

**THE USE OF BILINGUAL FLASH CARDS IN TEACHING
ENGLISH VOCABULARY**
(A Pre-Experimental Research at the Eight Grade Students' of MTs
Mannilingi Bulu-Bulo Jeneponto)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fullfillment
of the Requirement for Degree of English Education Department*

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

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MOTTO

Ilmu pengetahuan dan teknologi tidak mampu memberi tahu kepada manusia tentang arti kehidupan. Arti kehidupan itu bisa dipelajari melalui spiritualitas

ABSTRACT

Ade Irma Wulandari, 2017. *The Use of Bilingual Flash Cards in Teaching English Vocabulary at The Eight Grade Students of MTs Mannilingi Bulo-Bulo (A Pre Experimental Research)*, Guided by Ummi Khaerati Syam and Saiful.

This research was aimed at improving the vocabulary mastery through the use of bilingual flash cards grade VIII students of MTs Mannilingi Bulo-Bulo in the academic year of 2017/ 2018. Based on the identification of the problems, the students had some problems in mastering vocabulary.

The method of this research was pre experimental that consisted one class with four meetings. This pre experimental research was done at MTs Mannilingi Bulo-Bulo for English subject. The subjects research was 28 students of junior high school in 2017-2018 academic year. Those consist of 17 women and 11 men.

This finding successfully can be seen from the result of students' average score and good responses. The result after getting all of the treatment using flashcard, the students' achievement average score increased in line with the increase of the students' achievement average score in each. Students' mean score at the pre-test is 6,5 and after given the treatment the students get mean score post-test 8,2.

The Result of this research shows that the use of flashcard in teaching vocabulary at the eight grade students' of MTs Mannilingi Bulo-Bulo The Academic Year of 2017/2018 can improve students' understanding,

Key words: Bilingual, Flash Cards, Teaching English, Vocabulary.

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The last point, I realize this thesis is far from perfect. Therefore, I really appreciate any criticisms, comments and suggestions for the improvement of this thesis. However, I hope this thesis will make a useful contribution to the improvement of teaching and learning English.

Amin

The Writer

Ade Irma Wulandari

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CHAPTER I

INTRODUCTION

A. Background

Brumfit (2001:35) English as International language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. English is the international language which is the broadest medium of international communication". International language, English language is used as a means of communication between nations that have different languages.

Hornby (2005: 506) English language is seen in terms of its current role in the world, English is the language originally of England, now spoken in many other countries and used as a language of international communication trough out the world "basically English is the native language of the United Kingdom. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

According to Crystal (2006) Vocabulary is a set of words known to a person or another entity, or is part of a particular language. The active vocabulary is all the words used expressively (in writing, speaking or signing) and the passive vocabulary is all the words recognized and

understood, although not necessarily used expressively. An adult's passive vocabulary is about one third larger than their active vocabulary.

Riankamol (2008) Vocabulary is the word that is used in language, it means that vocabulary hold the important element to master language. (Richards and Renandya, 2002: 255) Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write.

At the time the researcher doing observation at MTS Mannilingi Bulu-Bulu, the researcher still faced problem in learning and teaching english still exist at school, there are many students facing problems in learning. One of the problems is students lack of vocabulary, the lack of students vocabulary is probably caused by methods and technique applied by the teachers in teaching, perhaps the methods and technique are not suitable for the students need and interest.

Ivone (2005) Generally, vocabulary is taught by remembering the new words by looking at the meaning of them in a bilingual dictionary, teachers usually ask their students to translate the new words into their native language and memorize them. This traditional way is applied in most schools. In Indonesia, that way of learning vocabulary is still used.

(Cahyono & Widiati, 2008) the mastery of vocabulary is the most important one to make easy in learning those language skills, if students master vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing, but the

mastery of vocabulary is a difficult task to do especially English vocabulary, This is probably cause by the word forms of various meanings and word choice, certainly there are many approaches that can help the students to enrich and master the english vocabulary and they can choose one to help them in learning english vocabulary.

The researcher define, those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. The teacher of english should find out solution by creating efficient and effective techniques of teaching vocabulary. The teachers of english are challenge to be more innovative and creative. The teacher should have a good technique and preparation in teaching. the interest of students in learning english vocabulary can be developed and increase is using bilingual flash cards in the classroom.

Nugroho & Sulistyowati (Lado 2004:86) the use of bilingual flash cards in teaching vocabulary is suitable with the situatuion and condition in our country. There are some advantages of using flash cards in teaching english vocabulary. One of them is ease of making and using it. The teacher can stimulate students to learn and to guess the meaning of words or to make them active in memorizing some words which they require.

Mackey and Fishman (Chaer, 2004: 87) Bilingualism is the practice of using language alternately, from one language to another, by a speaker. Bilingual is the ability to communicate in two different languages. However, defining bilingualism is problematic since

individuals with varying bilingual characteristics may be classified as bilingual.

Flashcards are the cards on which words and picture and painted or drawn, flashhcard is a set of cards that read information, such as words or numbers, on one or both sides. By using flash cards used casually, students are expected not feel burdened with the questions posed. Physically flash cards usually contain questions on one side, and answers on the other. The teacher holds the card and shows the student one side of the card containing the question. Then the student responds by answering the question on the card shown to him.

By employing this media (flashcards), the researcher hopes that the students can improve their vocabulary. All of the above explanations create inspiration to the researcher to make a experimental research, because the writer wants to know how far flashcards can improve vocabulary mastery.

In relation to the issue above, the researcher was interested in conducting a research under the title **“The use of Bilingual Flash Cards in Teaching English Vocabulary at The Eight Grade Students of MTS Mannilingi Bulo-Bulo”**

B. Problem statement

Refering to the background above, the research problem is formulated into a question as follows:

Is the use of bilingual flash cards effective to improve the students' vocabularies at the eight grade student's of MTS Mannilingi Bulo-Bulo?

C. Objective of the research

The objective of this research is to find out whether the use of bilingual flash cards can improve the vocabulary command of the students.

D. Significance of the Research

The result of this research is expected to be a piece of useful information for the English teacher, especially in teaching vocabulary for the junior high school students and to be helpful contribution for further researcher who are interested in teaching and learning process.

The findings (result) of this research are expected for 2 (two) groups are:

1. The teacher

The result of this research is expected to be able to enrich the teachers' knowledge in terms of teaching English vocabulary and to solve the problem of students' difficulties in memorizing the meaning of word or vocabulary.

2. The students

This research expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English lesson, and solve their problem in understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in the communication.

E. Scope of the research

The researcher wants to know whether the use of flashcards media can improve the students' vocabulary mastery. The material is limited to that taught at eight grade of junior highschool, this study is under applied linguistics. It is specified on the use of bilingual flash cards to improve students vocabulary especially nouns, verbs and adjective, the researcher conduct the teaching process in the class after giving the pretest to the students.

In the teaching process, the researcher taught the students by showing the flash cards with key words in English and indonesian quickly. There many types of vocabulary namely noun, verb, adjective, and adverb. But in this study the researcher will be focus on three types namely: noun, verb and adjective.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related research findings

There have been some researcher done relate to this study, that is vocabulary improvement. Some of those are cited below:

- a. Giraldo Tamayo, K., Ossa Gaviria, N., Rivas, P., & Anuve, Y. (2016). Teaching vocabulary through flashcards to preschoolers. The researcher used Classroom Action Research (CAR). Teaching vocabulary to preschoolers is an important issue for second and foreign language. The purpose of this project was to analyze the effect of flashcards to teach vocabulary to EFL preschoolers in a public school in the city of Pereira. Twenty-eight preschool learners participated in this project.
- b. Zakki Aulia, (2016) has done a research about *Improving Student's Vocabulary Mastery Through Flashcards At The Seventh Grade Student's Of Smp Pgri Karangampel*. The researcher used Classroom Action Research (CAR), the student's vocabulary mastery is still low because the student's are difficult in determining the meaning of words. Also, the student's have difficulties differentiating the form of speech: noun, verb, adjective and adverb.

- c. Komachali, M. E., & Khodareza, M. (2012). The effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The researcher used Experimental research, The present study was conducted to investigate the effect of using vocabulary flash card on Iranian pre-university students' vocabulary knowledge. The participants of the study comprised 50 female learners.
- d. Baleghizadeh, S. (2011). The Impact of Two Instructional Techniques on EFL Learners' Vocabulary Knowledge: Flash Cards versus Word Lists. The researcher used Descriptive research, the aim of this project is to research students' responses to teaching vocabulary using flash cards and word lists. The study was carried out at the Khatam Junior High School in Iran.

To investigate the results of teaching vocabulary using flash cards and word, the results revealed no significant difference in the efficacy of either of the two techniques.

- e. Basoglu, E.B., & AKDEMIR,. (2010). A comparison of undergraduate students' English vocabulary learning: Using mobile phones and flash cards. TOJET: The Turkish Online Journal of Educational Technology, 9(3). The researcher used experimental research. This result indicated that the use of vocabulary learning program in the mobile phone improved the acquisition of students' vocabulary learning and students' attitudes towards the use of mobile phones for English vocabulary learning.

There are some differences between the previous research and this research, in previous researchers only use one language on vocabulary media using flashcards so that only produce one language. While, in this research use two language so that student can produce two language that is English and Indonesian language and in this research the researcher teach vocabulary learning on verbs, nouns and adjective, so that students can be better understand the use of verbs, nouns and adjective.

B. Some Pertinent Ideas

1. Definition of Vocabulary Flash Cards

Accroding to Nation (2001) Vocabulary flash card can be fun, colorful, and creative way to aid in memory and retention of vocabulary words. This strategy in Learning Vocabulary in Another Language that a learner writes the foreign word on one side of a small card, and its translation of the first language on the other. The learner goes through a set of cards and tries to recall its meaning.

David Wilkins in Thornbury (2002: 13) Vocabulary is then an essential component learned in language learning. In relation to this, the linguist stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully.

Nadziroh, A. (2010) Flashcards is the cards that usually use thin paper and stiff ,flashcards show picture or words. Usually flashcards

include of group with kind or classes. Flash cards 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.

2. Concept of Vocabulary

In Oxford learner pocket dictionary (2005:482) states that vocabulary is all the word in language that a person knows or uses. Vocabulary also the list of words with their meanings. The list of words that are orderly alphabetical and usually has meaning.

Thornbury (2002: 14) Vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners canachieve less than their potential without an extensive vocabulary and strategies for acquiring new words, Furthermore, states that vocabulary means a large collection of items.

Stahl (2005) learning vocabulary is important because it enriches someone's knowledge of words. In line with Thornbury, vocabulary as knowledge; the knowledge of a word not only implies a definition, but also how that word fits into the world. Vocabulary knowledge is not something that can over the course of a life time.

From these definitions, the researcher define vocabulary is part of language system that people used to communicate which consists of a

large collection of items. Vocabulary is knowledge of how the words fit into the world.

