TEACHING VOCABULARY BY USING FLASH CARD GAMES
TO THE SEVENTH YEAR STUDENTS OF SMPN 8 PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By
DEWI INDARWATI
NIM: 09.16.3.0061

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2014

CONSULTANT APPROVAL

Thesis Entitled   : **Teaching Vocabulary by Using Flash Card Games to the Seventh Year Students of SMPN 8 Palopo.**

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Palopo, December 3th 2013

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NOTA DINAS PEMBIMBING

Perihal   : Skripsi   Palopo, 3 Desember 2013
Lampiran   : -

Kepada
Yth. Ketua Jurusan Tarbiyah STAIN Palopo
Di-
        Palopo

Assalamu Alaikum Wr.Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

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Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.
Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr.Wb.

Pembimbing I

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PRONOUNCEMENT

I have been signature below:

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Declares that this thesis she wrote to fulfil of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled **"Teaching Vocabulary by Using Flash Card Games to the Seventh Year Students of SMPN 8 Palopo"** is truly my original work. It does not incorporate any material previously written or publised by another person except those indicated in quotation and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, December 3th 2013

The Writer

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ACKNOWLEDGEMENT
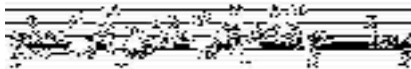
Alhamdulillahi Rabbil Alamin, the researcher expresses her highest gratitude to Allah SWT, the most beneficent and the most merciful, lord of the world has created judgment day in the here after and to our prophet Muhammad Saw., safety and peace be upon him. The writer expresses her gratitude to the almighty God that has been given her guidance, inspiration and good health, so that the writer could finish this thesis on the title "Teaching Vocabulary by Using Flash Card Games to the Seventh Year Students of SMPN 8 Palopo"

The writer realizes that in writing this thesis cannot be accomplished without helping, guidance, motivation and useful advice from the others. Therefore, in this occasion the writer would like to express her appreciation and respecting to them, especially to the following:

1. Prof. Dr. H. Nihaya M., M.Hum.,as chief of the State College for Islamic Studies (STAIN) Palopo.

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expects that this thesis can give a lot of contribution for all readers especially for the regional, national, and state. Therefore, it can be a charity.

Palopo, 3ʳᵈ December 2013

The researcher

LIST OF TABLE

LIST OF FIGURE

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication. Without language human being cannot express their ideas. Therefore we have to use the language well, in order the other people can understand what we are talking about and miscommunication can be reduced and the message that we deliver is received well by interlocutor.

In English learning, we must mastery four skill. They are speaking, listening, reading and writing. Ones of way to learning four skill we must mastery vocabulary. Vocabulary is the most important in learning English. In English, vocabulary absolutely becomes a fundamental need and vocabulary as one of the English language elements. Vocabulary is the easy way to mastery English. Without vocabulary, we will be difficult to mastery English. Mastery vocabulary is one of dominant factor in language learning. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[1] Vocabulary mastery, people can deliver or express their mind into our communication in students vocabulary.

From statements made by ESL learners that English is much more difficult to learn other languge, the most difficult part of learning English is learning grammar,

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[1]Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching,* (United Stated of America; Cambridge University Press, 2002), p. 255.

English is the word's most important language.[2] So we know that English is very important to all people.

Teaching vocabulary is very important to the teacher, so that the students can comprehend the lesson. A language will be effective in our self if our language skill improves and the students' language skill will improve if vocabulary cognitive improves, therefore the students must attempt to increase their vocabulary.[3] The teacher must have effective strategies for teaching English in the classroom, so that the students can enjoy or rilex in learning process.

The strategy to teaching vocabulary is playing game. Playing games is very make the learners interested and motivated to learn the language. One of methods can make students relax, enjoy, and interested in learning such as game, one of them is flash card game. Flash card game is a good way to teach vocabulary and has some fun with English. Flash card game can make students relax situation and it make enjoy students in learning English. Teaching vocabulary, for instance, playing game is considered effective way to learn English[4]. The game that will be practiced is flash card game. This game can encourage learners to guess the word based on the

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[2] Jack C. Richards and Charles Lockhar, *Reflective Teaching In Second Language Classroom,* (United Stated of America: Chambridge University Press, 2011), p. 52.

[3] Tarigan, *Pengajaran Kosakata*, (Cet.I; Bandung: Angkasa, 1993), p.14.

[4]Amir Salwiah, "*A Thesis on Title Uprading Students' Vocabulary At The sixth year Students of Madrasah Iftidaiyah Datok Sulaiman Putra Palopo Through opposite game"*. (Unpublished Thesis STAIN, Palopo, 2008), p .1.

description given by the teacher If they have wrong answer, they will find other words as clue.

Based on the writer's observation in SMPN 8 Palopo, there were still many students did not like learning English. Their skill about vocabulary are very low, they lack of motivation in learning English. Sometimes the students are lazy to memorize vocabularies when the teacher give homework. And they fell difficult to memorize vocabulary, because they still bring their habit when they were in elementary school. Usually method used by teacher don't like the students, so their motivation in learning are low.

The students of SMP NEGERI 8 PALOPO need to learn vocabulary through interesting way and one of the ways is through flash card game because they are children who certainly like to play a game and relax. Based on the statement above the writer is interested in conducting the research entitles ***"Teaching Vocabulary by Using Flash Card Game To The Seventh Year Students Of SMPN 8 Palopo."***

B. Problem Statement

Based on the background above, the writer formulates the problem statement as follows:

1. Is the use flash card games effective in teaching students' vocabulary to the seventh year students of SMPN 8 Palopo?

2. How are students' responses in learning vocabulary by using flash card game?

C. Objective of The Research

Relevant to the research question, the researcher states the specific objective of the research; namely:

1. To find out whether flash card games is effective in teaching the students' vocabularies to the seventh year students of SMPN 8 Palopo.

2. To find out the students' responses toward the use of flash card games in teaching students' vocabularies to the seventh year students of SMPN 8 Palopo.

D. Significance of The Research

The result of this research is expected to the useful information for:

1. Students at SMPN 8 Palopo who want to increase their vocabulary.

2. English teacher particularly teachers of SMPN 8 Palopo whose students have difficulty in learning vocabulary.

3. Other researcher who want to conduct a further research.

E. Definition of Terms

Based on title that is teaching vocabulary by using flash card games to the seventh year students of SMPN 8 Palopo, the writer gives definition as follow:

1. Flash card is any of set of cards in a language and has many forms such as either or both sides, used in classroom drillor in private study.

2. Vocabulary is a total number of words in a language and has many forms such as noun, verb, and adjective.

F. Scope of the Research

The scope of this research is focused in teaching vocabularies by using flash card games. It is emphasized on noun, adjective, and verb and students see fictures that is holded by teacher. And students write or translate in english.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this thesis, the researcher found some researches which closely related to this research, those researches are:

The researcher, Rismawati in this thesis which written under the tittle "improving students' vocabulary through memory game at the sixth year students of Madrasah Iftidaiyah PMDS Putra Palopo. Base on the result, she found that to improve quality in English vocabulary, the teacher must be apply effective strategy for example using games. And one of game is suitable for the students is memory game.[1]

The researcher Salwiah Amir, in this thesis the tittle "Upgrading students' vocabulary at the sixth year students, the teachers use opposite game in teaching students' vocabulary as one alternative teaching media among some other teaching media to stimulate the students' interest and to upgrade the students' vocabulary of Madrasah Ibtidaiyah Datok Sulaiman Putra Palopo.[2]

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[1]Rismawati, "*A Thesis on Title Improving Students' Vocabulary Through Memory Game at The sixth Year Students of Madrasah Ibtidaiyah PMDS Putra Palopo".* Unpublished Thesis STAIN, Palopo. 2011, p. 59.

[2]Salwiah Amir, "*A Thesis on Title Uprading Students' Vocabulary At The sixth year Students of Madrasah Iftidaiyah Datok Sulaiman Putra Palopo Through opposite game",* Unpublished Thesis STAIN, Palopo, 2008, p. 44.

