

**IMPROVING STUDENTS' VOCABULARY MASTERY  
BY USING FLASH CARDS AT THE EIGHT  
GRADE OF MTs MIM LANGSA**

**THESIS**

**Submitted By :**

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Tarbiyah Faculty  
Student No : 140700012**



**STATE COLLEGE OF ISLAMIC STUDIES  
ZAWIYAH COT KALA LANGSA  
2013 M / 1434 H**

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**THESIS**

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Degree S-1 in Teacher Education**

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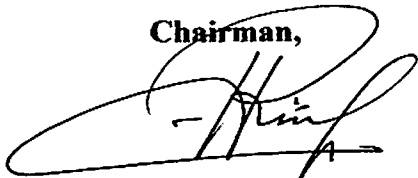
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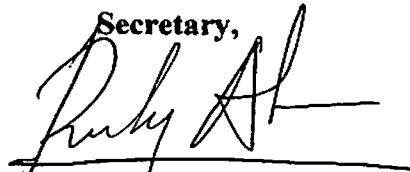
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The writer



**AL FAZIL**

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## ABSTRACT

This thesis is focused on improving students' vocabulary mastery by using flash cards at the eighth grade of MTs MIM Langsa. Vocabulary is one of language elements, which needs to be mastered by students. By mastering vocabulary, students will be able to improve their reading, speaking, listening, and writing. In learning English, vocabulary is very important because without enlarging any vocabulary ones cannot communicate effectively or express the ideas. The problem of this study there were still many students in MTs MIM Langsa who less knows or mastering vocabulary, they were unable to write, read or to spell it well. That was why the writer chose that school as the research area and applied an approach by teaching vocabulary by using flash cards. The study was conducted with purposes were to analyze whether with teaching vocabulary by using flash cards can improve the students' vocabulary mastery. The writer decides to do random sampling by drawing lots of the class names and take two classes, which is consisted of 66 students. One class to become sample is class VIII-1 and as class control is class VIII-2. The method of research which was used by the writer is the action research to analyze the data. The techniques to collect the data were test. Test was form in multiple choices that consisted of eight teen of questions. The category of score in this study ware high(8-9), satisfactory(6-7), low(4-5) and fail(0-3). The test result showed that in class control there are 7 students who got low category scores with percentage 21%, 20 students who got satisfactory category with percentage 61%, students who got high category were 6 students with percentage 18%. While in the sample class the writer seen that there is no students who got score fail's category and low's category, the students who got satisfactory category were 11 students with percentage 33%, and the students who got high category were 22 students with percentage 67%. After teaching vocabulary by using flashcards students were have known some new vocabularies and meanings. It's make them easier to understand the lesson who tough by teacher and easier in answer the questions when examination. It means that the students of sample class or students who tough by using flash cards at the eighth grade of MTs MIM Langsa were very successful in study.

**Keywords: Vocabulary, conduct, Improve**

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Nowadays, English language is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP) as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary. If someone wants to learn English very well, she should know the fourth skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the fourth skills.

Vocabulary is one of language elements, which needs to be mastered by students. By mastering vocabulary, students will be able to improve their reading, speaking, listening, and writing. In learning English, vocabulary is very important because without enlarging any vocabulary ones cannot communicate effectively or express the ideas. If the teacher wants to know the students' ability in mastering English, it is needed to know their ability in mastering vocabulary beside structure and pronunciation. As David states in his book, he said that

“Without grammar very little can be conveyed, but without vocabulary nothing can be conveyed”.<sup>1</sup>

As we know vocabulary is the basic language and the important part to dominate English well. When the students want to talk each other or translate something, they need more vocabulary. The students who learn English should know some words as a basic of language learning. If the students have less vocabulary it is difficult to understand what the people said, and they cannot response it orally or written. If they have known more vocabulary in their mind, it can help them to express reading comprehension, can speak and also understand what the people said.

