



**THE EFFECT OF USING FLASH CARDS ON THE SEVENTH YEAR
STUDENTS' VOCABULARY ACHIEVEMENT
AT SMPK SANTO PETRUS JEMBER**

THESIS

By

**APSARI HERTANTI
NIM 070210401091**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2012



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**Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Hermin Zusiana and Dewan Hertanto;
2. My beloved sisters, Bestaria Herdiana and Cardinalia Heryuwati;
3. My almamater, Faculty of Teacher Training and Education, Jember University;
4. All my friends in EREGTUS (English Regular 2007);
Thanks for the support.

MOTTO

He has made everything beautiful in its time
*(Ecclesiastes 3 : 11)*¹

¹ International Bible Society. 1984. *Holy Bible: New International Version*. Colorado: International Bible Society

CONSULTANT'S APPROVAL

**“The Effect of Using Flash Cards on the Seventh Year Students’ Vocabulary
Achievement at SMPK Santo Petrus Jember”**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Language Education Study Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education Jember University

Name	: Apsari Hertanti
Identification Number	: 070210401091
Level	: 2007
Place, Date of Birth	: Jember, May 22 nd , 1989
Department	: Language and Arts
Program	: English Language Education Study

Consultants

Consultant I : Dra. Wiwiek Istianah, M. Kes, M. Ed.

Consultant II : Drs. Bambang Suharjito, M. Ed

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “The Effect of Using Flash Cards on the Seventh Year Students’ Vocabulary Achievement at SMPK Santo Petrus Jember” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University:

Day, date : Monday, May 14th, 2012

Place : The Faculty of Teacher Training and Education, Jember University.

Team of Examiners

The Chairperson

The Secretary

Drs. Sudarsono, M.Pd.
NIP. 131993442

Drs. Bambang Suharjito, M.Ed.
NIP.19620110 198702 2 001

The members,

- | | |
|---|----|
| 1. Dra. Siti Sundari, M.A.
NIP. 19561214 198503 2 001 | 1. |
| 2. Drs. Wiwiek Istianah, M. Kes., M. Ed.
NIP.19501017 198503 2 001 | 2. |

The Faculty of Teacher Training and Education

The Dean,

Drs. Imam Muchtar, S.H., M.Hum.
NIP. 19540712 198003 1 005

SUMMARY

“The Effect of Using Flash Cards on the Seventh Year Students’ Vocabulary Achievement at SMPK Santo Petrus Jember”; Apsari Hertanti, 070210401091; 2012:43 pages; English Language Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This experimental research was intended to know a significant effect of using flash cards on the vocabulary achievement. It was conducted at SMPK Santo Petrus Jember which was chosen by the purposive method. The population of the research was the seventh year students of SMPK Santo Petrus Jember in the 2011/2012 academic year. They were divided into 3 classes and each class consisted of 23 students. Thus the total number of the population was 69 students. In this research, the researcher used cluster random sampling method to determine the respondents. To know the students’ ability, the researcher used homogeneity analysis of the UAS’ score of the first semester. From the analysis of the homogeneity, it was found that the respondents were homogeneous, so the researcher took the experimental class and the control class randomly.

The treatments were given to the experimental class twice. The students of the experimental class were taught vocabulary by using flash cards as teaching media. The researcher gave some activities to the students by using flash cards, such as matching the picture cards and the word cards. The researcher also asked some students to practice flashing some cards in front of the class to make sure that the students also knew how to use the flash cards. Meanwhile, the control class was taught vocabulary without media, but using list of words. The researcher taught vocabulary to the control group like their teacher did, gave some unfamiliar words, then translated the vocabularies. The researcher also gave the exercise to the control class.

The researcher analyzed the result of vocabulary achievement test (post-test) statistically by using independent sample t-test formula through 16.0 SPSS Computing System. Based on the results of the data analysis, the mean score of vocabulary achievement test of the experimental class was 93.21 with standard deviation 6.68, and then the mean score of the vocabulary achievement test of the control class was 80.95 with standard deviation 15.19. Next, using the independent sample t-test, the statistical computation value of the t-test was higher than that of the t-table ($3.485 > 2.021$) with significance level of 5%, it indicated that the result of t-test analysis was significant. In t-test column, the value significant (2-tailed) was less than 0,05 that was 0,002. It means that there was a statistical difference between the experimental group and the control group.

Related to the students' behavior in English vocabulary teaching learning using flash cards, it was known from the results of observation checklist that 83% students had good behavior to participate in using flash cards as media in vocabulary teaching learning. In conclusion, flash cards could be used as media in vocabulary teaching learning. Its advantages can support the students' interest in English teaching learning.

In general, most of the students had good achievement in vocabulary using flash cards. Thus, the English teacher is suggested to teach vocabulary using flash cards as visual media. Besides, the English teacher could increase the students' vocabulary achievement by giving more exercises in comprehending the word meanings using flash cards, so the students could memorize and store their vocabularies in their long-term memory.