The writer, Ika Ashari has conducted the research about improving vocabulary of students through bingo game the seventh year students of SMP 8 Palopo. Her conclusion the using bingo game is effective to improve the students' vocabulary. And furthermore, she is suggest that through using bingo game, the students way find the learning process become interesting and they find it is easily to memorize the vocabulary.[3]

B. Vocabulary

1.   Concept of Vocabulary

Vocabulary is one of important component in learning English language. Beside that, vocabulary is factor the first for practicing language as a way to communication. Because English language is international language in the world. So, more we know vocabulary, more ideas we get. And we will be easy communication.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television. Research on vocabulary in recent years has done a great deal to clarfy the levels of vocabulary learning learners need to achieve in order to read both simplified and usimplified materials and to process different kinds of aral and written

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[3] Ika Ashari, "*A Thesis on Title Improving Vocabulary of Students through Bingo Game at the Seventh Year Students of SMPN 8 Palopo"*, Unpublished Thesis STAIN, Palopo, 2008, p. 58-59.

texts, as well as the kinds of strategies learners use in understanding, using, and remembering words. There are 3000 to 5000 words suggested for learners continuing to tertiary education studies.[4]

According to Martin Manser, vocabulary is all the words that a person knows or uses, all the words in a language; list of words with their meanings, especially in a book for learning a foreign language.[5]

While Jack C. Richard and Willi A.Renandya in their book Methodology in language teaching state: Vocabulary or word also called a base word or a word family is defined as including the base form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker, and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them.[6]

Vocabulary refers to the words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognized in listening. Reading vocabulary refers to words we recognize or use in print or the words we need to know to understand what we read. Listening vocabulary is the words we need to

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[4] Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching,* (United Stated of America; Cambridge University Press, 2002), p. 255-256.

[5] Martin Manser, *Oxford Learner's Pocket Dictionary,* (New Ed.; New York: Oxford University Press, 1980), p. 482.

[6] Jack C. Richard and Willy A. Renandya, *Op. Cit*, p. 258.

know to understand what we hear. Writing vocabulary refers to the word we use in writing.

2. Definition of Vocabulary

Vocabulary is all the words that a person knows or uses, lits of words with their meanings especially in a book for learning a foreign language.[7]

Vocavulary is supply of words, list of word, word in list of words.[8]

Vocabulary is a list of words in alphabetical order with meaning adced as a supplement to a book dealing with a particular subject.[9]

Vocabulary is all the words in a language, or a special group of words.[10]

Vocabulary is a list or collection of word arranged in alphabetical or explained; a dictionary or lexicon, of a whole lard single work or author, a branch of science, or the like.[11]

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[7] Victorial Bull, *Oxford Learner's Pocket Dictionary*, (Fourth Edition: Oxford University, 2011), p. 495.

[8] John M. Echols and Hasan Sadily, *Kamus Inggris-Indonesia,* Jakarta: PT. *Gramedia Pustaka Utama,* 1976, p. 631.

[9] Chambers Times, *Learners' Dictionary*, (Printet by Singapore National Printers Pte Ltd: 1985), p. 599.

[10] Anonym http://www.vocabulary.com/definition/vocabulary, the internet available online, accessed 8th May 2012.

[11] Sulistiani, *"A Thesis on Title Teaching Vocabulary Through Realia At The Sixth Year Students Of SDN 047 Baebunta",* Unpublished Thesis STAIN, Palopo, 2008, p. 7.

Vocabulary is total number of words in a language, words known to a person: they of three year old lost off words with their meanings, especially at the back of for teaching a foreign language.[12]

The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn.

There are many different types of vocabulary-testing techniques, selected examples of which are shown below. Some are written out as they would be presented to the learner; others are described.

3.   Types of Vocabulary

According to Hariyanto and Haryono that in English grammar the words that from sentence divided into eight parts (the eight parts of speech they are noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection).[13] In this case, the writer only discusses about noun, adjective, and verb based on the scope of the problem before.

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[12] A.S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 1995), p. 1331.
[13] Hariyanto and Haryono, English *Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), p. 28.

a) Noun

Noun are the name of persons, places, and things.[14] Noun is a word used to name person, place, animal or things.[15]

There are kinds of noun. They are;

1) Concrete and Abstract Noun

Concrete Noun is concrete word. E.g: table, cake, pen, etc.

Concrete noun can be differentiated to become 4 faction, they are;

(a) Common Noun is noun that show kinds, class from things, place etc. e.g: book, lawyer, mountain, etc.

(b) Proper Noun is name People, name, town, country, school, etc. Proper noun always use capital letter. For example:

Dewi   : name of person

Palopo   : name of town

Indonesia   : name of country

Bengawan Solo   : name of river

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[14]Riyanto Slamet, *The Easy Way To Mastery English In A Few Days,* (Cet IV; Wonosari: Pustaka Pelajar, 2008)*,* p. 2.

[15] Rudi Hariyono, *Complete English Grammar :Tata Bahasa Inggris Lengkap*, (Special Edition: Gitamedia Press 2002) p.13-37.

America : name of content

(c) Collective Noun is community name or group. E.g: a committee, a team, a flock, a class, etc.

(d) Material Noun is noun that natural no one make it. E.g: gold, silver, water, etc.

Abstract Noun is the word not real. E.g: love, hate, courage, honesty, etc.

2) Countable and Uncountable noun

(a) Countable Noun is the name of a thing that can be counted or divided into singular or plural. E.g: car, door, teacher, table, chair, etc.

(b) Uncountable Noun is the name of a thing that can be counted or divided into singular and plural. E.g: milk, water, tea, rice, oil, ink, etc.

3) Number is noun that show total and it can be divided two kinds

There are singular and plural noun.

Singular   Plural

A pen   two pens

A car   three cars

A country   many countries

4) Gender

Gender can be divided into fourth kinds. There are:

Masculine gender (jenis laki – laki)

Feminine gender (jenis perempuan)

Common gender (jenis kelamin umum)

Neuter gender (netral / tak berjenis kelamin)

Example :

<u>MASCULINE :</u>   <u>FEMININE :</u>

Father   = ayah   mother   = ibu
Brother   = saudara   sister   = saudara
Uncle   = paman   aunt   = bibi
Son   = anak laki- laki   daughter   = putri
Nephew   = kemenakan   niece   = kemenakan
Grandfather   = kakek   grandmother   = nenek

COMMON GENDER   NEUTER GENDER

Teacher   = guru   book   = buku
Student   = siswa   table   = meja
Doctor   = dokter   truck   = truk
Children   = anak – anak   car   = mobil
Baby   = bayi   plane   = pesawat
Parents   = orang tua   mountain   = gunung

5) Case

Case is show relation noun with some words in a sentence, there are three kinds case.

   (a) Nominative case is noun that can be main in a sentence and put it before first

verb.

Example:

(1) M*other* went to market yesterday.

(2) Mr. Billy, *my teacher,* was here last week.

(3) Goerge is a *lawyer.*

    (b) Objective case is noun to be object in sentence.

Example:

(1) She is wrote *a letter.*

(2) She asked *me* a question.

    (c) Possessive case is noun possessive, using apostrof 's' in the end of noun.

Example:

(1) the *boy's* book

(2) my *uncle's* son

(3) the *women's* cars.[16]

b) Adjective

Adjectives are the words used to describe persons, places, and things.[17] Adjective is the word that is used to give characteristic of thing and it is put before noun. There are eight kinds of adjective, they are:

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[16]Rudy Hariyono, *Complete English Grammar :Tata Bahasa Inggris Lengkap*, (Special Edition : Gitamedia Press 2002) p.13-37.

[17]Riyanto Slamet, *The Easy Way To Mastery English In A Few Days,* (Cet IV; Wonosari: *Pustaka Pelajar, 2008),* p. 2.

1) Descriptive adjective

Descriptive adjective is the word, which is used to know someone's condition or someone's characteristic, animals, etc.

Example:

Happy   Pretty

Hungry   Sleepy

Near   Sad

2) Numeral adjective

Numeral adjective is adjective that indicate or show the quantity of something, it is divided into three, they are cardinal number, ordinal number, and fractional number.

3) Quantitative adjective

Quantitative adjective is objective which indicate the number of something, or adjective which indicate how much/many things that we mean. They are many, much, a lot, lots of, a great many, a great deal of, few, little, a little, etc.

4) Demonstrative adjective

Demonstrative adjective is adjective used to show something animals or people that we mean. There are two kind of demonstrative adjective, they are definite demonstrative adjective and indefinite demonstrative adjective.

