



**THE INFLUENCE OF USING FLASHCARDS ON THE SEVENTH YEAR
STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN I BANGSALSARI
JEMBER IN THE 2006/2007 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree at the English
Education Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education
Jember University

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2007



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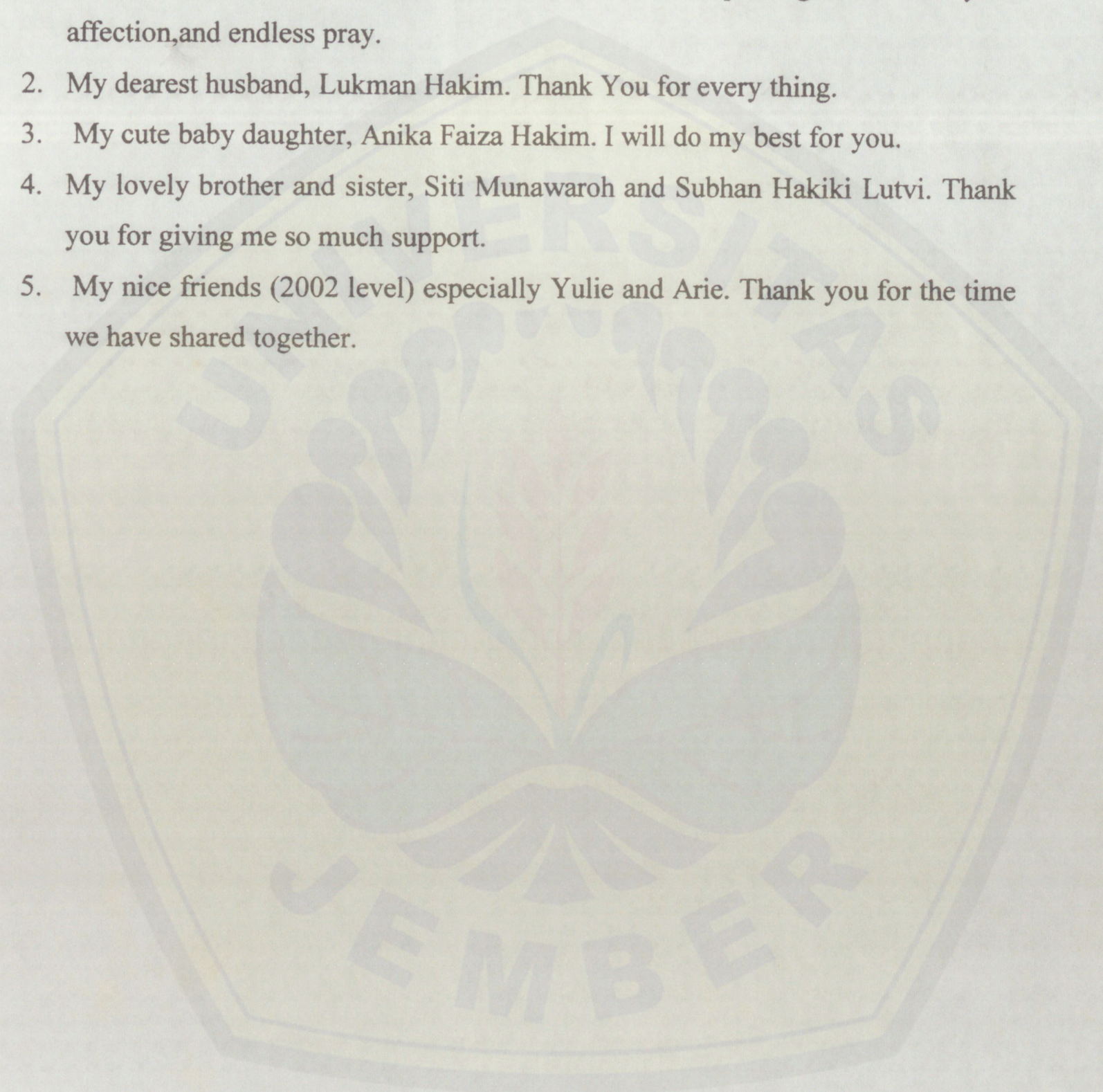
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DEDICATION

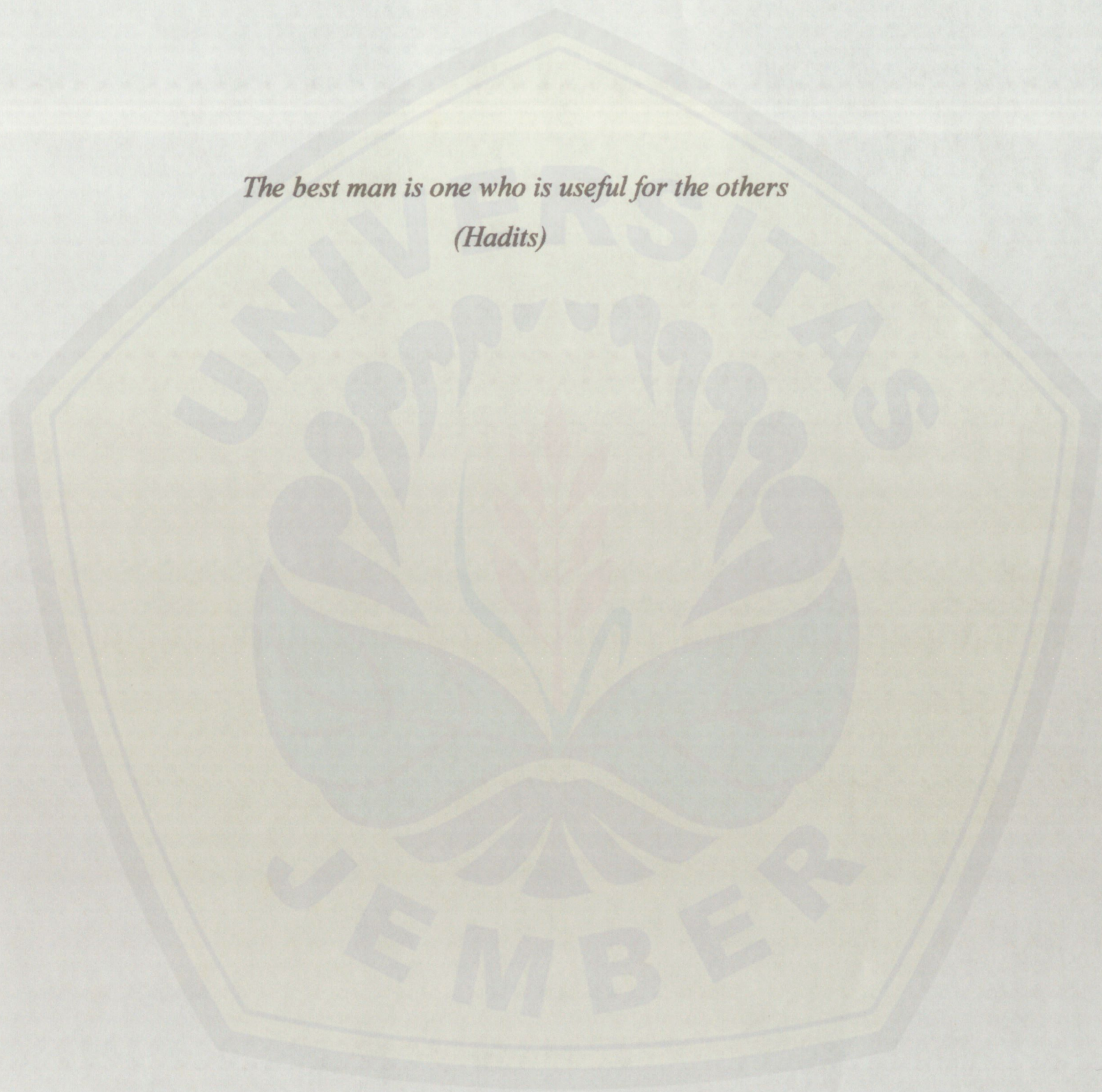
This thesis is honorably dedicated to:

1. My beloved parents, Harun and Muinah. I am quite grateful for your affection, and endless pray.
2. My dearest husband, Lukman Hakim. Thank You for every thing.
3. My cute baby daughter, Anika Faiza Hakim. I will do my best for you.
4. My lovely brother and sister, Siti Munawaroh and Subhan Hakiki Lutvi. Thank you for giving me so much support.
5. My nice friends (2002 level) especially Yulie and Arie. Thank you for the time we have shared together.



MOTTO

The best man is one who is useful for the others
(Hadits)



CONSULTANTS' APPROVAL

THE INFLUENCE OF USING FLASHCARDS ON THE SEVENTH YEAR STUDENTS' VOCABULARY ACHIEVEMENT AT SMPN I BANGSALSARI JEMBER IN THE 2006/2007 ACADEMIC YEAR

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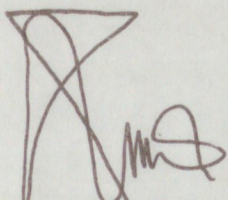
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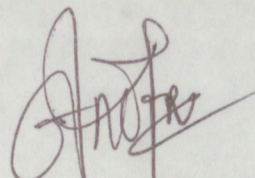
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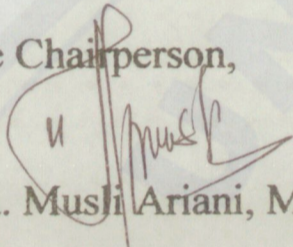
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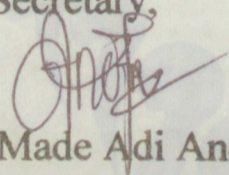
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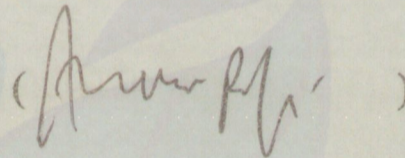


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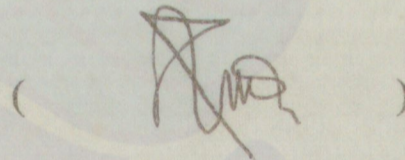
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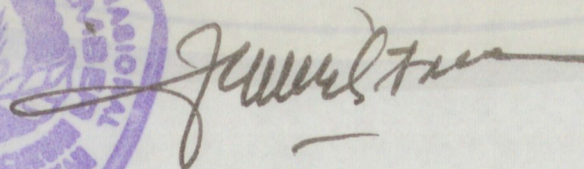
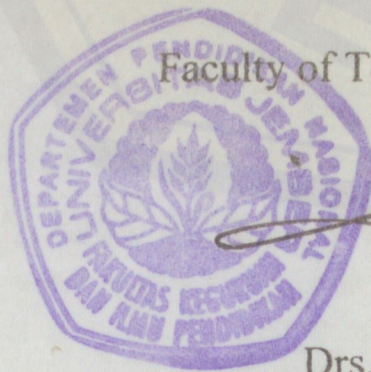


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Finally, I expect that this thesis will be useful for me and the readers. Nevertheless, the constructive comments and criticism are expected to make the writing of this thesis better.

