THE EFFECTIVENESS OF USING FLASHCARDS TOWARD

THE STUDENT'S VOCABULARY MASTERY

AT SMAN 15 MUARO JAMBI

A THESIS

"Submitted as a Partial Fulfilment of the Requirements for Degree of Sarjana Pendidikan (S.Pd) in English Education"

Written by :
MUHAMMAD NAUFAL ALFURQAAN
2000888203035

ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

UNIVERSITY OF BATANGHARI
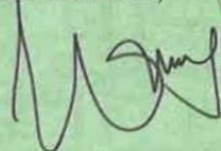
JAMBI

2025

APPROVAL

The advisor of this thesis stated that the thesis entitled "The Effectiveness of Using Flaschards Strategy Toward the Student's Vocabulary Mastery At SMAN 15 Muaro Jambi" Which was conducted by:

Name   : Muhammad Naufal Alfurqaan

Student Number   : 2000888203035

Study Program   : English Education

Faculty   : Teacher Training and Education

Has been conducted and approval in accordance with applicable procedure, and regulation to be tested
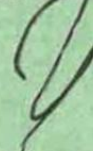
Jambi, February 22th 2025

Approved by :

First Advisor,

Dra. Hj. Wennyta, M.Pd.
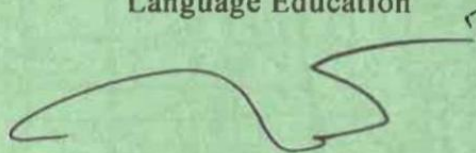**NIDN. 0030116010**

Second Advisor,

Ridho Praja Dinata, M.Pd.
NIDN. 1019039401

The dean of Teacher Training
and Education Faculty

Dr. H. Abdoel Gafar, M.Pd.
NIDN. 1021036502
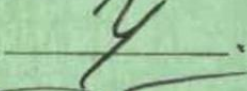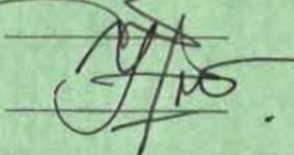
The head of English
Language Education

Dr. Suyadi,S.Pd., M.A.
NIDN. 1024037101

ii

LETTER OF RATIFICATION

The thesis has been defended before the thesis examiner of English Education Study Program. Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2024/2025 on:

Day   : Saturday

Date   : February 22th 2025

Time   : 08.00-10.00 WIB

Fkip   : English Education Study Program Meeting Room

Board of Examiner

Name	Functional	Signature
Dra, Hj. Wennyta, M.Pd.	Chairman	
Ridho Praja Dinata, M.Pd.	Secretary	
Dr. Suyadi, S.Pd., M.A.	Main Examiner	
Dr. Yurni, SS, M.Si.	Examiner	

Ratified by:

The dean of Teacher Training
and Education Faculty

Dr. H. Abdul Gafar, M.Pd.
NIDN. 1021036502

The head of English
Education Program
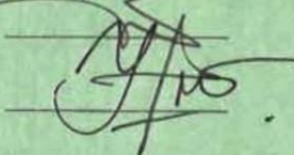
Dr. Suyadi, S.Pd., M.A.
NIDN. 1024037101

DECLARATION

I am the undersigned belong in here:

Name : Muhammad Naufal Alfurqaan

Student Number : 2000888203035

Place and Date of Birth : Jambi, February 19th 2001

Gender : Male

Program Study : English Education

Thesis Title : The Effectiveness of Using Flashcards Toward

The Student's Vocabulary Mastery At SMAN

15 Muaro Jambi

States that:

I honestly declare that the research paper I wrote does not contain any parts

of Works of other people, except citied the quotations and bibliographies,as

a Scientific research should.
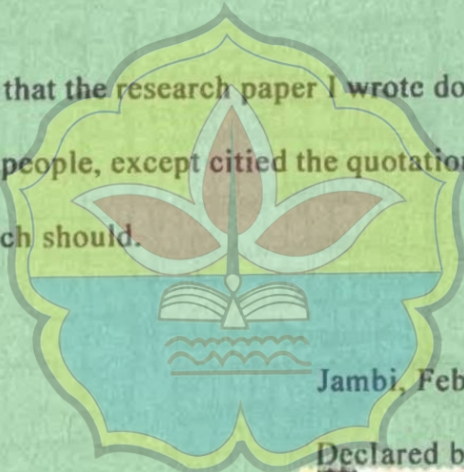
Jambi, February 22th 2025

Declared by

Muhammd Naufal Alfurqaan

ABSTRACT

Alfurqaan, N, M. 2025. The Effectiveness of Using Flashcards toward The student's Vocabulary Mastery At SMAN 15 Muaro Jambi. First supervisor I Dra, Hj. Wennyta, M.Pd. and Second Supervisor II Ridho Praja Dinata, M.Pd. Department of English Education Study Program, Faculty Teaching Training and Education, Batanghari University Jambi, 2025

This research aims to determine the effectiveness of using flashcards toward the student's vocabulary mastery at SMAN 15 Muaro Jambi. This research used a quantitative research design with quasi-experimental approach, including quantitatively accepted pre-test and post-test. This research used total sampling namely population and sample of 34 people 17 students of class XI A were selected as control class and 17 students of class XI B were selected as the experimental class. The technique of collecting data is by multiple choice questions in this research, the data analysis technique was using the t test (independent sample T-test) on the SPSS for windows version 25 program. The results of this research indicate that students' vocabulary mastery in text taught using the flashcards strategy post-test the average count (mean) is 71 that value higher than class using regular text book strategy in English subject namely post-test the average count (mean) is 63. And from data Analysis by independent sample T test tcount is 3.178 with the value Ttable (2.145) by it result then Ho is rejected and Ha is accepted. The result of this study showed an there is a effectiveness on the use of the flashcards strategy toward students' vocabulary mastery, and it can be concluded that this flashcards strategy can applied in class that it helps a teacher increase students' vocabulary mastery.

Keywords: Flashcards, Vocabulary Mastery

ACKNOWLEDGMENTS

Alhamdulillah all praise be to Allah SWT, the single power, the lord of the universe, for all blessings, and mercies, the researcher was able to finish this thesis entitle: "The Effectiveness of Using Flascards Strategy Toward The Student's Vocabulary Mastery At SMAN 15 Muaro Jambi".

The researcher is sure that this thesis would not be completed without help, support and suggestion from several sides. Thus, the researcher would like to expresses the deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. Therefore, the author would like to express hiss deepest gratitude to:

1. Thank you to my parents, my sister and my brother that always give supported.

2. Afdalisma, SH., M.Pd. as the Rector of Batanghari University.

3. Dr. Abdul Gafar S.Pd., M.Pd. as the dean of Teachers Training and Education Faculty Batanghari University.

4. Dr. Suyadi, S.Pd., M.A. As Head of English Language Education Department.

5. Dra. Hj. Wennyta, M.Pd. as the first advisor and, Ridho Praja Dinata, M.Pd as the second advisor.

6. All the lectures on the English department of Batanghari University.

7. All teachers and staffs at SMAN 15 Muaro Jambi

8. Thank you to all my friends in English Department 2020 for your support.

9. C1B019182 as a person who remains loyal to accompany from the beginning of the lecture and also gives encouragement and help that is

very meaningful.

Finally, the research conveyed that the reader would be pleased to provide constructive suggestions to make this thesis become move valuable and better.

Jambi, February 22th 2025

Muhammad Naufal Alfurqaan
NIM. 2000888203035

TABLE OF CONTENTS

LIST OF THE TABLES

CHAPTER I
INTRODUCTION

1.1 Background of the Research

Vocabulary as a major component of language has been the object of numerous studies each of wich has its contribution to the field. States that vocabulary learning is at the heart of language learning and language use (Laufer, 1997). In fact, it is what makes the essence of a language. Vocabulary learning is an intrinsic part of language teaching. that the most effective means of vocabulary learning is still unclear (De Groot, 2006).

In the literature of English language teaching and learning a recurring theme has been the neglect of vocabulary. It was often given little priority in language programs and was often left to look after itself and received only incidental attention in textbooks and language programs (Hedge, 2008). In the past language teaching, vocabulary learning, and teaching were given little importance. As (Moir, J., & Nation, P., 2008) write, at one time it was widely assumed that lexical instruction is not essential as it can happen by self; therefore, the teaching of vocabulary was not popular (Nation, 1990). However, nowadays, the significance of vocabulary and its significance in learning a language has become more accepted. (Griffith, 2006) points out, for example, that recently the significance of teaching vocabulary has been acknowledged.

A number of research studies recently conducted have dealt with lexical problems of language learners. Scholars such as (Allen, 1983) and (Bowen, 1985) have shown that lexical problems frequently interfere with communication; in other words, communication breaks down when people do not use the right words.

Therefore, there is an increased interest in vocabulary as a component of every language.

One way to add new words to one" 's vocabularies is by locating words in the dictionary and learning what they mean. But this is a slow process to increase word power. Another way is learning though vocabulary cards or flash cards. As we listen and read, we often meet new words by flash cards. Words lists and flash cards can be used for the initial exposure to a word, but most students continue to use them to review it afterward. One main advantage of flash cards is that they can be taken almost anywhere and studied when one a free moment (Brown, 2000).

English in the system of language structure is very different from Indonesian language, pronunciation, vocabulary. Making effective and efficient English lessons carried out by teachers is not an easy task, so English teachers must be able to participate in training/educational and learning activities that are useful for smooth teaching and learning. The material must be presented according to the needs of students with the right method. Actually learning English, especially in memorizing vocabulary is a boring activity for students. This is the basis for researcher in conducting research using flash card media in learning so that they are able to build an atmosphere in the classroom so that students are enthusiastic in learning vocabulary. So that it can help teachers in applying this media in learning.

Teachers must provide approaches and methods that support student skill (Timumun, 2020). Vocabulary is the foundation of learning English. That's why learning is important. Learning vocabulary is important without grammar very little can be communicated, without vocabulary nothing can be communicated (Thornburg, 2002). The secret to success in English as well as a strategy to increase

English comprehension is vocabulary learning. English instructors collaborate with researchers to teach children vocabulary through media. There are several media that can be applied, one of which is flash cards.

Flash cards are a medium that is easy to apply, this media is used as a tool to convey messages and communication symbols (Herlina & Dewi, 2017). To successfully assist vocabulary instruction, flash cards are employed. Flash cards are information-storing cards that have been developed. More important information is easily stored on a flash card because its main purpose is to store information and make it easier (Amalia, 2018). Flash card can help students memorize vocabulary easily and this can be arranged in making vocabulary.