5) Proper adjective

Proper adjective is adjective which is used to indicate proper noun; generally, it is begun by capital letter, for example the name of country.

6) Interrogative adjective

Interrogative adjective is adjective which is used as question. It used to ask noun.

Example:

Whose car is this?

Which pen is yours?

7) Possessive adjective

Possessive adjective is adjective used indicate possession to something for example: my, our, your, their, his, etc.

8) Distribute adjective

Distribute adjective is an adjective which shows that the noun which we means is many kinds, example: each, every, either, etc

c) **Verb**

According to Hariyanto and Hariyono, in English grammar verb can be divided into four kinds, they are:

1) Infinitive verb

Infinitive verb divided into two kinds, they are:

(a) Infinitive with to

Example:

To start   To want

To wish   To refuse

To Propose   To go

    (b) Infinitive without to

Example:

Eat   drink

Buy   go

Bring   write

2) Regular and Irregular Verb

Regular verb is the change of verb that follows the normal form, by adding it "d" or "ed" to be past tense and past participle.

Example:

Infinitive	Past Tense	Past Participle
Discuss	Discussed	Discussed
Help	Helped	Helped
Pain	Painted	Painted
Pull	Pulled	Pulled
Dance	Danced	Danced
Phone	Phoned	Phoned

Irregular verb is the change of verb, which does not follow the normal form, but it must be memorized.

Example:

Infinitive	Past Tense	Past Participle
Buy	Bought	Bought
Eat	Ate	Eaten
Feed	Fed	Fed
Grow	Grew	Grown
Do	Did	Done

3) Transitive and Intransitive Verb

Transitive verb is the word that needs object to complete the meaning or it cannot stand without noun and pronoun as object.

Example:

She *buys* a car

I will *come* to your house

They *give* me money

Intransitive verb is the verb that does not need an object because it has complete meaning and its verb always-active verb.

Example:

Bark	Fall
Go	Become
Cry	etc.

4) Full Verb, Auxiliary Verb, and Linking Verb

Full verb is the verb that is used to state an activity or action. It can stand by itself and has complete meaning without *to*.

Example:

Sing   Laugh

Yell   See

Say   Drink

Auxiliary verb is the verb, which help other to for complete structure. It cannot stand by itself but it needs other verb especially full verb.

Example:

To be (am, is, are, be, being, been)

Do, does, did

Have, has, had

Modal auxiliary (may, might, must, have to, had to, need to, would, shall, should, ought to, dare).

5) Nonprogressive Verbs

Some verbs are not used in progressive tenses. The words include nonprogressive verbs:

believe	own	need	like	forge	hear	be
think	have	want	love	remember	see	exist
understand	possess	prefer	hate			
know	belong					

Sometimes *think* and *have* are used in progressive tenses.

Compare:

I *think* that grammar is easy → when *think* means *believe,* it is nonprogressive

I *am thinking* about grammar right now → when *think* expresses thoughts that are going through a person's mind, it can be progressive.

Tom *has* a car → when *have* expresses possession; it is not used in the present progressive.

I'm having a good time → in certain idiomatic expressions (e.g., *have a good time*), *have* can be used in the present progressive.

Another example:

I *hear* a bird. It is singing

I am hungry. I *want* a sandwich

This book *belongs* to Tom

Correct   : *I hear a bird (right now)*

Incorrect   : *I am hearing a bird (right now)*

C. The Important of Vocabulary in Language

Mastery vocabulary helps express our ideas by practicing a lot of reading. Because by reading can add our vocabulary. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kinds of topics. On the contrary if the learners do not recognize the meaning of the words use by those address them, they will unable

participate in conversation, unable to express some ideas, the mastery of this element should be ensured an develop.

Vocabulary much more than grammar, is the key to your child understanding what she hears and reads in school; and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.[18] So vocabulary is an important part to mastery English well.

D. *The use game for teaching vocabularies*

From prepared by Ghada Sari, Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Games have proven to have advantages and effectiveness in learning vocabulary in various ways: Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Games usually involve friendly competition and they keep learners interested. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more

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[18]Anonym, http://esl.fis.edu/parents/advice/vocab.htm, the internet available online, accessed on 13th May 2012.

opportunity to express their opinions and feelings. Games add diversion to the regular classroom activities," break the ice", but they are also used to introduce new ideas.[19]

Game is activity that you do to have some fun, (Hornby; 1995;486). Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely.

(Hansen;1994;118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either.

Learning vocabulary through games is one effective and interesting way that can be applied in any classroom. The result of this research suggest that games are used not only for more fun during learning process, but more importantly for the useful presenting, practice and review of vocabulary to improve the learners' communicative competence.

Games can help the teachers to create contexts in which the language is useful and meaningful. In the whole process of teaching and learning by games the students can take part widely and open-mindedly. To win the games each student or group should competitively answer the questions addressed by the teacher or other students

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[19] Ghada Sari, Prepared *Using Games For Teaching Vocabulary* , An article the internet Available Online, Accessed on 13th May 2012.

or groups. In order to do so they must understand what the teacher or others are saying or have written, and they must speak or write in order to express their own point of view or give information.[20]

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

One of the best ways to teaching vocabulary is through games. Games can help the teachers to create contexts in which the language is useful and meaningful.

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[20] Saverinus Kaka, *Teaching English Vocabulary By Games* http://verykaka.wordpress.com/2008/05/28/teach-english-vocabulary-by-games (Acessed on 13th May 2012.

Game have many advantages for children, such as game bring in relaxation and fun for students, this help them learn and retain new words more easily.

E. The definition of flash card game

Flash cards are a great size cards, which do not usually use paper thick, stiff, and A4 size. Flash cards show pictures or writing words. Usually consist of flash cards are grouped by device type or class, such as group pictures of food, fruits, vegetables, household items, transportation, apparel, etc.

Exercises for vocabulary enrichment is highly recommended to use flash cards for students to add vocabulary and remember easily because while looking at the picture. To avoid any perception of images in the flash card, flash card should first be tried or shown to others before being used to teach children.[21]

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. We can get the students to make their own sets of mini flash cards that can be taken home for them to play with, with parents.

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[21] Kasihani K.E. Suyanto, *English for Young Learners,* (Cet. 1: Jakarta; Bumi Aksara, 2007), p. 109.

Flash cards is the tool always use with learners of any age group, and there is a great deal of activities and games a teacher can use flash cards in revising vocabulary. Flash card are very funny and effective in teaching vocabulary.

F. Teaching through Flash Card Game

Flash card teaching strategies are popular with teachers because of their effectiveness. Parents also appreciate the flash card because it is an easy teaching strategy for home. There are several ways to use flashcards for teaching. This flashcard teaching strategy, the Constant Time Delay (CTD) technique, is widely used by special and regular education teachers. The CTD strategy can be used easily with flash cards at home to teach any subject.[22]

Flash card game can add mastery vocabulary the students. And way learn and hang on to new words more easily. The students interested in learning the language. They will fill relax and didn't boring in learning English.

The students can enjoy, interisting, and rilex, when they learn in the class. The students will study well becouse they are not bored when the teacher explaint the lesson. In learning, the teacher must be active and use media. So that, learning become effective and efficient.

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[22]Anonymhttp://learningdisabilities.about.com/od/instructionalmaterials/qt/flash_card_teaching_strategies.htm, the internet available online, Accessed on 23th May 2013.

Flash cards are more widely used for the entire class, therefore, the size of the gar clearly seen by all students. Typically, teachers hold some flash cards and picture cards by removing the last to be pinned to the front to see the students. Motion to move the card done quickly, maybe that's the reason why it is called a flash card (flash = glance, quickly).

