

**USING FLASHCARD METHOD TO FRAME STUDENTS'
VOCABULARY IMPROVEMENT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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UMSU

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
2022**

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Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



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Tgl 17/9-2022	Revision of writing research steps	
Tgl 19/9-2022	Add one more suggestion.	
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ABSTRACT

Uci Diah Handini. 1802050007 “Using Flashcard Method to Frame Students’ Vocabulary Improvement”. Skripsi. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2022.

This research based on the use of the Flashcard method in eight grade students' vocabulary improvement. This research was conducted based on a preliminary study which showed that students had difficulty learning English due to their lack of vocabulary understanding, and the methods used by the teacher to teach vocabulary in a conventional way. The purpose of this study is to improve students' understanding and knowledge through the use of the Flashcard method. The method in this study used pretest and posttest as data collection instruments. The data analysis techniques of this study were (1) normality test (2) homogeneitytest (3) hypothesis testing in the form of t-test. Hypothesis testing uses the t-test formula which is preceded by a normality test and a homogeneity test. the results of the t-test shows that there is a significant effect to enrich the value sig (2-tailed) = $0.001 < 0,05$ then H_0 is rejected and H_a is accepted. In conclusion, there was the significant of using Flashcard method to frame students' vocabulary improvement.

Keywords: Vocabulary improvement, *Flashcard* method

ACKNOWLEDGEMENTS



Assallamu'alaikum Wr.Wb

Firstly, in the name of Allah the most almighty, the most merciful, all of the praises to Allah SWT the most almighty who already gave her health and mercy so that she was able to finish this study. Secondly, blessing and peace upon to prophet Muhammad SAW who had brought people from the darkness to the brightness. Thirdly, her dearest parents **Nanang Rusdianto** and **Wagini** who had given her more supports, material and their prayer during, before and after her academic year in completing her study at UMSU.

This study is entitled ***“Using Flashcard Method to Frame Students’ Vocabulary Improvement”***. In writing this study, there were many difficulties and problems faced by her and without much guidance from the following people, it may be impossible for her to finish the study. Therefore, she would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this research, they are :

1. **Prof. Dr. Agussani, M.AP**, As the Rector of the Universitas Muhammadiyah Sumatera Utara
2. **Dra. Hj Syamsuyurnita, M.Pd**, as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. **Dr.Hj Dewi Kesuma Nasution, SS M.Hum.** Deputy Dean I of the Faculty of Teacher Training and Education, Universitas

Muhammadiyah Sumatera Utara.

4. **Pirman Ginting S.Pd, M.Hum** and **Rita Harisma, S.Pd., M.Hum.** the Head and Secretary of English Department in Faculty of Teacher.
5. **Ambar Wulan Sari, S.Pd ,M.Pd.** Advisor who is patient and very helpful and directs in working on this thesis.
6. **Alfitriani Siregar, S.Pd., M.Ed.** As an Proposal seminar examiner who directed her to finish this thesis.
7. **Imelda Darmayanti Manurung, S.S., M.Hum.** As an Academic supervisor who supported me in completing this thesis.
8. All Lecturers of the English Education Study Program, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara who have provided teaching and administrative fluency to research so far.
9. The Head of the Universitas Muhammadiyah Sumatera Utara library who has provided the opportunity for research to conduct research so that this thesis can be completed.
10. **Iyut Nur Handini, Hesty Ramadhani, Desi Kumalasari,** my beloved sister who always give motivation and enthusiasm in completing this thesis.
11. Friends in arms, **Fauziah Safhani Dalimunthe, Danu Saputro, Zikry Satyawan, Ayuni Desianti, Putri Annisa Zulhantiar, Kiki**

Oktasari Br Tarigan , Suryani Dewi, Alwi Fajar Purba, Nur Ismi, Lilis Ade Putri Siregar, Thank you for the laughs,ups and downs,the struggles we went through together.

12. All her fellow researcher in class A Evening English Education Stambuk 2018.

Finally, with all humility, the researcher realizes that the writing of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the author apologizes profusely and hopefully this thesis can be useful for all of us. May Allah ta'ala always bless us all. Amen.

Medan, 22 September 2022

The Researcher

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CHAPTER I

INTRODUCTION

1.1 The Background of The Study

In this era of high technology, language has a very important role, the function of language as communication tool, one of the languages that must be mastered is English, because English is an international language and is used as a tool for communication both verbally and written. The development of technology that is increasingly growing influences the development of language, because basically language development always follows the direction of technological development.

Communication is one of the activities in life and language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hand. Communication is used to deliver our ideas, thoughts, and emotions to those around us. People will communicate using a lot of vocabulary that they have learned. Vocabulary will help the students to communicate and deliver some information to others. Therefore, the students need to choose the correct diction, word or vocabulary.

In Indonesia, English is a foreign language which is taught in the schools since English has become an international language. It is also used by most communities in the world. People have known that they use spoken and written words every single day to communicate with others. Since that

vocabulary becomes the basic competence in learning English before the four skills and it is an important element in teaching English. Moreover, the teacher and students will get the same thought by using appropriate and correct vocabulary.

According to Bueno-Alastuey & Nemeth (2020) that vocabulary knowledge is needed in mastering four language skills, and without sufficient vocabulary, second language learners would not be able to engage in language development activities, such as grammar, reading, and writing tasks. Therefore, students have to know what the meanings of many words to master vocabulary, and to mastering other English skill such as listening, reading, speaking and writing (Lestari, 2018; Wahjuningsih, 2018). Accordingly, Setiawan & Wiedarti (2020) stated that students have to master English vocabulary first before they produce it through speaking or writing.

Based on the description of vocabulary learning, it is essential to learn vocabulary since without sufficient vocabulary it is impossible to communicate effectively and to master other skills. On the contrary, it is undeniable that many senior high school students have poor knowledge of vocabulary mastery (Christanti, 2018). Second language (L2) vocabulary learning has been considered a difficult task for many students (Tsai & Tsai, 2018). Surmanov & Azimova (2020) stated that students find it difficult to choose the appropriate meaning of words, and they still confuse the use of words based on context. For some students who learn a foreign language such as English, they don't find it easy to have many vocabularies, because the students

think that the process of remembering vocabulary is considered bored and stressful while learning (Wahjuningsih, 2018).

In that case, Aisyiah (2017) stated that in learning or teaching vocabulary, effective strategies need to be applied. Teachers and students of foreign languages are constantly looking for the most effective methods and techniques for teaching and learning vocabulary in the classroom. In the same way, Setiawan & Wiedarti (2020) states teachers must provide media that could motivate students and make them more interested in learning English vocabulary. In that case, Al-Malki (2020) stated that language learning tools such as Quizlet could help second language learners effectively learn vocabulary. Additionally, Sari (2019) stated that the main function of Quizlet is to develop the students' linguistic intelligence.

Based on the researcher experience in doing Teacher Practicing Program at MTs Swasta Nur Jannah at Eighth grade, the researcher found some problems in teaching that involved some factors namely, student factors and teacher factors. It was the students' factor. Firstly, The student factors that influenced students' vocabulary mastery, the young learners are not actively involved during the teaching and learning process. Secondly, in the teacher factor, the teacher did not use media or method. For example in teaching vocabulary, most of the teachers use traditional method, it would make the students are not interested.

Learning media is needed as an intermediary to deliver messages, in order to minimize failures during the learning process (Diawati, 2018; Wicaksono et al.,

2020). In addition, teachers are required to wisely determine the types and types of tools that will be used in the learning process. During the COVID-19 pandemic, students want to use learning media that are more varied and interesting, such as media in the form of images or videos and easy-to-access learning media. So based on these problems, a solution is needed that can overcome these problems.

One of the media that can be used as an alternative is to use the *Flashcard* learning media. Flashcard is a technology-based learning media that contains images with animations that aim to provide information or a number of knowledge and contains sounds that can help improve student understanding (Noge: 2019). The Flashcard learning media contains a set of digital cards where each card will display an explanation of each card the material discussed by calling or choosing the desired card (Maryanto & Wulanata, 2018).

Therefore, in English learning a teacher needs media, strategy, technique, method, and approach to help student understanding in using various media, a teacher needs a creative mind. Media is created according to students' need by considering students' interest, and facilities are prepared. Some good media criteria are durable, interesting form and colorful, simple and easy to be applied, fix size, give the real concept, picture, or diagram, stimulate students' abstract thinking, elicit students to be active in manipulating the talking about English teaching and learning, language element is vital to be taught is vocabulary.

