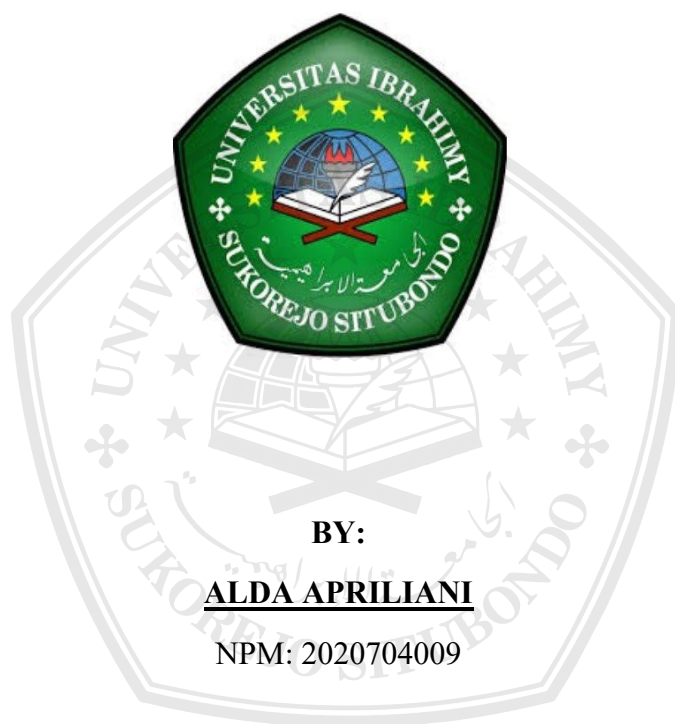


**THE EFFECT OF FLASHCARD IN TEACHING VOCABULARY TO
YOUNG LEARNERS IN THE THIRD G OF MI AT TAQWA
BONDOWOSO
A THESIS**



BY:
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**ENGLISH EDUCATION DEPARTMENT
SOCIAL SCIENCE AND HUMANITIES FACULTY
IBRAHIMY UNIVERSITY**

2024

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A THESIS**

Submitted as Partial Fulfilment of Requirement for the Attainment Degree of
Undergraduate Program (S.1) English Education Department of Social Science
and Humanities Faculty of Ibrahimy University

By:

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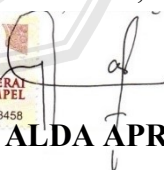
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I sincerely declare that this thesis as a whole is the result of my own research or work, except for the part where the source is referenced. If in the future it is proven or can be proven that this thesis is the result of plagiarism, then I am willing to accept sanctions for such actions.

Situbondo, 22nd of August 2024


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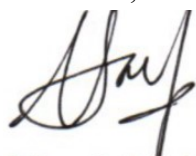
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A THESIS

THE EFFECT OF FLASHCARD IN TEACHING VOCABULARY TO YOUNG LEARNERS IN THE THIRD G OF MI AT TAQWA BONDOWOSO

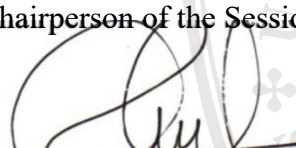
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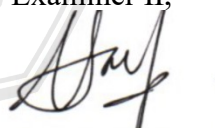
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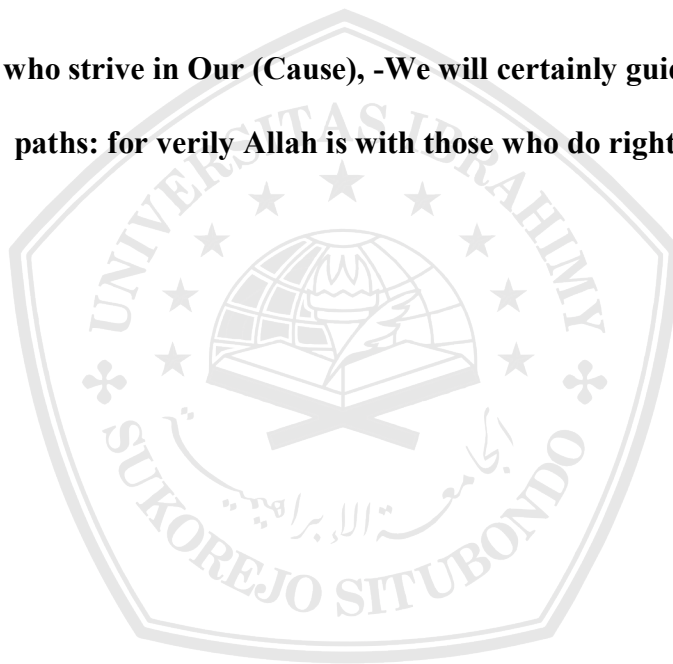