For certain activities, such as describing things, the image can be pasted on the board so as not to spoil the picture. Color image will be more exciting because the kids love the colorful pictures. Images on flash cards created groups based on the type or class. Flash card games can used in form verd, noun adjective, and etc. For example, create a set of five images of fruit, the banana, grapes, apple, orange, and strawberry.

banana   apple

orange   strawberry
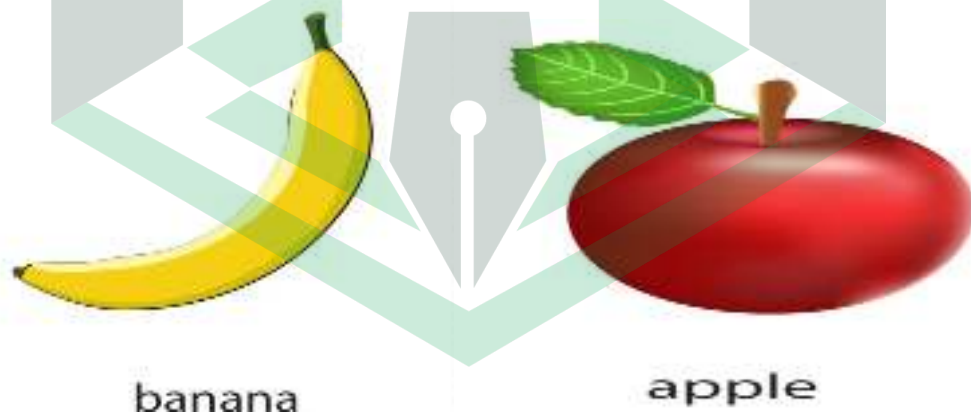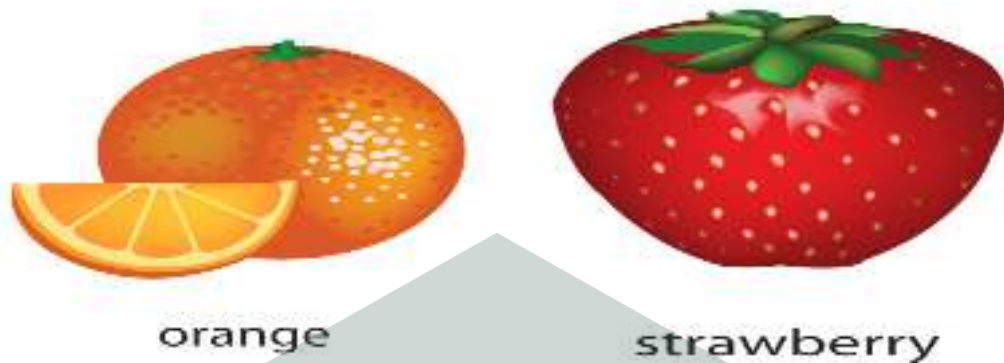
G. Conceptual Framework

Vocabulary is very important of language. Without vocabulary we can not say something if we do not have and memorize vocabulary. According to Thornbury learning or mastering vocabulary can give more improvement on learner performance in English that learning grammar.[23] Learning vocabulary need a method to make us easy learning vocabulary.

One of method to teach vocabulary is through game, and especially through flash card game. The researcher belives that flash card can make students learning vocabulary with fun and they feel enjoy when they accept the lesson in the class.

The researcher gave the material or identification some flash card. After that explained about flash card game and how to play it. Thus the researcher gave command to attention some flash card that was holded by teacher and picture cards

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[23] Scott Thornbury, *How to Teach Vocabulary,* Malaysia; Bluestone: 2007. p. 14.

by removing the last to be pinned to the front to see the students. Finally, to find out

flash card in vocabulary ability, the researcher asked students to write and translate of

ficture flash cards, so the researcher could identify the students' vocabulary ability.

The research use flash card game in teaching vocabulary to the students of

SMPN 8 Palopo in 2013/2014 academic year. It is hoped that flash card game can

stimulate the students to memorize vocabularies because they study by playing game.

It can make the students active in the classroom. The purpose of this game is to

teaching the students' vocabulary.
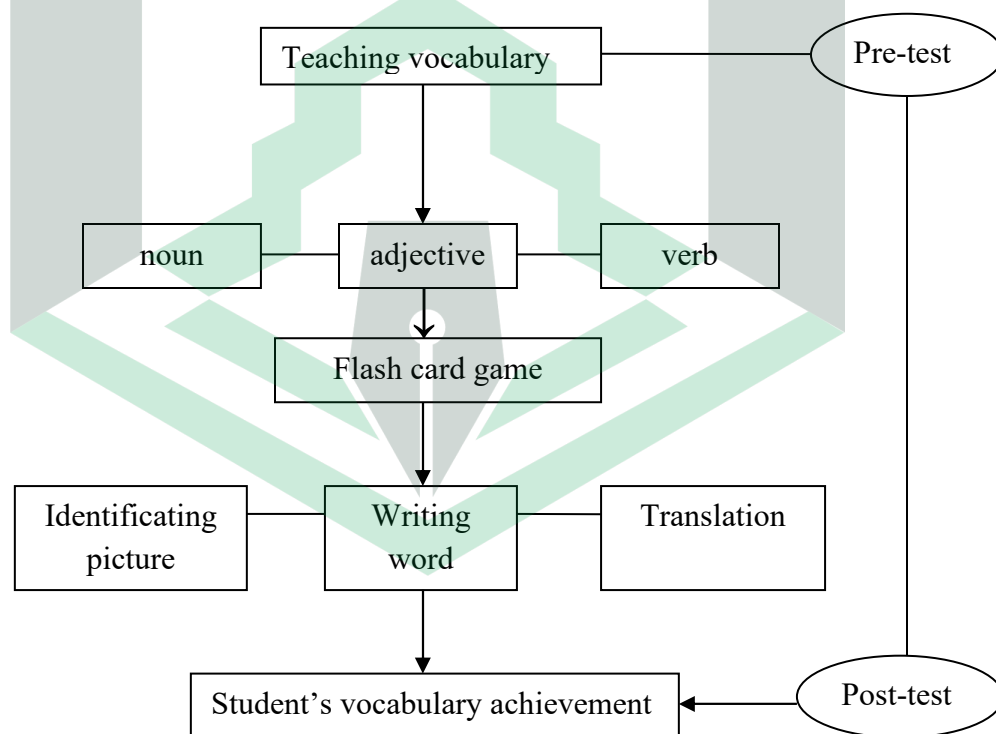
H. Hypothesis

1. Alternative hypothesis (Ha): Flash Card Game is effective in teaching vocabulary at the seventh year students of SMPN 8 Palopo?

2. Null hypothesis (Ho): Flash Card Game is not effective in teaching vocabulary at the seventh year students of SMPN 8 Palopo?

CHAPTER III

RESEARCH METHOD

A. *Method and Design*

1. Method

This research used pre-experimental design with one group pre test and post test. The teacher was giving pre test to know the students' ability to master vocabularies before giving flash card method, the students are given post test to know their ability in mastering vocabularies after applying flash card method.

2. The research design conducted as follows :

$$O_1 \ X \ O_2$$

Notes :

O_1 : Pre-Test

X : Treatment

O_2 : Post Test[1]

B. *Variables of Research*

There are two variables in this research namely:

1. Flash card game as independent variable

2. Student's vocabulary as dependent variable

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[1] Sugiyono, *metode penelitian administrasi*, (Cet. 19; Bandung: Alfabeta, 2001), p. 83.

C. Population and Sample

1. Population

The population of this research take the seventh year students of SMPN 8 Palopo. The population consist of 6 classes and each classes consist of 30 students. So the population are 180 students.

2. Sample

In this research, the researcher applied purposive sampling technique. Purpose sampling techniques was collection of sample based on purpose of the research and characteristic from the subject of the research.[2] The researcher would choose one class as sample, namely class VII.4 that consist of 30 students. The researcher choose this sample because the students in this class had low vocabulary skill than other class.

D. Instrument of the Research

1. Test

The instruments in this research was vocabulary test in form of flash card game, namely completion test that consisted of 40 numbers. It was given in pre-test and post-test in order to know the students' competence before and after giving treatment.

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[2] Subana and Sudrajat, *Dasar-dasar Penelitian Ilmiah.* Cet. II(Bandung: CV Pustaka Setia, 2000). p. 126

2. Questionnaire

Questionnsire as a technique in collecting data aims to find out the students ability about flash card game method. The questionnaire were provid in liker scale which is modified in five alternative answer that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

E. Procedure of Collecting Data

The research does several procedures. The procedures were as follows:

In collecting data, the researcher did several procedures as follows:

1. Pre-test

In pre-test, the researcher distributed the writing test to the students. It is consist of 40 items. It intended to know the students' vocabulary in learning English.