Using *Flashcard* to teach the students vocabulary is also interesting because

the teachers can show the picture which helps the students understand the meaning of each picture. This study focuses on *flashcard* as media in teaching vocabulary. Based on the explanation above, the researcher interested to conduct research entitled “Using *Flashcard* Method to Frame Students’ Vocabulary Improvement”.

1.2 Identification of The Problem

1. Students’ interest are low in learning English Vocabulary.
2. Students cannot express their ideas in English because doubts in Vocabulary.
3. There are still many students who don’t know the *Flashcard* to frame students vocabulary improvement.

1.3 Scope and Limitation of the Study

The scope of this research was focused on vocabulary mastery it was limited on teaching reading comprehension. In order to make the vocabulary improving than the student used to have. In focusing of the vocabulary the teacher used the new method in teaching. The teacher used the *flashcard* method and guide the student to improve their vocabularies. Then the teacher makes the students gain the next level of studying by testing their vocabularies in reading comprehension.

1.4 The Formulation of the Problem

The problem of this research was formulated as the follow:

Does the use of the *Flashcard* have significant effect of students' vocabulary

ability?

1.5 The Objective of the Study

The objectives of this research are follows :

To find out whether the use of the *Flashcard* has significant effect of English vocabulary ability.

1.6 The Significances of the Study

The benefits of this research are something that is useful in providing benefits for the author. The benefits in this research are:

1. Theoritically, this research will give a lot understanding about learning vocabulary mastery by using *flashcard*, especially in pronunciation and word meaning.
2. Practically, the research findings of the study are expected to be useful for :

a. The teacher

It is expected that the research can give inspiration to the teacher MTs Swasta Nur Jannah to make efforts in developing various teaching techniques and for teachers expected this research can help teachers in teaching material English subjects.

b. The Students

Through the use media, they are expected to have good development in vocabulary mastery by using *flashcard* method, they will feel happy to learn English since they are put in an enjoyable situation.

c. Other Researchers

For other researchers hopefully get experiences of the world of work in the future especially in the field of education.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Teaching of Reading Comprehension

Giving assistance to students in order for them to achieve their learning goals is the process of teaching. The procedure that forces someone to learn is referred to as teaching or education. Teaching is the type of learning material that incorporates pre-learned behavior. It's a fun job being a teacher. Today, a variety of resources assist teachers in finding some answers to challenges with the teaching-learning process. In order to learn more, the instructor might consult several classroom teaching methods. Teaching is a situation where your main goal is to aiding pupils in their understanding of ideas, methods, or factual information because of these and other types of knowledge, problems may be solved or results like data can be analyzed are shared by all topic areas.

According to Nana Sudjana in Maswan and Khoirul Muslimin (2017) "The basics of the teaching and learning process are explained that learning and teaching are two concepts that cannot be separated from each other. Learning refers to what a person must do as a subject who receives lessons (student goals), while teaching refers to what a teacher as a teacher must do.

According to Asrar (2020) Teaching in the old paradigm is the process of conveying information or knowledge from teachers to students. Teaching in the new paradigm is the process of regulating the environment in such a way that students want to learn or in other terms is the process of teaching student.

This paradigm implies that everything is determined jointly by the teacher and students. Learner-centered learning. The teacher functions more as a facilitator and motivator than a learning resource. The subject matter is not delivered directly, but students are given the opportunity to discover and construct their own knowledge. Students are given space to develop their potential. Learners are seen as active organisms or learning subjects. The purpose of learning is to develop the potential of students (thinking, mental, and emotional potential). Assessment is carried out during learning in progress and after learning is completed using authentic assessment in various forms including observation, self-assessment, peer assessment, teacher journals, written assessments, practice assessments, products, projects, portfolios and others. The success of learning is measured by how much involvement of students in the learning process.

Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text.

Therefore teachers need to analyze the abilities of their students' in order to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions every lesson. In order to make instructional decisions that will

positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum.

2.1.2 The Concept of Vocabulary

2.1.2.1 Definition of Vocabulary

Vocabulary is one of the components of language, there is no language without words. Vocabulary is an important element in language activities in expressing ideas or ideas to the interlocutor. To speak good, correct, and polite, of course, it requires good and varied vocabulary mastery (Hilaliyah, 2018; Syafryadin et al., 2020).

According to Soedjito in Hilaliyah (2018), vocabulary is all the words contained in a language, the richness of words owned by a speaker or writer, and words used in a field of science. Vocabulary is one aspect language that must be considered and mastered in order to support fluency in communicating using Indonesian both orally and in writing.

Thus, vocabulary cannot be separated from words. Words are linguistic units in the free form. Words are the most important element in language. Vocabulary consists of words that have meaning. According to Kusmaita, K. (2019), words are a collection of speech sounds that contain meaning. Interpreting a word is a collection of units of letters that have meaning. Without words, there may be no language because the word is the embodiment of language. Each word contains the concept of meaning and has a role in the implementation of language.

Vocabulary is one of the important things that need to be understood to learn a language, because without understanding vocabulary, it will be difficult for us to learn. While the meaning of the word itself is an element of language that is spoken or written which is a manifestation of the unity of feelings and thoughts that can be used in language.

In speaking, speakers of language users must use the vocabulary they master to express feelings, ideas, ideas, or thoughts. The more mature a person is, the more vocabulary he masters, so he can express something by choosing vocabulary that shows awareness of the values of life and fosters cooperation. Seeing the importance of vocabulary as means of expressing feelings, ideas, ideas or thoughts.

By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in a conversation, ask for the information, or express some ideas and thoughts (Yuliawati 2018).

2.1.2.2 Kinds of Vocabulary

Some experts divide vocabulary into two types, namely active and passive vocabulary. Harmer distinguishes these two types of vocabulary. The first type of vocabulary refers to vocabulary that has been taught to students and is expected to be used by them. Meanwhile, the second refers to words that students will recognize when they meet, but which they may not be able to pronounce.

Knowing words from a meaning, information, and skill viewpoint is called knowledge Lexical organization, fluency, and receptive and productive mastery.

Some experts divide into two kinds of vocabulary: active and passive vocabulary. Brown (in Tibar, 2018) indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. For the example some of the vocabularies and their meaning:

- a. Roof: the top part of a house or buildings
- b. Tail: The small part of animal which make them balance
- c. Eyes: The main part of human and animal to sense anything
- d. Bottle: The place for saving water in a small quantity
- e. Gadget: tools to make something become (Stuart Webb, 2009).

2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. This Productive Vocabularie have some examples, there are:

- a. Speaking: the action of conveying information or expressing one's

thoughts and feelings in spoken language.

- b. Writing: the activity or skill of marking coherent words on paper and composing text.
- c. Reading Comprehension: Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

2.1.1.3 Word Classes of Vocabulary

According to According to Adia (in Tibar, 2018) The term used to classify words based on their function categories are called part of speech.

1. Noun

A word is a word that is used as the name of something, person, animal, thing, place, situation, attribute, or idea. So, from us having a noun for something, it implies that seeing it as something. Nouns are generally divided into six, namely proper nouns, common nouns, collective nouns, abstract nouns, and possessive nouns. In addition, nouns can also be divided into two groups according to their calculations. Including uncountable.

2. Verb

Verb generally refer to action; events and processes of giving, happening, becoming. They usually have a number of different forms, the infinitive, third-person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense but for some verbs it is different. Auxiliary verbs are a closed subclass and have a grammatical function.

3. Adverb

Adverb represent a very large collection of words. It is basically of two types, which refers to indirect information about an action, event or process such as the time, place or manner of it, and which serves to intensify adverbs and other adjectives.

4. Pronoun

The pronoun, as the name implies, has a primary function based on four nouns, after the noun is mentioned in a particular text. The subclasses are personal pronouns, reflexive pronouns, and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Other subclasses are interrogative pronouns, relative pronouns and demonstrative pronouns.

5. Number

There are two kinds of numbers; ordinal and cardinal. Sequence numbers, as the name suggests, determine the order of items and series first, second, third, fourth and so on. Cardinal numbers do not specify the order, but only the quantity and pieces of the series such as one, two, three, four, etc.

