

AN UNDERGRADUATE THESIS

**THE INCREASING STUDENTS VOCABULARY MASTERY USING
FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-HASANIYYAH
LAMPUNG TENGAH**

By:

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

THE INCREASING STUDENTS VOCABULARY MASTERY USING
FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-
HASANIYYAH LAMPUNG TENGAH

Presented as Partial Fufillment of the
RequirementsFor the Degree of Sarjana
Pendidikan (S.Pd) English Education Study
Program

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APPROVAL PAGE

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HASANIYYAH LAMPUNG TENGAH

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training faculty in order to be discussed on the munaqosyah. Thank you very much.

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Telah kami setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No: B-2576/117.28.1/D/PP-00.9/05/2023

An Undergraduate thesis entitled: THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-HASANIYYAH LAMPUNG TENGAH, written by: Muhammad Rikza Zulfikar, Student Number 1801071037 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 5th, 2023, at 08.00-10.00 a.m.

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Examiner I : Trisna Dinillah Harya, M.Pd

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A vertical stamp from the Panitia Munaqosyah Institut Agama Islam Negeri Metro is positioned over the names of the examiners. The stamp contains the text: "PANITIA MUNAQOSYAH INSTITUT AGAMA ISLAM NEGERI METRO". Four handwritten signatures are written over the stamp, corresponding to the names of the Chairperson, Examiner I, Examiner II, and Secretary.

The Dean of Tarbiyah and Teacher Training Faculty



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ABSTRACT

THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-HASANIYYAH LAMPUNG TENGAH

By:

MUHAMMAD RIKZA ZULFIKAR

The objectives of the study were to increase the student's vocabulary mastery and to increase students' motivation in teaching learning activity by using flashcard media at the Eighth Graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. In this research, the student got difficulties in learning vocabulary. Vocabulary is a collection of words that are part of a particular language and are used to compose sentences.

In this research, The researcher used classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research were 28 students in Eighth Graders of Tengah SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. The researcher used test (pre-test, post test I and post test II), observation and documentation to collect the data. The research was conducted collaboratively with the English teacher of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah.

The result of this research showed that flashcard media has positive role in increasing student's vocabulary mastery at the Eighth Graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. It can be proved by the students' average score from pre test to post test. The average score in pre test was 56 and in post test was 62.5 became 78.39. It means that the use of flashcard media can increase the student's vocabulary mastery.

Keyword : flashcard media, Students' vocabulary mastery

ABSTRAK

PENGUASAAN KOSA KATA SISWA MENGGUNAKAN FLASHCARD MEDIA DI SMP MA'ARIF ANSORU AL-HASANIYYAH LAMPUNG TENGAH

By:

MUHAMMAD RIKZA ZULFIKAR

Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dan untuk meningkatkan motivasi siswa dalam kegiatan belajar mengajar dengan menggunakan flashcard media pada siswa kelas delapan SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. Dalam penelitian ini, siswa mengalami kesulitan dalam mempelajari kosakata. Kosakata adalah kumpulan kata yang merupakan bagian dari bahasa tertentu dan digunakan untuk menyusun kalimat.

Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VIII SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah yang terdiri dari 28 siswa. Peneliti menggunakan tes (pre-test, post test I dan post test II), observasi dan dokumentasi untuk mengumpulkan data. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris di SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah.

Hasil penelitian ini menunjukkan bahwa flashcard media memiliki peran positif dalam meningkatkan penguasaan kosa kata siswa di kelas VIII SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. Hal ini dapat dibuktikan dengan nilai rata-rata siswa dari pre test hingga post test. Nilai rata-rata pada pre test adalah 56 dan pada post test adalah 62,5 menjadi 78,39. Yang berarti bahwa penggunaan flashcard media dapat meningkatkan penguasaan kosa kata siswa.

Kata kunci: flashcard media, penguasaan kosa kata siswa

STATEMENT OF RESEARCH ORIGINALITY

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It States that this undergraduate thesis is originally the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, February 05, 2023

The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Peneliti,



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MOTTO

كُلُّ نَفْسٍ ذَائِقَةُ الْمَوْتِ ۖ ثُمَّ إِلَيْنَا تُرْجَعُونَ

“Every soul must taste of death, then to Us you shall be brought back”

*“Setiap yang bernyawa akan merasakan mati. Kemudian hanya kepada Kami
kamu dikembalikan”*

(QS. Al Ankabut: 57)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Imam Bahrudin and Mrs. Mujiati)

*My beloved friendse big thanks for your support and always accompany
me.*

*My Beloved Lectures Of English Education Study Program Of Instituate
IslamicCollage Of Metro*

My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro

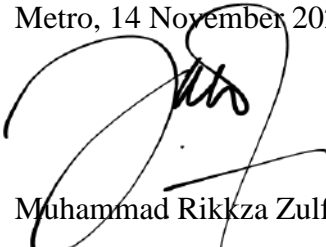
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First of all, the researcher would like to praise ALLAH SWT for his blessing so that the researcher can complete the undergraduate thesis entitled “The Increasing Students Vocabulary Mastery Using Flashcard Media At Smp Ma’arif Ansoru Al-Hasaniyyah Lampung Tengah”. In this opportunities, the researcher would like to express his deepest gratitude especially to:

1. Dr.Hj. Siti Nurjanah, M.Ag. as Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Aisyah Sunarwan, M.Pd, as the advisor who has given support and guided in writing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who has given their thought and shared their experience to the researcher.
6. Headmaster, teachers, staff of the SMP Ma’arif Ansoru Al-Hasaniyyah Lampung Tengah who has given permission to the researcher to conduct the research in this school.
7. My beloved parents who give me support in finishing the undergraduate thesis.
8. The researcher apologizes for all the mistakes that he has made in writing and finishing this undergraduate thesis.

All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, 14 November 2022



Muhammad Rikkza Zulfikar

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CHAPTER I

INTRODUCTION

A. Background of Study

Language has a significant position in human life. Language is used by a person as a means of communication, as a means of obtaining data and at the same time as a social symbol. Sanggam Siahaan explained that, “Using language is very meaningful for human life. That's why he became the center of human scientific interests to study”¹ By using language someone can convey reality, dialogue about inspiration, thought and knowledge. This shows that one can talk about ideas, feelings, data through communication. There are many languages in the world, one of them is English.

English is an International Language. English is widely used when someone talks to foreigners. Some countries make English a second language. That is, English is very meaningful to speak with other countries. English has a significant position in all aspects of life, especially in the learning aspect. In the learning aspect, English is one of the significant subjects taught at all levels of learning. English language education consists of 4 significant aspects of language skills, namely listening, dialogue, reading, and writing.

Therefore, to improve the four language skills in English, students must understand vocabulary. As Alqahtani argues, “Vocabulary is the total number of words needed to communicate inspiration and express the speaker's

¹ Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2005). p. 97

intention”.¹ Vocabulary is one of the important things in learning English. By understanding vocabulary, it is easier for students to improve their listening, speaking, reading and writing skills.

Then, Vocabulary can be the first important thing in learning English because without mastering vocabulary, students cannot say anything and students cannot understand what they are saying in English. Vocabulary is a basic element of the language system. The students have to learn vocabulary first before students have to be able to communicate and learn grammar structure. Vocabulary is the first step in learning English, if students do not master a lot of vocabulary, students cannot communicate effectively and students cannot know the meaning of the sentence.

Meanwhile, there are several obstacles in the teaching and learning process in class, one of which is Vocabulary mastery. Impact of essence Lack of mastery of Vocabulary can make students difficult to understand English. Students do not know the meaning of the vocabulary they find. Besides, the students don't know about what they say in English, what they write in English.

Moreover, based on a pre-survey on July 06 2023 in eighth grade of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. Vocabulary test scores are still low. The researcher make some test with the multiple-choice test and get the data in table below;

¹ Mofareh Alqahtani, “The Importance of Vocabulary in Language Learning and How to Be Taught”, *International Journal of Teaching and Education*, No. 3, Vol. III, (2015), p. 25.

Table 1**The Result of Pre-Survey of Vocabulary at Eighth Grade of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah.**

No	Score	Category	Number of student	Percentage
1	≥ 70	Completed	3	11 %
2	<70	Incompleted	25	89 %
Total			28	100 %

Source: *The English Teacher Archives, Taken on the Pre-Survey at July 06,2023.*

Minimum Mastery Criteria (MMC) for vocabulary in eighth grade students of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah 70. Based on the pre-survey, the researcher found the fact that eighth grade students of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah have problems with their vocabulary. Vocabulary students are still low. It can be seen that only 3 students or 11% were complete in vocabulary and 25 students or 89% did not complete. On the other hand, more than 50% of students have not met the minimum requirements.

The researcher suspects that the reason for the low students' vocabulary mastery is because students feel learning English is very difficult. The students find it difficult to memorize vocabulary. Therefore, from the problems above, the researcher has a suitable medium for mastering students' Vocabulary, namely using Flashcard media. According to Nunan, "Flashcards are a tool that

can be used in the teaching and learning process".² The use of flashcards might be more effective than word list. Meanwhile, Flashcards can be a fun, colorful and creative way to aid memory and memory Vocabulary retention. Flashcards can also increase students' motivation in learning process. In addition, Flashcards may be useful in the teaching and learning process processing and providing stimulation to students in mastering vocabulary.

Based on the description above, the researcher will use Flascard as an alternative media to improve vocabulary mastery. This can help students acquire new vocabulary. In addition, students are more interested in learning English, especially in learning vocabulary. Researchers will conduct classroom action research with the title "Increasing Students' Vocabulary Mastery by Using Flascard Media in Eight Grade of SMP Ma'arif Ansuru Al-Hasaniyyah Central Lampung".

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students has difficulties in memorizing vocabulary.
2. The students has poor vocabulary in English learning.
3. The students has low ability in comprehending the meaning of the sentences because lack of vocabulary.

² Nunan D., Teaching English to speakers of other language, Ney York: Routladge (2015), p.11.

4. The students are difficult to master vocabulary because strategy that used in teaching vocabulary is not interesting.

C. Problem Limitation

Based on problem identification, the researcher focused on students who had difficulty mastering vocabulary. The researcher used the flashcard to increase the vocabulary mastery of the eighth graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah.

D. Problem Formulation

Based on the problem limitation above, the problem of this research is formulated as follow:

1. Can Flascard media increase students' vocabulary mastery at the eight graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah ?.
2. Can flashcard media increase the learning proses?

E. Objective and Benefit

1. Objective of Study

The purpose of this study are to increase students' vocabulary mastery and increase students' motivation in teaching and learning activities using flashcard media in eight graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah.

2. Benefits of Study

The benefits of this research is as follow:

a. Theoretically

Theoretically, this research can be used as a foundation in developing learning strategies or applying flashcard learning media in teaching vocabulary. In addition, this research can add scientific knowledge about flashcard media in teaching vocabulary. Furthermore, this research contributes to thinking in the field of education regarding strategies that can be used in teaching vocabulary.

b. Practically

1) For Students

This research can be used as motivation for students to improve students' vocabulary mastery and as information to make students comfortable in learning activities.

2) For Teacher

Practically, this research can be used as information an reference the teacher especially about the process of teaching vocabulary through flashcard in the classroom.

3) Other Researchers

This research can be used by other researchers in using flashcard is hoped the other researchers can practice this strategy in the next research with another skills in English.

F. Prior Research

This research will be conducted by considering several previous studies, The first prior research was conducted by Yovita Suharta with the title Improving Students' Activeness In Speaking Using Flashcards. This research is aimed at improving students' speaking activeness using flashcards media in teaching learning process. The subject of this research is class VIII C students at SMP Kemala Bhyangkari Sungai Raya in academic year 2017/2018. This research was done by asking and answering the materials to make the students active in speaking. In this research, the researcher implemented flashcards as the media. Therefore, the method used in this research is a classroom action research³.

The first prior research has similiarities and different with this research, the similiarities between the prior research with this research is equally focused in using flashcard in teaching, and the defferences is the prior research aims to improving students' activeness in speaking and this research is to increasing students vocabulary mastery.

The second prior research is conducted by Ainun Safitri with the title Increasing Students' Reading Interest Through Glenn Doman Method With The Assistance Of Media Flashcard. The purpose of this study was to determine the increase in reading interest of class II students at Banyuajuh 2 Elementary School through the Glenn Doman method with the aid of flashcard media. This

³ Yovita Suharta, Improving Students' Activeness In Speaking Using Flashcards, (2018)

research is a class action research. The subjects of this study were teachers and students at Banyuajuh 2 Elementary School.⁴

The second prior research has similarities with this research, the similarities between the prior research and this research is equally focused in using flashcard in teaching. And differences, the prior research focused in Increasing Students' Reading and this research is increasing students vocabulary mastery.

Then, the third prior research is conducted by Vitha Ama Matuate with the title The Use of Flashcards and Real Objects as Teaching Media for Teaching English Speaking to Young Learners. This research, the focus is more on the use of two visual media in English teaching. Using flashcards and real objects are two of the alternatives that can be used by the teacher teaching. Since this research is more focused on speaking skills, flashcards and real objects are used as the communication media in the learning process.⁵

The similarities of the prior research and this research is using flashcard. And the different between the prior research and this research is this research is focused in increasing student vocabulary mastery and the prior research focused on teaching speaking.

⁴ Ainun S., Rika w., & Kusnaningsih, "Increasing Students' Reading Interest Through Glenn Doman Method With The Assistance Of Media Flashcard", *maktab: Jurnal Pendidikan dan Teknologi*, jurnal 1, no.3, (2018),675-685.

⁵ Vitha A. M., The Use of Flashcards and Real Objects as Teaching Media for Teaching English Speaking to Young Learners, *Bilingualism, Language, and Education Studies*, jurnal 2, no.2, (2022).

There are some similarities and differences between this study and the other studies mentioned above. The similarities between previous research and this research are using flashcard media. Furthermore, the differences between the previous research and this study are: (1) This research focused on increasing student vocabulary mastery and the prior research is on speaking and reading.(2) the location and study sample.

CHAPTER II

THEORITICAL REVIEW

In this chapter, the researcher attempts to explain the theoretical foundations which consist of the concept of vocabulary and the the concept flashcard.