2. Treatment

The researcher is conducted treatments, it is given four meetings. The steps were as follow:

a. The first treatment

In the first treatment, the researcher would teach about noun to the students use flash card. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote

words that have seen it. After that the students translated in English and students made sentence use words in English.

b. The second treatment

In the second treatment, the researcher would teach about adjective to the students use flash card. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

c. The third treatment

In the third treatment, the researcher would teach about verb to the students use flash card. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

d. The fourth treatment

In the fourth treatment, the researcher would combine noun, adjective, and verb to teach to the students use flash card. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

3. Post-test

In post-test, the researcher distributed the written test that consisted of 40 items. It intended to know the improving of students' vocabulary by using flash card game.

F. Data Analysis Technique

The data through the written test was analyzed in percentage by using the formula as follow.

1. Scoring the vocabulary of students from the test has been given.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 10.[3]$$

For example: if the students total correct answer is 10, the score is 7,1 with calculated as follows:

Total correct answer is 15

Total items is 20

$$\frac{15 \times 10}{20} = 7{,}5 \text{ (fair good)}$$

The score is classified into criteria interpretation score as follow:

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[33] Aguslia, *The Interest and the Achievement of the Second Grade Students of SMPN 1 Malangke in Learning English by Using Picture Story*, Thesis. English Department UNM, 2004, p. 16-17.

Score 9,6 – 10 = excellent

Score 8,6 – 9,5 = very good

Score 7,6 – 8,5 = good

Score 6,6 – 7,5 = fair good

Score 5,6 – 6,5 = fair

Score 3,6 – 5,5 = poor

Score 0 – 3,5 = very poor[4]

2. Classifying the students' scores by using percentage as cited below:

$$P = \frac{F}{N} \text{ x } 100$$

In which: P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject

The researcher analyzed the data of improving vocabulary of students through

Flash Card Game as follow:

3. Finding D (difference) score between variable I (x) and variable II (y)

D=X-Y

4. Finding mean of difference

$$MD = \frac{\sum D}{N}$$

5. Finding standard deviation of difference (SD_D)

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[4] Rahma Bulan, *The Ability of the Effectiveness of Using Picture in Teaching Vocabulary at SDN 91 Walenrang*. (STAIN Palopo, 2007), p. 34.

$$SD_D = \frac{\sum D^2 - (\sum D)^2}{\sqrt{N \quad (N)}}$$

6. Looking for standard error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

7. Finding to by using the formula

$$T_o = \frac{MD}{SE_{MD}}$$

Criteria of to hypothesis:

If $t_o \leq t_t$ it means significant difference

If $t_o \geq t_t$ it means not significant difference.[5]

Notation:

D = score variable between I (x) and II (y)

N = total number of sample

M_D = mean from difference

SD_D = standard deviation from different

SE_{MD} = error standard from mean difference.

[5] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo, 1995), p. 289.

CHAPTER IV

FINDINGS AND DISCUSSION

In the description, it has been explained that the data analysis of the research the writer used was quantitative analysis by analyzing the data in numeral form. These data described teaching vocabulary by using flash card games to the seventh year students of SMPN 8 Palopo.

This chapter consists of two part. The first part was findings of data analysis and the second part was discussion or the description of findings.

A. *Findings*

1. Test Analysis

In the previous description, the researcher used quantitative analysis by analyzing the data in numeral form. Those data describe teaching vocabulary of students through Flash Card to the seventh year students of SMPN 8 Palopo.

a) Students' score in pre-test

The score of students were analyzed based on their test result. The data can be seen in the following table.

Table 4.1

The score of students' vocabulary in Pretest

Respondent	Correct answer	Score
R1	8	2
R2	11	2,75
R3	8	2
R4	11	2,75
R5	8	2
R6	8	2
R7	13	3,25
R8	12	3
R9	16	4
R10	14	3,5
R11	10	2,5
R12	6	1,5
R13	8	2
R14	14	3,5
R15	10	2,5
R16	9	2,25
R17	13	3,25
R18	16	4

R19	9	2,25
R20	17	4,25
R21	14	3,5
R22	13	3,25
R23	6	1,5
R24	20	5
R25	20	5
R26	17	4,25
R27	6	1,5
R28	5	1,25
R29	19	4,75
R30	13	3,25

Based on the table above we able to see that all students got unexpected score. The highest score was 5 and the lowest was 1,25. Most of students got 1,25 – 3,5 and it was the highest frequency and only seventh students got score above 4. The category were excellent, very good, good, fair good, and no respondent got fair. It means the score of students' in pre-test was low.

b) The percentage of student score in pretest

Table 4.2

The rate percentage of students' score in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very good	8,6 – 9,5	-	-
3	Good	7,6 – 8,5	-	-
4	Fair good	6,6 – 7,5	-	-
5	Fair	5,6 – 6,5	-	-
6	Poor	3,6 – 5,5	7	23,333%
7	Very poor	0 – 3,5	23	77,666%
	Total		30	100%

Based on the table above shows that the seventh year students of SMPN 8 Palopo in answering vocabulary test, there was no student having excellent, very good, good, fair good and fair category. There were 23 students (77,666%) had very poor category and 7 students (23,333%) had poor category. It means score of students' in pre-test was low.

c) Students' score in post-test

Table 4.3

Score of students' vocabulary in the Posttest

Respondent	Correct answer	Score
R1	32	8
R2	35	8,75
R3	35	8,75
R4	31	7,75
R5	35	8,75
R6	26	6,5
R7	25	6,25
R8	28	7
R9	29	7,25
R10	33	8,25
R11	30	7,5
R12	32	8
R13	32	8
R14	33	8,25
R15	30	7,5
R16	36	9

R17	30	7,5
R18	36	9
R19	28	7
R20	30	7,5
R21	27	6,75
R22	36	9
R23	34	8,5
R24	34	8,5
R25	33	8,25
R26	34	8,5
R27	31	7,75
R28	25	6,25
R29	36	9
R30	30	7,5

Based on the table above was different from the table before (table 4.1) because in this table the highest score was 9 and the lowest was 6,25. The percentage excellent, poor, and very poor nobody got this category. It means that students had good progress after giving treatment.

d) The percentage of student score in posttest

Table 4.4

The rate percentage of students' score in posttest

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very good	8,6 – 9,5	8	26,666%
3	Good	7,6 – 8,5	10	33,333%
4	Fair good	6,6 – 7,5	9	30%
5	Fair	5,6 – 6,5	3	10%
6	Poor	3,6 – 5,5	-	-
7	Very poor	0 – 3,5	-	-
	Total		30	100%

Based on the table above shows that after giving the treatment, 8 students (26,666%) had very good, 10 students (33,333%) had good, 9 students (30%) had fair good and only 3 students (10%) had fair, and the excellent, poor, and very poor nobody got this category. It mean that there was some improvement of the students' vocabulary after the treatment was done.

e) Score of the students' vocabulary in Pretest and Postest

Table 4.5

Score of the students' vocabulary in Pretest and Postest

No	Name of Students	Variable X Pre-Test	Variable Y Post-Test	D=(Y-X)	D²=(Y-X)²
1	R1	2	8	-6	36
2	R2	2,75	8,75	-6	36
3	R3	3	8,75	-5,75	33,0625
4	R4	2,75	7,75	-5	25
5	R5	2	8,75	-6,75	45,5625
6	R6	3	6,5	-3,5	12,25
7	R7	3,25	6,25	-3	9
8	R8	3	7	-4	16
9	R9	4	7,25	-3,25	10,5625
10	R10	3,5	8,25	-4,75	22,5625
11	R11	3	7,5	-4,5	20,25
12	R12	1,5	8	-6,5	42,25
13	R13	2	8	-6	36
14	R14	3,5	8,25	-4,75	22,5625
15	R15	2,5	7,5	-5	25
16	R16	2,25	9	-6,75	45,5625

17	R17	3,25	7,5	-4,25	18,0625
18	R18	4	9	-5	25
19	R19	2,25	7	-4,75	22,5625
20	R20	4,25	7,5	-3,25	10,5625
21	R21	3,5	6,75	-3.25	10,5625
22	R22	3,25	9	-5,75	33,0625
23	R23	1,5	8,5	-7	49
24	R24	5	8,5	-3.5	12,25
25	R25	5	8,25	-3,25	10,5625
26	R26	4,25	8,5	-4,25	18,0625
27	R27	1,5	7,75	-6,25	39,0625
28	R28	1,25	6,25	-5	25
29	R29	4,75	9	-4,25	18,0625
30	R3	3,25	7,5	-4,25	18,0625
		$\sum X=91$	$\sum Y=236,5$	$\sum D=$ 145,5	$\sum D^2=747,5$

The score variable between variable X (pre-test) and variable Y (post-test)

Looking at the result of data analysis, the researcher presents discussion of data given to the students. Based on the pre-test, the students have low vocabulary of

English by mean score 91. And after they were taught flash card game, the students' achievement increase by mean score 236,5 very good.