Jember, April 2007

The writer

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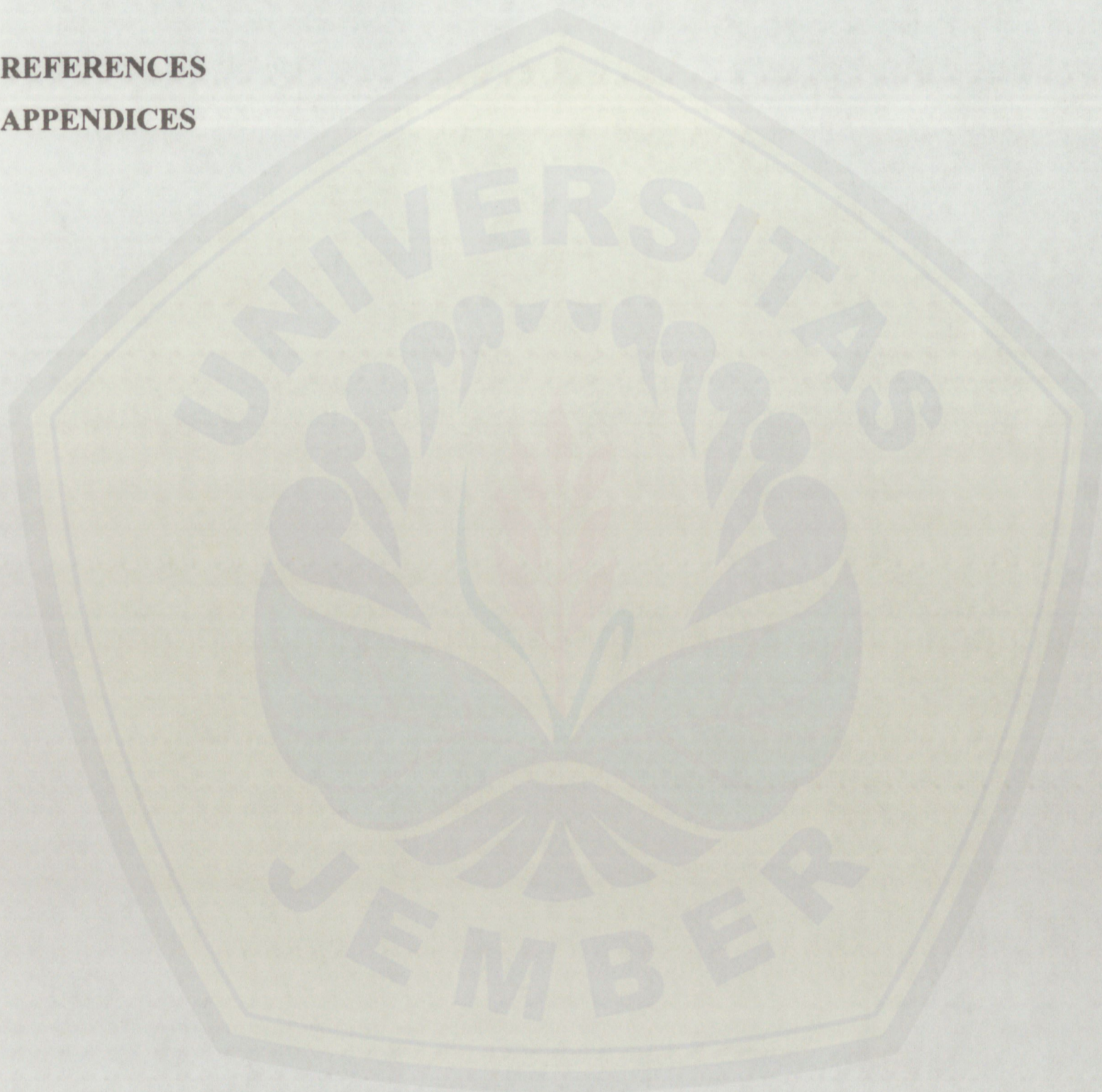
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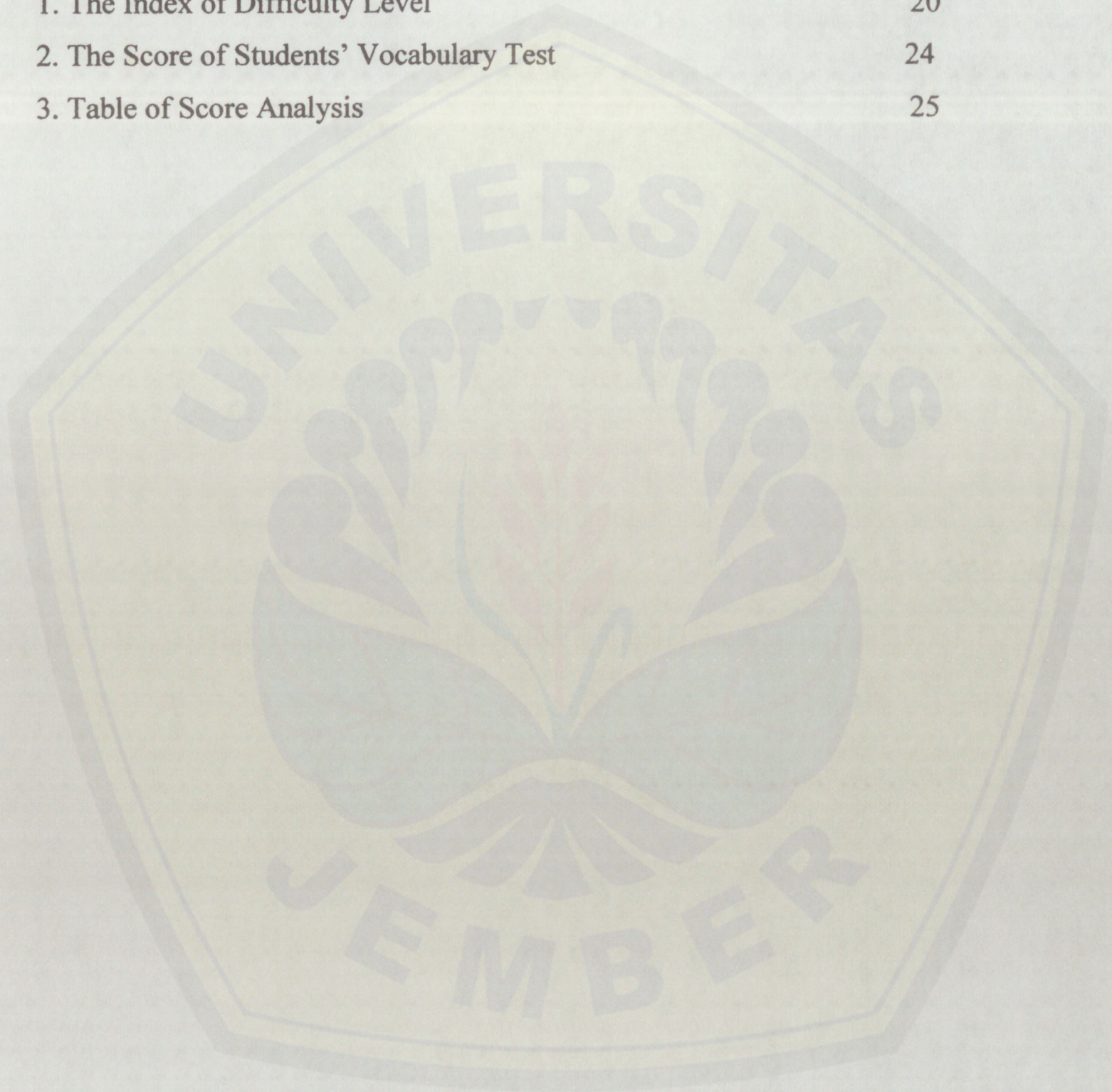


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ABSTRACT

Siti Mufidah, April 2007. The Influence of Using Flashcards on the Seventh Year Students' Vocabulary Achievement at SMPN I Bangsalsari Jember in the 2006/2007 Academic Year.

Thesis, English Education Program of the Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Zakiyah Tasnim, MA
2. Dra. Made Adi Andayani T, M.Ed

Keyword : The Use of Flashcards
Students' Vocabulary Achievement

Vocabulary is very important in learning English. Thus, the students should have enough vocabulary to master the four language skills, namely reading, writing, speaking, and listening. Many students of Junior High School still find difficulty in learning vocabulary. This is because they may get bored with the way the teacher explains the lesson. Besides, it may be because of the lack of variation of teaching techniques. Based on this description, the problem of the research is: Is there any significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year. This research was intended to know whether or not there was a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year. The research design was experimental research. The research area was SMPN I Bangsalsari Jember which was chosen purposively. To know the homogeneity of the population, the homogeneity test was administered, and then the results were analyzed by using ANOVA formula. The analysis of variances showed that F-statistics value was 1.11 and F-table value with significant level of 5 % was 2.67 which meant that t-statistics value was higher than t-table value, the result was not significant. Since the result of ANOVA was not significant which meant the population was homogeneous, the two classes were chosen randomly by lottery as the research respondents, that was class VII C as the experimental group and VII D as the control group. The students in each class were 39, so the total of respondents were 78. The primary data of the research were the students' scores of the vocabulary test, while the supporting data were gained through interview and documentation. The primary data were collected and then analyzed by using t-test formula. The result showed that the value of t-statistic was 2.36. Meanwhile, the value of t-table with significant level of 5 % was 2.00. From the result, it was known that t-test was higher than the value of t-table. Thus, it could be concluded that there was a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year. Therefore, it is suggested for the English teacher to teach vocabulary by using flashcards since it has been proved that the use of flashcards can give significant influence on students' vocabulary achievement.

I. INTRODUCTION

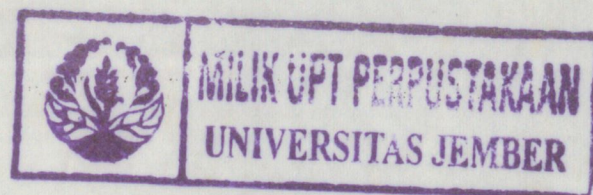
This chapter presents the topics related to the research problem. They are the research background, the research problem, the research objective, the operational definition of variables, and the research significance.

1.1 The Research Background

Language is an important thing needed by human beings in communication. Without language we will not be able to communicate with others in this life. We can express our ideas, desires, and feelings to others with language. Furthermore, we can interact among people in the world if we understand the language. Therefore, language is a vital means of communication.

English as one of the foreign languages should be learnt by Indonesian students as a local content at elementary school and as a compulsory subject at high school and university level. As stated in 2004 curriculum (Competency Based Curriculum) of SLTP, the students are required to be able to communicate in English either passively or actively. Learning English means learning the four language skills, namely speaking, listening, reading, and writing. In addition, the students should have enough vocabularies as the basic requirement to master those four language skills. Thus, vocabulary plays a very important role in language learning.

Many students of Junior High School have difficulties in learning vocabulary. They cannot memorize well the new vocabularies taught. They may be able to understand the teacher's explanation, but it cannot stand longer in their mind. Besides, they may get bored with the way the teacher explains the lesson. It may be because of the lack of variation of teaching techniques. Tarigan and Tarigan (1987:139) say that the teacher should be able to make the teaching and learning process more various and interesting. The various and interesting teaching and



learning process will encourage the students to spend more attention, so that the teaching and learning process will run more effectively and efficiently. It can be concluded that it is very important for the teacher to have variation in teaching techniques and to make the teaching learning process more interesting.

Media can help the teacher conduct teaching and learning process. Visual aids are important in language learning because they can promote the sense of sight. Wright (1989:2) says, "Things we see play an enormous part in affecting us and in giving us information". Therefore, Flashcards as one kind of visual aids can attract the students' attention and stimulate their interest in the classroom activities.

