-A-I-H-R, C-A-H-I-R when translating "kursi" instead of CHAIR, then B-E-G for BAG, H-E-N-G-E-R for HANGER, and B-E-T for BED. Additionally, their post-test score was shown in table 4.2 above.

In the second cycle, several students were still unsure of the meaning of *spidol* in English; some wrote *miroor* instead of *marker*. Additionally, some of them were unsure how to spell *C-L-O-C-K* and spelled it *C-O-O-C-K*. Also, when students were asked to match the words to the related pictures, most of them mistook sharpener for eraser. Moreover, three students were matching the picture of a ruler to sharpener. Also, some students mistook scissors for a ruler. Additionally, in Section 3, where students were instructed to unscramble the words, two students incorrectly spelled *P-A-P-E-R* as *P-E-P-A-R* and *P-A-R-E-P*, and two students misspelled *G-L-U-E* as *G-E-L-U* and *G-U-L-U-E*. Moreover, in the last section, most students were unsure what *rautan* meant in English; they incorrectly answered it as ruler and paper rather than sharpener.

Since the writer attempted to combine more types of questions into the cycle II test, there has been an improvement. Therefore, the more creative the teacher, the more likely the students will understand the material.

4.1.2. Analysis of Observation

While most students were prepared to learn and had all of the materials necessary for the learning activity prepared, a few students requested to use the restroom as the writer was about to begin the class. Moreover, there some students who were not as active as the rest of the class participated in cycle I during teaching-learning process. They remained silent while the most of students said the words out loud. Some of them were afraid to come forward and participate in the game. However, all of the students were more engaged in the teaching-learning process during cycle II; they paid attention and uttered the new words

with greater enthusiasm and excitement than they had done previously. In addition, they all came forward to participate in the game.

Moreover, for the learning environment, there were a total of ten students in the classroom. The classroom was well equipped and provided a comfortable setting. At the beginning of the first meeting, some students appeared nervous, while others appeared enthusiastic about the writer's appearance. Thus, she assured them that they could relax and enjoy themselves during the lesson. When the writer announced that she would be teaching English vocabulary through flashcards, the students enthusiastically responded. Students were more enthusiastic about the teaching-learning process throughout the second to the last meeting in cycle I. There were, however, students who were not as enthusiastic as their classmates.

Moreover, students followed teaching-learning process well. Only a few students in the back rows of the class expressed disinterest. On the other hand, the other students were excellent at cooperating when the writer asked them to do something. They reacted quickly. Students made an effort to participate by paying attention to the material provided by the teacher. In conclusion, teaching vocabulary through the use of flashcards was an effective strategy to encourage students' participation toward the teacher and during the class.

The writer observed that the enthusiasm for learning was greater during cycle II than it was during cycle I. The classroom was more alive, and each student participated in all activities. The students answered quite well to the

questions; they attempted to respond instantly. Additionally, when the writer assigned the game, which consisted of three types: matching, jumble, and finding the missing letters, all students were excited to participate. Students' excitement for class participation has risen. They appeared to be engaged in the lesson. To conclude, everyone sat up and paid attention, and no one appeared displeased with their progress in learning English. Participation of students in classroom activities increased. In addition, they responded nicely to the questions despite their nervousness. These findings indicated that students were actively involved in the learning process, as seen by their responses to questions throughout the teaching-learning process.

In conclusion, students had positive attitudes on the use of flashcards in the process of learning new vocabulary terms. The writer noted that most of the students were motivated throughout the learning process. The majority of students was interested and engaged throughout the teaching and learning process. There were only a few students who expressed discontent. Moreover, when the teacher asked some questions, the students immediately responded even they responded it in Bahasa Indonesia rather than English. Throughout the teaching-learning process, students and teacher engaged in active interaction. However, several students in the back were frequently conversing with their friends and not paying attention.

4.1.4. Analysis of Questionnaire

The questionnaire was distributed at the end of the cycle II meeting. The questionnaire consisted of five questions made up of two categories. The two categories are students' responses to teaching-learning process which were addressed in questions 1 and 4 meanwhile students' responses towards flashcard implementation were addressed in questions 2, 3, and 5. The figure below illustrates the results of the questionnaire.