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MOTTO

وَالَّذِينَ جَاهَدُوا فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا ۚ وَإِنَّ اللَّهَ لَمَعَ الْمُحْسِنِينَ

“Dan orang-orang yang berjihad untuk (mencari keridaan) Kami, Kami akan tunjukkan kepada mereka jalan-jalan Kami. Dan sungguh, Allah beserta orang-orang yang berbuat baik” (Al’ankabut: 69)

“And those who strive in Our (Cause), -We will certainly guide them to Our paths: for verily Allah is with those who do right”¹



¹ Departemen Agama RI, *The Noble Qur'an*, (Depok: Al Huda, 2009), 786.

DEDICATION

I propose this thesis to my incredible parent **Mr. Suli Cahyono** and **Mrs. Astutik** who loves me more than their self and never complain about contributing me in my financial education and also never stop in suggesting me how to face this world truly. And for my younger brother **M. Iqbal Habibullah** whom I loved. Never absent in encouraging me with his jokes to be not seriously in facing this life.



ACKNOWLEDGMENTS

In the name of Allah, the Beneficent, the Merciful

First of all, I would like to express all praise and gratitude to our God Allah SWT, with His grace I can complete the preparation of this thesis. as for the title of the thesis that I propose is "The Effect of Flashcard in Teaching Vocabulary to Young Learners".

I wish also to express my gratitude to a lot of people I want to acknowledge who brought me to this great life. The first is my beloved parents, Mr. Suli Cahyono and Mrs. Astutik. What a long journey, they were there to always immerse me with my education. They gave me some best of they were I've ever received to where I'm today. Thank you for being the most particle important of my life story.

I am incredibly grateful to the following people who encourage. Therefore, in this occasion, the writer would like to express her deepest sincere thanks to:

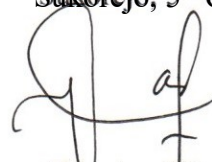
- **KHR. Ach. Azaim Ibrahimy** as the leader in where I was made as I am today. A big thank you for all suggestions to educate my soul.
- My dean **K.H Aso Samsuddin, M.Pd.I**. I wish to express my gratitude.
- **Mr. Dwi Nur Hadiansyah, M.Pd.** as my chief of major English Education Department.
- I would like to thank the lecturers **Mrs. Musdalifah, M.Pd.** and **Mrs. Annisa Kurnia Asri, M.Pd**, where I was piloted, for their constructive suggestions for my

thesis, without improvement from them, this thesis would not have been done. May Allah SWT answers to their kindness much better.

- My gratitude also goes to school of **MI At Taqwa Bondowoso** for allowing me to research there. For **Mr. Sugeng Rahman Hakim, M.Pd.** thanks for a wonderful contribution in my thesis. For his knowledge, guidance, and patience during this research.
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- All my classmates in the 2020 **PBI** class, for all the memories, support, and hard work when we just met until now.
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- Thank you for my chief of room **Umi Lu'lu'ul Mukarromah** who helps me in editing my pages of this thesis.
- To my friends in chief of room squad **Dina Rukmana, Maulidina Wahyu,** and **Nabilatus Sa'adah** I wish to thank for their willing and loyalty to accompany me during my activity in our dorm.
- I thank to myself for keeping spirit to do this thesis in many struggles during this condition.

Finally, the writer is grateful to the following for permission to be published yet, the constructive suggestion and criticism are really needed to make this research better.