From the table 4.5, we had got $\sum D = 145,5$ and $\sum D^2 = 747,5$, the next finding the different of standard deviation between variable X (pre-test) and variable Y (post-test) as follow:

$$SD_D = \sqrt{\frac{\sum D^2}{N}\left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{747,5}{30} - \left(\frac{145,5}{30}\right)^2}$$

$$= \sqrt{24,916667 - (4,85)^2}$$

$$= \sqrt{24,916667 - 23,5225}$$

$$= \sqrt{1,394167}$$

$$= 1,1807485$$

After finding standard deviation of difference (SD_D) about 1,1807485, the next looking for standard error of mean difference (SE_{MD}) between variable X (pre-test) and variable Y (post-test) as follow:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{1,1807485}{\sqrt{30-1}}$$

$$= \frac{1,1807485}{\sqrt{29}}$$

$$= \frac{1,1807485}{6,244998}$$

$$= 0,18907108$$

After finding SE_{MD}, the next looking for M_D as follow:

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{145,5}{30}$$

$$= 4,85$$

Now finding t value (t_o) as follow:

$$T_o = \frac{M_D}{SE_{MD}}$$

$$= \frac{4,85}{0,18907108}$$

$$= 25,651$$

After that, finding t_{table} (t) as follow:

Df = N-1

Df = 30-1

Df = 29

Based on the table "tt" standar of significant 5% with df = 29 is 2,04 and standard of significant 1% with df = 29 is 2,76. Based on the result above, the researcher gives interpretation that t_{table} (t_t) is smaller than t value (t_o).

$$2,04 \leq 25,651 \geq 2,76$$

Where 2,04 is smaller than 25,651728 and 25,651728 is bigger than 2,76.

Based on paired of the sample statistic and sample test above, the result of this research indicates that Null hypothesis is rejected and Alternative hypothesis is accepted.

2. Analysis of Questionnaires

Having conducted research at SMPN 8 Palopo, the researcher found the students perception toward teaching vocabulary by using flash card game through questionnaire, students perception were presented as follow:

Table 4.6 Questionnaire no. 1

The improvement of students vocabulary through flash card games

No	Questionnaire	Answer	Frequency	Persentage
1.	**Learning vocabulary is very interisting and easy to understand after using flash card games technique**	**Strongly agree**	**19**	**66,333%**
		Agree	**10**	**33,333%**
		Disagree	**1**	**3,333%**
		Strongly disagree	**-**	**-**
		Neutral	**-**	**-**
		Total	**30**	**100%**

Based on the table above indicate that there were 19 students (66,333%) choose strongly agree, 10 students (33,333%) choose agree, 1 student (3,333%) choose disagree and there was not student choose strongly disagree and neutral. It means that the most of the students strongly agree with the statement that the flash card game program very effective for applied in the SMPN 8 Palopo as technique could help improve students vocabulary skill.

Table 4.7 Questionnaire no. 2

Increasing students vocabulary through flash card games

No	Questionnaire	Answer	Frequency	Persentage
2.	The technique that used by researcher in teaching is very good to increase vocabulary	Strongly agree	16	53,333%
		Agree	12	40%
		Disagree	1	3,333%
		Strongly disagree	-	-
		Neutral	1	3,333%
		Total	30	100%

Based on the table above indicate that there were 16 students (53,333%) choose strongly agree, 12 students (40%) choose agree, 1 student (3,333%) choose disagree, there was not student choose strongly disagree, and 1 student (3,333%) choose neutral. It means that the most of students agree with the statement that the students agree about the flash card game can increase students vocabulary.

Table 4.8 Questionnaire no. 3

Enjoying students in studying through flash card games

No	Questionnaire	Answer	Frequency	Persentage
3.	Studying by using flash card games more enjoy and fun	Strongly agree	18	60%
		Agree	10	33,333%
		Disagree	1	3,333%
		Strongly disagree	1	3,333%
		Neutral	-	-
		Total	30	100%

Based on the table above indicate that there were 18 students (60%) choose strongly agree, 10 students (33,333%) choose agree, 1 student (3,333%) choose disagree and strongly disagree, and there was not student choose neutral. It means that the most of students strongly agree with the statement that the students' enjoyed to learn flash card game.

Table 4.9 Questionnaire no. 4

Flash card games effective to every day teaching

No	Questionnaire	Answer	Frequency	Persentage
4.	The flash card games technique can be used by teacher in every day teaching	Strongly agree	17	56,666%
		Agree	9	30%
		Disagree	2	6,666%
		Strongly disagree	1	3,333%
		Neutral	1	3,333%
		Total	30	100%

Based on the table above indicate that there were 17 students (56,666%) choose strongly agree, 9 students (30%) choose agree, 2 students (6,666%) choose disagree, 1 student (3,333%) choose strongly disagree and neutral. It means that the most of the students strongly agree with the statement that the flash card game technique was very effective to every day teaching.

Table 4.10 Questionnaire no. 5

Increasing students vocabulary through flash card game

No	Questionnaire	Answer	Frequency	Persentage
5.	After studying English by using flash card games my vocabulary is increase	Strongly agree	13	43,333%
		Agree	13	43,333%
		Disagree	2	6,666%
		Strongly disagree	-	-
		Neutral	2	6,666%
		Total	30	100%

Based on the table above indicate that there were 13 students (43,333%) choose strongly agree, 13 students (43,333%) choose agree, 2 students (6,666%) choose disagree, there was not student choose strongly disagree and 2 students (6,666%) choose neutral. It means that the same as of students choosed strongly agree and agree with the statement that the flash card game technique could increase their vocabulary.

Table 4.11 Questionnaire no. 6

Interest in learning vocabulary through flash card games

No	Questionnaire	Answer	Frequency	Persentage
6.	The students more interested in learning vocabulary by using flash card games than the other technique	Strongly agree	27	90%
		Agree	-	-
		Disagree	2	6,666%
		Strongly disagree	-	-
		Neutral	1	3,333%
		Total	30	100%

Based on the table above indicate that there were 27 students (90%) choose strongly agree, nothing student choose agree, 2 students (6,666%) choose disagree, nothing student choose strongly disagree and 1 student (3,333%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique more interested in learning vocabulary.

Table 4.12 Questionnaire no. 7

Increasing students active in the class through flash card games

No	Questionnaire	Answer	Frequency	Persentage
7.	After studying flash card games, students is active in the class	Strongly agree	16	53,333%
		Agree	11	36,666
		Disagree	-	-
		Strongly disagree	-	-
		Neutral	3	10%
		Total	30	100%

Based on the table above indicate that there were 16 students (53,333%) choose strongly agree, 11 students (36,666%) choose agree, nothing student choose disagree and strongly disagree, and 3 students (10%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could make students active in the class.

Table 4.13 Questionnaire no. 8

Increasing comprehension students through flash card games

No	Questionnaire	Answer	Frequency	Persentage
8.	The lesson that is given by teacher using flash card games easier to understand than other technique	Strongly agree	15	50%
		Agree	11	36,666
		Disagree	-	-
		Strongly disagree	-	-
		Neutral	4	13,333%
		Total	30	100%

Based on the table above indicate that there were 15 students (50%) choose strongly agree, 11 students (36,666%) choose agree, nothing student choose disagree and strongly disagree and 4 students (13,333%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique easier to understand than other technique.

Table 4.14 Questionnaire no. 9

Getting new vocabulary through flash card games

No	Questionnaire	Answer	Frequency	Persentage
9.	By using flash card games, the students get new vocabulary	Strongly agree	17	56,666%
		Agree	11	36,666
		Disagree	-	-
		Strongly disagree	-	-
		Neutral	2	6,666%
		Total	30	100%

Based on the table above indicate that there were 17 students (56,666%) choose strongly agree, 11 students (36,666%) choose agree, nothing student choose disagree and strongly disagree and 2 students (6,666%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could make students to get new vocabulary.

Table 4.15 Questionnaire no. 10

Increasing motivation students' through flash card games

No	Questionnaire	Answer	Frequency	Persentage
10.	My motivation in learning vocabulary more increase after using flash card games technique	Strongly agree	17	56,666%
		Agree	9	30%
		Disagree	-	-
		Strongly disagree	1	3,333%
		Neutral	3	10%
		Total	30	100%

Based on the table above indicate that there were 17 students (56,666%) choose strongly agree, 9 students (30%) choose agree, nothing student choose disagree, 1 student (3,333%) choose strongly disagree, and 3 students (10%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could motivate students to learn vocabulary.

B. Discussion of the Data analysis

1. Vocabulary test

The result of data analysis, the researcher found out that Flash Card Games was one of technique to increased the students' vocabulary. It could be seen on the table before where the mean score before giving treatment was 91. The highest score was 5 and the lowest was 1,5. The researcher conducted treatment fourth steps. The steps were follow: a. The first treatment, the research taught "vocabulary" to the students related to noun by using flash card games. b. The second treatment, the researcher taught "vocabulary" to the students related to adjective by using flash card games. c. The third treatment, the researcher taught "vocabulary" to the students related to verb by using flash card games. d. The fourth treatment, the researcher would combine noun, adjective and verb by using flash card games.

After giving treatment fourth times, the researcher gave post-test to the students to know whether there was improvement of the students' vocabulary or not by giving test trought written test and also namely completion test. The written test is used to test students one by one about noun, adjective, and verb. The result of students' vocabulary after giving treatment, the mean score of the post-test was 236,5. The highest score was 9 and the lowest was 6,5. It could be said that there was a signifcant difference between the mean score of pre-test and the mean score of post-test of the students' improvement in vocabulary mastery by using flash card games

was effective in teaching the students' vocabulary mastery to the seventh year students of SMPN 8 Palopo in the academic year 2013/2014.

Looking at the result on the data analysis, the researcher also presented the discussion. The first, the researcher explained about the score of students based on their test result. In the same manner as we knew that the score of students' vocabulary in pre-test as follow: The highest score was 5 and the lowest was 1,25. Most of students got 1,25 – 3,5 and it was the highest frequency and only seventh students got score above 4. The category were excellent, very good, good, fair good, and no respondent got fair. It means that the score of the students' vocabulary in pre- test of the seventh year students of SMPN 8 Palopo in answering vocabulary namely completion test.

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very good	8,6 – 9,5	-	-
3	Good	7,6 – 8,5	-	-
4	Fair good	6,6 – 7,5	-	-
5	Fair	5,6 – 6,5	-	-
6	Poor	3,6 – 5,5	7	23,333%

7	Very poor	0 – 3,5	23	77,666%
Total			30	100%

Based on the table above shows that the seventh year students of SMPN 8 Palopo in answering vocabulary test, there was no student having excellent, very good, good, fair good and fair category. There were 23 students (77,666%) had very poor category and 7 students (23,333%) had poor category. It means that the seventh year students of SMPN 8 Palopo stiil have low ability in vocabulary.

According to the English teachers and the students when the researcher interviewed them, it was caused by less of vocabularies that they memorize. While vocabulary is very necessary to study for the English language students. There were many concept of vocabulary, some of them: 1. Vocabulary is the stock of words used by a people, or by a particular class or person. 2. Vocabulary is a list or collection of the words of a languge, book, author, branch of science, or the like, usually in alphabetical order and defined. 3. Vocabulary is the words of a languge. 4. Vocabulary is the sum or scope of one's expressive technique, as in arts. Based on that fact, the researcher planned to do treatment through flash card games to improve students' vocabulary. It is part of games but it has itself characteristics which provide students chance to be enjoyable, fun, motivated, and creative in learning. This game also fit with the students' level of class especially in Junior High School level because it is included as an easy game for learners. Therefore, students don't

necessary think seriously when learning English. So in this research, the researcher tried to solve the problem of the students in English by giving them flash card games.

Based on the preliminary observation, the researcher found that at SMPN 8 Palopo specially, the seventh year students stiil had low ability in mastering English. It was caused by the situation of the class which made them in learning it. The class position was as like as like as the common class position where the seats were in square position. The tethe teacher was in front of the class, meanwhile the students' seat in square position where the students at the back position got very little attention from the teacher. The teacher only focused on the front students. The students were still less in their own vocabularies. They were not interested in mastering vocabularies which can help them to be better in learning English, because in square position, the teacher only taught the students with speech technique. The students had been bored with that method.

Based on the case above, the researcher would like to solve the students problem in learning English especially vocabulary. Therefore the researcher tried to improve their vocabulary trough flash card games. It is believed that by using this technique, the teachers could provide students more chances to practice and it would be an interesting way in learning vocabulary. The researcher gave flash card games to the students in fourt meetings with some of materials, noun, adjective, and verb. All materials taught by using flash card games, where the teacher hold some flash cards and ficture cards by removing the last to be pinned to the front to see the students.

In the first treatment, the research taught "vocabulary" to the students related to noun through flash card games. In the second treatment, the researcher taught "vocabulary" to the students related to adjective through flash card games. In the third treatment, the researcher taught "vocabulary" to the students related to verb through flash card games. In the fourth treatment, the researcher taught "vocabulary" to the students related to noun, adjective, and verb through flash card games.

In the first treatment, the researcher would teach about noun to the students use flash card, noun such as; forehead, baby, bag, ball, nurse, police, broom, brush, car, table, chair, tongue, o'clock, and fun. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

In the second treatment, the researcher would teach about adjective to the students use flash card, adjective such as; can, alone, afraid, alive, blind, bored, rich, bold, busy, happy, hungry, sick, sad, and tired. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

In the third treatment, the researcher would teach about verb to the students use flash card, noun such as; cook, wash, sweep, sleep, teach, sing, give, cook, close,

send, and call. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

In the fourth treatment, the researcher would teach about noun, to the students use flash card, noun, adjective, and verb such as; book, baby, black, floor, short, dog, wash, teacher, cray, and library. The researcher holded some flash cards and picture cards by removing the last to be pinned to the front to see the students. After that the students wrote words that have seen it. After that the students translated in English and students made sentence use words in English.

Before closing the class, the researcher reminded the students to study about materi that had been taught for fourth meeting. In the next meeting, the researcher gave them post-test to knew what improvement in students' vocabulary do the students achieve after giving treatment for fourth times.

Actually, many skills could be improved through flash card games, but in this research, the researcher choose vocabulary because she thinks that vocabulary is the main weapon to master the other skill and it must be introduces to students as earlier as it can.

After doing treatment, the rresearcher gave post-test to the students. The score of students' vocabulary of SMPN 8 Palopo in post-test the highest score was 9 and

the lowest was 6,25. The percentage excellent, poor, and very poor nobody got this category. It means that the score of the students' vocabulary in post-test of the seventh year students of SMPN 8 Palopo in unswering vocabulary namely completion test that students had good progress after giving treatment.

No	Classification	Score	Frequency	Percentage
1	Excellent	9,6 – 10	-	-
2	Very good	8,6 – 9,5	8	26,666%
3	Good	7,6 – 8,5	10	33,333%
4	Fair good	6,6 – 7,5	9	30%
5	Fair	5,6 – 6,5	3	10%
6	Poor	3,6 – 5,5	-	-
7	Very poor	0 – 3,5	-	-
Total			30	100%

Based on the table above shows that after giving the treatment, 8 students (26,666%) had very good, 10 students (33,333%) had good, 9 students (30%) had fair good and only 3 students (10%) had fair, and the excellent, poor, and very poor

nobody got this category. It mean that there was some improvement of the students' vocabulary after the treatment was done.

And than, the result of the mean score according to multiple formula from the students' pre-test, the students' post-test and mean of different (MD) namely:

1. Mean score of the students' post-test = 91

2. Mean score of the students' pre-test = 236,5

Seeing the comparison of students pre-test and post-test above, the research could say that there was improvement of students' vocabulary after giving treatment through flash card games.

With comparing t_t and t_o which is got in pre-test and post-test, the researcher gives interpretation "t_o" is bigger than "t_t" it is showed as follows:

$$2,04 \leq 25,651 \geq 2,76$$

Since, "t_o" is bigger than "t_t", the score of the students vocabulary before and after treatment is significant. The result of this research indicates than null hypothesis is rejected and alternative hypothesis accepted. It means that flash card game is effective in teaching vocabulary.

2. Quesionnaires

The questionnaires related to the students' responses in learning vocabulary showed at the following questionnaire:

a. Learning vocabulary is very interesting and easy to understand after using flash card games technique, there were 19 students (66,333%) choose strongly agree, there were 10 students (33,333%) choose agree, there was 1 student (3,333%) choose disagree and there was not student choose strongly disagree and neutral. It means that the most of the students strongly agree with the statement that the flash card game program very effective for applied in the SMPN 8 Palopo as technique could help improve students vocabulary skill.

b. The technique that used by researcher in teaching is very good to increase vocabulary, there were 16 students (53,333%) choose strongly agree, there were 12 students (40%) choose agree, there was 1 student (3,333%) choose disagree, there was not student choose strongly disagree, and there was 1 student (3,333%) choose neutral. It means that the most of students agree with the statement that the students agree about the flash card game can increase students vocabulary.

c. Studying by using flash card games more enjoy and fun, there were 18 students (60%) choose strongly agree, there were 10 students (33,333%) choose agree, there was 1 student (3,333%) choose disagree, there was 1 student (3,333%) choose strongly disagree and there was not student choose neutral. It means that the most of

students strongly agree with the statement that the students' enjoyed to learn flash card game.

d. The flash card games technique can be used by teacher in every day teaching, there were 17 students (56,666%) choose strongly agree, there were 9 students (30%) choose agree, there were 2 students (6,666%) choose disagree, there was 1 student (3,333%) choose strongly disagree and neutral. It means that the most of the students strongly agree with the statement that the flash card game technique was very effective to every day teaching.

e. After studying English by using flash card games my vocabulary is increase, there were 13 students (43,333%) choose strongly agree, there were 13 students (43,333%) choose agree, there were 2 students (6,666%) choose disagree, there was not student choose strongly disagree and there were 2 students (6,666%) choose neutral. It means that the same as of students choosed strongly agree and agree with the statement that the flash card game technique could increase their vocabulary.

f. The students more interested in learning vocabulary by using flash card games than the other technique, there were 27 students (90%) choose strongly agree, there was not student choose agree, there were 2 students (6,666%) choose disagree, there was not student choose strongly disagree and there was 1 student (3,333%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique more interested in learning vocabulary.

g. After studying flash card game, students is active in the class, there were 16 students (53,333%) choose strongly agree, there were 11 students (36,666%) choose agree, there was not student choose disagree and strongly disagree and there were 3 students (10%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could make students active in the class.

h. The lesson that is given by teacher using flash card game easier to understand than other technique, there were 15 students (50%) choose strongly agree, there were 11 students (36,666%) choose agree, there was not student choose disagree and strongly disagree and there were 4 students (13,333%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique easier to understand than other technique.

i. By using flash card game, the students get new vocabulary, there were 17 students (56,666%) choose strongly agree, there were 11 students (36,666%) choose agree, there was not student choose disagree and strongly disagree and there were 2 students (6,666%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could make students to get new vocabulary.

j. My motivation in learning vocabulary more increase after using flash card games technique, there were 17 students (56,666%) choose strongly agree, there were 9

students (30%) choose agree, there was not student choose disagree, there was 1 student (3,333%) choose strongly disagree, and there were 3 students (10%) choose neutral. It means that the most of the students strongly agree with the statement that the flash card game technique could motivate students to learn vocabulary.

Based the students' response, all of students gave a positive response of the using flash card games technique in teaching vocabulary. This show that flash card games technique was one of good technique in teaching vocabulary especially in SMPN 8 Palopo. It could be seen on the different score in the pre-test and post-test.

From the writer's research, in teaching process, by using flash card games technique was interesting, the students enjoyed getting material and the situation of classroom to be creative and fun.
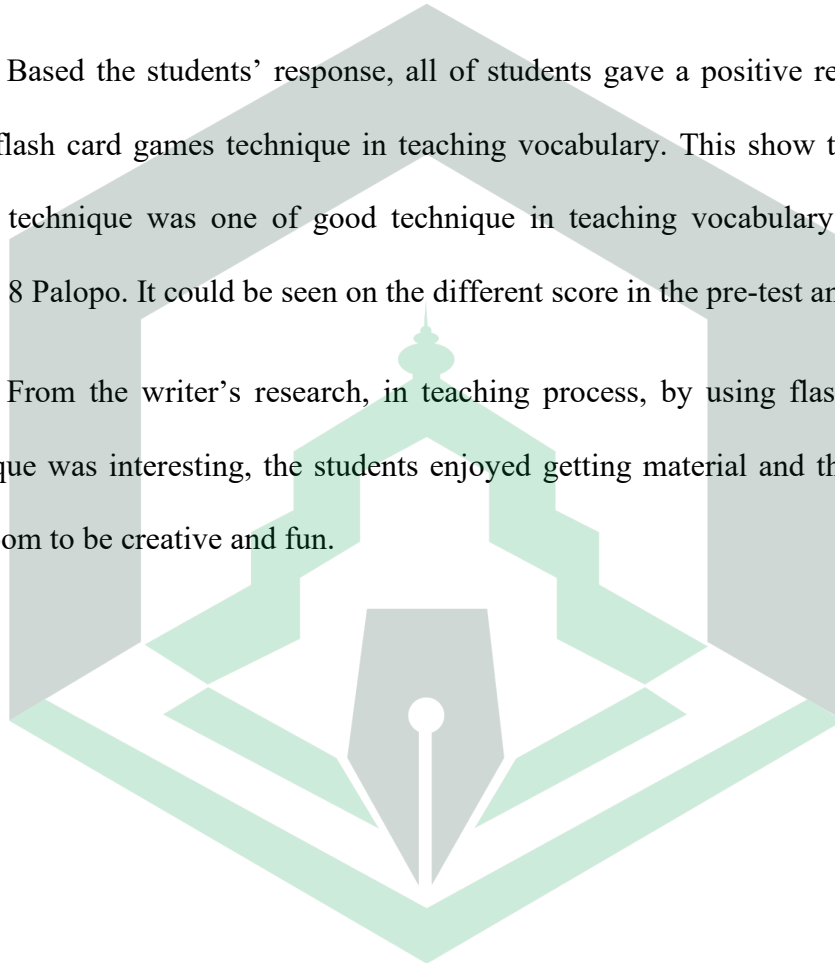
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is presented into two sections they are conclusion and suggestion.

A. Conclusions

Based on the finding and discussion of the data analysis in the previous chapter, this research describes the conclusion as follows:

1. The result of the research indicates that the score of the students' vocabulary in the pre-test were 91 and the score of the students' vocabulary in the post-test was 236,5. It means that there was significant difference before and after used flash card games strategy, the difference were 145,5.

    The result indicates that using flash card in teaching vocabulary to the students especially the students of SMPN 8 Palopo is effective because it can improve the students' vocabulary. It can be seen on the result of the research where the value of to was 25,651 while the value of t_{table} with standard of significant 5% and 1% are 2,04 and 2,76. We can see the result as follow: $2,04 \leq 25,651 \geq 2,76$.

2. Having analyzed the result of student's attitude toward of flash card games applied by the researcher, it is found that most of the students give positive respond and improve their vocabulary by using flash card games.

B. Suggestions

Considering the conclusion above, the writer presented some suggestions as follows:

1. It is suggested to the teacher who wants to teach English may use flash card game, since this method has been proved to improve students vocabulary.

2. By using flash card game, the students' may find the learning process become more interisting and they find it is easly to memorize the vocabulary.

3. It is also suggested to other researcher who wants to conduct a research dealing with games to consider flash card game. Since the research about flash card game is still very few so, this research is still open to be more explored by other researcher.