A. The Concept of Vocabulary

1. Definition of Vocabulary

In learning a foreign language, students are required to master four language skills, namely listening, speaking, reading, and writing. Mastery of the four language skills cannot be separated from vocabulary. Vocabulary is the most important aspect that must be considered in language learning. This is a basic element when students want to speak, read and write to make others understand.¹ Moreover, Alqahtani holds that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning².

On the other hand, Lessard and Clouston urges that vocabulary is the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do³. Mastering a language is not easy if you not start from the easiest, it is

¹ Nunan, D., *Teaching English to speakers of other languages*, (New York: Roudladge, 2005), p.11.

² Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", *International Journal of Teaching and Education*, No. 3, Vol. III, (2015), p. 25

³ Michael Lessard and Clouston, *Teaching Vocabulary*, (United States of America: TESOL International Association, 2013), p. 2.

impossible to learn a new language without mastering Vocabulary. In conclusion, Vocabulary is one of the most important parts of language and vocabulary has an important role in meaningful communication.

2. Types of Vocabulary

According to Dakhi, there are some types of vocabulary. The types of vocabulary can be explained as follow:

a. Receptive Vocabulary and Productive Vocabulary

The receptive vocabulary is defined as the type of vocabulary a reader encounters during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive skills of language.

Meanwhile, Productive vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of productive vocabularies are speaking and writing. In short, they are termed as they are to correspond to the productive skills of language.

b. Active Vocabulary and Passive Vocabulary

The active vocabulary is the words by which listeners and writer usually use as they are completely understood. They are the words that are recalled and used at will when the situation of speech and writing requires them. Practically, the active words are those we can automatically use when writing and speaking without stopping and forcing our selves to remember.

Moreover, The passive vocabulary is meant as the words that are not completely understood, so that they are infrequently used when writing and speaking. Related to this, therefore, it seems to conclude that passive vocabulary is a precondition of the active vocabulary. It is a step, of course, it is optional as people have different abilities and words have different degrees of comprehensibility, which has to be acquired anterior to the active vocabulary mastery.⁴

Active vocabulary which students can use and call it orally. While a passive vocabulary of words known by learners through recognition, but they cannot call and produced through writing.⁵ Based on explanation above, the researcher can conclude that this research is included receptive vocabulary because vocabulary can be gotten through reading activity.

3. The Important of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Teaching vocabulary helps students understand and communicate with others in English.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language

⁴Santiago Dakhi, "The Principles and the Teaching of English Vocabulary: A Review", (2017), p. 2-3.

impedes successful communication. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (listening, speaking, reading, and writing)⁶

Moreover according to Dakhi, there are some importance of vocabulary that are vocabulary as the basis for communication and vocabulary as the reflection of social reality.

a. Vocabulary as the Basis for Communication

Nothing can be done without vocabulary. Vocabulary is the basis for communication. as the main communication tool. What language users use in expressing their feelings, ideas, and opinions, a manifestation of the human mind, is vocabulary. More precisely, according to linguistic perspective, vocabulary seems to be more useful and urgent than the grammatical role. Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.

⁶ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught", p.22.

b. Vocabulary as the Reflection of Social Reality

Language can't be separated with vocabulary. Language is a tool for social interaction. There are some function of language, that is as follow:

- 1) Language is a system for the expression of meaning.
- 2) The primary function of language is to allow interaction and communication.
- 3) The structure of language reflects its functional and communicative uses.
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. This implies the meaning, the reality of human thought seems to be grasped through a language. The language is one of the symbols acquired, mastered, learned, and taught by people.⁷

Based on explanation above, the researcher concludes that vocabulary is very importance in achieving language mastery. Vocabulary can be basic in learning English, without mastering vocabulary, the students can not say anything and the students can not understand what they say in English. Vocabulary is the first step of English learning, If the students don't master many vocabularies, the

⁷Saniago Dakhi, "*The Principles and the Teaching of English Vocabulary: A Review*"., p.2.

students can not communicate effectively and the students can't know the meaning of the sentence.

4. Vocabulary Mastery

To understand language, vocabulary is very important to be mastered by learners. Vocabulary mastery is needed to express ourselves, ideas and being able to understand the words of others. Vocabulary mastery is an individual's great skill in using words from a language, which is acquired based on their own interests and motivations. Vocabulary mastery plays an important role in the four language skills and it must be noted that vocabulary mastery is one of the required language components⁸.

Based on the explanation above, the researcher concludes that vocabulary mastery is an activity of mastery or the ability to understand and use the words contained in a language, both spoken and written. Vocabulary is very important in achieving language acquisition. The more vocabulary one has, the more ideas one can master. Vocabulary mastery is part of language mastery because if someone masters the language it means that person masters the vocabulary. Vocabulary mastery is necessary because the more vocabulary a person has, the easier it is to convey and receive information, even vocabulary can be used as a measure of one's intelligence.

⁸ *Ibid*, p.26.

5. Vocabulary assessment

Vocabulary assessment seems straight forward in the sense that word lists are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well-known item types that are convenient to use for vocabulary testing. Here are some examples:

- a. Multiple-choice (Choose the correct answer)

Mr. Rikza was irate when he heard what the students had done.

- 1) Surprised
- 2) Interested
- 3) Proud
- 4) Angry

- b. Completion (Write in the missing word) At last the climbers reached the s of the mountain.

- c. Translation (Give the L1 equivalent of the underlined word) They worked at the mill.

- d. Matching (Match each word with its meaning).

These test items are easy to write and to score, and they make efficient use of testing time. Multiple-choice items in particular have been commonly used in standardised tests⁹.

⁹ John Read, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000), p.2.

B. The Concept of Flashcard

1. Definition of Flashcard

Flashcards are cards on which the words and/or are printed or drawn image. Flash card exercise give students the means to memorize key information¹⁰. Information that can obtained through varied and flash card practice might include math facts, sight words, countries parliament building, foreign language vocabulary, and so on on. Due to the broad utility potential of flash card instructions, teachers can benefit from knowing research-based guidelines to derive optimal effectiveness from this. With flashcards, students experience visuals can be helped, so, the information provided can absorbed to the maximum because of flashcards usually displays interesting images for learners.

In addition, flashcards are cards with pictures held by the teacher in the classroom. Flashcards are useful teaching aids and can be used as part of various activities. Flash cards have a few unique uses which are teachers can do:

- a. To show the meaning of a vocabulary items.
- b. To give visual image or presentations of language.
- c. To tell a story, by providing particular images to help students' understanding

¹⁰ John Heycraft, *An Introduction to English Language Teaching*, (England: Longman, 1978), p.102.

- d. As tools storytelling activities.
- e. As tools for variety of games, and etc¹¹.

In conclusion, flashcards can help students in learning various aspects of foreign language. Flashcards can motivate the students in learning process and help students to understand the material.

2. Type of Flashcard

Flashcards are simple learning media, a teacher only needs to have a set of cards to be able to create them in class. This can be useful and efficient because students are able to carry the card everywhere. Below are the different types of flashcards¹²:

a. Big Picture Flashcard

Big picture flashcards are a tool that can be used to explain new forms of words because these cards can attract students' attention and can turn teaching and learning activities into fun and this is what a teacher really needs when teaching a language to get the full attention of students.

b. Small Picture Flashcard

This card has many variations when applied usually to communicative activities that are divided in pairs or in small groups of students. This can be an exercise for students in studying vocabulary.

¹¹ Jim Scrivener, *The Essential Guide to English Language Teaching*, (Learning Teaching: macmilan, 2000), p.349.

¹² Richard, Jack C. & Schmidt, Richard, *Longman Dictionary Of Language Teaching and Applied linguistics*. (London: Great Britain Fourth edition, 2010).

c. Word Flashcard

These cards are usually grouped according to their type, for example in a set of flashcards it contains pictures related to animals, families, vegetables, etc. This card is used in classroom learning. Usually a teacher uses this media by showing students quickly.

d. Merge Word and Picture Cards

This card is a combination of words and pictures in one card. A type of card that helps students remember Vocabulary by combining visual aids and words so that they can help improve students' vocabulary.¹³ There are also various types of flashcards, as quoted like:

- 1) Picture only.
- 2) Pictures using first language vocabulary.
- 3) Draw with English words in front of the same card.
- 4) An image with English words written on the back of the card.
- 5) Picture cards only with each word only.

This research will use Big Picture Flashcard, because using Big Picture Flashcard will attract students' attention and can change teaching and learning activities to be fun and this is what a teacher really needs when teaching language to get full attention student.

¹³ John Heycraft, *An Introduction to English Language Teaching*, p.102

3. Advantages and disadvantages to using flashcard

a. Advantages flashcard

Clarified the advantages in using flashcards are:

1) Flashcards are Inexpensive.

Teachers can make their own flashcard and do not need to buy a fancy tools to make a flashcard. It might be the least expensive item that can be used in the vocabulary teaching.

2) Flashcards are Portable.

Teachers can bring as many cards as they want to the classroom since flashcards are not heavy and can be easily moved from one class to another class.

3) Flashcards are Versatile.

This aid is very helpful for any subject. In learning a foreign language this can help the teacher to teach vocabulary as well as the students to learn and memorize English vocabulary¹⁴.

Based on the advantages stated above, it can be concluded that Flashcards are effective for helping students improve vocabulary mastery, because they involve and motivate them to participate in the teaching and learning process. It's interesting them to pay more attention to the class, encourage them to get involved, and make them feel happy

¹⁴ Lewis, j. *The Advantages of Flashcard*, (Limited, 2002), p.78-80

while learning. Flashcards in teaching vocabulary can reinforce form and meaning in students' memory. Not even boring teacher plans to use it continuously. The cost of manufacture is also not too expensive. The teacher only needs a piece of paper and draws on it. Or even when the teacher can't draw himself, he can take pictures from the internet, or magazines.

b. Disadvantages of Flashcard.

The disadvantages of flashcard are a number of flashcard need to be organized by topic. Teacher need to organize the material well and choose a good word before create the flashcards. And flashcard need careful thought and preparation in advance.

C. Teaching Vocabulary Using Flashcard Media

1. The Role of Flashcard in Teaching Vocabulary

Flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary. Flashcards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around.¹⁵

Based on the statements above show that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices new vocabulary. By using flashcards is suitable

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (England; Longman, 2002),p.134.

for the beginner in English. By the implementation this method gives emphasis on pronunciation of the utterance of words. Beside that in the English learning process the students can be more active and not only passive.

2. How to Use Flashcard in Learning

In using flashcard, the teacher plays an important role in the application of flashcard media. Here is how to use flashcard in learning;

- a. Preparing cards and arranged and held at chest level with card facing the student.
- b. Show the cards to students one by one after the teacher explain the meaning of the card.
- c. Give the cards that have been explained to students randomly and take turns to be observed by all students one by one.
- d. Flashcard can be combined with games and their use be adjusted according to flow of the game to be played¹⁶

D. Action Hypothesis

Based on the theoretical framework and assumptions above, the researcher formulated a hypothesis that the use of Flashcards can increase the vocabulary mastery of eighth graders at SMP Ma'arif Ansuru Al-Hasaniyyah Lampung Tengah.

¹⁶ Dina Indriana, *Ragam alat bantu media pengajaran*, (2011).

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

1. The Variable of Research

This research consist of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.¹

The independent variable of this research is Flashcard and the dependent variable of this research is English vocabulary mastery. The independent variable of this study uses flashcards. This strategy will help students master English vocabulary.

2. Operational Variable

According to Ary et. al. Lucy state that an operational definition assumes meaning to a construct by specifying operations that researchers must perform to measure to manipulate to construct.²

a. Independent Variable

The independent variable is an antecedent to the dependent variable and is known or hypothesized to affect the dependent variable,

¹ Alisson Mackey and Susan M. Gass, *Second Languages Research Methodology and Design*, (Mahwah New Jersey: Lawrence Erlbaum Associates Publisher, 2005), p.103.

² Donal Ary, et.al., *Introduction to Research in English Language Teaching, Eighth Edition*, (Canada: Nelson Education 2010), 36

namely the outcome. The independent variable in this study is Flashcard (X). This strategy will be applied to eight grade of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. The researcher will measure by observation, to observe this variable the researcher will use written assessment.

b. Dependent Variable

The dependent variable is the variable that is affected or that become result because of the independent variable. Dependent variable of this research is English vocabulary mastery (Y). The students can increase their English vocabulary mastery during in teaching and learning process by using flashcard. To measure students' English vocabulary mastery the researcher will use written tests or written assessments by using 20 items of multiple choice.

B. Research location

The research will be conducted at SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah, which located at Jl. Kampung Rukti Basuki, Rukti Basuki, Kecamatan Rumbia. Kabupaten Lampung Tengah. Total all of the students eight graders is 196 students. Since the study is a classroom research, the researcher will take one class as the sample. The researcher chooses the VIII B of Junior High School Ansoru Al-Hasaniyyah Lampung Tengah.

C. Subject and Object of The Study

The subject of this research is the students of the eighth graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. The data can be seen below:

Table 2
Data of the subject of the research

No	Class	Sex		Total
		Male	Female	
1	VIII. B	10	18	28 Students

Source: The English Teacher Archives, Taken on the Pre-Survey at July 11,2022.

Based on the table above, there are 14 male students and there are 14 female students at the eight graders. The total of the subject are 28 students. The objectif the study is student's English vocabulary mastery. The type of this research is Classroom Action Research. The classroom action research will conduct in VIII.B which consists of 28 students. The researcher chooses VIII.B because the students haste lowest English ability than other class, especially in vocabulary mastery.

D. Action Plan

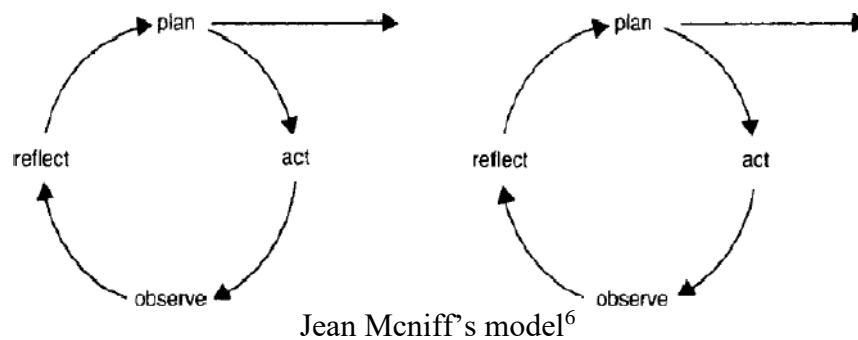
The research is aimed to the implementation the flashcard to increasing students Voabulary mastery, so the researcher using classroom action research. Classroom Action Research (CAR) is a method for increasing and modifying the working system of a classroom in school³. It means that action research is a research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information aboutwhat they want.

³ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: FalmerPress, 2005), p.261.

Moreover, Ary, et. al. state that action research is about taking action based on research and researching the action taken.⁴ Meanwhile Jean McNiff and Jack Whitehead maintain that action research is an enquiry by the self into the self, undertaken in company with others acting as research participants and critical learning partners. Action research involves learning in and through action and reflection.⁵

Based on explanation above, the researcher concludes that action research is practical research intended to increase classroom learning. This research is one of the teachers efforts in the form of various activities carried out to increase the quality of learning in the classroom.

In this classroom action research, there are four steps in each which have relationship one another. The steps are planning, acting, observing, and reflecting. These steps can be seen in the following design:



⁴Donald Ary, et al, *Introductions to Research in Education Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010), p.512.

⁵Jean Mc Niff and Jack Whitehead. *Action Research: Principles and Practice*, (London:2002), p.15

⁶ *Ibid.*, p.41

From the illustrate above, the explanation about four steps of action research produce are conducted in each cycle. There are two cycle in the figure. In the first figure describes the steps of the research that is preparation of study and followed by planning, acting, observing and reflecting that is implemented in each cycle. If the first cycle cannot be achieved, so it will be continued in the next cycle that has same phase with the first cycle.

The researcher will use collaborative action research so that it needs to collaborator another participant which is English teacher to help the researcher in the research. In this classroom action research is conducted in two cycle, they are following;

1. Cycle 1

a. Planning

Planning is the first steps in each activity. In this step, the researcher makes planning to the eight graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. The planning is as follow;

- 1) The researcher will prepare the lesson plan.
- 2) The researcher will prepare the material and the media.
- 3) The researcher will prepare source learning.
- 4) The researcher use flashcard to be applied in acting phase to increase students' vocabulary mastery.
- 5) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

6) The researcher will make the criteria of success.

b. Acting

The second step in the activity is acting. It is the implementation of the planning that researcher has made. In this action, the researcher will do the pre-test, treatment and post-test to the students. In this step the researcher acted as follows:

1) Pre Teaching Activities

In this activity the teacher:

- a) Greeted the students.
- b) Checked the attendance list.
- c) Asked the students condition.
- d) Gave a brainstorming

2) While Teaching Process

- a) The researcher will apply the lesson plan.
- b) The researcher will explain about the material.
- c) The researcher will ask the students to make list the words that they have know related to the material.
- d) The researcher will add and revise the list of words about vocabulary of the material.
- e) The researcher will give evaluation.

3) Post Teaching

- a) The researcher will ask to the students to answer some questions related to the material.

- b) The researcher will give conclusion of the material.
 - c) The researcher will give home work for the students.
 - d) The researcher closes the meeting.
- c. Observing

Observation is done after planning and action. Observation This is the third step in classroom action research. This activity will be carried out for class VIII students of SMP Ma;arif Ansoru Al-Hasaniyyah Lampung Tengah. Researchers will observe the teaching and learning process in class and researchers will observe student activities in class using observation sheets.

- d. Reflecting

Reflection is done after planning, acting, and observing. This activity was carried out to determine the strengths and weaknesses of the actions taken by the researcher. At this stage, the researcher will analyze the results of observations and collect data on student test results. If problems are still found, the researcher will carry out the next cycle and the researcher will use the data in cycle I as a reference by fixing all the problems or weaknesses in the previous cycle.

2. Cycle 2

- a. Planning

The planning in the second cycle was based on the result of the first cycle. Here are step that the researcher makes in planning;

- 1) The researcher identify the problems and found the problems from the first cycle
- 2) The researcher will prepare the lesson plan.
- 3) The researcher will prepare the material and the media.
- 4) The researcher will prepare source learning.
- 5) The researcher prepares observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

b. Acting

The researcher will apply the action plan II in this step, the research will be conducted the exercise.

c. Observing

Observing is conducted after planning and acting. The activity will be conducted to the eight graders of SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah. In the cycle 2, the researcher will observe whether there had been an increase of the students' learning process.

d. Reflecting

In this step, the researcher will compare the score of pre-test and post-test. The researcher will review and reflect on students' activities whether there is positive or negative, the second cycle enough or need for the next step.

From the data above, if students still cannot achieve the desired results, cycle 2 will be repeated to get maximum results.

E. Data Collection Technique

In this research, the researcher will use the data collection technique to collect data. The data collection technique are test, observation, and documentation. The data collection technique will be explained as follow:

1. Test

The test is given to measure the students English vocabulary mastery. Test will be given to eight graders of SMP Ma'arif Ansuru Al-Hasaniyyah Lampung Tengah. There are two kinds of test that are pre-test and post-test.

a) Pre-Test

The researcher will give pre-test to the students. Pre-test will be conducted to know the ability of students vocabulary mastery before doing treatment. It is mean that the researcher will know the ability of students vocabulary before the researcher using Flashcard.

b) Post-Test

Post-test will be given to the students after researcher conduct the treatment. The post-test will be conducted to find out whether used this strategy can increase students' vocabulary mastery.

2. Observation

Observation is one of some data collection technique. In this research, the researcher will observe the eighth grade of SMP Ma'arif Ansuru Al-Hasaniyyah Lampung Tengah. The researcher will observe about student's vocabulary mastery. Moreover, the researcher will observe about the process of teaching and learning in the classroom and the researcher will observe the student's activity in the classroom by using observation sheet.

3. Field Note

Field note is technique of data collection by making written records on whatever happens in the field. The field note are used to collect the data during in teaching and learning in every cycle which isnot include in the observation sheet.

4. Documentation

Documentation is the technique which is used to get information from the written source or document. The researcher will use the technique to know about history of the school, the sum of the teacher, employers, students and organization structure at SMP M'arif Ansuru Al-Hasaniyyah Lampung Tengah.

F. Research Instrument

The research instrument is a tool that is used by researcher to collect the research data. The data will be collected by using research instrument as

follow;

1. Item Test

Test will be used to measure students' vocabulary mastery which has a person or group. The kind of test is written test. The researcher will use written test. The test consist of 20 items of multiple choice. The materials which will be tested is about vocabulary. The researcher will use 20 items for pre-test and 20 items for post-test.

2. Observation Guidance

In this research instrument, It will be conducted observation about the students learning activity and the teacher writing in theclassroom. The researcher will use observation sheet to get the data.

3. Documentation Guidance

The history of the school, the sum of the teacher, employers, students and organization structure at SMP Ma'arif Ansuru Al-Hasaniyyah Lampung Tengah.

G. Data Analysis Technique

Data analysis will be conducted by taking the average score of thepre-test and post-test. It is to know comparison score between pre-test and post-test. Therefore, the researcher will use formula to get the score between pre-test and post-test.

The formula that used as follows:

1. Average score

$$MX = \frac{\sum X}{n}$$

Note :

M_x = Average score

$\sum X$ = Total score of follow the test

N = Number of cases.⁷

2. The percentage of the students who pass the minimum standard criteria The formulas are :

$$P = \frac{F}{N} \times 100\%$$

Notes :

P = Class Percentage

F = Frequency

N = Number of students⁸

Furthermore, the researcher will compare between pre-test and posttest.

Then, the result is matched by Minimum Standard Criteria at the school at least 70. If the from cycle 1, there are some students are not successful so the researcher will conduct cycle 2. The minimum cycle in classroom action

⁷ Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth,2010),p.108.

⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi,New Age International, 2006)p.278.

research is two cycle. So, if in cycle two all of students are successful. It is not continue to other cycle.

H. Indicator of Success

The indicator of students successful in English vocabulary mastery of using Flascard can be seen in the criteria of students increasement in learning process as a result follows: The research is called successful if 75% of students got standard minimum requirement score (SMR) of 70 and 75% of students active in learning activity.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The Description of Location

a. The History of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

The background of the SMP Ma'arif Ansoru Al-Hasaniyah was the background of the formal education needs of the students at Daruttauhit Al Hasaniyah Islamic Boarding School Rumbia. This school was formed for students so that they can still attend secondary school by not leaving the Islamic boarding school environment.

SMP Ma'arif Ansoru AL-Hasaniyyah Lampung was established in 2019 with the Principal Mr. Daud Rais Abdillah, M.Pd. The location of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung is located on Jl. Kampung Rukti Basuki, Rukti Basuki Village, Rumbia District, central Lampung. This school is a school that is still relatively new because it has only been running for 3 years. and it is said that it is still a new school and has just graduated 1 batch, but this school can be said to be a good school and achieves academically, not a few students from Ma'arif Ansoru Al-Hasaniyyah Middle School have achieved achievements left behind by junior high school in Central Lampung.

b. The condition of Teacher and Official Employers in SMP Ma'arif

Ansoru AL-Hasaniyyah Lampung

Table 3
List of the Teacher of SMP Ma'arif Ansoru AL-Hasaniyyah
Lampung

No	Nama	Jabatan	Pendidikan Akhir	Alamat
1	Daud Rais Abdillah, M.Pd	Kepala Sekolah	IAIM MA'ARIF NU Metro	Rukti Basuki, Rumbia, Lampung Tengah
2	Novi Aryanti, S.Pd.I	Waka Kesiswaan	IAIM MA'ARIF NU Metro	Rukti Basuki, Rumbia, Lampung Tengah
3	Eko Yusuf Permadi, M.H	Waka Kurikulum	UNHASY Tebuireng Jombang	Rekso Binangun, Rumbia, Lampung Tengah
4	A. Khoirul Ridwan	Waka Sarana Prasarana	SMA	Restu Baru, Rumbia, Lampung Tengah
5	Ustadz. Ismail Hasan, S.Sy	Guru	STAI MA'ARIF NU Metro	Rukti Basuki, Rumbia, Lampung Tengah
6	Ustadz. Wahyudi	Komite	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
7	Kuncoro Dhuriat Atmaja, S.Pd	Guru	Universitas Terbuka	Rekso Binangun, Rumbia, Lampung Tengah
8	Joko Rusmanto,S.Pd	Bendahara Bos	STIT Al Mubarak	Rukti Basuki, Rumbia, Lampung Tengah
9	Bertha Eka Setiawan, S.Pd	Guru	Sekolah Tinggi Olahraga Metro	Rukti Basuki, Rumbia, Lampung Tengah

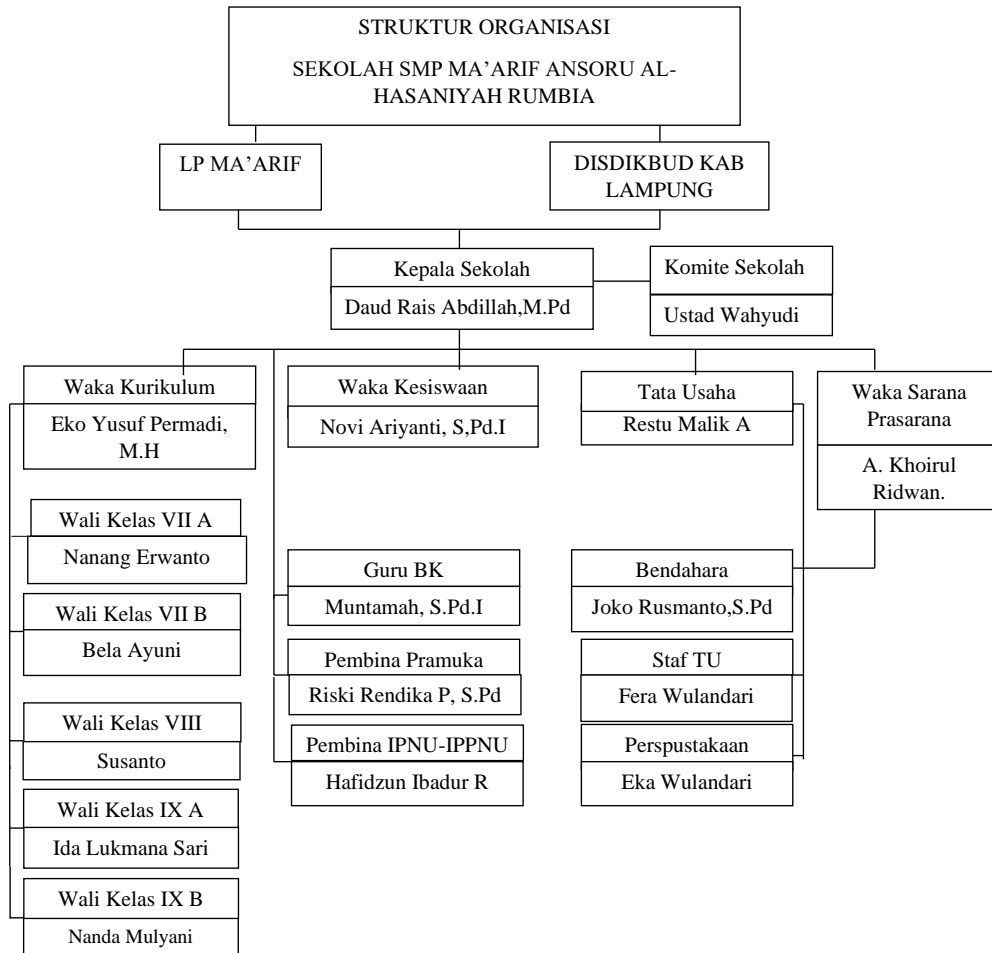
10	Muntamah, S.Pd.I	Guru	STAI Agus Salim Metro	Restu Baru, Rumbia, Lampung Tengah
11	Ahmad Fajar Khoiri, S.Pd	Guru	Universitas Terbuka	Rekso Binangun, Rumbia, Lampung Tengah
12	Lisa Kurniawati, S.Pd	Guru	IAIM MA'ARIF NU Metro	Rekso Binangun, Rumbia, Lampung Tengah
13	Husnul Khotimah, S.Pd	Guru	IAIM MA'ARIF NU Metro	Rukti Basuki, Rumbia, Lampung Tengah
14	Riski Rendika Putra, S.Pd	Pembina Pramuka	Universitas Terbuka	Reno Basuki, Rumbia, Lampung Tengah
15	Imam Sutopo,S.Pd	Guru	STIT Al Mubarak	Reno Basuki, Rumbia, Lampung Tengah
16	Restu Malik A	Ka. Tata Usaha	SMK	Rukti Basuki, Rumbia, Lampung Tengah
17	Fera Wuladari	Staf TU	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
18	Hafidzun Ibadur R	Pembina IPNU- IPPNU	SMA/MA	Reno Basuki, Rumbia, Lampung Tengah
19	Nanang Erwanto	Wali Kelas VII A	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
20	Bela Ayuni	Wali Kelas VII B	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
21	Susanto	Wali Kelas VIII	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah

22	Eka Wuladari	Penjaga Perpustakaan	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
23	Ida Lukmana Sari	Wali Kelas IX A	SMA	Rukti Basuki, Rumbia, Lampung Tengah
24	Nanda Mulyani	Wali Kelas IX B	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
26	R. Suryadi	Guru	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
27	Arif Kurniawan	Guru	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
28	Linda Silvia F	Guru	SMA/MA	Rukti Basuki, Rumbia, Lampung Tengah
29	Intan Rohyati	Guru	SMA	Rukti Basuki, Rumbia, Lampung Tengah
30	Lestari, S.Pd	Guru	IAIM MA'ARIF NU METRO	Rukti Basuki, Rumbia, Lampung Tengah

Source : Data of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

c. The Organization Structure of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung.