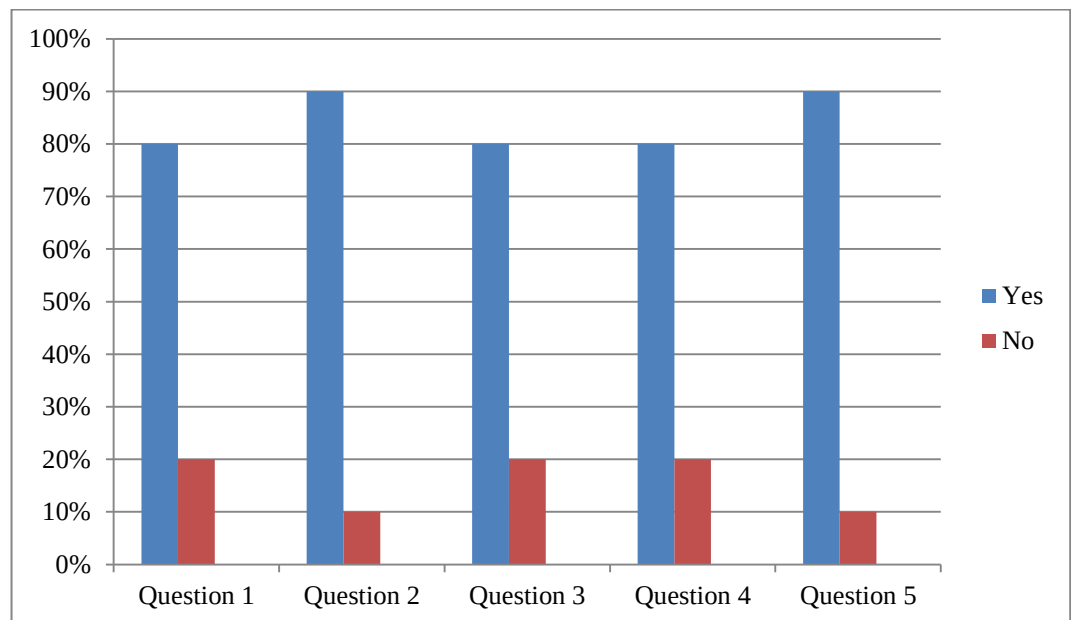


Figure 4.1

The objective of question 1 was to discover the students' impressions of the vocabulary teaching-learning using flashcards. The result indicated that 80% of students chose yes. Meanwhile, 20% of them were choosing no. In other words, the majority of students were engaged and satisfied with the vocabulary teaching-learning process through the use of flashcards.

The second question was designed to evaluate whether or not flashcards help in vocabulary teaching-learning. Again, the results revealed that 90% of students or nine out of ten students chose yes. In other words, the majority of students agreed that flashcards help in vocabulary teaching-learning.

The third question aimed to determine whether the students could recall new vocabulary after using flashcards. Again, the results revealed that 80% of students answered yes. In other words, most students said that flashcards helped them remember new vocabulary.

The fourth question was used to provide a comparison between learning through flashcards and learning the traditional way. The results revealed that 80% of students responded positively, or eight out of ten students chose yes. In other words, most students felt it was more interesting to learn vocabulary with flashcards.

The final question was used to determine whether or not students prefer to learn vocabulary by using flashcards when learning new words. The results revealed that 90% of students answered yes. In other words, the majority of students prefer to learn vocabulary by using flashcards.

4.2. Discussion

In this part, the writer discussed the use of flashcards for teaching vocabulary to fifth-grade students and the improvement in students' vocabulary mastery as a result of using flashcards in teaching vocabulary. This research

showed that students' vocabulary mastery improved after the research was done. This research also indicated that using flashcards could be helpful to improve students' vocabulary mastery. The students' vocabulary mastery in the pre-test before flashcards was low it could be seen from the mean score of pre-test in cycle I. In order to improve the students' vocabulary mastery, the writer used flashcards in the teaching and learning process in the classroom. According to Eslahcar (2012), as cited in Astuti (2015), flashcards are commonly used as a learning drill to help memorization through spaced repetition. Moreover, a set of flashcards helps drill new words and other pieces of information into the brain.