The kinds of visual aids are various. Gairns and Ruth (1984:73) say that there are some kinds of visual aids that can be used by the teacher, they are flashcards, photographs, blackboard drawings, wallcharts, and realia. From this statement it can be said that flashcard is one kind of the visual aids that can be applied by the teacher in the teaching and learning process.

Flashcards can be used for teaching vocabulary. Haycraft (1990:102) says, "Flashcards can be used for consolidating vocabulary, practicing structure and word order, or for a variety of games". From this statement, we can say that flashcards can be used for teaching vocabulary.

In addition, Sulistyowati (1998) had conducted an experimental research on the use of flashcards on vocabulary teaching. She has proved that the students who were taught by using flashcards got better score than who were taught without using flashcards. This research replicates or uses the similar topic research conducted by her since the researcher will compare and establish the research results. The different learning situations, times, and different respondents may result differently.

In vocabulary teaching at SMPN I Bangsalsari, the teacher has been teaching the vocabulary as a part of teaching process. She integrates the teaching of vocabulary into the teaching of the four language skills. Dealing with the use of media, she has never used any media in teaching learning process.

The sizes of flashcards are various. It depends on the sizes of class. Haycraft (1990:102) says that the sizes of flashcards should be big enough to be seen clearly by every student in the class. Therefore, it can be said that the picture of flashcards should be clear enough to see and easy to read even for the students who sit at the back row of the class. In this research the size of the flashcard used is A-4 paper (29X21 cm).

1.4.2 Students' Vocabulary Achievement

Students' vocabulary achievement means the level or amount of knowledge about English vocabulary of the students after learning vocabulary using flashcards. It can be seen in the form of the students' scores of vocabulary achievement test covering the materials of the large reserve vocabulary: noun, verb, adjective, and adverb.

1.5 The Research Significance

The results of the research are expected to give advantage for:

1. The English Teacher of Junior High School

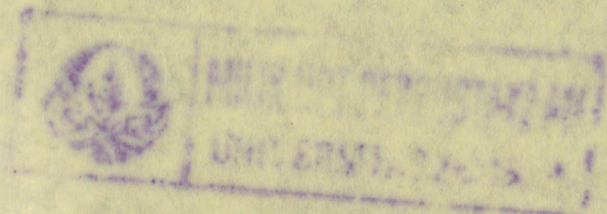
The English teacher can use the research results as consideration to use flashcards so that the teaching vocabulary runs more effectively and interestingly and to attract the students' motivation and participation.

2. The Students

The results of vocabulary test will be informed to the students as feedback so that they will be more motivated in studying vocabulary.

3. The Other Researchers

The results of the research can be used as an input for the other researchers who want to conduct a research with similar topic, for example in applying flashcards for teaching structure.



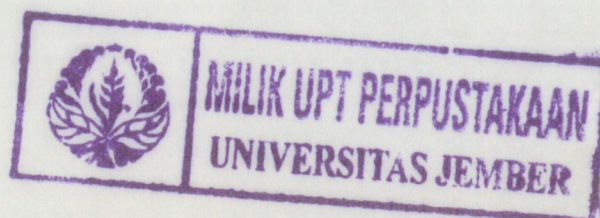
II. REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research problem. They are flashcards as media in teaching vocabulary, students' vocabulary achievement, classification of vocabulary, the influence of using flashcards on students' vocabulary achievement, and research hypothesis.

2.1 Flashcards as Media in Teaching Vocabulary

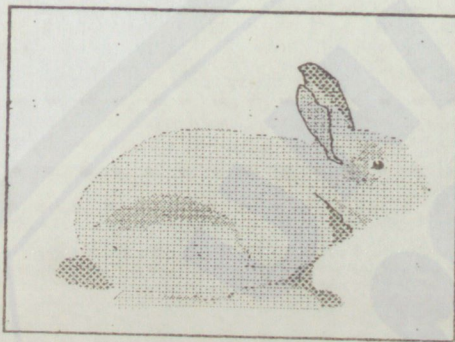
Media play a very important role in language teaching. By using media the teacher does not have to give a long explanation to teach a certain concept. For example, if he/she wants to introduce a new word "elephant" to his students, he can simply hold up a picture of an elephant in front of the class. Read the word "elephant" loudly and bring a picture of an elephant in his hand. Haycraft (1990:99) says that media allow us to explain a word or concept simply; time can be accelerated by passing pictures or objects round the class because showing something is a more rapid process than speaking or explaining. This means that media are very important since they help the teacher to explain the concept with a more simple way and also to save the time.

Flashcard is one of the visual aids that can be used in language teaching. Introducing new vocabulary by lecturing method is not effective. Telling the students that an elephant is a kind of animal that has a big body, two big ears, a long tail, and a long trunk is not enough. Instead of focusing on the English translation of the word, we can try to associate the word being learned with the concept it represents. Besides, the students may need the real concept of it. They may want to see or touch the object by themselves. Visualization can help to supply this need. For that reason, visual aids are badly needed in this case because visual aids allow the students in stimulating the sense of sight. Haycraft (1990:99) states, "Much of what we say in any language is



perhaps photos". Dealing with the use of picture flashcards, Haycraft (1990:103) states, "These 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". Meanwhile, Gairns and Ruth (1984:73) support that they are extensively used to convey meaning about the objects, such as places, profession, description of people, etc. Picture flashcards can be found easily at the market as published sets of flashcards. The teacher can also make himself either by drawing or by cutting out pictures from magazines.

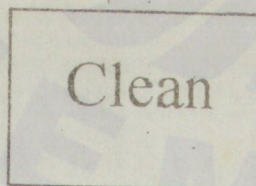
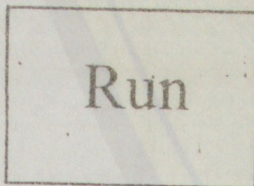
The examples of picture flashcards are as follows:



b. Word Flashcards

Word flashcards are cards printed with words. Haycraft (1990:102) says that they can be used for practicing vocabulary, word order, and for practicing structure.

The examples of word flashcards are as follows:



In this research, the researcher will practice those two kinds of flashcards, namely picture flashcards and word flashcards as media in vocabulary teaching.

2.1.2 The Advantages of Using Flashcards

Haycraft (1990:99-103) states that as one of visual aids flashcard can give the teacher some advantages as follows:

- a. it helps to explain concept simply;
- b. it saves the time;
- c. it can be used for variety of activities;
- d. it is easy to make;
- e. it is economical because the teacher can draw by himself or by cutting pictures from magazines.

In addition, Wright (1983:3) says that there are five criteria should be considered dealing with the use of visual aids. They should be:

- a. easy to organize;
- b. easy to prepare;
- c. interesting;
- d. meaningful and authentic;
- e. sufficient amount of language.

2.1.3 Making Flashcards

Experts suggest some ways in making flashcards. Doff (1998:129) suggests to use half a sheet of typing paper, or a piece of card; draw the picture with a thick pen, or cut pictures from a magazine. Furthermore, Haycraft (1990:102) suggests the teacher to make either by drawing or cut out pictures from magazines.

Meanwhile, Karim and Hasbullah (1986:4.3-4.4) says that magazines, advertisements, leaflet and brochures can be used as aids in teaching. They have many interesting pictures, for example pictures about food, clothes, famous faces, furniture, kitchen utensils, etc. These pictures are usually colorful and authentic so that they will be more interesting. These pictures can be made as flashcards.

From the opinions above, it can be said that the teacher can make flashcards by drawing or he/she can also cut the pictures from magazines, advertisements, etc and then pastes them on a piece of paper or card.

The sizes of flashcards are various. Haycraft (1990:102) says that the sizes of flashcards should be big enough to be seen clearly by every student in the class. Furthermore, Wright (1989:213) says, "The most practical way of checking the size of a picture intended for class use is to try it out". These are supported by Karim and Hasbullah (1986:4.5-4.6) that big pictures are used as aids in class, so these pictures should be big enough to be seen by every student.

From the definitions above, it can be concluded that the sizes of flashcards are various depending on the need and the purpose of language teaching and the size of the class. The most important thing is that they should be big enough and easy for the whole class to see and to read. However, in this study the sizes of flashcards are A-4 paper (29X21 cm).

2.1.4 The Use of Flashcards in Vocabulary Teaching

By using flashcards we can practice many activities in class. Wright (1989:7) gives an example of an activity done in the class. He flashes a picture at a great speed and asks the students to tell him something stated in the picture. Then, he flashes the picture again and asks another students to tell something stated in the picture. Through this activity the students are being challenged to see if they can recognize an image when it is flashed at great speed, and are being asked to use the foreign language in order to communicate what they think. Because students may see aspects of the picture in different ways, they have a reason for speaking and for listening to other students. Another variation is through pairing. The students work in pairs, ask them to write down every word they can think of related to the picture.

In addition, Haycraft (1990:106) suggests another activity. He asks the teacher to show a word card and the students must find the right picture card, or vice versa.

Or, the teacher can divide the class into two teams. The students on one side flash a picture card and the students on the other find the appropriate word card, or vice versa.

2.2 Students' Vocabulary Achievement

Vocabulary is very important in communication. Communication itself is build up by a number of sentences or utterances. On the other hand, people should have enough vocabularies to produce those utterances. Moreover, people can understand what others say if he has enough vocabularies. Also, people can be understood in communication if he has enough vocabularies. Hornby (1995:1331) says that vocabulary means a total number of words which with rules combining them to make up a language.

Students' effort in understanding something with a full attention and comprehension will result in a good achievement. Hornby (1995:3) says that achievement is something achieved or done successfully with an effort. The students' achievement on vocabulary will be measured after they got a certain treatment, that is, they will be taught by using flashcards on vocabulary teaching.

In this research the students' vocabulary achievement is indicated by the scores of vocabulary test that will be measured by vocabulary achievement test covering the materials of the large reserve vocabulary: noun, verb, and adverb.

2.3 Classification of Vocabulary

The word in English is divided into two groups, they are large reserve vocabulary (noun, verb, adjective, and adverb) and small reserve vocabulary (prepositions, pronouns, conjunctions, articles, and interjections).

In this study the writer focuses on the large reserve vocabulary, namely noun, verb, adjective, and adverb because the English curriculum states that they are vocabulary materials taught at the first year students of Junior High School.

a. Nouns

Hatch and Brown (1995:219) say, "a noun refers to a person, place, or thing". There are four kinds of noun in English (Thompson and Martinet, 1986:24). They are:

- 1) Common nouns: *dog, man, table*
- 2) Proper nouns: *France, Madrid, Mrs. Smith, Tom*
- 3) Abstract nouns: *beauty, charity, courage, fear, joy*
- 4) Collective nouns: *crowd, flock, group, swarm, team*

b. Verbs

Hatch and Brown (1995:222) say, "verbs are words that denote action". Thompson and Martinet (1986:105) state that there are two classes of verb, namely:

- 1) The auxiliary verbs (auxiliaries): *to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare and used.*

2) Ordinary verbs

There are two kinds of ordinary verbs, namely:

a) The regular verb

The simple past tense and the past participle are formed by adding *d* or *ed* to the infinitive.

Examples:

<u>Infinitive</u>	<u>simple past</u>	<u>past participle</u>
Clean	cleaned	cleaned
Enter	entered	entered

b) The irregular verb

The past tense and the past participle are not added by *d* or *ed*. They do not have fixed rule.

Examples:

<u>Infinitive</u>	<u>past tense</u>	<u>past participle</u>
Begin	began	begun

Buy	bought	bought
Go	went	gone

c. Adjectives

Hatch and Brown (1995:228) say, "Adjectives are used to highlight qualities or attributes". There are six kinds of adjectives (Thompson and Martinet, 1986:33).