Sukorejo, 5th of August 2024



Alda Aprilliani



ABSTRACT

Alda Apriliani, 2024. **The Effect of Using Flashcard in Teaching Vocabulary to Young Learners in The Third G of MI At Taqwa Bondowoso.**
Thesis, English Education Department Program Social and Humanities, Faculty Ibrahimi University.

Advisor: Mrs. Musdalifah, M.Pd. and Mrs. Annisa Kurnia Asri, M.Pd.

Teaching vocabulary is the most important for young learners because this is the first step in studying an English deeply. Some teachers still face many problems in teaching vocabulary to young learners because young learners had more a special needs rather than adult learners. It is more complicated in teaching vocabulary to young learners. Media that we used is flashcard. Flashcard is one of media in teaching vocabulary that can help teachers in building an active class. Thus, this study to find out the effect of flashcard in teaching vocabulary. This study employed a pre-experimental research design with one group pre-test and post-test conducting 10 questions of multiple choice. Sampling technique used was total sampling, where all populations become a sample. The object of this research consisted of 36 children in the third grade G of MI At Taqwa Bondowoso. The method that was used in this research was quantitative method design. The data were analyzed by using SPSS 21.0. From the analysis data that collected, the score of pre-test was 65.00 and in post-test was 79.44. Furthermore, the result of t-test showed that the significant 2-tailed was 10.277. It can be conclude that there were a significant effect in using a flashcard in teaching vocabulary to young learners.

Keywords: Flashcard, Vocabulary, Young Learners.

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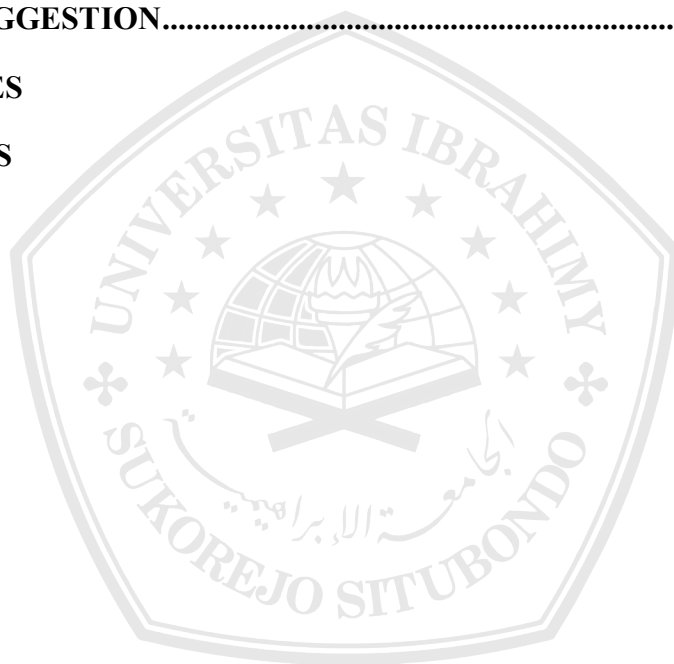
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CHAPTER I

INTRODUCTION

A. Background

In this millennial era English is a language that is used in many countries as a their L2. So that people develop their English to face this millennial era to communicate with another countries.² In Indonesia, English is a priority subject of education that is taught to the students. Not only in academic subject, but also in daily life. English has important position like medicine, flight, tourism, and so on.³ So that the parents want their children to be taught English in their primary school for their best future.⁴ Indonesian Government stated in National Education Law (2003)

“Foreign Language can be used as a language of instruction in certain education units to support students’ foreign language skills”.

Learning English for students, especially for young learners’s students who are not majoring in English still find it difficult. As for students majoring in language who

² Hermansyah, Nurhendi, “The Influence of Flash Card Toward Students’ English Vocabulary Mastery During COVID-19” *Jurnal Syntax Fusion*, Vol. 1, No 11 (November, 2021), 736.

³ Istiqomah, “Globalisasi Bahasa Inggris”. (April 2012), 90.