The statement above is in line with the opinion of Zainal as cite in Ratnawati. et al (2021), state that learning media is one of the learning tools used in the learning process as an intermediary tool in teaching and learning, so that learning objectives can be achieved effectively and efficiently. Flash cards are a form of learning media that contain pictures and words that can be resized to fit the students at hand. You may either purchase flash card material or create your own. This medium is a learning tool that enhances a number of skills, including vocabulary growth, independent training, and memory enhancement. Flash card software aids in the development of students' skills, particularly in vocabulary learning. Flash cards are used in language teaching as a teaching resource needed by a teacher to describe subjects and provide learning variations. Media is a means of conveying information in the form of messages and content to students from an education and learning perspective (Naz and Akbar as quoted in Aulia, 2018). It also helps the teacher in explaining so that it is easy for students to understand.

1.2 Identification of the Problem

Based on background of the study about the effectiveness of using Flash Cards toward the students' vocabulary mastery, the identification of the study involves:

1. The effects of students using flashcards in the vocabulary learning process.
2. Most students have difficulty understanding the meaning of a sentence.

1.3 Limitation of the Problem

Based on the research background, this research is interested in conducting research that focuses on increasing the use of students' vocabulary by using flash cards at SMA Negeri 15 Muaro Jambi which consists of students including divided into two classes, namely X1 as an experimental class with a total of 17 students and control class X2 with 17 students. This research will focus on mastery vocabulary, which is in passive vocabulary that students will learn from what they learn from flashcards.

1.4 The Formulation of the Problem

Is there any significant effectiveness of using flash cards Strategy Toward the students' vocabulary mastery at SMAN 15 Muaro Jambi?

1.5 The Purpose of Research

The purpose of this study is to find out the effectiveness of using flash cards toward the students' vocabulary mastery at SMAN 15 Muaro Jambi.

1.6 Significance of Research

This research contributes some significant progress in teaching vocabulary for several parties, they are:

1. For Teacher

This study aims to furnish English teachers with valuable insights to aid in the selection of learning materials and the execution of an efficient strategy aimed at enhancing students' vocabulary mastery of using flashcards

2. For Students

This study facilitates students in acquiring fresh experiences to enhance their vocabulary mastery using flashcards.

3. For Researcher

For researchers, it is anticipated that this research can serve as a practical method for integrating scientific inquiry, thereby enriching education and fostering a deeper understanding while enhancing students' vocabulary mastery of using flashcards.

1.7 Definition of Key Terms

a. Flash Cards

One strategy for learning vocabulary is the use of flash cards. A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it.

b. Vocabulary Mastery

Vocabulary mastery is knowledge in interpreting words. Not only how many words are known, but how the vocabulary can be used, being able to multiply words, understand words and be able to integrate words.

1.8 Basic Assumption

1. Vocabulary

Students have a difficult time learning English Vocabulary. One of them is intellectually remembering the vocabulary. They require something to help them

remember vocabulary more easily. The teacher requires teaching material to help young students remember and master vocabulary. By using flashcard strategy, the students will be interested in learning vocabulary.

2. Flashcard Strategy

Students can learn a lot of information by flashcards. Flashcards have two sides with one side containing images, text, or symbol signs and the other side in the form of captions, answers, or descriptions which help remind or direct students to something associated with existing images on the card. So that they can learn a lot of information after being given flashcard learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Definitions of Vocabulary

As explained in the background of this research proposal, vocabulary plays a fundamental role in mastering English as a foreign language well. There are some definitions from some experts.

According to (Nunan, 1991) stated that vocabulary is important it is critical to be able to communicate in a second language. Without a vocabulary, Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According to (Hornby, 2006) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to (Richards, 2002), Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Cannot, in general, use the structure and function of language in comprehensive communication. According to (Nation, 2001), Vocabulary knowledge involves understanding a word in its spoken form, and that the spoken form can be recognized and understood in and out of the context rather than guessed at.

One reason teachers teach vocabulary is to help students improve their reading comprehension (Pikulski, J. J. & Templeton, S., 2004). Vocabulary knowledge is essential for language proficiency. As a result, learning vocabulary is an urgent necessity. Procedures and approaches are required when learning vocabulary.

Vocabulary is important because it is related to English skills such as listening, writing, reading, and speaking. There are many uses for vocabulary, including

communicating and understanding what others say, expressing ideas, comprehending reading materials, and most importantly, assisting students in learning English. According to Green in (Pundi, 2011), vocabulary is extremely important because it has become a powerful tool for improving achievement. If students improve their vocabulary mastery, their academic performance will improve as well.

To demonstrate the importance of vocabulary, (Bromley, 2004) assumes that it plays an important role in the teaching-learning process. Here is a list of some of them:

a. Increasing Fluency

Learners with a large vocabulary read more quickly and easily than those with a smaller vocabulary. Fluent readers read more quickly, learn more quickly, and comprehend more information than less fluent readers

b. Improving Comprehension

Understanding is greatly influenced by vocabulary knowledge. According to component examination, word meanings account for 74% of comprehension.

c. Increasing Performance

A larger vocabulary indicates a large amount of conceptual information, which helps academic learning. On student achievement, learners with large vocabularies outperform those with small vocabularies.
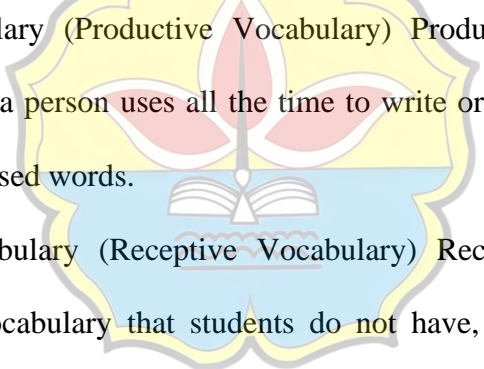
d. Improving thinking and Communication

The words are used for analysis, interpretation, evaluation, and reasoning. Students with a large vocabulary can communicate in precise, strong, convincing, and fascinating ways.

Based on the above description, vocabulary knowledge requires not only knowledge of word meanings, but also knowledge of how to use the word meanings, but also knowledge of how to use the words in the appropriate context and in a natural way, as well as knowledge of the relationship between new words acquired and those already acquired. As a result, teachers should employ strategies that teach the meaning of words in context, assist students in associating new vocabulary learned with what they already know, and assist students in memorizing the words and their meanings.

2.1.1 Types of Vocabulary

According to (Harmer, 2007), there are two types of vocabulary :

a. Active Vocabulary (Productive Vocabulary) Productive vocabulary is the vocabulary that a person uses all the time to write or speak. Like well-known and frequently used words.

b. Passive Vocabulary (Receptive Vocabulary) Receptive Vocabulary is a collection of vocabulary that students do not have, but its meaning can be understood when they listen or read. These words are often unfamiliar to students and rarely used.

2.1.2 Various of Vocabulary

Three parts are included in the vocabulary, namely:

a. Noun

That nouns are words used as names of people, animals, places, or ideas (concepts), and nouns can be actions (Marsudi & Darsono, 2010). A noun can function as a subject sentence, direct object, indirect object, complementary subject, or adverb.

1. Countable Noun: Have a singular and can be used with a number or a/an before it. Example: Car, Cup, Bike.

2. Uncountable Noun: Cannot be counted. Example: Hair, Milk.

b. Verbs

That verbs are words that can be used by subjects to form the basis of sentences indicating action (Marsudi & Darsono, 2010).

1. Ordinary Verb: Namely the original verb or main verb. This verb must be in a sentence and come after the auxiliary verb or at the verb end of the verb. Example: Bring, Make, Drink, Write, etc.

2. Auxiliary Verb: It is an auxiliary verb. This verb does not have to be in a sentence and comes before the ordinary verb.

- Ordinary Auxiliary, which is the original auxiliary verb that has no meaning in the dictionary. Example: am, are, is, was, were, been.

- Modal Auxiliary, an auxiliary verb that has meaning in a dictionary. Example: Will, Shall, Can.

- Emphasize Auxiliary, which is an auxiliary verb which has a meaning in the form of affirmation. This verb has the same meaning as the word really. Example: Do, Does.

c. Adjectives

That adjectives are words that are used to explain nouns by describing, identifying, and measuring words (Marsudi & Darsono, 2010).

1. A descriptive adjective is an adjective that explains the quality of the noun being discussed. Example: Good, Bad, Clever, Happy.

2. A demonstrative Adjective is a type of adjective that indicates an object.

Example: This, That, These, those.

d. Adverb

That adjectives are type of words that are commonly used to describe verbs, adjectives, or other adverbs (Marsudi & Darsono, 2010).

1. Adverbs of Manner explain how or in what way an activity is carried out.

   Example: Quickly, Fluently, Comfortable.

2. Adverbs of Frequency is used to explain how often an activity is carried out.

   Example: Always, Usually, Often, Seldom.

2.1.3 Vocabulary Development of Students

Reading is the best way to learn new words. The key is to read a lot. According to (Hatch and Brown, 2000) In order to learn a word, the reader must encounter it several times. Each time the reader sees the word in context, he or she will gain a better understanding of its meaning. Students can increase in the number of encounters with words and learn how the words are used by reading extensively.

Working with unfamiliar words in a way that requires active thinking is another way to learn words. Simply noticing the word and looking it up does not suffice to learn vocabulary by its content. The reader must analyze the word and apply it in speech and writing. Furthermore, the reader may not understand how an unfamiliar word is used. If the reader examines the context carefully and writes the sentence in which the reader discovered the word, the reader is more likely to remember it. According to (Jeremy Harmer, 2000), Understanding meaning in context enables the reader to recall which meaning of the word is used in a given instance. This means that when students learn a word in context, they are more likely to remember it than when they learn it as a single item, and they gain a much better understanding

of what the words mean.

To encourage active thinking. The student could look up the new word in the dictionary and read about it. Then, use the word in a few sentences. It may increase the student's familiarity with the word and knowledge of how to use it in speaking or writing.

According to (Sharon J. Crawley, 2000) Reading widely is a good way to improve vocabulary. Students with limited vocabulary are frequently those who do not read widely. Make reading time available during the day. Reading widely obviously improves one's vocabulary. During broad reading, students would come across a difficult word and its context again and again. A student would be exposed to difficult words and gradually analyze their meaning and how to use them.

2.1.4 Vocabulary Mastery

In Extensive reading, the student's lack of persistence in developing the habit had an impact on their vocabulary mastery. They didn't like reading. Vocabulary is an important component of extensive reading instruction for English students who struggle to comprehend reading materials ranging from simple to complex.