They are :

- 1) Demonstrative : *this, that, these, those*
- 2) Distributive : *each, every, either, neither*
- 3) Quantitative : *some, any, no; little/few; many, much; one, twenty*
- 4) Interrogative : *which, what, whose*
- 5) Possessive : *my, your, his, her, its, our, your, their*
- 6) Of quality : *clever, dry, fat, golden, good, heavy, square*

d. Adverbs

Hatch and Brown (1995:222) state, "Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns". Thompson and Martinet (1986:47) state that there are eight kinds of adverb, namely:

- 1) Manner: *bravely, fast, happily, hard, quickly, well*
- 2) Place: *by, down, here, near, there*
- 3) Time: *now, soon, still, then, today, yet*
- 4) Frequency: *always, never, occasionally, often, twice*
- 5) Sentence: *certainly, definitely, luckily, surely*
- 6) Degree: *fairly, hardly, rather, quite, too, very*
- 7) Interrogative: *when? where? why?*
- 8) Relative: *when, where, why*

2.3.1 Vocabulary Materials Taught to the First Year Students of Junior High School

The 2004 curriculum for Junior High School states that in the first semester of the first year, the students are expected to achieve basic competence in listening, speaking, reading, and writing with a mastery of vocabulary within 200-350 words. The vocabulary materials taught to the first year students of Junior High School are as follows:

a. Personal identification

Examples: address, age, birthday, etc.

b. Life at home

Examples: bath, bathroom, bed, etc.

c. Life at school

Examples: blackboard, desk, duster, etc.

d. Daily needs

Examples: blouse, clothes, food, etc.

e. Jobs

Examples: director, doctor, driver, etc.

f. Shopping

Examples: bread, meat, milk, etc.

g. Games

Examples: ball, card, scrabble, etc.

h. Hobbies

Examples: playing badminton, cycle, football, etc.

(Adapted from the 2004 English Curriculum for Junior High School)

In this research, the materials of vocabulary will only contain the themes on daily needs.

2.4 The Influence of Using Flashcards on Students' Vocabulary Achievement

An appropriate technique or method in vocabulary teaching is badly needed. Lecturing method is not effective since it needs much time to explain something that may cause boredom to the students. This condition can make the students lose their interest and motivation in language learning process. As a result, it is not good for their achievement. Karim and Hasbullah (1986:4.2) say that an English teacher should use various teaching media that can minimize the students' boredom. Moreover, Rohani and Ahmadi (1991:11) say that the teacher can build up the students' motivation through the application of variation of teaching techniques and the use of interesting teaching aids such as pictures, photos, charts, etc. They also add that a friendly and an enjoyable classroom environment can motivate the students to participate actively in class, so that the teaching and learning process runs well and their achievement will increase (Rohani and Ahmadi, 1991:15). It means that the teacher should have an appropriate technique and media in language teaching in order to avoid the students' boredom.

Pictures can motivate the students in language learning. Pictures have motivated the students, made the subjects being learned clearer (Wright, 1995:136). Furthermore, as a teacher we should try to emphasize the importance of introducing new language to students within appropriate contexts. Translating a new word maybe the easiest and the fastest way in providing meaning. But, it is not sufficient and there will not be a guarantee that the students can memorize it and stand longer in their mind after they have left the classroom. Karim and Hasbullah (1986:4.23) say that pictures are aids to teach meaning of words without necessarily using a long explanation and also can stimulate students' memorization. Meanwhile, Wright (1995:10) states, "Pictures can play a key role in motivating students, contextualising the language they are using, giving them a reference and in helping to discipline the activity". Based on these opinions it can be concluded that pictures are undoubtedly significant in vocabulary teaching.

In showing the pictures the teacher can use flashcards. Flashcards help the students to remember new words easily. Flashcards also can attract the students to participate in teaching and learning process. Gairns and Ruth (1984:73) say that flashcards are extensively useful for teaching vocabulary and they allow practicing activities in involving students' interaction. Moreover, it is supported by Sulistyowati (1998) who had proved that the use of flashcards can give contribution in vocabulary teaching. The students who were taught using flashcards got better score than those who were taught without using flashcards since the use of flashcards can stimulate the students' interest and motivation in the language learning. For that reason, flashcards are useful and effective in teaching vocabulary since they help students to learn vocabulary easily and can motivate the students to involve in the classroom activities.

2.5 Hypothesis

Based on the problems and the literature review presented above, the research hypothesis can be formulated as follows: there is a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN 1 Bangsalsari Jember in the 2006/2007 academic year.

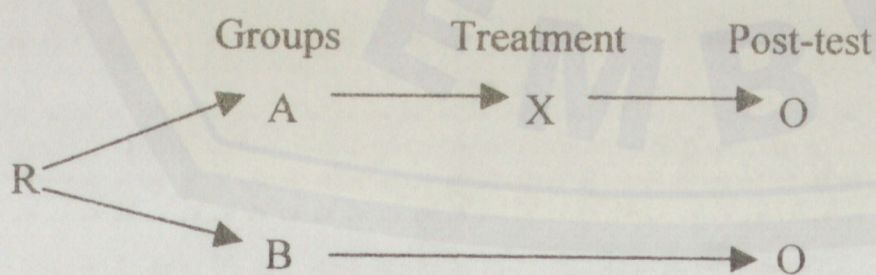
III. RESEARCH METHODS

This chapter presents the research design, area determination method, respondents determination method, data collection method, and data analysis method.

3.1 Research Design

Arikunto (1997:44) says that research design is a design made by the researcher as the guidance in carrying out a research. In this research, an experimental design was employed because it was intended to find the influence of using flashcards on students' vocabulary achievement. The research design used was true-experimental research with randomized control group post-test only design in which applies random assignment of the subjects. Random assignment enables researcher to control the validity of the result study and is intended to distribute evenly among the groups of the non-relevant characteristics of subjects which may alter the outcome of the study, for example if differences in motivation of the participants could alter the outcome in a study, random assignment will increase the likelihood that the average motivation off all groups is approximately the same (Bieger and Gerlach, 1996:54).

The design is as follows:



(Mc Millan, 1992:178)



The procedures of the design were as follows:

- a. gave homogeneity test to all of the VII classes (four classes: VIIA, VIIB, VIIC, and VIID);
- b. analyzed the score of homogeneity test by using ANOVA. Since the result of the data showed that Total Variance Estimate Test was less than Total Variance Table, the result was considered non-significant. This means that the English ability of the students was relatively homogenous, and two classes were chosen randomly as experimental group and control group;
- c. gave treatment two times, that was, teaching vocabulary by using flashcards to the experimental group, while the control group was taught by using conventional teaching that was teaching vocabulary by using translation from English into Indonesian;
- d. gave post-test to both the experimental and control group;
- e. analyzed the data by using t-test;
- f. drew conclusion.

3.2 Area Determination Method

The research area is the place or location where the research is conducted. To determine the research area, purposive method was used. SMPN I Bangsalsari Jember was chosen as the research area based on some reasons. First, all the data needed were possible to be collected from this school. Second, flashcards as language teaching media had never used in vocabulary teaching at this school. Finally, the principal of the school gave permission to do the research.

3.3 Respondents Determination Method

Arikunto (1998:114) states that respondent is a person who gives response to the researcher's questions either in the oral or written form. The respondents of this research were the seventh year students of SMPN I Bangsalsari Jember in the 2006/2007 academic year.

In determining the respondents, the researcher employed sampling method rather than population method because the number of population was more than

place students at the stage. This research used an achievement test because the research wanted to know the students' vocabulary achievement.

Dealing with the criteria of a good test, the test must be valid and reliable. Heaton (1991:159) states that a test is said to be valid if it measures what it is supposed to measure. Moreover, he also divides the validity of test into face validity, content validity, construct validity, and empirical validity. This research had content validity. Dealing with a test that has content validity, Hughes (1989:22) states that the test must cover a proper sample of the relevant structure. To fulfill the validity of the test, the test was constructed based on the materials stated in the curriculum. In addition, the reliability of test refers to the consistency of the test' results. Hughes (1989:42) says that if a test is valid it must be reliable.

In addition, the test was tried out to the students who were not respondents of the research in order to know whether the level of difficulty of the test was suitable with students' ability and whether the instructions given were clear or not. It was also intended to know whether the time available was enough for the students. In this research, to know the reliability of the test the split half method with product moment formula was used. The formula is as follows:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

note :

- r = the reliability coefficient for half of the test item
- ΣXY = the total number of odd items X even items
- ΣX = the total number of odd items
- ΣY = the total number of even items
- N = the total number of the respondents

(Slameto, 1999:212)

Then the calculation was continued by applying Spearman Brown formula:

$$r = \frac{2r_s}{1 + r_{s1}}$$

note:

- r1 = coefficient correlation of the test
- r_s = coefficient correlation of the half of test

(Slameto, 1999:214)

In addition, to know the index of difficulty level of the test items, the following formula was used :

$$I = \frac{B}{N}$$

note :

- I = the index of difficulty
 B = the total of the right answer
 N = the total of respondents

(Sudjana, 1990:137)

The following category was used as the guidance to decide the difficulty level :

Table 1. The Index of Difficulty Level

The Index of Difficulty	Category
0.00 – 0.3	Difficult
0.31 – 0.70	Sufficient
0.71 – 1.00	Easy

(Sudjana, 1990:137)

The criteria of good test items were between 0.31 and 0.70. However, the difficult test items (0.00 – 0.3) were necessary in order to motivate the good students, while the easy items (0.71 – 1.00) encouraged and motivated the poor students.

3.4.2 Interview Method

Arikunto (1998:145) defines interview as a dialog done by interviewer to get information from the interviewee. In this research, the interview was used to gain the supporting data about the English teaching of vocabulary at class VII of the school. This interview was conducted with the English teacher.

In order to get the representative data, an interview should be well prepared. McMillan (1992:133-134) divides interview into three kinds. They are structured interview, unstructured interview, and semi structured interview. Unstructured interview is an interview in which the interviewer does not have the guidance of questions. Structured interview is an interview in which the

IV. RESULT AND DISCUSSION

This chapter presents the result of supporting data, the result of primary data, data analysis and hypothesis verification, and discussion.

4.1 The Result of Supporting Data

4.1.1 The Result of Interview

The interview was intended to collect the data about the English teaching learning process especially on vocabulary. This interview was conducted in the informal situation. The person who became the interviewee was the English teacher of grade VII.

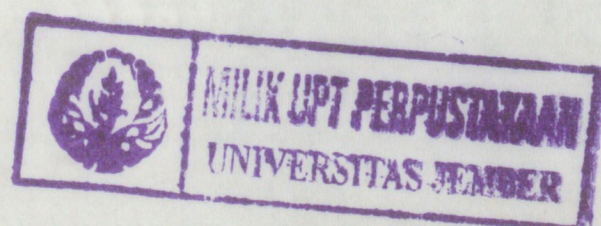
From this interview it could be known that the teaching and learning process at grade VII of SMPN I Bangsalsari Jember was based on 2004 curriculum (CBC Curriculum). Dealing with the vocabulary teaching, she explained that vocabulary was taught integratedly with the four language skills; namely reading, speaking, listening, and writing. Moreover, she explained that media were rarely used in language teaching.

4.1.2 The Result of Documentation

The data taken from document were about the name of the respondents. The detail information can be seen on Appendix 12.