⁴ Suleyman Nihat SAD, “Theory-Practice Dictionary: Prospective Teachers’ Evaluation About Teaching English to Young Leraners” *Journal of Language and Linguistic Studies*, Vol. 6, No. 2 (October 2010), 26.

in fact learn English as learning support for lessons defined in the concept of learning for special purposes. This is because English is different method in teaching them.⁵

There are four aspects to build an English well. These are listening, then speaking, reading, and also writing. Besides that, there are secondary skills that cannot be alienated in English like vocabulary, grammar, and pronunciation. Therefore, we will speak with another we need vocabulary because vocabulary is the key to success in speaking.⁶ When we have a limited vocabulary, they will be difficult to express. That is why vocabulary is important feature in learning English.

Based on those opinions above some experts also state that vocabulary is a saving word that is used by people.⁷ Furthermore vocabulary is a foundation of language that contains a word by its meaning is used.⁸ In speaking they need a tool that is vocabulary to interact with another, in listening they need to mastering vocabulary to guess what she had heard from the audio, in reading they need of knowing vocabulary to understand the story they read, in writing they also need to write

⁵ Ice Sariyati, "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children" *Parole*, Vol. 3, No. 1 (April, 2013), 51.

⁶ Welliam Harmer, Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English" *Journal of Language Studies*, Vol. 3, No. 2 2018, 168.

⁷ Bamhart Cynthia A. 2008, *The Facts on File Student's Dictionary of American English* (t.t: t.p.), 697.

⁸ Harimurti Kridalaksana *Kamus Linguistik*. (Jakarta: Gramedia, 1993), 127.

something in their mind.⁹ So that vocabulary is not only knowing of vocabulary but also comprehend the meaning of vocabulary should be skilled by someone.¹⁰

As Allah S.W.T said Alqur'an surah Albaqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ۚ

The meaning is "And he taught Adam the name of all things, then he placed them before the angles, and said: "Tell me the name of these if ye are right".¹¹

In addition, the meaning of object that is taught, not only the object name but also all of objects who are living in this earth and sky.

Teaching and learning vocabulary to young learners need a creative way to make them understand without feeling bored in class, they cannot just sit down in class while listening into the teacher, they like to do an active movement. Thus, teaching young learners is more difficult than adult learners. Different approach, method, and strategies should be careful to teach young learners. According to Tambun that they commonly like funny studying and physical learning.¹² They also will be easier to

⁹ Mery Sorta," *Vocabulary Teaching Technique in English as Foreign Language Learning for Young Learners: A case study of an English Teacher at SDN Cipinang Besar Selatan 07 Pagi*", 2018, 11

¹⁰ Tambun, R. A. 2014." *The Influence of Using Crossword Puzzle toward Students' Vocabulary mastery*".

¹¹ Departemen Agama RI, *The Noble Qur'an*, (Depok: Al Huda, 2009), 8.

¹² Shin, J.k. 2006 "Ten Helpful Ideas for Teaching English to Young Learners. English Teaching Forum". Vol. 44, No. 2, 2-3.

understand learning vocabulary by optical such as video, picture, and so on because they are still child who like playing so that the teacher must be creative to teach them in different ways to make them more attractive in class.

From the preliminary observation in 3G of MI At-Taqwa Bondowoso, Researcher finds students are still low in vocabulary. Whereas vocabulary is the vital in any level exactly for young learners student. They are difficult to remember vocabulary of English and mistaken the pronunciation. And from students' motivation they make some noisy with the friend and in one time they often permit to go to toilet, do not listen what teacher saying, and another cases student looks sleepy in class during learning activity. These cases are similar with Elsy Matruty and Stella Rose Que in the International Journal of Language Education by the title is "Using Flashcard as A Media in Teaching Vocabulary for The Eighth Grade Students of Junior High School".

From the explanation above, using media is a bridge of success learning should be used by teacher. Consequently, a teacher should know more clearly the needs of media, methods or materials that are in accordance with the goals to be achieved or mastered by students. Using media in a learning is a method to help teacher to guide a lesson that will be taught to student easily and make a class alive and fun during teaching and learning. One of appropriate media in vocabulary teaching is flashcard. Teaching vocabulary through flashcard is one of interesting media in teaching

vocabulary because most of them like playing card.¹³ Flashcard is a double side of picture that is used for media in teaching vocabulary. For the early age flashcard is a simple media that is liked by children and helps teacher to make class quite active during learning process.