The organization structure of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung can beshown in the figure as follows:

Table 4**Struktur Organisasi SMP Ma'arif Ansoru Al-Hasaniyah Rumbia**

Source : Data of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

d. The Quantity Students of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

The quantities of the students at SMP Ma'arif Ansoru AL-Hasaniyyah Lampung in the academic year of 2022/2023 as illustrated by the following:

Table 5**The Students Quantity of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung**

No	Class	Total
1	VII	64
2	VIII	28
3	IX	48
Total :		140

Source: Result of documentation at SMP Ma'arif Ansoru AL-Hasaniyyah Lampung.

- e. The Condition of Building of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

The Condition of Building in SMP Ma'arif Ansoru AL-Hasaniyyah Lampung can be seen on the table below:

Table 6**The Building of SMP Ma'arif Ansoru AL-Hasaniyyah Lampung**

NO	U R A I A N	JUMLAH	KETERANGAN
1	Headmaster office	1 Room	Good
2	Teacher's room	1 Room	Good
3	Library	1 Room	Good
4	Study room	5 Room	Good
5	Mushola	1 Room	Good
6	Sports facilities	1 Place	Good
7	bathroom	3 Room	Good
8	Parking	1 Place	Good

Source : Result of documentation at SMP Ma'arif Ansoru AL-Hasaniyyah Lampung

2. Description of the Result Data

This research used classroom action research, that conducted in 2 cycles. The action in cycle 1 and cycle 2 was conducted about three meetings in each cycle, and each meeting took 2 x 30 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. While on planning, researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was about Flashcard. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Pre-Test

The researcher conducted pre-test to know the students' vocabulary mastery before giving treatment and it was used as the comparison score with post-test. The researcher conducted the pre-test on Friday, February 10th, 2023. The students were given questions about vocabulary mastery. After they finished the pre-test, the researcher asked the students to submit the answer sheet. The result of pre-test could be see non the table below:

Table 7**The result score of students English vocabulary mastery in pre-test**

No	Name	Score	Category	No	Name	Score	Category
1	AS	70	Complete	15	NRM	45	Incomplete
2	AF	65	Incomplete	16	DMP	55	Incomplete
3	AD	60	Incomplete	17	DA	55	Incomplete
4	ADK	60	Incomplete	18	EDP	45	Incomplete
5	AS	50	Incomplete	19	EZ	40	Incomplete
6	AT	45	Incomplete	20	FDP	45	Incomplete
7	ASR	45	Incomplete	21	GSP	50	Incomplete
8	ALF	65	Incomplete	22	GBS	75	Complete
9	ARF	30	Incomplete	23	HM	50	Incomplete
10	AN	40	Incomplete	24	MAF	50	Incomplete
11	ANR	50	Incomplete	25	MSR	70	Complete
12	BP	55	Incomplete	26	MAS	65	Incomplete
13	DAP	65	Incomplete	27	MRA	60	Incomplete
14	DL	55	Incomplete	28	NR	55	Incomplete
Total Score		1550		Lowest Score		30	
Average		55.36		Complete		3	
Highest Score		75		Incomplete		25	

Source: The result of Pre-test on Friday, february10th

Based on table above, it can be made in the chart bellow:

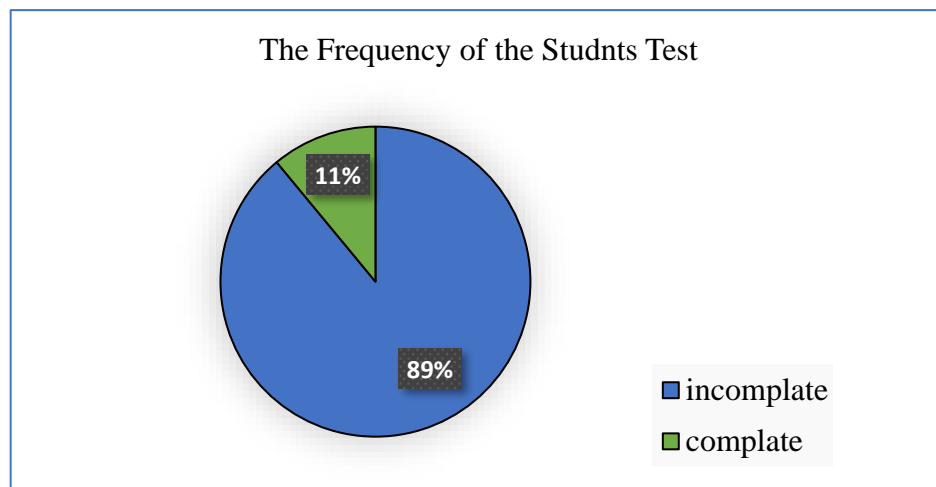


Figure 1. The Frequency of the Students' Score in Pre-Test

The figure showed the frequency of the students' score in pre- test. The standard minimum for English lesson in SMP Ma'arif Ansoru Alhasaniyyah Lampung is least 70. Based on the figure, it could be seen that there were 3 students (11%) who complete the pre-test and 25 students (89%) who incomplete the pre-test. The lowest score in pre-test was 30 and the highest score was 75.

Based on explanation above, it could be inferred that the students still low in vocabulary mastery. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed strategy to increase their vocabulary mastery. The researcher chose flashcard media to increase students' vocabulary mastery.

b. Cycle 1

This cycle consists of planning, acting, observing, and reflecting. After they finished the pre-test, the research asked them to study about the material more. The following step of pre-test that was done by the researcher:

1) Planning

Based on the result of pre-test score, the researcher has found the problems after taking the students' pre-test score. Therefore, the researcher and Mrs. Nanda Mulyani as the collaborator prepared several things related to the teaching and learning process. In the planning stage, the researcher and Mrs. Nanda Mulyani as the collaborator prepared the lesson plan for the action based on the problems faced by students. The researcher and Mrs. Nanda Mulyani as the collaborator selected the material and exercise into a lesson plan. The researcher planned the material about vocabulary to be given to the students. Moreover, the researcher prepared media, the instrument that would be used in post- test in the cycle 1, observation sheet of the student's activity, the students' work sheet and evaluation for the second meeting.

2) Action

Action is the second stages in classroom action research. The implementation of the action was conducted in 2 meetings. The first

meeting was used to treatment and the second meeting was used to posttest. Here, the explanations of every meeting:

a) The First Meeting

The first meeting was conducted on Sunday, February 13rd, 2023. The researcher opened the lesson by greeting, checking the attendance list and asked the students' condition. After that the researcher explained what they were going to learn and what to be reach.

The teacher asked to the students about what they know about vocabulary. Then, after the students answer the question from the teacher. The researcher explained about the definition of vocabulary, part of speech of vocabulary. Moreover, the teacher gave the Flashcard to students. After that, the teacher gave explanation of the procedures of flashcard,

b) The Second Meeting

The Second meeting was conducted on Friday, February 17st, 2022, this meeting used as the post-test I. This meeting was opened by greeting, praying and checking the attendance list, motivating the students the students and asking about student's condition. The researcher asked about material had given in the last meeting. After that, the researcher gave post-test I to the students.

Then, the result of post-test could be explained in table

below:

Table 8

The result score of students English vocabulary mastery in post-test I

No	Name	Score	Category	No	Name	Score	Category
1	AS	80	Complete	15	NRM	50	Incomplete
2	AF	65	Incomplete	16	DMP	70	Complete
3	AD	70	Complete	17	DA	75	Complete
4	ADK	60	Incomplete	18	EDP	55	Incomplete
5	AS	50	Incomplete	19	EZ	55	Incomplete
6	AT	60	Incomplete	20	FDP	45	Incomplete
7	ASR	55	Incomplete	21	GSP	65	Incomplete
8	ALF	75	Complete	22	GBS	75	Complete
9	ARF	50	Incomplete	23	HM	65	Incomplete
10	AN	50	Incomplete	24	MAF	50	Incomplete
11	ANR	50	Incomplete	25	MSR	75	Complete
12	BP	60	Incomplete	26	MAS	70	Complete
13	DAP	70	Complete	27	MRA	70	Complete
14	DL	55	Incomplete	28	NR	80	Complete
Total Score		1750		Lowest Score		45	
Average		62.5		Complete		11	
Highest Score		80		Incomplete		17	

Source: The result of Post-test I on February 17th, 2022

Based on table above, it can be made in the chart bellow :

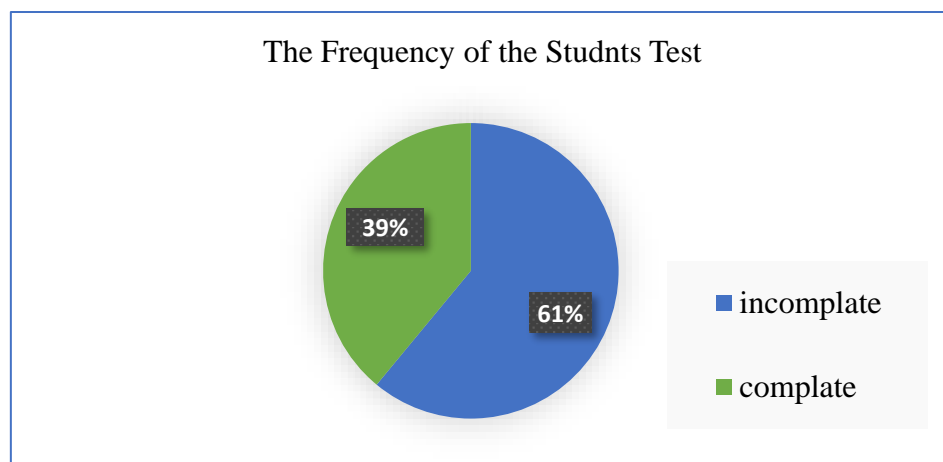


Figure 2. The Frequency of the Students' Score in Post-Test I

The figure above showed the frequency of the students' score in post test I. The standard minimum for English lesson in SMP Maarif Ansoru Al-Hasaniyyah Lampung least 70. Based on the figure, it could be seen that there were 11 students (39%) who complete the pretest and 17 students (61%) who incomplete the post -test. The lowest score in pretest was 45 and the highest score was 80.

3) Observing

In the observation, the researcher and Mrs. Nanda Mulyani as the collaborator observed the students' activities. The researcher as a teacher gave materials about vocabulary by using flashcard media. Every student who had active in learning process gave a tick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It could be seen on appendix. The indicators of the students' activities were:

- a) The students gave an attention of the teacher's explanation
- b) The students gave respond to the teacher
- c) The students were active in participating conversation based on flashcard media.
- d) The students followed instruction from the teacher.

The result of the students' learning activities could be seen, as follow:

Table 9
Student Activity in Cycle I

No	Students activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	12	42.86 %
2	Giving respond to the teacher's explanation.	12	42.86 %
3	Active in participating conversation in learning process	11	39.28 %
4	Following the teacher's instruction	15	53.57 %
	Total Students	28	

The table showed that not all the students gave an attention and gave respond to the teacher. Moreover, that is not all the students were active in participating conversation based on flashcard media. Furthermore, some of the students was not follow instructions from the teacher.

There were 12 students (42.86%) who gave attention to the teacher's explanation, 12 students (42.86%) gave respond to the teacher, 11 students (39.28%) was active participating in learning process, and 15 students (53.57%) followed the teacher instruction about flashcard media.

4) Reflecting

In this stage, the researcher concluded that cycle 1 did not run well because most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre test

and post-test I. However, most of the students score had increased. From the result of observation in cycle I, there were some problems that found, as follows :

- a) There are still some students who pay less attention to the teacher's explanation.
- b) some students did not respond to the teacher.
- c) some students do not actively participate in the conversation based on the flashcards.
- d) some students do not follow the teacher's instructions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) Teachers provide more motivation to students to study harder and make the learning process more interesting.
- b) The teacher gives more detailed explanations and questions after explaining the material to control students.
- c) The teacher guides students who have not been active in the teaching and learning process.

Furthermore, the learning outcomes in the first cycle before and after treatment can be analyzed in the following table.