6. Determiners

Determiners are a class of words that are used with nouns and have the function of defining noun references in several ways. The class is divided into two large groups. Identifiers and quantifiers. The subclass of Identification includes articles, in non-aligned articles and definite articles, possessive and demonstrative.

7. Adjective

Adjective usually reinforce the meaning of a noun, either by appearing right before the word, as in wide avenue, or by means of a copula verb, as in the way is/to be wide. For this reason traits are often characterized as descriptive.

8. Prepositions

Prepositions have the main function of connecting noun phrases with other units. the relationship may be one-time (e.g. after a meal), place (e.g. in front of a bus) or logical (e.g. due to his actions). Many prepositions can be used to express more than one of these relationships.

2.1.2.4 The Teaching Vocabulary

In this part, the researcher will explain, some concept of teaching vocabulary. Teaching vocabulary plays an important role in language acquisition because the mastery vocabulary will help students to master all the language skills; speaking, listening, writing, and reading. Finochiaro (in Nurhaebah, 2018) the vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. Teacher needs a good knowledge on their teaching material for uses and adds other vocabulary which is relevant to the students. And teacher should be known about the general knowledge of vocabulary, words and also the meaning. The word or vocabulary can be spoken and written.

Wallance (in Nurhaebah, 2018) explains that teaching vocabulary should consider these following factors:

1. Aims: the aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught the students.
2. Quantity: the teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher
3. should select new words, which can easy to understand by the learners.
4. Need: in teaching vocabulary, the teacher has to choose the words really needed by the students in communication.
5. Frequent exposure and repetition: frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. Meaning full presentation: in teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.
6. Situation and presentation: The teachers tell the students that they have to use the words appropriately. The use of word depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above the researcher conclude that in teaching vocabulary teacher should be know about the general knowledge of vocabulary, words and also the meaning in spoken or writing. And in teaching vocabulary

should consider the six factors, such as: aims, quantity, need, Frequent exposure and repetition, meaning full presentation, and situation and presentation.

2.1.3 The Concept of *Flashcard*

2.1.3.1 Definition of *Flashcard*

Before discussing the meaning of *flashcard*, it's a good idea to first determine the term that will be used as a substitute for *flashcard*. This is important to do to enrich the terms in Indonesian and make it easier to write. The term *flashcard* comes from English. *Flashcard* according to the Cambridge dictionary in Akbar (2022) are cards with words or pictures on them that are used to help students learn.

Furthermore, according to Echols and Hassan in Akbar (2022) *flashcard* are reminder cards or cards that are shown at a glance. If interpreted word, then the term *flashcard* can be divided into two words, namely the word flash and card. The word flash in Indonesian means light and flash while the word card can be interpreted as a card.

Flashcard is a card on which there are words, sentences, or simple pictures (Azab Listi & Mozaheb in Akbar, 2022). Meanwhile, according to Cancela, et al. in Akbar (2022) *flashcards* are cards that contain information such as words or letters in one or two sections that are used in classroom exercises or self- study.

Flashcard include visual media. Doman in Ulah (2022) argues that *flashcards* are learning media in the form of picture cards equipped with letters. The image on the *flashcard* is a series of messages presented with a description of each image listed on the back.

Flashcard media is a media that helps in remembering and reviewing lesson materials such as: or terms, symbols, definitions of foreign language spelling, formulas, and others (Maryanto, 2019). Media Cards have several advantages, including materials that are quite cheap, and can be obtained in the environment around, easy to arrange and use, easy to move because of the light material and able to visualize the sequence of nitrogen bases in a nucleotide (Zubaidillah, 2019).

Based on definition above, it can be taken a general view that *flashcards* are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Beside it, *flashcard* is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

Picture 2.1 Example of Flashcard



2.1.3.2 *Flashcard* as Teaching Aids

As foreign language, English is not used daily in society, English is considered difficult subject studied for the students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject.

Teaching aids provide a means of literating lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce lesson. They can be broken down into four board categories there are: bulletin boards, charts, *flashcard*, manipulative and experiment.

In other words, Teaching aids are called media. Media come from Latin language “medius”. It means is middle, intermediary or companion. In Arabic, media are intermediary or message delivery from the sender to the receiver. Media is any extension of man which allows him to affect others people who are not in face to face with him. Communication media there are letter, television, film, radio, something printed and telephone.

In general there are three kinds of media as below:

a. Visual aid

Visual aid is media which can be seen and be touched by students. There

are picture, photo, real object, map, miniature, and realia. Visual aid is often used by the teacher are picture, *flashcards*, and realia.

b. Audio aid

Audio aid is text and material recorded which used for listening skill and understanding oral discourse. It can be heard. Such as: radio and cassette recorder.

c. Audio visual aid

Audio visual Aid is media which can be heard and seen. Such as TV and film, usually it shows story, event, or condition in another place. The picture is showed together with information in English and it should selected is based on language development students range

To make in teaching vocabulary is successful. The teacher needs a teaching strategy. The teaching strategy can help the students to understand vocabulary easily. Concerning this research, the researcher takes a strategy to use *flashcard* as visual aids in teaching vocabulary. Because it helps the students not only in improving student's understanding on vocabulary but also it help them to memorize words. Teacher expected can be creative and imaginative in learning and teaching process.

In using *Flashcard* as the method of teaching there are some advantages and disadvantages.

Advantages

1. Easy to carry

With a small size *flashcard* can be stored in a bag or in a pocket. So

don't need a wide space, we can be used anywhere in class or in outdoor class.

2. Practical

Views of how to manufacture and its use media, flash card is classified as very practical. In using this medium, the teacher doesn't require any special skills, also don't need to use electric power.

3. Easy to remember

Characteristics of *flashcard* media as a media is presenting short message on each card are served. The Example are recognize letters, recognize number, recognize the names of animals and other. Serving short message will be easier for students to remember the content of the message. The combination of image and text is quite easier for students to recognize the concept of something, to know the name of an object can be set as the image.

1. Fun

This *flashcard* media can be presented in the form of the game so that students can be presented in the form of the game so that students can be attracted and challenged to be vying for one thing or the specific names of the *flashcard* are stored randomly..

Disadvantages

2. Just only used in small group learning.
3. Requires care to be careful because it was feared lost card will be scattered.

2.1.3.3 Using *Flashcards* as a Teaching Method

The most effective tools for learning and memorizing knowledge are *flashcards*. Flashcards may be used to learn vocabulary, mathematical equations and formulae, words and definitions, primary ideas and subjects, or any other subject being studied in class, according to The Learning Centre. Flashcards are a sort of media in which cards with information such as words or numbers on one or both sides are used for general classroom education or specialized study. Any subject matter that may be learnt in a question-and-answer format, such as vocabulary, historical dates, formulae, etc., can be contained on a flashcard. Flashcards are frequently used as a learning exercise to help with spaced repetition memorization.

On a piece of paper, flashcards are examples of images. It may be the most popular visual aid for teaching languages. In this scenario, the instructor has two options: manufacture it themselves or purchase it from a store. In this instance, the researcher produce small-picture flashcards that measure 12 by 8 cm. In particular for young learners, flashcards are helpful for teaching vocabulary. Children are more likely to be engaged in acquiring vocabulary when they are exposed to fun and colorful media.

2.1.3.4 Observations on Young Learners

There are certain student's unique traits in language acquisition in a blog that the writer quoted. They are listed as follows:

- a. Students respond to language better when it is presented in tangible (visual) rather than abstract terms.

- b. Students require some physical exercise and activities to boost their brain.
- c. Students will learn more enthusiastically if they are engaged in engaging activities or interesting learning methods.
- d. Students enjoy spending money, and they learn best when they are having fun.
- e. Activities that are culturally relevant to children's learning are effective.
- f. Students enjoy collaborating. (Siti Ngarofah, 2018).

2.2 Previous Related Study

The related study was observed by Vivianti Tamalawe, Nurmin entitled “The Use of Flashcard to Improve Student Vocabulary Achievement “. From the journal, we can conclude the data analysis revealed that there was a substantial difference in the pupils’ pre-test and post-test scores. The probability value of 0.00 was used to prove it. It means that using flashcard to teach vocabulary was successful. In other words, the study’s hypothesis was accepted. Of term of the there aspects in vocabulary, we can see from the t-test score that the researcher determined that the score of there elements about form, meaning, and use was significant, as evidenced by probability value of 0.00 in the pretest and post-test. It means that using flashcards to teach vocabulary was successful.