Vocabulary mastery is defined as the ability to control, command, decide, and rule one's vocabulary as a useful and fundamental tool for communication and knowledge acquisition. Vocabulary mastery is the ability or knowledge of a group of words that make up a language that everyone can use to communicate.

Vocabulary mastery was one component of mastering English as a foreign language at all levels, from elementary to secondary to advance. Vocabulary is one of the most important components to master when learning four languages. It makes sense, given that four language skills necessitate word knowledge, because they

would be unable to perform all four skills without vocabulary.

According to Oxford Advanced Learner's Dictionary of current English (A. S Homby, 1995) the word mastery means complete knowledge; great skill. According to this simple definition, mastery is tightly associated with complete knowledge and great skill of something. Based on those definitions of vocabulary mastery, it is possible to conclude that vocabulary mastery is defined as complete integrated word knowledge (knowing its form, meaning, and use) of a specific language.

Vocabulary mastery is critical for students in the process of learning English in Junior High School. It is because vocabulary-related experiences that students have in their early years play an important role in the development of their language.

One of the factors in mastering English as a foreign language is vocabulary mastery. It denotes that the students are capable of comprehending and applying the word and its meaning. The greater the students' vocabulary, the better they perform in their language. Students will struggle to master English skills if they have a limited vocabulary. By mastering vocabulary, they can shape their English and consider English to be one of their school subjects.

2.2 Definition of Flash Cards

Flash cards can be used as one of visual aids to illustrate meaning of words and it can also be used to practice words (Scott Thornbury, 2002). Flash cards are teaching aid for pictures which teachers can show them to the all students in class (Jim Scrivener, 2011). Haycraft stated that flash card are cards with word and pictures on them. Flash cards should be big enough to be seen clearly by the whole class. They can be used for joining vocabulary, practicing structure and word order or for kinds of games (John Haycraft, 1986).

Furthermore, flash cards are cards with pictures which teachers hold them up in the class. Flash cards have various benefits as teaching tools, and for revision (Adrian Doff, 1992). Flash cards are useful for teaching aid and can be used as part of various activities.

In conclusion, picture have been used for long time to help student in learning various aspects of foreign languages. Pictures can motivite students in learning process, make the subject clearer, and illustrate general idea of language (Andrew Wright, 1989). Flash cards are picture cards, therefore they could help students to undesrstand the material which especially in this study vocabulary achievement in interesting way for junior high school. Additionally, it is also helpful fore teachers in presenting vocabulary with flash cards or pictures rather than bringing the real object in class fore instance.

2.2.1 Flash cards as teaching aids of Vocabulary

There are two stages in teaching vocabulary, they are namely:

1) Introducing Vocabulary

The first stage, the teachers pronounce and introduce the new words or vocabularies with the good pronunciations. The teachers can use some of pictures or the real things such as flash cards. It hoped by using flash cards, the students will remember or memorize the words quickly and they can pronounce it well since they know the words.

2) Practicing Vocabulary

Secondly, the teachers give exercises to the students in other to practice the subject items that they more or less know, but which they need to be provoked into using, or get them to think about word meaning, especially in context such

as matching words, making completion, words classification, vocabulary games, and so on. Those are several kinds of exercise that can be used by the teacher (Jeremy Harmer, 2007).

The researcher uses flash cards to teach vocabulary because flash cards area visual aids which can give motivation and stimulation in teaching process. It aims to practice English in real context or in situation which they can make it to communicate their ideas.

Jeremy stated that Flash cards are particularly useful for drilling grammar items, for cueing different sentences and practicing vocabulary (Jeremy Harmer, 2007).

There are several applications of flash cards as teaching aid to teach vocabulary:

1) Drills can be done to help the student understand the new vocabulary. This technique can be used frequently.

2) Matching Activity is the activity which the students need to match the written flash cards with the pictures in face down memory game.

3) Guess the card is the activity in which the students try to guess what the picture it is.

4) The mime trick game is the game that asks the students to mime the action.

5) Describing the action is activity that asks the students to tell what they see on the card.

6) Act it out is a fun activitiy to learn vocabulary. One of the students is asked to act out the word and te other guess the word.

Based on six activities of using flash cards above, the researcher applies two activities are matching and guess. The researcher also combines with other

activities.

1) The researcher pronounces the words in front of the class then the students repeat the words until they pronounce the words correctly.

2) The researcher put a set if flash cards on the board and drill the words to the students. Then the students are asked to close their eyes and the researcher remove one or several of flash cards and then the researcher asks the students to match the flash cards. So the students should remember which flash cards are need to be matching.

3) The researcher put a set of flash cards on the board. After that, the researcher mentions some characteristics of one of flash cards, next the students answer what the flash cards that the researcher means.

4) The researcher shows the flash cards one by one with the words are covered. After that, the researcher asks the students by pointing the flash cards, and the students answer the words based on the flash cards, next the researcher shows the words of flash cards.

These are some applications of using flash cards to teach vocabulary. The researcher considers that application of flash cards above can be used to teach vocabulary for students at 11th grade of SMAN 15 Muaro Jambi.

2.2.2 The Advantages and Disadvantages of using Flash Cards

The advantages of using flash cards:

1) Flash Cards are easy to use.

2) Flash Cards can be used in games for learning vocabularies.

3) New words can be practiced easily

4) Learners can separate words into different categories

5) Flash Cards can be fun

Disaventages of using flash cards:

1) Difficult and abstract words are not easy to be learned by flash cards

2) The use of L1 may cause some problems for the students while remembering synonyms of the words

3) They have no access to any listening part

4) They cannot listen to the pronunciation

5) Having no review plan for flash cards may couse lots of problems in vocabulary (Mozaheb, 2012).

Possible ways to overcome them are:

1) The teacher should control the students during activity in using flash cards.

2) The teachers can pronounce vocabularies before activity in using flash cards.

2.3 Research Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follow:

Ha: There is significant effectiveness of using flash cards strategy on students' vocabulary mastery at 11th grade of SMAN 15 Muaro Jambi

Ho: There is no any significant effectiveness of using flash cards strategy on students' vocabulary mastery at 11th grade of SMAN 15 Muaro Jambi

2.4 Previous Study

This research will discuss The Effectivenes of Using Flash Cards toward The Student's Vocabulary Mastery at SMAN 15 Muaro Jambi. Several previous studies are used as relevant research in this research.

The first, the research was done by (Kholisoh, 2022) Based on this study, it was

stated that there was an increase in students' vocabulary after learning using flash cards. The average value of student achievement in cycle 1 was 65.5, and the average value of student achievement increased to 79.7 in cycle 2. Therefore, the author can conclude that the use of flashcards is the most appropriate medium to attract students' interest and make the classroom atmosphere fun and can improve student learning outcomes vocabulary. The author hopes that this thesis can be used as an additional reference, namely: will be the next researcher with a different discussion who can revise the development of this flashcard.

Second, the research was done by (Swita, 2023) In this study, the researcher used quantitative approach with a pre-experimental design with one group pre-test and post-tes. Students take the pre-test (T1) prior to treatment, and post-test (T2) is administered following treatment. The subject of this of this study was seventh grade students with a total of 11 children as participants. The results of this study shown that mean score of the post-test (93,72) was higher than mean score pre-test (69,81). The result correlate with several previous studies. It means that the outcomes of this study provide relevance to the theory of previous studies that flashcards encourage students' vocabulary learning. It can be concluded that the used of flashcards as a learning media is effective to improve student's ocabulary mastery.

Third, the research was done by (Helda, 2019) The result of the analysis shows that there is a significance difference between the motivation to learn English vocabulary among the elementary school fourth-grade students before the implemention of flashcards and that after the implementation (76,6%), and there is a significant difference between English vocabulary mastery of elementary school

fourth-grade students taught by using flashcards and that of those without using flashcard (t=7,74).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is quantitative approach. It is systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques to get results.

This research used quasi experimental design which nonequivalent control group design. This design is almost the same with pretest-posttest control group design, but in this design the experimental and control group are not taken by random (Sugiyono, 2015). The researcher would like to investigate the use of flash cards significantly improve students' vocabulary or not.

In collecting the data, researcher conducted a pre-test to see the students' vocabulary ability before using the medium. Then researcher treated the students by using flash cards in teaching vocabulary, and after giving the students some treatments, the researcher conducted a post-test. After the data have been obtained, the test result was compared and analyzed.

3.2 Population and Sample

3.2.1 Population

Population is a group generalization consists of objects or subjects that has some qualities and characteristics chosen to be learned and to be concluded by the researcher (Sugiyono, 2015).

Based on that statement above, the population of this research are all the students at second grade of SMAN 15 Muaro Jambi that consist of 40 students.

The second grade of SMAN 15 Muaro Jambi are consist of two classes. The quantity of students in each class of the population is as follow:

Table 3. 1
Population of the Research

No	Class	Males	Females	Total Learners
1	XI A	7	10	17
2	XI B	6	11	17
Total				34

3.2.2 Sample

There two classes of the second grade, the researcher set class B as the experimental class and class A as the control class. This research used total sampling, Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2015). The research was taken XI B as an experimental class and XI A as control class, it was based on lottery. Look at the following table:

Table 3. 2
Sample of the Research

No	Class	Males	Females	Total Learners
1	XI A (Control Class)	7	10	17
2	XI B (Experiment class)	6	11	17
Total				34

3.3 Variables of Research

Variable of research is everything that researcher sets for obtained the information, and then drew a conclusion (Sugiyono, 2015). The variable of this research are two variables, they are independent variable and dependent variable.

1. Independent Variable (X)

Sugiyono stated that independent variable is free variable. It is variable that influences or affect the dependent variable (Sugiyono, 2015). In this research independent variable was flash cards.

2. Dependent Variable (Y)

Dependent variable is variable that affected by independent variable or variable output. The dependent variable in this research was the ability of student's vocabulary.

3.4 Instrument of Research

In this research, the author gave two tests to students, namely a pre-test and a post-test. The pre-test is given before the treatment in class, while the post-test is given after the treatment is finished. Before the post-test, the author will apply the flash cards strategy in the experimental class and explain flash cards strategy.in contrast, for the control class, the apply book strategy from school is used which is usually applied by teachers in schools. The tests in this research are a answering test that consisted of 30 multiple choice. This research using tests to find out the effectiveness of using flash cards toward students' vocabulary mastery.