Table 10
Students Score in Pre-Test and Post-Test Cycle I

No	name	Pre-test	Post test I	increasing	Percentase Increasing	Explanation
1	AS	70	80	10	14.29	√
2	AF	65	65	-	-	×
3	AD	60	70	10	16.67	√
4	ADK	60	60	-	-	×
5	AS	50	50	-	-	×
6	AT	45	60	15	33.33	√
7	ASR	45	55	10	22.22	√
8	ALF	65	75	10	15.38	√
9	ARF	30	50	20	66.67	√
10	AN	40	50	10	25	√
11	ANR	50	50	-	-	×
12	BP	55	60	5	9.09	√
13	DAP	65	70	5	7.69	√
14	DL	55	55	-	-	×
15	NRM	45	50	5	11.11	√
16	DMP	55	70	-	-	×
17	DA	55	75	-	-	×
18	EDP	45	55	10	22.22	√
19	EZ	40	55	15	37.50	√
20	FDP	45	45	-	-	×
21	GSP	50	65	15	30	√
22	GBS	75	75	-	-	×
23	HM	50	65	15	30	√
24	MAF	50	50	-	-	×
25	MSR	70	75	5	7.14	√
26	MAS	65	70	5	7.69	√
27	MRA	60	70	10	16.67	√
28	NR	55	80	25	45.45	√
	Total Score	1550				
	Average	56				

√ : Increase

× : Not increase

In this study, the researcher and collaborator conducted pre-test and post-test individually. This aims was determine students'

vocabulary mastery before and after treatment. From the results of the pretest and posttest I it is known that there is increasing score of students learning outcomes. This can be seen from the average pretest 56 and posttest I 62.5. Eventhough there was increasing in students achievement in cycle I it was not successful enough because only 11 students (39%) completed post-test 1. It can be concluded that cycle I was not successful because the indicators of success had not been achieved and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

c. Cycle II

1) Planning

In planning cycle 2, after the researcher and Ms. Nanda Mulyani as collaborators discussed some of the problems found in cycle 1. Researchers and Ms. Nanda Mulyani as collaborators prepared several things related to the teaching and learning process. At the planning stage, researchers and collaborators prepare lesson plans, materials and methods to be used in the teaching and learning process. Material includes the use of flashcards about nouns and giving directions to students from some mistakes in cycle 1. Besides that the researcher made the observation sheet and also the evaluation sheet to evaluate student activities after the teaching and learning process.

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, April 14th, 2022. This meeting was opened by greeting, praying and checking the attendance list, motivating the students the students and asking about student's condition. The learning process in the cycle 2 was focused on the weakness of cycle 1.

The teacher asked about the material last week to the students. The researcher explained again about the definition of vocabulary, part of speech of vocabulary. In addition, the teacher provides an explanation of nouns using flashcard media. The teacher gives pictures and worksheets to students. After that the teacher asks students to make a list of words related to pictures and text and the list of words is written on the worksheet. Then, the teacher asks students to mention English while the teacher tells pictures using flashcards. After that the researcher added and revised the content word list. Then, the teacher does the same procedure with the other pictures. Therefore, the teacher gives conclusions from the material. Then the teacher gives homework for students. After that the teacher closed the meeting and gave motivation to students to study hard and read hard to get good grades.

b) The Second Meeting

This meeting was used to post-test II. After giving the treatment twice in cycle II, the researcher conducted post-test II on Monday, April 18th, 2022. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the researcher. The result of posttest II could be seen on the table below:

Table 11
Students Score on Post-Test Cycle II

No	Name	Score	Category	No	Name	Score	Category
1	AS	90	Complete	15	NRM	75	Complete
2	AF	75	Complete	16	DMP	85	Complete
3	AD	80	Complete	17	DA	85	Complete
4	ADK	85	Complete	18	EDP	75	Complete
5	AS	70	Complete	19	EZ	80	Complete
6	AT	85	Complete	20	FDP	65	Incomplete
7	ASR	70	Complete	21	GSP	75	Complete
8	ALF	90	Complete	22	GBS	75	Complete
9	ARF	75	Complete	23	HM	80	Complete
10	AN	80	Complete	24	MAF	70	Complete
11	ANR	65	Incomplete	25	MSR	85	Complete
12	BP	85	Complete	26	MAS	80	Complete
13	DAP	85	Complete	27	MRA	65	Incomplete
14	DL	80	Complete	28	NR	85	Complete
Total Score		2195		Lowest Score		65	
Average		78.39		Complete		25	
Highest Score		90		Incomplete		3	

Source: The result of Post-test II on April 18th, 2022

Based on table above, it can be made in the chart bellow :

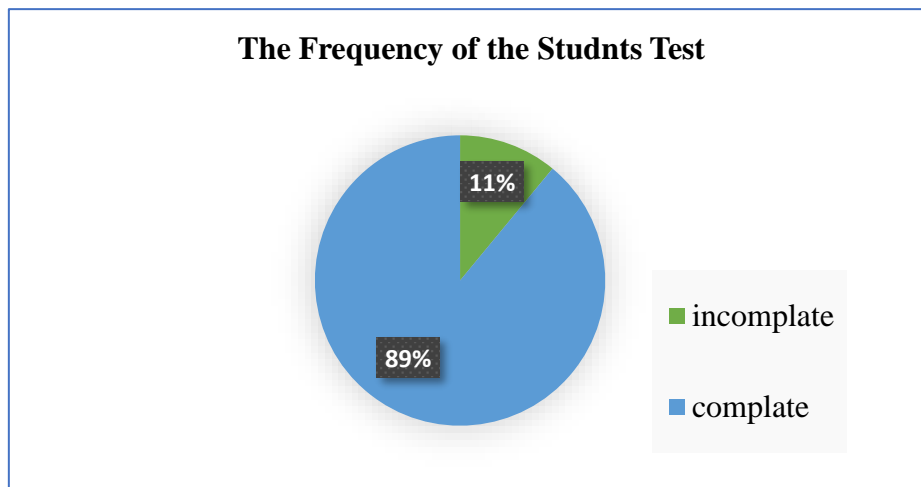


Figure 3. The Frequency of the Students' Score in Post test II

The figure above showed the frequency of the students' score in post test II. The standard minimum for English lesson in SMP Ma'arif Ansoru Al-Hasaniyyah Lampung least 70. Based on the figure, it could be seen that there were 25 students (89%) who complete the post test II and 3 students (11%) who incomplete the post-test II . The lowest score in posttest II was 65 and the highest score was 90.

3) Observing

In the observation, the researcher and the Mrs. Nanda Mulyana as the collaborator observed the students' activities. The researcher as a teacher gave materials about vocabulary by using flashcard media. In learning process, there were four measurement used and mentioned to know the students' activity. Every student who had active in learning process gave a thick in observation sheet.

Then, the students were not active in learning process, let the observation sheet empty. It could be seen on appendix. The indicators of the students' activities were:

- a) The students gave an attention of the teacher's explanation.
- b) The students gave respond to the teacher.
- c) The students were active in participating conversation based on flashcard media.
- d) The students followed instruction from the teacher

The result of the students' learning activities could be seen, as follows:

Table 12
The Students Activity in Cycle II

No	Students activities	Frequency	Percentage
1	Giving an attention to the teacher's explanation	23	82.14 %
2	Giving respond to the teacher's explanation.	24	85.71 %
3	Active in participating conversation in learning Process	23	82.14%
4	Following the teacher's Instruction	25	89.29%
	Total Students	28	

The table showed that not all the students gave an attention and gave respond to the teacher. Moreover, that is not all the students were active in participating conversation based on flashcard

media. Furthermore, some of the students was not follow in structions from the teacher.

There were 23 students (82.14%) who gave attention to the teacher's explanation, 24 students (85.71%) gave respond to the teacher, 23 students (82.1%4) was active participating in learning process, and 25 students (89.29%) followed the teacher instruction about frontloading strategy.

From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. The students score from pre-test I to post-test II could be seen on the table below:

Table 13
Students score on pest-Test I and Post-Test II

No	name	Post-test I	Post test II	increasing	Percentase Increasing	Explanation
1	AS	80	90	10	12.5	√
2	AF	65	75	10	15.38	√
3	AD	70	80	10	14.28	√
4	ADK	60	85	25	41.67	√
5	AS	50	70	20	40	√
6	AT	60	85	25	41.67	√
7	ASR	55	70	15	27.27	√
8	ALF	75	90	15	20	√
9	ARF	50	75	25	50	√
10	AN	50	80	30	60	√
11	ANR	50	65	15	30	√
12	BP	60	85	25	41.67	√
13	DAP	70	85	15	21.43	√
14	DL	55	80	25	45.45	√
15	NRM	50	75	25	36.36	√
16	DMP	70	85	15	21.43	√
17	DA	75	85	10	13.33	√
18	EDP	55	75	20	36.36	√
19	EZ	55	80	25	45.45	√

20	FDP	45	65	20	44.44	√
21	GSP	65	75	10		√
22	GBS	75	75	-	23.08	×
23	HM	65	80	15	40	√
24	MAF	50	70	20	13.33	√
25	MSR	75	85	10	14.28	√
26	MAS	70	80	10	-7.14	√
27	MRA	70	65	-5	6.25	×
28	NR	80	90	10	12.5	√

√ : Increase

× : Not increase

Based on the result above, it could be inferred that flashcard media could increase the students' vocabulary mastery because there was increasing from average score in posttest I 62.68 became 78.39 in post-test II. In the cycle II, most of the students could increase their vocabulary mastery. It means that cycle II was successful.

This table is to describe the comparison of the students' result in post-test I and post-test II.

Table 14

The Table of Students' Activities in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	Giving an attention to the teacher's explanation	12	42.86%	23	82.14 %
2	Giving respond to the teacher's explanation.	12	42.86%	24	85.71%

3	Active in participating conversation in learning process	11	39.28%	23	82.14%
4	Following the teacher's instruction	15	53.57 %	25	89.29%
	Total student	28			

Based on the result of the students activities in cycle I and cycle II was increase. Giving an attention of the teacher explanation from 42.86% became 82.14%, the students giving respond to the teacher's explanation 42.86% became 85.71%, the students active in participating conversation in learning process 39.28% became 82.14% and the students following the instruction 53.57 % became 89.29%.

4) Reflecting

Based on the result of the first meeting, it could be seen that most of the students was still low in vocabulary. In this meeting, most of students got good score. It's mean that the teacher and the collaborator could increase the teaching and learning process.

Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would not be continued in the next cycle.

B. Discussion

1. Cycle I

In this research, the researcher gave individual pretests to students with the aim of knowing students' vocabulary mastery before being given treatment. In the pre-test, only 3 students (11%) completed the pre-test and 25 students (89%) did not complete the pre-test. Furthermore, in the pretest, the lowest score was 30 and the highest score was 75.

After conducting the pre-test, the researcher gave treatment to students in cycle I. The treatment was carried out by teaching students using flashcard media. Furthermore, the researcher gave a post test at the next meeting and the post test was named post-test I.

After that, by analyzing the results of posttest I, the researcher concluded that there were 11 students (39%) who completed posttest I. The lowest score was 45, the highest score was 80 and the average score was 62.5. Based on the results of students' scores on the pretest and posttest I, there was an increase in the scores of student learning outcomes. This can be seen from the average pretest 56 and posttest I 62.5. Even though there was an increase in student learning achievement, cycle I was not successful because only 11 students (39%) completed the post test I. This means that in cycle I student achievement increased quite a bit but was not successful because the indicators of success had not been achieved

2. Cycle II

The researchers analyzed student scores in the post test cycle I, felt that the scores obtained by the students had not met, so the researcher had to do the next cycle because only 11 students (39%) completed the appropriate test and scored ≥ 70 . In the next cycle, the researcher gave the treatment twice. then post-test II. In this posttest, the lowest score was 65, the highest score was 90, and the average score was 78.39.

Based on the results of the students' scores from the post-test II, it can be concluded that students have received an increase in grades. This increase in score can be seen in the average score. The average scores in posttest I and posttest II were 62.5 and 78.39 then the increase in score was 15.89. In pretest, posttest I, and posttest II, the number of students who scored ≥ 70 were 3, 11 and 25 students. Because student achievement has increased enough and success indicators have been achieved, the research is declared successful and can be stopped in cycle II.

3. Students Score in Pre-Test, Post-Tes Cycle I and Post-Test Cycle II

The process of learning English using media flashcards was successful in cycle I but the average student score was low. While the students' scores in the post-test I were higher than the pretest. In addition, in cycle II the average score of students was higher than in cycle I. The following table illustrates the scores in cycle I and cycle II.

Table 15
Students Score in Pre-Test, Post-Test Cycle I and Post-Test Cycle II

No	Name	Pre-test	PostTest I Score	PostTest II Score
1	AS	70	80	90
2	AF	65	65	75
3	AD	60	70	80
4	ADK	60	60	85
5	AS	50	50	70
6	AT	45	60	85
7	ASR	45	55	70
8	ALF	65	75	90
9	ARF	30	50	75
10	AN	40	50	80
11	ANR	50	50	65
12	BP	55	60	85
13	DAP	65	70	85
14	DL	55	55	80
15	NRM	45	50	75
16	DMP	55	70	85
17	DA	55	75	85
18	EDP	45	55	75
19	EZ	40	55	80
20	FDP	45	45	65
21	GSP	50	65	75
22	GBS	75	75	75
23	HM	50	65	80
24	MAF	50	50	70
25	MSR	70	75	85
26	MAS	65	70	80
27	MRA	60	70	65
28	NR	55	80	85

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 56 to 62.5 became 78.39. Therefore, the

researcher concluded that the research was successful because the indicator of success in this research had been achieved. Flashcard is one of media that he thinks are effective in maximizing the teacher's ability to increase student's achievement.

The researcher showed the graph of the result of pre-test, post- test I and post-test II, as follow :

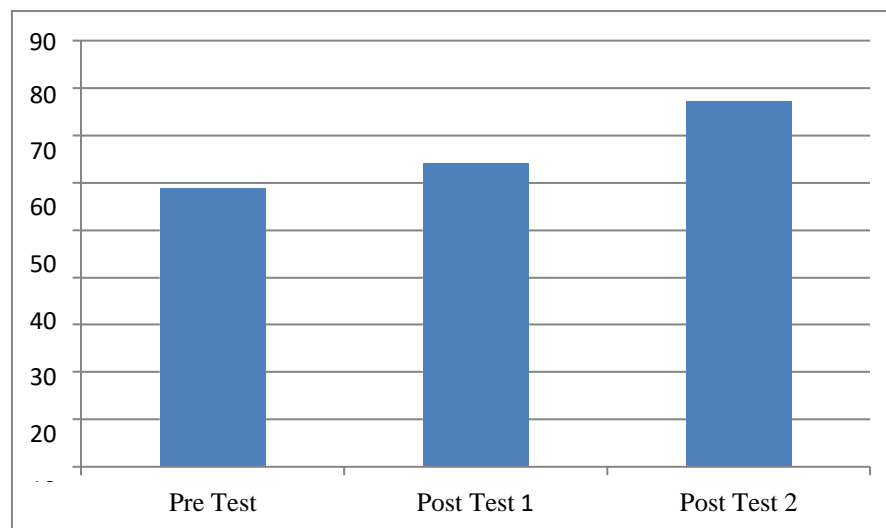


Figure 4 .The Average of Pre-test, Post-test I and Post-test II

Based on the graph above, it can be inferred that flashcard media increase the students' vocabulary mastery. It is supported by increasing score of the students from pretest to posttest I and from post-test I to posttest II.