Siti Khodijah, Nur Alamsyah in their journal “Improvement Analysis of Learning Vocabulary Assisted with *Flashcard*” it was conclude this study examines vocabulary learning by using the *flashcard* method as a strategy in comparing students before learning and after learning. The result so showed that

students' vocabulary understanding improved after they were taught using *flashcard*. Students recognize when learning with metode is very easy to quickly understand and be a motivation for them to continue to want to learn.

Dian Farida, in here journal "The Implementation of Flashcards to Improve Students' vocabulary master". The result is depend on the analysis of the students' vocabulary improved. It was indicated by the score of the test. This is evidenced by the development in the mean score of students: for aspect meaning at pretest is 81, for pronunciation aspect at pretest cycle 1 is 65 and in post test incycle 2 is 83, and for aspects of word use at pretest cycle 1 is 71 and in post test incycle 2 is 88.

2.3 Conceptual Framework

Vocabulary is essential part to learning English. If students mastery vocabulary so students able to speak English actively. Many kinds of way to improve the students' vocabulary. Through vocabulary mastery the students can obtain some informations about English subject. In order to get best outcome in the process vocabulary mastery, the students should have a good to master in vocab from lower into higher.

This research was conducted to determine how *flashcard* can influence noun things around in the classroom. It can improve mastery of students' vocabulary because this method help the students to be more active and this media can help the students to attract the situation teaching learning process more interesting. English teacher should try to find out good method and media in other to make

better result. Vocabulary is one the essential part applied to develop four skills.

This research was carried out in two classes, namely the control class and the experimental class. Where the experimental class (the treated class) is class VIII A while the control class (the untreated class) is class VIII B. For the experimental group is class VIII A, Firstly, I gave them pretest a multiple choice questions for them to answer. Secondly, I gave treatment using a *Flashcard* method and then students are divided into 3 groups. Next, the students looked and I showed them a flashcard and gave hints about the words on the flashcard. After that, students guess what words are on the flashcards in turn. Lastly, I gave more multiple choice questions as a posttest for students to answer to see their vocabulary improvement. And For the control class VIII B, Firstly, I gave multiple choice questions as a pretest for them to answer. Then, I gave treatment with conventional method without using media. Finally, I gave another multiple choice question as a posttest to see the improvement of their English vocabulary.

2.4 Hypothesis

Ha: The using of *Flashcard* is able to framing the vocabulary improvement.

Ho: The using of *Flashcard* is not able to framing the vocabulary improvement.

CHAPTER III

METHOD OF RESEARCH

3.1 Research Design

This research conducted using experimental research. Experimental design is the traditional approach to conducting quantitative research. The aim is to find out whether there is a significant of using *Flashcard* on students or not. There were two groups in this research, they were experimental group and control group. Pre- test applied before treatment and post-test applied after treatment. In conducting the treatment, the researcher used the *Flashcard* in the experimental group while the control group used conventional teaching media such as memorizing vocabulary. The design will be explained as follows:

Table 3.1
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (VIII A)	✓	Using <i>Flashcard</i>	✓
Control (VIII B)	✓	Using Conventional Technique	✓

3.2 Population and Sample

3.2.1 Population

The population of this research is the eight grade students of MTs Swasta Nur Jannah at academic year 2022/2023 who consists of 60 students in 2 parallel classes (VIII A and VIII B).

Table 3.2
Population of Research

No	Class	Population
1	VIII A	30
2	VIII B	30
Total		60

3.2.2 Sample

The sample is part of the number and characteristics possessed by the population. Samples taken from these populations must be truly representative. According to Arikunto (2006), if the total population is less than 100 people then the total sample is taken from the total of population but if the population is more than 100 people, then it can be taken 10-15% or 20-25% of the total population. So, the researcher took sample from the population by total sampling. The total number of sample in this study were 60 students. :

Table 3.3
Sample of Research

No	Class	Sample
1	VIII A (Experimental Group)	30
2	VIII B (Control Group)	30
Total		60

3.3 Location and Time

This research conducted at MTs Swasta Nur Jannah at Jalan. Paluh Pakis Babussalam Village, Batang Serangan at academic year of 2022/2023, eight grade student in junior high school. The reason for choosing this school is because the researcher found that the eight grade students had problems in framing vocabulary improvement and the researcher wanted to provide new ideas using the *Flashcard*

that did not yet exist in teaching vocabulary improvement at the school. The time of this research in this study occur for 2 months from the issuance of the research permit by UMSU.

3.4 Variable

According to Sugiono (2018), the independent variable is a variable that affects or is the cause of the change or the emergence of the dependent or dependent variable. In this study, the independent variable (X) is the effect of using *flashcard* to framing vocabulary improvement.

The dependent variable according to Sugiono (2018) is a variable that is influenced or becomes a result, because of the independent variable. In this study, the dependent variable (Y) is vocabulary improvement. This is because vocabulary improvement is affected by the use of flashcard.

3.5 Instrument of Research

The researcher used a vocabulary test as an instrument. This test consists of 15 items in the form of multiple choices. The source of the test comes from the English book "When English Rings a bell". Tests applied for pre-test- and post- test. The pre-test aims to determine the students' vocabulary framing before applying the *Flashcard*, while the post-test aims to determine the students' vocabulary improvement after using the *Flashcard*.

3.6 Technique of Collecting the Data

Researcher tested in data collection, pre-test and post-test. The pre-test is given to determine the previous ability before doing the material and the post-test showed the improvement of framing students' vocabulary after presenting the

material using the *Flashcard*.

The data of this study were collected using an pretest, treatment and posttest. To collect data, the researcher used the following steps:

1. Pre-test

Before giving the treatment, the researcher gives the students a pre-test as a test to measure their vocabulary improvement. The test was given to the experimental and control group. After giving the pre-test the researcher checked the students' work to find out how the students lacked vocabulary improvement. After giving the pre-test the researcher gave treatment to the students.

2. Treatment

Treatment in the experimental group to frame students' vocabulary using the *Flashcard*. Both of experimental and control group were taught by using the same topics but different treatments. Treatment means the researcher uses the *Flashcard* as a media for students' vocabulary improvement. There is a safe procedure research, researcher need 2 months to conduct research.

3. Post Test

After having the treatment, the students of both groups would be given the post-test. This is intended to determine the success of the treatment or not. The post-test has the same procedure as the pre-test.

3.7 Technique for Analyzing the data

In analyzing the data, some techniques will be as follow:

1. Normality Test

According to Ghazali (2018), the data normality test is a form of testing the normality of the data distribution. The purpose of this test is to determine whether the data taken is normal data or not.

In this study, the normality test used was the Kolmogorov-Smirnova test. Testing the normality of the data with the Kolmogorov-Smirnova test can be done with the help of the SPSS version 26.0 for windows program with the significant level used is 5% (0.05).

- 1) If $\text{sig} > 0.05$ then the data is normally distributed.
- 2) If the $\text{sig} < 0.05$ then the data is not normally distributed.

2. Homogeneity Test

According to Sahid Raharjo (2018) Homogeneity test of variance test aims to determine whether the data pair to be tested for differences represents the variance that is classified as homogeneous (not different). This is done because to use a different test, the variance of the data group to be tested must be homogeneous.

To simplify the calculation of data homogeneity, the researcher used the SPSS version 26.0 for windows program with the following conditions:

- 1) The value of $\text{sig} > 0.05$ then the data has a homogeneous variance.
- 2) The value of $\text{sig} < 0.05$ means that the data has a non-homogeneous

variance.

3. Hypothesis Test

According to Sugiyono (2019) Hypothesis testing was used to compare two unpaired samples using the t-test Independent Sample T test with the help of SPSS version 26.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal. According to Imam Ghozali (2012) the conditions used in the significance value (Sig) are:

- 1) If the value of Sig (2-tailed) < 0.05 , then there is a significant difference between learning outcomes in Class VIII A and Class VIII B.
- 2) If the value of Sig (2-tailed) > 0.05 , then there is no significant difference between learning outcomes in Class VIII A and Class VIII B.