3.4.1 Validity and Reliability of The Test

A good measuring instrument must have two requirements, namely validity and reliability (Siyoto & Sodik, 2015). Measurements in this research are validity and reliability through research instruments. Testing the validity and reliability is very significant to find out the scores gotten from the instruments. And then to know surely whether the instrument of the Vocabulary Mastery test valid and reliable, the researcher analysed the validity and reliability test by using SPSS 25.

1. Validity

   Validity of a test is if the test measures what that want to be measured (Arikunto, 2005). Content validity refers to the content and format of the instrument. The content and format must be consistent with the definition of variable and sample of subject to be measured.

   The test had high validity if the results in accordance with the criteria. The researcher compared the r-calculation or corrected item total correlation to the r-table. All of corrected total correlation score are must above 0,456.

2. Reliability

   Stated that reliability is a series of measurements or a series of measuring devices that have consistency if the measurements made with the measuring instrument are carried out repeatedly (Sugiyono, 2015). Test reliability is a level of consistency of a test, the extent to which the test can be trusted to produce a consistent score, relatively unchanged even if tested in different situations.

   To calculate the reliability of this research, The researcher used the application of SPSS 25 to help in calculating the result. The result compared between the Cronbach alpha value and the result value. Based on the calculation using Cronbach's alpha formula, if value > 0.50. It is categorized as reliable.

3.5 Technique of Collection Data

In collecting the data in this research, the writers used three steps namely pre-test, treatment, and post-test. Both the experiment class and control class have different treatment.

1. Pre-test

The pretest was administered at beginning of the 1st meeting before using Flash cards. In this case, the pretest will be follow by 30 questions, the type of questions are multiple choices. The test will be given to both are experiment class and control class.
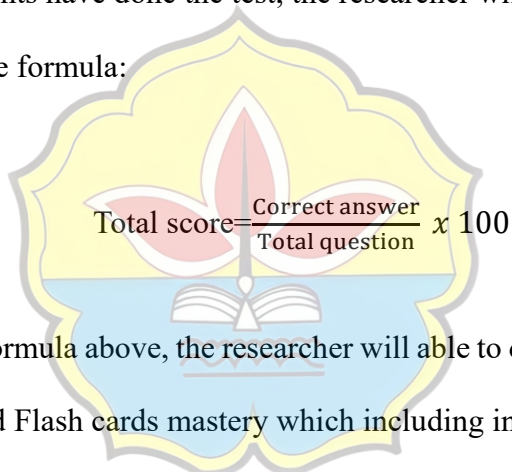
2. Treatment

Table 3. 3
Treatment

Date	Class	Treatment
October 1st 2024	Eksperiment Class (B)	Pre-test
October 8th 2024	Eksperiment Class (B)	Treatment Flashcards Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 11th 2024	Eksperiment Class (B)	Treatment Flashcards Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 15th 2024	Eksperiment Class (B)	Treatment Flashcards Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 18th 2024	Eksperiment Class (B)	Treatment Flashcards Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 21th 2024	Eksperiment Class (B)	Post-test
October 2nd 2024	Control Class (A)	Pre-test
October 7th 2024	Control Class (A)	Using Regular Book Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 9th 2024	Control Class (A)	Using Regular Book Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 14th 2024	Control Class (A)	Using Regular Book Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question

October 16th 2024	Control Class (A)	Using Regular Book Strategy, The student pay attention to learning vocabulary for 20 minutes and then answer multiple-choice question
October 21th 2024	Control Class (A)	Post-test

3. Post-test

The post test conducted in the 6th meeting after treatment to know the students vocabulary. The test consists of 30 multiple choice questions. The researcher distributes the different test to check the result of the students' vocabulary after the treatment.

After the students have done the test, the researcher will count scores by using scoring guidance formula:

$$\text{Total score} = \frac{\text{Correct answer}}{\text{Total question}} \ x \ 100$$

By using the formula above, the researcher will able to determine that the score of students' used Flash cards mastery which including in a certain classification of the score. The classification of the students' scores shown in (Suharsimi, 2007 p.245) :

Table 3. 4
Scoring System

Score	Categories
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

Source: Heaton (2008:30)

3.6 Technique of Data Analysis

Data analysis techniques are ways of managing data by using various techniques, both coding and manual or use certain applications that are suitable for analyzing learning outcome data (Firdaus et.al., 2021).

1. Normality Test

   To find out what the learning outcome data is Vocabulary in the Memorise application for students before and after treatment comes from the population which is normally distributed. The Shapiro Wilk test was used To determine normality, testing is carried out with the SPSS 25 Application. This test uses Significant level 0.05 with conditions :

   a) If sig > 0.05 then it is said to be distributed normally.

   b) If sig < 0.05 then it is said that the distribution is not.

2. Homogeneity Test

   Determine whether population variances are identical. To determine the homogeneity of the pretest and posttest, use the SPSS 25 Application with Lavene. Ika test lavender showing significance > 0.05 means the Pretest value and homogeneous posttest. If significant < 0.05, it means The pretest and posttest scores are not homogeneous (Sugiyono, 2015).

3. T-test

   T-test is the data analysis process in order to know the significant difference between students' vocabulary knowledge using flash cards in experimental class and students' vocabulary knowledge without using flash cards in controlled class. The t-test used in this study is independent samples T-test with two-tailed test of significance by using IBM SPSS Statistic Version 25. If the result shows Sig. (2-tailed) > sig α = 0.05 (5%), then the null hypothesis is

accepted. But, if Sig. (2- tailed) < sig α = 0.05 (5%), then alternative hypothesis is accepted.

Then, the score of posttest were tested by using t-test formula. The following t-test formula is used to determine whether the differences between pre-test and post-test values are significant:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n-(n-1)}}}$$
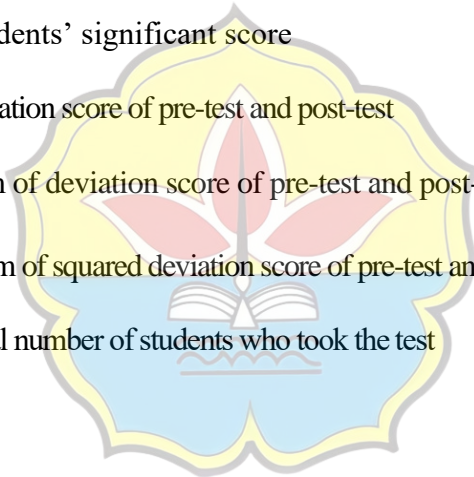
Note:

t   : The students' significant score

$\bar{D}$: The deviation score of pre-test and post-test

$\sum D$: The sum of deviation score of pre-test and post-test

$\sum D^2$: The sum of squared deviation score of pre-test and post-test

n   : The total number of students who took the test

CHAPTER IV
FINDING AND DISCUSSION

4.1 Research Findings

There were two classes used as the subjects in this study at SMAN 15 Muaro Jambi. The first class was XI B as the experimental class and the second was XI A as the control class. Both classes consisted of 17 students each. The researcher conducted tests before and after giving treatments to both classes in order to get scores of the students' vocabulary mastery.

The experimental class (XI B) received treatment using flash cards as a vocabulary teaching strategy, while the control class (XI A) continued with the regular textbook method. The treatment was conducted over four meetings. Both pre-test and post-test consisted of 30 multiple-choice questions to assess students' vocabulary mastery.

4.1.1 Result of Experimental Class

The results of the students' pre-test and post-test scores for the Experimental class are presented as follows:

Table 4. 1
Result of Experimental Class

Students	Pre-Test	Post-Test	Difference	Square Deviation
1	43	76	33	1.089
2	53	60	7	49
3	46	76	30	900
4	66	80	14	196
5	40	63	23	529
6	70	73	3	9
7	66	73	7	49
8	76	86	10	100
9	56	60	4	16

10	36	63	27	729
11	46	73	27	729
12	40	66	26	676
13	56	70	24	576
14	76	83	7	49
15	60	73	13	169
16	50	76	26	676
17	43	66	23	529
Total score	923	1217	304	7.070
Average	54	71	18	416

Note:

Pre-test is students' score before the researcher gave the treatment by general ways. Post-test is students' score after the researcher gave the treatment by general ways. Difference is deviation between post-test and pre-test. The formula is post-test-pre-test. For example: 83 (Post-test)-76 (pre-test) =7. Square deviation is the value of devition or difference which is it's made quadrat. The formulas is x^2. for example $7^2 = 49$.

Based on Table 4.1, it could be seen the lowest score and the highest score from 17 students in the experimental class. The lowest score of the pre-test was 36 and the highest score was 76. After the researcher gave the treatment using flashcards, the researcher gave the students post-test. The data showed the lowest score of the post-test was 60 and the highest score was 86. Additionally, the average pre-test score was 54 and the average post-test score was 71 in the experimental class.

Table 4. 2
Descriptive Statistic of the pre-test and post-test scores

Statistics		Pretest	Posttest
N	Valid	17	17
	Missing	0	0
Mean		54.2941	71.5882
Median		53.0000	73.0000
Mode		40.00[a]	73.00
Std. Deviation		12.88781	7.73029
Variance		166.096	59.757
Minimum		36.00	60.00
Maximum		76.00	86.00

Where :

Mean : The arithmetical mean is the sum of a set of numbers separated by the number of number in the collection, or simply the mean or the average.

Median : In sorted, ascending or descending, list of numbers, the median is the middle number and may be more representative of that data set than the average.

Mode : The mode is the value that most frequently appears in data value set.

Std. Deviation : A calculation of the amount of variance or dispersion of a set of values is the standard deviation.

Minimum : The smallest possible quantity.

Maximum : The largest possible quantity.

Sum : The sum can be defined as the result or answer after adding two or more numbers or terms.

Table 4.2 calculated descriptive statistic from 17 students as participant in the classroom. The mean from data above was 54.2941 as pre-test score and 71.5882 as post-test score. Median of pre-test score was 53.0000 and post-tes score was 73.0000 . Mode of pre-test score was 40.00 and post-test score was 73.00. student pre-test and post-test score had minimum and maximum scores, minimum score result was 36.00 as pre-test score and 60.00 as post-test score. Maximum score

result was 76.00 as pre-test score and 86.00 as post-test score. Then standard deviation measure, student score standard deviation was 12.88781 as pre-test score and 7.73029 as post-test score.

