ENRICHING VOCABULARY THROUGH MEDIA FLASH CARD AT THE EIGHTH YEAR STUDENTS OF SMP NEGERI 8 PALOPO

A THESIS

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

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PENGESAHAN SKRIPSI

Skripsi yang berjudul, *"Enriching Vocabulary Through Media Flash Card at the Eighth Year Students of SMP Negeri 8 Palopoo"*, yang ditulis oleh Sahariah, NIM 06.19.3.0081, Mahasiswa Program Studi Bahasa Inggris, Jurusan Tarbiyah pada Sekolah Tinggi Agama Islam Negeri Palopo yang dimunaqasyahkan pada hari Kamis 17 Desember 2010 M., telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji dan diterima sebagai syarat memperoleh gelar **Sarjana Pendidikan (S.Pd.).**

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The Writer

TABLE OF CONTENTS

ABSTRACT

Sahariah, 2010. "Enriching Vocabulary through Flash Card At The Eighth Year Students Of SMP Negeri 8 Palopo". Thesis, English Study Program of Education Department of Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant I, Masruddin, S.S., M.Hum.., and Consultant II, Amalia Yahya, SE., M. Hum.

Key Words: Enriching, Flash card, Students' Vocabulary, SMP Negeri 8 Palopo.

This thesis studies on the development of students' vocabulary at SMP Negeri 8 Palopo through Flash Card method. This thesis focused on two research questions; to what extend the flash card improve the students' vocabulary at the Eighth Year Students of SMP Negeri 8 Palopo and how are the students' perception toward the technique used by the researcher?

This research applied pre-experimental research with one group of pre-test and post-test design. This research was undertaken at eight year students of SMP Negeri 8 Palopo in 2010/2011 academic year. The numbers of populations were 120 students and the researcher took 25 students as samples using the random sampling technique. The researcher used observation checklist, and questionnaires as instruments of the data collection.

The result of this research shows that there were significant developments on students' vocabulary at eighth year's students of SMP Negeri 8 Palopo after conducting the treatments by using Flash card media. The result of the data analysis is acceptability because t $_{value}$ is bigger than t $_{table}$, with df 24 and standard significant 5% =2,06 and 1% = 2,80 (2,06 ≤ 13,3985765 ≥ 2,80).

CHAPTER I
INTRODUCTION

A. Background

Nowadays English is one of the international languages that has important role in globalization era. The ability to communicate with other in a second language needs comprehension, because people have to understand the people means and how to express or to convey statement and respond to other speaker.

Realizing the important of English, government of Indonesia through the department of National Education has included English language in curriculum since elementary school. To achieve instructional objective, the teacher should apply an appropriate method or technique in teaching, where there is a good relationship between method and instructional objective/ curriculum. Some students are afraid of using English in conversation because they are lack of vocabulary.

As most learners agree, it is crucial to know a lot of words if the people want to make progress in a foreign language[1]. Even if your grammar is excellent, but when you just want to be able to communicate your mean it is impossible without a wide vocabulary.

However, in order to communicate in other language, the important thing that must be done by the learner is how to memorize the vocabulary. No language exist without vocabulary and an extensive vocabulary aids expression and communication,

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[1]Dr. Thomas K Landauer, *http://lc.ust.hk/~sac/advice/english/vocabulary/V1.htm.* accessed on May 20th 2010.

vocabulary size has been directly linked to reading comprehension and a person may be judged by others based on his or her vocabularies.[2] It proves that communication is a key to associate and interact to another people, and all people need and implement it wherever and whenever they live.

In material definition, language is the combination of any words or vocabulary.[3] Besides, learning vocabulary is one of the first steps of learning a second languages and the acquisition of new vocabulary is a continuous process.

In teaching English there are many methods that can be applied by the teacher in teaching process. For example, direct method, silent way, suggestopedia, substitution drill and etc. In teaching method especially in teaching vocabulary we have to choose important word that always be used by the students in this case the vocabulary that can be used for the language performance. For example, vocabulary for daily communication, or for human relation in the class particularly and acquitting generally.
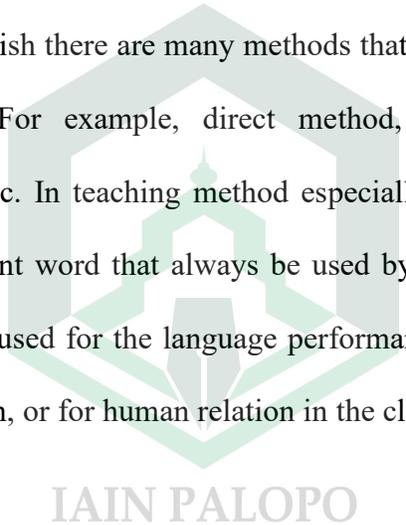
According to the source that researcher gets from internet, it is said that vocabulary flash cards are an excellent method of reviewing both old and new

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[2]Thomas K Landauer, *Vocabulary*, Online:http//en.wikipedia.ogr.wiki/vocabulary, accessed on May 20th 2010.

[3]Rachmat Taufik Hidayat, *Kosakata Bahasa Inggris,* (Cet. VIII: Yogyakarta; Pustaka Pelajar, 2009), p. 1.

vocabulary words. Not only they are the best way to learn vocabulary, but we may also use them in other way.[4]

A flashcard or flash card is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition.[5]

There are some points that the learners should focus in learning English. For example, how to arrange a good sentence or paragraph as the grammatical structure. Vocabulary as main necessary for teachers and learners of language teaching. Teacher must take into account the way to upgrade vocabularies' students because there are many students who still less of vocabulary especially for the Eight Year Students of SMP 8 Palopo
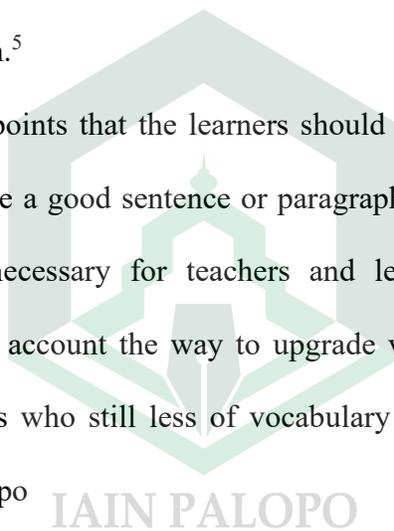
Realizing the problem above, teachers have to find out a method or technique to overcome the problem that can help students in enriching their vocabularies. In this research the researcher uses flash card media in improving students' vocabulary especially for the junior high school because we can not deny that they are still lack of vocabulary.

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[4]Dr. William D. Ramey, *Vocabulary Flash card*, Online: http:// en.wikipedia.org/ wiki/vocabulary flash cards (alternative methods) Page SA6: 11. accessed on May 20th 2010.

[5] Ibid*., Vocabulary Flash card.*

Therefore, the researcher is interested in conducting the research entitled "The Use of Flash Cards to Improve Vocabulary Achievement at the Eight Year Students of SMP Negeri 8 Palopo".

B. Problem Statements

Based on the background that has been explained above, the researcher formulated problem statement as follows:

1. "How significance is Flash card enriches the students' vocabulary at the Eight Year Students of SMP Negeri 8 Palopo?".

2. How are the students' perceptions toward the media used by the researcher?

C. Objectives of the Research

In this research, the researcher formulated two objectives which would be reached, namely:

1. To find out whether any enrichment of vocabulary by using media Flash Card at Eighth year students of SMP Negeri 8 Palopo.

2. To find out the student's perception toward media applied at Eighth year students of SMP Negeri 8 Palopo.

D. Significances of the Research

The result of this research was expected to be useful information for the students especially to the students at the Eight Year Student of SMP Negeri 8 Palopo

in improving their vocabulary by using Flash Card. especially the result of this research be useful:

1. To give information to the English teacher of SMP Negeri 8 who will improve their students' vocabulary.

2. To give contribution to the students of English in general especially for the students at SMP Negeri 8 Palopo.

3. To stimulate other researcher who wants to conduct the further researcher.

E. Definition of Terms

Based on the title that is "Enriching Vocabulary Through Media Flash Card at the Eighth Year Students of SMP Negeri 8 Palopo", the writer gives definition as follows:

1. Flash card is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study.

2. Vocabulary is a total number of words in a language and has many forms such as noun, verb, and adjective.[6]

F. Scope of the Research

This research was restricted at the implementation of Flash card in enriching students' Vocabulary Achievement especially of noun vocabulary at the Eighth Year

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[6] Martin H. Manser, Oxford Learner's Pocket Dictionary (Oxford University Press : 1991), p.461.

Students of SMP Negeri 8 Palopo". In this case the researcher makes the students improve their vocabulary by using Flash card.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. The Concept of Vocabulary

Napa writes that vocabulary is one of component or language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively.[1]

A vocabulary is defined as "all the words known and used by a particular person.[2] Jeremy Harmer states the vocabulary was seen as incidental to the main purpose of language teaching. Namely the acquisition of Grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it self.[3]

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[1] Pieter A. Napa, Vocabulary Development Skill. (Oxford University : New York, 1991), p.67.

[2] *Definition of Vocabulary, Online: http//en.wikipedia.org/wiki/Vocabulary - Tembolok - Mirip, Accessed on 3rd 2010.*

[3] Jeremy Harmer, The Practice of English Language Teaching. (New York: Longman, 1992), p. 154.

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with theirs meaning especially in a book for learning a foreign language.[4]

2. Types of Vocabulary

In learning vocabulary there are some types that always used by the learners as follows:

a. Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

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[4]Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 482.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.[5]

3. The Techniques used in the presentation of new vocabulary

The vocabularies that have been memorized before by the people of course must be presented in the real life. There are some approach and techniques that can be used in presenting a new vocabulary items as follows.

a. Visual techniques

These include flash cards, photograph, blackboard drawing, wallcharts and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as a food or furniture, and certain areas of vocabulary such as places, professions, descriptions of people, actions and activities (such as sport and verbs of movement). They often lend themselves easily to practice activities involving students interaction. For example, a set of pictures illustrating sporting activities could be used as a means of presenting items such as skiing, sailing, climbing, etc. These visual aids can then be used as a basic for a guide pair work dialogue.

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[5]Dr. Thomas K, *Types of Vocabulary, Online: http//en.wikipedia.org/wiki/**Vocabulary** - Tembolok - Mirip*, Accessed on 3rd 2010.

b. Verbal Techniques

1). Use of illustrative situations (oral or written)

This is most helpful when items become abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the concept. To illustrate the meaning of 'I don't mind', the following context may be useful:

Ali likes Dallas and Upstairs, Downstairs equally. Unfortunately, they are both on television at the same time. It doesn't matter to him which programme he watches. How does he answer this question?

Teacher : Do you want to watch Dallas or Upstairs, Downstairs?

Ali　　: I…

The teacher could then follow this with a check question to ensure that the concept has been grasped: Does he want to watch one programme more than another? He may then encourage students to use the idiom in different context, for instance: 'Do you want to tea or coffee? In order to elicit 'Tea, please, or 'coffee, please' or 'I don't mind'.

2). Use of synonymy and definition

Teacher often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanations. It would, for example, be justifiable at low levels to tell students that 'miserable' meant 'very sad'. Secondly, it is commonly used with higher

level students and subsequently qualified. 'Bloke', for instance, means the same as 'man', but is colloquial. This qualification is clearly very important.

Definition alone is often inadequate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limits of the items. For example, 'to break out' in 'a fire broke out' has the sense of 'to start', but this would be misleading definition for a learner and might encourage him to think that 'the lesson broke out' was acceptable English.

3). Contrast and Opposite

As with synonymy, this a technique which students themselves use, often asking 'what's opposite of…? A new item like 'sour' is easily illustrated by contrasting it with 'sweet' would already be known by intermediate level students. However, it is vital to illustrate the contexts in which is true. Sugar is sweet and lemons are sour, but the opposite of sweet wine isn't sour wine, and the opposite of sweet tea isn't sour tea.

4). Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. If students know 'hot' and 'cold', for example, a blackboard thermometer can be a framework for feeding in 'warm' and 'cool' and later 'freezing' and 'boiling'

5). Example of the type

To illustrate the meaning of super ordinates such as 'furniture', 'vegetable', 'meat', and 'transport', it is common procedure to exemplify them

e.g. table, chair, bed and sofa are all *furniture.* Some of these can of course also be dealt with through visual aids.

4. Different Types of Vocabulary Lists

In language teaching especially learning vocabulary there many types that can be used, by Using Word Champ, you can create five different types of vocabulary lists:

1. Translation

Translation lists contain flashcards with words, phrases, or sentences in one language on one side, and in a different language on the other side. You can use these vocabulary lists with most of the different drills, including translation, listening comprehension, verb conjugation, etc. (NOTE: This is the most common type of list that you will find on WordChamp)

2. Question and Answer

Question and answer lists contain flashcards that have a question on one side, and an answer on the other. You can use these lists to practice grammar, word choice, verb conjugations, analogies, etc. These lists can be used with the "Question and Answer" drill.

3. Synonyms

Synonym lists contain flashcards that have one or more words or phrases on one side, and synonyms for those words *in the same language* on the other

side. You can use these to practice vocabulary entirely in the target language (otherwise, you would use a "Translation" list). Synonym lists can be used in the "Synonyms" drill.

4. Antonyms

Antonym lists contain flashcards that have one or more words or phrases on one side, and antonyms (words with opposite meanings) for those words (*in the same language*) on the other side. You can use these to practice vocabulary entirely in the target language, and to create linkages between opposite words for the same contexts. Antonym lists can be used in the "Antonyms" drill.

5. Definitions

Definition lists contain flashcards that have one or more words on one side of the flashcard, and definitions for those words (*in the same language*) on the other side. You can use these to practice vocabulary entirely in the target language. Definition lists can be used in the new "Definitions" drill.[6]

5. The Principles of Learning and Teaching Vocabulary

If we learn vocabulary, it takes a lot of practice and context connection for us to learn it well. A rough grouping of words we understand when we hear them encompasses our 'passive' vocabulary, whereas our 'active' vocabulary is made up of words that come to our mind immediately when we have to use them

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[6]Types of Vocabulary list, online http://www. brainyquote. com/ words/vo/ vocabulary 237882.html. Accessed on 3rd 2010.

in a sentence as we speak, so one has to know it well and in combination with other word in phrases, where it is commonly used. In learning and teaching vocabulary there are some principles as follows:

1. Aims; the teacher should know the aims of the words taught.

2. Quantity; the number of new words, which students should possess and learn, must clear.

3. Need; it is necessary to select the words which teachers serve to students its selection process is based on the aims of the course and the objective of the individual lesson, students' background and language need.

4. Frequency exposure and repetition; there is a need of a certain amount of repetition until there is evidence that students learn the target words.

5. Meaningful Presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful and unambiguous.

6. Situation Presentation; the way in presenting the words should be appropriate to students' situation.

7. Presenting in Context; through reading material, new words or unfamiliar words can be presented as a medium in teaching vocabulary.

8. Learning vocabulary in the mother tongue and target language; in teaching the target words, teacher may use words of the mother tongue as a tool of compare similarities and differences of the words.

9. Guessing produce in learning vocabulary; guessing is a way in learning vocabulary. It leads students to think the meaning of the word taught.[7]

Before considering the criteria governing how we select vocabulary, we should first say something about what we select from : how does vocabulary reach the classroom? we can identify four main sources :

1. Through the course book. This will include the written and spoken texts. Activities for the presentation and practice of grammatical structures, testing exercises and so on. Even the instruction, for classroom activities can form a source of new vocabulary .

2. Through supplementary material (not designed specifically for institution or selected by the teacher himself. This may include texts, drills, narratives role plays, exercises, video, etc.

3. Through the students. A wide range of unanticipated and predictable item will inevitably surface from student enquiries, queries and errors.

4. Through specific vocabulary activities designed by the teacher for his particular group of students. [8]

6. Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be useful

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[7] J. Michael Wallace, *Teaching Vocabulary*,(English Language Book Society: Heinemann Educational Books,1982),p.22

[8] Ruth Gairns and Stuart Redman, *Working With Words: A Guide to Teaching and Learning Vocabulary(*New York Port Chester: Cambridge University Press, 1989*),*p.54.

to the student. One of the problems of vocabulary teaching is how to select what words to teach. Useful words are the word that occurs frequently in every day English. It is mean that, for beginner they only know from what they see, they hear, and so on.

There are two criteria used to determine which words to be taught:

a. Frequency is the common principle of vocabulary selection. We have to decide which word we should teach on the basis of how frequently are used by speaker of the language. The words which are most commonly used are the ones we should teach first.

b. Coverage, a word which covers more things is more useful than it   only has specific meaning.[9]

Beside that there some ways that must be paid attention for the learner foreign language especially in increasing their vocabulary systematically, namely:

1. Look for contextual clues to the meaning of unknown words as you read

The research team spent years investigating whales, dolphins,…,and other marine mammals.

From the information in the sentence, you can not deduce that the missing word must be another example of marine mammals. Being able to determine the meaning of unknown words from contextual clues can be used

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[9] Jeremy Harmer, *The Practice of English Language Teaching*.(London: Longman Group,1991).p.159.

to expand your vocabulary efficiently as you read. You save time by not looking up every new words in a dictionary, and you see how and when word is used as well as understanding its meaning.

2. Notice the grammatical function of words as you read

Recognizing the relationship in meaning and the difference in grammatical function among *attraction:* Noun, *attract:* verb, *attractive:* adjective, and *attractively:* adverb, will help you expand your vocabulary quickly. If you know that *persuasion* is a noun, when you are reading, you should be able to guess that *persuade* is verb, *persuasive* is an adjective, and *persuasively* is an adverb. Also, you should learn the three principal parts of verbs: the simple form, the past form, and the past participle form.

3. Learn the meaning of common Latin and Greek stems and affixes

Word derived from Latin and Greek stems and affixes appear very frequently in formal written English. Knowledge of these stems and affixes will enable you to decipher many of the new words that you find in your reading. Compared to the vocabulary of spoken English, the vocabulary items on the TOEFL are somewhat biased towards words derived from Latin and to a lesser extent, words derived from Greek. This bias appears both in the underlined words and in the possible answers. It is understandable since there is also very high percentage or such words in the type of formal written English involved in University studies. You can find list of Latin and Greek stems, prefixes and suffixes, with definitions and sample word in sample

sentence. In some dictionaries and in most books written specifically for vocabulary study.

4. Look up words you don not understand in a college dictionary

It is essential that you become familiar with and use regularly an American English dictionary. Although bilingual dictionary are useful especially to students with only beginning proficiency in English. They re not suitable for students who are planning to take the TOEFL and enter an America university. If you can not buy or borrow a good college dictionary, you can find such a dictionary in the library.

5. Develop vocabulary study system and attempt to use new words

Each individual has a preferred learning style, you must line the best way for you to review and practice new vocabulary. In the following exercise, you will experiment with several different study systems. As long as it is you who decides, from your extensive reading, what new words you wish to add your active vocabulary, any study system will do. You should not, however, rely on someone else's list of words definition. Develop your own lists and your own systems. Attempt to use the new words that you choose in both speaking and writing, thus expanding your active English vocabulary. Remember, however that the average English native speaker has a passive vocabulary (words he can recognize the meaning of, even if he rarely or never uses them) that is about seventeen times as large as his active vocabulary. Even if you do not find opportunities to use many of the new words you

encounter, intelligent extensive reading will help develop your passive vocabulary as well as, or even more than, your active vocabulary.[10]

7. Types of vocabulary learning

Why do you want to learn vocabulary? What type of vocabulary do you want to learn? Below are the titles of our other advice sheets about vocabulary learning. Each one suggests useful materials and tips for vocabulary learning. Just look at the ones which match your own aims or interests.

a. Learning Vocabulary from list/ text book

Do you prefer to learn vocabulary from lists or English Language textbooks rather than from your normal daily reading or listening? This advice sheet refers you to some of the wordlists and textbooks currently available.

b. Learning Vocabulary from reading or listening

One of the best ways to increase your vocabulary is to read or listen as much as you can. If you prefer to learn vocabulary from your normal reading or listening rather than using specially prepared wordlists, this advice sheet suggests some learning tips that may be useful.

c. Learning Vocabulary for Speaking and Writing

This advice sheet will be useful if you want to use new vocabulary in your writing or speaking, but find that words which you 'know' are not available when you need them.

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[10]Carol King & Nancy Stanley, *Building Skill for The TOEFL*, (London and Abingdon: Heinle and Heinle Publishers, 1983), p. 315.

d. Learning parts of words (word building)

This advice sheet focuses on learning prefixes, suffixes and common roots of English words (e.g. re-, -ment and -duct-). This will be useful if you are interested in guessing the meaning of new words, especially words which originally came from Latin (e.g. eject) or Greek (e.g. biography).

e. Learning Phrases or idioms

This advice sheet suggests material for learning vocabulary that consists of more than single words, i.e. phrases, phrasal verbs, idioms, proverbs etc.

In the other view, there are various criteria to select vocabulary. There are:

1) Frequency;

The high frequency of an item is no guarantee of usefulness but there is a significant correlation between two items so it is worth examining some of the work on frequency word- counts that has been carried out over recent decades.

2) Cultural factors;

One drawback of word count has not mentioned is based on the utterances of native speaker that will obviously reflect the cultural interest of the speaker.

3)   Need and Level

Vocabulary that will be taught have to appropriate with needs and level of the student. In this case, before teaching, the teacher should select the vocabulary student need for example vocabulary for beginner, middle and intermediate

4)   Expediency

Expedient vocabulary teaching occurs when the classroom demand it, engages the student interest, the students demands to know the meaning of a word and the course book dictates it.[11]

When the students learn the first language, they are developing concepts while learning the ways their language community expression. They may later use language in innovative ways to new concept.

These are some ways to learn vocabulary:

1) Students need to learn how to commit vocabulary to long term   memory.

2) Students must learn to discriminate variations in distribution and new bounds of meaning.

3) Students do not always realize that words are constructed of morphemes which share the burden of the meaning among them.

4) Students should learn to penetrate disguises.

5) Student must learn how to discover new words for themselves.

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[11] *Ibid.*p. 64

6) If they are not become discouraged, they need to learn that vocabulary is elastic and they can make much of the little they know by paraphrase, circumlocution and definition.

7)They must learn how to augment their own vocabulary steady and systematically.[12]

B. Flashcard

1. Definition of Flash card

A flashcard is a little piece of paper, the size of a business card, which has on one side a new language you're learning, and on the other side a word in your mother tongue. A flash card is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One write a question on a card and answer overleaf. Flash card can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format.[13]

Flash cards exercise the mental process of active recall: given a prompt (the question), one produce the answer. Beyond the content of cards, which are collected in decks, physical flash cards are necessarily two side, in some contexts one wishes to correctly produce the opposite side of being presented with either side, such as in

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[12] Wilga M. Rivers, *Teaching Foreign Language Skills*,(Chicago and London: The University of Chicago Pres,1981),p.464

[13]Dr. William D Ramei, *Flash card*, Online: http://en.wikipedia.org/wiki/Flashcard. accessed on may 20th 2010.

foreign language vocabulary. In other context one is content to go in only one direction, such as in producing a poem given its title or incipit (opening). For physical, one may either use a single card, flipping it according to the direction or two parallel decks and they have a number of uses that can be very simple or very elaborate for the person to memorize.[14]

2. Vocabulary Flash Card

Vocabulary flash cards are an excellent method of reviewing both old and new vocabulary word. Not only they are the best way to learn vocabulary but you may also use them in other ways. For example, key ideas may be written out and reviewed. In addition, declension such as the article can be put on a card for easy reviewing. There are some essential information be contained on the vocabulary flash card as follows:

a. Lexical form on the vocabulary word

The vocabulary study at the conclusion of every lesson cites the lexical form-the nominative singular. This is the form of the word that should occur on the front of the vocabulary flash card.

b. The definite article

The definite article must be memorized with the noun-no exceptions. The article is the key to the gender of the noun. Whether the article appears with the lexical form on front of the card, or on the back, it must be memorized inseparable with the noun.

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[14] *Ibid.*, Flash card.

c. The genitive singular

The genitive singular must be memorized with the noun-no exception. The genitive singular is the key to the declensional pattern of the noun. The vocabulary studies at the conclusion of the lesson will include enough letters to determine the genitive singular of noun. Normally, the genitive singular is signified by a hyphen with a letter of letters following. The genitive singular always follows the lexical form, and then the article in the vocabulary studies.

d. The stem

The Greek nominal system is based on word stems that remain constant when various suffixes modify the word's grammatical function in the sentence. This means you need to know only know a noun's stem and add the different case endings. To read Greek well, it is essential to identify the stem of a word.

e. Part of speech

Parts of speech are the building blocks to put phrases, clauses, sentences and paragraph together. To put them together properly each piece needs to be identified correctly and what role it plays in its context. For centuries, words have been generally categorized into nine different slots, depending how they functioned in a sentence. The different function slots are as follows:

- ➤ Article- a word that can modify any substantive

- ➤ Noun – name of a person, place, thing, quality, action or idea.

- ➤ Pronoun – a word that substitute for a noun.

- ➤ Adjective – a word that modifies qualifies or describes nouns.

> ➤ Verb – indicated action or state of a being.

> ➤ Adverb – a word that modifies or qualifiers a verb, an adjective or another adverb.

> ➤ Preposition – a word that defines more clearly the significance of the case of a noun that follows it.

> ➤ Conjunction – a word that connects words, phrases or clauses.

> ➤ Interjection – an exclamatory word that expresses feeling. The part of speech of the word being learned must appear somewhere on the vocabulary card- preferably on the backside of the card.[15]

> - The advantages and disadvantages of flashcards.

This method is perhaps most difficult, but the most rewarding in the end. Notice that the declension in which the noun belongs is also cited on the back of the card- very important. This arrangement, how ever may require small printing for placing all of this information on the back. Besides that flash cards is more interesting in memorizing a new vocabulary.

3. How to make Vocabulary Flash cards

Flash card 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 roll around. There are some ways to make flash card as follows.

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[15]Dr. William D Ramei, *Vocabulary Flash card*, http://en.wikipedia.org/wiki/vocabulary flash cards (alternative methods) Page SA6: 11

1. Assemble your materials**.**

   There's nothing worse than starting a project without everything you need.

2. On the front of the flash card:

   Write a vocabulary word, and only the word, neatly on the front of a 3 x 5 card in pencil. Center the word both horizontally and vertically, and be sure to keep the front of the card free from extra markings, smudges or doodles. Why? You'll see why in a minute.

3. On the upper left corner of the back of the flash card:

   On the reverse side, the information side of the flash card, write a definition for the word in the upper left corner. Make sure your write the definition in your own words. This is key, if you writ

4. On the upper right corner of the back of the flash card.

   Write the part of speech in the upper right corner of the info side. Make sure you understand what the part of speech means before writing it down. Then, color-code it. Highlight the part of speech with one color. When you make another flash card with another part of speech you will use a different color. Make all the nouns yellow, all the verbs blue, etc.

5. On the lower left corner of the back of the flash card.

   Use the vocabulary word in a sentence you will remember. Make the sentence steamy, hilarious, or creative in some other way. If you write a bland sentence, your chances of remembering what the word means go away down.

Example of memorable sentence: My pompous ex-boyfriend used to think he could get any girl he wanted, until he met my friend Mandy, who laughed at his conceited self in front of the entire school.

Example of non-memorable sentence: The King, whose pompous heads-of-state were trying to dethrone, decide to flee the country to save his own life.

6. On the lower right corner of the back of the flash card'

Draw a small picture/graphic to go with the vocabulary word. It doesn't have to be artistic-just something that reminds you of definition. For the word "pompous", or "conceited", may be you'd draw a stick person with his nose in the air. Why? You remember picture much better that words, which is the reason you can't write anything on the front of the card besides the vocabulary word – you'd remember the design and associated it with the definition instead of associating the word with the definition.

7. Repeat this process for every one of your vocabulary words, until you have a deck of flash card.

8. Punch a hole in the middle of the right of each flash card and then hook all the cards together with the key ring, ribbon or rubber band. You don't want to lose them all over your book bag.[16]

Memorization is an important part of learning new vocabulary words. The advantage of flash card media namely, By making your own vocabulary flash

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[16]Dr. William D Ramei, *Vocabulary Flash card*, Online: http:// testprep.about.com/ od/tipsfor testing/ht/make_ Flashcard.htm. accessed on may 20th 2010.

cards you increase your level of interactivity with new words which helps make the memorization process easier. Also, if you choose to color code your vocabulary cards, your memory recall will improve due to color association. Beside that media flash card also had disadvantage because it need some thing that must be prepared like as follows:

a. Scissors

b. Dictionary or textbook

c. Index cards

This media works as follows:

1. Step 1

   Use large index cards cut into quarters. A single 5" x 8" index card will yield four sturdy 1.25" x 2" flash cards.

2. Step 2

   Write the new vocabulary word on the unlined side of the flash card. Write the word as large as possible. Keep the word centered both horizontally and vertically on the card.

3. Step 3

   Flip the card over. Write a short definition of the word on the lined side of the flash card. Keep this definition centered vertically.

4. Step 4

Write the vocabulary word's part of speech in the bottom right corner of the lined side of the flash card. If you used a textbook to define the word, write the book name and page number in the upper right corner.

5. Step 5

Color code your vocabulary flash cards according to part of speech. Use a different color index card for each type of word. For example, nouns can be blue and verbs can be green.

Tips & Warnings

- Review your handmade vocabulary flash cards for five or ten minutes several times a day.

- Add more flash cards as you grow confident with the words you have already selected.

- Mix the cards up while reviewing. Don't keep them in the same order all the time.
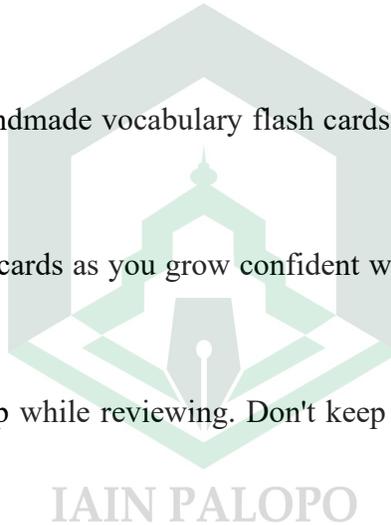
C. *Theoritical Framework*

The theoretical framework in this research can be seen in the diagram below:

INPUT	PROCESS	OUTPUT

Students' Knowledge about Vocabulary	Teaching and Learning Vocabulary process through Flash card	Students' Vocabulary achievement
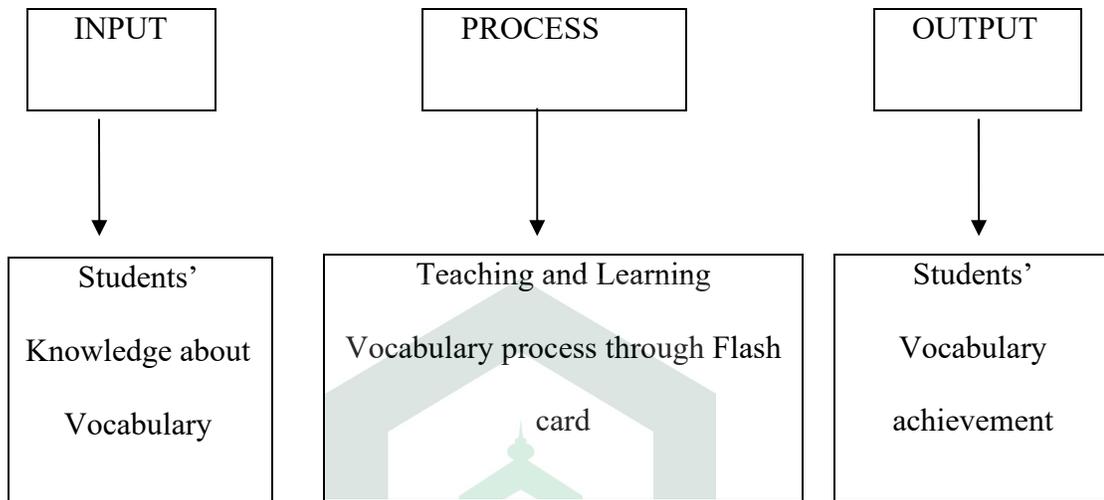
In the diagram above there are input, process, and output can be explained in the following :

1. Input refers to the students' ability about vocabulary.
2. Process refers to teaching and learning vocabulary process through flash card
3. Output refers to the students' vocabulary achievement.

D. *Hypothesis*

This hypothesis is temporary answer toward the result that be expected. Based on the explanation on the chapter one, that is introduction so the hypothesis in this research is formulated as follows.

Null hypothesis (Ho: there is no significant on vocabulary achievement between the students who will develop their vocabulary through flash card and the students who do not use flash card).

Alternative hypothesis (Ha: there is significant different on vocabulary achievement between the students who will develop their vocabulary through flash card and the students who do not use flash card).

IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. *Method and Design of the Research*

1. Method

   The writer applied experimental research, with experimental group will be treated by using flash card. It expected will improve the students' competence in vocabulary include noun, verb and adjective, etc.

2. Design

   The design of the research could be descanted as follows:

$$\boxed{E = O_1 \ X \ O_2}$$

   Notation:

   E : Experimental

   O_1 : Pre- Test

   X : Treatment

   O_2 : Post- Test[1]

B. *Variables and Operational Definition*

1. Variables

   There were two variables in this research, namely:

a. Independent variable is Flash card

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[1]Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D),* Bandung: Alfabeta, 2008), p. 100.

b. Dependent variable is Improvement of student' vocabulary.

2. Operational Definition

a. Flash card exercise the mental process of active recall, give a prompt (the question), one produce the answer beyond the content of cards which are collected in a decks.

b. Vocabulary is a list of words in alphabetical order with meanings for example; added as a supplement to a book dealing with a particular subject.

c. The developing students' vocabulary is increasing students' vocabulary after giving some new words by using flash card.

C. Population and Sample

1. Population

The population of this research would be taken from the eight year students of SMP Negeri 8 Palopo in academic year 2009/ 2010. The populations were about 120 students

2. Sample

This research used purposive sampling. The sample of this research is the students at the eighth year of SMP Negeri 8 Palopo. It consists of eight classes but the writer just wants to take one class and there are 25 students as sample of this research.

D. Instrument

In this research, the researcher used Observation Check list and questionnaire that consist of pre-test and post-test. For this test, the writer gave some questions of vocabulary test that consists of thirty points. The treatment tests are about ten vocabularies of adjective, ten vocabularies of nouns, ten vocabularies of verbs, ten vocabularies of adverbs and ten vocabularies of conjunctions. The researcher will make observation checklist. It is to know the students responses about teaching vocabulary through flash card.

E. Data Collection Procedures

1. Pre –test

Before giving some information and explanation about flash card, where the writer will give vocabulary, neatly on the front of a 3 x 5 card in pencil. Center the word both horizontally and vertically. The writer will give pretest for the students to know how far the competence of the students' vocabulary. In this case the writer gives some English vocabularies:

1. Confused	11. Spirit	21. Yard
2. Step	12. Like	22. Generally
3. Sound	13. Doubt	23. Ambition
4. Diligent	14. Funny	24. Classmate
5. Line	15. Window	25. Research

6. Guest	16. Hole	26. Cancel
7. Leak	17. Plain	27. Flower
8. Finish	18. Today	28. Clear
9. Tale	19. Scene	29. Easy
10. Manner	20. Guilt	30. Wrong

2. Treatment

After giving pre-test, the treatment had been given in seven meetings. These steps as follows:

a. The first step, the research would give explanation about the flash card in memorizing vocabulary.

b. The second step, the research would learn about verb that consist of ten vocabularies by using flash card and make it in a right sentence.

c. The third step, the research would learn about adjective that consist of ten vocabularies by using flash card and make it in a right sentence.

d. The fourth step, the research would learn about noun that consist of ten vocabularies by using flash card and make it in a right sentence.

e. The fifth step, the researcher would give the way how learn the adverb that consist of ten vocabularies and the meaning to develop their vocabulary by using flash card and make it in a right sentence.

f.   The sixth step, the researcher would teaches vocabulary that consists of ten vocabularies about flash card based on noun and makes it in a right sentence.

g. The seventh step, the research would learn about conjunction by using flash card and make it in a right sentence.

3. Post-test

   In the post-test, the researcher gave question as the same as in the pre-test to know the students' vocabulary achievement more increase or just the same before.

1. Confused	11. Spirit	21. Yard
2. Step	12. Like	22. Generally
3. Sound	13. Doubt	23. Ambition
4. Diligent	14. Funny	24. Classmate
5. Line	15. Window	25. Research
6. Guest	16. Hole	26. Cancel
7. Leak	17. Plain	27. Flower
8. Finish	18. Today	28. Clear
9. Tale	19. Scene	29. Easy
10. Manner	20. Guilt	30. Wrong

F. Data Analysis Procedure

   To analysis the data, the researcher will use the following steps:

1. *Scoring the students' correct answer by the following the formula:*

$$\text{Score} = \frac{\text{Students}'\text{ correct answer}}{\text{Total number}} \text{ x } 10$$

2. *Classifying the students' score by using percentage below:*

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

Where

   P = Percentage

   F = Cumulative Frequency

   N = Total Number

3. *Calculating the mean score of the students*

$$\overline{X} = \frac{\sum X}{N}$$

Where

   X   = Mean Score

   $\sum X$ = Total score

   N = Total sample.[2]

4. *Looking for standard deviation from difference (SDD)*

$$SDD = \sqrt{\frac{\sum_D 2}{N} - \frac{(\sum D)^2}{(N)}}$$

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[2] Suharsimi arikunto, *Prosedur Penelitian suatu Pendekatan praktek,* (Cet.XI; Jakarta: PT. Rineka Cipta, 1998), p. 306.

5. *Looking for error standard from mean of difference, by using following formula*

$$to = \frac{SD}{\sqrt{N-1}}$$

6. *Looking for error standard from mean of difference, by using following formula:*

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

Where

MD = Mean of Difference

SE_{MD} = Error Standard from MD

7. *Criteria of hypothesis acceptability*

This research will use 95^0 level of improvement and the consolation is on 5% of significance column.

If $t_0 \geq t_t$ = Reject null hypothesis

If $t_0 \leq t_t$ = Receive null hypothesis[3]

[3] Sudrajat Subana dan Rahardi Muersetio, statistic Pendidikan (Cet I. Bandung; CT. Pustaka Setia, 2001), p. 173

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of two parts. The first part is the finding of data analysis and the second part is discussion or the description of finding.

A. Findings

1. Students' score in pre-test and post test

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

Table 4.1

The score of students' vocabulary in pre-test

No	Respondent	Correct answer	Score
1	R_1	6	2
2	R_2	8	2,6
3	R_3	7	2,3
4	R_4	7	2,3
5	R_5	10	3,3
6	R_6	5	1,6
7	R_7	11	3,6
8	R_8	8	2,6

9	R$_9$	8	2,6
10	R$_{10}$	15	5
11	R$_{11}$	10	3,3
12	R$_{12}$	17	5,6
13	R$_{13}$	9	3
14	R$_{14}$	9	3
15	R$_{15}$	7	2,3
16	R$_{16}$	5	1,6
17	R$_{17}$	11	3,6
18	R$_{18}$	18	6
19	R$_{19}$	15	5
20	R$_{20}$	12	4
21	R$_{21}$	6	2
22	R$_{22}$	8	2,6
23	R$_{23}$	5	1,6
24	R$_{24}$	3	1
25	R$_{25}$	7	2,3

The table 4.1 shows that 1 respondent got 18 correct answer. And there were 4 students got score 2,6 and 2,3, there were 3 students got score1,6, there were 2 students got score 5, 3,6, 3,3, 3, and 2, and 1 student got score 6, 4, 1, and 5,6.

Table 4.2

Score classification of the students' vocabulary in pre-test

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	-
Very good	8,6 – 9,5	-	-
Good	7,6 – 8,5	-	-
Fairly good	6,6 – 7,5	-	-
Fairly	5,6 – 6,5	2	8%
Fairly poor	3,6 – 5,5	5	20 %
Poor	0 – 3,5	18	72 %
Total		25	100 %

The table shows that the eight year students of SMP Negeri 8 Palopo in answering vocabulary test, there was no students having excellent, very good, good and fairly good category. There were 2 students (8%) had fairly category, 5 students (20%) had fairly poor category and there were 18 students (72%) had poor category.

Table 4.3

The score of students' vocabulary in post-test

No	Respondent	Correct answer	Score
1	R_1	15	5
2	R_2	17	5,6
3	R_3	17	5,6
4	R_4	20	6,6
5	R_5	17	5,6
6	R_6	19	6,3
7	R_7	21	7
8	R_8	15	5
9	R_9	17	5,6
10	R_{10}	20	6,6
11	R_{11}	22	7,3
12	R_{12}	25	8,3
13	R_{13}	12	4
14	R_{14}	16	5,3
15	R_{15}	15	5
16	R_{16}	10	3,3
17	R_{17}	25	8,3
18	R_{18}	26	8,6

19	R_{19}	20	6,6
20	R_{20}	24	8
21	R_{21}	12	4
22	R_{22}	14	4,6
23	R_{23}	15	5
24	R_{24}	10	3,3
25	R_{25}	20	6,6

The table above shows that there were students got score (R_{18} 8,6), (R_{20} 8), (R_{11} 7,3), (R_7 7), (R_6 6,3) (R_{14} 5,3) and (R_{22} 4,6). There were 2 students got (8,3), (4), (3,3). There were 4 students got score (6,6), (5,6), and (5).

Table 4.4 (Score classification of the students' vocabulary in post-test)

Classification	Score	Frequency	Percentage
Excellent	9,6 – 10	-	-
Very good	8,6 – 9,5	1	4%
Good	7,6 – 8,5	3	12%
Fairly good	6,6 – 7,5	6	24%
Fairly	5,6 – 6,5	5	20%
Fairly poor	3,6 – 5,5	8	32%
Poor	0 – 3,5	2	8%
Total		25	100 %

The table above shows that the eight year students' of SMP Negeri 8 Palopo in answering vocabulary test, there were only 2 (8%) students having poor and 8 (32%) students having fairly poor category. There were 5 students (20%) had fairly, 5 students (24) had fairly good category, 3 students (12%) had good category, 1 student (4%) had very good category and no student had excellent.

Table 4.5

The score of students' vocabulary in pre-test and post-test

Respondent	Variable X (pre-test)	Variable Y (post-test)	$D = (X - Y)$	$D^2 = (X - Y)^2$
R_1	2	5	-3	9
R_2	2,6	5,6	-3	9
R_3	2,3	5,6	-3,3	10,89
R_4	2,3	6,6	-4,3	18,49
R_5	3,3	5,6	-2,3	5,29
R_6	1,6	6,3	-4,7	22,09
R_7	3,6	7	-3,4	11,56
R_8	2,6	5	-2,4	5,76
R_9	2,6	5,6	-3	9
R_{10}	5	6,6	-1,6	2,56
R_{11}	3,3	7,3	-4	16
R_{12}	5,6	8,3	-2,7	7,29

R$_{13}$	3	4	-4	16
R$_{14}$	3	5,3	-2,3	5,29
R$_{15}$	2,3	5	-2,7	7,29
R$_{16}$	1,6	3,3	-1,7	2,89
R$_{17}$	3,6	8,3	-4,7	22,09
R$_{18}$	6	8,6	-2,6	6,76
R$_{19}$	5	6,6	-1,6	2,56
R$_{20}$	4	8	-4	16
R$_{21}$	2	4	-2	4
R$_{22}$	2,6	4,6	-2	4
R$_{23}$	1,6	5	-3,4	11,56
R$_{24}$	1	3,3	-2,3	5,29
R$_{25}$	2,3	6,6	-4,3	18,49
N=25	$\sum$X$_1$=78,4	$\sum$Y$_1$=147,1	$\sum$D=-75,3	$\sum$D^2=257,15

From the table 4.5, $\sum D$ = -75,3 and $\sum D^2$ = 257,15. The next finding the different between variable X (pre-test) and variable Y (post-test) as follow :

$$SD_D = \sqrt{\frac{\sum D2}{N} - (\frac{\sum D}{N})^2}$$

$$= \sqrt{\frac{257,15}{25} - (\frac{75,3}{N25})^2}$$

$$= \sqrt{10.286 - (3,012)^2}$$

$$= \sqrt{10,286 - 9.072144}$$

$$= \sqrt{1,213856}$$

$$= 1.1017$$

After standard deviation of difference (SD$_D$) about 1,10175133 the next looking for standard error of mean difference (SE$_{MD}$) between variable X (pre-test) and variable Y (post-test) as follow :

$$\text{SE}_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{1,1017}{\sqrt{25-1}}$$

$$= \frac{1,1017}{\sqrt{24}}$$

$$= \frac{1,1017}{4,899}$$

$$= 0,2248$$

After finding SE$_{MD}$, the next looking for MD as follows :

$$\text{MD} = \frac{\Sigma D}{N}$$

$$= \frac{75,3}{25}$$

$$= 3,012$$

Now finding t value (t_o) as follows :

$$t_o \quad = \frac{MD}{SE_{MD}}$$

$$= \frac{3,012}{0.2248}$$

$$= 13,3985765.$$

10. Questionnaires' Analysis

Some factors of students' motivation in learning vocabulary were measured through questionnaire that consists of 12 items. Score of the students' motivation in learning vocabularies were elaborated through that table distribution frequency, percentage of each item, as follows:

Table 4.6

The students' attitude in learning English by using flash card

No	Statement	Item of choice	Frequency	Percentage
1	I like study English by flash card	Strongly agree	15	60%
		Agree	3	12%
		Neutral	5	20%
		Disagree	1	4%
		Strongly disagree	1	4%
Total			25	100%

Table 4.6 indicates that the students' attitude in learning English by using flash card is very high. This case is proven by the students' answer. 15 students or 60% choose strongly agree, 3 students or 12% choose agree, 5 students or 20% choose neutral, 1 students or 12% choose disagree and there was 1 student or 12% strongly disagree.

Table 4.7

The students' attitude toward flash card

No	Statement	Item of choice	Frequency	Percentage
2	flash card is a good technique in improving students vocabulary	Strongly agree	12	48%
		Agree	12	48%
		Neutral	1	4%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.7 indicates that the students' attitude in determining that one of the good technique in improving students' vocabulary by using flash card. This case is proven by the students' answer. 12 students or 48% choose strongly agree, 12 students or 48% choose agree, 1 student or 4% choose neutral, 1 and there were no students choose disagree and strongly disagree.

Table 4.8

The students' attitude in attending the material (flash card)

No	Statement	Item of choice	Frequency	Percentage
3	The frequency of the meeting can influence the effectiveness of this method	Strongly agree	6	24%
		Agree	7	28%
		Neutral	2	8%
		Disagree	3	12%
		Strongly disagree	7	28%
Total			25	100%

Table 4.8 indicates that the frequency in the meeting to the effectiveness of the technique. This case is proven by the students' answer. 6 students or 24% choose strongly agree, 7 students or 28% choose agree 2 students or 8% choose neutral, 3 students or 12% choose disagree and there were 7 students or 28% choose strongly disagree.

Table 4.9

**Students' attitude toward flash card in improving
Students' Vocabulary**

No	Statement	Item of choice	Frequency	Percentage
4	flash card more enjoyable and interesting than another technique	Strongly agree	5	20%
		Agree	4	16%
		Neutral	14	56%
		Disagree	1	4%
		Strongly disagree	1	4%
Total			25	100%

Table 4.9 indicates that the flash card media is more enjoyable and interesting than another media in practicing vocabulary. This case is proven by the students' answer. 5 students or 20% choose strongly agree, 4 students or 16% choose agree, 14 students or 56% choose neutral, 1 student or 4% choose disagree and there was 1 student or 4% choose strongly disagree.

Table 4.10

Students' attitude toward flash card technique

No	Statement	Item of choice	Frequency	Percentage
5	Flash card technique can make the students be bored in practicing their vocabulary.	Strongly agree	2	8%
		Agree	1	4%
		Neutral	1	4%
		Disagree	8	32%
		Strongly disagree	13	52%
Total			25	100%

Table 4.10 indicates that the flash card technique did not make the students boring in practicing their vocabulary. This case is proven by the students' answer. 2 students or 8% choose strongly agree, 1 student or 4% choose agree, 1 student or 4% choose neutral, 8 students or 32% choose disagree and there were 13 students or 52% choose strongly disagree.

Table 4.11

Students' attitude toward flash card in improving students' vocabulary

No	Statement	Item of choice	Frequency	Percentage
6	Flash card can improve students' vocabulary.	Strongly agree	4	16%
		Agree	5	20%
		Neutral	16	64%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

Table 4.11 indicates that most of the students were agree that flash card can improve students' vocabulary. This case is proven by the students' answer. 4 students or 16% choose strongly agree, 5 students or 20% choose agree, 16 students or 64% choose neutral, and there were no students choose disagree and strongly disagree.

Table 4.12

Students' attitude toward flash card in learning English (bored)

No	Statement	Item of choice	Frequency	Percentage
7	This technique just make the students be boring to study English' vocabulary than another technique.	Strongly agree	2	8%
		Agree	2	8%
		Neutral	3	12%
		Disagree	6	24%
		Strongly disagree	12	48%
Total			25	100%

Table 4.12 indicates that most of the students disagree that flash card technique can make the students be boring in practicing their vocabulary. This case is proven by the students' answer. There were 2 students or 8% choose strongly agree, 2 students or 8% choose agree, 3 students or 12% choose neutral, 6 students or 24% choose disagree, and there were 12 students or 48% choose strongly disagree.

Table 4.13

Students' attitude in self confidence through flash card

No	Statement	Item of choice	Frequency	Percentage
8	Flash card can not improve my self confidence in practicing vocabulary because I'm shy with my friends	Strongly agree	5	20%
		Agree	3	12%
		Neutral	2	8%
		Disagree	10	40%
		Strongly disagree	5	20%
Total			25	100%

Table 4.13 indicates that most of the students disagree if flash card can not improve the students' self confidence in practicing vocabulary. This case is proven by the students' answer. 5 students or 20% choose strongly agree, 3 students or 12% choose agree, 2 students or 8% choose neutral, 10students or 40% choose disagree, and there was 5 students or 20% choose strongly disagree.

Table 4.14

Students' attitude in learning flash card (students' time)

No	Statement	Item of choice	Frequency	Percentage
9	Flash card just wastes my time in studying English.	Strongly agree	-	0%
		Agree	2	8%
		Neutral	2	8%
		Disagree	6	24%
		Strongly disagree	15	60%
Total			25	100%

Table 4.14 indicates that most of students disagree if flash card technique just waste the time in studying English. This case is proven by the students' answer. There were no students choose strongly agree, 2 student or 8% choose agree, 2 students or 8% choose neutral, 6 students or 24% choose disagree, and there were 15 students or 60% choose strongly disagree.

Table 4.15
Students' attitude in learning flash card

No	Statement	Item of choice	Frequency	Percentage
10	flash card should be done every day	Strongly agree	3	12%
		Agree	5	20%
		Neutral	11	44%
		Disagree	3	12%
		Strongly disagree	3	12%
Total			25	100%

Table 4.15 indicates that should be done every day. This case is proven by the students' answer. 3 students or 12% choose strongly agree, 5 students or 20% choose agree, 11 students or 44% choose neutral, 3 students or 12% choose disagree and there were 3 students or 12% choose disagree.

Table 4.16

Students' attitude toward the material based on students' level.

No	Statement	Item of choice	Frequency	Percentage
11	This material was suitable with your level.	Strongly agree	15	60%
		Agree	4	16%
		Neutral	5	20%
		Disagree	1	4%
		Strongly disagree	-	0%
Total			25	100%

Table 4.16 indicates that most of students agree if the flash card was suitable with their level. This case is proven by the students' answer. 15 students or 60% choose strongly agree, 4 students or 16% choose agree, 5 students or 20% choose neutral, 1 students or 4% choose disagree and there were not students choose disagree.

Table 4.17

Students' attitude in learning the method to improve the students' motivation.

No	Statement	Item of choice	frequency	Percentage
12	After doing flash card I can improve my spirit in studying English.	Strongly agree	12	48%
		Agree	7	28%
		Neutral	6	24%
		Disagree	-	0%
		Strongly disagree	-	0%
Total			25	100%

The table 4.17 indicates that most of students agree if flash card can improve their spirit in learning English. This case is proved by the students' answer. 12 students or 48% choose strongly agree, 7 students or 28% choose agree, 6 students or 24% choose neutral, and there was not students choose disagree and strongly disagree.

B. Discussion

Looking the result of data analysis, the researcher presents the discussion of data given to the students. Based on the pre-test, the students have low vocabulary of English with mean score 74,8. And after they were taught four times through flash card, the students achievement increase with mean score 147,1. Based on the result of post-test, it means that the total score between the result of pre-test and post-test are significantly different.

Seeing the comparison of students pre-test and post-test above, the researcher can conclude that there was improvement of students' vocabulary after giving treatment through flash card.

The standard deviation of students is 1,1017. The result of t_{table} (t_t) with significant 5% we got 2,6 to with significant 1% we got 2,80. With comparing t_t and t_o which is got pre-test and post-test, the researcher gives interpretation "t_o" is bigger than "t_t" is showed as follows :

$$2,06 \leq 13,3985765 \geq 2,80$$

Since "t_o" is bigger than "t_t", the score of the students' vocabulary before and after treatment is significant. It means that flash card can improve students vocabulary.

After that, finding t_{table} (t_t) as follows :

$D_F = N - 1$

$D_F = 25 - 1$

$D_F = 24$

Based on the table "t_t" standard of significant 5% with D_F = 24 is 2,06 and standard of signicant 1% with D_F = 2,80. Based on the result above, the researcher gives interpretation that t_{table} (t_t) is smaller than t_{value} (t_o)

$$2,06 \leq 13,3985765 \geq 2,80$$

Where 2,06 is smaller than 13,3985765and 13,3985765is bigger than 2,80.

Based on paired of the samples statistic and sample test above. The result of this research indicates that null hypothesis is rejected and alternative hypothesis is accepted.
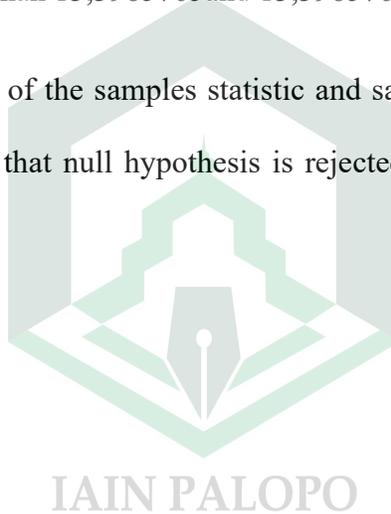
LIST OF TABLES

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items are presented as follows:

A. Conclusions

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researcher has come to the following conclusions:

1. Having conducted the treatments by using Flash card method, it is found that this method can give significant development toward the students' vocabulary ability in English where We can see the result $2,6 \leq 13,3985765 \geq 2,80$. It means that by using flash card method it can improve students' vocabulary at the eight year students of SMP 8 Negeri Palopo.

2. Having analyzed the result of students' perceptions toward the method applied by the researcher in this research, it is found that most of the students gave positive respond and enjoy learning by using flash card.

B. Suggestions

Having concluded the result of this research, the researcher further suggests some points as follows:

1. The teachers should provide more chances to the students practicing their vocabulary in the classroom.

2. The teachers should always encourage students in learning vocabulary in English.

3. The teachers should always be creative in designing the vocabulary activity in the classroom.

4. The teachers should provide fun and enjoyable situation in order students are not bored.

5. The students should be more active practicing their vocabulary in the classroom.
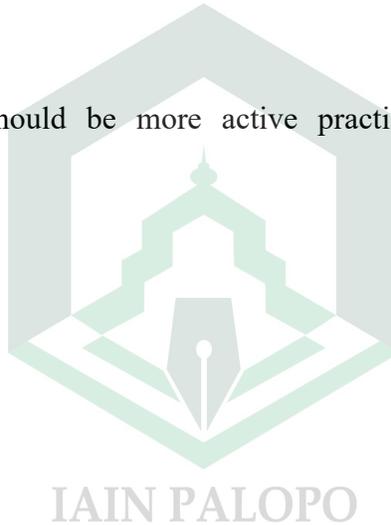
TEST FOR PRE-TEST

Try to translate the word below into Indonesian language.

1. Confused	11. Spirit
2. Step	12. Like
3. Sound	13. Doubt
4. Diligent	14. Funny
5. Line	15. Window
6. Guest	16. Hole
7. Leak	17. Plain
8. Finish	18. Today
9. Tale	19. Scene
10. Manner	20. Guilt
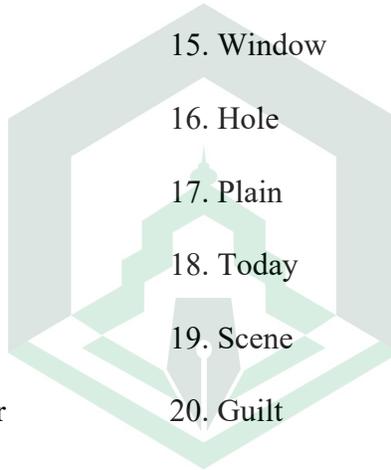
IAIN PALOPO

TEST FOR POST-TEST

Try to translate the word below into Indonesian language.

1. Confused	11. Spirit
2. Step	12. Like
3. Sound	13. Doubt
4. Diligent	14. Funny
5. Line	15. Window
6. Guest	16. Hole
7. Leak	17. Plain
8. Finish	18. Today
9. Tale	19. Scene
10. Manner	20. Guilt
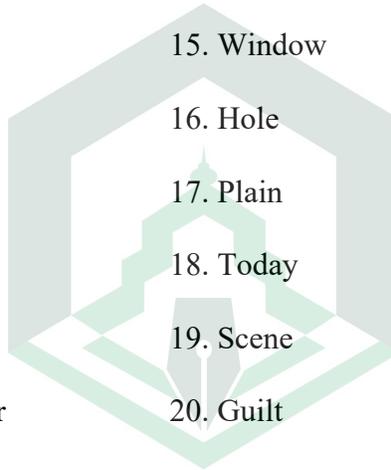
APPENDIX II

TREATMENT I

1. Opening class

2. Giving explanation about how to use flash card

3. Giving correction if there is mistake.

 4. Closing class

APPENDIX III

TREATMENT II

1. Opening class

2. Memorizing the verbs below by using flash card technique.

   a. accuse   f. aspire

   b confess   g. suppose

   c. allude   h. beat

   d. seem   i. avoid

   e. reach   j. distinguish

3. Giving correction if there is mistake.

4. Closing class

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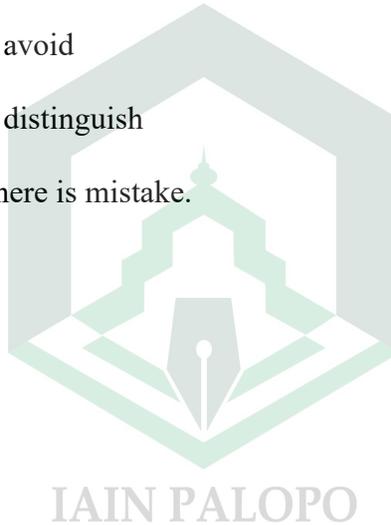
APPENDIX IV

TREATMENT III

1. Opening class

2. Memorizing the adjective below by using flash card technique.

   a. abstract   f. curved

   b alive   g. direct

   c. humble   h. empty

   d. sharp   i. dry

   e. cheap   j. polite

3. Giving correction if there is mistake.
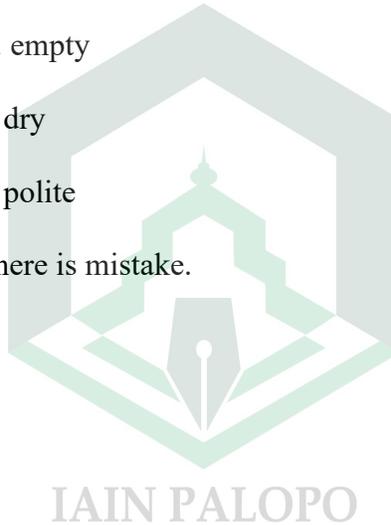
4. Closing class

APPENDIX V

TREATMENT IV

1. Opening class

2. Memorizing the adverbs below by using flash card technique.

   a. under   f. in

   b on   g. there

   c. here   h. in the class

   d. near   i. yesterday

   e. behind the class   j. tomorrow

3. Giving correction if there is mistake.

4. Closing class

**TREATMENT V**

1. Opening class

2. Memorizing the noun below by using flash card technique.

   a. animal   f. meat

   b baggage   g. fish

   c. drug   h. window

   d. cupboard   i. circle

   e. hall   j. yard

3. Giving correction if there is mistake.

4. Closing class

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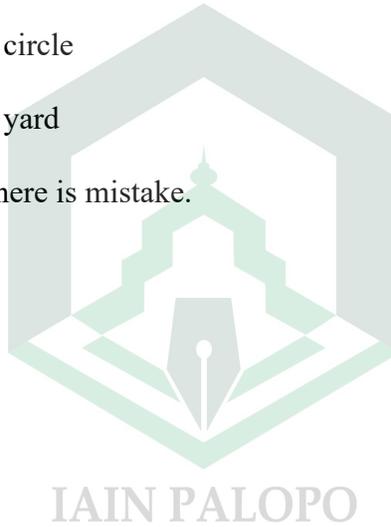
TREATMENT VI

1. Opening class

2. Memorizing the conjunction below by using flash card technique.

   a. for   f. either

   b nor   g. whereas

   c. after   h. but

   d. and   i. yet

   e. if   j. because

3. Giving correction if there is mistake.

4. Closing class

TEST FOR POST-TEST

Try to translate the word below into Indonesian language.

1. Confused	11. Spirit	21. Yard
2. Step	12. Like	22. Generally
3. Sound	13. Doubt	23. Ambition
4. Diligent	14. Funny	24. Classmate
5. Line	15. Window	25. Research
6. Guest	16. Hole	26. Cancel
7. Leak	17. Plain	27. Flower
8. Finish	18. Today	28. Clear
9. Tale	19. Scene	29. Easy
10. Manner	20. Guilt	30. Wrong

APPENDIX

## ANGKET FLASH CARD UNTUK SISWA SMP NEGERI 8 PALOPO

Keterangan : Daftar pernyataan ini bertujuan untuk mengumpulkan data tentang peranan teknik substitution drill dalam meningkatkan kemampuan berbicara. Untuk itu anda diharapkan memberikan jawaban sejujur-jujurnya sehingga hasil penelitian dapat diperoleh dengan baik. Kejujuran dan kesungguhan anda merupakan sumbangan anda dalam penelitian ini. Atas partisipasinya diucapkan banyak terima kasih.

Petunjuk :

        1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan angket ini.

        2. Pada setiap pernyataan disediakan lima (5) poin yaitu sangat setuju (SS), setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).

        3. Berilah tanda checklist (✓) pada pilihan anda.

        4. Terima kasih atas kejujuran anda mengerjakan angket ini.

NO	PERNYATAAN	SS	S	RR	TS	STS
1	Anda senang dengan teknik flash dalam pengajaran kosakata bahasa inggris					
2	Teknik ini merupakan salah satu cara yang terbaik dalam meningkatkan kosakata siswa					
3	Frequensi pertemuan berpengaruh terhadap efektivitas metode ini.					
4	Cara belajar kosakata melalui Flash Card lebih menarik dan menyenangkan dibandingkan metode yang lain.					
5.	Teknik ini dapat membuat siswa bosan dalam					

	mengembangkan kosakata					
6.	Teknik ini dapat meningkatkan kemampuan kosakata bahasa inggris dibandingkan metode yang lain					
7.	Tehnik ini lebih membosankan dari pada metode-metode yang lain.					
8.	Teknik fash card tidak dapat meningkatkan percaya diri karena malu kepada teman.					
9.	Belajar bahasa inggris melalui flash card hanya membuang waktu saja.					
10.	Flash card sebaiknya dilakukan setiap hari.					
11.	Materi yang diberikan selama ini sesuai dengan level kelas anda.					
12.	Semangat anda belajar bahasa inggris bisa bertambah setelah menggunakan teknik ini.					
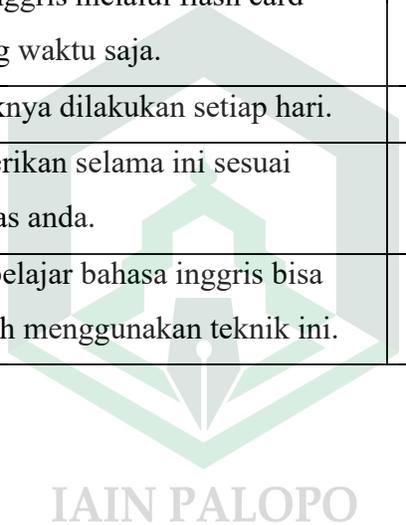
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IAIN PALOPO