4.1.3 The Result of Try Out

The try out of the test was administered to VIIA students who were not the respondents of the research, but they were at the same level. The try out was intended to know the reliability of the test, the difficulty level of the test items, the allocated time, and the instruction given.



The reliability coefficient of the test was analyzed by using split-half method with product-moment formula and continued with Spearman-Brown formula. The result showed that the reliability coefficient of the test was 0.830.

According to Slameto (1999:212) the reliability coefficient requirement for teacher made test is ≥ 0.6 . Thus, the test in the research was reliable. In addition, it was regarded in the high category. The detail calculation can be seen on Appendix 15.

In addition, it showed that the test had 4 difficult items, 12 sufficient items, and 4 easy items. Therefore, the test was not revised. The detail information can be seen on Appendix 16. It also showed that the allocated time given for doing the test was enough for the students and the instruction was clear.

4.1.4 The Result of Homogeneity Test

The homogeneity test was given to the four classes of the seventh year students of SMPN I Bangsalsari Jember. The total number of test items was 20 items in the form of objective test containing 5 items of noun, 5 items of verbs, 5 items of adjectives, and 5 items of adverbs. The score of each item was 5. The total score for the homogeneity test was 100. The data was analyzed by using F-test to know whether the mean differences of the four classes were significant or not. The detail information can be seen on Appendix 10.

The analysis of variances showed that F-statistic value was 1,11 and the F-table value was 2,67. Therefore, the value of F-statistic was lower than F-table. It means that the result of the homogeneity test was non significant and the research population was homogeneous. For that reason, the researcher selected the experimental and control group randomly by lottery. Based on the lottery, VIIC and VIID were chosen. Then, the researcher decided VIIC became the experimental group and VIID became the control group.

4.2 The Result of Primary Data

4.2.1 The Result of Post-Test

The post-test was given after the students got the treatment. The treatment was given 2 times. The result of the post-test of the experimental and control group are as follows:

Table 2. The Scores of Students' Vocabulary Test

No	Experimental Group	Control Group
1	50	85
2	70	45
3	75	90
4	100	75
5	100	70
6	100	90
7	100	95
8	100	55
9	90	100
10	85	65
11	80	95
12	80	65
13	100	55
14	70	95
15	65	80
16	65	85
17	60	85
18	55	75
19	100	80
20	90	55
21	40	90
22	95	55
23	75	60
24	80	60
25	90	70
26	90	95
27	90	65
28	100	75
29	50	85
30	75	85
31	75	30

32	95	95
33	95	90
34	90	85
35	100	65
36	100	60
37	95	50
38	75	90
39	95	80

4.3 Data Analysis and Hypothesis Verification

After collecting the scores of students' vocabulary test, the next step was analyzing the data. To analyze the data the t-test was used.

Table 3 . Table of Score Analysis

No	Experimental Group		Control Group	
	X	X^2	Y	Y^2
1	50	2500	85	7225
2	70	4900	45	2025
3	75	5625	90	8100
4	100	10000	75	5625
5	100	10000	70	4900
6	100	10000	90	8100
7	100	10000	95	9025
8	100	10000	55	3025
9	90	8100	100	10000
10	85	7225	65	4225
11	80	6400	95	9025
12	80	6400	65	4225
13	100	10000	55	3025
14	70	4900	95	9025
15	65	4225	80	8100
16	65	4225	85	7225
17	60	3600	85	7225
18	55	3025	75	5625
19	100	10000	80	6400
20	90	8100	55	3025
21	40	1600	90	8100
22	95	9025	55	3025

23	75	5625	60	3600
24	80	6400	60	3600
25	90	8100	70	4900
26	90	8100	95	9025
27	90	8100	65	4225
28	100	10000	75	5625
29	50	2500	85	7225
30	75	5625	85	7225
31	75	5625	30	900
32	95	9025	95	9025
33	95	9025	90	8100
34	90	8100	85	7225
35	100	10000	65	4225
36	100	10000	60	3600
37	95	9025	50	2500
38	75	5625	90	8100
39	95	9025	80	6400
Σ	3240	279750	2925	230075

The following steps were used to analyze the data:

1. Calculating the mean score of experimental group

$$\begin{aligned} M_x &= \frac{\Sigma X}{N_x} \\ &= \frac{3240}{39} \\ &= 83,08 \end{aligned}$$

2. Calculating the mean score of control group

$$\begin{aligned} M_y &= \frac{\Sigma Y}{N_y} \\ &= \frac{2925}{39} \\ &= 75 \end{aligned}$$

3. Calculating the total individual score deviation square of M_x

$$\begin{aligned} \Sigma x^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N_x} \\ &= 279750 - \frac{(3240)^2}{39} \\ &= 7173,08 \end{aligned}$$

4. Calculating the total individual score deviation square of My

$$\begin{aligned}\Sigma y^2 &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y} \\ &= 230075 - \frac{(2925)^2}{39} \\ &= 100700\end{aligned}$$

5. Applying the t-test

$$\begin{aligned}t\text{-test} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{83,08 - 75}{\sqrt{\left(\frac{7173,08 + 10700}{39 + 39 - 2}\right)\left(\frac{1}{39} + \frac{1}{39}\right)}} \\ &= 2.36\end{aligned}$$

6. Calculating the degree of freedom

$$\begin{aligned}Df &= (N_x + N_y - 2) \\ &= 39 + 39 - 2 \\ &= 76\end{aligned}$$

The null hypothesis was formulated as there is no significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year.

The t-test calculation resulted that the t-statistic value was 2.36 and t-table value with significant level of 5 % was 2. It means that the t-statistic value was higher than the t-table value, the result was significant. It could be understood that the null hypothesis stating that there is no significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year was rejected. In addition, the alternative hypothesis stating that there is a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year was accepted.

4.4 Discussion

Following the data analysis and hypothesis verification it proved that there is a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year.

From the fact above, it proved that the use of flashcards can give significant influence on students' vocabulary achievement especially on noun, verb, adjective, and adverb. Flashcards as media in language teaching support and make the teaching learning process more effective. Moreover, flashcards give visualization that stimulate and effect the sense of sight. Wright (1989 : 2) says, "We predict, deduce and infer, not only from what we hear, but also from what we see around us and from what we remember having seen". Thus something seen by the students give deep sense in their thought and the vocabulary they learnt will stand longer in their mind. In addition, the use of flashcards make the students feel motivated in learning vocabulary since the use of flashcards can reduce the students' boredom.

It has been proved that flashcards can give contribution to students' interest and motivation in mastering vocabulary. By using flashcards, the teaching and learning process runs more effectively and interestingly since the students are motivated in the language learning process. The result above is also supported by some theories that had been proven to be successfully done by Sulistyowati (1998) who did an experimental research on the of flashcards. It proved that the students who were taught using flashcards got better score than the students who were taught without using flashcards since the students are interested and motivated in teaching learning process. The use of flashcards also promote a friendly and an enjoyable environment in the classroom.

The finding was in line with the theories suggested by the following people. Wright (1989:17) says that pictures can motivate the students and make them pay attention and take apart in the teaching learning process. Furthermore, Karim and Hasbullah (1986:4.2) state that picture as visual aids can reduce the students' boredom in the teaching learning process.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and hypothesis verification, it can be concluded that there is a significant influence of using flashcards on the seventh year students' vocabulary achievement at SMPN I Bangsalsari Jember in the 2006/2007 academic year.

5.2 Suggestion

The researcher wants to give the suggestion to the following people:

1. The English teacher of Junior High School

The English teacher of Junior high school is suggested to use flashcards on vocabulary teaching since it has been proved that the use of flashcards can give significant influence on students' vocabulary achievement. By using flashcards, the teaching vocabulary will run more effectively and interestingly since the students are motivated in the language teaching.

2. The Other Researcher

Hopefully, the other researcher can conduct other research with the same topic for teaching another language skills. For example, the influence of using flashcards on the students' speaking ability.



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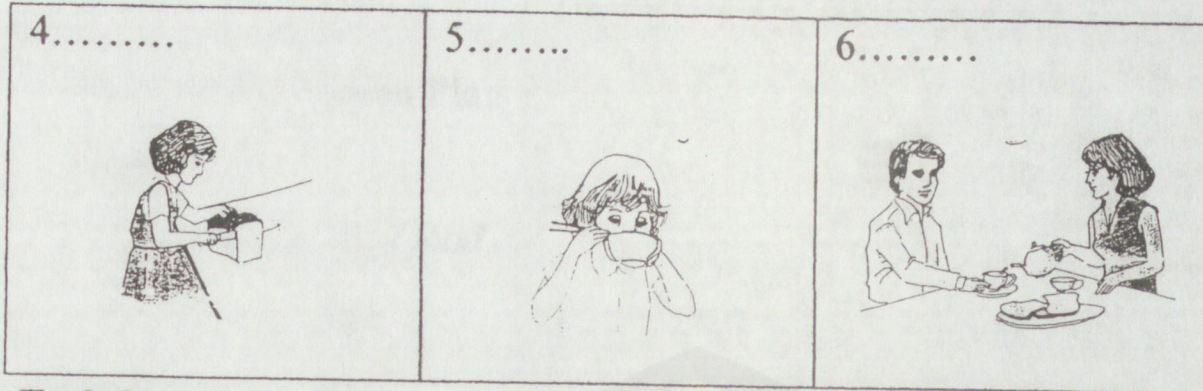
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University Press

No	Experimental Group	Control Group	Time
1	<p>Introduction</p> <ul style="list-style-type: none"> - Greeting - Giving leading questions 	<p>Introduction</p> <ul style="list-style-type: none"> - Greeting - Giving leading questions 	5'
2	<p>Main activities</p> <ul style="list-style-type: none"> - Distributing material related to theme - Discussing the theme by using flashcards - Asking the students to match names of food and drink with their appropriate picture by pasting them on the blackboard in pairs (the teacher has the picture card while the students have the word card) - Asking the students to mention the action shown in the pictures individually - Asking the students to complete the sentences based on the picture - Asking the students to complete the sentences based on the picture 	<p>Main activities</p> <ul style="list-style-type: none"> - Distributing material related to theme - Discussing the theme without using flashcards - Asking the students to find the meaning of food and drink by translating from English into Indonesian by using dictionary in pairs - Asking the students to find the English words for the appropriate meaning individually - Asking the students to match the underlined words with their meaning - Asking the students to match the underlined words with their meaning 	35'
3	<p>Closing</p> <ul style="list-style-type: none"> - Review the lessons - Leave taking 	<p>Closing</p> <ul style="list-style-type: none"> - Review the lessons - Leave taking 	5'

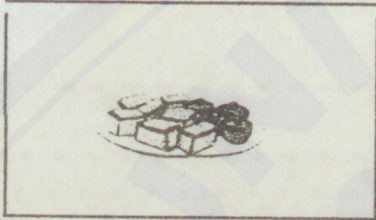


Task 3

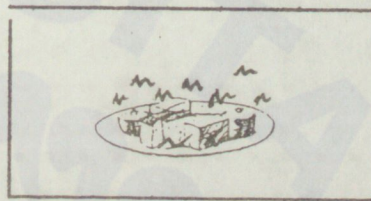
Complete these sentences based on the picture! Number 1 is the example for you.

full clean empty delicious dirty nutritious

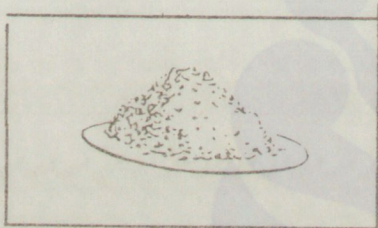
1. We must eat clean food.