ACKNOWLEDGEMENT

First and foremost, I would like to give thanks to my Savior, Jesus Christ, for blessing me and giving me strength so that I can finish my thesis entitled *“The Effect of Using Flash Cards on the Seventh Year Students’ Vocabulary Achievement at SMPK Santo Petrus Jember.”*

I would like to express my deepest appreciation and sincerest gratitude to the following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My academic advisor, Drs. Annur Rofiq, M.A., M.Sc., for his guidance.
5. My first consultant, Dra. Wiwiek Istianah, M.Kes, M.Ed. and my second consultant, Drs. Bambang Suharjito, M.Ed., for their guidance and valuable suggestions that led me compile and finish my thesis.
6. The examination committee.
7. The lecturers of the English Education Program who have taught and given me a lot of knowledge,
8. The Principal, the English teacher, and the seventh grade students of SMPK Santo Petrus Jember who helped and participated willingly to involve in this research,
9. My friends in KPPM GKJW Jember who always supported and gave spirit,
10. My friends in English Department 2007, especially Nungky, Dimas, and Diah.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, May 2012

Writer

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
DEDICATION	iii
MOTTO	iv
CONSULTANT’S APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
SUMMARY	vii
ACKNOWLEDMENT	ix
TABLE OF CONTENTS	x
LIST OF APPENDICES	xiii
LIST OF TABLES	xiv
CHAPTER 1. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research	4
1.3 Objectives of the Research	4
1.4 Scope of the Research	5
1.5 Significances of the Research	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 The Definitions of Flash Cards	6
2.2 The Types of Flash Cards	7
2.2.1 Picture Flash Cards.....	7
2.2.2 Word Flash Cards.....	8
2.3 The Procedure of Using Flash Cards in Teaching English	
Vocabulary	9
2.4 The Advantages and Disadvantages of using Flash Cards	10

2.4.1 The Advantages of Using Flash Cards	10
2.4.2 The Disadvantages of Using Flash Cards	12
2.5 The Definition of Vocabulary.....	12
2.6 The Classification of Vocabulary.....	13
2.6.1 Noun	13
2.6.2 Verb.....	14
2.6.3 Adjective.....	14
2.7 Vocabulary Achievement	15
2.8 Teaching Vocabulary Integrated with Reading	15
2.9 Hypothesis.....	16

CHAPTER 3. RESEARCH METHOD

3.1 Research Design	17
3.2 Area Determination Method	19
3.3 Respondent Determination Method	20
3.4 Operational Definitions of the Term	20
a. Flash Cards	21
b. Vocabulary Achievement.....	21
3.5 Data Collection Methods	21
3.5.1 Vocabulary Achievement Test	21
3.5.2 Observation	26
3.5.3 Interview.....	26
3.5.4 Documentation	27
3.6. Data Analysis Method.....	27

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

4.1 The Result of Supporting Data	30
4.1.1 The Result of Interview	30
4.1.2 The Result of Documentation	30

a. Total Number of the Respondent	30
b. The Result of the Final Examination of 1 st Semester	31
4.1.3 The Result of Observation.....	31
4.2 The ANOVA Analysis of the Homogeneity Test Score.....	32
4.3 The Description of the Treatment	33
4.4 The Analysis of Try-out Result.....	34
4.4.1 The Analysis of Test Validity	35
4.4.2 The Analysis of Reliability Coefficient	35
4.4.3 The Analysis of Difficulty Index	37
4.5 The Result of Main Data	37
4.5.1 The Analysis of Post-Test Result	37
4.5.2 The Hypothesis Verification	39
4.6 Discussion	39
CHAPTER 5. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	42
5.2 Suggestions	42
REFERENCES	44
APPENDICES	47

LIST OF APPENDICES

A. Research Matrix	47
B. Supporting Data Instruments.....	49
C. The Seventh Year Students' Final Exam of 1 st Semester	54
D. Lesson Plan 1	57
E. Lesson Plan 2	72
F. Post Test.....	87
G. Answer Key of Post Test.....	92
H. Distribution of Test Items	93
I. Distribution of Odd and Even Numbers	94
J. Division of Odd and Even Numbers	96
K. Difficulty Index of Each Items Test	97
L. Students' Score of Post Test	98
M. Names of Respondent	99
N. Research Permission from the Dean of the Faculty of Teacher Training and Education	100
O. Statement Letter for Accomplishing the Research from SMPK Santo Petrus Jember	101
P. Students' Worksheet	102
Q. Table-F Distribution.....	108
R. Table-T Distribution.....	110
S. Consultation Sheet	111

THE LIST OF TABLES

	Page
3.1 Test Items Classification of Post-Test.....	23
4.1 The Schedule of Administering the Research.....	29
4.2 Total Number of the Seventh Grade of SMPK Santo Petrus Jember in the 2011/2012 Academic Year.....	31
4.3 The ANOVA Analysis of the Homogeneity Test.....	32
4.4 The Schedule of Administering the Treatments.....	34
4.5 The Result of the Post-test Analysis.....	38
4.6 The Output of Independent Sample T-Test of Vocabulary Achievement Test Score.....	38