Table 4. 3
Frequency Score of Pre-test

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	5.9	5.9	5.9
	40.00	2	11.8	11.8	17.6
	43.00	2	11.8	11.8	29.4
	46.00	2	11.8	11.8	41.2
	50.00	1	5.9	5.9	47.1
	53.00	1	5.9	5.9	52.9
	56.00	2	11.8	11.8	64.7
	60.00	1	5.9	5.9	70.6
	66.00	2	11.8	11.8	82.4
	70.00	1	5.9	5.9	88.2
	76.00	2	11.8	11.8	100.0
	Total	17	100.0	100.0	

As mentioned at the table 4.3 after data analyzed, it shows pre-test in frequency 1 student (5,9%) got 36 score, 2 student (11,8%) got 40 score, 2 student (11,8%) got 43 score, 2 student (11,8%) got 46 score, 1 student (5.9%) got 50 score, 1 student (5,9%) got 53 score, 2 student (11,8%) got 56 score, 1 student (5,9%) got 60 score, 2 student (11,8%) got 66 score, 1 student (5,9%) got 70 score, 2 student (11,8%) got 76 score. In frecuency data some student who had more than 70 was 2 students only in the classroom.

Table 4. 4
Intervals Score of Pre-Test

Score	Frequency	Categories	Percentage
81-100	0	Very Good	0%
61-80	5	Good	29,41%
41-60	9	Fair	52,94%
21-40	3	Weak	17%
0-20	0	Poor	0%

Table show the appropriateness of assessment interval in pre-test, some students got poor predicate. There are 5 (29,41%) who had good predicate, 9 (52,94%) students were fair predicate, 3 (17%) students were weak predicate. The score based on five part of speaking such as pronounciation, grammar, vocabulary, fluently, comprehension. That can be seen many students are unable to speak sentences clearly. In this regard not suprising that they are still having confuse to speak because they are still hesitant to speak something correctly and it difficult to remember vocabularies for spontaneous speech.

Table 4. 5
Descriptive Statistic of Post-test Score

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	11.8	11.8	11.8
	63.00	2	11.8	11.8	23.5
	66.00	2	11.8	11.8	35.3
	70.00	1	5.9	5.9	41.2
	73.00	4	23.5	23.5	64.7
	76.00	3	17.6	17.6	82.4
	80.00	1	5.9	5.9	88.2
	83.00	1	5.9	5.9	94.1
	86.00	1	5.9	5.9	100.0
	Total	17	100.0	100.0	

As mentioned at the table 4.5 after data analysed, it show post-test in frequency data that 2 student (11,8%) got 60 score, 2 student (11,8%) got 63 score,

2 student (11,8%) got 66 score, 1 student (5,9%) got 70 score, 4 student (23,5%) got 73 score, 3 student (17,6%) got 76 score, 1 student (5,9%) got 80 score, 1 student (5,9%) got 83 score, 1 student (5,9%) got 86 score.

Table 4. 6
Intervals score of Post-Test

Score	Frequency	Categories	Percentage
81-100	2	Very Good	11,76%
61-80	13	Good	76,47%
41-60	2	Fair	11,76%
21-40	0	Weak	0%
0-20	0	Poor	0%

Table show the appropriateness of assessment interval in pre-test, some students got poor predicate. There are 2 (11,76%) who had good predicate, 13 (76,47%) student were good predicate, 2 (11,7%) students were fair predicate. The score based on five part of speaking such as pronounciation, grammar, vocabulary, fluently, comprehension. That can be seen many students are unable to speak sentences clearly. In this regard not suprising that they are still having confuse to speak because they are still hesitant to speak something correctly and it difficult to remember vocabularies for spontaneous speech.

4.1.2 The Result of Control Class

The results of the students' pre-test and post-test scores for the Control class are resented as follows:

Table 4. 7
Result of Control Class

Students	Pre-Test	Post-Test	Difference	Square Deviation
1	63	60	3	9
2	43	63	20	400

	Pre-test	Post-test	Difference	Square deviation
3	46	63	17	289
4	66	66	0	0
5	56	60	4	16
6	50	66	16	256
7	70	73	3	9
8	63	53	10	100
9	40	53	13	169
10	60	73	13	169
11	56	66	10	100
12	70	73	3	9
13	56	66	10	100
14	70	63	7	49
15	36	56	20	400
16	46	50	4	16
17	50	73	23	529
Total score	941	1077	176	2620
Average	55	63	10	154

Note:

Pre-test ia students' score before the researcher gave the treatment by general ways. Post-test ia students' score after the researcher gave the treatment by general ways. Difference is deviation between post-test and pre-test. The formula is post-test-pre-test. For example: 50 (Post-test)-46 (Pre-test)= 4. Squar deviation is the value of deviation or difference which is it's made quadrat. Formula is x^2. For example: $4^2=16$.

Based on Table 4.7 it could be seen the lowest score and the highest score from 17 students in the control class. The lowest score of the pre-test was 36 and the highest score was 70. After the researcher continued with regular textbook method, the researcher gave the students post-test. The data showed the lowest score of the post-test was 50 and the highest score was 73. Additionally, the average pre-test score was 55 and the average post-test score was 63 in the control class.

Table 4. 8

Descriptive Statistic of the Pre-test and Post-test scores

Statistics		Pretest	Postest
N	Valid	17	17
	Missing	0	0
Mean		55.35	63.35
Median		56.00	63.00
Mode		56[a]	66[a]
Std. Deviation		10.874	7.373
Minimum		36	50
Maximum		70	73
Sum		941	1077

Where:

Mean   : The arithmetical mean is the sum of a set of numbers separated by the number of number in the collection, or simply the mean or the average.

Median   : In sorted, ascending or descending, list of numbers, the median is the middle number and may be more representative of that data set than the average.

Mode   : The mode is the value that most frequently appears in data value set.

Std. Deviation   : A calculation of the amount of variance or dispersion of a
                    set of values is the standard deviation.

Minimum   : The smallest possible quantity.

Maximum   : The largest possible quantity.

Sum   : The sum can be defined as the result or answer after
                    adding two or more numbers or terms.

Table 4.8 calculated descriptive statistic from 17 students as participant in the classroom. The mean from data above was 55.35 as pre-test score and 63.35 as post-test score. Median of pre-test score was 56.00 and post-test score was 63.00. Mode of pre-test score was 56[a] and post-test score was 66[a]. Student pre-test and post-test score had minimum and maximum scores, minimum score result was 36.00 as pre-test score and 50 as post-test score. Maximum score result was 70.00 as pre-test score and 73.00 as post-test score. Sum of pre-test score was 941 and post-test score was 1077.

Table 4. 9
Frequency Score of Pre-test

Pretest					
		Frequency	Percent	Valid Percent	Comulative Percent
Valid	36	1	5.9	5.9	5.9
	40	1	5.9	5.9	11.8
	43	1	5.9	5.9	17.6
	46	2	11.8	11.8	29.4
	50	2	11.8	11.8	41.2
	56	3	17.6	17.6	58.8
	60	1	5.9	5.9	64.7
	63	2	11.8	11.8	76.5
	66	1	5.9	5.9	82.4
	70	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

As mentioned at the table 4.9 after data analysed, it show post-test in frequency data that 1 student (5,9%) got 36 score, 1 student (5,9%) got 40 score, 1

student (5,9%) got 43 score, 2 student (11,8%) got 46 score, 2 student (11,8%) got

50 score, 3 student (17,6%) got 56 score, 1 student (5,6%) got 60 score, 2 student

(11,8%) got 63 score, 1 student (5,9%) got 66 score and 3 student (17,6%) got 70

score.

Table 4. 10
Intervals Score of Pre-Test

Score	Frequency	Categories	Percentage
81-100	0	Very Good	0%
61-80	6	Good	35,29%
41-60	9	Fair	52,94%
21-40	2	Weak	11,76%
0-20	0	Poor	0%

Table show the appropriateness of assessment interval in pre-test, some

students got weak predicate. There are 6 (35,29%) who had good predicate, 9

(52,94%) student were fair predicate and 2 (11,76%) students were weak predicate.

Table 4. 11
Frequency Score of Post-test

Postest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	5.9	5.9	5.9
	53	2	11.8	11.8	17.6
	56	1	5.9	5.9	23.5
	60	2	11.8	11.8	35.3
	63	3	17.6	17.6	52.9
	66	4	23.5	23.5	76.5
	73	4	23.5	23.5	100.0
	Total	17	100.0	100.0	

As mentioned at the table 4.11 after data analysed, it show post-test in

frequency data that 1 student (5,9%) got 50 score, 2 student (11,8%) got 53 score,

1 student (5,9%) got 56 score, 2 student (11,8%) got 60 score, 3 student (17,6%)

got 63 score, 4 student (23,5%) got 66 score, 4 student (23,5%) got 73 score.

Table 4. 12

Intervals Score of Post-Test

Score	Frequency	Categories	Percentage
81-100	0	Very Good	0%
61-80	11	Good	64,71%
41-60	6	Fair	35,29%
21-40	0	Weak	0%
0-20	0	Poor	0%

Table 4.12 show the appropriateness of assessment interval in pre-test, some students got weak predicate. There are 11 (64,71%) who had good predicate, 6 (35,29%) student were fair predicate.

4.2 Analysis Descriptive

This study uses a descriptive analysis method. According to (Sugiyono, 2015) Descriptive analysis aims to describe the description studied through sample data without conducting extensive analysis. Descriptive analysis is carried out to describe the research variables using a frequency table to determine the level of acquisition/score of the variables studied.

4.2.1 Validity test

The results of the research instrument validity test were carried out using the pearson product Moment correlation technique. Validity testing was carried out on 30 statements items 34 respondents (N = 34). The test criteria used are statement items declared valid if the pearson correlation value (r-count) is greater than the r-table and the significance value (sig. 2-tailed) is less than 0.05 (a = 5%).

Based on the resuts of the analysis, it was found that of the 30 statement item tested, there were several items that showed a significant correlation with the total score (Total Score), namely :

Table 4. 13
Validity Test Results Significant

No	1	2	3	4	5	6	7	8
Q	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
R	0,44	0,49	0,39	0,51	0,51	0,39	0,49	0,49
P	0,009	0,003	0,02	0,002	0,002	0,02	0,003	0,003

Explanation :

Q : Questionnaire

R : pearson Correlation Coefficient

P : Significance Value (p-value)

This items have significane value below 0.05 and a positive correlation value with the total score, which indicates that these items are valid and can be used in the research instrument. Meanwhile , some items that do not show a significant correlation with the total score (p> 0.05) are :

Table 4. 14

ValidityTest Resul Non Significant

No	1	2	3	4	5
Q	Q1	Q2	Q3	Q4	Q1
R	0,106	0,155	0,198	0,008	0,243
P	0,553	0,381	0,262	0,963	0,168

4.2.2 Reliability Statistics

Table 4. 15

Reliability Test Results

Cronbach's Alpha	N of Items
.496	31

Based on table 23 above, it can be seen that the value of Cronbach's alpha is 0,496 which is greater than 0,07. Thus it can be concluded that the questionnaire data on the flashcards variable used in this study can be said to bereliable or the consistent level of the instrument used can be trusted and consistent.