CHAPTER IV

DATA, DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Data

This data was conducted by using an experimental research. There were two groups in this research, namely experimental group and control group. Firstly, the experimental group was given pre-test before giving the treatment. Then, the experimental group that treated by using *Flashcard* method. After giving the treatment, the experimental was given post-test. The students' score of experimental group could be seen in the following table :

Table 4.1

The Result of Pre-test and Post-test of Experimental Group

No	Student's Initial Name	Pre - Test	Post test
1	AA	55	70
2	AD	60	70
3	AR	40	70
4	AS	70	65
5	BS	60	65
6	CF	55	80
7	DA	50	85
8	DR	50	80
9	FR	50	60
10	HS	55	75
11	LK	40	60
12	LS	55	65
13	MA	45	65
14	MC	50	60
15	MF	45	75

16	MP	75	75
17	MW	55	70
18	NA	35	60
19	NS	55	65
20	NZ	50	55
21	RI	60	70
22	RM	45	65
23	RF	40	55
24	RE	55	65
25	RR	45	60
26	SK	65	75
27	VA	50	60
28	WP	60	70
29	VY	60	70
30	ZA	65	85

Based on the table above of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 35 and the highest score of pre-test was 75. While in the lowest score of post-test was 60 and the highest score of post-test was 85.

Secondly, the control group was given of pre-test before giving the treatment. Then, the control group that treated by lecturing method. After giving the treatment, the control group was given post-test. The students' score of controlgroup could been seen in the following table:

Table 4.2
The Result of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre - Test	Post test
1	AD	55	60
2	AK	55	60

3	BP	50	60
4	DZ	45	55
5	DP	50	55
6	DN	60	70
7	EN	65	75
8	FH	65	70
9	FA	45	50
10	IK	55	65
11	II	35	50
12	IJ	45	55
13	JM	50	60
14	KI	45	55
15	KA	60	65
16	MI	55	60
17	ML	75	75
18	NA	65	70
19	NS	55	60
20	NZ	50	55
21	RY	60	65
22	RG	55	70
23	RF	50	55
24	RN	45	55
25	ST	40	45
26	SK	55	65
27	VV	45	50
28	WP	60	65
29	WT	55	65
30	ZF	70	75

Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 35 and the highest score of pre-test was 75. While in the lowest score of post-test was 45 and the highest score of post-test was 75.

1.2 Data Analyze

1.2.1 Descriptive Statistics

Descriptive statistics are used to describe or describe the data that has been collected as it is in this study. Based on the SPSS processed data which includes the results of the pretest and posttest from the experimental group and the control group, it will be possible to know the maximum value, minimum value, mean and standard deviation of each variable which can be seen in table

4.3 below :

Table 4.3
The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	30	35	75	53.17	9.237
PostTest Eksperimen	30	55	85	68.17	8.039
PreTest Kontrol	30	35	75	53.83	8.972
PostTest Kontrol	30	45	75	61.17	8.060
Valid N (listwise)	30				

Based on table 4.3, it can be seen the number of samples, mean value, the maximum value, the minimum value and the standard deviation value for each variable.

4.2.2 Normality Test

Normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was determined using a statistical test with the help of the SPSS program, namely the Kolmogorov-Smirnova test.

The results of the normality of this study can be seen in the following table:

Table 4.4
Test of Normality

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student's Learning Outcomes	PreTest Eksperimen	.121	30	.200*	.972	30	.600
	PostTest Eksperimen	.153	30	.070	.944	30	.115
	PreTest Kontrol	.148	30	.091	.968	30	.489
	PostTest Kontrol	.145	30	.111	.952	30	.190
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig. > 0.05) then the results are said to be normal. Conversely, if $P < 0.05$ then the results are said to be abnormal. From the results of the normality test above the pretest items in the experimental group are obtained (Sig = 0.200) and items The posttest obtained (Sig = 0.070) showed that the normality test was normally distributed (Sig > 0.05), then the pretest item was obtained in the control group (Sig = 0.091) and the posttest item obtained (Sig = 0.111) also stated that the normality test was distributed normal.

4.2.3 Homogeneity Test

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table 4.5
Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student's Learning Outcomes	Based on Mean	.148	3	116	.931
	Based on Median	.108	3	116	.955
	Based on Median and with adjusted df	.108	3	110.434	.955
	Based on trimmed mean	.155	3	116	.927

From the output of the homogeneity test results above, it shows sig 0.931, it can be explained that the value of sig > 0.05 , it can be concluded that the test results show that the data is homogeneous.

4.2.4 Hypothesis Test

The hypothesis test in this study used a t-test with a sample of 60 students divided into 2 groups, namely experimental and control through tests in the form of pre-test and post-test. To find out whether or not there is an influence in this study, it can be seen in the table below.

The basis for making t-test decisions are as follows:

- 1) If the significance value (2-tailed) < 0.05 , then H_0 is rejected and H_a is accepted.
- 2) If the significance value (2-tailed) $>$, then H_0 is accepted and H_a is rejected.

In the t-test used is the Independent Sample t-test with the help of SPSS 16.0 for windows.

Table 4.6
The Result of Hypothesis

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student's Learning Outcomes	Class of VIII A	30	68.17	8.039	1.468
	Class of VIII B	30	61.17	8.060	1.472

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's Learning Outcomes	Equal variances assumed	.018	.893	3.368	58	.001	7.000	2.078	2.840	11.160
	Equal variances not assumed			3.368	58.000	.001	7.000	2.078	2.840	11.160

Based on the output of the table above, the data on the results of the t-test in the table shows that there is a significant effect to enrich the scores of students in class VIII A (Using *Flashcard*) with the posttest ($M = 68.17$, $SD = 8.039$) and the scores of students in class VIII B (Using Conventional Method) with the posttest ($M = 61.17$, $SD = 8.060$), t count = 3.368, value sig (2-tailed) = $0.001 < 0.05$. then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between learning outcomes using the *Flashcard* method to frame students' vocabulary improvement which is higher than using conventional

technique. thus there is an effect of the *Flashcard* method to frame students' vocabulary improvement.

4.3 Findings

Based on the research study that the value sig (2-tailed) = 0.001 < 0,05 then H_0 is rejected and H_a is accepted. It's shows that student learning outcomes in framing students' vocabulary improvement using *Flashcard* Method are higher than using conventional Method.

4.4 Discussion

This study aims to determine the effect of using *Flashcard* Method to frame students' vocabulary improvement for grade eight at MTs Swasta Nur Jannah.

Based on the data analysis of the research results, then an analysis was carried out through an independent sample test statistical test. Based on the result of the t-test, the results of the t-test shows that there is a significant effect to improv the value sig (2-tailed) = 0.001 < 0, 05. then H_0 is rejected and H_a is accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of t-test that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an effect of the *Flashcard* to frame students' vocabulary improvement.

Based on result of pre-test and post-test from the experimental group, it showed that the lowest score of pre-test was 35 and the highest score of pre-test was 75. While in the lowest score of post-test was 60 and the highest score of post-test was 85. Based on the table above of pre-test and post-test from the control group, it showed that the lowest score of pre-test was 35 and the highest score of pre-test was 75. While in the lowest score of post-test was 45 and the highest score of post-test was 75.

5.2 Suggestions

Based on the results of the discussion and conclusions, the suggestions in the research. These are as follows :

a. To English Teacher

As a teacher in the process of teaching and learning activities, it is expected to pay attention to the media that will be used in learning,

which of course must pay attention to the needs and suitability of learning media with the ability of students to master vocabulary so that it can improve the vocabulary of students. For example, by using the *Flashcard* method in learning and framing students' vocabulary improvement, the teacher should use the *Flashcard* method as a learning medium. Because the use of the *Flashcard* method will also train students to get used to using learning media as a learning medium.

b. For Students

In today's digital era, it is expected to maximize the use of learning media as a learning medium to enrich knowledge insight. So that students can be more active and have greater insight to study.

c. For Other Researchers

Research on learning media *Flashcard* method is more emphasis on cognitive assessment to determine the level of results based on the results of research related to learning to use media so that it can influencing student learning outcomes of class VIII MTs Swasta Nur Jannah.

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NAMA :

KELAS :

VOCABULARY TEST
(Pretest & Posttest)

Choose A, B, C or D as the best answer

River hippos live half their lives in water. They ... (1) and let the water carry their great weight. They ... (2) sink completely below the surface, however. Instead, they paddle around with the tops of their heads sticking out of the water. A river hippo's eyes, ears, and nose are all at the top of its head. It can breathe and see what's going on even while most of its body is below water.