During the first cycle, the mean pre-test score was 15.5, which was low. The mean score of the post-test increased to 76.5, indicating that the students had met the minimum mastery criterion, also known as the KKM (kriteria ketuntasan minimal), for the English subject, which was 60. However, the writer was dissatisfied with the outcome, and the students still had difficulties with spelling, which led to the implementation of cycle II. Throughout cycle 2, the mean score of the students increased from 65 to 80.5 points indicating that the students had met the minimum mastery criterion. Furthermore, their spelling was becoming more accurate. As evidenced by their responses to the post-test, their spelling was generally better and more accurate than it had been in cycle 1.

Their attitude towards flashcards was good; the students contributed actively and enthusiastically to the learning process by participating in the activity. They enthusiastically repeated the word after the writer presented the flashcard and said it. However, in cycle I, they were nervous when they were

asked to do it individually because they weren't sure whether or not they were saying it correctly. It was a challenge for the writer to reassure them that it was okay to try even if they were mispronouncing it and that it was okay to make mistakes. When they made a mistake with the pronunciation, the writer assisted them in correcting their mistake.

When the writer assigned a game, each student was asked to come forward and write the missing letter from a word displayed on the whiteboard, among other things. Some students were hesitant to come forward during the game because they were unsure and worried about making a mistake; however, the vast majority of students were enthusiastic about participating. By taking part in this game, they were able to improve their ability to spell correctly. In cycle I, most of the students were unsure of how to spell the word at the outset. They were able to pronounce it correctly, but when they wrote it on the whiteboard and when they wrote it on paper for the post-test, they made misspelled the word.

Moreover, during cycle two, students showed a greater level of participation in the teaching-learning process. They were becoming more optimistic as they answered the questions. When it came to answering the questions, they weren't nearly as shy and reserved as they had been in the past. During the game, the students came forward confidently to answer the questions, and they even asked for additional questions.

Students showed increased motivation and enthusiasm while learning vocabulary, and they also gained new vocabulary that they could use in their

everyday lives. The teaching-learning process was actively participated in by all of the students. When it came to delivering the words, they became more enthusiastic and optimistic as time went on.

Since flashcards are possible to present new vocabulary, as Barcroft (2015) stated, and it can promote joyful learning in the classroom, teaching English is more engaging. Implementing flashcards into the teaching-learning process could make the process more varied, particularly when it comes to adding vocabulary for the student's prior learning from elementary school. The teacher can use the images to attract the students' attention through direct experiences, which will help them improve their visual perception. Flashcards may be used in combination with the lesson theme. Animals, fruits, vegetables, occupations, body parts are all included. Flashcards allow for a clear and straightforward explanation of English grammar and vocabulary. With flashcards, the teacher could have the ability to make changes in the teaching process, thereby reducing the boredom associated with the monotonous teaching method.

Furthermore, flashcards could improve and contribute to the understanding of English vocabulary by students in various ways. Due to the fact that students learn by playing as Phillips (1993) mentioned, flashcards could encourage students to be more active in their learning. When flashcards were used instead of traditional methods of instruction, students became more engaged in the teaching-learning process as a result. The teacher could encourage students to memorize the words in pictures, learn new vocabulary, and increase their mastery of the vocabulary by using flashcards in the classroom setting. The images on flashcards

were bright and vibrant, which help students avoid boredom and maintain their concentration. Flashcards were frequently used as a beneficial stimulus for increasing students' vocabulary, and they had the potential to have an impact on the teaching-learning process when used correctly. After all was said and done, teaching vocabulary with flashcards was found to be more effective than teaching vocabulary without flashcards in terms of improving students' vocabulary achievement, particularly among students at MI Al-Hasanah Depok.