B. Identification and Scope of Problem

1. Identification of Problem

Based on the explanation, the problem can be signified in some indicators, these are:

- a. The students are difficult to remember the word.
- b. The students are wrong in pronunciation.

From the motivation problem below:

- a. The students are busy talking with the friends.
- b. Some students permit to go to toilet.
- c. Do not attention to their teacher's explanation.
- d. Some students are sleepy during the learning and teaching process.

2. Scope of Problem

- a. The subject of the research was student the 3G of MI At-Taqwa Bondowoso.
- b. The vocabulary themes were used namely, hobby, profession, and things in school.

¹³ Titin Supriatin and Venska Prajna Rizkillah "Teaching Vocabulary Using Flashcard" *Professional Journal of English Education*, Vol. 1 No. 4 (July, 2018), 480.

- b. Focus of this researcher is the effect of using flashcard in teaching vocabulary for young learners exactly is the 3G of MI At-Taqwa Bondowoso.

C. Problems Statement

Based on the constraints listed above, the problems in this study are:

1. What is the effect of using flashcard in teaching vocabulary to young learners?
2. How is the significance of using flashcard in teaching vocabulary to young learners?

D. Research Objectives

This research aims to:

1. To find out whether flashcard effect young learners' vocabulary skill.
2. To find out how much significance using flashcard in teaching vocabulary to young learners.

E. Benefits of research

1. For Master

To provide knowledge about using flashcard as an approach, method, and technique in teaching and learning activity.

2. For Students

Helps improve vocabulary and increase students' learning motivation in learning English.

3. For Researchers

To anticipate problems related to students' vocabulary in learning English.

F. Previous Research

1. The research conducted by M. Lathif Musyaffa' "Flashcards as Media to Improve Students' Writing Skill in Descriptive Paragraph". The data used were qualitative and quantitative method flashcard recovered. This research used classroom action research that conduct two cycles¹⁴.
2. The research comes from Paramita Kusumawardhani, "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)". The result of this research the students are excited when they learn a colorful flashcard. The method used in this research was Classroom Action Research (CAR)¹⁵.
3. The research completed by S. Thoriqul Huda & Devi Dwi Kurniawan "The Use of Flashcard to Improve the Mastery of English Concrete Nouns of Young Learners". The calculation increased the students more active and interest with the method. This is evidenced by two cycles, the 1st cycle is 49, 210. And 2nd cycle showed 64, 210.¹⁶

¹⁴ M. Lathif Musyaffa' "Flashcard as a Media to Improve Students' writing skill in Descriptive Paragraph". *E-link Journal*, Vol. 7, No. 2, (2020), 83.

¹⁵ Paramita Kusumawardhani "The Use of Flashcards for Teaching Writing to English Young Learners (EYL)". *Journal of English Language Teaching*, Vol. 04, No. 01, (September, 2019), 35.

¹⁶ Thoriqul Huda & Devi Dwi Kurniawan "The Use of Flashcard to Improve the Mastery of English Concrete Nouns of Young Learners". *Wiralodra English Journal (WEJ)*, Vol. 5, No. 1, (March, 2021), 20.

Table 1.1

Previous Research

No.	Researcher and title	Similarity	Inequality
1	M. Lathif Musyaffa’ “Flashcards as Media to Improve Students’ Writing Skill in Descriptive Paragraph”. 2020	Using writing skill to be implemented	The research to know the improvement writing skill in descriptive paragraph
2	Paramita Kusumawardhani, “The Use of Flashcards for Teaching Writing to English Young Learners (EYL)”. 2019	Has same media that is Flashcard	This research to know about improving writing skills
3	S. Thoriqul Huda & Devi Dwi Kurniawan, ‘The Use of Flashcard to Improve the Mastery of English Concrete Nouns of Young Learners’. 2021	Using Flashcard media	Has a goal of improving concrete nouns

G. Definition of Key Terms

Before we next to our research, it is necessary to know the main of these concepts in it.