4. The Result of Students Learning Activity in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasing of it as follow:

Table 16
The Result of Students Learning Activity in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Giving an attention to the teacher's explanation	12	42.86%	23	82.14 %	39.28%
2	Giving respond to the teacher's explanation.	12	42.86%	24	85.71%	42.85%
3	Active in participating conversation in learning process	11	39.28%	23	82.14%	42.86%
4	Following the teacher's instruction	15	53.57 %	25	89.29%	35.72%

Based on the data had gotten, it can be explained as follow:

- a. The students give an attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increased. In cycle I was only 42.86% and in cycle II 82.14%, it increased 39.28%

- b. The students Gave respond to the teacher's explanation.

The students who had donerespond the teacher's explanation. It could be seen on the cycle I and cycle II. For this activity was increased 42.85%, from cycle I 42.86% and cycle II 85.71%.

c. The students Active in participating conversation in learning process

The students who had understand of material by using frontloading strategy also increased. From cycle I 39.28% and cycle II 82.14%, so it increased 42.86%.

d. The Students Following the teacher's instruction

The students who had done following the teacher's explanation. It could be seen on the cycle I 53.57% and cycle II 89.28%, it increased 35.72 %.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good increasing in learning activities when flashcard media was applied in learning process from cycle I up to cycle II.

5. The Comparison of Pre-Test and Post-Test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of frontloading strategy could increase the students' vocabulary mastery. There was progress average score from 56 to 62.5 and to 78.39.

Flashcard media that he thinks are effective in maximizing the teacher's ability to improve student's achievement. From the graph 3, we could be seen that there was an increasing on the average score and total of the students who complete the test from pretest, posttest I to posttest II. In the graphs above, the average score in the pretest was 56 and only 5 students or (18%) complete the test.

Moreover, in the post test I and II there was 11 students or (39%)

complete the test with the average 62.5 and 25 students or (89%) who complete the test with average 78.39. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score ≥ 70) was reached.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of flashcard media could increase the students' vocabulary mastery. Realia are objects from real life used to improve students' understanding of other cultures and real-life situations in classroom instruction. There was a progress average score from pre-test was 56, post-test I was 62.5 and become 78,39 in post-test II. We could be seen that there was an increasing on the average score and total of the students who complete the test from pre-test, post-test I and post-test II.

CHAPTER V

CONCLUSION AND SUGGESION

A. CONCLUSION

Based on the previous discussion and research results, the researcher concludes that fashcard media can increase the students vocabulary mastery and evolving of students activities, also show they are more active than before at SMP Ma'arif Ansoru Al-Hasaniyah Lampung Tengah. Its can be seen from the increasing score in pre-test to post-test I and post-test II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows :

1. Principal

It is suggested that principals facilitate teachers to use this media because it is effective in teaching material to teachers.

2. Students

It suggested to students are advised to be more active in learning English so they can understand the material provided by the teacher and increase their knowledge, especially in mastering vocabulary.

3. English Teacher

a. English teachers is suggested to use flashcards as an alternative medium to improve students' vocabulary mastery in the teaching and learning process.

- b. English teachers are expected to motivate students to be enthusiastic in learning English because many students perceive English as a difficult subject to learn. Based on observations in class students will be more active after the teacher gives motivation to students.

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APPENDIXES

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SILABUS

Nama Sekolah : SMP Ma'arif Ansoru Al-Hasaniyyah Lampung

Kelas/Semester : VIII

Mata Pelajaran : Bahasa Inggris

Kompetensi Inti :

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1 Mensyukuri menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, memintakan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.</p> <p>4.2 Mengeja kosa kata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Kosa kata benda-benda dikelas 	<p>Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/ tulis dari berbagai situasi lain yang serupa <ul style="list-style-type: none"> • Mengenal kosa kata baru • Mengetahui arti dari kosa kata baru • Mengenal kata kerja (verb) • Mengenal kata benda (noun) • Menyelesaikan soal-soal tentang kosa kata benda-benda 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Mengetahui teks dari gambar • Mengenal kosa kata baru 	<p>16JP</p>	<ul style="list-style-type: none"> • Buku teks wajib • Keteladanan ucapan dan Tindakan guru menggunakan setiap tindakan komunikasi • Contoh flashcard vocabulary

<p>4.3 Mengetahui teks lisan dan tertulis menggunakan kata, frasa, dan kalimat yang berkaitan dengan kosa kata Bahasa Inggris.</p>		<ul style="list-style-type: none">• Menyelesaikan soal-soal tentang berdasarkan kosa kata Bahasa Inggris.	<p>Keterampilan:</p> <ul style="list-style-type: none">• Menyebutkan kosa kata Bahasa Inggris beserta artinya• Mengetahui kosa kata baru		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Ma'arif Ansoru Al-Hasaniyyah Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi	: Traveling and Holidays dan Places and Buildings
Aspek/skill	: Vocabulary
Alokasi Waktu	: 2 x 30 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri kolaboratif, dan komunikatif, dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,

menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDICATOR PENCAPAIAN KOMPETENSI

KOMPETNSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Siswa dapat menyebutkan nama benda - benda di sekolah(C1).
Menunjukkan perilaku santun dan peduli dalam melaksanakan atau menjalankan komunikasi interpersonal dengan guru dan teman	Siswa dapat mengartikan nama – nama benda di sekolah ke dalam Bahasa Inggris (C2).
Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dalam menyatakan dan menanyakan benda – benda yang dijumpai di rumah, sesuai dengan konteks penggunaannya.	Siswa dapat mengaitkan benda - benda di sekolah dengan fungsinya (C4)
Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan benda – benda yang dijumpai di rumah sesuai dengan konteks penggunaannya	

C. TUJUAN

Pada akhir pembelajaran siswa dapat :

1. Diberikan flashcards benda – benda di sekolah (Condition), siswa (Audience) dapat menyebutkan (C1) benda – benda di sekolah (Behaviour) dengan benar (Degree).

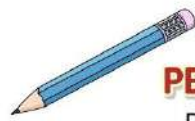
2. Diberikan flashcards benda – benda di sekolah (Condition), siswa (Audience) dapat mengartikan (2) benda – benda di sekolah ke dalam Bahasa Inggris (Behaviour) dengan benar (Degree).

Diberikan flashcards benda – benda di sekolah dalam permainan wheels of names (Condition), siswa (Audience) dapat mengaitkan (C3) benda – benda di sekolah dengan fungsinya (Behaviour) dengan benar (Degree).

D. MATERI PEMBELAJARAN

Benda – benda disekolah





PENCIL
Pensil



PROJECTOR
Proyektor



RULER
Penggaris



SCISSORS
Gunting

SCOOP

Sekop



SCHOOL BAG
Tas Sekolah

STUDENT DESK
Meja Siswa



SHARPENER
Peraut Pensil



TEXTBOOK
Buku Paket

BIN

Keranjang Sampah



WORKSHEET
Lembar Kerja Siswa

STUDENT CHAIR

Kursi Siswa



E. MODEL/METODE PEMBELAJARAN

1. Model Pembelajaran : Scientific Learning.
2. Metode : Ceramah, Tanya Jawab, Diskusi, Penugasan

F. MEDIA PEMBELAJARAN

1. Flashcard
2. Whiteboard
3. Boardmaker
4. Worksheet

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru masuk kedalam kelas dan langsung menyapa menggunakan Bahasa Inggris ➤ Guru dan murid berdoa bersama-sama sebelum memulai pembelajaran. ➤ Guru dapat memulai dengan menanyakan kabar peserta didik ➤ Pastikan peserta didik mampu merespon pertanyaan dari guru ➤ Guru melakukan pengecekan kehadiran siswa. 	10 menit
Kegiatan inti	<ul style="list-style-type: none"> ➤ Guru menunjukkan flashcards benda – benda di sekolah. ➤ Guru mengarahkan peserta didik untuk mengamati flashcards benda – benda disekolah. ➤ Guru meminta siswa untuk menyebutkan nama benda disekolah yang terdapat dalam flashcards (C1) ➤ Guru meminta siswa untuk mengartikan nama benda disekolah ke dalam Bahasa Inggris (C2). ➤ Guru memberikan stimulus pada siswa agar siswa bertanya tentang benda – benda disekolah. ➤ .Guru membuat permainan melalui wheel of names ➤ Guru membagi siswa dalam beberapa kelompok (satu kelompok terdiri dari 2 orang) ➤ Guru meminta setiap kelompok untuk membuka flashcards tentang nama benda-benda disekolah ➤ Guru memutar media wheel of names, kemudian meminta siswa yang namanya terpilih untuk mengaitkan fungsi benda dalam wheel of names 	50 menit

	<p>dengan nama benda dalam flashcards (C4).</p> <ul style="list-style-type: none"> ➤ Guru membagikan lembar evaluasi untuk dikerjakan siswa ➤ Guru meminta siswa untuk membacakan hasil evaluasi pembelajaran di depan kelas. ➤ Guru memberikan nilai kepada siswa. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru melakukan refleksi pembelajaran yang sudah dilaksanakan. ➤ Guru memberi tugas kepada siswa 10 Menit. ➤ Guru memberi tahu siswa materi yang akan mereka pelajari di pertemuan selanjutnya. ➤ Guru menutup pembelajaran dengan mengucapkan salam. 	10 menit

H. PENILAIAN HASIL PEMBELAJARAN

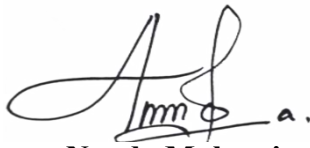
1. Teknik Penilaian : Tes Tertulis
2. Bentuk Instrumen : Pilihan Ganda

No.	Indicator	Jumlah butir soal	Nomor butir soal
1	Disajikan soal pilihan ganda tentang benda dan tempat	10	1-10
	JUMLAH	10	

Skor : Tugas 1 x 100

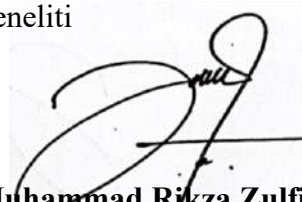
Rumbia, 10 Februari 2023

Mengetahui,
Guru Mata Pelajaran



Nanda Mulyani

Peneliti



Muhammad Rizka Zulfikar

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Ma'arif Ansoru Al-Hasaniyyah Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi	: kata benda (noun)
Aspek/skill	: Vocabulary
Alokasi Waktu	: 2 x 30 Menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri kolaboratif, dan komunikatif, dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung,

menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDICATOR PENCAPAIAN KOMPETENSI

KOMPETNSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar	Siswa dapat menyebutkan nama benda - benda di sekolah(C1).
Menunjukkan perilaku santun dan peduli dalam melaksanakan atau menjalankan komunikasi interpersonal dengan guru dan teman	Siswa dapat mengartikan nama – nama benda di sekolah ke dalam Bahasa Inggris (C2).
Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dalam menyatakan dan menanyakan benda – benda yang dijumpai di rumah, sesuai dengan konteks penggunaannya.	Siswa dapat mengaitkan benda - benda di sekolah dengan fungsinya (C4)
Mengungkapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan benda – benda yang dijumpai di rumah sesuai dengan konteks penggunaannya	

C. TUJUAN PEMBELAJARAN

1. Siswa mampu mengucapkan kata dengan menggunakan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) dalam bahasa inggris
2. Siswa mampu meningkatkan penguasaan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) yang bersifat fungsional pada siswa smpn 2 galesong utara.
3. Siswa mampu menuliskan kosakata benda (nouns), kata kerja (verbs), dan

kata sifat (adjectives) secara fungsional dengan bahasa Inggris

4. Siswa mampu mengelompokkan kosakata benda (nouns), kata kerja (verbs), dan kata sifat (adjectives) fungsional bahasa Inggris

D. MATERI PEMBELAJARAN

1. Kosakata terkait kata benda (noun)

Lampiran flashcard





E. MODEL/METODE PEMBELAJARAN

1. Model Pembelajaran : Scientific Learning.
2. Metode : Ceramah, Tanya Jawab, Diskusi, Penugasan.

F. MEDIA PEMBELAJARAN

Flashcard dan Alat tulis menulis

G. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> ➤ Guru masuk kelas dan langsung menyapa menggunakan Bahasa Inggris ➤ Guru dan murid berdoa bersama-sama sebelum memulai pembelajaran. ➤ Guru dapat memulai dengan menanyakan kabar peserta didik ➤ Pastikan peserta didik mampu merespon pertanyaan dari guru ➤ Guru melakukan pengecekan kehadiran siswa. 	10 menit
Inti	<ul style="list-style-type: none"> ➤ Guru menunjukkan flashcards benda – benda. ➤ Guru mengarahkan peserta didik untuk mengamati flashcards. ➤ Guru membaca isi dari flashcard dan di ikuti oleh siswadengan suara yang nyaring sambil menyebut kosakata yang dicontohkan guru ➤ Guru memancing partisipasi aktif siswa dengan 	50 menit

	<p>mengajukan pertanyaan berikut.</p> <ul style="list-style-type: none"> • Tahukah kamu gambar apa ini? • Sebutkan kosakata yang kalian ketahui terkait gambar ini? • Kemudian guru dapat menstimulus diskusi kelas tentang kosakata. <p>➤ Siswa menceritakan/memeragakan gambar satu persatu.</p> <p>➤ Ayo Berlatih</p> <ul style="list-style-type: none"> • Guru memperlihatkan kartu flashcard kembali dan mengarahkan siswa untuk membaca serta mencari bahasa inggris dari kata tersebut • Siswa mencari kata yang tepat untuk gambar yang di tampilkan • Siswa dan guru mendiskusikan jawaban siswa • Mengoreksi kekeliruan yang mungkin terjadi • Siswa dan guru membaca bersama-sama gambar yang ada pada kartu • Siswa mengamati kembali gambar yang di tampilkan guru dan mengingat kosakata tersebut • Siswa mengulang-ulang kosakata tersebut • Setelah itu, siswa mengamati gambar selanjutnya <p>➤ Ayo mencoba</p> <ul style="list-style-type: none"> • Siswa di arahkan untuk maju kedepan dan guru memberikan beberapa kartu untuk dibaca arti dari gambar tersebut • Siswa memperagakan beberapa kartu yang diberikan • Selanjutnya siswa yang duduk di arahkan untuk menjawab <p>➤ Ayo Berkreasi</p> <ul style="list-style-type: none"> • Setelah itu, siswa diarahkan membuat kalimat yang singkat dari flashcard. Guru dapat menjelaskan dan memberi contoh terlebih dahulu • Setelah itu, siswa menceritakan didepan kelas kalimat yang telah dibuatnya 	
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Penutup	<ul style="list-style-type: none"> ➤ Guru mengoreksi bila ada kekeliruan yang dilakukan siswa saat membuat kalimat singkat ➤ Guru meminta siswa melakukan refleksi seluruh kegiatan yang sudah dilakukan selama jam belajar ➤ Guru mengarahkan kepada siswa untuk menutup kelas dengan doa Bersama 	10 menit
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H. PENILAIAN HASIL PEMBELAJARAN