3. Kinds of Vocabulary

According to Howard Jackson these two kinds of vocabularies, are elaborated as the following:

1. Active vocabulary

The active vocabulary is the words that the students use in their own speech and writing. It is used in oral or written expression by the students.

2. Passive vocabulary

The passive vocabulary is the words that the students recognize and can make sense of in the speech or writing of other people. It means the words that the students recognize and understand when they occur in a context, or students need someone to say something that helps them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the word in a text and they will know the meaning of the unknown word on the text.

Furthermore, the National Reading Panel (NICHD, 2000) identified four types of vocabulary listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.

a. Listening vocabulary is all the words people can recognize when listening to speech. This vocabulary is aided in size by context and

tone of voice. Speaking vocabulary is all the words people can use in speech.

- b. Speaking vocabulary is all the words people can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.
- c. Reading vocabulary is a list of words or vocabularies that people use when they are reading.
- d. Writing vocabulary, that is, all the words used by people to express their ideas in written form. In another word, vocabularies which are developed in each skill functions in different usage.

4. Parts of Vocabulary

The fact is most of students are not able to communicate grammatically correct because they don't use and function of each part of speech. Therefore, the first important step is we have learned part of speech if we want to communicate well.

According to Harmer (2001:36) when considering sentences structure the teacher needs to know the various things one of them is parts of speech.

- a. Noun : Noun is defined as a group of words that is the names of person, place, thing, activity or quality or idea. Noun can be used as a subject or object of a verb. These examples of nouns (Ricardo, office, shoes, etc).

- b. Verb : It is defined as a group of word which is used to three kind of verb, they are auxiliarry verb (shall, be, etc), main verb is the verb that carries the meaning (sit, arrive, eat, etc), and phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a newa meaning (traffic light, sit down, go on, etc).
- c. Adjective : it is usually defined as a word that gives more information about noun or pronoun. Adjective describe nouns in term of such qualities and size, color, number and kind. The adjective is commonly used in the first time. These examples of adjective (good, young, sad, happy, etc).
- d. Adverb : It is usually defined as a word that gives more explanation about verbs, an adjectives, and adverbs in the term of such qualities as time, frequency and manner. These examples of adverb (slowly, quickly, hardly, etc).
- e. Conjunction : It isdefined as aa word that connects words, phases, clause or sentences. The examples (moreover, therefore, but, so, etc).
- f. Preposition : It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For examples (in, at, on, etc.) in the class, on the floor , at school.

Generically vocabulary is the knowledge of meanings of words. That definition is the fact that words come in two forms at least: oral and print. In the rule of language uses oral vocabulary is defined as the set of words from which we know the meaning when we speak or read

orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. (Kamil and Hiebert 2005:3).

The researcher define vocabulary is a collection of words used in everyday life and very useful, in it there is the meaning of words, vocabulary is very important we learn because by learning vocabulari we can understand the English parts such as writing, reading and translation.

5. The roles of Vocabulary

David Wilkins in Thornbury (2002: 13) Vocabulary has an important role in the language learning. As a linguist stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Thus, vocabulary is the flesh of a language while grammar is the skeleton. It means that learning vocabulary is very important. One should know a certain amount of vocabulary in order to be able to use the language productively.

In addition the importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power rely on continuous growth in word knowledge”. It means that to master the language skills someone needs to master the vocabulary first. The Report of the National Reading Panel (2000) in John and Shane (2004)

To show how important vocabulary is, Bromley (2004) states that vocabulary holds some important roles in teaching learning process. They are as follows:

a. Promoting fluency.

Students who are understand many words read more quickly and easily than those who are not.

b. Boosting comprehension.

c. Improving achievement.

Students with large vocabularies score higher an achievement tests than those with small vocabularies.

d. Enhancing thinking and communication.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful. Someone will be able to improve achievement and enhance communication if he/ she can master vocabulary well.

6. Vocabulary Mastery

Cameron (2001: 74) Vocabulary development is a continuous process, not just adding new words but also building up knowledge about words already known partially. Moreover, building vocabulary knowledge can support learners' language learning process as a basic foundation in

mastering the four language skills. Encouraging memorization technique may usually make the students bored, that is why teachers need to find the appropriate activity in order to motivate the students to join but before that she/he may also understand the principles that lie behind teaching vocabulary, especially for young learners.

Harmer (Longman: New Edition) Vocabulary mastery is very important in learning English. By having a high vocabulary it will help the students learn the four basic skills of English. In learning a language, vocabulary plays an important role because it carries content to convey ideas or information. The decision about what vocabulary to teach and learn will be heavily influenced, then, by information the students can get about frequency and use. But this information will be assessed in the light of other considerations such as topics, function, structure, teach ability, needs and wants.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend reading materials, catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used, they will be unable to express some ideas, or unable to ask information.

If the students' want to make communication in a foreign language runs well, they should know a lot of words by studying vocabulary; they can write, read, listen or speak in the foreign language easily. To achieve

this goal, the students must master adequate number of English vocabulary and structure as well.

Considering the important of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. Otherwise, the vocabulary of the teens will be limited and subsequence. Consequently they will find difficulties in learning the skills of the language. A considerable amount of vocabulary, learning is associated with primary language learning in early years.

7. The learning of Vocabulary

(Mehring, 2005 Carpenter & Olson, 2011) Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills.

Komachali and Khodareza (2012) vocabulary learning is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs.

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also include show vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

Thornbury (2002:13), by quoting David Wilkins, says that “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” This shows that learning vocabulary is almost more important rather than learning grammar. By looking at the importance illustrated by Thornbury, it must be realized that teaching vocabulary must be interesting to students for it to reach the goal.

Harmer (2002:229) In teaching vocabulary, the teacher can start by showing or drawing picture. Harmer (2002:239) One of the methods Harmer proposed is “Snap”, where students have to checking-off the picture and the words, but in this research, the researcher didn’t use the technique.

Followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Nation (2008) states that “vocabulary learning cannot be left to itself”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.

- a. Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
- b. Design the task so that the written input needs to be used.
- c. Get each learner in the group actively involved.
- d. Ensure that the vocabulary is used in ways that encourage learning.

- e. Make an observation checklist for monitoring the activity, and if possible, use it.

Brown (in Cameron, 2001) meanwhile, five essential steps in vocabulary learning based on research into learners' strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words and using the words.

Cameron (2001: 86; Brewster and Ellis, 2003: 88) as mentioned earlier that learning vocabulary includes the understanding of the forms of new words. Related to this, learners are expected to know how a word is pronounced and how it is written. These are key parts of the words knowledge. Several ways can be done by the teacher to attend to word forms. First, students listen and repeat what the teacher says. Second, the students observe the written form such as word spelling, the first and last letters, etc.

Third, the students notice grammatical information such as giving attention to the article used in plural or singular nouns. Fourth, students copy and organize the new words in language activities.

(Berne & Blachowicz, 2008) recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

8. Introduction of Bilingual Flashcards

Mackey and Fishman (Chaer, 2004: 87) Bilingualism is the practice of using language alternately, from one language to another, by a speaker. Bilingual is the ability to communicate in two different languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual.

(Bunge et al., 2002) the bilingual advantage refers to findings demonstrating superior performance by bilinguals, relative to monolinguals, on tasks measuring inhibitory control. Specifically, advantages have been observed for bilinguals over monolinguals in interference suppression, which refers to the inhibition of task-irrelevant information, but not in response inhibition, which refers to the inhibition of a prepotent response.

Bialystok and Martin (2004) The bilingual advantage in interference suppression has been found in children, the effect is the largest in the latter group. (Bialystok et al., 2004) it is hypothesized that the constant management of two languages by bilinguals makes use of general executive control processes, for example, inhibiting one language while engaging in the other and effortlessly switching between languages when necessary.

(Luo et al., 2013) the consequences of bilingualism for working memory and cognitive flexibility are less clear. Given previous findings showing better spatial working memory for bilinguals than monolinguals

as a result, bilinguals receive extensive practice in these processes, and this experience is thought to be the mechanism underlying the observed bilingual advantage.

(Bialystok et al., 2004) given previous findings demonstrating that the bilingual advantage is larger in older adults, it is also possible that there could be significant language group differences in the older adults not observable in young adults given that the young adults are at the height of cognitive function and may not experience any additional benefit from being bilingual.

However, bilingual children typically have a larger productive and receptive vocabulary in one of the languages and their vocabulary in each language taken individually is usually less than that of a monolingual speaker of the same age. Furthermore, it is rarely possible to equate bilingual children and monolingual children on all variables aside from the number of languages they speak.

According to Oxford Advanced Learner's Dictionary, flashcard is a card with a word and sometimes it has some colorful pictures inside. flashcards are a simple, versatile and underexploited resource for teaching young learners, its versatility allows the teacher to use their creativity to adapt different topics in images to teach vocabulary at low cost and with recyclable value.

According to Haycraft (Insaniyah, 2003:19), flashcards are the cards on which words and or picture and painted or drawn. According to Suyanto (2008:109), flashcards is the cards that usually use thin paper and

stiff. Flashcards show picture or words, usually flashcards include of group with kind or classes.

9. The Function of Flashcards

The use of flashcard in the English teaching learning process used to help the teacher: (Kasihani and Suyanto, 2008:109)

- a. To be familiar and stable with singular and plural concept
- b. To be familiar and stable with numbers
- c. To be familiar and stable with a few and a lot of concept
- d. To get the students attention using extract picturs with appropriate
- e. To give variation in the teaching learning process.

Flashcards is so useful to help the teacher in the English learning process. The teacher is easier to explain of material and give example clearly. Because the students can see a picture that appropriate with the theme so the students are easier to receive the explanation of teacher. Beside that the teacher can improve the student's interest.

10. The role of flashcard in teaching vocabulary

Harmer, (2001: 134) flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary, flash cards are always an easy way to get some of those vocabulary words stuck inside your head, where theyneed to be when the big test rolls around. Based on the statements above shown that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices new vocabulary.

By using flashcards is suitable for the beginner in English. By the implementation this method gives emphasis on pronunciation of the utterance of words. Beside that in the English learning process the students can become more active and not only passive.

11. Advantages and Disadvantages of Using Flashcards in Teaching Vocabulary

According to Peni (2000:20) applying flashcards in the teaching learning process has some value advantages and disadvantages.