CHAPTER V

CONCLUSION

5.1. Conclusion

Before using flashcards in teaching-learning vocabulary, the fifth students at MI Al-Hasanah Depok did not have many English words because the teacher usually used a textbook that included some new vocabularies and automatically translated them for students, and then the teacher asked the students to memorize the English name of the objects.

Flashcards were used to help the students learn the English names of the objects. Accordingly, the author attempted to utilize flashcards to teach vocabulary to fifth-grade students to determine the efficacy of using flashcards in the teaching of English vocabulary and the improvement in students' vocabulary mastery after using flashcards.

Teaching vocabulary to young learners through the use of flashcards has proven to be effective. *Flashcards* are a typical learning tool used to aid with memorization by allowing for spaced repetition of information. Furthermore, because children like learning through play, teachers can incorporate flashcards into games to increase student engagement. E-flashcards, which are created electronically rather than on paper, allow teachers to create cards in a shorter amount of time, with less work, and at a lesser cost because they do not require

the teachers to print the cards on paper. The flashcards can be presented on PowerPoint and projected to the entire class so that the students can see an expanded version of it on a screen or a white wall using a data projector, or they can be presented on paper.

Following the completion of the research on the use of flashcards in vocabulary teaching and learning, it was discovered that flashcards could assist students in improving their vocabulary proficiency. Pre- and post-test results show that the students have made improvement in the classroom and the assessments themselves. After cycle I, despite their uncertainty with the spelling, the pupils were able to recognize the English word they had learned. Additionally, when students used flashcards to learn, they were more interested and cooperative in their efforts to learn. Once this was accomplished, students increased their ability to spell the correct words during the second cycle. The findings of both cycles were encouraging. Students' vocabulary mastery improved after taking the post-test, demonstrating that flashcards are an excellent tool for boosting students' vocabulary mastery. The results of the questionnaire suggested that students benefited from utilizing flashcards to increase their vocabulary mastering skills. In addition, flashcards assisted them in memorizing the new vocabulary items they had learned.

Furthermore, flashcards can increase students' enthusiasm to study English vocabulary by drawing their attention; as a result, when flashcards are used in the

classroom, the environment becomes more enjoyable for everyone. According to the observation, students' behavior considerably improved during the learning sessions. Students who were passive at the first meeting showed an improvement and passion after being taught with flashcards. Students become more enthusiastic, active, and interested in their learning throughout the lesson.

The use of flashcards in the classroom can make learning more fun, making teaching English more entertaining than otherwise. Because of the use of flashcards in the teaching-learning process, the process will become more varied, which will be especially beneficial when it comes to introducing vocabulary from the student's previous elementary school learning, which will be quite beneficial. The teacher can help students improve their understanding and, consequently, their overall performance by using visuals to capture their attention and provide direct experiences. Depending on the situation, it may be necessary to use flashcards with the lesson subject. Flashcards make it possible to teach the English language more efficiently. Teachers can vary their teaching methods due to the versatility of flashcards, which helps them avoid the boredom related to traditional tedious teaching techniques. Thus, the use of flashcards has the potential to optimize the process of vocabulary teaching and learning. In conclusion, there is an improvement in the vocabulary mastery of fifth-grade students at MI Al-Hasanah Depok after they are taught with flashcards.

The writer made the following suggestions for future research. Hopefully, the suggestions are beneficial to readers in general and researchers and other persons interested in educational institutions specifically. For teacher, because it

has been shown that using flashcards to assist the teaching of vocabulary can significantly improve students' vocabulary mastery, it is suggested that English teachers in elementary schools adopt this strategy to make teaching vocabulary more efficient. As a result, the teacher should be well-prepared before class. Therefore, they must prepare materials that are appropriate for the topics given to the students before they enter the classroom. Moreover, for Students, using flashcards when learning English vocabulary is suggested for those who want to increase their knowledge about the language. While utilizing flashcards, students will develop good habits if they feel comfortable when looking for new words. Additionally, for other researchers, in light of the limitations that the writer has discovered, it is necessary to conduct additional research with a larger sample size in the future. However, it will aid in collecting further data, confirming the findings, and developing more concrete conclusions regarding the effects of using flashcards to improve vocabulary mastery.

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APPENDICES

TEST CYCLE I

Name:

Please translate to Bahasa Indonesia!

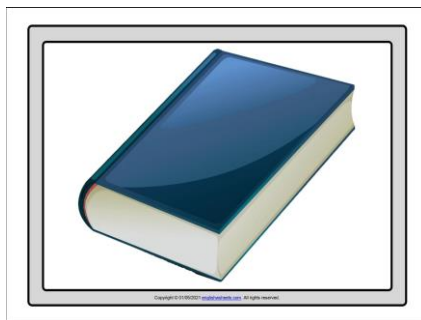
1. Pillow:
2. Blanket:
3. Cupboard :
4. Curtain :
5. Bolster :
6. Clock :
7. Mirror:
8. Refrigerator:
9. Broom:
10. Newspaper:

Please translate to English!

1. Kasur:
2. Tas:
3. Jendela:
4. Handuk:
5. Sabun:
6. Sikat gigi:
7. Sabun:
8. Meja:
9. Kursi:
10. Jam dinding:

TEST CYCLE II**NAME:****Please write the missing letters!**

1.



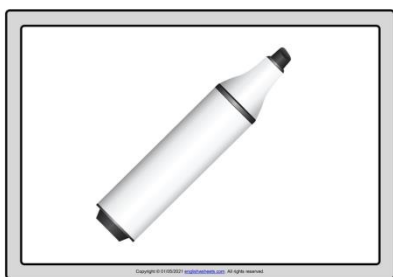
B _ O _

2.



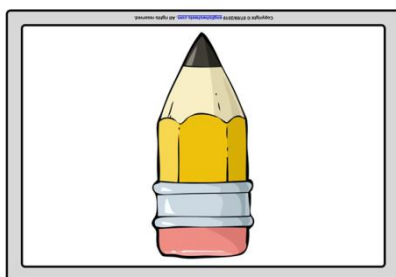
G__U__

3.



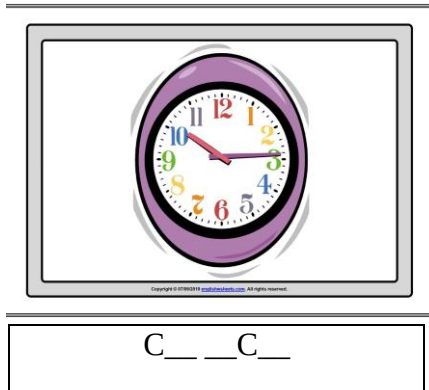
M__R__ __R

4.



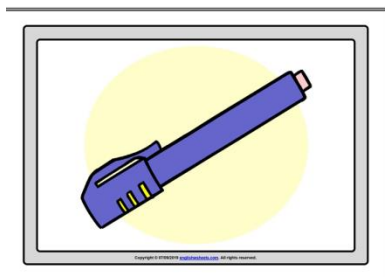
__E__ __IL

5.



Please unscramble the words below!

1.



2.



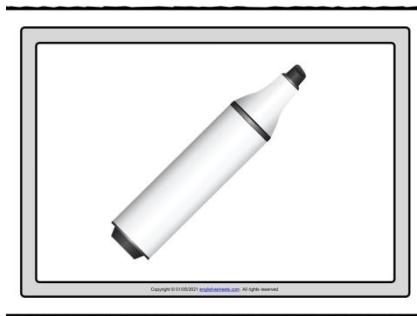
R-E-P-A-P: _____

3.



R-A-S-R-E-R: _____

4.



K-E-R-M-R-A: _____

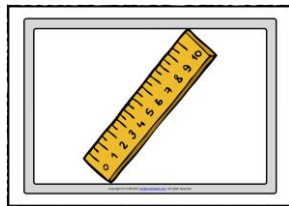
5.



L-U-G-E: _____

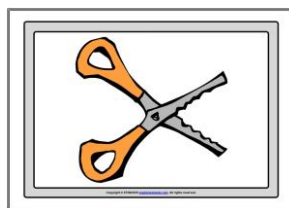
Please match words to the related pictures!

1.



