

**THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA  
ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE OF SD  
NEGERI 2 WATUBELAH SUMBER KAB. CIREBON**

**A THESIS**

Presented to

English Education Department of Tarbiyah Faculty of Syekh Nurjati State  
Institute for Islamic Studies in Partial Fulfillment for the requirements for Scholar  
Degree of Islamic Education (S.Pd.I)



**Arranged by:**

**SRI SULASTRI  
NIM. 59430747**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY OF  
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES  
CIREBON  
2013**

## **ABSTRACT**

### **SRI SULASTRI : ” THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE OF SD NEGERI 2 WATUBELAH SUMBER KAB. CIREBON”**

Vocabulary is one of the important elements in teaching English. Based on preliminary research, the third grade students of SD Negeri 2 Watu Belah Sumber Kab. Cirebon in the academic year of 2012/2013 had problems in mastering vocabulary. It could be seen from two indicators: first, their vocabulary score was low. Second, the students did not have motivation during teaching-learning process. The application of flashcard as media in teaching and learning English with the something devise imaginative and interesting to motivate the student vocabulary mastery.

The aims of this research are to know the students score in learning vocabulary before the application of Flashcard as media, to know the students score in learning vocabulary after the application of Flashcard as media, and to know the influence of the application of flashcard as media on the students' vocabulary mastery.

The method of the research is quantitative data It is means that the researcher will by using the formula of statistic, especially by using the formula of One Sample T-test of SPSS v.16. and used experiment research. The researcher is SDN 2 Watu Belah Sumber since on 15<sup>th</sup> May until 15<sup>th</sup> Juni 2013. The technique used taking sample by using whole sampling and takes all for the third grade student as object of the research, there are 40 students as the sample.

The score of students' English vocabulary mastery in Pre-test is 5. 575. According to the category of score, it is classified into "Enough". Whereas, the score of students' the English vocabulary mastery in Post-test is 6. 7. According to the category of score, it is classified into "Good". There is an increase of 0. 95 in the students mean score. There is positive and significant the influence of the application flashcard as media on the students vocabulary mastery. So,  $H_a$  is accepted or there are different significantly and  $H_o$  is rejected. This proved from the fact that the value of significance (2 tailed) of ( $\alpha$ ) is 0. 05 or 5% and the result of Pre-test and Post-test in One sample t-test is 0. 000. It means that  $\text{sig } 0. 000 < 0. 05$  so there are different significantly.

## RATIFICATION

The thesis entitled “**THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE STUDENTS OF *SD NEGERI 2 WATU BELAH SUMBER KAB. CIREBON***”, by SRI SULASTRI registered number 59430747, has been examined on 22<sup>th</sup> August, 2013. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon*.

	Date	Signature
Chairwoman of English Education Department <b><u>Dr. Hj. Huriyah Saleh, M.Pd</u></b> NIP. 19610112 198903 2 005	_____	_____
Secretary of English Education Department <b><u>Sumadi, SS, M.Hum</u></b> NIP. 19701005 200003 1 002	_____	_____
Examiner I <b><u>Drs. H. Udin Kamiludin, M.Sc</u></b> NIP. 19630915 199603 1 001	_____	_____
Examiner II <b><u>Sumadi, SS, M.Hum</u></b> NIP. 19701005 200003 1 002	_____	_____
Supervisor I <b><u>Dr. Hj. Huriyah Saleh, M.Pd</u></b> NIP. 19610112 198903 2 005	_____	_____
Supervisor II <b><u>Mustopa, M.Ag</u></b> NIP. 19660815 200501 1 003	_____	_____

Acknowledged by,  
The Dean of *Tarbiyah* Faculty

**Dr. Saefudin Zuhri, M.Ag**  
NIP.19710302 199803 1 002

**SUPERVISOR'S APPROVAL**

**“THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS  
MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE  
OF *SD NEGERI 2 WATUBELAH SUMBER KAB. CIREBON*”**

By

**SRI SULASTRI**

**59430747**

Approved by :

First Supervisor,

Second Supervisor,

**Dr. Hj. Huriyah Saleh, M.Pd**

NIP. 19610112 198903 2 005

**Mustopa, M. Ag**

NIP. 19660815 200501 1 003

## OFFICIAL NOTE

The Dean of Tarbiyah Faculty  
of IAIN Syekh Nurjati Cirebon  
In  
Cirebon

**Assalamu'alaikumWr. Wb**

After guiding, analyzing, briefing, and correcting to the writing of Sri Sulastri's thesis with the student's registration number 59430747 entitled in: **"THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE OF SD NEGERI 2 WATUBELAH SUMBER KAB. CIREBON"**, We strongly recommended that her thesis can be presented to the English Department of Tarbiyah Faculty of *IAIN SyekhNurjati Cirebon*.

**Wassalamu'alaikumWr. Wb.**

Cirebon, August 2013

First Supervisor,

Second Supervisor,

**Dr. Hj. Huriyah Saleh, M.Pd**

**Mustopa, M. Ag**

NIP. 19610112 198903 2 005

NIP. 19660815 200501 1 003

**RATIFICATION**

The thesis entitled “**THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE STUDENTS OF SD NEGERI 2 WATU BELAH SUMBER KAB. CIREBON**”, by SRI SULASTRI registered number 59430747, has been examined on 22<sup>th</sup> August, 2013. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) *Cirebon*.

	<b>Date</b>	<b>Signature</b>
Chairwoman of English Education Department <b><u>Dr. Hj. Huriyah Saleh, M.Pd</u></b> NIP. 19610112 198903 2 005	_____	_____
Secretary of English Education Department <b><u>Sumadi, SS, M.Hum</u></b> NIP. 19701005 200003 1 002	_____	_____
Examiner I <b><u>Drs. H. Udin Kamiludin, M.Sc</u></b> NIP. 19630915 199603 1 001	_____	_____
Examiner II <b><u>Sumadi, SS, M.Hum</u></b> NIP. 19701005 200003 1 002	_____	_____
Supervisor I <b><u>Dr. Hj. Huriyah Saleh, M.Pd</u></b> NIP. 19610112 198903 2 005	_____	_____
Supervisor II <b><u>Mustopa, M.Ag</u></b> NIP. 19660815 200501 1 003	_____	_____

Acknowledged by,  
The Dean of *Tarbiyah* Faculty

**Dr. Saefudin Zuhri, M.Ag**  
NIP.19710302 199803 1 002  
**LETTER OF AUTHENTICITY**

**Bismillaahirrahmaanirrohiim**

I herewith acknowledge that this thesis which is entitled in: **“THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE OF *SD NEGERI 2 WATUBELAH SUMBER KAB. CIREBON*”**, is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

I have written this letter of authenticity according to the truth. I will be responsible for any risk that will happen in the future, if it is proven to offend the ethics of scientific writing.

Cirebon, August 2013

The writer,

**SRI SULASTRI**

**AUTOBIOGRAPHY**



The writer's name is Sri Sulastri. She was born in Majalengka on March 21, 1992, West Java. She is the last child in her family. Her father's name is Elan Saelani and her mother's is Eno Juansyah. The writer lives with her parent at Jl. Olahraga No. 26 Rt/Rw 03/04 Majalengka Wetan, West Java.

The writer's educational background that has been finished as follows:

1. She study at Elementary School at SD Negeri 2 Majalengka Wetan and was graduated in 2003.
2. She study at Junior High School at SMP Negeri 2 Majalengka and was graduated in 2006.
3. She study at Senior High School at SMA Negeri 2 Majalengka and was graduated in 2009.

And finally, she went to the State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon in 2009 until now.

## **DEDICATIONS**



**Thankfulness is given to Alloh S.W.T.**

**Because of his affection, the writer eventually has been able to finish  
this thesis**

**This thesis is dedicated special for my lovely Parents**

**My mother “Eno Juansyah” and My Father “Elan Saelani”**

**Which never stop praying for me and give the best for me**

**My beloved brothers “Johar Maknun, Abdul Rosyid, and Sutanto” and My  
sister “Imas Mardinih and Imah Halimah”**

**Who never stop helping and supporting me**

**I love my family so much and I hope Allah will always bless us.**

**You are everything and best spirit in my life.**

**My beloved friends, who accompany me in finish my thesis**

**For my best friends in campus who I can’t mention one by one**

**Thanks for everything**

## **PREFACE**



In the name of Allah, the Most Gracious, the Most Merciful. All praises and thankfulness be to God because of his permission and blessing, the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: **“THE INFLUENCE OF THE APPLICATION OF FLASHCARD AS MEDIA ON STUDENTS VOCABULARY MASTERY AT THIRD GRADE OF *SD NEGERI 2 WATUBELAH SUMBER KAB. CIREBON*”** is presented to the English Education Department of IAIN Syekh Nurjati Cirebon in partial fulfilment of the requirements for the degree of Islamic Scholar in English Education Department.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey his sincere and gratitude to the following people:

1. Prof. Dr. H. Maksum Mukhtar, MA. the Rector of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.
2. Dr. Saefudin Zuhri, M.Ag. the Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon

3. Dr. Hj. Huriyah Shaleh, M.Pd. the Chairwoman of English Department of IAIN Syekh Nurjati Cirebon as the first supervisor
4. Mustopa, M.Ag. as the second supervisor
5. Mastari, S.Pd. the headmaster of SD Negeri 2 Watubelah
6. Ade Nurningsih, S.Pd. the English teacher of SD Negeri 2 Watubelah
7. All friends in English education department that cannot be mentioned one by one for their support

The words are not enough to measure how much help and contribution which they have given in writing this thesis, may Allah the Almighty God guide and give them all happiness throughout their life.

Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for him to receive suggestions and critics from everyone who will encourage him to continue his study.

Cirebon, August 2013

The writer,

**SRI SULASTRI**

## TABLE OF CONTENTS

	Page
<b>CHAPTER I INTRODUCTION</b>	
A. The Background of the Problem.....	1
B. The Identification of the Problem.....	6
C. The Limitation of the Problem .....	8
D. The Questions of the Research .....	8
E. The Aims of the Research .....	9
F. The Usefulness of the Research.....	9
<b>CHAPTER II THEORETICAL FOUNDATION</b>	
A. Vocabulary Mastery .....	10
1. Definition of Vocabulary .....	10
2. Vocabulary Mastery .....	11
3. The Kinds of Vocabulary .....	14
B. Flashcard as Media .....	17
1. Definition of Flashcard as Media .....	17
2. Types of Flashcard.....	19
3. The Advantages and Disadvantages of Flashcard .....	20
C. Teaching Vocabulary with Flashcard.....	22
1. Teaching Vocabulary .....	22
2. Teaching Vocabulary with Flashcard .....	24
D. The Frame of Thinking.....	26
E. The Hypothesis of the Research .....	28

### **CHAPTER III THE METHODOLOGY OF THE RESEARCH**

A. The Objectives of the Research.....	29
B. The Location and Time of the Research.....	29
C. The Method of the Research.....	29
D. The Variables of the Research.....	30
E. Population and Sample .....	30
F. The Instrument of Research.....	31
G. The Technique of Collecting Data.....	50
H. The Technique of Analyzing Data.....	50

### **CHAPTER IV THE RESEARCH FINDING AND DISCUSSION**

A. The score in Pre-test on learning vocabulary before the application of Flashcard as media .....	58
B. The score in Post-test on learning vocabulary after the application of Flashcard as media .....	60
C. The influence of the application of flashcard as media on the students' vocabulary mastery. ....	63
1. Normality Test.....	63
2. Homogeneity Test.....	64
3. Hypothesis Testing. ....	65
D. Discussion.....	67

### **CHAPTER V CONCLUSION**

A. Conclusion .....	69
B. Suggestion .....	70

### **BIBLIOGRAPHY**

### **APPENDICES**

## LIST OF THE TABLE

	Page
1. Correlation of Item 1-5 .....	33
2. Correlations of Item 6-10 .....	34
3. Correlations of items 11-15 .....	34
4. Correlations of Items 16-20 .....	35
5. Correlations of Items 21-25 .....	35
6. Correlations of Item 26-30 .....	36
7. Guidelines provide criteria for validity .....	37
8. Result of Validity Test.....	37
9. Recapitulation of Above Group.....	39
10. Recapitulation of Under Group .....	40
11. Guidelines Provide Criteria for Reliability.....	41
12. Case Processing Summary.....	42
13. Scale Statistics .....	43
14. Reliability Statistics.....	43
15. The Result Power of Distinguishing.....	45
16. Power of Distinguishing .....	45
17. The Result of Difficulty Index.....	48
18. Difficulty Index .....	49
19. The Category of Score.....	57
20. Score of Pre-Test .....	58
21. Score of Post-Test.....	61
22. Tests of Normality <sup>b,c</sup> .....	63
23. Test of Homogeneity of Variance <sup>a,b</sup> .....	64
24. One-Sample Statistics.....	65
25. The Result of One-Sample Test.....	65

## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Vocabulary is one of the important elements in teaching English. Based on preliminary research, the third grade students of *SD Negeri 2 Watubelah Sumber Kab. Cirebon* in the academic year of 2012/2013 had problems in mastering vocabulary. It could be seen from two indicators: first, their vocabulary score was low. Second, the students did not have motivation during teaching-learning process.