If it has to, a river hippopotamus can go underwater and hold its breath for as much as half an hour. River hippos can swim underwater, or walk on the river bottom. Pygmy hippos can swim, too, but they spend ... (3) time in the water. They stay mostly on the riverbanks.

- | | | | | |
|----|------------|-----------|-----------|------------|
| 1. | A. dive | B. sink | C. drown | D. float |
| 2. | A. usually | B. rarely | C. always | D. often |
| 3. | A. less | B. more | C. longer | D. further |

Break eggs into bowl. Add 1 tablespoons milk or cream and dash of (4)... For each egg. Beat well with fork. Heat half tablespoons fat for each egg in moderately hot skillet (5)... In mixture and reduce heat. Cook (6) Turning gently as mixture sets at bottom and Sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes) serve at once.

- | | | | | |
|----|----------|-----------|---------|--------------------|
| 4. | A. sugar | B. water | C. milk | D. salt and pepper |
| 5. | A. pour | B. heat | C. put | D. move |
| 6. | A. fast | B. slowly | C. hard | D. calmly |

It was (7).....in the little cottage in the woods. Snow White (8).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(9)....., said Snow White, smiling.

7. A. night B. morning C. afternoon D. midnight
 8. A. wiped B. kissed C. smiled D. touched
 9. A. Oh no B. good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

10. Will - open - Monday and Wednesday - be - each - afternoons
 1 2 3 4 5 6

- The Uniform Shop.
 7

- A. 3-5-1-4-2-6-7
 B. 7-1-4-2-5-3-6
 C. 5-1-4-2-6-3-7
 D. 7-2-1-4-3-6-5

11. Of the mountain - is - his room - the beautiful view - the man
 1 2 3 4 5

- looking at - from
 6 7

- A. 5-6-4-7-3-1-2
 B. 5-2-6-4-1-7-3
 C. 5-1-2-6-4-7-3
 D. 5-6-1-7-2-3-4

12. Five - under - children - don't - unattended - leave - year
 1 2 3 4 5 6 7

- A. 4-3-6-2-1-7-5
 B. 4-5-3-2-1-6-7
 C. 4-6-3-2-1-7-5
 D. 4-5-3-2-1-7-6

13. Some – there – stations – are – television – Indonesia – in
 1 2 3 4 5 6 7

- A. 2-4-1-5-3-7-6
- B. 1-3-5-2-4-7-6
- C. 2-4-3-5-1-7-6
- D. 1-5-3-2-4-7-6

14. High School – my friend – is wearing – the boy – who
 1 2 3 4 5

- a red cup – from – is
 6 7 8

- A. 4-5-3-6-7-1-8-2
- B. 1-2-6-8-7-4-5-3
- C. 7-2-4-1-8-3-5-6
- D. 5-6-8-2-3-1-7-4

15. Forty – let – minutes – for – the chicken – in – the seasoning –
 1 2 3 4 5 6 7

marinate – about
 8 9

- A. 2-5-1-3-8-9-6-7-4
- B. 2-5-8-6-7-4-9-1-3
- C. 2-8-5-7-6-9-4-1-3
- D. 2-6-5-8-4-7-9-3-1

Appendix I

LESSON PLAN (EXPERIMENTAL GROUP)

Sekolah : MTs S Nur Zannah
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : 8/1
 Judul materi : It's English time!
 Alokasi waktu : 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian dan responnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Projector, Laptop , Flashcard.
 Alat/Bahan : Penggaris spidol, papan tulis, laptop dan
 infocus Sumber belajar : Buku Bahasa Inggris “When English
 Rings a bell”

Kegiatan

Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru memperlihatkan beberapa kosakata yang ada di Flashcard.
- Guru mengajak siswa untuk menerjemahkan beberapa kosakata di Flashcard.
- Dengan bimbingan dan pengarahan dari guru, siswa di minta untuk mampu mengingat beberapa kosa kata yang ada di flashcard .

- Dengan bimbingan guru dan pengarahan dari guru siswa di minta untuk menuliskan kosa kata apa saja yang dapat mereka ingat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang terdapat di Flashcard.

Penutup :

- Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya .
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	• Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	• Penugasan Peserta didik mencatat tentang kosakata yang didapat dari Flashcard Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	• Tes praktik Peserta didik membacakan laporan singkat tentang kegiatan rutin yang biasa di lakukan.

Medan, Agustus 2022

Mengetahui

Kepala MTs S Nur Zannah

Peneliti

Siti Khadijah S.Pd.

Uci Diah Handini
NPM.180205000

LESSON PLAN (CONTROL GROUP)

Sekolah : MTs S Nur Zannah
Mata pelajaran : Bahasa Inggris
Kelas/Semester : 8/1
Judul materi : It's English time!
Alokasi waktu : 4 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik di harapkan dapat :

- Mengidentifikasi fungsi sosial , struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memeriksa pemahaman seseorang, menanyakan dan meresponnya sesuai dengan konteks penggunaannya.

Media pembelajaran, Alat/Bahan dan sumber Belajar :

Media Pembelajaran : Worksheet atau lembar kerja.

Alat/Bahan : Penggaris spidol, papan tulis, laptop dan infocus
 Sumber belajar: Buku Bahasa Inggris “When English Rings a bell”

Kegiatan

Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan berdoa.
- Guru memberikan motivasi dan apresiasi
- Guru menginformasikan tujuan pembelajaran
- Guru Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya

Inti :

- Guru menuliskan kosakata di papan tulis
- Setelah peserta didik selesai mendengarkan penjelasan dan mengamati kemudian guru meminta peserta didik untuk mencatat dan menerjemahkan kosakata tersebut
- Guru meminta siswa untuk menyelesaikan beberapa exercise yang ada di buku cetak siswa
- Siswa kemudian membuat sebuah kalimat mengenai kemampuan dan kemauan melakukan suatu tindakan dari kata yang diberikan oleh guru.

Penutup :

- Guru beserta siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	• Observasi Spiritual (mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	• Penugasan Peserta didik mencatat tentang kosa kata. Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	• Tes praktik Peserta didik melafalkan kosakata yang sudah dipelajari.

Medan, Agustus 2022

Mengetahui

Kepala MTs S Nur Zannah

Peneliti

Siti Khadijah S.Pd.

Uci Diah Handini
NPM.1802050007

NAMA : N/A

KELAS : VIII A

VOCABULARY TEST
(Pretest)

Choose A, B, C or D as the best answer

B=4
Nilai = 45

River hippos live half their lives in water. They ... (1) and let the water carry their great weight. They ... (2) sink completely below the surface, however. Instead, they paddle around with the tops of their heads sticking out of the water. A river hippo's eyes, ears, and nose are all at the top of its head. It can breathe and see what's going on even while most of its body is below water.

If it has to, a river hippopotamus can go underwater and hold its breath for as much as half an hour. River hippos can swim underwater, or walk on the river bottom. Pygmy hippos can swim, too, but they spend ... (3) time in the water. They stay mostly on the riverbanks.

1. ☒ A. dive B. sink C. drown ~~D. float~~
2. A. usually B. rarely C. always D. often
3. A. less B. more C. longer D. further

Break eggs into bowl. Add 1 tablespoons milk or cream and dash of (4)... For each egg. Beat well with fork. Heat half tablespoons fat for each egg in moderately hot skilled (5)... In mixture and reduce heat. Cook (6).... Turning gently as mixture sets at bottom and Sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes) serve at once.

4. ☒ ~~A. sugar~~ B. water C. milk D. salt and pepper
5. A. pour B. heat C. put D. move
6. A. fast B. slowly C. hard D. calmly

It was (7).....in the little cottage in the woods. Snow White (8).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(9)....., said Snow White, smiling.

7. ☒ ~~A. night~~ B. morning C. afternoon D. midnight
8. A. wiped B. kissed C. smiled D. touched
9. A. Oh no B. good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

10. Will -open - Monday and Wednesday - be - each - afternoons
1 2 3 4 5 6

-The Uniform Shop.