A. The advantages of using flashcards are as follows:

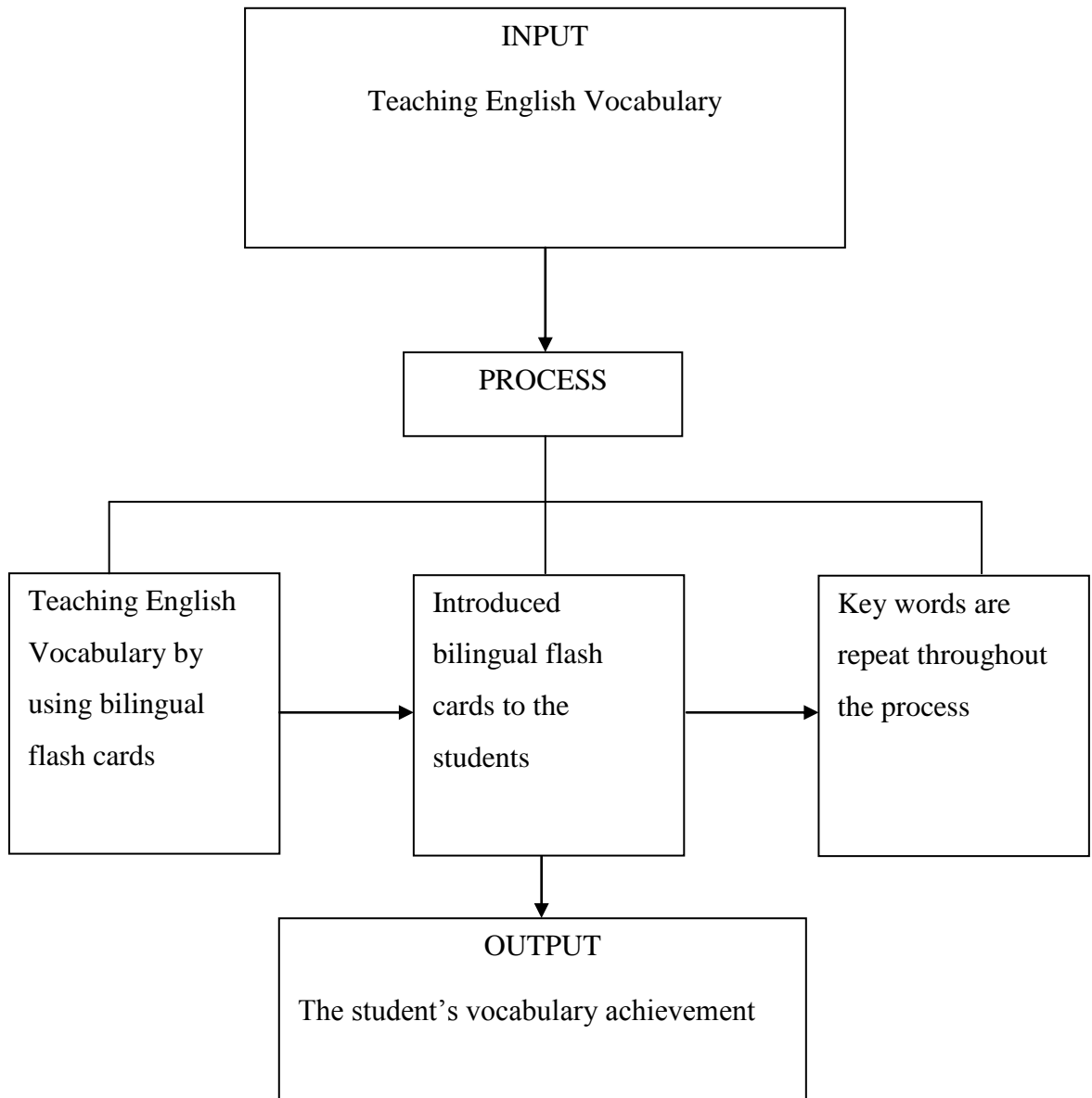
1. Flashcards help students in remembering what they have learned.
2. Flashcards give variation on teaching. Teacher is not only to teach and to explain the lesson verbally, but also students are asked to express words on their own sentence.
3. Flashcards can be brought everywhere because the size of the cards is not too big so that students can use her time to learn vocabulary easily.
4. Flashcards are very helpful to refresh the mind of students' previous lesson before starting the new lesson.

B. The disadvantages of using flashcards are as follows:

1. Flashcards are not suitable uses at all level. For those who already have a large number of vocabulary flashcards are not effective.
2. Teacher who wants to make flashcards have much time in presenting flashcards as well as making the cards

C. Theoretical Framework

Theoretical Framework underlying the research is presented in the following diagram:



Input, process and output above are briefly described as follows: Input refers to the medium applied in the classroom. The medium or media are bilingual flash cards. In this case, the students are introduced some words from Bilingual Flash Cards. Process refers to the

implementation or presentation of the input in the classroom. In this case, the students are though using the input variables. Output refers to the students achievement in vocabulary test.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with description of the research design, research variables, population and sample, research instrument, data collection, procedure and data analysis. The design of this research is Experimental Research Design.

Experimental research is a research which has the purpose to find the cause- effect relationship among variables in a controlled condition. The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events, in which they are interested, introduce an intervention and measure the difference that it makes.

A. Research Design

This research use a pre-experimental research. There is one class as the sample. Pre-test and post-tes are given to the sample. The design of this research as proposed by Arikunto (2006:86) is follows:

O_1 X O_2

Where :

O_1 : Pre-test

X: Treatment

O_2 : Post-test

B. Variable of the Research

A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under the consideration, when they are classified as independent variables or dependent variables.

1. Independent variable is variable which influence other variable. In this research the independent variable.
2. Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. In this research the dependent variable is students' writing ability.

C. Population and Sample

1. Population

In this case, the population of the research is the eight grade students of MTS Mannilingi Bulo-Bulo, which has 3 classes (2a,2b,2c) . The total population are 98 students.

2. Sample

In this case, sample of the research is one class (2a), that consists of 28 students. The research applied purposive sampling because every class of population has the same quality such as the same material, teacher, and time collection.

D. Instrument of the research

Research instrument refers to any equipment used to collect the data (Arikunto, 2010:262). In order to collect data, this study was conducted from the following instrumentation. Test vocabulary, there are two kinds of tests to measure the ability of vocabulary, pre-test and post test. The test is the same matching, translation and sentences test.

Researchers choose many options because students can understand the material while the post test, test to find out the meaning of vocabulary the students. The researchers used a test consisting of pre-test. The test used to know the treatment is effective or not. Researchers can also see students' progress after treatment.

E. Procedure of Data Collection

To collect the data, the researcher used of some procedures:

Test

a. Pretest

Before giving the treatment, the researcher gives pre-test, the researcher of distribute the vocabulary material based on curriculum and syllabus MTS Mannilingi Bulo-Bulo.

b. Treatment

In the treatment, the researcher taught vocabulary to the experimental class by using bilingual flash cards for six times, the treatments of this research were described as follows:

1. The researcher introduced and gave explanation about bilingual flash cards.

2. The researcher mentioned the bilingual flash cards (related to the topic) in vocabulary verb, noun, and adjective.
3. Make small groups within classes, related groups with verbs, nouns and adjectives.
4. After the group was formed, the teacher give flash cards containing noun, verb and adjective.
5. The teacher asked the students to make a simple sentences or dialogue by using the words of the bilingual flash cards which there are verb, noun and adjective.
6. The teacher asked the students to translate flash cards that already contain vocabulary into Indonesian language to produce bilingual flash cards.
7. Students translate the dialogue and sentence into Indonesian.
8. The teacher read the sentences or dialogue and asked the students to repeat them. The researcher repeat this activity for several times and made sure the students understood enough about the words of the bilingual flash cards in vocabulary.
9. Representatives from each group to read out dialogue or sentences in English and Indonesia.
10. After students master bilingual flashcards, practice them periodically to ensure students remember them.

Based on the explanations about the procedure of using flashcards above, the researcher conclude that the step in using flashcards in English learning process are show of

flashcards, sounds, repetition and practice. The procedure of using flashcards is simple, so the students or parents can practice it in their home to improve their vocabulary.

The experimental group students in the present study were shown explicitly the vocabulary flash card strategy which they could try to achieve better vocabulary learning. The students discussed this strategy was more effective than other strategies, and received help and feedback from the teacher.

When they failed to only memorize a new word, they tried to use vocabulary flash card strategy, as they were aware of the existence of another strategy which they could fall back on. Thus, the instruction seemed to help them to learn better new words their performance.

c. Post-test

After giving treatment, the researcher gives post-test, the content of the post-test is the same as the pre-test. The aim of the post-test is to find out the result of the treatment.

Scoring Rubric

The steps are undertaken in quantitative employing the following formula:

a. Table 3.1 Rubric of Matching Test

No	Criteria	Score
----	----------	-------

1	Student is able to match all of the words to their definitions	4
2	Students is able to match most of the words to their definitions	3
3	Student is able to match some of the words to their definitions	2
4	Student is able to match only a few words to their definitions	1

iRubric: Vocabulary Scoring Rubric 2005

$$\text{Score} = \frac{\sum x}{\text{Maximum score}} \times 10$$

b. Table 3.2 Rubric of Word Meaning Test

No	Criteria	Score
1	Translation is easy to understand and can be understood the meaning	4
2	Translation can be understood, but there are one or two term that is poorly understood	3
3	Translation is difficult to understand because there are few terms that are lacking understood	2
4	Translation is very difficult to understand because there are many terms that are not the same at all	1

(Modifikasi Nababan in Ardi, 2010)

$$\text{Score} = \frac{\sum x}{\text{Maximum score}} \times 10$$

c. Table 3.3 Rubric of Make Sentences

No	Criteria	Score
1	Student is able to complete all of the sentences with the correct vocabulary words	4
2	Student is able to complete most of the sentences with the correct vocabulary words	3
3	Student is able to complete some of the sentences with the correct vocabulary words	2
4	Student is able to complete only a few sentences with the correct vocabulary words	1

(iRubric: Vocabulary Scoring Rubric 2005)

$$\text{Score} = \frac{\sum x}{\text{Maximum score}} \times 10$$

F. Technique of Data Analysis

The procedure is undertaken in analysis are as follows:

- a. Scoring the students correct answer of pre-test and post-test by using this formula:

$$\text{Score} = \frac{\text{students correct answer}}{\text{Total number of items}} \times 100$$

- b. Calculating the mean of the students answer by using formula:

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

Where: \bar{x} = Mean score

$\sum x$ = The raw of all score

N = The number of subjects

(Gay, L.R., et al: 2006)

- c. The percentage of increasing achievement used the following

formula: $X_2 - X_1$

$$P = \frac{X_2 - X_1}{x_1} \times 100$$

Where: P= Percentage

X_2 = Average score of Post-test

- d. After collecting the data of the students, we classify the score of the students into the following criteria:

Score	Classification
9.6-10	Excellent
8.6-9.5	Very Good
7.6-8.5	Good
6.6-7.5	Fairly Good
3.6-4.3	Poor
0-3.5	Very poor

(Dekdikbud in Amirullah 2012:32)

- e. The significance difference between the students' pre-test and post-test, the writer applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = Test of significance

D = The difference between the method pairs ($X_1 - X_2$)

\bar{D} = The mean of DS

ΣD^2 = The sum of the square

$(\Sigma D)^2$ = The square of ΣD

N = Number of students

(Gay, L.R., et al: 2006)

f. The criteria for the hypothesis testing is as follows:

Table Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test <table	Accepted	Rejected
t-test >table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while then alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter particularly present the findings and discussion of this research. The findings of the research explain about the effectiveness of bilingual flash cards which was used to know whether there was significant effect or not to students' vocabulary, especially in their translation, matching, and make sentences. The effectiveness of the media was known from the result of the pre-test and post-test. The researcher compared the result of pre-test and post-test. If the result of post-test was higher than pre-test, it meant that this strategy was effective.