It is shown from the statements of majority students who said that English was a difficult lesson. In addition, the researcher find several problems about students vocabulary mastery such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, the students could not spell the words correctly, and the students could not use and understanding the reference well.

Vocabulary according to Oxford Learner's Pocket Dictionary as follow, vocabulary is a total number in language, word known to person, list of word with their meanings. Hatch and Brown (1995: 1) stated that, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can

express their ideas and understand the other basic competence well. Students of Elementary School study Basic English.

They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

Vocabulary is the important thing for students in the process of acquiring, learning, mastering, and using the language they learn. Jack C. Richard and Theodore S. Rodgers (2001: 37) said that “vocabulary was one of the most important aspects for foreign language”. Generally, students have some difficulties in learning English, especially in mastering vocabulary.

The researcher found some reasons why those problems arose. One of them is that the teacher teaching by doing not give the task on text book or LKS, so the students did not have enough experience in learning vocabulary. It also made the students bored and was not interested with the lesson. Based on the facts above, it can be concluded that the main reason causing the problem is the teacher not creative to use media in teaching vocabulary mastery.

The success of English teaching learning in the school is not sufficient by implementing curriculum concept only but there are more other factors,



one of them is the creativity of teachers in the process and also depends much on the teacher, because she is the main factor in the teaching learning process.

Wright and Haleem (1996) presented several activities that might be modified for this purpose, such as 'Flashing picture', where the teacher just flashes the cards quickly and students guess or describe what they saw.

Flashcards are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language – to catch their learners' full attention, to raise their interest in the presented subject and hence also their motivation.

The researcher finds an appropriate media to solve the problems. The researcher chooses flashcards as media. According to Cross (1991: 119) that flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily.

Flashcards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English. According to Haycraft (1978: 102) that

flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games.

Flash card can be an alternative way which leads to the teaching in class. Arthur Bard and Mitchell Geoffrey Bard (2002: 164) said that “flash cards are effective tool for memorizing spelling words, multiplication tables, and other information that does not require analysis”. And Grace Charles (2009: 123) said, “flash card are especially useful for memorizing vocabulary words and their definition, dates in history and their significance, and picture artwork or other items that you will be responsible for identifying”.

Based on opinions above flash cards is a tool of media of teaching and enriching vocabulary. And also flash card is one of the easy and interesting media to make the students enjoyable and interest to memorize vocabulary. So, that students are interested in learning English especially vocabulary.

Putrawan (2008) in his study “Teaching Vocabulary through Total Physical Response (TPR) Technique to the Fourth Grade Students of SDN 4 Ubud “Tegallantang” in academic year 2007-2008”. The data source in this research was the fourth grade students of SD No.4 Ubud „Tegallantang” which consists of 22 students altogether in class.

In this research, he wants to find out the effectiveness of TPR to improving the students’ ability in memorizing vocabulary. He stated that the use of TPR has a big effect in teaching vocabulary. The lack of this study is the students often find difficulty in expressing the word into the proper action.

Wiyanjani (2009), in title “Teaching Vocabulary Through Cooperative Learning with Puzzle Technique to the Eight Grade Students of SMP N 2 Sidemen Academic Year 2008/2009”. In this paper she explained the learning process of vocabulary through cooperative learning with puzzle technique which encourage the students to find the words as many as they can diagonally horizontally and vertically.

The subject in this study is the eighth grade students of SMP N 2 Sidemen which consists of 34 students altogether with 14 females and 20 males. She offers this technique to solve the problem faced by the students in order it can improve their vocabulary mastery. The learning process will not be interesting for the students who have a fair achievement in memorizing vocabulary, so it is hard for them to find the words in the puzzle frame.

The syllabus items for junior high school in Wanityastuti (2001:1) showed that the students should have the vocabulary knowledge of 2500 words. In fact, what they get is far below what they have to achieve. It is supported by Wanityastuti (2001) in her research *A Descriptive Study on Vocabulary Mastery of The First Year Students of SLTP 1 Wonosari Yogyakarta in 2000*. The research showed that the vocabulary mastery of the first year students of SLTP 1 Wonosari Yogyakarta in 2000 classified into category fail. Because the students of SLTP 1 Wonosari Yogyakarta in 2000 got the vocabulary knowledge below 2500 words.

Looking at the previous studies the researcher interested in trying to find out “*The Influence of Flashcard as Media on Students Vocabulary Mastery*”. Vocabulary mastery is a vital part of effective communication. Besides, the vocabulary mastery is a basic part to learn English skills because of this importance and the flashcards as media of teaching vocabulary in learning English.

The researcher has clarified the position of the current research in relation to the previous studies above mentioned. It is not same with the previous studies which are research visual media about flashcard. The researcher try to application flashcard as media with the something devise imaginative and interesting to motivate the student vocabulary mastery.

## **B. The Identification of Problem**

### **1. The Research Area**

This thesis, which is entitled: “The Influence of the Application of Flashcard as Media on Student Vocabulary Mastery at SD Negeri 2 Watubelah Sumber Kab. Cirebon”, try to make the students condition after followed the application of flashcard in class, the students will improve their knowledge in vocabulary.

## **2. The kinds of problem**

There are many problems in English, especially about vocabulary. The writer would like to mention the kind of problems in this thesis:

1. The students are less in mastering vocabulary.
2. They are not being to improve their vocabulary because they are lazy to memorize it.
3. They cannot speak or express their feeling to communicate in English efficiently, fluently and formally.

The use of illustrated flashcard in teaching and learning English vocabulary is very important because by applying flashcard, the teaching and learning activities will be more varied. Thus the students will be more interested to learn, it can help the students to learn English vocabulary.

## **3. The Main of the Problem**

The main problem in this research is the students' weakness or lack of vocabulary mastery. Therefore, the writer will try to apply the method, application of flashcard as media, as the problem solving to solve the problem.

### **C. The Limitation of the Research**

One of important thing in English language is vocabulary because if the students have no vocabulary, they will difficult to speak or express their feeling. In this thesis, the writer has decided to limit the topics of paper only talking about “The Influence of the Application of Flashcard as Media on Student’s Vocabulary Mastery”.

Because many the students are less in mastering vocabulary. They are not being to improve their vocabulary because they are lazy to memorize it. It can cause by the process of teaching and learning is not interesting. So, makes the students bored or they feel difficult to understand the material and many other problems in relating to the vocabulary skill. And the application of flashcard can be one of the ways to improve their mastery on vocabulary

### **D. The Questions of the Research**

Based on the reason above, the writer has tried to give close attention to know:

1. Do the students have good score in learning vocabulary before the application of flashcard as media?
2. Do the students have good score in learning vocabulary after the application of flashcard as media?
3. Is there any positive and significant influence on the student’s vocabulary mastery with the application of flashcard as media?

### **E. The Aims of the Research**

Then based on the questions of the research above, the writer has tried to arrange the aims of the research, as follow:

1. To know the students score in learning vocabulary before the application of Flashcard as media.
2. To know the students score in learning vocabulary after the application of Flashcard as media.
3. To know the influence of the application of flashcard as media on the students' vocabulary mastery.

### **F. The Usefulness of the Research**

There is the usefulness of the research:

1. Through the influence of flashcard on the students vocabulary mastery, so students can improve their English vocabulary by using flashcard as media.
2. To find out how is the English teacher uses the methodology of teaching learning at school.
3. The flashcard methodology can be implicated by English teacher to teach English vocabulary.
4. The research can be a reference for the next research.

## **CHAPTER II**

### **THEORITICAL FOUNDATION**

This chapter consists of definition of vocabulary mastery, the kinds of vocabulary, definition of flashcard as media, types of flashcards, the advantages and disadvantages of flashcard, teaching vocabulary with flashcards, teaching vocabulary, and teaching vocabulary with flashcards, the frame of thinking, and the hypothesis of the research.

#### **A. The Nature of Vocabulary**

##### **1. Definition Vocabulary**

Vocabulary is one of the language sub-skills of reading, listening, speaking and writing. It can be stated that vocabulary is the most important thing in practicing of using language. In addition, vocabulary is a crucial aspect to be developed in learning language.

Hiebert (2005: 3) stated that generically, vocabulary is the knowledge of meanings of words. According to Richard Nordquist stated in <http://grammar.about.com/od/tz/g/vocabterm.htm> that vocabulary is all the words of a language, or the words used by a particular person or group.

According to Ur (2009: 60) vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. It means that



vocabulary as the words of certain language which are used by language speaker in using language.

Moreover, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. And according to Oxford Advanced Learners dictionary of current English (1995:721), vocabulary is the word mastery means complete knowledge; great skill.

From the definition above, the writer concludes that vocabulary is the words of certain language which are used by language speaker to express the idea in a language.

## **2. Vocabulary Mastery**

The mastery of vocabulary cannot be denied in learning English, not only learners' speaking and listening skills only, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.

Schmitt, N (2000: 19) said that. "One of the key elements in learning a foreign language is mastering the second language's vocabulary". Vocabulary teaching can help the students to learn the meaning of the

words, understand the connection between form and the meaning and how to use it.

The following are the ways that are stated by Diana Larsen Freeman (1983: 13) to develop vocabulary mastery:

a. Translation of literary passage

Students translate a reading passage from the largest language into their native language. The reading passage focused for several classes: vocabulary and grammatical structures.

b. Antonym/Synonym

Students are given one set of words and are asked to find synonym/antonym in the reading passage. Or students are asked to define a set of words based on their understanding of them as they occur in the reading passage.

c. Fill in the blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items.

d. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

e. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

f. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

The word mastery is tightly related to the complete knowledge, and great skill of something. From those description of vocabulary and mastery, it can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain language.

According to Schmitt (2000: 3) that mastery of the complete lexicon of English (and probably any other language) is beyond not only second language learners but also native speakers. Ur (1998: 60 – 62) states some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary.

We know and use the words that suit our particular purposes and we continue to learn new words as long as we live. It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabulary

becomes a major problem in learning English, teachers of Elementary School emphasizes on this matter earlier.

From those explanations, it can be said that if the students do not master the vocabulary, then they will not be able to communicate (in English skill) spoken, listening, reading and written maximally.

### **3. The Kinds of Vocabulary**

Meanwhile, Nation (1990: 5) mentions two kinds of vocabulary learning. They are receptive learning and productive learning.

1. Receptive learning is the ability to recognize a word and recall its meaning when it is met. In most cases, a person's receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child's receptive vocabulary is likely tens, if not hundreds of words but his or her active vocabulary is zero.
2. Productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. Productive vocabulary, therefore, generally refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. As with receptive vocabulary, however, there are many degrees at which a particular word may be

considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word has been used to correctly or accurately reflect the intended message of the utterance, but it does reflect a minimal amount of productive knowledge.

And vocabulary can be divided into two groups – passive vocabulary and active vocabulary.

1. Passive vocabulary contains all the words that we understand when we read or listen, but which we do not use or cannot remember in our own writing or speaking. Passive vocabulary is vocabulary we can recognize when we hear it but cannot remember when we actually have to produce it. These words are easily forgotten since the connection between them and our memory is weak.
2. Active vocabulary is all the words we understand, plus all the words that you can use yourself. The same as the word, active vocabulary is vocabulary we can call up and use in writing or conversation without having to think very much about it.

Furthermore, Hatch and Brown (2001: 218) classify the vocabularies (words) into two based on their functional categories, they are: major classes and closed classes. They are explained as follows with examples;

## 1. Major Classes

- a. Noun: it refers to a person, place or thing, i.e. Maria, teacher, book, etc.
- b. Adjective: it refers to the words that give more information about a noun or pronoun, i.e. kind, bad, smart, beautiful, ugly, etc.
- c. Verb: it refers to the words that denote action, i.e. walk, read, eat, run, smile, etc.
- d. Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

## 2. Closed Classes

- a. Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, her, etc.
- b. Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.
- c. Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, so, but, etc.
- d. Determiner, it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those.