1. Flashcard

A Flashcard is designed a cardboard consists of picture and its meaning and used to practice by teacher by showing the front and back side of the flashcard.¹⁷

In another hand flashcard is a small card consists picture or symbol to stimulate students' motivation in learning vocabulary.¹⁸ Thus, Flashcard is a card that contains a picture with an alphabet follow the picture to introducing vocabulary.¹⁹

Flashcard is appropriate media that really needed by teacher to make students easier in learning an English.

2. Vocabulary

Vocabulary is a name of a particular thing. Thus, this is an important aspect in a language and a crucial lesson should be learned. As we know that in communication, we surely need a word to express our mind to our interlocutor in order that they understand what our mean. So that, it is a fundamental tool to build a language learner in reaching communication.²⁰

¹⁷ Chadaporn Yawaboot & Apisak Sukying "Using Digital Flashcard to Enhance Thai EFL Primary School Students' Vocabulary Knowledge" *English Language Teaching*, Vol. 15, No. 7, (June, 2022), 62.

¹⁸ Azhar Arsyad *Media Pembelajaran* (Depok: Rajawali Press, 2002), 119.

¹⁹ Sarah Philips *Young Learner Resource Book for Teacher* (t.t: t.p., 2001), 69.

²⁰ Arash Hashemifardnia, dkk "The Effect of Teaching Picture-books on Elementary EFL Learners' Vocabulary Learning" *JELTL (Journal of English Language Teaching and Linguistic)*, Vol. 3, No. 3 (September, 2018), 248.

To master an English, students cannot ignore vocabulary because this is the key to get success before conquering at four skills of English.

1. Young Learner

Young learner is children who learn a specific subject. According to Phillips (1996: 5) The word children are learners that from 1st elementary school 5 or 6 age to 11 or 12 age.²¹ In this case Researcher takes place in primary school because they will face globalization era. So that this is an appropriate decision to teach them English from primary school in order communicate with another country. And it will start to recognize them vocabulary around them as like fruits, food, transportation, and so on.²²

A. Methodically of Discussion

To be clearer illustration to comprehend this proposal, researcher divides into sub-chapter.

Chapter I: This chapter consists of the beginning of research including background, identification and scope of problem, problem statements, research objectives, benefits of research, previous research, definition of key terms, and methodically of discussion.

Chapter II: This chapter contains literature review and discuss about the important of vocabulary for young learners, flashcard, and also young learners.

²¹ Sarah Phillips. *Young Learners*. (Oxford: Oxford University Press).

²² Ice Sariyati "The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary Mastery of Elementary School Children" *Parole*, Vol. 3, No. 1 (April, 2013), 54.

Chapter III: This chapter contains of method of research, data collection technique, population and sample, research instrument, and also procedure of research.



CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

1. The Importance of Vocabulary for Young Learners

According to Oxford Learner's Pocket Dictionary (1995: 1331) vocabulary is "all the words that a person knows or uses, or a list of words with their meanings especially in a book for learning a foreign language". This is reinforced by Hornby (1992: 46) he said that vocabulary is collection of words that is used to precise their idea. Thus, vocabulary is a knowledge in language those are known by someone to communicate to another. Therefore, David Wilkins in Thornbury (2002) said that "Without grammar, little can be conveyed, without vocabulary, nothing can be conveyed".²³ And this strengthen by McCarthy (1990:8) "No matter how well successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way".²⁴ From that statements it can take conclusion vocabulary plays important role in language. It is a tool to make an interaction with others.

²³ Scott Thornbury, S. *How to Teach Vocabulary 2* (London: Longman, 2002), 13.

²⁴ McCharty. *Vocabulary* (Oxfrod: Oxford University Press, 1990), 8.

2. Kinds of Vocabulary

There are two kinds of vocabulary, these are passive and active vocabulary.²⁵

A passive vocabulary is student just understand the word without practice it.²⁶ And

for an active vocabulary is student understand and they used or pronounce the word.