4.2.3 Normality test

In this research normality test conducted to both the experiment andcontrol class. The normality test aims to know whether the data of the research normality distributed or not. Two types of normality test used in this research namely the Kolmogrov-Smirnov. A more detailed calculation of the normality test is in the tbale below.

Table 4. 16

Test of Normality

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Result	Pretest A (Control)	.112	17	.200[*]	.946	17	.392
	postest A (Control)	.140	17	.200[*]	.923	17	.164
	Pretest B (Eksperiment)	.140	17	.200[*]	.923	17	.164
	Postest B (Eksperiment)	.161	17	.200[*]	.954	17	.518

*.This is a lower bound of the true significance
a. Lilliefors Significance Correction

Based on the data above, the research concludes that when the Kolmogrov-Smirnov and Wilk for normality test used the significant > 0,05. All of the data were given in experiment and control class normal contributed.

4.2.4 Homogeneity Test

Homogeneity test is used to show that two or more groups come from populations that have the same variation. If the value of Sig. Levene Statistic > α (α = 0.05), then the data is homogeneous. Likewise, if Sig. Levene Statistic < α (α = 0.05), then the data is not homogeneous. The result of levene Statistic test in this research can be seen in the following table:

Table 4. 17
Test of Homogeineity of Variances

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Result Learning	Based on Mean	.099	1	32	.756
	Based on Median	.022	1	32	.883
	Based on Median and with adjusted df	.022	1	31.660	.883
	Based on trimmed mean	.107	1	32	.746

Based on the table above, it can be concluded that the value of Sig. Levene Statistic is 0.756 > 0,05. This, it can be concluded that the research data is homogeneous.

4.2.5 Independent Sample T Test

The data for independent sample T-test was gathered from both the experimental and control classes. An independent sample T-test was performed to compare the outcomes of the post-test between the experimental and control classes.

Table 4. 18
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Value									
Equal variances assumed	.099	.756	3.178	32	.003	8.235	2.591	2.958	13.513
Equal variances not assumed			3.178	31.929	.003	8.235	2.591	2.957	13.513

Based on the table above, Showed that by data can know that Tcount value 3.178 higher than Ttable value 2.145, it signifies the acceptance of the alternative hypothesis (Ha). That is, The Effectiveness of Using Flashcards Towards the Student's Vocabulary Mastery SMAN 15 Muaro Jambi.

4.3 Discussion

The discussion in this study is based on the research question, which was to determine the effect of using flash cards to improve vocabulary mastery at Senior High School No. 15 in Muaro Jambi. The research was conducted using multiple-choice objective tests. This study was only conducted in one class. Pretest and Posttest were given to students. The research conducted an experimental research with a pre-test post-test design to achieve the research objectives. The research process is divided into three steps. First, consists of preliminary research in which the researcher determines students' vocabulary abilities by administering a pre-test using of 30 multiple choices. Second, giving treatment which students were treated by using Flash cards approach. The treatment was carried out by the researcher over several meetings. The final step is to administer a post-test consisting of 30 multiple choice. The posttest was given to find out whether students' vocabulary mastery improves or not.

From data table 4.1, it is known that the average (mean) of learning outcomes (post-test) in the experiment class by using the flash cards strategy was 71.58 Meanwhile, it is known that the average (mean) of learning outcomes (Post-test) for the control class that used the regular book strategy was 63,35. This it can be concluded that the flash cards strategy in students` is higher thn in students` using regular book strategy.

Based on the analysis data used Independent sample T-test, it was found that Tcount is 3.178 and Ttable 2.145. By it data can know that Tcount value (3.178) higher than Ttable value (2.145) it signifies the acceptance of the alternative hypothesis (Ha) and rejection of the null hypothesis (Ho). That is, the result of the study shows that after conducting this research, it can be seen that there The Effectiveness of Using Flashcards Toward The Student's Vocabulary Mastery at SMA N 15 Muaro Jambi.
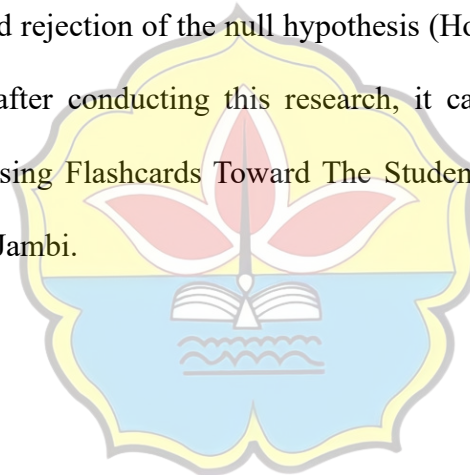
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Following the result of the research that the researcher obtained, the following conclusions can be drawn:

According to the statistic calculation that was analyzed in the research findings the research concluded that improving vocabulary mastery by using Flashcards has a more significant effect on students' scores than the students' scores in the class taught by the other material.

The findings of the study demonstrated that the p-value sig. (2-tailed) was 0.03. it could be assumed that Ha accepted and H0 was rejected if it was less than = 0.05. the students' pre-test mean score was 54.29, and their post-test mean score was 71.58. The Flashcard strategy was found to be effective in toward students' vocabulary mastery at SMA N 15 Muaro Jambi.

5.2 Suggestion

The suggestion can be given as follows:

1. Teacher

   Teachers at SMA N 15 Muaro Jambi, To continue using flash cards strategy as teaching vocabulary in class can attract the students' interest.

2. Students

   The students are expected to master vocabulary because by mastering vocabulary all skills of English can be easy to learn. Therefore, students should create their vocabulary information using exciting media such as flash cards because flashcards can attract students' excitement and inspiration in the learning

process.

3. Next Researcher

It is only one of study that proves that flashcard strategy can be a useful approach to increasing vocabulary mastery. In addition, for next researchers can use the result of this study as an additional reference.

REFERENCES

Adrian Doff. (1992). Teach English: A Training Course for Teachers, (UK: Cambridge University Press), p. 349.

Allen, Virginia French. (1983). Techniques in Teaching Vocabulary (Teaching Techniques in English as a Second or Foreign Language). New York: Oxford University Press.

Amalia, T.Z. (2018). Flashcards in Language Area of Early Childhood Education. ThufuLA: *Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 2(1) :111-126.

Andrew Wright. (1989). Pictures for Language Learning, (New York: Cambridge University Press), p. 139.

Arikunto,Suharsimi. 2007. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta Rineka Cipta, p. 245.

A S Homby. (1995). Oxford Advanced Learner's Dictionary of Current English. Oxford University Press.

Aulia, I. (2018). Using Flashcards for Teaching English Vocabulary in ELT Classroom.

Bowen, J. J., Madson, H., & Hilferty, A. (1985). TESOL techniques and procedures. London: Newbury House.

Bromley, K. (2004). Language Assessment: Principle and Classroom Practices. New York: Pearson Education.

Brown, H. (2000). Principles of Language Learning and Teaching Fifth Edition. San Francisco University.

De Groot, & A. M. B. (2006). Effects of stimulus characteristics and background music on foreign language vocabulary learning and forgetting. Language Learning. 56(3), 463-506.

Finocchiaro. Mary. (1974). English as a Second Language from Theory to Practice. New York: Regents Publishing Company.inc

Griffiths, C. (2003). Patterns of language learning strategy use. System, 31, 367-383. ISSN: 0346251X

Griffiths, C. (2006). Language learning strategies: Theory and research. Iran. ILI Language Teaching Journal, 2(1).

Hatch, E., & Brown, C. (2000). Vocabulary, semantics, and language education, Cambridge: Cambridge University Press.

Hedge, T. (2008).Teaching and learning in the language classroom. New York: Oxford University Press.

Herlina, H., & Dewi, R. R. (2017). Flashcard media: The media for developing students understanding for English vocabulary at elemtary school. *IJERIndonesia Journal of Education Review*, 4(1), 116-128

Hornby, AS. (2006). The Advanced Learner's Dictionary of Current English. In advance learners' dictionary of English.

Jeremy Harmer. (2007). The Practice of English Language Teaching Fourth Edition, (London: Longman).

Jim Scrivener. (2011). Learning Teaching: The Essential Guide to English Language Teaching, (Macmillan).

John Haycraft. (1986). An Introduction to English Language Teaching, (Singapore: Longman Group).

Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. Second Language Vocabulary Acquisition: A Rationale for Pedagogy.

Lisa, H. (2019). The Effectiveness of Flashcards on The Increase English Vocabulary Among The Fourth Elementary School. Journal of Applied Linguistics and Literature. Vol. 4 No. 1.

Meriam. (1828). Webster's collegiate dictionary. Springfield, MA: Merriam-Webster. https://www.merriam webster.com/dictionary/vocabulary.

Moir, J., & Nation, P. (2008). Vocabulary and good language learners.na.

Mozaheb. (2012). Comparing Vocabulary Learning of EFL Learners by Using Two Different Strategies: Mobile Learning vs. Flashcards, The EUROCALL Review, Vol. 20, No. 2.

Nation. (1990). Teaching and Learning Vocabulary, Heinle and Heinle. Publishers, Boston.

Nunan, D. (1991). Language teaching methodology: A textbook for teachers. Sydney: Prentice Hall International (UK) Ltd.

Nursaadah, K., & A.E, Yon. (2022). Improving Students Vocabulary Mastery Using Flashcard at The KAI. Jurnla Pendidikan Bahasa Vol.9, No.2.

Pikulski, J. J. & Templeton, S. (2004). Teaching developing vocabulary: key to long-term reading success.

Ratnawati, P. D., Yulianti, A., Emeliana, D., & Rachmawati, U. (2021). English Learning Innovation Using Flash Card Media to Improve Students' Understanding of Vocabulary and Pronounciation. Proceeding of The URECOL, 27-34.

Richards, J. C. (2002). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics.

Sugiyono. (2015). Metode Penelitian Pendidikan (PendekatanKuantitatif, Kualitatif, dan R&D), (Bandung: Alfabeta).

Scott Thornbury (2002). How to Teach Vocabulary, (Malaysia: Pearson Education Limited).

S. Kumaat, J. Tuna, M. (2023). Maru et al. Improving Students' Vocabulary Mastery Through Flash Cards. International Journal of Research in Social Cultural Issue.