## **B. The Nature of Flashcard**

### **1. Definition of Flashcard as Media**

Media in teaching learning process help teacher to present a material in a time efficient and stimulating students to get information more readily. Menurut Nasution (2010: 98) menyatakan bahwa “*Alat-alat peraga sebagai alat pembantu dalam mengajar agar lebih efektif, dalam garis besarnya memiliki fedah atau nilai salah satunya memberikan pemahaman yang lebih tepat dan jelas*”.

According to Nasution (2010: 98) stated that “Media as a tool of teaching in other to more effective, in generally have benefit or value that give the more comprehensive exactly and clearly”.

*Taxsonomi menurut Rudy Bretz, Bretz mengidentifikasi ciri utama dari media menjadi tiga unsur pokok yaitu suara, visual, dan gerak. Visual sendiri dibedakan menjadi tiga yaitu gambar, garis (line graphic) dan symbol yang merupakan suatu kontinum dari bentuk yang dapat ditangkap dengan indera penglihatan. (in Adiman, 2004: 20).*

Taxsonomi by Rudy Bretz, Bretz identify the main characteristics of the media into three main elements, namely voice, *visual*, and motion. Visual it is divided into three *images*, line (line graphics) and a symbol which is a continuum of forms that can be captured with the sense of sight. (in Sadiman, 2004: 20).

Flash cards as media can be used to learn virtually any set of information. Flash cards hopes can help students review vocabulary words and their meanings. Furthermore Nasution (2010: 107) said that “*Anak-anak harus dididik melihat dan menafsirkan gambar. Anak-anak tidak hanya sekedar melihat apa yang ada pada gambar itu, akan tetapi harus pula dapat mengambil kesimpulan...*”

“The children’s must educate to see and interpretation the picture. The children’s not only see the picture, but only must get the conclusion...”

From <http://www.yourdictionary.com/flashcard> any of a set of cards with words, numbers, etc. on them, which are flashed one by one for quick response, as before a class in a drill. John Haycraft (1978: 102) states that flashcards are cards on which words and/or pictures are printed or drawn.

<http://www.macmillandictionary.com/dictionary/british/flashcard> stated that, flashcard is [a small card printed with words, pictures, or numbers that helps someone to learn something](#). According to Oxford Advanced learner’s Dictionary (2000: 509), flashcard is a card with a word or picture on it that teachers use during lessons.

And from [http://www.ehow.com/facts\\_6300729\\_definition-flash-cards.html](http://www.ehow.com/facts_6300729_definition-flash-cards.html) that flash cards are an educational tool to help people memorize information. Though technological advances have enhanced many learning devices, simple flash cards have remained a vital part of the learning environment.



So, based on discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Flash cards can be used to learn virtually any set of information. In elementary schools, they are often employed to assist students with memorization when used to teach a foreign language, flash cards help students review vocabulary words and their meanings.

## **2. Types of Flashcard**

In addition, Haycraft (1978: 102-106) states two types of flashcards. They are word flashcards and picture flashcards.

- a. Word flashcards are cards on which words have been printed.

When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a student, and arranged correctly either by the class a whole or individual students. The word flashcards also can be used to practice structure.

- b. *Picture flashcards* are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for 6 simple substitution drills. Picture flashcards are also useful for identifying verbs on action.

### **3. The Advantages and Disadvantages of Flashcard**

Each method has its strengths and weaknesses, relativists believe, but they are not equally suited for all situations. According to Haycraft (1978: 102) and Cross (1991: 120) there are some advantages of using flashcards in language teaching. They are namely:

1. Flash cards are usually designed to be about the size of a playing card so they can be easily handled in a deck.
2. Flashcards can be used for consolidating vocabulary
3. Flashcards are motivating and eye-catching
4. Flashcards are effective that can be used for any level students
5. Flashcards can be taken almost everywhere and studied when area has free moment
6. Flashcards can be arranged to create logical grouping of the target words
7. Flashcards are cost effective/inexpensive
8. Flashcards provide visual link between L1 and the target language; and
9. Flashcards also can be used for practicing structure and word order or for a variety of games

On the other hands flash cards have some disadvantages such as:

1. This system is only effective for small class (the number of students up to 5 or 10 students)
2. The system in using pattern drill, it is quite possible than they are not able to use sentences out of the pattern drill. So, in acquiring vocabulary students should not be told more about the meaning of words than they need to know to understand the context so that they do not get confused.
3. Flashcards can often become boring when used repetitively without altering the way that they are used. Bear in mind that some students learn in other styles and aren't always visual learners.

Although flashcards can be a quick and simple method for exam revision, it is easy to lose them or mix up topic areas, so it is advisable to keep them in an understandable order, for example using labels or color-coding each section.

Based on the explanations above, it can be concluded that flashcards have advantages and disadvantages when used in teaching learning process. Flashcards have a great power in motivating and stimulating the students. Meanwhile, flashcards are easy media to help students and teacher in learning process, especially to teach the students of elementary school. Teacher can use it at any time and in any situation when he wants to teach. In this case, the writer takes flash cards as the media to conduct the students.

## **C. Teaching Vocabulary with Flashcard**

### **1. Teaching Vocabulary**

As Goebel (2001: 16) stated that, “teaching vocabulary should not only consist of teaching specific words but also aim at equipping students with strategies necessary to expand their vocabulary knowledge”. Learning more and more vocabulary items does not necessarily increase a person’s fluency.

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages, they are namely:

- a. Presentation. In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity.
- b. Practice. In the second stage, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, etc. those are several types of exercise that can be used by the teacher in this stage.
- c. Production. In this stage the students are expected to apply the newly learn vocabulary through the speaking activities or writing activities.

Students always deal with vocabulary in learning English because it appears in any language skills. Having enough vocabulary can make them able to listen, speak, read, and write. Therefore, vocabulary should be developing in order to achieve their language skills. Meanwhile vocabulary

cannot be taught separately but it should be taught in context, which may not relate to the students environment.

In a review of vocabulary instructional studies, Stahl and Fairbanks (1986) in Hiebert and Kamil (2995: 102) found three principles that characterized effective vocabulary instruction:

- a. Effective vocabulary instruction provides both definitional and contextual information about a word.
- b. Effective instruction requires that children engage in deep processing of each word, including generating information that ties the new word to already known information.
- c. Effective instruction involves multiple exposures to each word.

And as stated by McMillan, which quoted by Nation (2001: 85) that, “We should also give precedence to vocabulary which is related to environment and experience of pupil whether or not it is found in our textbook or high on a word”. It is clear that teaching vocabulary in context and creating a good environment to help the student’s members the words easily can improve student’s vocabulary.

## **2. Teaching Vocabulary with Flashcards**

*Menurut Pora (2002: 7) bahwa salah satu cara mempelajari kosa-kata yaitu dengan menggunakan kartu, caranya adalah sebagai berikut:*

- 1. Tulislah setiap kata bahasa inggris/frasa yang merupakan kata yang tidak anda ketahui maknanya tersebut dalam sebuah kartu berukuran 9 x 8 cm.*
- 2. Tulis kata beserta contoh kalimat sederhana serta jabatan katanya (kata kerja, kata benda, kata sifat, dll)*
- 3. Pada sisi belakang, anda dapat menulis arti/makna dari kosa-kata tersebut dan dapat pula disertai gambar-gambar yang merupakan makna dari kosa-kata pada sisi depan kartu.*

According to Pora (2002: 7) one way to learn vocabulary is by using the card, do the following:

1. Write each English word / phrase which is a word you do not know the meaning of a card measuring 9 x 8 cm
2. Write example sentences with simple words and the office (verb, noun, adjective, etc.)
3. On the back side, you can write the meaning / significance of the vocabulary and can also be accompanied by the drawing which is the meaning of the vocabulary on the front side of the card.

The flashcards can be used at the beginning of a unit to present and practice new vocabulary. Joseph Mukalel (2004: 147) stated that, “flash cards are small cards, big enough to carry on it:

1. Part of sentences
2. Phrases
3. Single words
4. Minimal pairs and so on / Flash cards are useful for teaching of grammar and vocabulary especially at the meaningful/communicative step. If carefully used flash cards can form material for the drill part of the lesson, to present patterns of the drill.

The teacher can prepare flash cards easily and store them easily in well grouped packs. These should easily be retrievable when the occasion arises for their use in line with the syllabus or course material. Flash cards need not be larger than a specific size. Flash cards can be displayed casually and easily by the teacher or by the students in group work.

Teaching vocabulary by using flash cards was one of the techniques that made a real impact of visual learner. Visual learner could improve the student's intelligence in acquiring vocabularies. Flash cards could give a new paradigm for the students in learning by fun and enjoyable, because their visual learner and intelligence sense had existed. It helped the students to easily in understand, recalling and saying.

The learner's vocabulary size was very important because it was related to proficiency, such as the students were able to understand, read, writer and

perform on other language components. Flash cards gave different effect toward the students in vocabulary. Teaching vocabulary by flash cards influenced positively toward the result of the student's achievement.

#### **D. The Frame of Thinking**

Freeman (2003: 15) stated that education is most effective when it is experience centered, when it relates to students real needs. Students are motivated by their personal involvement. Teachers are co-learners, asking question of the students, who are the experts on their own lives.

Teacher as facilitator should accommodate their students by finding out some interesting ways of teaching, in order to make the students interested to the lesson, teachers can use teaching aids for teaching vocabulary since most children like pictures there is an advantages to teach them using visual aids, so that they are interested to the lesson. Moreover, they are eager to learn more about English vocabulary.

According to Larsen (2003: 16) that vocabulary is the ability to deduce the meaning of words and phrases from a context and to explain them by means of other words and phrases. The student will be required to explain the meaning of difficult words and phrases as they are used in each passage. And the importance of a vocabulary:



- a. An extensive vocabulary aids expression and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judged by others based on his or her vocabulary.

The researcher assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups. Teaching to young learners is difficult. In order to teach English successfully to young learners, the teacher has to consider the characteristics of young learners and try to make appropriate technique, so they are motivated and enjoy in teaching-learning process.

Freeman (2003: 15) said that an important goal is for students to be able to translate each language into the other. If the students can translate from one language into another, they are considered successful language learners. If the students memories many vocabulary, so the language learning provides to be good mental exercise. And flash cards are effective memory-aid tools that can help students learn new material quickly.

### **E. The Research Hypothesis**

Fraenkel (2009: 45) stated that a hypothesis is, simply put, a prediction of the possible outcomes of a study. Meanwhile, according to Brown (1991: 109), hypotheses are statements about the possible outcomes of a study. The hypotheses in this research is:

$$H_a = X_1 > X_2$$

It means that there is positive and significant the influence of the application flashcard as media on the students vocabulary mastery at *SD Negeri 2 Watu Belah Sumber Kab. Cirebon*.

## **CHAPTER III**

### **THE METHODOLOGY OF THE RESEARCH**

#### **A. The Objective of the Research**

Based on the question of the research above, the writer arranged the objective of the research is to know the Influence of the Application of Flashcard as Media on Students Vocabulary Mastery at Third Grade of *SD Negeri 2 Watubelah Sumber Kab. Cirebon*

#### **B. The Place and Time of the Research**

The place of the researcher is *SD Negeri 2 Watu Belah Sumber Kab. Cirebon*. It is located at *Jl. Fatahilah Watu Belah Sumber*. The researcher chooses third grade student of *SD Negeri 2 Watu Belah Sumber Kab. Cirebon*. The research was began to do research on 15<sup>th</sup> May until 15<sup>th</sup> Juni 2013

#### **C. The Method of the Research**

The method of the research is quantitative data. According to Victoria (2011: 359), quantitative is concerned with the amount or number of something rather than how good it is. It is means that the researcher will by using the formula of statistic, especially by using the formula of One Sample T-test of SPSS v.16.

In this case the research uses experiment design. According to Fraenkel (2009: 7) that experimental research is the most conclusive of scientific methods because the researcher actually establishes different treatments and then interpretations.

#### **D. The Variables of the Research**

Wallen (2009: 39) stated that a variable is any characteristic or quality that varies among the members of a particular group. Brown (1991: 10) said that a dependent variable is observed to determine what effect, if any, the other type of variables may have on it. And the independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variable. There are two variables in the research:

- a. X1 variable: Students vocabulary mastery before the application of Flashcard.
- b. X2 variable: Students vocabulary mastery after the application of Flashcard.

#### **E. The Population and Sample**

##### **1. Population**

Wallen (2009: 90) stated that the larger group to which one hopes to apply the results is called the population. The population whole subject of the research to examine at the third grade students of *SD Negeri 2 Watu Belah Sumber Kab. Cirebon* there is 40 students.

## **2. Sample**

According to Fraenkel (2009: 105) that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected. In this research, the writer takes all for the third grade student at *SD Negeri 2 Watu Belah Sumber Kab. Cirebon* as object of the research, there are 40 students as the sample. The technique used taking sample by using whole sampling.

## **F. The instrument of the Research**

Wallen (2009: 20) stated that Instrumentation is each of the measuring instruments that will be used to collect data from the subjects should be described in detail, and a rationale should be given for its use.

Before the test instruments used, the instrument must first be tested. The trial is intended to determine whether or not the picture of unmet requirements instrument as a means of collecting good data, so that this instrument can be used. The criteria that must be tested against the research instrument are as follows:

## 1. Validity Test

McMillan (1992:100) states that validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. In other words, it can be rephrased that validity is a judgment of the appropriateness of a measure for the specific inferences or decisions that result from the scores generated by the measure. In addition, Heaton (1988:159) states that validity is the extent to which a test measure and nothing else. From the explanation above, it can be concluded that validity refers to disagree of truthfulness of certain test.

Before research, the researcher gives the validation test to elementary school of SD Negeri 1Watu Belah Sumber Kab. Cirebon consist of 30 number of multiple choices test vocabulary about the noun (Scholl environments, House environments, transportations and animals) suitable with the syllabus second semester at elementary school. Calculate the validity of items using SPSS V.16 is as follows:

1. Open SPSS program
2. Do a set of data on the *Variables View*
3. On *name* column write item 1 until 30, and finally write the total score
4. On *decimals* column change the number with 0 for all items
5. From the other column be able heeded (default)
6. Open *Data View*

7. Copy of the data that has been created from Microsoft Excel
8. Click *Analyze > Correlation > Bivariate*
9. Click the entire data variable and fill data to box variable.
10. Click the *Ok*

(Ghozali: 2006)

The result of validity test using SPSS 16,

**Table 1. Correlation of Item 1-5**

		item1	item2	item3	item4	item5	Total
item 1	Pearson Correlation	1	.271	.452**	-.075	.232	.457**
	Sig. (2-tailed)		.116	.006	.667	.179	.006
	N	35	35	35	35	35	35
item 2	Pearson Correlation	.271	1	.452**	-.075	.232	.310
	Sig. (2-tailed)	.116		.006	.667	.179	.070
	N	35	35	35	35	35	35
item 3	Pearson Correlation	.452**	.452**	1	-.167	-.061	.518**
	Sig. (2-tailed)	.006	.006		.339	.729	.001
	N	35	35	35	35	35	35
item 4	Pearson Correlation	-.075	-.075	-.167	1	.098	.093
	Sig. (2-tailed)	.667	.667	.339		.574	.594
	N	35	35	35	35	35	35
item 5	Pearson Correlation	.232	.232	-.061	.098	1	.307
	Sig. (2-tailed)	.179	.179	.729	.574		.073
	N	35	35	35	35	35	35
Total	Pearson Correlation	.457**	.310	.518**	.093	.307	1
	Sig. (2-tailed)	.006	.070	.001	.594	.073	
	N	35	35	35	35	35	35

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 2. Correlations of Item 6-10**

		item6	item7	item8	item9	item10	Total
item6	Pearson Correlation	1	.258	.398*	.024	.175	.502**
	Sig. (2-tailed)		.134	.018	.891	.315	.002
	N	35	35	35	35	35	35
item7	Pearson Correlation	.258	1	.054	.168	.158	.366*
	Sig. (2-tailed)	.134		.756	.334	.364	.031
	N	35	35	35	35	35	35
item8	Pearson Correlation	.398*	.054	1	.125	.315	.255
	Sig. (2-tailed)	.018	.756		.473	.065	.139
	N	35	35	35	35	35	35
item9	Pearson Correlation	.024	.168	.125	1	.237	-.066
	Sig. (2-tailed)	.891	.334	.473		.171	.705
	N	35	35	35	35	35	35
item10	Pearson Correlation	.175	.158	.315	.237	1	.423*
	Sig. (2-tailed)	.315	.364	.065	.171		.011
	N	35	35	35	35	35	35
Total	Pearson Correlation	.502**	.366*	.255	-.066	.423*	1
	Sig. (2-tailed)	.002	.031	.139	.705	.011	
	N	35	35	35	35	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 3. Correlations of items 11-15**

		item11	item12	item13	item14	item15	Total
item11	Pearson Correlation	1	.500**	.218	.028	.369*	.526**
	Sig. (2-tailed)		.002	.209	.874	.029	.001
	N	35	35	35	35	35	35
item12	Pearson Correlation	.500**	1	.498**	.304	.367*	.584**
	Sig. (2-tailed)	.002		.002	.075	.030	.000
	N	35	35	35	35	35	35
item13	Pearson Correlation	.218	.498**	1	.176	.193	.107
	Sig. (2-tailed)	.209	.002		.312	.266	.542
	N	35	35	35	35	35	35
item14	Pearson Correlation	.028	.304	.176	1	.327	.417*
	Sig. (2-tailed)	.874	.075	.312		.055	.013
	N	35	35	35	35	35	35
item15	Pearson Correlation	.369*	.367*	.193	.327	1	.761**
	Sig. (2-tailed)	.029	.030	.266	.055		.000
	N	35	35	35	35	35	35
Total	Pearson Correlation	.526**	.584**	.107	.417*	.761**	1
	Sig. (2-tailed)	.001	.000	.542	.013	.000	
	N	35	35	35	35	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed)



**Table 4. Correlations of Items 16-20**

		item16	item17	item18	item19	item20	Total
item16	Pearson Correlation	1	.200	.393*	.198	-.190	.545**
	Sig. (2-tailed)		.249	.020	.254	.274	.001
	N	35	35	35	35	35	35
item17	Pearson Correlation	.200	1	-.102	.289	.045	.403*
	Sig. (2-tailed)	.249		.560	.093	.798	.016
	N	35	35	35	35	35	35
item18	Pearson Correlation	.393*	-.102	1	.334*	.018	.440**
	Sig. (2-tailed)	.020	.560		.050	.917	.008
	N	35	35	35	35	35	35
item19	Pearson Correlation	.198	.289	.334*	1	.130	.511**
	Sig. (2-tailed)	.254	.093	.050		.458	.002
	N	35	35	35	35	35	35
item20	Pearson Correlation	-.190	.045	.018	.130	1	.315
	Sig. (2-tailed)	.274	.798	.917	.458		.066
	N	35	35	35	35	35	35
Total	Pearson Correlation	.545**	.403*	.440**	.511**	.315	1
	Sig. (2-tailed)	.001	.016	.008	.002	.066	
	N	35	35	35	35	35	35

**Table 5. Correlations of Items 21-25**

		item21	item22	item23	item24	item25	Total
item21	Pearson Correlation	1	.427*	.096	.290	.427*	.543**
	Sig. (2-tailed)		.011	.585	.091	.011	.001
	N	35	35	35	35	35	35
item22	Pearson Correlation	.427*	1	.130	.633**	.533**	.553**
	Sig. (2-tailed)	.011		.458	.000	.001	.001
	N	35	35	35	35	35	35
item23	Pearson Correlation	.096	.130	1	.052	.311	.363*
	Sig. (2-tailed)	.585	.458		.767	.069	.032
	N	35	35	35	35	35	35
item24	Pearson Correlation	.290	.633**	.052	1	.633**	.449**
	Sig. (2-tailed)	.091	.000	.767		.000	.007
	N	35	35	35	35	35	35
item25	Pearson Correlation	.427*	.533**	.311	.633**	1	.668**
	Sig. (2-tailed)	.011	.001	.069	.000		.000
	N	35	35	35	35	35	35
Total	Pearson Correlation	.543**	.553**	.363*	.449**	.668**	1
	Sig. (2-tailed)	.001	.001	.032	.007	.000	
	N	35	35	35	35	35	35

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

**Table 6. Correlations of Item 26-30**

		item26	item27	item28	item29	item30	Total
item26	Pearson Correlation	1	.493**	.126	.467**	.226	.502**
	Sig. (2-tailed)		.003	.471	.005	.192	.002
	N	35	35	35	35	35	35
item27	Pearson Correlation	.493**	1	.126	.098	-.017	.535**
	Sig. (2-tailed)	.003		.471	.574	.921	.001
	N	35	35	35	35	35	35
item28	Pearson Correlation	.126	.126	1	.214	.283	.406*
	Sig. (2-tailed)	.471	.471		.218	.099	.015
	N	35	35	35	35	35	35
item29	Pearson Correlation	.467**	.098	.214	1	.589**	.301
	Sig. (2-tailed)	.005	.574	.218		.000	.079
	N	35	35	35	35	35	35
item30	Pearson Correlation	.226	-.017	.283	.589**	1	.261
	Sig. (2-tailed)	.192	.921	.099	.000		.130
	N	35	35	35	35	35	35
Total	Pearson Correlation	.502**	.535**	.406*	.301	.261	1
	Sig. (2-tailed)	.002	.001	.015	.079	.130	
	N	35	35	35	35	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Notes:**

1. (“) is sign of valid test
2. \*\*. Correlation is significant at the 0.01 level (2-tailed) is more strong in level of Validity
3. \*. Correlation is significant at the 0.05 level (2-tailed) of 5 %
4. Significant (2 tailed)
  - $\leq 0,05$  it means Valid
  - $\geq 0,05$  it means Invalid, or
  - $0,00 \leq 0,05$  it means Valid
  - $0,87 \geq 0,05$  it means Invalid

**Table 7.**

**Guidelines provide criteria for validity**

The r value	Criterion validity
0.00 to 0.20	very low (almost no correlation)
0.20 to 0.40	low correlation
0.40 to 0.70	correlation is quite
0.70 to 0.90	high correlation
0.90 to 1.00	very high correlation (perfect)

(Purwanto, 2001: 139)

The result of validity test using the Microsoft Excel will be show in table. 8

**Table 8.**

**Result of Validity Test**

No Item	r hitung	r table	Validity	Result
1	0,457	$\leq 0,05$	Valid	Used
2	0,31	$\geq 0,05$	Invalid	Not used
3	0,518	$\leq 0,05$	Valid	Used
4	0,093	$\geq 0,05$	Invalid	Not used
5	0,307	$\geq 0,05$	Invalid	Not used
6	0,502	$\leq 0,05$	Valid	Used
7	0,336	$\leq 0,05$	Valid	Used
8	0,255	$\geq 0,05$	Invalid	Not used

9	-0.07	$\geq 0,05$	Invalid	Not used
10	0,423	$\leq 0,05$	Valid	Used
11	0,526	$\leq 0,05$	Valid	Used
12	0,584	$\leq 0,05$	Valid	Used
13	0,107	$\geq 0,05$	Invalid	Not used
14	0,417	$\leq 0,05$	Valid	Used
15	0,761	$\leq 0,05$	Valid	Used
16	0,545	$\leq 0,05$	Valid	Used
17	0,403	$\leq 0,05$	Valid	Used
18	0,44	$\leq 0,05$	Valid	Used
19	0,511	$\leq 0,05$	Valid	Used
20	0,315	$\geq 0,05$	Invalid	Not used
21	0,543	$\leq 0,05$	Valid	Used
22	0,553	$\leq 0,05$	Valid	Used
23	0,363	$\leq 0,05$	Valid	Used
24	0,449	$\leq 0,05$	Valid	Used
25	0,7	$\leq 0,05$	Valid	Used
26	0,502	$\leq 0,05$	Valid	Used
27	0,535	$\leq 0,05$	Valid	Used
28	0,406	$\leq 0,05$	Valid	Used
29	0,301	$\geq 0,05$	Invalid	Not used
30	0,261	$\geq 0,05$	Invalid	Not used

From the table 8, show that validity test which valid (used) are 21 tests and the test invalid (not used) are 9 tests. The valid test used for the pre test consists of 10 tests and post test consist of 10 tests.

The Recapitulation of Above Group and Under Group is the students ranking in high score and low score which get the students in validity test. It is only 18 students or 27 % from the 35 students of *SD Negeri 1 Watu Belah Sumber Kab. Cirebon*. This data will be calculated further on distinguishing index and difficulty index.

## 2. Reliability Test

*Reliabilitas adalah kualitas yang menunjukkan kemantapan (consistency) ekuivalenasi atau stabilitas suatu pengukuran yang dilakukan* (Purwanto, Ngalim. 2008).

Reliability is the quality that shows stability (consistency) ekuivalenasi or stability of measurements made (Purwanto, Ngalim. 2008).

**Table 11.**

### **Guidelines Provide Criteria for Reliability**

R value	Reliability criteria
$r_{11} \leq 0,20$	very low degree of reliability
$0.20 \leq r_{11} < 0.40$	Low degree of reliability
$0.40 \leq r_{11} < 0.60$	Degrees of reliability are
$0.60 \leq r_{11} < 0.80$	High degree of reliability
$0.80 \leq r_{11} < 1.00$	Very high degree of reliability

(Sudjana, 2011: 18)

As for how to test for reliability test using SPSS V.16 is as follows:

1. Do a set of data on the ***Variables View***
2. Copy of the data that has been created from Microsoft Excel
3. Enter the student's name on the ***Data View***
4. Fill in the label ***value***
5. Click ***Analyze> Scale > Reliability Analyze***
6. Click all the data and fill to data box.
7. Click ***Statistics***, on ***Descriptive*** for Click ***Scale***
8. Click ***Continue***
9. Click the ***Ok***

(Ghozali:

2006)

This is the result of reliability test using SPSS V. 16 formula:

- a. List wise deletion based on all variables in the procedure.

**Table 12.**

**Case Processing Summary**

		N	%
Cases	Valid	35	100.0
	Excluded <sup>a</sup>	0	.0
	Total	35	100.0

- b. The calculated of all data scale statistics

**Table 13.**

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
18.60	31.541	5.616	30

c. Reliability statistics using SPSS 16.

**Table 14.**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.834	30

From the table above concluded that the result of reliability test of 30 items test is 0,834. Whereas the value of r crisis on significant 0, 05, it is means that the tests instrument of the research is very high degree of reliability.

### 3. Power of Distinguishing

*Indeks daya pembeda adalah indeks yang digunakan dalam membedakan antara peserta tes yang berkemampuan tinggi dengann peserta tes yang berkemampuan rendah (Surapranata, Sumarna. 2004:23).*

Power of Distinguishing is an index that is used to distinguish between high-ability test participants with the low-ability test takers (Surapranata, Sumarna. 2004:23).

$$PD = (UL-LL) / NA \times 100\%$$

Description: PD = Power of Distinguishing

UL = Upper Limit

LL = Lower Limit

NA = Number of students one of the group "A" or "B"

Description: Very Bad (must be removed) = negative - 9%

Bad (should be discarded) = 10% -19%

Enough (likely to be revised) = 20% - 29%

Good = 30% - 49%

Very good = 50% and above



**Table 15**

**The Result Power of Distinguishing**

Criteria	F	%
Very Good	15	50%
Good	6	20%
Enough	6	20%
Bad	1	3%
Very Bad	2	7%
<b>Total</b>	<b>30</b>	<b>100%</b>

For full detail the result of Power of Distinguishing calculated by using Microsoft Excel, see the table 16.

**Table 16.**

**Power of Distinguishing**

<b>No. Test</b>	<b>Right</b>		<b>UL-LL</b>	<b>PD</b>	<b>Criteria</b>
	<b>Up</b>	<b>Down</b>			
1	9	6	3	33%	Good
2	9	7	2	22%	Enough
3	8	2	6	67%	Very Good
4	9	9	0	0%	Very Bad
5	9	5	4	44%	Good
6	7	1	6	67%	Very Good
7	9	6	3	33%	Good
8	7	5	2	22%	Enough
9	6	7	-1	-11%	Very Bad

10	5	2	3	33%	Good
11	9	4	5	56%	Very Good
12	7	0	7	78%	Very Good
13	7	6	1	11%	Bad
14	6	1	5	56%	Very Good
15	8	0	8	89%	Very Good
16	7	1	6	67%	Very Good
17	9	5	4	44%	Good
18	8	3	5	56%	Very Good
19	6	0	6	67%	Very Good
20	9	7	2	22%	Enough
21	9	2	7	78%	Very Good
22	8	1	7	78%	Very Good
23	9	7	2	22%	Enough
24	9	4	5	56%	Very Good
25	8	1	7	78%	Very Good
26	8	3	5	56%	Very Good
27	8	1	7	78%	Very Good
28	9	5	4	44%	Good
29	6	4	2	22%	Enough
30	7	5	2	22%	Enough

From the table the result of power of distinguishing show that the tests gave the students average is very good test because 50% respond from the student's answer the question gives.

#### 4. Difficulty Index

*Tingkat kesukaran atau indeks kesukaran (difficulty index) adalah menunjukkan persentase jawaban item yang benar, maka semakin kecil persentase menunjukkan makin sulit item tersebut. (Purwanto, 2001: 120).*

Difficulty index is the percentage of correct answers of item, the smaller the percentage indicates the item is more difficult. (Purwanto, 2001: 120).

Problem is said to have good difficulty index if the matter is not too easy or too difficult. To find out about the subjects difficult or easy, the difficulty level to be seen by the formula:

$$DI = (UL + LL) / (NA + NB) \times 100\%$$

Description: DI = difficulty index

UL = Upper Limit

LL = Lower Limit

NA = Number of students in group "A" (above)

NB = Number of students in group "B" (bottom)

Description:	Very difficult (should be discarded)	= 0% - 15%
	Difficult	= 16% - 30%
	Enough	= 31% - 70%
	Easy	= 71% - 85%
	Very easy (preferably discarded)	= 86% - 100%

**Table 17.**

**The Result of Difficulty Index**

Criteria	F	%
Very Easy	4	13%
Easy	9	30%
Enough	17	57%
Difficult	0	0%
Very Difficult	0	0%
<b>Total</b>	<b>30</b>	100%

For full detail the result of Difficulty Index calculated by using Microsoft Excel, see the table 18.

**Table 18.****Difficulty Index**

<b>No. Test</b>	<b>Right</b>		<b>UL+LL</b>	<b>DFI</b>	<b>Criteria</b>
	<b>Up</b>	<b>Down</b>			
1	9	6	15	83%	Easy
2	9	7	16	89%	Very Easy
3	8	2	10	56%	Enough
4	9	9	18	100%	Very Easy
5	9	5	14	78%	Easy
6	7	1	8	44%	Enough
7	9	6	15	83%	Easy
8	7	5	12	67%	Enough
9	6	7	13	72%	Easy
10	5	2	7	39%	Enough
11	9	4	13	72%	Easy
12	7	0	7	39%	Enough
13	7	6	13	72%	Easy
14	6	1	7	39%	Enough
15	8	0	8	44%	Enough
16	7	1	8	44%	Enough
17	9	5	14	78%	Easy
18	8	3	11	61%	Enough
19	6	0	6	33%	Enough
20	9	7	16	89%	Very Easy
21	9	2	11	61%	Enough
22	8	1	9	50%	Enough
23	9	7	16	89%	Very Easy
24	9	4	13	72%	Easy
25	8	1	9	50%	Enough

26	8	3	11	61%	Enough
27	8	1	9	50%	Enough
28	9	5	14	78%	Easy
29	6	4	10	56%	Enough
30	7	5	12	67%	Enough

The result of table 17 show that difficulty index of the average test are gave to the student is “Enough” test. Because 57% respond from the student’s answer the question gives.

### **G. Technique of Collecting Data**

The technique of collecting data is a Test. Knight (2010: 123) stated that testing and evaluation can have a significant influence on how a teacher works with their learners, and also influences how learners learn. Lindsay (2010: 126) said that multiple choice questions are a common type of test and can be used to test both individual language items, such as vocabulary or grammar, or listening or reading comprehension.

A multiple choice question usually gives the learner a choice of one correct answer and two or more incorrect ones. According to Fraenkel (2009: 265) that in the one-group pretest-posttest design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before.

The research in elementary school of *SD Negeri 2 Watu Belah Sumber Kab. Cirebon*, in pre test and post test gives 10 numbers of tests multiple

choices. So, the researcher test consist of 20 numbers of tests multiple choices about the noun (Scholl environments, House environments, transportations and animals) suitable with the syllabus second semester at elementary school.

The writer gives the students two test, namely:

- a. The pre-test given before the treatment in the form of teaching the content, to get the data of students' vocabulary mastery.
- b. The post-test is given after the writer gives the new technique to the students.

## **H. Technique of Analysis Data**

### **1. Pre-requisite instrument**

#### **a. Normality Test**

Normality test is used to determine whether the distribution of the data is normal or not. Data normality criteria:

1.  $H_a$  = samples come from populations that are not normally distributed

If the probability value or sig.  $> 0.05$  then the  $H_0$ ,  $H_a$  rejected while in receive (normal data).

2.  $H_0$  = the sample comes from a normally distributed population

If the probability value or sig.  $< 0.05$  then  $H_a$  is received, while  $H_0$  was rejected (Data is not normal).

Normality test is used to determine the normality of the distribution of some of some of the data. To simplify the calculation Normality test using SPSS V.16. Tests for normality using Kolmogorov Smirnov and Shapiro-Wilk test. The steps are as follows;

1. Create job descriptions in a sentence

Ho: The data were normally distributed

Ha: The data is not normally distributed

2. Determine the risk of misunderstanding (significance level)
3. Counting and calculated as D<sub>table</sub>
4. Comparing D<sub>table</sub> and calculated as to determine Ho is rejected or accepted based on testing rules
5. Making the decision

(Siregar, 2010: 245)

As far how to test for normality the research calculated the data by using SPSS V.16 as follows:

1. Do a set of data Pre-test and Post-test on the ***Variables View***
2. Copy of the data Pre-test and Post-test that has been created from Microsoft Excel
3. Enter the student's name on the ***Data View***
4. Fill in the label ***value***
5. Click ***Analyze> Descriptive Statistics> Explore***



6. Data input scores (Pre-test) on the ***Dependent List*** and test (Post-test) to ***Factor List*** by clicking on the arrow in the middle
7. In the ***Display*** section select ***Plots***
8. Click the ***Plot*** on the bottom and click ***none*** on ***Boxplot***, ***Histogram***, the ***Descriptive; Check list*** on ***normality plots*** with tests, click on ***Spread vs Power Estimation. Level with Levene Test***
9. Click ***Continue***
10. Click the ***Ok***

(Ghozali: 2006)

## 2 Homogeneity test

*Uji homogenitas variansi sangat diperlukan sebelum kita membandingkan dua kelompok atau lebih, agar perbedaan yang ada bukan disebabkan oleh adanya perbedaan data dasar. Adapun  $H_o$  menyatakan variansi homogen, sedangkan  $H_a$  menyatakan variansi tidak homogen. (Irianto, 2010; 276).*

Test of homogeneity of variance is needed before we are comparing two or more groups, so that there is not a difference caused by the difference in the data base. The  $H_o$  stated variances homogeneous, whereas  $H_a$  stated variance is not homogeneous. (Irianto, 2010; 276).

$$F = \frac{\textit{Biggest Variable}}{\textit{Smallest Variable}}$$

(Riduwan, 2012:184)

Where:

F = the price variance which tested

The hypothesis for the homogeneity test is:

Ho = there is no difference of sample variance (homogeneous)

Ha = there is difference in variance of samples (not homogeneous)

With the testing criteria are used:

If F count > F table, means homogeneous

If the F value < F table, means not homogeneous

As far how to test the homogeneity, the research calculated the data by using SPSS V.16 is as follows:

1. Do a set of data Pre-test and Post-test on the ***Variables View***
2. Copy of the data Pre-test and Post-test that has been created from Microsoft Excel
3. Enter the student's name on the ***Data View***
4. Fill in the label ***value***
5. Click ***Analyze> Descriptive Statistics> Explore***
6. Data input scores (Pre-test) on the ***Dependent List*** and test (Post-test) to ***Factor List*** by clicking on the arrow in the middle
7. Click the ***Plot*** on the bottom and click ***none*** on ***boxplot***, ***Histogram***, the ***Descriptive; Check list*** on ***normality plots*** with tests, click on ***Spread vs Power Estimation. Level with Levene Test***
8. Click ***Continue***
9. Click the ***Ok***

(Ghozali: 2006)

## 2. Hypothesis Testing

Hipotesis ialah pernyataan sementara yang perlu diuji kebenarannya. Untuk menguji kebenaran sebuah hipotesis digunakan pengujian yang disebut pengujian hipotesis atau pengetesan hipotesis, (Usman, 2009:119).

Hypothesis is a statement that needs to be tested while the truth. To test the truth of a hypothesis testing used is called hypothesis testing or hypothesis testing, (Usman, 2009:119). In *SD Negeri 2 Watubelah Sumber Cirebon*, the research only gets one class is the third grade students as the sample so the formula of hypothesis testing is using One Sample T-test. Below is the formula of One Sample T-test.

$$t = \frac{\bar{x} - \mu}{\left(\frac{SD}{\sqrt{N}}\right)}$$

Note:

T = T value

$\bar{x}$  = The average sample

$\mu$  = parameter values

SD = Sample standard deviation

N = number of samples

(t-test/SAM/F.Psi.UA/2006)

**Table 19.**  
**The Category of Score**

<b>Score</b>	<b>Category</b>
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
20 – 40	Bad

(Depdiknas, 2006: 13)

As for how to test the hypothesis by using SPSS V.16 is as follows:

1. Set of data on the variable view
2. Click the Data view
3. Click Analyze > Compare Means > One-Sample T-Test on the menu  
so the dialog box
4. One Sample T-test appears
5. Enter the variable Pre-test and Post-test on test variables
6. Click on Options, select the 95% confidence level and analyze by  
cases Exclude analyze
7. Click Continue
8. Click on OK

(Ghozali: 2006)

## CHAPTER IV

### THE RESEARCH FINDING AND DISCUSSION

In this chapter the researcher is going to present and analyze the data which has been collected from the test. This will give much information about the students score in learning vocabulary before the application of flashcard as media, the students score in learning vocabulary before the application of flashcard as media, and the influence of flashcard as media on students' vocabulary mastery at the third grade of *SD Negeri 2 Watubelah Sumber Kab. Cirebon* in academic year 2012/2013.

#### **A. The students score in learning vocabulary before the application of Flashcard as media.**

The score in Pre-tests, there are 19 (nineteen) students who get score above 6. And there were 21 (twenty one) students who get the score under 6. Below is the table of the classification of the multiple choice test result.

**Table 20.**  
**Score of Pre-Test**

No	Students	Number of Test										Score
		1	2	3	4	5	6	7	8	9	10	
1	Mega Lestari	0	0	0	1	0	0	0	1	0	0	2
2	Edi Kaelani	1	0	0	0	0	0	0	1	0	0	2
3	Ageng Santoso	0	0	0	1	0	0	1	0	1	0	3

4	Ahmad Nursidis	1	0	1	1	0	1	1	1	1	0	7
5	Almaidah Safitri	0	1	1	1	1	1	0	1	1	1	8
6	Ani Bintang S	1	1	0	1	1	1	1	1	0	1	8
7	Anisya Ayu A	1	0	0	1	0	1	1	0	1	0	5
8	Anita	0	1	0	1	0	0	1	0	1	1	5
9	Arif Budiman	1	1	0	0	0	0	0	0	0	0	2
10	Bela Puspita S	0	1	0	1	0	1	1	0	1	1	6
11	Dendi Adiputra	0	1	0	0	0	1	1	0	0	1	4
12	Farham	1	1	1	1	1	1	1	1	1	1	10
13	Ira Maya Sopa	0	1	1	0	0	1	0	0	0	1	4
14	Kusmenti K	0	1	0	1	1	1	1	1	1	1	8
15	Muhamad Yunus	0	0	0	1	0	1	0	1	0	1	4
16	M. Hidayat	0	1	1	1	1	0	1	1	1	1	8
17	M. Iqbal	0	1	0	0	1	0	1	0	1	0	4
18	M. Sidiq	1	0	1	1	0	1	0	1	0	0	5
19	Nindi Alia F	0	1	1	1	1	0	1	1	1	1	8
20	Nova Oktaviani	0	1	1	1	0	1	1	1	0	1	7
21	Rendi A	1	1	1	1	1	1	0	1	0	1	8
22	Rendi M	1	1	0	1	1	1	0	0	0	0	5
23	Riyantona	0	0	0	1	1	0	1	0	1	1	5
24	Sunaryo	1	0	1	1	1	1	1	0	1	1	8
25	Tika	1	0	1	0	0	1	0	1	0	0	4
26	Titin Rohayati	1	0	1	0	1	0	0	0	1	0	4
27	Toya Suci W	1	1	1	0	1	1	0	1	1	1	8
28	Wiryanto	0	1	0	1	0	1	0	1	0	1	5
29	Dini Afrisa	0	1	1	0	1	0	1	1	1	1	7
30	M. Guntur	1	1	0	1	1	1	1	1	1	0	8
31	Taufik	0	0	0	1	0	1	0	0	1	0	3
32	Ziputri Srilanda	1	0	0	0	1	1	0	0	0	0	3
33	M Krisna	0	1	1	1	0	1	1	1	1	1	8

34	Maulidia	0	1	1	1	0	0	1	1	0	1	6
35	Andri	0	1	0	0	1	0	0	0	0	0	2
36	Dina Fauzia	1	1	0	0	1	0	1	1	0	0	5
37	Tasiya Desti	1	0	1	1	0	0	1	1	1	1	7
38	Sarif F	0	1	0	1	1	1	1	1	0	1	7
39	Amel	0	1	0	0	0	0	0	1	1	1	4
40	Rosyidatul Husna	1	0	1	1	0	0	0	1	1	1	6
<b>Total</b>		19	27	21	31	24	29	29	33	31	34	223

The mean of the pre-test can be calculated with the formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{223}{40}$$

$$\bar{x} = 5.575$$

So, the mean score of students in learning vocabulary before the application of Flashcard as media is 5. 575 and it is classified into “Enough”.

#### **B. The students score in learning vocabulary after the application of Flashcard as media.**

In Post-test there are 29 (twenty nine) students who get score above 6. And there are 11 (eleven) students who get the score under 6. Below is the table of the classification of the multiple choice test result.



**Table 21.**  
**Score of Post-Test**

No	Students	Number of Test										Total Score
		1	2	3	4	5	6	7	8	9	10	
1	Mega Lestari	0	1	1	0	1	1	1	0	1	0	6
2	Edi Kaelani	1	1	0	1	0	1	0	1	1	0	6
3	Ageng Santoso	1	0	1	1	1	1	1	0	1	1	8
4	Ahmad Nursidis	1	1	1	1	1	1	1	0	1	0	8
5	Almaidah Safitri	1	1	1	1	1	1	1	1	1	1	10
6	Ani Bintang S	1	1	1	1	0	1	1	1	1	0	8
7	Anisya Ayu A	0	1	1	0	1	1	1	1	1	1	8
8	Anita	0	1	1	1	0	1	1	1	1	1	8
9	Arif Budiman	0	1	0	1	0	1	0	1	1	0	5
10	Bela Puspita S	1	1	1	1	0	1	1	1	0	1	8
11	Dendi Adiputra	0	1	1	0	1	0	1	0	1	0	5
12	Farham	1	0	1	1	1	1	1	1	1	0	8
13	Ira Maya Sopha	0	1	0	1	0	1	0	0	0	0	3
14	Kusmenti K	0	0	1	1	0	0	1	1	0	0	4
15	Muhamad Yunus	1	0	1	0	1	1	0	1	1	1	7
16	M. Hidayat	1	1	1	1	1	1	1	1	1	1	10
17	M. Iqbal	1	1	0	0	0	1	0	0	0	0	3
18	M. Sidiq	1	1	1	0	0	1	0	0	1	1	6
19	Nindi Alia F	0	1	1	0	1	1	1	0	1	1	7
20	Nova Oktaviani	0	1	0	1	1	1	1	1	1	1	8
21	Rendi A	1	1	1	1	1	1	1	1	1	1	10
22	Rendi M	1	1	0	1	0	0	0	0	0	0	3
23	Riyantona	1	1	1	1	1	1	0	1	1	0	8
24	Sunaryo	1	0	0	0	0	0	1	1	1	1	5

25	Tika	1	1	1	1	0	1	1	0	1	0	7
26	Titin Rohayati	0	0	0	0	0	0	1	0	0	0	1
27	Toya Suci W	1	1	1	1	1	0	1	1	1	1	9
28	Wiryanto	0	1	0	1	0	0	0	0	0	1	3
29	Dini Afrisa	1	0	1	0	1	1	0	1	0	1	6
30	M. Guntur	1	1	0	1	1	1	1	1	1	1	9
31	Taufik	1	0	1	1	1	1	1	1	1	1	9
32	Ziputri Srilanda	1	1	1	1	1	1	1	1	1	1	10
33	M Krisna	1	0	1	1	0	1	1	1	1	1	8
34	Maulidia	1	1	1	1	1	1	1	1	1	0	9
35	Andri	0	1	1	0	1	1	0	1	1	0	6
36	Dina Fauzia	1	0	1	1	0	1	1	1	0	1	7
37	Tasiya Desti	1	1	0	1	1	1	0	1	1	1	8
38	Sarif F	1	1	1	0	1	0	1	0	1	0	6
39	Amel	0	0	1	0	0	0	1	1	0	0	3
40	Rosyidatul Husna	0	1	0	1	0	1	0	1	0	1	5
<b>Total</b>		27	31	31	31	27	37	34	35	38	32	268

The mean of the post-test can be calculated with the formula:

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{268}{40}$$

$$\bar{x} = 6.7$$

So, the mean score of students in learning vocabulary before the application of Flashcard as media is 6.7 and it is classified into "Good".

**C. The influence of the application of flashcard as media on the students' vocabulary mastery.**

To find the influence of the application of flashcard as media on the students' vocabulary mastery, first the researcher does the technique of collecting data with pre-requisite instrument parametric and hypothesis testing. The pre-requisite instrument parametric using SPSS v. 16 the calculated as follow:

**1. Normality Test**

Bellow is the result of Normality test using SPSS v. 16:

**Table 22.**  
**Tests of Normality<sup>b,c</sup>**

Post Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test 3	.367	5	.026	.684	5	.006
5	.151	4	.	.993	4	.972
6	.309	6	.077	.773	6	.033
7	.303	4	.	.791	4	.086
8	.157	11	.200 <sup>*</sup>	.964	11	.816
9	.271	4	.	.848	4	.220
10	.441	4	.	.630	4	.001

Notes:

a. Lilliefors Significance Correction

(\*). This is a lower bound sign of the true significance.

b. Pre-Test is constant when Post-Test = 1. It has been omitted.

c. Pre-Test is constant when Post-Test = 4. It has been omitted.

From the table 22, concluded that the result of Normality test on middle Shapiro-Wilk is Sig. 0, 86 for data Pre-test and Post-test, if the consultation with Lilliefors Significance Correction  $\alpha = 0, 05$  and  $N=40$ , so  $H_0$  accepted because  $0, 86 > 0, 05$ . It means that the data on variable (Pre-test and Post-test) from the population is normal distribution.

## 2. Homogeneity Test

Bellow is the result of homogeneity test using SPSS v. 16:

**Table 23.**

**Test of Homogeneity of Variance<sup>a,b</sup>**

Post-Test	Levene Statistic	df1	df2	Sig.
Pre-Test Based on Mean	1.589	6	31	.183
Based on Median	.908	6	31	.502
Based on Median and with adjusted df	.908	6	18.946	.510
Based on trimmed mean	1.502	6	31	.210

Notes:

a. Pre-Test is constant when Post-Test = 1. It has been omitted.

b. Pre-Test is constant when Post-Test = 4. It has been omitted.

From the table 23, concluded that the result of sample signification, all the data is over than 0, 05. It means that all the data of Homogeneity test on variable (Pre-test and Post-test) is homogeneity distribution.

### 3. Hypothesis Testing

Bellow is the result of hypothesis testing using SPSS v. 16:

**Table 24.**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Pre-Test	40	5.58	2.147	.339
Post-Test	40	6.70	2.301	.364

**Table 25.**

**The Result of One-Sample Test**

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-Test	16.423	39	.000	5.575	4.89	6.26
Post-Test	18.420	39	.000	6.700	5.96	7.44

Determined:

- a. The value of  $\alpha$
- b. Df (degree of freedom) =  $N-k$ 
  - For one sample t-test  $df = N-1$
- c. Compare the value of t-count with the value of t-table if:
  1. T count < t-table so there are different significantly ( $H_a$  Accepted)
  2. T count > t-table so there are not different significant ( $H_0$  Rejected)

From table 25, the value of t-count in pre-test is 16, 423, and the value of t-count on post-test is 18, 420. Whereas, the value of significance (2 tailed) of ( $\alpha$ ) is 0, 05 or 5% and the result of Pre-test and Post-test in One sample t-test is 0, 000. It means that  $\text{sig } 0, 000 < 0, 05$  so there are different significantly ( $H_a$  Accepted) and this case show that equation regression of the result can be used.

$H_a \checkmark$  Accepted

$H_0 \times$  Rejected

So, the result of hypothesis testing is there is positive and significant the influence of the application flashcard as media on the students vocabulary mastery at SDN 2 Watu Belah Sumber Kab. Cirebon.

$$H_a = X_1 > X_2$$

$$= \text{Post-test} > \text{Pre-test}$$

$$= 6.7 > 5.575$$

There is an increase of 0.95 in the students score.

Finally from the explanation above, based on the result of quantitative data (pre-test and post-test) it can be concluded that flashcards can improve students' vocabulary mastery. It is proved by the increase of students' vocabulary mastery score.

#### **D. Discussion**

The students' achievement in learning vocabulary before and after the application of flashcard as media is different. The application of flashcard as media in teaching and learning English helping students more mastering in learning vocabulary. It can be seen by the increasing mean scores of the students in the pre-test before the application of flashcard and in the post-test after the application of flashcard as media is higher.

The mean score the students' English vocabulary mastery before the application of flashcard as media is 5.575. According to the score of category, 5.575 are classified into "Enough". And, the mean score of students' English vocabulary mastery after the application of flashcard as media is 6.7. According to the score of category, 6.7 are also classified into "Good". So, there is an increase of 0.95 in the students average score.

The score in Pre-tests, there are 19 (nineteen) students who get score above 6. And there were 21 (twenty one) students who get the score under 6. It can be concluded that the students vocabulary mastery before the application of flashcard as media is less, because from the standard curriculum, it prescribed the minimal passing grade in English subject is 6.

And after the application of flashcard as media In Post-test there are 29 (twenty nine) students who get score above 6. And there are 11 (eleven) students who get the score under 6. It can be conclude that after the application of flashcard as media in students vocabulary mastery increasing.

The result of One Sample-Test formula using SPSS .16, it found that the value of t-count in pre-test is 16. 423 and the value of t-count on post-test are 18. 420. Whereas, the value of significance (2 tailed) of ( $\alpha$ ) is 0. 05 or 5% and the result of Pre-test and Post-test in One sample t-test is 0, 000. It means that  $\text{sig } 0. 000 < 0. 05$  so there are different significantly ( $H_a$  Accepted) and this case show that equation regression of the result can be used. So, there is positive and significant influence of the application of flashcard as media on the students' vocabulary mastery.

The teaching and learning vocabulary in the classroom by the application of flashcards as media makes the students familiar with certain words. Thus, after the lesson is over, they can memorize the words easily. The increasing attention, motivation, and existence of flashcards improve the students' achievement in mastering vocabulary.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research of English vocabulary mastery at third grade of *SD Negeri 2 Watubelah Sumber Kab. Cirebon* by using flashcards and analyzing the data, the researcher found some research findings to answer the research questions in the introduction. All of the findings were gotten from the data that were collected by the researcher. After analyzing the data, the researcher found the results namely:

1. The score in Pre-test on learning vocabulary without the application of Flashcard is 5.575 and according to the category of score above, 5. 575 are classified into “Enough”.
2. The score in Post-test on learning vocabulary with the application of Flashcard is 6. 7 and according to the category of score, 6. 7 are classified into “Good”.
3. There is positive and significant the influence of the application flashcard as media on the students’ vocabulary mastery at third grade of *SD Negeri 2 Watu Belah Sumber Kab. Cirebon*. Because  $H_a$  is accepted or there are different significantly and  $H_o$  is rejected.

From the explanation above can be concluded that the students’ vocabulary mastery improved. It was indicated by the results of the test. The existence of flashcards makes the students familiar with certain words. Thus, after the lesson is over, they can memorize the words easily. The increasing

attention, motivation, and existence of flashcards improve the students' achievement in mastering vocabulary. It can be shown by the increasing scores of the students in the pre-test and in the post-test.

## **B. Suggestion**

Based on the conclusion, the researcher would like to give some suggestions dealing with the teaching of vocabulary. First suggestions are to the English teacher, there are three suggestions, namely:

- a. The teachers should have some techniques to teach vocabulary items.  
To identify the meaning of words, the teacher can use the real object to show the meaning of the words, the teacher can use the words in a context or in a sentence. And the last technique to show the meaning of the words is by giving the definition of words.
- b. The teacher needs to identify the students' behavior first before presenting the lesson. This is aimed to choose an appropriate technique it is necessary for the teacher to use interesting technique and media, such as flashcards, so the students will be interested in joining the lesson.
- c. The teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation.

Second suggestions are to the students, some students might consider English as a difficult subject if there is no motivation to learn. The students should encourage themselves to learn more, to ask more, and to know more. The students should learn and understand more about new vocabularies. If they find any difficulties of the word, the writer suggests them to open their dictionary or ask their English teacher directly.

The last suggestions are to other researchers; this study is just one effort to improve student's vocabulary mastery with the application of flashcard. It is hoped that the result of the study could be used as the additional reference in other research.

## BIBLIOGRAPHY

- Brown, James Dean. 1991. *Understanding Research in Second Language in Learning*. United State of America: Cambridge University Press.
- Bull, Victoria. 2011. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press
- Fraenkel, Jack R and Norman E Wallen. 2009. *How to Design Research and Education*. New York: McGraw-Hill Higher Education.
- Freeman, and Diane Larsen. 2003. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Ghozali, I. 2006. *Aplikasi Analisis Multivariate Dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hatch, Eelyn and Hossein Farhady. 1982. *Research Design and Statistics for applied Linguistics*. United State of America: Newbury House Publishers, Inc.
- Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, Semantic, and Language Education*. Cambridge: Cambridge University Press.
- Hiebert, Elfrieda H. and Michael L. Kamil. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice*. United States of America: Lawrence Erlbaum Associates, Publishers
- Knight, Paul and Cora Lindsay. 2010. *Learning and Teaching English; A Course For Teachers*. New York. Oxford University Press
- Nunan, David. 1992. *Research Methods in Language Learning*. United State of America: Cambridge University Press
- Nasution, S. 2010. *Didaktik Asas-asas Mengajar*. Jakarta: Penerbit Bumi Aksara
- Nation, I.S.P. 2001. *Learning Vocabulary in Other Language*. New York: Cambridge University Press.

Pora, Yusran. 2002. Enrich your vocabulary through. Yogyakarta: Pustaka Pelajar.

Richards, Jack. C, and S. Rodgers, Theodore. 2001. Approaches and Methods in Language Teaching. Cambridge: Cambridge: Cambridge University Press

Sadiman, Arief S, dkk. 2004. Media pendidikan.. Jakarta: PT Raja Gafindo.

Schmitt, Norbert. 2000. Vocabulary in Language Teaching. United State of America: Cambridge University Press

Scott, A. Wendy & Ytreberg, H. Lisbeth. 1990. Teaching English to Children. New York: Longman Inc.

Ur, Penny. 2009. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

Wijaya. Fitrah Book 2: Grammar Speaking Vocabularies. Lamongan: Pelangwot Laren

Yule, George. 2006. The Study of Language. New York: Cambridge University Press

Dewi, Desti Cahya. 2011. Teaching Vocabulary Irregular English Verbs Trough Flashcards. University of ibn khaldun bogor-indonesia, 4 June 2013 at 20:05 pm

Internet sources:

<http://www.macmillandictionary.com/dictionary/british/flashcard>, 4 June 2013 at 20:35 pm

<http://www.yourdictionary.com/flashcard>, 4 June 2013 at 20:40 pm

[http://www.ehow.com/facts\\_6300729\\_definition-flash-cards.html](http://www.ehow.com/facts_6300729_definition-flash-cards.html), 4 june 2013 at 20:45 pm

Lewis, Jared. The Advantages of Flash Cards. eHow Contributor.  
[http://www.ehow.com/list\\_7427604\\_advantages-flash-cards.html](http://www.ehow.com/list_7427604_advantages-flash-cards.html), 4 June  
2013 at 20:50 pm

Shaw, Jamie. Use of Flash Cards in School. eHow Contributor:  
[http://www.ehow.com/info\\_7970963\\_use-flash-cards-school.html](http://www.ehow.com/info_7970963_use-flash-cards-school.html), 4  
June 2013 at 20:55 pm

Richard Nordquist, About.com Guide.  
<http://grammar.about.com/od/tz/g/vocabterm.htm>, 5 june 2013 at 09:00  
am

<http://en.wikipedia.org/wiki/Vocabulary>, 5 June 2013 at 09:05 am

# APPENDICES

## Rencana Pelaksanaan Pembelajaran (RPP)

**Sekolah** : SDN 2 Watu Belah Sumber  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : III (Tiga)/ II (Dua)  
**Tema** : Kata Benda / Noun  
**Alokasi Waktu** : 2 x 45 Menit  
**Aspek/skill** : Membaca/Reading

### **Standar Kompetensi**

Memahami makna teks tulis monolog yang berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

### **Indikator:**

1. Melafalkan kata, frasa dan kalimat dengan baik dan benar secara cermat.
2. Membaca kata frasa dan kalimat dengan intonasi yang benar secara percaya diri.
3. Membaca nyaring dengan baik dan benar secara percaya diri.

### **1. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Mengembangkan kosa kata dan kalimat terkait dengan Kata Benda / Noun.
2. Memahami dan membaca Kata Benda / Noun.
3. Membuat kalimat dalam bentuk Kata Benda / Noun.

### **2. Materi Pembelajaran**

Noun adalah kata benda. Kata benda itu banyak sekali jenisnya disekitar kita, baik benda yang hidup maupun benda yang mati. Diantaranya yaitu:

1. Transportation
  - a. Kapal Terbang: Plane
  - b. Sepeda: Bicycle
  - c. Bis: Bus
  - d. Sepeda Motor: Motorcycle



2. House Environment
  - a. Lampu: Lamp
  - b. Televisi: Television
  - c. Bunga: Flower
  - d. Rumah: House
3. School Environment
  - a. Komputer: Computer
  - b. Bola dunia: Globe
  - c. Guru: Teacher
  - d. Kepala Sekolah: Headmaster
4. Animals
  - a. Kerbau: Buffalo
  - b. Nyamuk: Mosquito
  - c. Kelinci: Rabbit
  - d. Laba-laba: Spider

### 3. Metode Pembelajaran / Teknik

Three Phase Technique: Setiap pertemuan dikemas dalam tiga tahapan

### 4. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan

Kegiatan guru	Kegiatan siswa	Waktu
Guru memberi salam dan meminta siswa untuk berdoa sebelum mulai pelajaran hari ini	Siswa menjawab salam dan berdoa bersama	5'
Guru mengabsen kehadiran siswa	Siswa memperhatikan gurunya	
Guru mengulang materi sebelumnya	Siswa mengingat/mengungkapkan materi sebelumnya	
Guru memberikan apersepsi	Siswa mendengarkan gurunya	
Guru menyampaikan materi dan tujuan pembelajaran	Siswa memperhatikan gurunya	

#### b. Kegiatan Inti

Kegiatan guru	Kegiatan siswa	Waktu
		35'
Guru bertanya tentang materi Kata Benda / Noun	Siswa menjawab pertanyaan guru	
Guru menjelaskan tentang Kata Benda / Noun	Siswa memperhatikan penjelasan gurunya	
Guru menyebutkan jenis-jenis Kata Benda / Noun	Siswa memperhatikan gurunya	
Guru bertanya pada siswa “any question so far?”		

Guru meminta siswa untuk membaca Kata Benda / Noun dan mentranslate ke dalam bahasa indonesia	Siswa membaca Kata Benda / Noun dan mentranslate ke dalam bahasa Indonesia	
Guru memberikan latihan kepada siswa	Siswa mengerjakan latihan yang di berikan oleh guru	

### C. Kegiatan Penutup

Kegiatan guru	Kegiatan siswa	Waktu
Guru memberikan kesimpulan materi pelajaran hari ini	Siswa memperhatikan gurunya	5'
Guru memberikan motivasi kepada siswanya	Siswa mendengarkan motivasi yang di berikan gurunya	
Guru memberi salam	Siswa menjawab salam	

### 5. Sumber dan Media Belajar

- Buku teks: Learning English 3 Grade
- Fitrah Book: Vocabulary

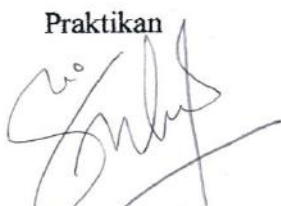
### 6. Penilaian

- a. Teknik : Tes Tulisan
- b. Bentuk : Pertanyaan tertulis


Sumber, 4 Juni 2013

Mengetahui,

Praktikan

  
(Sri Sulastri)  
NIM. 59430747

Guru

  
ADE NURNINGSIH, S.Pd.  
NIP.

Kepala SDN 2 Watubelah



## Rencana Pelaksanaan Pembelajaran (RPP)

**Sekolah** : SDN 2 Watu Belah Sumber  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : III (Tiga)/ II (Dua)  
**Tema** : Kata Benda / Noun  
**Alokasi Waktu** : 2 x 45 Menit  
**Aspek/skill** : Membaca/Reading

### **Standar Kompetensi**

Memahami makna teks tulis monolog yang berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

Membaca nyaring bermakna kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

### **Indikator:**

1. Melafalkan kata, frasa dan kalimat dengan baik dan benar secara cermat.
2. Membaca kata frasa dan kalimat dengan intonasi yang benar secara percaya diri.
3. Membaca nyaring dengan baik dan benar secara percaya diri.

### **1. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Mengembangkan kosa kata dan kalimat terkait dengan Kata Benda / Noun.
2. Memahami dan membaca Kata Benda / Noun.
3. Membuat kalimat dalam bentuk Kata Benda / Noun.

### **2. Materi Pembelajaran**

#### **1. Transportation**

- a. Car  
- This is a car
- b. Pedi cab  
- The Pedi cab is brown color



- c. Ship  
- The ship at sea.



- d. Train  
- The train is very long.

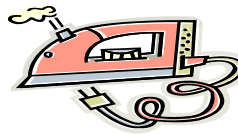


## 2. House Environment

- a. This is a clock.  
- I have a clock



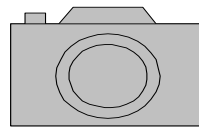
- b. Iron  
- Iron is very hot



- c. Cake  
- That is a birthday Cake.



- d. Camera  
- You have a Camera

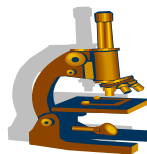


## 3. School Environment

- a. School  
- Today, I will go to school.



- b. Microscope  
- My teacher have a Microscope



- c. Telephone  
- Michel has a telephone.



- d. Tree  
- Tree is very high



## 4. Animals

- a. Cow  
- The Cow product a milk



- b. Tiger  
- Tiger is very Dangerous



- c. Ant  
- Ant likes a sugar



- d. Wolf  
- That is two wolf



## 5. Metode Pembelajaran / Teknik

Three Phase Technique: Setiap pertemuan dikemas dalam tiga tahapan

## 6. Langkah-langkah Kegiatan

### a. Kegiatan Pendahuluan

Kegiatan guru	Kegiatan siswa	Waktu
Guru memberi salam dan meminta siswa untuk berdoa sebelum mulai pelajaran hari ini	Siswa menjawab salam dan berdoa bersama	5'
Guru mengabsen kehadiran siswa	Siswa memperhatikan gurunya	
Guru mengulang materi sebelumnya	Siswa mengingat/mengungkapkan materi sebelumnya	
Guru memberikan apersepsi	Siswa mendengarkan gurunya	
Guru menyampaikan materi dan tujuan pembelajaran	Siswa memperhatikan gurunya	

### b. Kegiatan Inti

Kegiatan guru	Kegiatan siswa	Waktu
Membagi siswa dalam 4 kelompok untuk berdiskusi bersama	Siswa bekerja sama/berkelompok mendiskusikan materi	35'
Guru meminta siswa untuk membaca Kata Benda / Noun yang ada dalam kartu dan mentranslate ke dalam bahasa indonesia	Siswa membaca Kata Benda / Noun yang ada dalam kartu dan mentranslate ke dalam bahasa Indonesia	
Guru meminta siswa menghafalkan kosa-kata yang telah dipelajari dari setiap kelompok	siswa menghafalkan kosa-kata yang telah dipelajari dari setiap kelompok	
Guru bertanya pada siswa “any question so far?”		
Guru memberikan latihan kepada	Siswa mengerjakan latihan	

siswa	yang di berikan oleh guru	
-------	---------------------------	--

**c. Kegiatan Penutup**

Kegiatan guru	Kegiatan siswa	Waktu
Guru memberikan kesimpulan materi pelajaran hari ini	Siswa memperhatikan gurunya	5'
Guru memberikan motivasi kepada siswanya	Siswa mendengarkan motivasi yang di berikan gurunya	
Guru memberi salam	Siswa menjawab salam	

**7. Sumber dan Media Belajar**

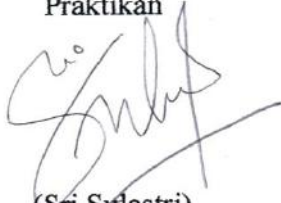
- Buku teks: Learning English 3 Grade
- Fitrah Book: Vocabulary


**8. Penilaian**

- Teknik : Tes Tulisan
- Bentuk : Pertanyaan tertulis

Sumber, 11 Juni 2013

Mengetahui,

Praktikan  
  
 (Sri Sulastri)  
 NIM. 59430747

Guru  
  
 ADE NURNINGSIH, S.Pd.  
 NIP.

Kepala SDN 2 Watubelah  
  
 MASTARI, S.Pd.  
 NIP: 195701081979121005



6. Komputer

- a. Notebook      b. Internet      c. Mouse      d. Computer

7. Lampu

- a. Light      b. Shine      c. Lamp      d. Mirror

8. Pohon

- a. High      b. Tree      c. Apple      d. Orange

9. Daun

- a. Plan      b. Car      c. Banana      d. Doll

10. Kamera

- a. Foto      b. Slide      c. House      d. Camera



**Key Answer:**

1. C. Flower
2. A. Ball
3. C. Kite
4. A. Tiger
5. B. Globe
6. D. Computer
7. C. Lamp
8. B. Tree
9. A. Plan
10. D. Camera

## POST-TEST

Name: \_\_\_\_\_

Class: \_\_\_\_\_

---

Fill the blank with the correct answer a, b, c or d!

11. I have a ....      a. Book      b. Pen      c. Clock      d. Shoes



12. My father is a ....      a. Teacher      b. Father      c. Mother      d. Nurse



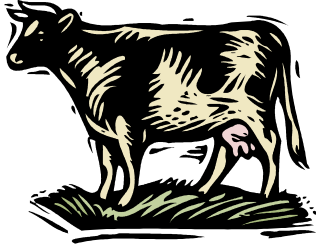
13. This .... is nice.      a. Car      b. Computer      c. Library      d. House



14. I go to ....      a. School      b. House      c. Car      d. Market

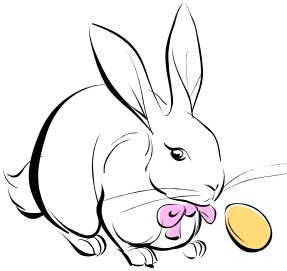


5. My brother has a ....      a. Sheep      b. Cow      c. Mouse      d. Bee

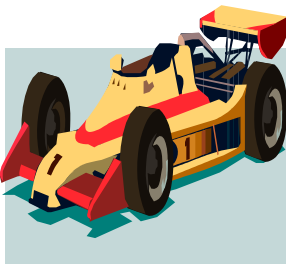


6. The .... is a animal.

- a. Monkey      b. Lion      c. Tiger      d. Rabbit



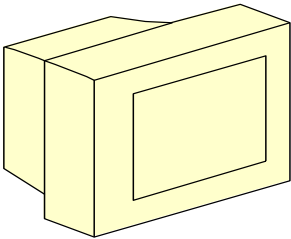
7. That .... is blue color.      a. Motor      b. Car      c. Bus      d. Taxi



8. I like a ....      a. Birthday    b. Present    c. Cake    d. Candle

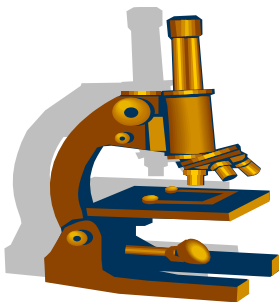


9. This is a ....      a. Television    b. Open    c. Mirror    d. Laptop



10. My sister has a ....

- a. Coin      b. Glass      c. Bowl      d. Microscope



**Key Answer:**

1. C. Clock
2. A. Teacher
3. D. House
4. A. School
5. B. Cow
6. D. Rabbit
7. B. Car
8. C. Cake
9. A. Television
10. D. Microsoft

### Case Processing Summary

PostTest		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
PreTest	1	1	100.0%	0	.0%	1	100.0%
	3	5	100.0%	0	.0%	5	100.0%
	4	1	100.0%	0	.0%	1	100.0%
	5	4	100.0%	0	.0%	4	100.0%
	6	6	100.0%	0	.0%	6	100.0%
	7	4	100.0%	0	.0%	4	100.0%
	8	11	100.0%	0	.0%	11	100.0%
	9	4	100.0%	0	.0%	4	100.0%
	10	4	100.0%	0	.0%	4	100.0%

### Score of Pre and Post Test

<b>No</b>	<b>Students</b>	<b><i>Score Pre-test</i></b>	<b><i>Score Post-test</i></b>	<b>N-Gain</b>
1	Mega Lestari	2	6	4
2	Edi Kaelani	2	6	4
3	Ageng Santoso	3	8	5
4	Ahmad Nursidis	7	8	1
5	Almaidah Safitri	8	10	2
6	Ani Bintang S	8	8	0
7	Anisya Ayu A	5	8	3
8	Anita	5	8	3
9	Arif Budiman	2	5	3
10	Bela Puspita S	6	8	2
11	Dendi Adiputra	4	5	1
12	Farham	10	8	-2
13	Ira Maya Sopa	4	3	-1
14	Kusmenti K	8	4	-4
15	Muhamad Yunus	4	7	3
16	M. Hidayat	8	10	2
17	M. Iqbal	4	3	-1
18	M. Sidiq	5	6	1
19	Nindi Alia F	8	7	-1
20	Nova Oktaviani	7	8	1
21	Rendi A	8	10	2
22	Rendi M	5	3	-2
23	Riyantona	5	8	3
24	Sunaryo	8	5	-3
25	Tika	4	7	3
26	Titin Rohayati	4	1	-3
27	Toya Suci W	8	9	1
28	Wiryanto	5	3	-2
29	Dini Afrisa	7	6	-1
30	M. Guntur	8	9	1
31	Taufik	3	9	6
32	Ziputri Srilanda	3	10	7
33	M Krisna	8	8	0
34	Maulidia	6	9	3
35	Andri	2	6	4
36	Dina Fauzia	5	7	2
37	Tasiya Desti	7	8	1
38	Sarif F	7	6	-1
39	Amel	4	3	-1

40	Rosyidatul Husna	6	5	-1
Total		223	268	45
Average		5.575	6.7	1.125
Low Score		2	1	-4
High Score		10	10	7

## RECAPITULATION OF VALIDITY TEST

			Number of Test																																
No.	Name	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Y	Y2	
1	Student 1	3 SDN	1	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	17	289
2	Student 2	3 SDN	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	0	0	0	0	0	1	0	1	16	256
3	Student 3	3 SDN	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	18	324
4	Student 4	3 SDN	1	1	1	1	0	0	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	13	169
5	Student 5	3 SDN	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	21	441
6	Student 6	3 SDN	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	23	529



[illegible]



[illegible]

[illegible]

	0 4 5 7	0 3 1 8	0 5 9 3	0 0 0 7	0 0 6 2	0 3 6 6	0 2 5 5	0 0 6 6	- 0 4 2	0 5 2 6	0 5 8 4	0 0 7 7	0 1 6 1	0 7 5 5	0 4 0 3	0 0 4 4	0 5 1 5	0 3 1 3	0 5 4 3	0 5 6 3	0 3 4 9	0 4 6 8	0 5 0 2	0 5 3 5	0 4 0 6	0 3 0 1	0 2 6 1
rx	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4	0 3 3 4
label	V a l i d	I n v a l i d	V a l i d	I n v a l i d	V a l i d	V a l i d	I n v a l i d	I n v a l i d	V a l i d	V a l i d	V a l i d	I n v a l i d	V a l i d	V a l i d	V a l i d	V a l i d	V a l i d	I n v a l i d	V a l i d	V a l i d	V a l i d	V a l i d	V a l i d	V a l i d	V a l i d	I n v a l i d	I n v a l i d