Based on the result of data analysis, the researcher found that applying bilingual flash cards in the class, students' vocabulary in translation, matching and make sentences at the second grade students of MTs MannilingiBulo-Bulo could be improved. The researcher analyzed the data obtained from the students with one classes . The data consisted of the result on pre-test and

post-test. This result has proved that this media was effective to improve the students' vocabulary. It meant that the strategy was successful.

1. The Improvement of the Students' Mean Score of Indicators

The application of Bilingual in improving the students' vocabulary with flash cards on the text. The improvement of the students' vocabulary with matching, translation and make sentences can be seen clearly in the following table:

- a. The mean scores of Matching

Table 4.1 the mean scores of Matching in pre-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	18	64,29%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-
Fairly Good	6.6 – 7.5	6	21,42%
Poor	3.6 – 6.5	-	-
Very Poor	0 – 3.5	4	14,29%
TOTAL		28	100

The table above matching it shows that on the pre-test given by the students there are 18 students (64,29%) get 10 (excellent), 6 students

(21,42%) get 7.5 (very good) and 4 students (14,29%) get 2.5 (very poor).

Table 4.2 the mean score of Matching in post-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	26	92,85%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-
Fairly Good	6.6 – 7.5	2	7,15%
Poor	3.6 – 6.5	-	-
Very Poor	0 – 3.5	-	-
TOTAL		28	100

While given the post-test there are 26 students (92,85%) get a score of 10 (excellent) and 2 students (7,15%) get 7.5 (fairly good). So, the table above shows the mean scores student in pre-test and post-test of matching has a difference, mean scores Pre-test results student is 8.0 in good classification and mean score of post-test result of student of 9.8 is classified "excellent".

b. The mean scores of Translation

Table 4.3 the mean scores of Translation in pre-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	6	21,42%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-
Fairly Good	6.6 – 7.5	22	78,58%
Poor	3.6 – 6.5	-	-
Very Poor	0 – 3.5	-	-
TOTAL		28	100

The table above translation it shows that on the pre-test given by the students there are 6 students (21,42%) get 10 (excellent), 22 students (78,58%) get 7,5 (fairly good).

Table 4.4 the mean scores of Translation in post-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	15	53,58%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-

Fairly Good	6.6 – 7.5	13	46,42%
Poor	3.6 – 6.5	-	-
Very Poor	0 – 3.5	-	-
TOTAL		28	100

While given the post-test there are 15 students (53,58%) get a score of 10 (excellent) and 13 students (46,42%) get 7.5 (fairly good). So, the table above shows the mean scores of students in pre-test and post-test of translation has a difference, mean scores pre-test results student is 8,0 in “good” classification and mean score of post-test result of student of 8,8 is classified "very good".

c. The mean scores of Sentences

Table 4.5 the mean score of Sentences in pre-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	1	3,57%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-

Fairly Good	6.6 – 7.5	2	7,14%
Poor	3.6 – 6.5	7	25%
Very Poor	0 – 3.5	18	64,29%
TOTAL		28	100

The table above sentences it shows that on the pre-test given by the students, 1 students (3,57%) get 10 (excellent), 2 students (7,14%) get 7,5 (fairly good), 7 students (25%) get 5 (poor), 18 students (64,29%) get 2,5 (very poor) .

Table 4.6 the mean score of Sentences in post-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10	1	3,57%
Very Good	8.6 - 9.5	-	-
Good	7.6 – 8.5	-	-
Fairly Good	6.6 – 7.5	12	42,86%
Poor	3.6 – 6.5	14	50%
Very Poor	0 – 3.5	1	3,57%
TOTAL		28	100

While given the post-test of the students, 1 student (3,57%) get a score of 10 (excellent), 12 students (42,86%) get 7,5 (fairly good), 14 students (50%) get 5 (poor) and 1 student (3,57%) get 2,5 (very poor). So, the table above shows the mean scores of students in pre-test and post-test of sentences has a difference, mean scores pre-test results student is 3,5 in "very poor" classification and mean score of post-test result the student of 6,0 is classified "poor".

d. The mean score of indicators

Table 4.7: The Students' Mean Score of Indicators

No	Indicators	Student's Mean Score		Improvement %
		Pre-test	Post-test	
1.	Matching	8,0	9,8	22,5 %
2.	Translation	8,0	8,8	10 %
3.	Sentences	3,5	6,0	71,4 %
	$\sum X$	19,5	24,6	203,9%
	X	6,5	8,2	34,6%

Based on the table 4.1 above, it shows that the score of matching 22,5 %, translation 10% and sentences is 71,4% from of the students. The mean score of the students in pre-test were 6,5 and post-test which to be 8,2. The table above shows that, sentences had highest percentage in students' vocabulary (71,4%).

2. The Improvement of the Students' Vocabulary

The use of Bilingual Flashcards in teaching english vocabulary. The improvement of student's vocabulary can be seen early in the following table:

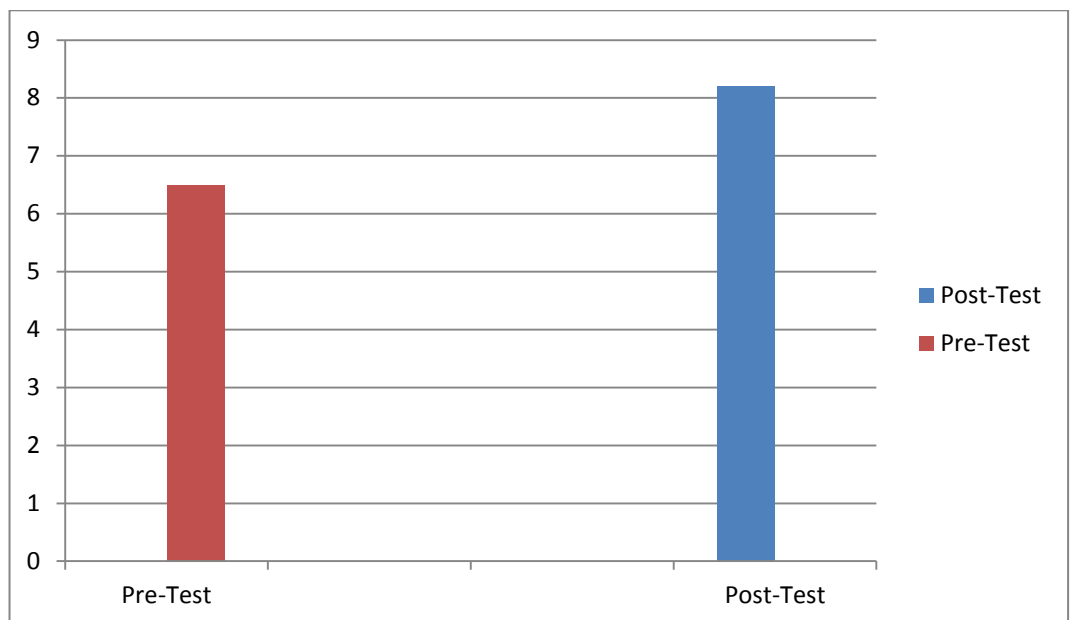
Table 4.8 Improvement of Student's Vocabulary

No	Indicators	Students' mean score		Improvement (%)
		Pre-test	Post-test	
1.	Vocabulary	6,5	8,2	26,1%

The table 4.1 shows mean score of students vocabulary. The mean score of students vocabulary in pre-test is 6,5 and in post-test 8,2 so the improvement of students' vocabulary from pre-test to post-test is 26,1%. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because the use of bilingual flashcards provided fun, interesting, and enjoyable ways in learning English vocabulary so that students were active and had high self-confidence to speak and express their opinion.

To see clearly the improvement of students' vocabulary, the following chart is presented:

**Chart 4.1 Mean score of Students' Vocabulary
On Pre-test and Post-test**



The Chart 4.1 show that students' mean score in post-test is higher than students mean score in pre-test of vocabulary assessment after conducting treatment. It proves that applying the use of bilingual flashcards has significant effect in improving students' vocabulary.

3. Findings of Students' Score in Classification on Pre-test and Post-tes

The findings of the research deal with the rate percentage of the students score obtained through the test, mean score, standard deviation, and test of

significance. The result of students' score on pre-test and post-test about its classification, namely excellent, very good, good, fairly good, poor, and very poor will be described from the table below.

a. Classification in Pre-test

Table 4.9 The Students' score classification pre-test

Classification	Score	Vocabulary	
		Frequency	%
Excellent	9.6– 10		0 %
Very Good	8.6 - 9.5	1	3,58%
Good	7.6 – 8.5	5	17,85%
Fairly Good	6.6 – 7.5	13	46,42%
Poor	3.6 – 6.5	8	28,57%
Very Poor	0 – 3.5	1	3,58%
TOTAL		28	101

b. Classification in Post-test

Table 4.10 Students' score classificaton in post-test

Classification	Score	Vocabulary
-----------------------	--------------	-------------------

		Frequency	%
Excellent	9.6 – 10	1	3,57 %
Very Good	8.6 - 9.5	8	28,57 %
Good	7.6 – 8.5	10	35,71 %
Fairly Good	6.6 – 7.5	9	32,15%
Poor	3.6 – 6.5	-	0%
Very Poor	0 – 3.5	-	0 %
TOTAL		28	100 %

The table 4.3 shows that the percentage of students' vocabulary in Pre-test is 1 students (3,58%) poor, 8 students (28,57%) get fair, 13 students (46,42%) get fairly good, 5 students (17,85%) get good and 1 student (3,58%) get very good . In table 4.4 after conducting treatment, the percentage of students vocabulary in class is 9 students (32,15%) get fairly good, 10 students (35,71%) get good, 8 students (28,57%) get very good and 1 students (3,57%) get excellent.

a. The mean score and standard deviation

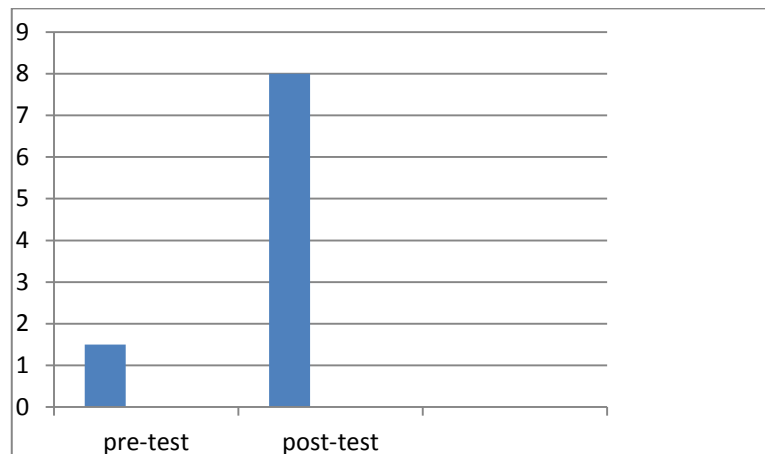
The result of the students pre-test and post-test, the mean score and the standard deviation of the students' vocabulary test are presented in the table 3 below:

Table 4.12 The mean score and standard deviation of the students pre-test and post-test

Type of test	Mean score	Standard deviation
Pre-test	6,5	1,5
Post test	8,2	8,0

The table 4.5 above showed the students' mean score and standard deviation both in pre-test and post-test. The mean score of the result of the students' pre-test was 6,5 which is classified as "very poor" with standard deviation 1,5 and the mean score of the result of the students' post-test 8,2 is classified "good" with standard deviation 8,5.