Meanwhile according to (Kamil, 2005) in Siti Ngarofah journal There are two kinds

of vocabulary, those are oral vocabulary, it means words that they know and used in

speaking and listening and print vocabulary is a group of words that they impute and

used in reading and writing.²⁷ In another hand (Nation: 2001) states that there are

four types of vocabulary in the text:²⁸

- a. Great Frequency Word: These words around 80% of the arrangement words in the textbook.
- b. Educational Word: These words are almost 9% of the arrangement words in the textbook.
- c. Practical Word: These words are about 5% of the arrangement words of the textbook.
- d. Low Frequency Word: These words are average to get into great frequency list.

These words are around 5% of the words of in educational textbook.

²⁵ Howard Jackson. *Grammar and vocabulary*, (London: Routledge, 2002), 28.

²⁶ Doff, Adrian *Teach English A Training Course of Teachers* (Great Britain: Bell & Baim Ltd. Glasgow, 1990), 19.

²⁷ Siti Ngarofah & Ani Sumarni "Teaching Vocabulary Using Flashcard to Young learner", *Professional Journal of English Education*, Vol. 1, No. 6 (November, 2018), 777.

²⁸ I.S.P. Nation, *Learning Vocabulary in Another language* (Cambridge: Cambridge University Press, 2001), 15-17.

Based on the description above, it can conclude that there are many kinds of vocabulary. So, the teachers have to consider the appropriate technique that will be given to student based on student's need.

3. The Approach of Developing Vocabulary

To develop a master vocabulary, we have to choose an appropriate approach. Alkhuli (1967: 62) said in journal of Elsa Matruty that there are eight medias in developing vocabulary these are:

a. Direct Organization

This approach is best related in the case of word concerning to touchable things survival in the class.

b. Picture

A picture is simple media to teach student' vocabulary. Sometimes there is in a book, magazine, and so on. A picture can also distinguish between plural or singular noun.

c. Action

Action may build the meaning of vocabulary. It is the process of gambling. This strategy is best in meaning of verb.

d. Context

The part of converse that surround a word or way can throw light on its meaning.

e. Synonym

The meaning of new word ought to be given by a synonym word because synonym aid to increase the saving of vocabulary.

f. Antonym

The meaning of new word should be taught by giving an antonym because an antonym will help student's vocabulary mastery.

g. Definition

Definition is used effectively that if the students know the term and can guess a word easily. But teaching definition for young learners is not appropriate method to be taken.

h. Translation

Translation may help in developing vocabulary if the method has improved to the high level.

Those are eight approaches to develop vocabulary. From the description above, the researcher uses one of media of developing vocabulary that is a picture. Picture is an easy technique to help student's vocabulary mastery for young learners because picture can show them the activity. Therefore, using picture makes easier to remember the vocabulary.

4. Teaching Vocabulary

Teaching is a process aiding, guiding, facilitating students in learning. Teaching is creating situation to be effective during learning process and teaching will be success if students feel a valuable lesson that he learned.²⁹

So, as a teacher's position, they as a link for the students to enrich student's vocabulary and how teacher helping the student to solve the problem they face and how teacher arranges the classroom and how teacher takes the best technique for their student to interest them in vocabulary.³⁰ According to Mc Carten, there are some steps that can aid teacher in teaching vocabulary:³¹

- a. Delivering clearly signed vocabulary lessons.
- b. Creating vocabulary set stand out.
- c. Giving list of vocabulary to be learned for lesson.

In another hands Harmer stated that there are two steps of teaching vocabulary:³²

1) Introducing Vocabulary

Teacher must introduce the new vocabulary by using picture or real things because students will remember or memorize faster if they know the word by using picture and real things, and they imitate what teacher's saying.

²⁹ Siti Ngarofah "Teaching Vocabulary Using Flashcard to Young Learner" *Professional Journal of English Education*, Vo. 1, No. 6 (November, 2018), 776.

³⁰ Nur Rohmah Hidayati "The Use of Charade Game to Teach Vocabulary", *Journal of English Language Teaching*, Vol. 5, No. 1 (April, 2016), 3.

³¹ McCarten, J. *Teaching Vocabulary* (United States of America: Cambridge University Press, 2007), 20.

³² Harmer, Jeremy *The Practice of English Language Teaching 4th Edition* (London: Longman, 2007), 229.