1. Teknik Penilaian : Tes Tertulis
2. Bentuk Instrumen : Pilihan Ganda

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan soal pilihan ganda tentang kosa kata benda, tempat atau binatang.	10	1-10
	JUMLAH	10	

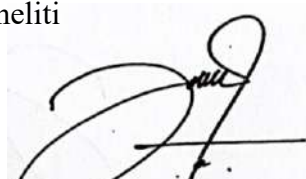
Skor : Tugas 1 x 100

Rumbia, , 10 Februari 2023

Mengetahui,
Guru Mata Pelajaran


Nanda Mulyani

Peneliti


Muhammad Rikza Zulfikar

Pre-test students vocabulary mastery

Name :
Subject : **English**
Class : **VIII**
Time : **30 minutes**

A. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....
 - a. Car
 - b. Bicycle
 - c. Horse
 - d. Motorcycle
2. Uang in English is.....
 - a. Star
 - b. Bed
 - c. Money
 - d. Door
3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- a. Motorcycle
 - b. Bicycle
 - c. Airplane
 - d. Car
4. Tas in English is.....
 - a. Bag
 - b. Watch
 - c. Table
 - d. Chair
5. Air in English is....
 - a. Bag
 - b. Water
 - c. Money
 - d. Table

6. Car in bahasa is...
- a. Motor
 - b. Pohon
 - c. Mobil
 - d. Kereta
7. We draw in....
- a. Table
 - b. Tree
 - c. Floor
 - d. Drawing book
- 8.



- In the picture above is..
- a. Students desk
 - b. Pencil
 - c. Door
 - d. Floor
9. Rikza draw in drawing book
- What is the meaning of the underlined sentence above!
- a. Buku tulis
 - b. Buku catatan
 - c. Buku gambar
 - d. Buku sejarah
10. Mr. budi with his family go to bali.
- What is the meaning of the underlined sentence above!
- a. Keluarga
 - b. Teman
 - c. Pacar
 - d. Tetangga

Test item post-test 1

Name :
Subject : **English**
Class : **VIII**
Time : **30 minutes**

A. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is ...
 - a. Ball
 - b. Word ball
 - c. Globe
 - d. Eraser
2. I bring my book with
 - a. Board marker
 - b. Car
 - c. Bag
 - d. Plastic

3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
 - b. Drawingbook
 - c. Pencil
 - d. Sharpener
- 4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle



The meaning of the image above is.....

- a. Old
 - b. Man
 - c. Woman
 - d. Student
7. Lembar kerja siswa in englis is....
- a. Laptop
 - b. Worksheet
 - c. Workshop
 - d. Homework



The meaning of the image above is.....

- a. Scoop
 - b. Secop
 - c. Eraser
 - d. Compass
9. Mas noer rides motorcycle
What is the meaning of the underlined sentence above!
- a. Mobil
 - b. Sepeda
 - c. Becak
 - d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabile
- c. Tas
- d. Minyak rambut

Test item post-test 2


Name :
Subject : English
Class : VIII
Time : 30 minutes

A. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...
 - a. Pen
 - b. Eraser
 - c. Bag
 - d. Bin
2. I put some pens, some pencils, a rule, and same eraser in my...
 - a. Bag
 - b. Cupboard
 - c. Shoes
 - d. Pencil case
- 3.



In the picture above is..

- a. Globe
 - b. Clock
 - c. Pillow
 - d. Ball
- 4.
- 
- The picture above is...
- a. Clock
 - b. Globe
 - c. Wath
 - d. Eraser
5. The English of pena is..
- a. Pencil
 - b. Pena

- c. Pen
 - d. Pulpen
6. The students always sit on..
- a. Table
 - b. Chair
 - c. Rooftop
 - d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
- a. Map
 - b. Globe
 - c. Glabalisasi
 - d. Google map
8. The teacher usually write in... at the front of classroom
- a. Blackboard
 - b. Book
 - c. Pencil
 - d. Floor
9. Mas ajril rides car in the street
What is the meaning of the underlined sentence above!
- a. Kereta api
 - b. Mobil
 - c. Dokar
 - d. Motor
10. I bring my book in the my bag.
What is the meaning of the underlined sentence above!
- a. Pena, penggaris
 - b. Pena, tas
 - c. Buku, tas
 - d. Buku, kotak pencil

STUDENTS RESULT OF PRE TEST

Pre-test

Name : ADI SATRIO
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

2. Uang in English is.....

- a. Star
- b. Bed
- c. Money
- d. Door

3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- c. Motorcycle
- a. Bicycle
- b. Airplane
- c. Car

4. Tas in English is.....

- a. Bag
- b. Watch
- c. Table
- d. Chair

5. Air in English is....

- a. Bag
- b. Water
- c. Money
- d. Table

6. Car in bahasa is...

- a. Motor
- b. Pohon
- Mobil
- d. Kereta



7. We draw in....

- Table
- b. Tree
- c. Floor
- d. Drawing book

8.



In the picture above is..

- e. Students desk
- a. Pencil
- Door
- c. Floor

9. Rikza draw in drawing book

What is the meaning of the underlined sentence above!

- a. Buku tulis
- b. Buku cacatan
- Buku gambar
- d. Buku sejarah



10. Mr. budi with his family go to bali.

What is the meaning of the underlined sentence above!

- a. Keluarga
- Teman
- c. Pacar
- d. Tetangga

70 //

Pre-test

Name : *Afdan Saputra*

Subject : English

Class : VIII

Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

2. Uang in English is.....

- a. Star
- b. Bed
- c. Money
- d. Door



3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- d. Motorcycle
- a. Bicycle
- b. Airplane
- c. Car

4. Tas in English is.....

- a. Bag
- b. Watch
- c. Table
- d. Chair



5. Air in English is....

- a. Bag
- b. Water
- c. Money
- d. Table



6. Car in bahasa is...

- a. Motor
- b. Pohon
- c. Mobil
- d. Kereta



7. We draw in....

- a. Table
- b. Tree
- c. Floor
- d. Drawing book



8.



In the picture above is..

- e. Students desk
- a. Pencil
- b. Door
- c. Floor

9. Rikza draw in drawing book

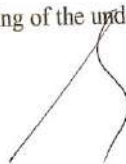
What is the meaning of the underlined sentence above!

- a. Buku tulis
- b. Buku catatan
- c. Buku gambar
- d. Buku sejarah

10. Mr. budi with his family go to bali.

What is the meaning of the underlined sentence above!

- a. Keluarga
- b. Teman
- c. Pacar
- d. Tetangga



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Pre-test

Name : Ahmad Aeni
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

2. Uang in English is.....

- a. Star
- b. Bed
- c. Money
- d. Door

3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- e. Motorcycle
- a. Bicycle
- b. Airplane
- c. Car

4. Tas in English is.....

- a. Bag
- b. Watch
- c. Table
- d. Chair

5. Air in English is.....

- a. Bag
- b. Water
- c. Money
- d. Table

6. Car in bahasa is...

- a. Motor
- b. Pohon
- c. Mobil
- d. Kereta



7. We draw in....

- a. Table
- b. Tree
- c. Floor
- d. Drawing book

8.



In the picture above is..

- e. Students desk
- a. Pencil
- b. Door
- c. Floor

9. Rikza draw in drawing book

What is the meaning of the underlined sentence above!

- a. Buku tulis
- b. Buku catatan
- c. Buku gambar
- d. Buku sejarah



10. Mr. budi with his family go to bali.

What is the meaning of the underlined sentence above!

- a. Keluarga
- b. Teman
- c. Pacar
- d. Tetangga

Pre-test

Name : Ahmad Dedi Kurniawan
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

2. Uang in English is.....

- a. Star
- b. Bed
- c. Money
- d. Door

3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- a. Motorcycle
- b. Bicycle
- c. Airplane
- d. Car

4. Tas in English is.....

- a. Bag
- b. Watch
- c. Table
- d. Chair

5. Air in English is....

- a. Bag
- b. Water
- c. Money
- d. Table

6. Car in bahasa is ..

- a. Motor
- b. Pohon
- c. Mobil
- d. Kereta

B

7. We draw in

- a. Table
- b. Tree
- c. Floor
- d. Drawing book

8.



In the picture above is..

- a. Students desk
- b. Pencil
- c. Door
- d. Floor

B

9. Rikza draw in drawing book

What is the meaning of the underlined sentence above!

- a. Buku tulis
- b. Buku cacatan
- c. Buku gambar
- d. Buku sejarah

B

10. Mr. budi with his family go to bali.

What is the meaning of the underlined sentence above!

- a. Keluarga
- b. Teman
- c. Pacar
- d. Tetangga

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Pre-test

Name : Ahmad Syahri
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. In traveling long distances we should ride.....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

2. Uang in English is.....

- a. Star
- b. Bed
- c. Money
- d. Door



3. In the picture above is one of the tools used for exercise, the meaning of the picture above is...



- a. Motorcycle
- b. Bicycle
- c. Airplane
- d. Car

4. Tas in English is.....

- a. Bag
- b. Watch
- c. Table
- d. Chair

5. Air in English is....

- a. Bag
- b. Water
- c. Money
- d. Table



6. Car in bahasa is...

- a. Motor
- b. Pohon
- Mobil
- d. Kereta



7. We draw in....

- a. Table
- b. Tree
- Floor
- d. Drawing book

8.



In the picture above is

- Students desk
- a. Pencil
- b. Door
- c. Floor



9. Rikza draw in drawing book

What is the meaning of the underlined sentence above!

- a. Buku tulis
- b. Buku cacatan
- Buku gambar
- d. Buku sejarah



10. Mr. budi with his family go to bali.

What is the meaning of the underlined sentence above!

- a. Keluarga
- b. Teman
- Pacar
- d. Tetangga

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STUDENTS RESULT OF POST-TETS I

post-test 1

Name : ADI SATRIO
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is ...

- a. Ball
- b. Word ball
- c. Globe
- d. Eraser

2. I bring my book with ...

- a. Board marker
- b. Car
- c. Bag
- d. Plastic

3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
- b. Drawingbook
- c. Pencil
- d. Sharpener

4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

6.



The meaning of the image above is....

- a. Old
- b. Man
- c. Woman
- d. Student

7. Lembar kerja siswa in englis is....

- a. Laptop
- b. Worksheet
- c. Workshop
- d. Homework

8.



The meaning of the image above is....

- a. Scoop
- b. Secop
- c. Eraser
- d. Compass

9. Mas noer rides motorcycle

What is the meaning of the underlined sentence above!

- a. Mobil
- b. Sepeda
- c. Becak
- d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabilo
- c. Tas
- d. Minyak rambut

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post-test 1

Name : *afdan saputra*
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is ...
 - a. Ball
 - b. Word ball
 - c. Globe
 - d. Eraser
2. I bring my book with
 - a. Board marker
 - b. Car
 - c. Bag
 - d. Plastic
- 3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
- b. Drawingbook
- c. Pencil
- d. Sharpener

4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle



The meaning of the image above is....

- a. Old
- b. Man
- c. Woman
- d. Student

7. Lembar kerja siswa in englis is....

- a. Laptop
- b. Worksheet
- c. Workshop
- d. Homework



The meaning of the image above is....

- a. Scoop
- b. Secop
- c. Eraser
- d. Compass

9. Mas noer rides motorcycle

What is the meaning of the underlined sentence above!

- a. Mobil
- b. Sepeda
- c. Becak
- d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabile
- c. Tas
- d. Minyak rambut

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post-test 1

Name : *Ahmad deni*
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is/...
- a. Ball
 - b. Word ball
 - c. Globe
 - d. Eraser
2. I bring my book with....
- a. Board marker
 - b. Car
 - c. Bag
 - d. Plastic
- 3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
 - b. Drawingbook
 - c. Pencil
 - d. Sharpener
- 4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

6.



The meaning of the image above is....

- a. Old
- b. Man
- c. Woman
- d. Student

7. Lembar kerja siswa in englis is....

- a. Laptop
- b. Worksheet
- c. Workshop
- d. Homework

8.



The meaning of the image above is....

- a. Scoop
- b. Secop
- c. Eraser
- d. Compass

9. Mas noer rides motorcycle

What is the meaning of the underlined sentence above!

- a. Mobil
- b. Sepeda
- c. Becak
- d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabile
- c. Tas
- d. Minyak rambut

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post-test 1

Name : Ahmad Deeli Kurniawan
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is ...
 - a. Ball
 - b. Word ball
 - c. Globe
 - d. Eraser
2. I bring my book with
 - a. Board marker
 - b. Car
 - c. Bag
 - d. Plastic
- 3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
- b. Drawingbook
- c. Pencil
- d. Sharpener

4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle

6.



The meaning of the image above is.....

- a. Old
- b. Man
- c. Woman
- d. Student

7. Lembar kerja siswa in english is....

- a. Laptop
- b. Worksheet
- c. Workshop
- d. Homework

8.



The meaning of the image above is.....

- a. Scoop
- b. Secop
- c. Eraser
- d. Compass

9. Mas noer rides motorcycle

What is the meaning of the underlined sentence above!

- a. Mobil
- b. Sepeda
- c. Becak
- d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabile
- c. Tas
- d. Minyak rambut

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post-test 1

Name : Ahmad Syahrī

Subject : English

Class : VIII

Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. Bola bumi in English is ...

- a. Ball
- b. Word ball
- c. Globe
- d. Eraser

2. I bring my book with

- a. Board marker
- b. Car
- c. Bag
- d. Plastic

3.



In the picture above is one of the tools used for exercise, the meaning of the picture above is...

- a. Pen
- b. Drawingbook
- c. Pencil
- d. Sharpener

4.



What are the picture..