4.2 Chart the mean score of standard deviation



The chart 4.2 indicates that there is a significant improvement of students’

b. Test Significance

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance 0,05 with the degree of freedom (df) = N-1 Where N= Number of students (28), the test statistical analysis for non independent sample was applied. The following table shows the result of the t-test analysis.

Table 4.13 Significant difference of vocabulary between pre-test and post-test

Student’s mean scores	t-test value	t-table value	Category
	8,7	1,7	Significant

Table 4 shows the significant difference between T-test and T-table. That t-test value was greater than t-table (T-Test> T-Table), the final result shows that t-test value for the final score of students’ vocabulary was (8,7>1,7). It means that there is significant between the students’ vocabulary before and after using bilingual flashcards. It is also said that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted.

c. Discussions

In this chapter particularly present the findings and discussion of this research. The findings of the research explain about the effectiveness of using the bilingual flashcards which was use to know whether there was significant effect or not to students' vocabulary skill, especially verb, noun and adjective. The effectiveness of the strategy was known from the result of the pre-test and post-test. If the result of post-test was higher than pre-test, it mean that this strategy was effective.

After applying the use of bilingual flashcards in teaching vocabulary, the researcher found that such an approach was effective. During the process of treatment, the researcher observed that the students were very interested in the material that the researcher presented to them. The students thought that the teaching vocabulary through Bilingual Flash Cards was helpful to improve their vocabulary.

Beside the assumption of the researcher, it was also supported by the statistical analysis, showing from the result of the students' vocabulary test. It was proved by the students' result of pre-test where before the treatment was given, most of the students' were in "fairly good" classification with the highest rate percentage was 46,42%. The mean score 6,5 indicate that before the treatment was given: the level of students' comprehension in reading test was categorized into "very poor" classification. But after the treatment was given, most of the students were in "good" classification with the highest percentage 35,71%. The mean score 8,2 indicates that after the treatment was

given, the level of the students' vocabulary in the test can improve with the progress 1,7.

In the use of flashcards media in vocabulary can increase the vocabulary of students because at the time before and after given pre-test and post-test students have comparison, before given post-test students have weakness in vocabulary and after post-test vocabulary students increased learning flash media cards can be effective because the results are significant. However, students are more dominant in the matching test and the translation, in the sentence test of students has a deficiency because there are many students who have the weakness in making sentences by using vocabulary.

This media gives an alternative manner to refresh and to add vocabulary in a more enjoyable way. In the treatment, the researcher taught vocabulary to the experimental class by using bilingual flash cards, the treatments of this research were described as follows:

11. The researcher introduced and gave explanation about bilingual flash cards.
12. The researcher mentioned the bilingual flash cards (related to the topic) in vocabulary verb, noun, and adjective.
13. Make small groups within classes, related groups with verbs, nouns and adjectives.
14. After the group was formed, the teacher give flash cards containing noun, verb and adjective.

15. The teacher asked the students to make a simple sentences or dialogue by using the words of the bilingual flash cards which there are verb, noun and adjective.
16. The teacher asked the students to translate flash cards that already contain vocabulary into Indonesian language to produce bilingual flash cards.
17. Students translate the dialogue and sentence into Indonesian.
18. The teacher read the sentences or dialogue and asked the students to repeat them. The researcher repeat this activity for several times and made sure the students understood enough about the words of the bilingual flash cards in vocabulary.
19. Representatives from each group to read out dialogue or sentences in English and Indonesia.
20. After students master bilingual flashcards, practice them periodically to ensure students remember them.

In this treatment, when the researcher shows a flash cards at the first time, students look interested. Then, the researcher gives the rules to the use flash cards media. In the process of applying this media, most of the students participate in the learning process. The researcher concludes that students are more interested with the bilingual flash cards media. They are confidence to speak English and enjoy in learning process. This media is a suitable media to change the conventional media that makes students bored and afraid in English class. Based on the explanation above, the uses of bilingual flash cards in English learning

can improve the students' vocabulary mastery. In other word, the treatments in second grade students of MTs MannilingiBulo-Bulo are successful.

The are many differences previous related the research findings: 1). Giraldo tamayo, Teaching vocabulary can to analyze the effect of flashcards to teach vocabulary to EFL, 2). Zakki Aulia, the students' vocabulary mastery is still low because the students' are difficult in determining the meaning of words, 3). Komachali, the present study was conducted to investigate the effect of using vocabulary flash cards, 4). Baleghizadeh, to investigatethe results of teaching vocabulary using flash cards and word, the results revealed no significant difference in the efficacy of either of the two techniques, 5). Basoglu, this result indicated that the use of vocabulary learning program in the mobile phone improved the acquisition of students' vocabulary learning and students' attitudes towards the use of mobile phones for English vocabulary learning.

The researcher finding, the use bilingual flash cards media as teaching is surely shows the real effectiveness, because this media is easy and interesting in teaching vocabulary then the students more enjoy and interesting to study reading and give spirit in teaching learning process for the eight grade of the MTs Mannilingi Bulo-Bulo. It means that the Null Hypothesis that say there is no significant different score of using bilingual flash cards in teaching vocabulary at the eight grade of MTs MannilingiBulo-Bulo is rejected. As the result, the alternative Hypothesis is accepted. So, the use of bilingual flash cards is suitable strategy to

improve students' achievements in vocabulary at the eightgrade of MTs
MannilingiBulo-Bulo.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusions of this research.

A. CONCLUSION

Base on the result of data analysis, the researcher found that applying bilingual flashcards in the class, student's vocabulary at the eight grade students of MTs MannilingiBulo-Bulo could be improved. The researcher analyzed the data obtained from the students with one class of pre-test and post-test. The data consisted of the result on pre-test and post-test. This result has proved that strategy was effective to improve the students' vocabulary. It mean that the strategy in the strategy was successful.

The use of flashcards media in vocabulary can increase the vocabularies of students because at the time before and after given pre-test and post-test Students have comparison, before given post-test students have weakness in vocabulary and after post-test vocabulary students increase learning flash media cards can be effective because the results are significant. However, the students are more dominant in the matching test and the translation on the sentence test of students has a deficiency because there are many students who have the weakness in making sentences by using vocabulary.

B. SUGGESTION

The research outcom⁵¹ that there was a positive correlation between bilingual flash cards and vocabulary ability..to teach the material to the students, the lectures needs to know their students'vocabulary. lecturer also should be more creative in giving a lesson and use appropriate method, technique, strategy, media in the classroom. Result of these research, the researcher could be suggest for the lecturer used flash cards for the vocabulary.

It has been known from the result of the study using flashcards that it can improve the students' vocabulary mastery. The researcher hopes that the result of the study makes the teacher use an appropriate teaching mode of presentation on improving student's vocabulary mastery. Based on the explanation, the researcher would like to suggest other researchers, the result of the study can be used as additional reference for further research with the different sample and occasions.

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Appendices

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTS Mannilingi Bulo-Bulo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)
Aspek	: Vocabulary
Waktu	: 2 x 40 menit
Pertemuan	: I (Pertama)

I. Standar Kompetensi

Memahami makna dalam teks tulis fungsional sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

II. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indikator

- Siswa mampu mengartikan kata-kata yang ada pada Flash Cards
- Siswa mampu menebak kata berdasarkan gambar yang terdapat di dalam flash cards
- Siswa mampu mengartikan kalimat yang ada di dalam dialog
- Siswa mampu mengerti isi dari dialog

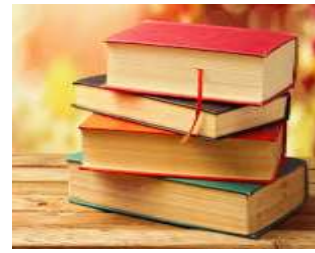
Karakter siswa yang diharapkan:

- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung Jawab (responsibility)
- Berani (Courage)
- Rasa ingin tahu (curiosity)

IV. Materi Pokok: Bilingual flash cards vocabulary



BROOM (SAPU)



BOOKS (BUKU)



FUNNY (LUCU)



STINGY (KIKIR)



COOKING (MEMASAK)



SWIMMING (BERENANG)

V. Metode Pembelajaran: (Grouping)

VI. Langkah-langkah Kegiatan

A. Pendahuluan

- Salam
- Mengabsen

- Penjelasan tentang materi yang akan dibahas (Bilingual Flash Cards)

B. Kegiatan Pokok

- Guru meminta siswa membentuk kelompok-kelompok kecil.
- Guru membagikan flash cards yang berisi kosa-kata mengenai dialog yang akan mereka pelajari.
- Murid secara kelompok memahami setiap kosa-kata yang berada pada flash card.
- Guru menanyakan beberapa kosa-kata yang ada pada flash card ke tiap-tiap kelompok.
- Siswa menjawab pertanyaan guru.
- Guru meminta tiap perwakilan kelompok maju ke depan kelas untuk “tebak kata” menggunakan gesture (bahasa tubuh), kata-kata yang ada pada flashcard.
- Siswa menjawab setiap kata yang diberikan oleh temannya lewat gesture secara kelompok.

C. Penutup

- Guru bersama siswa menyimpulkan materi yang telah dipelajari.
- Guru memberikan latihan soal sebagai penilaian untuk mengetahui pemahaman siswa mengenai materi yang telah diajarkan.
- Guru bersama siswa mengakhiri pembelajaran dengan mengucapkan hamdalah.

- Guru mengucapkan salam dan keluar kelas

VII. Sumber dan Media

- Sumber pembelajaran: Buku teks
- Media pembelajaran : Bilingual Flash Card

VIII. Penilaian Teknik :

- Tes Tulis
- Tes Lisan

Translate the dialogue below!