Tambun, R. A. (2014). The Influence of Using Crosswords Puzzle towards Students' 176 Vocabulary Mastery. The Second International Conference on Education (ICEL).

Thornburg. (2002). Learning Together an Alone, Cooperative and Individualization. New Jersey. Prentive Hall.

Timumun, A. J. (2020). A Comparative Study Between Word Wall and Flash Card To increase Students' Vocabulary of viii Grade students at smp Negeri 5 Tolitoli. JME 6(2).

APPENDIX

APPENDIX

LESSON PLAN

Sekolah   : SMA N 15 Muaro Jambi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : XI A-B
Materi Pokok   : Simple Present Test
Alokasi Waktu   : 2 X 45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
2.1 Mengungkapkan makna dalam bentuk teks tulis fungsional sederhana secara akurat, dan lancar	• Siswa dapat mengubah kalimat aktif menjadi kalimat pasif. • Siswa dapat menjawab pertanyaan terkait simple present tense yang di jelaskan.

untuk berinteraksi dengan lingkungan sekitar.	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Dapat mengidentifikasi informasi penting dalam kalimat simple present tense
- Dapat mengidentifikasi isi kalimat simple present tense
- Dapat membedakan kalimat aktif dan kalimat pasif

D. Materi Pembelajaran

- Mengidentifikasi informasi penting dalam kalimat simple present tense
- Mengidentifikasi isi kalimat simple present tense
- Membedakan kalimat aktif dan kalimat pasif

E. Metode Pembelajaran

Model Pembelajaran   : *Discovery Learning*
Metode   : Penemuan dan Pencarian/penelitian

F. Media Pembelajaran

Media :

- Lembaga Kerja Peserta Didik (LKPD)
- Sumber pembelajaran lain (internet)
- HP
- Lembar penilaian
- Flash cards

Alat/Bahan :

- Spidol, papan tulis, buku, dan pena

G. Sumber Belajar

- Buku penunjang Kurikulum Merdeka Belajar mata pelajaran Bahasa Inggris Kelas XI Grafindo Media Pratama, tahun 2022
- Buku refensi yang relevan,
- Lingkungan setempat

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

❖ Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran

❖ Memeriksa kehadiran peserta didik sebagai sikap **disiplin**

❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya

❖ Mengingatkan kembali materi prasyarat dengan bertanya.

❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

❖ Mengajukan pertanyaan

Pemberian Acuan

❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

❖ Memberitahukan tentang tujuan pembelajaran

Kegiatan Inti (60 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Survei (Penelaah Pendahuluan)	❖ Guru dan peserta didik melakukan ice breaking. ❖ Guru menglas Kembali pembelajaran yang di pelajari.

Elaborasi (Penggarapan)	❖ Peserta didik dibagi menjadi 5 kelompok. ❖ Guru memberikan pemahaman terkait pengertian, isi, ciri-ciri, dan juga struktur dalam simple present tense. ❖ Guru memberikan contoh simple present tense pada siswa, lalu memberikan instuksi untuk siswa menentukan struktur dalam Simple present tense. ❖ Peserta didik membaca contoh kalimat simple present tense yang telah dibagikan. ❖ Peserta didik berdiskusi kelmopok untuk mencari, dan memahami terkait menentukan struktur dalam kalimat Simple present tense yang telah di berikan.
Konfirmasi	❖ Guru mengulas kembali contoh kalimat simple present tense, serta menunjuk beberapa siswa untuk membacakan jawaban hasil pencariannya dalam menentukan struktur dalam kalimat simple present tense. ❖ Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan/tulisan maupun pujian terhadap keberhasilan peserta didik.

Catatan : Selama pembelajaran berlangsung mengidentifikasi informasi penting dalam Re-Context,
guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap:
nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

❖ Guru memberi intruksi kepada peserta didik untuk mengumpulkan hasil jawaban dalam menentukan stuktur dalam kalimat Simple Present tense.
❖ Peserta didik mengumpulkan hasil jawaban sesuai intruksi guru.
❖ Guru memberikan paraf kepada lembar jawaban siswa, bertujuan sebagai mengapresiasi kerja siswa.
❖ Guru menutup pembelajaran dengan memberikan motivasi dan salam

Jambi,   October 2024

Mengetahui :
Kepala Sekolah SMA N 15 Muaro Jambi   Guru Pamong

Rina Marlina S.Pd, M.Pd   **Dinny Fadhillah Sari, S.Pd**
NIP. 19209172006042014   NIP. 197704022009022003

Guru Mata Pelajaran

Muhammad Naufal Alfurqaan
NIM. 2000888203035
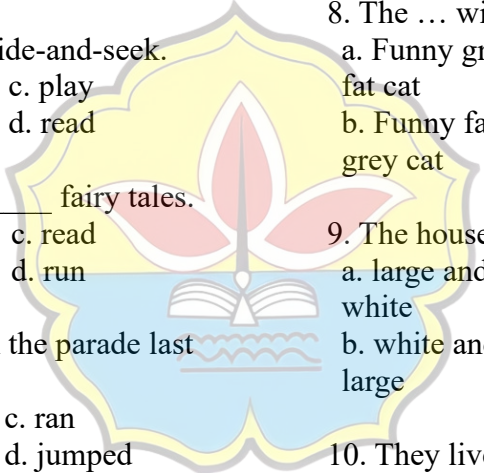
VOCABULARY TEST

THE VOCABULARY'S EXERCISE OF 11 GRADE SENIOR HIGH SCHOOL

Name :

Class :

1. 1. I like to _____ in the park.
 a. eat   c. play
 b. sleep   d. read

2. Let's _____ hide-and-seek.
 a. eat   c. play
 b. sleep   d. read

3. She likes to _____ fairy tales.
 a. dance   c. read
 b. sing   d. run

4. They _____ in the parade last week.
 a. danced   c. ran
 b. sang   d. jumped

5. He _____ a picture of his family.
 a. drew   c. played
 b. swam   d. slept

6. I'm buying a …
 a. New cheap European car
 b. European cheap new car
 c. European new cheap car
 d. Cheap new European car

7. She told me not to forget to return her …

 a. Red sleeping warm bag
 c. Red warm sleeping bag
 b. Warm sleeping red bag
 d. Warm red sleeping bag

8. The … will be adopted tomorrow.
 a. Funny grey fat cat
 c. Grey funny fat cat
 b. Funny fat grey cat
 d. Fat funny grey cat

9. The house is...
 a. large and white
 c. large white
 b. white and large
 d. White

10. They live in a... house.
 a. large and white
 c. large white
 b. white and large
 d. large

11. We need many _____ to make french fries.
 a. Potatoes   c. Potato
 b. Potatos   d. Potatoe

12. The police officer caught three _____.
 a. Thief   c. Thiefs
 b. Thieves   d. Thieves

13. The _____ in that empty house are so many.
 a. Mouse
 b. Mouses
 c. Mice
 d. Mices

14. My little cousin broke three _____ in my grandmother's house.
 a. Vase
 b. Vas
 c. Vass
 d. Vases

15. Bagas always drinks _____ of milk in the morning everyday.
 a. a glass
 b. a plate
 c a rice
 d. a banana

16. I found his home very _____.
 a. easily
 b. frequently
 c. difficultly
 d. Nothing

17. Rohan behaves very _____ with his elders.
 a. goodly
 b. easily
 c. badly
 d. normal

18. My father will be _____ of town this weekend.
a. inside
b. out
b. out
 c. outside
 d. beside
 d. beside

19. Rohan plays football _____.
 a. aggressively
 b. hardly
 c. sympathetically
 d. Fail

20. He doesn't care for anything and _____ looks happy every time.
 a. since
 b. hardly
 c. ago
 d. Past

21. He usually goes for a walk at this time, but the … for a walk now.
 a. does not go
 b. not go
 c. is not going
 d. won't going

22. My wife and I … to travel next summer.
 a. are planning
 b. am planning
 c. is planning
 d. are planning

23. Thomas ….. the competition in a National Olimpiade.He looks very happy.
 a. jumped
 b. lost
 c. celebrated
 d. won

24. The exam was too …..
for her. She got an A!
 a. easy
 b. expensive
 c. difficult
 d. high

25. My little sister and brother are very hungry, so I ……lunch for them.
 a. prepare
 b. wear
 c. throw
 d. kick

26. Which of the following is a countable noun?
 a. Water
 b. Juice
 c. cup
 d. bread

27. Which of the following is an uncountable noun?
 a. bread
 b. cup
 c. pencils
 d. table

28. How often do you eat everyday?
 a. Once in a day
 b. Twice in a day
 c. Three times in a day
 d. Never at all

29.How often do you usually celebrate your birthday party in a year?
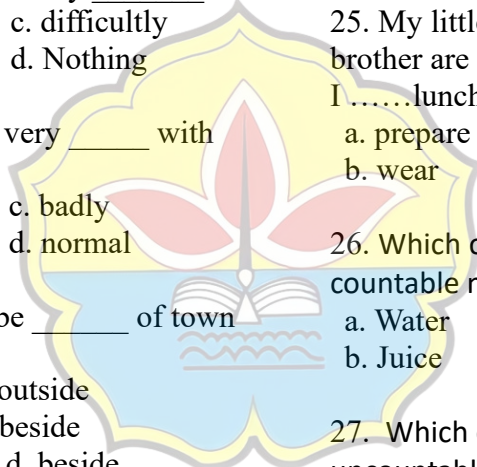
a. My friend always celebrate it once in a year

b. I usually celebrate it once in a year(jawabannya)

c. Rangga invites me to go to his first birthday party

d. I usually keep silent and begin counting 1,2,3

30. How many times do you usually take a bath in a day?

a. I took a bath rarely everyday

b. Take me a bath because I don't have soap

c. I usually take a bath twice in a day

d. don't ever ask me,it's my privacy!