- a. Bin
- b. Rubbis
- c. Table
- d. Pencil

5. In traveling long distances we should ride....

- a. Car
- b. Bicycle
- c. Horse
- d. Motorcycle



6.



The meaning of the image above is....

- a. Old
- b. Man
- c. Woman
- d. Student



7. Lembar kerja siswa in englis is....

- a. Laptop
- b. Worksheet
- c. Workshop
- d. Homework

8.



The meaning of the image above is....

- a. Scoop
- b. Secop
- c. Eraser
- d. Compass



9. Mas noer rides motorcycle

What is the meaning of the underlined sentence above!

- a. Mobil
- b. Sepeda
- c. Becak
- d. Motor

10. Can I borrow your highlighter?

What is the meaning of the underlined sentence above!

- a. Spidol
- b. Stabile
- c. Tas
- d. Minyak rambut

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STUDENTS RESULT OF POST-TEST II

Test item post-test 2

Name : ADI SATRID

Subject : English

Class : VIII

Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...

- a. Pen
- Eraser
- c. Bag
- d. Bin

2. I put some pens, some pencils, a rule, and same eraser in my...

- Bag
- b. Cupboard
- c. Shoes
- d. Pencil case

3.



In the picture above is,

- a. Globe
- Clock
- c. Pillow
- d. Ball

4.



The picture above is...

- Clock
- b. Globe
- c. Watch
- d. Eraser

5. The English of pena is..

- a. Pencil

- b. Pena
~~x~~ Pen
 d. Pulpen
6. The students always sit on..
 a. Table
~~x~~ Chair
 c. Rooftop
 d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
 a. Map
~~x~~ Globe
 c. Glabalisasi
 d. Google map
8. The teacher usually write in... at the front of classroom
~~x~~ Blackboard
 b. Book
 c. Pencil
 d. Floor
9. Mas ajril rides car in the street
 What is the meaning of the underlined sentence above!
 a. Kereta api
~~x~~ Mobil
 c. Dokar
 d. Motor
10. I bring my book in the my bag.
 What is the meaning of the underlined sentence above!
 a. Pena, penggaris
 b. Pena, tas
~~x~~ Buku, tas
 d. Buku, kotak pencil

goh

Test item post-test 2

Name : *afdan saputra*
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...

- a. Pen
- b. Eraser
- c. Bag
- d. Bin

2. I put some pens, some pencils, a rule, and some eraser in my...

- a. Bag
- b. Cupboard
- c. Shoes
- d. Pencil case

3.



In the picture above is..

- a. Globe
- b. Clock
- c. Pillow
- d. Ball

4.



The picture above is...

- a. Clock
- b. Globe
- c. Watch
- d. Eraser

5. The English of pena is..

- a. Pencil

- b. Pena
~~c.~~ Pen
 d. Pulpen
6. The students always sit on..
 a. Table
~~b.~~ Chair
 c. Rooftop
 d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
 a. Map
 b. Globe
 c. Glabalisasi
~~d.~~ Google map
8. The teacher usually write in... at the front of classroom
~~a.~~ Blackboard
 b. Book
 c. Pencil
 d. Floor
9. Mas ajril rides car in the street
 What is the meaning of the underlined sentence above!
 a. Kereta api
~~b.~~ Mobil
 c. Dokar
 d. Motor
10. I bring my book in the my bag.
 What is the meaning of the underlined sentence above!
 a. Pena, penggaris
~~b.~~ Pena, tas
 c. Buku, tas
 d. Buku, kotak pencil

10 //

Test item post-test 2

Name : Ahmad Dani
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...

- a. Pen
- b. Eraser
- c. Bag
- d. Bin

2. I put some pens, some pencils, a rule, and same eraser in my...

- a. Bag
- b. Cupboard
- c. Shoes
- d. Pencil case

3.



In the picture above is...

- a. Globe
- b. Clock
- c. Pillow
- d. Ball

4.



The picture above is...

- a. Clock
- b. Globe
- c. Watch
- d. Eraser

5. The English of pena is..

- a. Pencil

- b. Pena
~~x~~ Pen
 d. Pulpen
6. The students always sit on..
~~x~~ Table
 b. Chair
 c. Rooftop
 d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
 a. Map
~~x~~ Globe
 c. Glabalisasi
 d. Google map
8. The teacher usually write in... at the front of classroom
~~x~~ Blackboard
 b. Book
 c. Pencil
 d. Floor
9. Mas ajril rides car in the street
 What is the meaning of the underlined sentence above!
 a. Kereta api
~~x~~ Mobil
 c. Dokar
 d. Motor
10. I bring my book in the my bag.
 What is the meaning of the underlined sentence above!
 a. Pena, penggaris
 b. Pena, tas
~~x~~ Buku, tas
 d. Buku, kotak pencil

Test item post-test 2

Name : Ahmad Dedi Kurniawan
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...

- a. Pen
- b. Eraser
- c. Bag
- d. Bin

2. I put some pens, some pencils, a rule, and some eraser in my...

- a. Bag
- b. Cupboard
- c. Shoes
- d. Pencil case

3.



In the picture above is..

- a. Globe
- b. Clock
- c. Pillow
- d. Ball

4.



The picture above is...

- a. Clock
- b. Globe
- c. Watch
- d. Eraser

5. The English of pena is..

- a. Pencil

- b. Pena
~~x~~ Pen
 d. Pulpen
6. The students always sit on..
~~x~~ Table
 b. Chair
 c. Rooftop
 d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
 a. Map
~~x~~ Globe
 c. Glabalisasi
 d. Google map
8. The teacher usually write in... at the front of classroom
~~x~~ Blackboard
 b. Book
 c. Pencil
 d. Floor
9. Mas ajril rides car in the street
 What is the meaning of the underlined sentence above!
 a. Kereta api
~~x~~ Mobil
 c. Dokar
 d. Motor
10. I bring my book in the my bag.
 What is the meaning of the underlined sentence above!
 a. Pena, penggaris
 b. Pena, tas
 c. Buku, tas
~~x~~ Buku, kotak pencil

75 //

Test item post-test 2

Name : Ahmad Syahri
 Subject : English
 Class : VIII
 Time : 30 minutes

B. Choose either a,b,c, or d for the correct answer!

1. This tool can erase marker, chalk, or pencil. This is a...

- a. Pen
- b. Eraser
- c. Bag
- d. Bin

2. I put some pens, some pencils, a rule, and some eraser in my...

- a. Bag
- b. Cupboard
- c. Shoes
- d. Pencil case

3.



In the picture above is..

- a. Globe
- b. Clock
- c. Pillow
- d. Ball

4.



The picture above is...

- a. Clock
- b. Globe
- c. Watch
- d. Eraser

5. The English of pena is..

- a. Pencil

- b. Pena
 c. Pen
 Pulpen
6. The students always sit on..
 a. Table
 Chair
 c. Rooftop
 d. Street
7. This is a three-dimensional model of the world. Commonly found in classrooms. This is a..
 a. Map
 Globe
 c. Glabalisasi
 d. Google map
8. The teacher usually write in... at the front of classroom
 Blackboard
 b. Book
 c. Pencil
 d. Floor
9. Mas ajril rides car in the street
 What is the meaning of the underlined sentence above!
 a. Kereta api
 Mobil
 c. Dokar
 d. Motor
10. I bring my book in the my bag.
 What is the meaning of the underlined sentence above!
 Pena, penggaris
 b. Pena, tas
 c. Buku, tas
 d. Buku, kotak pencil

10 //

DOCUMENTATION







LEMBAGA PENDIDIKAN MA'ARIF NU
SMP MAARIF ANSORU AL HASANIYAH

NPSN : 70006847 TERAKREDITASI

Jl. Simpang Ma'arif, RT/RW: 002/001, Dusun 8, Kampung Rukti Basuki,
 Kec. Rumbia, Kode Pos : 34157, Kab. Lampung Tengah Prov. Lampung
 Telp. **082175283138**, E-mail : smpmaarifanhas@gmail.com

SURAT BALASAN

Nomor : 10.003/SMP-MAH/III/2022

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah, dengan ini menerangkan bahwa :

Nama : MUHAMMAD RIKZA ZULFIKAR

Npm : 1801071037

Judul Skripsi : THE INCREASING STUDENTS VOCABULARY MASTERY USING
 FLASHCARD MEDIA AT SMP MAARIF ANSORU AL HASANIYAH
 LAMPUNG TENGAH

Bahwa nama tersebut diatas diizinkan untuk melakukan presurvey di SMP Ma'arif Ansoru Al-Hasaniyyah Lampung Tengah dalam rangka menyelesaikan Tugas Akhir/skripsi.

Demikin surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Lampung Tengah, November 2022

Kepala SMP Maarif Ansoru Al Hasaniyah

DAUD RAIS ABDILLAH, M.Pd

NIP.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Rikza Zulfikar
 NPM : 1801071037

Prodi : TBI
 Semester : X

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	6 Februari 2023		Revise the lesson plan title and check the typo	
	8 February 2023		AEC APD / Instrumen	

Mengetahui,
 Ketua Prodi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd
 NIDN. 2015099101



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Nomor : B-0883/In.28/D.1/TL.00/02/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP MAARIF ANSORU
ALHASANIYYAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0882/In.28/D.1/TL.01/02/2023, tanggal 23 Februari 2023 atas nama saudara:

Nama : MUHAMMAD RIKZA ZULFIKAR
NPM : 1801071037
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MAARIF ANSORU ALHASANIYYAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MAARIF ANSORU ALHASANIYYAH LAMPUNG TENGAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Februari 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



LEMBAGA PENDIDIKAN MA'ARIF NU
SMP MAARIF ANSORU AL HASANIYAH

NPSN : 70006847 TERAKRIDITASI

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 Telp. **082175283138**, E-mail : smpmaarifanhas@gmail.com

SURAT BALASAN

Nomor : 11.004/SMP-MAH/III/2023
 Lampiran : -
 Hal : Balasan Izin Research

Kepada Yth **Dra. Isti Fatonah, MA**
 Wakil Dekan Akademik dan kelembagaan Fakultas Tarbiyah dan ilmu keguruan
 Institut Agama Islam Negeri Metro
 Di tempat
 Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : **DAUD RAIS ABDILLAH, M.Pd**
 Jabatan : Kepala Sekolah
 Menerangkan bahwa,

Nama : **Muhammad Rikza Zulfikar**
 NIM : 1801071037
 Program Studi : Tadris Bahasa Inggris Institut Agama Islam Negeri Metro
 Jenjang : Sarjana – Semester X

Telah kami setuju untuk melaksanakan penelitian di SMP Maarif Ansoru Al Hasaniyah sebagai syarat penyusunan skripsi dengan judul : "THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MAARIF ANSORU AL HASANIYAH LAMPUNG TENGAH"

Demikian surat ini disampaikan untuk dipergunakan sebagaimana mestinya.



Lampung Tengah, 01 Maret 2023
 Kepala SMP Maarif Ansoru Al Hasaniyah

DAUD RAIS ABDILLAH, M.Pd
 NIP.



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Nomor : B-0543/In.28.1/J/TL.00/02/2023
Lampiran :
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth,
Arsyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa:

Nama	: MUHAMMAD RIKZA ZULFIKAR
NPM	: 1801071037
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MAARIF ANSORU ALHASANIYYAH LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2023
Ketua Jurusan,



Andianto M.Pd



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SURAT TUGAS

Nomor: B-0882/In.28/D.1/TL.01/02/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **MUHAMMAD RIKZA ZULFIKAR**
 NPM : 1801071037
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MAARIF ANSORU ALHASANIYYAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MAARIF ANSORU ALHASANIYYAH LAMPUNG TENGAH".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di: Metro
 Pada Tanggal : 23 Februari 2023

Mengetahui,
 Pejabat Setempat

DAUD RAIS ABDILLAH, M.Pd

Wakil Dekan Akademik dan
 Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



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IAIN METRO

Nama : Muhammad Rikza Zulfikar
 NPM : 1801071037

Prodi : TBI
 Semester : Sembilan


No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday 22 Feb 2023	✓	<ul style="list-style-type: none"> - the information on table should be explained in English - check the mechanics - make it sure there aren't any typos - chapter 2 must answer the goal or problem formulation - revise the suggestion 	
	Friday 24 Feb 2023	✓	<ul style="list-style-type: none"> - Revise your abstract and table of content - Revise your problem formulation 	

Mengetahui,
 Ketua Prodi TBI


Andjanto, M.Pd

NIP/198711022015031004

Dosen Pembimbing,



Aisyah Sunarwan, M.Pd
 NIDN. 2015099101



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Nama : Muhammad Rikza Zulfikar
 NPM : 1801071037

Program Studi : TBI
 Semester : Sembilan

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	wednesday 13 th March 2023	✓	Acc for assignment	

Mengetahui,
 Ketua Program Studi TBI

Andianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
 NIDN. 2015099101

THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL- HASANIYYAH LAMPUNG TENGAH

by Muhammad Rikza Zulfikar 1801071037

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AN UNDERGRADUATE THESIS

**THE INCREASING STUDENTS VOCABULARY MASTERY USING
FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-HASANIYYAH
LAMPUNG TENGAH**



By:

MUHAMMAD RIKZA ZULFIKAR

Student Number: 1801071037

**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-85/In.28/S/U.1/OT.01/03/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Muhammad Rikza Zulfikar
NPM : 1801071037
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071037

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 03 Maret 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me. *As'ad*
NIP.19750505 200112 1 002



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Muhammad Rikza Zulfikar
 NPM : 1801071037
 Prodi : Tadris Bahasa Inggris
 Judul Skripsi : THE INCREASING STUDENTS VOCABULARY MASTERY USING FLASHCARD MEDIA AT SMP MA'ARIF ANSORU AL-HASANIYYAH LAMPUNG TENGAH

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 27 Maret 2023

Ketua Prodi TBI

Andianto, M.Pd.

NIP. 1987 1102 201503 1 004

CURRICULUM VITAE



The name of researcher is Muhammad Rikza Zulfikar. He was born in Kota Gajah 27 September 1999. He is the first child of happy couple Mr. Imam Bahrudin and Mrs. Mujiati. He has graduated from Elementary school (SDN 3 Sumber Mulya) 2011. And the continued her junior high education at SMP INTEGRAL MINHAJUTH THULLAB and graduate in 2016. And in 2019, she graduated from her Senior Highschool in SMA MINHAJUT THULLAB. and join States Institute for Islamic Studies on 2018.