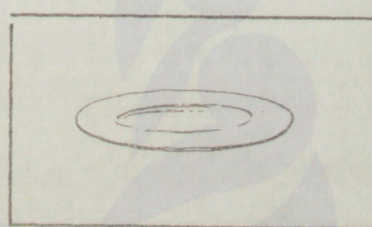
2. We mustn't eat... food.



3. The plate is....of rice.



4. The plate is.....



Task 4

Complete these sentences based on the picture! Number 1 is the example for you.

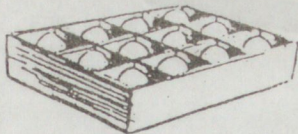
1. The sugar is in the bowl.



2. The cake is



3. The eggs are.....



4. The water is.....



5. The rice is.....



on the floor
on the frying pan
on the plate
on the spoon
in the glass
in the box
in the bowl

Material for Lesson Plan I (control group)

Task 1

Find the meaning of food and drink below!

rice	cake	orange juice	ice cream	sugar	fish
chicken	egg	tea	noodle	ice	doughnut
bread	chocolate	coffee	meat	milk	biscuit

Task 2

Find the English words for the following meanings! Number 1 is the example for you.

- | | | | |
|------------|--------------|----|------------|
| 1. cooking | (memasak) | 4. | (minum) |
| 2. | (menggoreng) | 5. | (memotong) |
| 3. | (makan) | 6. | (menuang) |

Task 3

Match the underlined words with their appropriate meanings! Number 1 is the example for you.

Kosong bersih penuh lezat kotor bergizi

- | | |
|--|--------------------------------------|
| 1. We must eat <u>clean</u> food. (bersih) | 2. We mustn't eat <u>dirty</u> food. |
| 3. The plate is <u>full</u> of rice. | 4. The plate is <u>empty</u> |

Task 4

Match the underlined words with their appropriate meanings! Number 1 is the example for you.

- | | |
|--|----------------------|
| 1. There is some sugar <u>in the bowl</u> . (di dalam mangkok) | di atas piring |
| 2. Mother puts the cake <u>on the plate</u> . | di dalam kotak |
| 3. I have some eggs <u>in the box</u> . | di dalam mangkok |
| 4. There is some water <u>in the glass</u> . | di atas sendok |
| 5. You fry the rice <u>on the frying pan</u> . | di atas lantai |
| | di atas penggorengan |
| | di dalam gelas |

Appendix 4

LESSON PLAN II

Subject : English

Level/semester : VIII/I

Theme : Daily Needs

Sub-theme : Clothes

Language Competence: Vocabulary

Time : 1X45'

I. Basic Competence:

By mastering 250 new vocabularies with the vocabulary level of \pm 750 words and grammar which are suitable with the theme and sub-theme that have been chosen, the students are able to read, to listen, to speak and to write.

II. Indicators:

1. - Students are able to match names of clothes with their appropriate picture in pairs (experimental group)
 - Students are able to find the meaning of clothes in pairs (control group)
2. - Students are able to mention the action shown in the pictures individually
 - Students are able to find the English words for the appropriate meanings
3. - Students are able to complete the sentences based on the picture
 - Students are able to match the underlined words with their meaning
4. - Students are able to complete the sentences based on the picture
 - Students are able to match the underlined words with their meaning

III. Material :Enclosed

IV. Aid and sources:

- a. Media: flashcards b. Material Source : Text book, LKS Kreatif

V. Activities:

1. Approach: CTL
2. Steps:




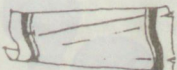

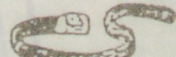









Appendix 5

Material for Lesson Plan II (experimental group)

Task 1

Match names of clothes with their appropriate picture. Number 1 is the example for you.

- blouse short shoes skirt dress socks
 trousers stockings T-shirt cap tie belt
 bag shirt handkerchief scarf slipper vest

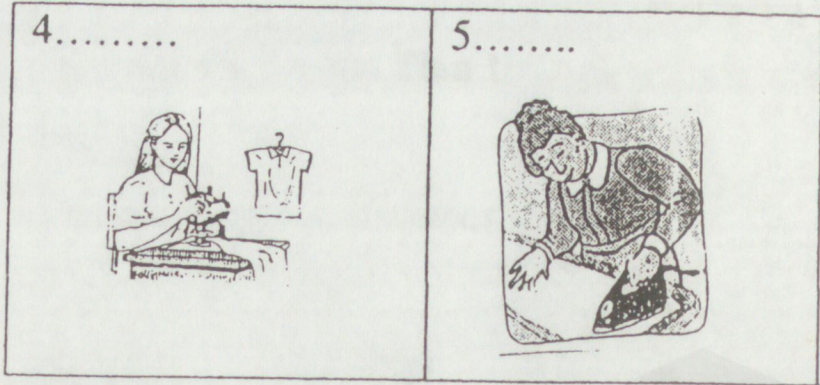
1. blouse 	2..... 	3..... 	4..... 	5..... 
6..... 	7..... 	8..... 	9..... 	10..... 
11..... 	12..... 	13..... 	14..... 	15..... 

Task 2

What are they doing? Write in the blanks. Number 1 is the example for you.

- Putting on sewing washing ironing hanging mending drawing

1. putting on 	2..... 	3..... 
--	--	---



Task 3

Complete these sentences based on the picture! Number 1 is the example for you.

Black short long blue red big pink small

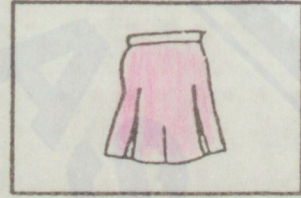
1. It has long sleeves.



2. It has... sleeves.



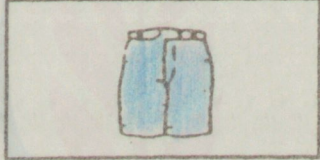
3. It is a... skirt.



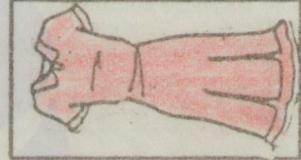
4. These are ... trousers.



5. I have ... shorts.



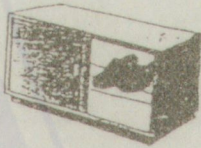
6. You have a ... dress.



Task 3

Complete these sentences based on the picture! Number 1 is the example for you.

1.



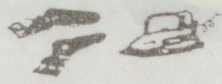
The shoes are in the cupboard.

2.



The trousers are.....

3.



The socks are.....

4.



The shorts are.....

5.



The bag is.....

between the shirt and the dress
 near the iron
 in the cupboard
 under the chair
 on the bed
 beside the cupboard
 in the table

Material for Lesson Plan II (control group)

Task 1

Find the meaning of clothes below!

blouse	short	shoes	skirt	dress	socks
trousers	stockings	T-shirt	cap	tie	belt
bag	shirt	handkerchief	scarf	slipper	vest

Task 2

Find the English words for the following meanings! Number 1 is the example for you.

- | | | | |
|---------------|----------------------|----|--------------|
| 1. putting on | (mengenakan/memakai) | 4. | (mencuci) |
| 2. | (menjahit) | 5. | (menyetrika) |
| 3. | (menambal) | | |

Task 3

Match the underlined words with their appropriate meanings! Number 1 is the example for you.

Merah biru panjang hitam pendek besar pink kecil

- | | |
|--|-------------------------------------|
| 1. It has <u>long</u> sleeves. (panjang) | 4. These are <u>black</u> trousers. |
| 2. It has <u>short</u> sleeves. | 5. I have <u>blue</u> shorts. |
| 3. It is a <u>pink</u> skirt. | 6. You have a <u>red</u> dress. |

Task 4

Match the underlined words with their appropriate meanings! Number 1 is the example for you.

- | | |
|--|-------------------------|
| 1. Rio puts his shoes <u>in the cupboard</u> . (di dalam almari) | di bawah meja |
| 2. The rousers are <u>on the bed</u> . | di antara kemeja & baju |
| 3. There are socks <u>near the iron</u> . | di dalam meja |
| 4. The shorts are hanging <u>between the shirt and the dress</u> . | di atas tempat tidur |
| 5. Tono's bag is <u>under the table</u> . | di dalam almari |
| | di samping almari |
| | di dekat setrika |

Appendix 6.

The Interview Guide

No	Questions	Data Resources
1	Could you explain the curriculum used to teach English at SMPN I Bangsalsari Jember?	The English teacher of the first year students of SMPN I Bangsalsari Jember
2	What techniques do you use in teaching vocabulary?	
3	What kinds of media do you use in teaching vocabulary?	

The Documentation Guide

No	The Data Needed	Data Resources
1	The names of respondents	Documents

11 .The man is fat, but that woman is.....

- a. tall b. thin c. big d. heavy

12 .Mr. Prapto is old but Roni is...

- a. small b. short c. high d. young

13. Her hair is.....

- a. sleepy b. curly c. tricky d. lazy

14. Ari is clever but Rano is

- a. smart b. brilliant c. stupid d. crazy

15. Nobody likes him because he is a....boy.

- a. lazy b. diligent c. happy d. nice

16. We usually put our book....

- a. on the cupboard b. on the chair c. on the bookshelf d. on the floor

17. We have a flag ceremony.....

- a. in the laboratory b. in the canteen c. in the classroom d. in the yard

18. The teacher is writing ...

- a. on the floor b. on the blackboard c. on the door d. on the wall

19. We usually takes a bath.....

- a. in the living room b. in the bedroom c. in the bathroom d. in the room

20. Father puts his car.....

- a. in the garage b. in the gate c. in the kitchen d. in the farm

9. The cake is.....



- a. under the table b. below the table c. on the plate d. in the plate



10. The sugar is.....



- a. in the box b. in the bowl c. below the iron d. in the box

II. a. Name these pictures with the appropriate words!

- a) chicken b) coffee c) bread d) meat e) tea f) rice
g) putting on h) sewing i) washing j) mending

1. 	2..... 	3..... 
4..... 	5..... 	

b. Match the underlined words with their appropriate meaning!

1. The plate is full of rice.
2. We mustn't eat dirty food.
3. you fry the rice on the frying pan.
4. The trousers are on the bad.
5. Rio puts his shoes in the cupboard.