7

~~A.~~ 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

11. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from

6

7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3

C. 5-1-2-6-4-7-3

~~D.~~ 5-6-1-7-2-3-4

12. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

~~B.~~ 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

- ~~13.~~ Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

~~A.~~ 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

14. High School - my friend - is wearing - the boy - who
 1 2 3 4 5
 - a red cup - from - is
 6 7 8
- A. 4-5-3-6-7-1-8-2
 B. 1-2-6-8-7-4-5-3
 C. 7-2-4-1-8-3-5-6
 D. 5-6-8-2-3-1-7-4
15. Forty - let - minutes - for - the chicken - in - the seasoning - marinate - about
 1 2 3 4 5 6 7 8 9
- A. 2-5-1-3-8-9-6-7-4
 B. 2-5-8-6-7-4-9-1-3
 C. 2-8-5-7-6-9-4-1-3
 D. 2-6-5-8-4-7-9-3-1

NAMA : NA

KELAS : VIII A

VOCABULARY TEST
(Posttest)

Choose A, B, C or D as the best answer

River hippos live half their lives in water. They ... (1) and let the water carry their great weight. They ... (2) sink completely below the surface, however. Instead, they paddle around with the tops of their heads sticking out of the water. A river hippo's eyes, ears, and nose are all at the top of its head. It can breathe and see what's going on even while most of its body is below water.

If it has to, a river hippopotamus can go underwater and hold its breath for as much as half an hour. River hippos can swim underwater, or walk on the river bottom. Pygmy hippos can swim, too, but they spend ... (3) time in the water. They stay mostly on the riverbanks.

1. ☒ A. dive B. sink C. drown D. float
2. ☒ A. usually B. rarely C. always D. often
3. ☒ A. less B. more C. longer D. further

Break eggs into bowl. Add 1 tablespoons milk or cream and dash of (4)... For each egg. Beat well with fork. Heat half tablespoons fat for each egg in moderately hot skilled (5)... In mixture and reduce heat. Cook (6)... Turning gently as mixture sets at bottom and Sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes) serve at once.

4. ☒ A. sugar B. water C. milk D. salt and pepper
5. ☒ A. pour B. heat C. put D. move
6. ☒ A. fast B. slowly C. hard D. calmly

It was (7).....in the little cottage in the woods. Snow White (8).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(9)....., said Snow White, smiling.

7. ☒ A. night B. morning C. afternoon D. midnight
8. ☒ A. wiped B. kissed C. smiled D. touched
9. ☒ A. Oh no B. good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

10. Will -open - Monday and Wednesday - be - each - afternoons
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7

- A. 3-5-1-4-2-6-7
B. 7-1-4-2-5-3-6
C. 5-1-4-2-6-3-7
D. 7-2-1-4-3-6-5

11. Of the mountain - is - his room - the beautiful view - the man
1 2 3 4 5

- looking at - from

6

7

- A. 5-6-4-7-3-1-2
B. 5-2-6-4-1-7-3
C. 5-1-2-6-4-7-3
D. 5-6-1-7-2-3-4

12. Five - under - children - don't - unattended - leave - year
1 2 3 4 5 6 7

- A. 4-3-6-2-1-7-5
B. 4-5-3-2-1-6-7
C. 4-6-3-2-1-7-5
D. 4-5-3-2-1-7-6

13. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

- A. 2-4-1-5-3-7-6
B. 1-3-5-2-4-7-6
C. 2-4-3-5-1-7-6
D. 1-5-3-2-4-7-6

14. High School - my friend - is wearing - the boy - who
1 2 3 4 5
- a red cup - from - is
6 7 8
- A. 4-5-3-6-7-1-8-2
B. 1-2-6-8-7-4-5-3
C. 7-2-4-1-8-3-5-6
D. 5-6-8-2-3-1-7-4

15. Forty - let - minutes - for - the chicken - in - the seasoning - marinate - about
1 2 3 4 5 6 7 8 9
- A. 2-5-1-3-8-9-6-7-4
B. 2-5-8-6-7-4-9-1-3
C. 2-8-5-7-6-9-4-1-3
D. 2-6-5-8-4-7-9-3-1

NAMA :

KELAS :

VIII (B)

VOCABULARY TEST
(Posttest)

Choose A, B, C or D as the best answer

8 = 2
Nilai = 30

River hippos live half their lives in water. They ... (1) and let the water carry their great weight. They ... (2) sink completely below the surface, however. Instead, they paddle around with the tops of their heads sticking out of the water. A river hippo's eyes, ears, and nose are all at the top of its head. It can breathe and see what's going on even while most of its body is below water.

If it has to, a river hippopotamus can go underwater and hold its breath for as much as half an hour. River hippos can swim underwater, or walk on the river bottom. Pygmy hippos can swim, too, but they spend ... (3) time in the water. They stay mostly on the riverbanks.

1. ~~A.~~ dive B. sink C. drown D. float
2. A. usually ~~B.~~ rarely C. always D. often
3. A. less B. more ~~C.~~ longer D. further

Break eggs into bowl. Add 1 tablespoons milk or cream and dash of (4)... For each egg. Beat well with fork. Heat half tablespoons fat for each egg in moderately hot skillet (5)... In mixture and reduce heat. Cook (6)... Turning gently as mixture sets at bottom and Sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes) serve at once.

4. ~~A.~~ sugar B. water C. milk D. salt and pepper
5. A. pour ~~B.~~ heat C. put D. move
6. A. fast B. slowly ~~C.~~ hard D. calmly

It was (7).....in the little cottage in the woods. Snow White (8).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(9)....., said Snow White, smiling.

7. ~~A.~~ night B. morning C. afternoon D. midnight
8. A. wiped B. kissed ~~C.~~ smiled D. touched
9. A. Oh no ~~B.~~ good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

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A. 3-5-1-4-2-6-7

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C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

11. Of the mountain - is - his room - the beautiful view - the man
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C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

12. Five - under - children - don't - unattended - leave - year
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A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

13. Some - there - stations - are - television - Indonesia - in
1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

14. High School - my friend - is wearing - the boy - who
 1 2 3 4 5
 - a red cup - from - is
 6 7 8
- A. 4-5-3-6-7-1-8-2
 B. 1-2-6-8-7-4-5-3
 C. 7-2-4-1-8-3-5-6
 D. 5-6-8-2-3-1-7-4

15. Forty - let - minutes - for - the chicken - in - the seasoning - marinate - about
 1 2 3 4 5 6 7 8 9
- A. 2-5-1-3-8-9-6-7-4
 B. 2-5-8-6-7-4-9-1-3
 C. 2-8-5-7-6-9-4-1-3
 D. 2-6-5-8-4-7-9-3-1

NAMA : 17

KELAS : VIII B

VOCABULARY TEST
(Posttest)

Choose A, B, C or D as the best answer

18-5
Nilai 50

River hippos live half their lives in water. They ... (1) and let the water carry their great weight. They ... (2) sink completely below the surface, however. Instead, they paddle around with the tops of their heads sticking out of the water. A river hippo's eyes, ears, and nose are all at the top of its head. It can breathe and see what's going on even while most of its body is below water.

If it has to, a river hippopotamus can go underwater and hold its breath for as much as half an hour. River hippos can swim underwater, or walk on the river bottom. Pygmy hippos can swim, too, but they spend ... (3) time in the water. They stay mostly on the riverbanks.

1. ☒ A. dive B. sink C. drown ☒ D. float
2. A. usually B. rarely C. always D. often
3. A. less B. more C. longer D. further

Break eggs into bowl. Add 1 tablespoons milk or cream and dash of (4)... For each egg. Beat well with fork. Heat half tablespoons fat for each egg in moderately hot skillet (5)... In mixture and reduce heat. Cook (6)... Turning gently as mixture sets at bottom and Sides of pan. Avoid constant stirring. When cooked through but still moist (5 to 8 minutes) serve at once.

4. A. sugar B. water ☒ C. milk D. salt and pepper
5. A. pour B. heat C. put D. move
6. A. fast B. slowly C. hard D. calmly

It was (7).....in the little cottage in the woods. Snow White (8).....each Dwarf good night and tucked them into bed. "Wait! Wait!" called out Happy before she blew out the candle. "Please tell us a story!" "(9)....., said Snow White, smiling.

7. A. night B. morning C. afternoon D. midnight
8. A. wiped B. kissed ☒ C. smiled D. touched
9. A. Oh no B. good C. very well D. I am sorry

Arrange the words to make a meaningful sentence.