MTs MIM Langsa is one of Islamic junior high school which has not priority in English subject, but the English teachers at that school did some effort to make students can improve their ability in English subject . Furthermore, most of questions in UAN (*Ujian Akhir Nasional*) are about asking the students to determine the main idea to look for synonym or antonym of underlined words to fill in the blank by choosing appropriate words to answer the question based on the text, etc. The learners will be able to answer the questions easily, if they master many vocabularies. Yet, when the writer taught the eighth grade of MTs MIM Langsa for 3 months, the writer can conclude that almost of the Islamic school’s students has lack knowledge of vocabularies. Furthermore, the writer felt trouble when teaching them because the students did not know almost the meaning of the words. Even though, the teacher has done many efforts to

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<sup>1</sup> David Wilkins, *How to Teach Vocabulary*, (Scott Thorn burry : 2002), 13

encourage students to be able to master much vocabulary, the students still have less knowledge about vocabularies, and this fact often inhibit students' English class. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively. It is not easy to teach vocabulary, especially new vocabulary to junior high school students because teaching it needs explanation for each part. Yet, at the other time a teacher should see that the meaning and the use of words should also be given a lot of attention. Thus, one of way to improve students vocabulary is to make them memorize the vocabularies easily is by using Flash cards.

Flash cards are powerful one of the tools that can help the learner to remember and improve visual memory, association, and comprehension such as the meanings of vocabulary words, history facts, and the correct spelling of words. Flash cards can be a very useful tool to be applied in many education levels. Flash cards remain one of the best tools for memorizing information. The most common way to create flash cards is to use index cards. Students can simply write the question on one side and the answer on the opposite side and test themselves repeatedly. However, there are several ways to modify this process to enhance the learning experience.

This case makes the writer interested to do the research about **“Improving Students' Vocabulary Mastery by Using Flash Cards at the Eighth Grade of MTs MIM Langsa.”**

## **B. Research Question**

This research problem is formulated as follows:

1. Is there any significant difference between students who taught by using flash cards and without flash cards?
2. What is the improvement of students vocabulary after using flash cards?

## **C. The Purpose of Study**

The purposes of this study are;

1. To find out how the vocabulary mastery of the Eighth Grade Students of MTs MIM Langsa is by using flash cards.
2. To know the improvement of students vocabulary after using flash cards.

## **D. The Significance of Study**

By doing this study, the writer hopes that the result of the study can be useful for both student and the teacher as the facilitator.

- For the students; they can find out the useful of flash cards in improving their vocabulary mastery in fun activities
- For the teacher; she can find out a good and interesting way to improve students' vocabulary mastery by using Flash cards.

## E. Hypothesis

Hypothesis is a prediction that is made prior to data collection.<sup>2</sup> There are two types of research hypothesis, between are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).<sup>3</sup>

The following hypotheses in this study are:

$H_a$  = There is significant difference between students who taught by using flash cards and without using flash cards

$H_0$  = There is no significant difference between students who taught by using flash cards and without using flash cards

## F. Terminology

To make the study clear so that the writer will explain some term that related to this study;

### 1. Vocabulary

Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized<sup>4</sup>. In this study, the word means all English words, which is found by students in learning the language.

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<sup>2</sup> James H. McMillan, *Educational Research Fundamentals for the Consumer*, (United States of America: Pearson Education, 2004), 44.

<sup>3</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 90.

<sup>4</sup> Lado, Robert. *Language Teaching*. (New Delhi: Tata MC Grow- Hill publishing co.Ltd, 1977). 182

word means all English words, which is found by students in learning the language.

A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as simply being able to recognize or use it.

## 2. Flash Cards

A flash card is a little piece of paper, the size of a business card, which has on one side a new word in a language you're learning, and on the other side a word in your mother tongue. In other hands, flash cards are a powerful tool that can help you remember information such as the meanings of vocabulary words, mathematical formulas, history facts, and the correct spelling of words.

Flash cards can be a very useful tool to use with younger student, ages three to seven. Using flashcards can help improve visual memory, association, and comprehension. When using flash cards keep the activities varied and stress free. When younger student reach their frustration level, they tend to shut down or act out. Stop before the child feels overwhelmed. Flashcards for preschoolers should be picture, not word oriented. At this level Flash cards can be sorted by categories (examples- foods, animals, etc.), color or shape.

We can introduce and practice vocabulary with flash cards, present songs and stories through flash cards, such us ABC Zoo. Elicit key vocabulary from the



cards and encourage the learners to interact both nonverbally and verbally through actions, mime and repetition. We also can play games with Flash cards. It makes us enjoy playing while practising the language skills and recycling target vocabulary.