TASK 1:

Agus : Lovely view, don't you think?

Irwan : Yeah, I think so. I love the beach scenery very much.

Agus : I am Agus, by the way. Nice to meet you.

Irwan : Nice to meet you. I am Irwan.

Agus : Well, have you been at this beach before, Irwan?

Irwan : Yes, I have been here for several times. I usually came here when it was on semester holiday.

Agus : What did usually you do here then?

Irwan : I came here for swimming, surfing, parasailing, and other water sport. However, this time I prefer to just enjoy the view of the beach. It is very beautiful, isn't it?

Agus : Yes, you are absolutely right, especially the blue ocean, the white sand and the breeze. Well, it would be nice to continue our conversation, but I'm sorry I have to gonow. My mother is waiting for me in the hotel. Let's continue this another time. See you.

Irwan : OK, see you

IX. Pedoman Penilaian

a. Table 3.1 Rubric of Matching Test

No	Criteria	Score
1	Student is able to match all of the words to their definitions	4
2	Students is able to match most of the words to their definitions	3
3	Student is able to match some of the words to their definitions	2
4	Student is able to match only a few words to their definitions	1

iRubric: Vocabulary Scoring Rubric 2005

$$\text{Score} = \frac{\sum x}{\text{Maximum score}} \times 10$$

b. Table 3.2 Rubric of Translation Test

No	Criteria	Score
1	The translation is easy to understand and can be understood the meaning	4
2	The translation can be understood, but there are one or two term that is poorly understood	3
3	The Translation is difficult to understand because there are few terms that are lacking understood	2
4	The Translation is very difficult to understand because there are many terms that are not the same at all	1

(Modifikasi Nababan in Ardi, 2010)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

c. Table 3.3 Rubric of Make Sentences

No	Criteria	Score
1	Student is able to complete all of the sentences with the correct vocabulary words	4
2	Student is able to complete most of the sentences with the correct vocabulary words	3
3	Student is able to complete some of the sentences with the correct vocabulary words	2
4	Student is able to complete only a few sentences with the correct vocabulary words	1

(iRubric: Vocabulary Scoring Rubric 2005)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTS Mannilingi Bulo-Bulo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)
Aspek	: Vocabulary
Waktu	: 2 x 40 menit
Pertemuan	: 2 (Kedua)

I. Standar Kompetensi

Memahami makna dalam teks tulis fungsional sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

II. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indikator

- Siswa mampu mengartikan kata-kata yang ada pada Flash Cards
- Siswa mampu menebak kata berdasarkan gambar yang terdapat dalam flash cards
- Siswa mampu mengartikan kalimat yang ada di dalam dialog
- Siswa mampu mengerti isi dari dialog
- Siswa mampu membedakan kata benda (noun), kata sifat (adjective), dan kata kerja (verb)

Karakter siswa yang diharapkan:

- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung Jawab (responsibility)
- Berani (Courage)
- Rasa ingin tahu (curiosity)

IV. Materi Pokok :

- a. Bilingual flash cards vocabulary



WOK (WAJAN)

PILLOW (BANTAL)



LEARN (BELAJAR)

EAT (MAKAN)



BEAUTIFUL (CANTIK)

EGOIST (EGOIS)

b. Noun, Adjective and Verb.

a. Noun

➤ Pengertian Noun : Noun adalah kata benda. Contoh kata benda diantaranya: chair, lamp, book, window, dll.

➤ Fungsi Noun:

1. Subjek dari kata kerja.

Contoh: John eats the rice

2. Objek dari kata kerja.

Contoh : John eats the rice

➤ Letak Noun :

1. Subjective (setelah kata kerja seperti “be”)

Contoh : John is the president

2. Setelah kata sifat (adjective)

Contoh : John draws a great mountain

b. Adjective (Kata Sifat)

➤ Pengertian Adjective: Adjective adalah kata sifat. Contoh dari kata sifat antara lain: clever, dilligent, beautiful, big, small, dll.

➤ Fungsi Adjective

1. Memodifikasi (memperjelas) kata benda.

Contoh : Beautiful girl

2. Memodifikasi (memperjelas) kata ganti (pronoun)

Contoh : They are diligent

➤ Letak Adjective

1. Sebelum kata benda

Contoh : I have beautiful hair

2. Setelah kata kerja to be.

Contoh : She is clever

c. Verb (Kata Kerja)

➤ Pengertian Verb: Verb adalah Kata Kerja. Contoh dari kata kerja: study, watch, play, cook, dll.

➤ Fungsi Verb

Dilihat dari sudut bahasa merupakan pusat dari kalimat.

➤ Letak Verb

Setelah subjek

Contoh: John learn English

V. Metode Pembelajaran: (Grouping)

VI. Langkah-langkah Kegiatan

A. Pendahuluan

- Greeting
- Mengabsen
- Penjelasan tentang materi yang akan dibahas

B. Kegiatan Pokok

- Guru meminta siswa membentuk kelompok-kelompok kecil.
- Siswa membentuk kelompok
- Guru menjelaskan mengenai noun, adjective dan verb kepada siswa
- Siswa menyimak penjelasan guru dengan seksama
- Guru membagikan flash cards yang berisi kosa-kata mengenai Antonyms dan synonyms dalam mencocokkan kata-kata.
- Siswa secara kelompok memahami setiap kosa-kata yang berada pada flash card
- Guru menanyakan beberapa kosa-kata yang ada pada flash card ke tiap-tiap kelompok
- Siswa menjawab pertanyaan guru
- Guru meminta siswa bermain cepat ucap kata berdasarkan kata yang berada dalam flash cards
- Siswa mengikuti permainan yang diberikan oleh guru

C. Penutup

- Guru bersama siswa menyimpulkan materi yang telah dipelajari
- Guru memberikan latihan soal sebagai penilaian untuk mengetahui pemahaman siswa mengenai materi yang telah diajarkan
- Guru bersama siswa mengakhiri pembelajaran dengan mengucapkan hamdalah
- Guru mengucapkan salam dan keluar kelas

VII. Sumber dan Media

- Sumber pembelajaran: Buku teks
- Media Pembelajaran: Bilingual flash cards vocabulary

VIII. Penilaian

Teknik: Tes Tulis

Match synonyms and antonyms based on vocabulary below!

A. Match the words in column A with their synonyms in column B

NO	A	B
1	Big	a. Happy
2	Blank	b. Middle
3	Glad	c. Kind
4	Center	d. Crazy
5	Nice	e. Large

6	Oral	f. Verbal
7	Mad	g. Cause
8	Reason	h. Empty
9	Weak	i. Drowsy
10	Sleepy	j. Feeble

B. Match the words in column A with their Antonyms in column B

NO	A	B
1	Alive	a. Odd
2	Clever	b. Shallow
3	Girl	c. Lose
4	Male	d. Stupid
5	Borrow	e. Sad
6	Find	f. Female
7	Even	g. Dead
8	Happy	h. Right
9	Left	i. Boy

10	Deep	j. Lend
----	------	---------

IX. Pedoman Penilaian

a. Table 3.1 Rubric of Matching Test

No	Criteria	Score
1	Student is able to match all of the words to their definitions	4
2	Students is able to match most ofthe words to their definitions	3
3	Student is able to match some of the words to their definitions	2
4	Student is able to match only a few words to their definitions	1

iRubric: Vocabulary Scoring Rubric 2005

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

b. Table 3.2 Rubric of Translation Test

No	Criteria	Score
1	The translation is easy to understand and can be understood the meaning	4
2	The translation can be understood, but there are one or two term that is poorly understood	3
3	The Translation is difficult to understand because there are few terms that are lacking understood	2

4	The Translation is very difficult to understand because there are many terms that are not the same at all	1
---	---	---

(Modifikasi Nababan in Ardi, 2010)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

c. Table 3.3 Rubric of Make Sentences

No	Criteria	Score
1	Student is able to complete all of the sentences with the correct vocabulary words	4
2	Student is able to complete most of the senteces with the correct vocabulary words	3
3	Student is able to complete some of the senteces with the correct vocabulary words	2
4	Student is able to complete only a few senteces with the correct vocabulary words	1

(iRubric: Vocabulary Scoring Rubric 2005)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTS Mannilingi Bulu-Bulu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan)
Aspek : Vocabulary
Waktu : 2 x 40 menit
Pertemuan : 3 (Ketiga)

I. Standar Kompetensi

Memahami makna dalam teks tulis fungsional sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

II. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indikator

- Siswa mampu mengartikan kata-kata yang ada pada Flash Cards
- Siswa mampu menebak kata berdasarkan gambar yang terdapat dalam flash cards
- Siswa mampu mengartikan kalimat yang ada di dalam SMS
- Siswa mampu mengerti isi dari SMS
- Siswa mampu membedakan kata benda (noun), kata sifat (adjective), dan kata kerja (verb)

Karakter siswa yang diharapkan:

- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung Jawab (responsibility)
- Berani (Courage)
- Rasa ingin tahu (curiosity)

IV. Materi Pokok

- a. Bilingual flash cards vocabulary



CHAIR (KURSI)



CAR (MOBIL)



READING (MEMBACA)



WIPE (MENYAPU)



ARROGANT (SOMBONG)



FRIENDLY (RAMAH)

b. Noun, Adjective, and Verb.

Sentence :

Aji has a beautiful hair with a short neck. He wears a white uniform.

Dari kalimat diatas, maka:

Noun: Aji, a, hair, neck, uniform.

Adjective: beautiful, short, white.

Verb: has, wears

V. Metode Pembelajaran: (Grouping)

VI. Langkah-langkah Kegiatan

A. Pendahuluan

- Greeting
- Mengabsen
- Penjelasan tentang materi yang akan dibahas

B. Kegiatan Pokok

- Guru meminta siswa membentuk kelompok-kelompok kecil.
- Guru menjelaskan kepada siswa mengenai kalimat yang berisi noun, adjective dan verb
- Siswa menyimak penjelasan guru dengan seksama
- Guru membagikan flash cards yang berisi kosa-kata mengenai dialog yang akan mereka pelajari.
- Siswa secara kelompok memahami setiap kosa-kata yang berada pada flash card.
- Guru menanyakan beberapa kosa-kata yang ada pada flash card ke tiap-tiap kelompok.
- Siswa menjawab pertanyaan guru secara bergantian.

- Guru meminta setiap perwakilan kelompok untuk maju ke depan kelas, lalu memberikan tebakan kalimat untuk kelompok lainnya melalui gesture (bahasa tubuh).
- Siswa menebak kalimat dari teman mereka.