Answer key :

1.c 2.c 3.c 4.a 5.a

Sumber: https://www.sederet.com/tutorial/contoh-soal-bahasa-inggris-verbs/

6.d 7.b 8.b 9.a 10.a

Sumber : https://id.scribd.com/document/632205184/Latihan-Soal-Pilihan-Ganda-Adjective-Order

11.a 12.d 13.c 14.d 15.a

Sumber : https://adjar.grid.id/read/542791135/kumpulan-soal-dan-jawaban-noun-kata-benda-dalam-bahasa-inggris?page=all

16.a 17.c 18.b 19.a 20.b

Sumber : https://id.scribd.com/document/405720710/Soal-Pilihan-Ganda-Tentang-Adverb

21.c 22.a

Sumber: *https://soalbahasainggris.my.id/15-contoh-soal-bahasa-inggris-online/*

23.d 24.a 25.a

Sumber: *https://id.scribd.com/document/541093423/408519632-Soal-Pilihan-Ganda-Vocabulary*

26. c 27. a

Sumber: *https://edukasi.okezone.com/read/2024/05/04/624/3004259/10-contoh-soal-bahasa-inggris-countable-dan-uncountable-noun-lengkap-dengan-kunci-jawabannya*

28. c 29. b 30. c

Sumber: *https://brainly.co.id/tugas/8864231*

APPENDIX III
SCORE TABLE

No	Nama Siswa	Pre-test	Post-test
Score of Control Class			
No	Nama Siswa	Pre-test	Post-test
1	Bayu Anggara	63	60
2	Cindy Agustina	43	63
3	Clarista Putri M	46	63
4	Diah Indri utami	66	66
5	Fitri Maulinda	56	60
6	Ika Puji Lestari	50	66
7	Indri Aprilia Putri	70	73
8	Keisya Nur Safira	63	53
9	M. Agung Andiya	40	53
10	Muhammad Baskhori	60	73
11	Muhammad Gilang s	56	66
12	Muhammad Sabri	70	73
13	rara Amiyati	56	66
14	Trisya Aura Putri	70	63
15	Vina Dwi Nasyah	36	56
16	Yehezkiel Rafael	46	50
17	Yuda Faiz p	50	73
	Jumlah	941	1077
	Rata-rata	55,35294	63,35294

No	Nama Siswa	Pre-test	Post-test
Score of Experiment Class			
No	Nama Siswa	Pre-test	Post-test
1	Amat Karyadi	43	76
2	Bayu Fitrianto	53	60
3	Bintang Uswatun	46	76
4	Chatrine Amelia	66	80
5	Chelsea Wisnu Andhalas	40	63
6	Elvina Paramitha	70	73
7	Juwita Permata Beuty	66	73
8	Keysa Dinda Maharani	76	86
9	M. Habibi Rahman	56	60
10	M. Harun Arrosyid	36	63
11	Nabila Pratiwi	46	73
12	Rindi Dian Lestari	40	66
13	Safitri	56	70
14	Siti Iqlima	76	83
15	Sofian Hamdani	60	73
16	Vyona Tamara	50	76
17	Yulia Paraswati	43	66
	Jumlah	923	1217
	Rata-rata	54,29412	71,58824

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result	Pretest A (Control)	.112	17	.200*	.946	17	.392
	postest A (Control)	.140	17	.200*	.923	17	.164
	Pretest B (Eksperiment)	.140	17	.200*	.923	17	.164
	Postest B (Eksperiment)	.161	17	.200*	.954	17	.518

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result Learning	Based on Mean	.099	1	32	.756
	Based on Median	.022	1	32	.883
	Based on Median and with adjusted df	.022	1	31.660	.883
	Based on trimmed mean	.107	1	32	.746

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	.099	.756	3.178	32	.003	8.235	2.591	2.958	13.513
	Equal variances not assumed			3.178	31.929	.003	8.235	2.591	2.957	13.513

APPENDIX V
STUDENT LEARNING SCORE

(76)

THE VOCABULARY'S EXERCISE OF 11 GRADE SENIOR HIGH SCHOOL

Name : Amat Karyadi

Class : XI B

1. I like to _____ in the park.
   a. eat
   b. sleep
   c. play
   d. read

2. Let's _____ hide-and-seek.
   a. eat
   b. sleep
   c. play
   d. read

3. She likes to _____ fairy tales.
   a. dance
   b. sing
   c. read
   d. run

4. They _____ in the parade last week.
   a. danced
   b. sang
   c. ran
   d. jumped

5. He _____ a picture of his family.
   a. drew
   b. swam
   c. played
   d. slept

b = 23

6. I'm buying a …
   a. New cheap European car
   b. European cheap new car
   c. European new cheap car
   d. Cheap new European car

7. She told me not to forget to return her …
   a. Red sleeping warm bag
   b. Warm sleeping red bag
   c. Red warm sleeping bag
   d. Warm red sleeping bag

8. The … will be adopted tomorrow.
   a. Funny grey fat cat
   b. Funny fat grey cat
   c. Grey funny fat cat
   d. Fat funny grey cat

9. The house is…
   a. large and white
   b. white and large
   c. large white
   d. White

10. They live in a… house.
    a. large and white
    b. white and large
    c. large white
    d. large

11. We need many _____ to make french fries.
    a. Potatoes
    b. Potatos
    c. Potato
    d. Potatoe

---

(60)

THE VOCABULARY'S EXERCISE OF 11 GRADE SENIOR HIGH SCHOOL

Name : Bayu Anggara

Class : XI A

1. I like to _____ in the park.
   a. eat
   b. sleep
   c. play
   d. read

2. Let's _____ hide-and-seek.
   a. eat
   b. sleep
   c. play
   d. read

3. She likes to _____ fairy tales.
   a. dance
   b. sing
   c. read
   d. run

4. They _____ in the parade last week.
   a. danced
   b. sang
   c. ran
   d. jumped

5. He _____ a picture of his family.
   a. drew
   b. swam
   c. played
   d. slept

B = 18

6. I'm buying a …
   a. New cheap European car
   b. European cheap new car
   c. European new cheap car
   d. Cheap new European car

7. She told me not to forget to return her …
   a. Red sleeping warm bag
   b. Warm sleeping red bag
   c. Red warm sleeping bag
   d. Warm red sleeping bag

8. The … will be adopted tomorrow.
   a. Funny grey fat cat
   b. Funny fat grey cat
   c. Grey funny fat cat
   d. Fat funny grey cat

9. The house is…
   a. large and white
   b. white and large
   c. large white
   d. White

10. They live in a… house.
    a. large and white
    b. white and large
    c. large white
    d. large

11. We need many _____ to make french fries.
    a. Potatoes
    b. Potatos
    c. Potato
    d. Potatoe

THE VOCABULARY'S EXERCISE OF 11 GRADE SENIOR HIGH SCHOOL

Name : Bayu Anggara

Class : XI A

1. I like to _____ in the park.
   a. eat
   b. sleep
   c. play
   d. read

2. Let's _____ hide-and-seek.
   a. eat
   b. sleep
   c. play
   d. read

3. She likes to _____ fairy tales.
   a. dance
   b. sing
   c. read
   d. run

4. They _____ in the parade last week.
   a. danced
   b. sang
   c. ran
   d. jumped

5. He _____ a picture of his family.
   a. drew
   b. swam
   c. played
   d. slept

B = 19

6. I'm buying a …
   a. New cheap European car
   b. European cheap new car
   c. European new cheap car
   d. Cheap new European car

7. She told me not to forget to return her …
   a. Red sleeping warm bag
   b. Warm sleeping red bag
   c. Red warm sleeping bag
   d. Warm red sleeping bag

8. The … will be adopted tomorrow.
   a. Funny grey fat cat
   b. Funny fat grey cat
   c. Grey funny fat cat
   d. Fat funny grey cat

9. The house is…
   a. large and white
   b. white and large
   c. large white
   d. White

10. They live in a… house.
    a. large and white
    b. white and large
    c. large white
    d. large

11. We need many _____ to make french fries.
    a. Potatoes
    b. Potatos
    c. Potato
    d. Potatoe

THE VOCABULARY'S EXERCISE OF 11 GRADE SENIOR HIGH SCHOOL

Name : Amat Karyadi

Class : XI B

1. I like to _____ in the park.
   a. eat
   b. sleep
   c. play
   d. read

2. Let's _____ hide-and-seek.
   a. eat
   b. sleep
   c. play
   d. read

3. She likes to _____ fairy tales.
   a. dance
   b. sing
   c. read
   d. run

4. They _____ in the parade last week.
   a. danced
   b. sang
   c. ran
   d. jumped

5. He _____ a picture of his family.
   a. drew
   b. swam
   c. played
   d. slept

B = 13

6. I'm buying a …
   a. New cheap European car
   b. European cheap new car
   c. European new cheap car
   d. Cheap new European car

7. She told me not to forget to return her …
   a. Red sleeping warm bag
   b. Warm sleeping red bag
   c. Red warm sleeping bag
   d. Warm red sleeping bag

8. The … will be adopted tomorrow.
   a. Funny grey fat cat
   b. Funny fat grey cat
   c. Grey funny fat cat
   d. Fat funny grey cat

9. The house is…
   a. large and white
   b. white and large
   c. large white
   d. White

10. They live in a… house.
    a. large and white
    b. white and large
    c. large white
    d. large

11. We need many _____ to make french fries.
    a. Potatoes
    b. Potatos
    c. Potato
    d. Potatoe

Research letter:

Nomor   : 73/UBR-01/B/2024
Lampiran : -
Perihal   : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA Negeri 15 Muaro Jambi
di
    Tempat

Dengan hormat,

Kami mengharapkan kesedian Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama   : **MUHAMMAD NAUFAL AL FURQAAN**
NIM   : 2000888203035
Program Studi   : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

"THE EFFECTIVENESS OF USING FLASH CARDS TOWARD STUDENT'S VOCABULARY MASTERY AT SMAN 15 MUARO JAMBI"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 30 September 2024
Dekan,

Dr. H. Abdoel Gafar, S.Pd.. M.Pd.
NIDN. 1021036502

Reply Latter:

Nomor   : 423.5/154/SMAN.15/X/2024
Lampiran   : -
Perihal   : Balasan Permohonan Izin Penelitian

Kepada Yth:
Dekan Fakultas Keguruan dan
Ilmu Pendidikan
Universitas Batanghari
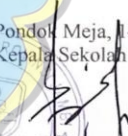Di –
   Tempat

Dengan Hormat,
Yang bertanda tangan dibawah ini Kepala SMA Negeri 15 Muaro Jambi menerangkan bahwa :

Nama   : Muhammad Naufal Al Furqaan
NIM   : 2000888203035
Program Studi   : Pendidikan Bahasa Inggris

Benar telah mengadakan penelitian di SMA Negeri 15 Muaro Jambi guna melengkapi data pada penyusunan skripsi yang berjudul **"The Effectiveness Of Using Flash Cards Toward Student's Vocabulary Mastery At SMAN 15 Muaro Jambi"**, pada tanggal 01 Oktober 2024

Demikianlah surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

Pondok Meja, 14 Oktober 2024
Kepala Sekolah

Rina Marlina, S.Pd., M.Pd
NIP. 198209172006042014

Documentation: