

UNDERGRADUATE THESIS

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



By

Noer Kurniati Kamal

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

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

By

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UNIVERSITAS AIRLANGGA
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
AL-HASANAH DEPOK

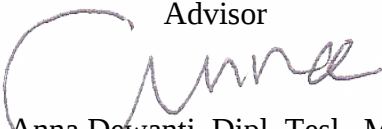
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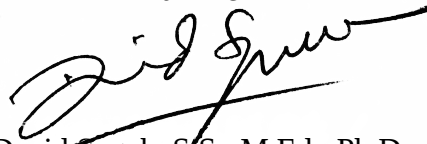
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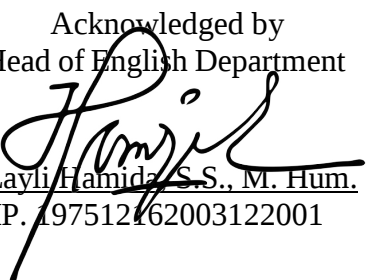
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Depok, 5 January 2022

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