10. Will -open - Monday and Wednesday - be - each - afternoons
 1 2 3 4 5 6

-The Uniform Shop.

7

A. 3-5-1-4-2-6-7

B. 7-1-4-2-5-3-6

C. 5-1-4-2-6-3-7

D. 7-2-1-4-3-6-5

11. Of the mountain - is - his room - the beautiful view - the man
 1 2 3 4 5

- looking at - from

6 7

A. 5-6-4-7-3-1-2

B. 5-2-6-4-1-7-3

C. 5-1-2-6-4-7-3

D. 5-6-1-7-2-3-4

12. Five - under - children - don't - unattended - leave - year
 1 2 3 4 5 6 7

A. 4-3-6-2-1-7-5

B. 4-5-3-2-1-6-7

C. 4-6-3-2-1-7-5

D. 4-5-3-2-1-7-6

13. Some - there - stations - are - television - Indonesia - in
 1 2 3 4 5 6 7

A. 2-4-1-5-3-7-6

B. 1-3-5-2-4-7-6

C. 2-4-3-5-1-7-6

D. 1-5-3-2-4-7-6

14. High School - my friend - is wearing - the boy - who
 1 2 3 4 5

- a red cup - from - is
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- A. 4-5-3-6-7-1-8-2
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- D. 5-6-8-2-3-1-7-4

15. Forty - let - minutes - for - the chicken - in - the seasoning - marinate - about
 1 2 3 4 5 6 7 8 9

- A. 2-5-1-3-8-9-6-7-4
- B. 2-5-8-6-7-4-9-1-3
- C. 2-8-5-7-6-9-4-1-3
- D. 2-6-5-8-4-7-9-3-1

Documentation



Giving the Pre-test in the Experiment class



Flashcard used vocab learning in the experiment class



Giving the Post-test in the experiment class



Giving the Pre-test in the control class



Giving the conventional learning in the control class



Giving the Post-test in the control class



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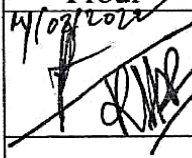
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FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Uci Diah Handini
NPM : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 135

IPK = 3,60

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Using Flash Card Method to Frame Students' Vocabulary Improvement	
	The Effect of Chain Whisper Game to Improving the Students Listening Achievement	
	The Effect of Virtual Education Field Trip of Direct Method on Students' Speaking Achievement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Febuari 2022

Hormat Pemohon,



Uci Diah Handini

Dibuat Rangkap 3 :

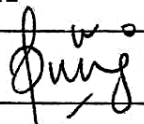
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- Untuk Ketua/Sekretaris Prodi
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Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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Nama : Uci Diah Handini
NPM : 1802050007
ProgramStudi : Pendidikan Bahasa Inggris

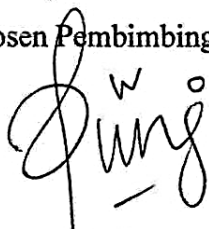
JUDUL	DITERIMA
Using Flash Card Method to Frame Students' Vocabulary Improvement	Acc 14/02-2022 

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 14 Febuari 2022

Disetujui oleh

Dosen Pembimbing



(Ambar Wulan Sari S.Pd., M.Pd.)

Hormat Pemohon



(Uci Diah Handini)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Uci Diah Handini
NPM : 1802050007
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Ambar Wulan Sari S.Pd., M.Pd.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 14 Febuari 2022
Hormat Pemohon,

Uci Diah Handini

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 420 /IL.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Uci Diah Handini
NPM : 18020500067
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Using Flash Card Method to Frame Students Vocabulary Improvement.

Dosen Pembimbing : Ambar Wulan Sari, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 15 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 14 Rajab 1443 H
15 Februari 2022 M

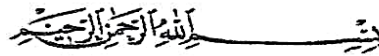


Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIP. 19670604 199303 2 002

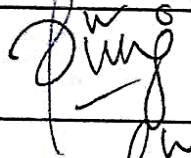
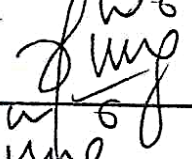
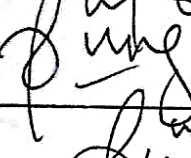
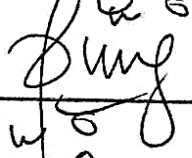
Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Uci Diah Handini
N.P.M : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Using Flash Card Method To Frame Students' Vocabulary Improvement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11 / 7 / 2022	Background corrections suggested by the lecturer	
20 / 7 / 2022	Containment Issues focus on the aspect to be researched	
25 / 7 / 2022	Read and correct the writing on chapter II	
01 / 8 / 2022	Add references to be stronger and supported by relevan research	
10 / 8 / 2022	Sempurna ACC	

Diketahui oleh:
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum)

Medan, Agustus 2022

Dosen Pembimbing

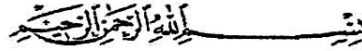


(Ambar Wulan Sari, S.Pd, M.Pd)



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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Uci Diah Handini

N.P.M : 1802050007

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Using Flash Card Method to Frame Students' Vocabulary Improvement

Sudah layak diseminarkan.

Medan, Agustus 2022

Disetujui oleh
Pembimbing

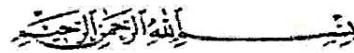
Ambar Wulan Sari, S.Pd, M.Pd



**MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Uci Diah Handini
N.P.M : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Using Flash Card Method to Frame Students' Vocabulary Improvement

Pada hari Selasa, tanggal 16, bulan Agustus, tahun 2022 sudah layak menjadi proposal skripsi.

Medan, Agustus 2022

Disetujui oleh:

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd)

Dosen Pembahas

(Alfitriani Siregar, S.Pd., M.Ed)

Diketahui oleh
Ketua Program Studi,

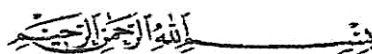
(Pirman Ginting, S.Pd., M.Hum)



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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Uci Diah Handini
N.P.M : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Using Flash Card Method to Frame Students' Vocabulary Improvement

benar telah melakukan seminar proposal skripsi pada hari Selasa, tanggal 16, Bulan Agustus,
Tahun 2022

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2022

Ketua,

Pirman Ginting, S.Pd., M.Hum



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

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Nomor : 1864 /IL.3/UMSU-02/F/2022
Lamp : ---

Medan, 9 Shafar 1444 H
5 September 2022 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
MTs Nur Zannah Desa Paluh Pakih Babussalam Kec.Batang Serangan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Uci Diah Handini
N P M : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Using Flash Card Method to Frame Students' Vocabulary Improvement

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekan



Dra. Hj. Syamsuyurnita, MPd.
NIDN : 0004066701

****Pentinggal**





YAYASAN PENDIDIKAN ISLAM MIS NUR ZANNAH

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Dusun Pekan Desa Paluh Pakih BBS Kec. Batang Serangan Kode Pos. 20883

Nomor: 01/MIS-NZ/PPB/VIII/2022

Paluh Pakih, 07 September 2022

Perihal : Konfirmasi Izin Melakukan Penelitian

Kepada Yth.

Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Di-

Tempat

Assalamu'alaikum Warohmatullaahi Wabarokatuh
Dengan Hormat,

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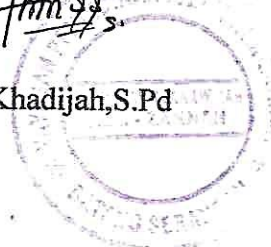
Nama : **Uci Diah Handini**
NPM : 1802050007
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Using Flash Card Method To Frame Student' Vocabulary Improvement**

Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami terima untuk melakukan penelitian untuk menyusun skripsi di Lembaga kami.

Demikian izin penelitian ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Wasalamu'alaikum Warohmatullahi Wabarokaruh.

Kepala MIS Nur Zannah Paluh Pakih


Siti Khadijah, S.Pd




UMSU

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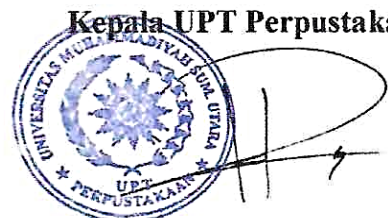
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NPM : 1802050007
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 20 Dzulhijjah 1443 H.
19 Juli 2022 M.

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

USING FLASHCARD METHOD TO FRAME STUDENT'S VOCABULARY IMPROVEMENT

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