- a) di antara kemeja dan baju
- b) di atas penggorengan
- c) bersih
- d) penuh
- e) di dalam almari
- f) di atas tempat tidur
- g) kotor
- h) di samping almari

Appendix 10

Answer keys (Post-Test)

- | | |
|---------|-------|
| I. 1. b | 6. c |
| 2. c | 7. a |
| 3. b | 8. c |
| 4. b | 9. c |
| 5. a | 10. b |

II. a. 1. b

2. a

3. h

4. j

5. g

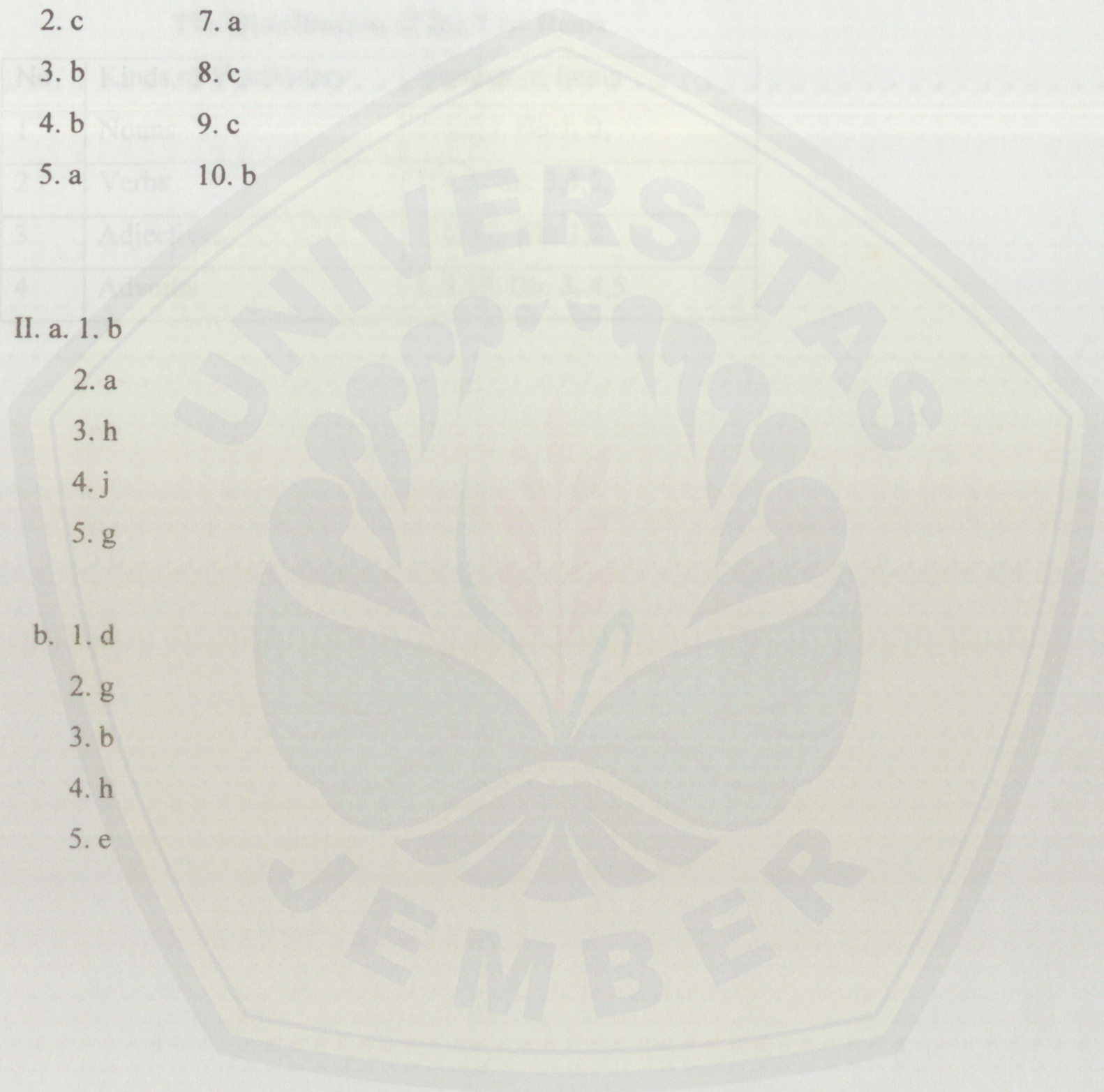
b. 1. d

2. g

3. b

4. h

5. e



Appendix 12

The Names of Respondents

No	Experimental Group	Control Group
1	A Bayu Eka	A Rahikim
2	Ainul Qiram	Abd. Rohmad
3	A Khoirul Wahyudi	Ade Muchtar
4	Andi Dwi P	Agus Abdillah
5	Arini Rusdan	Bondan Prastyo
6	Ayu Mardi L	Dania Putra
7	Ayu Sofiyatul	Dwi Indah
8	Darizzah	Erfan Susan
9	Eka Yulistiani	Feri Bagus
10	Ferdiana	Fitrotul Hasanah
11	Febi Angga S	Iis Nurdati
12	Fendi Prasetyo	Imam Hanafi
13	Fitrotul Hasanah	Juni Putra
14	Hafid Alhariri	Khoirin Nisa
15	Hermawan Fikri	Lutvi Ida
16	Iqbal Fathullah	M Firdan
17	Ira Widiarti	M Gufron
18	Irfan Budianto	Mega Nur Sinya
19	Khoirul Arifin	M Idrorun Ni'am
20	M Fathur Rohman	M Taufik
21	M Rizke Andri	M Arifin
22	M Taufik	M Riskon Habibi
23	M Ali Wafa	M Agus Ardianul
24	M Prasetyo P	M Fikri
25	Novita	M Rudi Hariyanto
26	Nurul Aini	Mudmainah
27	Nuzulul Laili	M Faujan
28	Rika Riski P	M Jainul Arifin
29	Robert Alfian	Nafiatul Mufida
30	Ryan Hidayatullah	Nuri Muna
31	Subahtian Rizal	Nurul Qomar
32	Titis N	Nur Widya
33	Tria	Rudi Hartono
34	Umi Hayyunah	Selvi Kusuma
35	Villatus Sholehah	Selvia Candra
36	Winda Sylvia	St. Khomsatin
37	Yasintaning Wigati	St. Sofiah
38	Yovi Subandi	Titin Afifah
39	Yuliatun Rohiqoh	Uswatul Jannah
40		Yovan

Appendix 13.a

Table 3. The Recapitulation of the Score of Homogeneity Test

No	7A		7B		7C		7D	
	X	X ²	X	X ²	X	X ²	X	X ²
1	50	2500	75	5625	80	6400	60	3600
2	70	4900	50	2500	80	6400	65	4225
3	50	2500	85	7225	80	6400	80	6400
4	60	3600	50	2500	85	7225	70	4900
5	65	4225	50	2500	65	4225	75	5625
6	70	4900	65	4225	65	4225	85	7225
7	85	7225	85	7225	80	6400	85	7225
8	65	4225	80	6400	85	7225	85	7225
9	75	5625	70	4900	80	6400	65	4225
10	50	2500	75	5625	65	4225	70	4900
11	85	7225	80	6400	70	4900	70	4900
12	85	7225	75	5625	75	5625	60	3600
13	40	1600	50	2500	65	4225	70	4900
14	40	1600	85	7225	70	4900	70	4900
15	85	7225	60	3600	80	6400	65	4225
16	60	3600	60	3600	75	5625	60	3600
17	75	5625	65	4225	80	6400	50	2500
18	50	2500	55	3025	60	3600	55	3025
19	70	4900	70	4900	75	5625	75	5625
20	40	1600	50	2500	50	2500	60	3600
21	65	4225	55	3025	75	5625	70	4900
22	85	7225	65	4225	60	3600	70	4900
23	65	4225	60	3600	70	4900	65	4225
24	60	3600	75	5625	50	2500	70	4900
25	65	4225	60	3600	50	2500	60	3600
26	50	2500	80	6400	65	4225	40	1600
27	40	1600	55	3025	80	6400	65	4225
28	60	3600	55	3025	75	5625	65	4225
29	40	1600	75	5625	50	2500	85	7225
30	60	3600	70	4900	50	2500	65	4225
31	50	2500	50	2500	60	3600	50	2500
32	40	1600	80	6400	50	2500	70	4900
33	80	6400	50	2500	85	7225	75	5625
34	50	2500	60	3600	65	4225	65	4225
35	85	7225	60	3600	70	4900	60	3600
36	70	4900	55	3025	70	4900	85	7225
37	75	5625	55	3025	80	6400	75	5625
38	80	6400	80	6400	60	3600	85	7225
39	80	6400	65	4225	70	4900	50	2500
40	65	4225	80	6400			65	4225
Total	2575	174275	2610	175950	2680	188750	2710	188100

Appendix 13.b

Table 4. The Tabulation of ANNOVA

	7A	7B	7C	7D	Total
N	40	40	39	40	159
ΣX	2575	2610	2680	2710	10575
ΣX^2	174275	175950	188750	188100	727075
M	64.38	65.25	68.72	67.75	
$(\Sigma X)^2$	6630625	6812100	7182400	7344100	
$\frac{(\Sigma X)^2}{n}$	165765.62	170302,5	184164.11	183602.5	

$$1. SST = \Sigma X^2 \text{ tot} - \frac{(\Sigma X_{tot})^2}{N}$$

$$= 727075 - \frac{(10575)^2}{159}$$

$$= 23737,74$$

$$2. SSB = \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} + \frac{(\Sigma X_3)^2}{n_3} + \frac{(\Sigma X_4)^2}{n_4} - \frac{(\Sigma X_{tot})^2}{N}$$

$$= 165765.62 + 170302,5 + 184164.1 + 183602.5 - \frac{(10185)^2}{154}$$

$$= 703834,72 - 703337,26$$

$$= 497,46$$

$$3. SSW = SST - SSB$$

$$= 23737,74 - 497,46$$

$$= 23240,28$$

$$4. Dft = N - 1$$

$$= 159 - 1$$

$$= 158$$

$$5. Dfb = \Sigma N_{group} - 1$$

$$= 4 - 1$$

$$= 3$$

$$6. Dfw = Dft - Dfb$$

$$= 158 - 3$$

$$= 155$$

$$7. MSB = \frac{SSB}{Dfb}$$

$$= \frac{497,46}{3}$$

$$= 165,82$$

$$8. MSW = \frac{SSW}{Dfw}$$

$$\begin{aligned} &= \frac{2340,28}{155} \\ &= 149,94 \end{aligned}$$

$$\begin{aligned} 9. F &= \frac{MSB}{MSW} \\ &= \frac{165,82}{149,94} \\ &= 1,11 \end{aligned}$$

note :