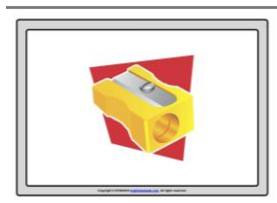
● GLUE

2.



● WHITEBOARD

3.



● RULER

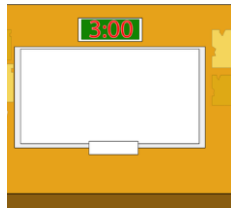
4.



● ERASER

5.

● SHARPENER



- SCISSORS

Please choose the best answer to complete each of the following sentences!

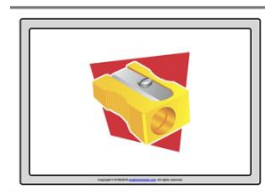
1. This is a _____.

- a. pencil
- b. bin
- c. ruler



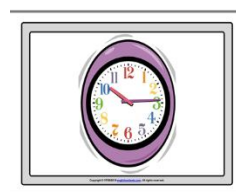
2. This is a _____.

- a. sharpener
- b. ruler
- c. paper



3. This is a _____.

- a. paper
- b. ruler
- c. clock



4. This is a _____.

- a. pen
- b. bag
- c. ruler



5. This is a/an _____.

- a. eraser
- b. sharpener
- c. ruler



OBSERVATION CHECKLIST

No		Yes	No	Note
1	Students' Preparation			
	The students prepare themselves to learn and prepare all the things are need in learning activity			
2	Students' interest toward using Flashcard Teaching strategy and the given material			
	- students show their interest toward using Flashcard Teaching Strategy and the given material			
3	Students' attitude toward using Flashcard Teaching Strategy			
	- students give active participation during the teaching-learning process			

No		Yes	No	Note
1	Students' Preparation			
	The students prepare themselves to learn and prepare all the things are need in learning activity	yes		They were ready on their seat
2	Students' interest toward using Flashcard Teaching strategy and the given material			

	- students show their interest toward using Flashcard Teaching Strategy and the given material	yes		They showed their interest by following the teaching-learning process thoroughly and actively
3	Students' attitude toward using Flashcard Teaching Strategy			
	- students give active participation during the teaching-learning process			In the cycle 1, they were some students who were not active as the others. They just kept silent when the other uttering the words. Some of them did not want to come forward to join the game. However, in the cycle 2 all of the students actively participating during the teaching-learning process, they paid attention, they uttered the new words enthusiastically and more enthusiast than before. All of them came forward to play the game.

Observation Cycle I

No.	Aspects	Description
1.	Learning environment	The classroom had 10 students. The classroom was adequately equipped and conducive. The students show a good attitude toward using flashcards in learning English vocabulary. The writer noticed that students were motivated throughout the learning process. The classroom was lively, with only a few students making noise.
2.	Students' enthusiasm	During the teaching and learning process, most of the students were enthusiastic. They were fast to respond when their teacher asked them a question.
3.	Students' interaction	Throughout the teaching-learning process, students and teacher engaged in active interaction. Additionally, some of them would offer to

		answer the questions when I asked them. However, there were several students in the back who were constantly conversing with their friends and not paying attention.
4.	Students' cooperation	Students followed the learning rules. Only a few students in the back rows of the class expressed disinterest. On the other hand, other students cooperated well when I asked them to do something. They reacted quickly.

Observation Cycle II

No.	Aspects	Description
1.	Learning environment	The classroom was accommodating enough. I observed that the enthusiasm for learning was getting better. Each student participated in each activity, both individually and in groups. As a result, the learning process was quite enjoyable.
2.	Students' enthusiasm	Students showed improvement in their interest in the teaching-learning process. Some students even expressed great interest in the lesson. They appeared to be always responsive to explanations and willing to listen or take notes on the lesson. To conclude, everyone was interested, and no one appeared to be unhappy with learning English at the moment.
3.	Students' interaction	Students' participation in classroom activities improved. For example, they would demand additional questions for the games. In addition, they were unsure of the spelling but came forward to write the answer. These indicators indicated that students were actively engaged in the learning process, as seen by their confident responses to questions during the lesson.
4.	Students' cooperation	Students made efforts to participate by listening to the teacher's

		explanation. In conclusion, these findings revealed that teaching vocabulary using flashcards effectively encouraged students' cooperative behavior toward the teacher and the lesson.
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ANGKET UNTUK SISWA**Nama:** _____**Petunjuk:**

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?		
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?		
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?		
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?		
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?		

ANGKET UNTUK SISWA

Nama: ~~Alif~~ Alifa Nur Khairra

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: Khayra aulia Rahman

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: Rahma Wati Riski

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: NAVIRA AULIA PUTRI

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?		✓
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?		✓

ANGKET UNTUK SISWA

Nama: Muhammad, RAHEL Alfari2i

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?		✗
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?		✗
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: Padi

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris menggunakan flashcard?		X
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?		X
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: Irfan

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?		✓
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: Rekanya Mei Suci

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?		✓
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: NIKMITA ANKA RADI

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	

ANGKET UNTUK SISWA

Nama: aluna Rizky

Petunjuk:

1. Tulislah nama di tempat yang telah disediakan
2. Berilah tanda centang (✓) pada salah satu jawaban “Ya” atau “Tidak”
3. Jawablah sesuai dengan keadaan sebenarnya
4. Jawablah pertanyaan tanpa berdiskusi dengan siswa lain

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosa kata Bahasa Inggris menggunakan flashcard?	✓	
2.	Apakah pembelajaran menggunakan flashcard mempermudah cara belajar kamu?	✓	
3.	Apakah kamu merasa lebih mudah mengingat kosakata baru ketika belajar menggunakan flashcard?	✓	
4.	Apakah pembelajaran kosakata Bahasa Inggris menggunakan flashcard lebih baik dibandingkan dengan pembelajaran biasa?	✓	
5.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan menggunakan flashcard?	✓	



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS AIRLANGGA
FAKULTAS ILMU BUDAYA**

Kampus B Jl. Dharmawangsa Dalam Surabaya 60286

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Laman: <http://www.fib.unair.ac.id> e-mail: admin@fib.unair.ac.id

Nomor : 1379/UN3.1.11/PT/2021

7 Mei 2021

Hal : Permohonan Melaksanakan Izin Penelitian

Yth. Kepala Madrasah Ibtidaiyah Al Hasanah
Jl. Arif Rahman HAKim Gg. Madrasah No.82 C Beji Kec. Beji
Depok Jawa Barat 16421

Kami mohon perkenan dan bantuan Saudara memberikan izin mahasiswa berikut ini:

Nama : Noer Kurniati Kamal

NIM : 121711233125

Program Studi : S1- Bahasa dan Sastra Inggris

untuk melaksanakan penelitian yang berupa wawancara atau pencarian sumber data yang diperlukan. Adapun penelitian ini berkaitan dengan mata kuliah Skripsi yang ditempuh pada Semester Genap 2020/2021.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.



a.n. Dekan
Wakil Dekan I,

Dr. Esihyono Santoso, S.S., M.Hum.
NIP 197207182000031001

Tembusan:

Dekan Fakultas Ilmu Budaya Unair



YAYASAN PENDIDIKAN ISLAM MADRASAH IBTIDAIYAH AL HASANAH

Jl. Arif Rahman Hakim Gg. Madrasah No 82 C Kec. Beji Kota Depok

SURAT KETERANGAN NOMOR : 0103/SK.MI/2/I/2022

Yang bertanda tangan di bawah ini :

Nama : Faisal, S.Pd.I
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama : Noer Kurniati Kamal
N P M : 121711233125
Fak/Program Studi : Bahasa dan Sastra Inggris

Benar-benar telah mengadakan penelitian dalam rangka menyusun skripsi dengan judul IMPROVING FIFTH GRADE STUDENTS' ENGLISH VOCABULARY MASTERY BY USING FLASHCARDS

dari tanggal 25 Agustus s.d 26 November 2021

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Depok, 06 Januari 2022

Kepala Madrasah Al Hasanah