C. Penutup

- Guru bersama siswa menyimpulkan materi yang telah dipelajari.
- Guru memberikan latihan soal sebagai penilaian untuk mengetahui pemahaman siswa mengenai materi yang telah diajarkan.
- Guru bersama siswa mengakhiri pembelajaran dengan mengucapkan hamdalah.
- Guru mengucapkan salam dan keluar kelas

VII. Sumber dan Media

Sumber pembelajaran: Buku teks

Media pembelajaran : Flash Card

VIII. Penilaian

Teknik: Tes Tulis

SHORT MESSAGE SERVICE (SMS)

Messages 1

When A Short Message Becomes Shorter Nelly is 13 years old and she lives in Bandung. It is Sunday and she is going to get shopping in Paris Van Java Mall. She wants to ask her friend, Prita to go there together. So, she takes her mobile phone and sends a text message to

Prita. This is what actually wants to say: Hi Prita! Are you okay? I'm great. Please call me before tomorrow. Thanks. See you.

Messages 2

From : Andri (081321858009)

Hi, Intan. Are you feeling better now? There's good news from school today. Pusat Ilmu will hold a book fair in our school next Saturday. There will be some interesting books to buy. The list of books had been already distributed. I'll show you tomorrow if you come. All prices will be cut off until 75%. It's fantastic, isn't it? I'll buy some. What do you think of it?

Messages 3

Rika's message to Vera

From: Rika (085620083244)

Hi, Vera. I want to tell you something. I have an idea. What do you think about taking a computer course this semester? Would you like to? I'll be very happy if we can take course together. Reply me soon, please. Thanks.

Vera's reply to Rika

From : Vera (087823482123)

I have made up my mind. I agree to take a computer course with you this semester, Rika. Taking this course is really a good idea. It would be better if we meet and talk about where we will take the course.

BASED ON THE SMS ABOVE, FIND OUT : NOUN,
ADJECTIVE and VERB. Then, TRANSLATE their meaning!

Noun (Kata Benda)	Adjective (Kata Sifat)	Verb (Kata Kerja)

IX. Pedoman Penilaian

a. Table 3.1 Rubric of Matching Test

No	Criteria	Score
1	Student is able to match all of the words to their definitions	4
2	Students is able to match most of the words to their definitions	3
3	Student is able to match some of the words to their definitions	2
4	Student is able to match only a few words to their definitions	1

iRubric: Vocabulary Scoring Rubric 2005

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

b. Table 3.2 Rubric of Translation Test

No	Criteria	Score
1	The translation is easy to understand and can be understood the meaning	4
2	The translation can be understood, but there are one or two	3

	term that is poorly understood	
3	The Translation is difficult to understand because there are few terms that are lacking understood	2
4	The Translation is very difficult to understand because there are many terms that are not the same at all	1

(Modifikasi Nababan in Ardi, 2010)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

c. Table 3.3 Rubric of Make Sentences

No	Criteria	Score
1	Student is able to complete all of the sentences with the correct vocabulary words	4
2	Student is able to complete most of the senteces with the correct vocabulary words	3
3	Student is able to complete some of the senteces with the correct vocabulary words	2
4	Student is able to complete only a few senteces with the correct vocabulary words	1

(iRubric: Vocabulary Scoring Rubric 2005)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTS Mannilingi Bulo-Bulo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)
Aspek	: Vocabulary
Waktu	: 2 x 40 menit
Pertemuan	: 4 (Keempat)

I. Standar Kompetensi

Memahami makna dalam teks tulis fungsional sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

II. Kompetensi Dasar

Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

III. Indikator

- Siswa mampu mengartikan kata-kata yang ada pada Flash Cards
- Siswa mampu menebak kata berdasarkan gambar yang terdapat dalam flash cards
- Siswa mampu mengartikan kalimat yang ada di dalam dialog dan di dalam paragraf
- Siswa mampu mengerti isi dari dialog dan paragraf
- Siswa mampu membedakan kata benda (noun), kata sifat (adjective), dan kata kerja (verb)

Karakter siswa yang diharapkan:

- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung Jawab (responsibility)
- Berani (Courage)
- Rasa ingin tahu (curiosity)

IV. Materi Pokok

- a. Bilingual Flashcards Vocabulary



HAT (TOPI)



SHIRT (BAJU)



WATCHING (NONTON)



PRAY (SHALAT)



SMART (PINTAR)



EVIL (JAHAT)

b. Noun, Adjective, and Verb.

Sentence :

I love my shirt. It is clean and neat

Dari kalimat diatas, maka:

Noun: I, my shirt

Adjective: clean, neat

Verb: love, is

V. Metode Pembelajaran: (Pairs and Group)

VI. Langkah-langkah Kegiatan

A. Pendahuluan

- Greeting
- Mengabsen
- Penjelasan tentang materi yang akan dibahas

B. Kegiatan Pokok

- Guru menempelkan setiap flash cards di bawah bangku setiap siswa dan artinya secara acak
- Setiap siswa menerima flash card berbeda-beda.
- Guru meminta siswa mencari teman sebagai pasangannya dengan cara mencari arti kata pada flashcard yang siswa miliki.
- Siswa mencari pasangannya.
- Guru meminta siswa membentuk kelompok-kelompok kecil kemudian menjelaskan kalimat yang berisi noun, adjective dan kata kerja
- Siswa membentuk kelompok dan menyimak penjelasan guru dengan seksama
- Guru membagikan flash cards yang berisi kosa-kata mengenai dialog/ paragraph yang akan mereka pelajari.

- Siswa secara kelompok memahami setiap kosa-kata yang berada pada flash card
- Guru menanyakan beberapa kosa-kata yang ada pada flash card ke tiap-tiap kelompok.
- Siswa menjawab pertanyaan guru secara bergantian.
- Guru meminta setiap perwakilan kelompok untuk maju ke depan kelas, lalu memberikan tebakan kalimat untuk kelompok lainnya melalui gesture (bahasa tubuh)
- Siswa menebak kalimat dari teman mereka.

C. Penutup

- Guru bersama siswa menyimpulkan materi yang telah dipelajari.
- Guru memberikan latihan soal sebagai penilaian untuk mengetahui pemahaman siswa mengenai materi yang telah diajarkan.
- Guru bersama siswa mengakhiri pembelajaran dengan mengucapkan hamdalah.
- Guru mengucapkan salam dan keluar kelas

VII. Sumber dan Media

- a. Sumber pembelajaran: Buku teks
- b. Media pembelajaran: Flash cards

VIII. Penilaian

Teknik: Tes tulis

Dialogue 1

Anita : Morning, Andita

Andita : Morning, Anita. How are you?

Anita : I am fine, thank you. And you?

Andita : I am fine, too. Thank you.

Anita : Let's go to my bedroom. What do you think of it?

Andita : Wow.. it is a nice bedroom.

Anita : Thank you.

Andita : What is your favourite thing in your bedroom?

Anita : This blanket. My mother gave it to me. What do you think of it?

Andita : It is lovely.

Anita : thanks

Dialogue 2

Dian : This is my bedroom, Sani. It's my favourite room in my house.

Sani : O...really?

Dian : Yes. What do you think of my bedroom.

Sani : I think it is a nice bedroom.

Dian : Do you think so, Sani?

Sani : I think so. Your room is clean and neat. How many times a week do you clean it?

Dian : I sweep it everyday. I change the bedsheets once a week.

Paragraph

My House

I live in a beautiful modern house. The house has three bedrooms. The bedrooms are in upstairs. The living room, the kitchen, and the dining room are in downstairs. My house has a balcony. The garden is full of flowers and trees. The colour of the house is white and brown. There is a garage for our car. We like living here because it's very nice.

Group of words.

- Fine , go , lovely
- Thank , room , house
- Let , clean , neat
- Gave , sweep , bed
- Bedroom , sheet , live
- Think , beautiful , modern , like
- Nice , mother , has , carage
- Favourite , living , room , colour
- Thing , kitchen , dining , trees
- Blanket , balcony , garden , flowers

Making group the words above into kind of words below. Then, translate their meaning!

Noun (Kata Benda)	Adjective (Kata Sifat)	Verb (Kata Kerja)

IX. Pedomam Penilaian

a. Table 3.1 Rubric of Matching Test

No	Criteria	Score
1	Student is able to match all of the words to their definitions	4
2	Students is able to match most ofthe words to their definitions	3
3	Student is able to match some of the words to their definitions	2
4	Student is able to match only a few words to their definitions	1

iRubric: Vocabulary Scoring Rubric 2005

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

b. Table 3.2 Rubric of Translation Test

No	Criteria	Score
1	The translation is easy to understand and can be understood the meaning	4
2	The translation can be understood, but there are one or two term that is poorly understood	3
3	The Translation is difficult to understand because there are few terms that are lacking understood	2
4	The Translation is very difficult to understand because there are many terms that are not the same at all	1

(Modifikasi Nababan in Ardi, 2010)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

c. Table 3.3 Rubric of Make Sentences

No	Criteria	Score
1	Student is able to complete all of the sentences with the correct vocabulary words	4
2	Student is able to complete most of the sentences with the correct vocabulary words	3
3	Student is able to complete some of the sentences with the correct vocabulary words	2
4	Student is able to complete only a few sentences with the correct vocabulary words	1

(iRubric: Vocabulary Scoring Rubric 2005)

$$\text{Score} = \frac{\Sigma x}{\text{Maximum score}} \times 10$$

APPENDIX B

Pre-test Vocabulary

Name:

Class:

Matching Test

I. Match the words in column A with column B

NO	A	B
1	Big	a. Happy
2	Blank	b. Middle
3	Glad	c. Kind
4	Center	d. Crazy

5	Nice	e. Large
6	Oral	f. Verbal
7	Mad	g. Cause
8	Reason	h. Empty
9	Weak	i. Drowsy
10	Sleepy	j. Feeble

Translation test

II. Translate vocabulary (Verbs, Nouns, and Adjectives) into the Indonesian Language!

Verbs	Nouns	Adjectives
Cook	Bicycle	Fast
Talk	Ballon	Slow
Jump	Car	Strong
Run	Kite	Light

Sleep	Table	Big
Walk	Pencil	Tall

III. Make a sentences with use vocabulary verb, noun and adjective!

a. Wash :

b. Cry :

c. Jump :

d. Pan :

e. Book :

f. Computer :

g. Glad :

h. Evil :

i. Clever :

Post-test Vocabulary

Name:

Class:

Matching Test

I. Match the words in column A with column B

No	A	B

1	Alive	a. Odd
2	Clever	b. Shallow
3	Girl	c. Lose
4	Male	d. Stupid
5	Borrow	e. Sad
6	Find	f. Female
7	Even	g. Dead
8	Happy	h. Right
9	Left	i. Boy
10	Deep	j. Lend

Translation test

II. Translate vocabulary (Verbs, Nouns, and Adjectives) into the Indonesian Language!

Verbs	Nouns	Adjectives
Watching	Wok	Weak
Think	Bag	Clever
Swim	Mirror	Idiot
Learn	Fan	Evil
Write	Chair	Glad
Read	Jacket	Stupid

III. Make a sentences with use vocabulary verb, noun and adjective!

- a. Bike :
- b. Write :
- c. Listen :
- d. Pail :
- e. Bracelet :
- f. Doll :
- g. Big :
- h. Strong :
- i. Slow :

APPENDIX C

The Result Of The Students Vocabulary Pre-Test And Pre-Test

a. The result of pre-test

NO	Sample	Vocabulary			Score	Classification
		Matching	Translation	Sentences		
1	S-01	10	10	5	8,3	Good
2	S-02	10	10	5	8,3	Good
3	S-03	10	7,5	2,5	6,6	Fairly good
4	S-04	10	10	5	8,3	Good
5	S-05	2,5	10	2,5	5	Poor
6	S-06	7,5	7,5	0	5	Poor
7	S-07	7,5	7,5	2,5	5,8	Poor
8	S-08	10	10	7,5	9,1	Very good
9	S-09	2,5	7,5	2,5	4,1	Poor
10	S-10	10	7,5	2,5	6,6	Fairly good
11	S-11	7,5	7,5	2,5	5	Poor
12	S-12	7,5	7,5	2,5	5,8	Poor
13	S-13	2,5	7,5	0	3,3	Very poor
14	S-14	10	7,5	7,5	8,3	Good
15	S-15	2,5	7,5	10	6,6	Fairly good
16	S-16	10	7,5	2,5	6,6	Fairly good
17	S-17	10	7,5	5	7,5	Fairly good
18	S-18	10	7,5	2,5	6,6	Fairly good
19	S-19	10	7,5	2,5	6,6	Fairly good
20	S-20	10	7,5	5	7,5	Fairly good
21	S-21	10	7,5	2,5	6,6	Fairly good
22	S-22	10	7,5	5	7,5	Fairly good

23	S-23	2,5	7,5	2,5	4,1	Poor
24	S-24	10	7,5	2,5	6,6	Fairly good
25	S-25	10	7,5	2,5	6,6	Fairly good
26	S-26	10	7,5	2,5	7,5	Fairly good
27	S-27	10	10	5	8,3	Good
28	S-28	2,5	7,5	2,5	4,1	Poor
Total Score		225	225	100	182,2	
Mean Score		8,0	8,0	3,5	6,5	Fairly good

b. The result of post-test

NO	Sample	Vocabulary			Score	Classification
		Matching	Translation	Sentences		
1	S-01	10	10	7,5	9,1	Very Good
2	S-02	10	10	7,5	9,1	Very Good
3	S-03	10	7,5	5	8,3	Good
4	S-04	10	10	7,5	9,1	Very Good
5	S-05	10	7,5	5	7,5	Fairly good
6	S-06	7,5	7,5	5	6,6	Fairly good
7	S-07	10	7,5	2,5	6,6	Fairly good
8	S-08	10	10	10	10	Excellent
9	S-09	10	10	5	8,3	Good

10	S-10	10	7,5	7,5	8,3	Good
11	S-11	10	10	5	8,3	Good
12	S-12	10	10	5	8,3	Good
13	S-13	7,5	7,5	5	6,6	Fairly good
14	S-14	10	10	7,5	9,1	Very good
15	S-15	10	10	7,5	9,1	Very good
16	S-16	10	10	7,5	9,1	Very good
17	S-17	10	7,5	7,5	8,3	Good
18	S-18	10	7,5	5	7,5	Fairly good
19	S-19	10	7,5	5	7,5	Fairly good
20	S-20	10	10	7,5	9,1	Very good
21	S-21	10	7,5	5	7,5	Fairly good
22	S-22	10	10	5	8,3	Good
23	S-23	10	10	5	8,3	Good
24	S-24	10	7,5	7,5	8,3	Good
25	S-25	10	10	5	8,3	Good
26	S-26	10	10	7,5	9,1	Very good
27	S-27	10	7,5	5	7,5	Fairly good
28	S-28	10	7,5	5	7,5	Fairly good
Total Score		275	247,5	170	230,6	
Mean Score		9,8	8,8	6,0	8,2	Very good

APPENDIX D

The Students' Total Score

No	Score		$(X_1)^2$	$(X_2)^2$	D $(X_2 - X_1)$	D^2
	Pre-test	Post-test				
1.	8,3	9,1	68,89	82,81	13,92	193,7664
2.	8,3	9,1	68,89	82,81	13,92	193,7664
3.	6,6	8,3	43,56	68,89	25,33	641,6089
4.	8,3	9,1	68,89	82,81	13,92	193,7664
5.	5	7,5	25	56,25	31,25	976,5625
6.	5	6,6	25	43,56	18,56	344,4736
7.	5,8	6,6	33,64	43,56	9,92	98,4064
8.	9,1	10	82,81	100	17,19	295,4961
9.	4,1	8,3	16,81	68,89	52,08	2712,326
10.	6,6	8,3	43,56	68,89	25,33	641,6089
11.	5	8,3	25	68,89	43,89	1926,332
12.	5,8	8,3	33,64	68,89	35,25	1242,563
13.	3,3	6,6	10,89	43,56	32,67	1067,329
14.	8,3	9,1	68,89	82,81	13,92	193,7664
15.	6,6	9,1	43,56	82,81	39,25	1540,563
16.	6,6	9,1	43,56	82,81	39,25	1540,563
17.	7,5	8,3	56,25	68,89	12,64	159,7696
18.	6,6	7,5	43,56	56,25	12,69	161,0361

19.	6,6	7,5	43,56	56,25	12,69	161,0361
20.	7,5	9,1	56,25	82,81	26,56	705,4336
21	6,6	7,5	43,56	56,25	12,69	161,0361
22	7,5	8,3	56,25	68,89	12,64	159,7696
23	4,1	8,3	16,81	68,89	52,08	2712,326
24	6,6	8,3	43,56	68,89	25,33	641,6089
25	6,6	8,3	43,56	68,89	25,33	641,6089
26	7,5	9,1	56,25	82,81	26,56	705,4336
27	8,3	7,5	68,89	56,25	-12,64	159,7696
28	4,1	7,5	16,81	56,25	39,44	1555,514
TOTAL	182.2	230,6	1247,9	1919,56	671,66	21727,24

APPENDIXE

The Students Mean Score of the Students' Test

A. Mean Score of the Students Pre-Test

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

$$\sum X_1 = 182,2$$

$$N = 28$$

$$X = \frac{182,2}{28}$$

$$X = 6,5$$

B. Mean Score of the Students' Post-Test

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

$$\sum X_2 = 230,6$$

$$N = 28$$

$$X = \frac{230,6}{28}$$

$$\bar{X} = 8,2$$

APPENDIX

Students Standard Deviation in Pre-Test and Post-Test

1. Standard deviation in pre-test

$$SD = \frac{\sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}}{N-1}$$

$$SD = \frac{\sqrt{1247,9 - \frac{(182,2)^2}{28}}}{28 - 1}$$

$$SD = \frac{\sqrt{1247,9 - \frac{33196,84}{28}}}{27}$$

$$SD = \frac{\sqrt{1247,9 - 1185,6}}{27}$$

$$SD = \frac{62,3}{27}$$

$$SD = \sqrt{2,30}$$

$$SD = 1,51$$

2. Standard deviation in post-test

$$SD = \frac{\sqrt{\frac{\sum X^2 - (\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{1919,56 - \frac{(230,6)^2}{28}}}{28 - 1}$$

$$SD = \frac{\sqrt{1919,56 - \frac{5317,6}{28}}}{27}$$

$$SD = \frac{\sqrt{1919,56 - 189,91}}{27}$$

$$SD = \frac{\sqrt{1729,65}}{27}$$

$$SD = \sqrt{64,06}$$

$$SD = 8,0$$

APPENDIX G

Test of significant Difference

A. t-Test

$$\text{Notes: } \sum D = 671,66$$

$$\sum D^2 = 21727,24$$

$$N = 28$$

$$D = \frac{\sum D}{N} = \frac{671,66}{28} = 23,9$$

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 \frac{(D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{23,9}{\frac{\sqrt{21727,24 \frac{(671,66)^2}{28}}}{28(28-1)}}$$

$$t = \frac{23,9}{\frac{\sqrt{21727,24 \frac{(451127,1)}{28}}}{28(27)}}$$

$$t = \frac{23,9}{\frac{\sqrt{21727,24 - 16111,6}}{756}}$$

$$t = \frac{23,9}{\frac{\sqrt{5615,64}}{756}}$$

$$t = \frac{23,9}{2,72}$$

$$= 8,7$$

B. t-Table

1. Critical value of t-table

Level of significance for one-tailed test

Df	α (level of significance) (<i>one-tailed test</i>)					
	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831

22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

For level of significance (D) = 0,05

Degree of freedom (df) = N-1=28-1=27

t-Test (8,7) > t-Table (1,7)

APPENDIX H

**DAFTAR HADIR ENGLISH CLUB OF MTS MANNILINGI BULO-BULO
IN JENEPONTO**

NO	NAMA	PERTEMUAN			
		1	2	3	4
1	PRETTY AMELIA S	√	√	√	√
2	NUR WAHYU NENGSI	√	√	√	√
3	SALWA FAUZYIAH	√	√	√	√
4	ASTRI MAWARNI	√	√	√	√
5	RIFANI MAHARANI	√	√	√	√
6	HASRIANTI	√	√	√	√
7	NADIA	√	√	√	√
8	MUH. KHAIRIL	√	√	√	√
9	MAYANG SARI	√	√	√	√

10	SRI WAHYU NENCSI	√	√	√	√
11	FEBY	√	√	√	√
12	MUH. ARMAN AKSAY	√	√	√	√
13	KAMARIA	√	√	√	√
14	NADIA SAFIRA	√	√	√	√
15	MUTMAINNAH	√	√	√	√
16	M. ADRIAN	√	√	√	√
17	NURMILANI. H	√	√	√	√
18	FITRIANI	√	√	√	√
19	MUH. SOFYAN	√	√	√	√
20	ABD. DEDY SOFIYANDI	√	√	√	√
21	FARHAN	√	√	√	√
22	FERDIANSYAH. K	√	√	√	√
23	INDRAYANI	√	√	√	√
24	NURFADILAH	√	√	√	√

25	RIO SAPUTRA	√	√	√	√
26	KURNIAWAN	√	√	√	√
27	ALDI. S	√	√	√	√
28	SYAMSUAR	√	√	√	√

CURRICULUM VITAE



Ade Irma Wulandari is the first child of Syamsuddin AR and Yusmiati B, she was born on Sept 11th 1995 in Pannara. She have one brother. She registered at SDN 142 Pannara in 2001 and

finished his study in 2007, he registered at SMPN 1 Jeneponto in 2007 and finished in 2010, she registered at SMAN 1 Jeneponto in 2010 and finished in 2013. Then, she registered as one of the students of Muhammadiyah University of Makassar in English Education Department.