SST = sum of squares total

SSB = sum of squares between groups

SSW = sum of squares within groups

Dft = degree of freedom total

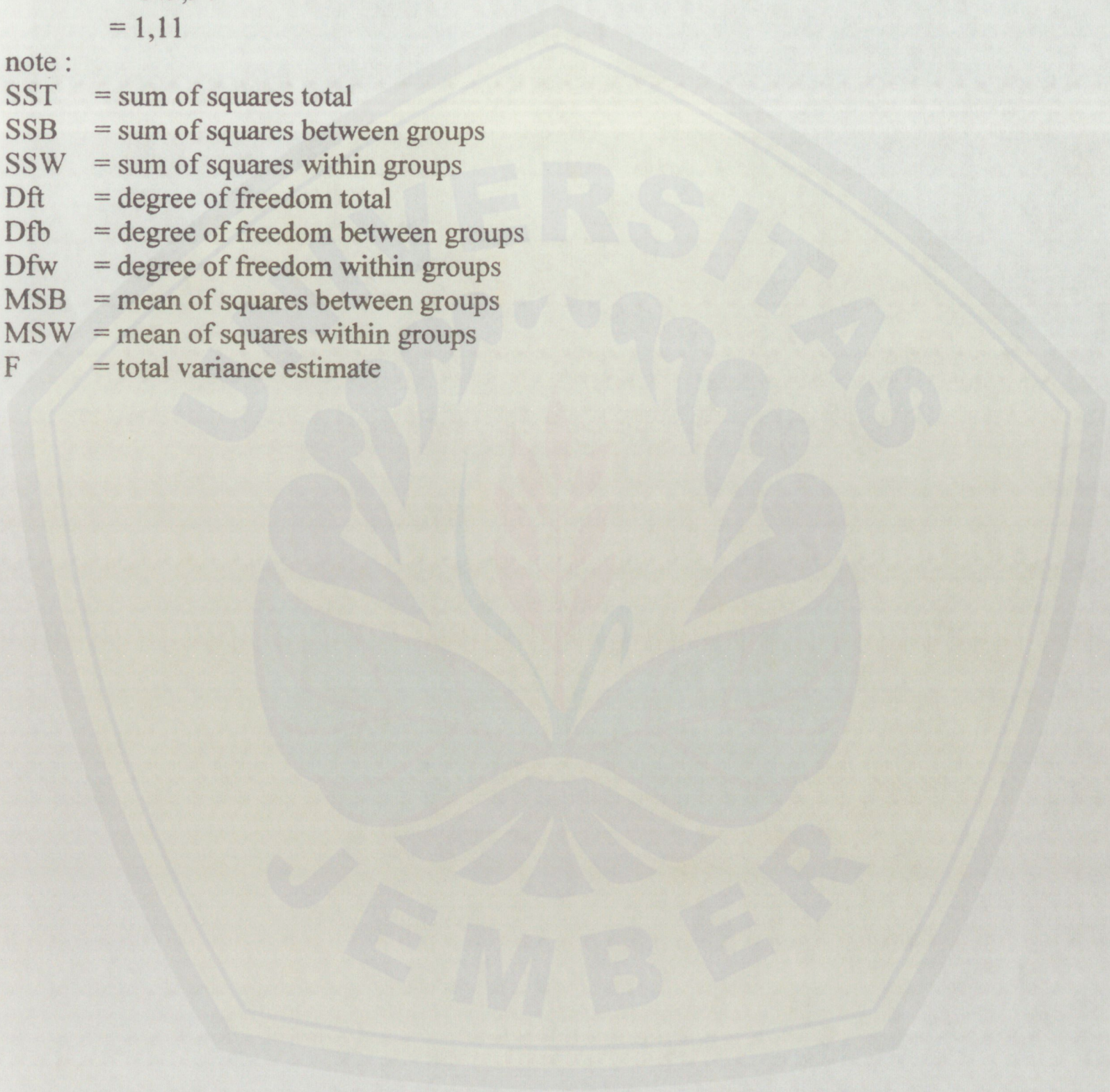
Dfb = degree of freedom between groups

Dfw = degree of freedom within groups

MSB = mean of squares between groups

MSW = mean of squares within groups

F = total variance estimate



Appendix 14

Table 5. The Score of Odd and Even Number

No	Odd Number										Tot	Even Number										To
	1	3	5	7	9	11	13	15	17	19		2	4	6	8	10	12	14	16	18	20	
1	0	0	1	1	1	1	1	0	0	1	6	0	1	1	0	0	1	0	0	0	0	3
2	1	1	1	1	1	1	0	1	1	1	9	0	1	1	1	0	1	1	1	1	1	8
3	1	0	1	0	0	1	0	1	1	0	5	0	1	1	1	0	1	0	0	0	0	4
4	0	1	1	1	1	1	1	0	0	1	7	1	1	1	1	0	1	0	0	1	1	7
5	1	0	1	1	0	1	1	0	0	0	5	1	1	1	1	0	1	1	0	1	1	8
6	1	0	1	0	1	0	1	1	1	1	7	1	1	1	1	1	1	0	0	1	1	8
7	1	1	1	1	1	1	1	1	1	0	9	0	1	1	1	0	1	1	0	1	0	6
8	1	0	1	0	0	1	1	0	1	0	5	0	0	1	0	0	1	1	0	0	0	3
9	1	0	1	0	1	1	1	1	1	1	8	0	1	1	1	1	1	1	1	1	0	8
10	1	0	1	1	0	1	1	0	1	1	7	1	1	1	1	0	1	1	1	1	1	9
11	1	1	1	1	1	0	1	0	0	0	6	0	1	1	0	0	0	0	0	1	0	3
12	1	1	1	0	0	1	1	0	0	0	5	0	0	1	0	0	0	1	1	0	0	3
13	0	0	1	0	0	0	1	0	0	0	2	0	1	1	1	0	1	0	0	1	0	5
14	1	1	1	1	0	1	1	1	1	0	8	0	1	1	1	0	1	1	0	1	0	6
15	1	0	1	0	1	0	0	0	0	1	4	0	1	1	0	1	1	0	0	0	0	4
16	1	0	1	0	0	0	0	1	0	1	4	0	0	1	0	1	1	0	0	0	0	3
17	1	1	1	1	0	0	0	0	0	1	5	0	0	1	0	0	1	1	0	0	0	3
18	1	1	1	1	1	1	1	1	1	0	9	1	1	1	1	0	1	1	1	1	0	8
19	1	1	1	1	1	0	1	0	0	1	7	1	1	1	1	0	1	1	1	1	0	8
20	1	0	1	1	0	0	1	0	0	1	5	1	0	1	0	0	1	1	0	0	0	4
21	1	1	1	1	1	1	1	1	1	0	9	1	0	1	1	0	1	0	0	0	0	4
22	1	1	1	1	1	0	1	1	1	1	9	1	1	1	1	1	1	1	0	0	1	8
23	1	0	0	0	0	1	0	1	1	1	5	0	1	1	1	0	1	1	0	1	0	6
24	1	1	1	1	0	1	1	1	1	1	9	1	1	1	1	1	1	1	1	1	0	9
25	1	0	1	1	0	1	1	0	0	0	5	0	0	1	1	0	1	1	0	0	0	4
26	1	1	1	1	1	1	0	1	1	1	9	0	1	1	1	0	1	1	1	1	1	8
27	1	1	1	1	1	0	0	1	1	1	8	0	0	1	1	0	1	0	1	1	1	7
28	1	1	0	0	1	0	1	1	1	1	7	1	1	1	1	1	1	1	0	1	0	8
29	1	0	0	0	1	0	1	0	0	0	3	0	1	1	1	0	1	1	0	0	0	5
30	0	1	1	1	1	1	1	1	1	1	9	0	1	1	1	1	1	1	1	1	0	8
31	1	0	1	1	0	1	0	1	1	1	7	1	1	1	1	0	1	1	0	1	0	7
32	1	0	0	0	0	0	0	1	0	1	3	0	1	1	1	0	1	0	0	1	0	5
33	1	1	1	0	1	1	0	1	1	1	8	0	1	1	1	1	1	0	1	1	0	7
34	1	1	1	1	1	1	0	1	1	0	8	0	1	1	1	1	1	1	0	1	1	8
35	1	1	1	1	1	0	0	0	0	1	6	0	0	1	0	0	1	0	0	1	1	4
36	1	1	1	0	0	1	1	1	1	1	8	0	1	0	0	0	1	0	1	1	1	5
37	1	1	1	0	1	1	0	1	1	1	8	0	1	1	1	1	1	1	0	1	1	8
38	1	1	1	0	0	1	0	0	1	0	5	0	0	1	0	0	1	0	0	1	0	3
39	1	1	1	0	0	0	0	0	0	1	4	0	0	1	0	0	0	1	0	1	0	3
40	1	1	1	0	0	0	0	0	1	0	4	0	0	1	0	0	0	1	0	1	0	3
	36	24	36	22	21	24	23	22	24	25		12	28	39	27	11	40	26	12	28	12	

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$= \frac{40 \times 1617 - 257 \times 232}{\sqrt{\{40 \times 1809 - (257)^2\}\{40 \times 1549 - (232)^2\}}}$$

$$= \frac{5056}{7165,6}$$

$$= 0.71$$

note :

r = the reliability coefficient for half of the test item

ΣXY = the total number of odd items X even items

ΣX = the total number of odd items

ΣY = the total number of even items

N = the total number of the respondents

(Slameto, 1999:212)

Then continued by applying Spearman Brown formula:

$$r = \frac{2.r_s}{1+r_s}$$

$$= \frac{2 \times 0,71}{1+0,71}$$

$$= 0.830$$

note:

r = coefficient correlation of the test

r_s = coefficient correlation of the half of test

(Slameto, 1999:214)

Appendix 16

Table 7. Result of the Analysis of the Degree of Item Difficulty

No	N	B	I	C	No	N	B	I	C
1	40	36	0.9	Easy	11	40	24	0.6	Sufficient
2	40	12	0.3	Difficult	12	40	40	1	Easy
3	40	24	0.6	Sufficient	13	40	23	0.575	Sufficient
4	40	28	0.7	Sufficient	14	40	26	0.65	Sufficient
5	40	36	0.9	Easy	15	40	22	0.55	Sufficient
6	40	39	0.975	Easy	16	40	12	0.3	Difficult
7	40	22	0.55	Sufficient	17	40	24	0.6	Sufficient
8	40	27	0.675	Sufficient	18	40	28	0.7	Sufficient
9	40	21	0.525	Sufficient	19	40	25	0.625	Sufficient
10	40	11	0.275	Difficult	20	40	12	0.3	Difficult



10
11
12
13
14
15
Cat

Appendix 17.a

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Siti Mufidah
 NIM/Angkatan : 020210401064/2002
 Jurusan/Prog. Studi : PBS/Bahasa Inggris
 Judul Skripsi : The Influence of Using Flashcards on
 The seventh Year Students' Vocabulary
 Achievement at SMPN I Bangsalsari Jember
 in The 2005/2006 Academic Year
 Pembimbing I : Dra. Zakiyah Tasnim, MA
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Kamis, 9-2-06	Matrix	Am
2	Jumat, 17-2-06	Bab I	Am
3	Rabu, 12-4-06	Bab II	Am
4	Senin, 1-5-06	Bab III	Am
5	Selasa, 23-5-06	LP, Instrumen	Am
6	Agustus , 4-8-06	LP, Instrumen	Am
7	Senin, 15-1-07	Bab, IV, V	Am
8	Senin, 29-1-07	Bab, IV, V	Am
9	Senin, 19-2-07	Bab, IV, V	Am
10			
11			
12			
13			
14			
15			

Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Siti Mufidah
 NIM/Angkatan : 020210401064/2002
 Jurusan/Prog. Studi : PBS/Bahasa Inggris
 Judul Skripsi : The Influence of Using Flashcards on
 The Seventh Year Students' Vocabulary
 Achievement at SMPN I Bangsalsari Jember
 in The 2005/2006 Academic Year
 Pembimbing I :
 Pembimbing II : Dra. Made Adi AT, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Jumat, 17-2-06	Matrix	
2	Senin, 13-3-06	Bab I	
3	Senin, 20-11-06	Bab I, II, III, LP.	
4	Senin, 27-11-06	Bab I, II, III, LP.	
5	Senin, 05-04-07	Bab IV, V	
6	Senin, 16-04-07	Bab IV, V	
7			
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Catatan:

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

Appendix 18



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITIES JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Alamat: Jl. Kalimantan III/3 Kampus Tegal Boto Kotak Pos 162
Telp/ Fax (0331) 334988 Jember 68121

Nomor : **7286** Jember, 12 Desember 2006
Lampiran : Proposal
Perihal : Ijin Penelitian
Kepada : Yth. Sdr. Kepala SMPN I Bangsalsari Jember
di-
JEMBER

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut dibawah ini:

Nama : Siti Mufidah
NIM : 020210401064
Jurusan/Program : Pendidikan bahasa dan Seni/ Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di lembaga saudara dengan judul:

“The Influence of using Flashcards on the First Year Students’ Vocabulary Achievement at SMPN I Bangsalsari Jember in the 2006/2007 Academic Year”

Sehubungan dengan hal tersebut kami mohon berkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas berkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I.

Dra. Wiwik Eko Bindarti, M.Pd
NIP. 131 475 844