2) Practicing Vocabulary

Teacher must give exercise after they know the vocabulary by using games vocabulary, instruct them to classify the word, matching word to the best meaning, and so on because language needs to be practice.

Based on definition above, Teachers as a bridge to take them in recognizing vocabulary. So, as teachers we have to be innovative to build an effective classroom.

B. Flashcard

1. The Type of Flashcard

Flashcard is a card that conducts picture on it. It helps teacher to drill students in teaching vocabulary effectively. Flashcard not only used for vocabulary but also can be used for mathematic, historical dates, and formulas.³³ Here are the types of flashcards:³⁴

a. Paper Flashcard

Paper flashcard is a sketch card with picture and word on it and they have an ideal size to be seen by all of students in the classroom.

³³ Siti Ngarofah and Ani Sumarni "Teaching Vocabulary Using Flashcard to Young Learners" *Professional Journal of English Education*, Vol. 1, No. 6 (2018, November), 778.

³⁴ Nisa Amalia Rahmadi, dkk "The Effectiveness of Flashcard media Strategy in Improving Young learners' Vocabulary" *Journal of Excellence in English Language Education*, Vol. 2, No. 1 (2023), 75.

b. Digital Flashcard

Using digital flashcard also can make learning effectively in teaching vocabulary. We can find and operate it in any application such as Word Wall, FlipQuiz, Quizlet, and so on.

There are many types of Flashcard as mentioned above, here Researcher used through a big paper flashcard to lead them in introducing vocabulary.

2. Teaching Vocabulary Using Flashcard

Teaching vocabulary using flashcard can make the classroom effectively, not only easy to make student understand the lesson but also easy to remember and memorize the meaning in English because study new word by using picture is accurately because they can see the real object. Therefore, flashcard is best media to use for teaching vocabulary.³⁵

From the statement above Researcher believed that teaching vocabulary using flashcard also can make classroom effectively in the researcher's place because it is appropriate media for young learners' student.

C. Young Learners

Young learner students in Indonesia version are they who start their formal education in kindergarten from 6-7 years old meanwhile start in elementary school from 11-12 years

³⁵ Schmitt Nobert and Mc. Carthly *Vocabulary Description, Acquisition and Pedagogy* (Cambridge: Cambridge University Press, 1997), 212.

old.³⁶ In Turkey's curriculum young learners had been introduced to English lesson from second grade and it was allowed by the Ministry of National Education (MONE)³⁷ Here are the characteristics of young learners should teacher know.

1. The Characteristic of Young Learners

There are some young learners with special characteristic in learning language:³⁸

- a) Children will respond through real thing or concrete thing rather than abstract thing.
- b) To engage them in their thinking movement is necessary used
- c) They more excited if taught by fun learning
- d) Children like enjoying learning not seriously
- e) They also like learning that around them such as culture, hobby, and their goal
- f) Children like learn together than individually

From explanation above it supported by Piaget that there are specific stages of children, these are:³⁹

³⁶ Yeni Ikawati "Children's Cognitive Development and VAK Learning Styles: Teaching Strategies For Young Learners" *The 2nd TEYLIN International Conference Proceedings*, April 2017, 215.

³⁷ Aslihan AKCAY, dkk 'Reasons Behind Young Leaners' Learning of Foreign Languages'', *International Journal of Language Academy*, Vol. 3, No. 2 (2015), 57.

³⁸ Siti Ngarofah & Ani Sumarni "Teaching Vocabulary Using Flashcard to Young Learner" *Professional Journal of English Education*, Vol. 1, No. 6 (November, 2018), 778.

³⁹ Mary Lou McCloske, *Seven Instructional Principles for Teaching Young Learners of English*, (TESOL Symposium: San Diego, 2002), 3.

- a) Sensor-Motor Stage (0-2 years) they like to learn movement activity and their environment.
- b) Pre-operational stage (2-7 years) in this stage children need a concrete thing.
- c) Concrete operational stage (7-11 years) they start to do an abstract problem to solve.
- d) Formal operational stage (11-15 years) they can use an abstract thinking.

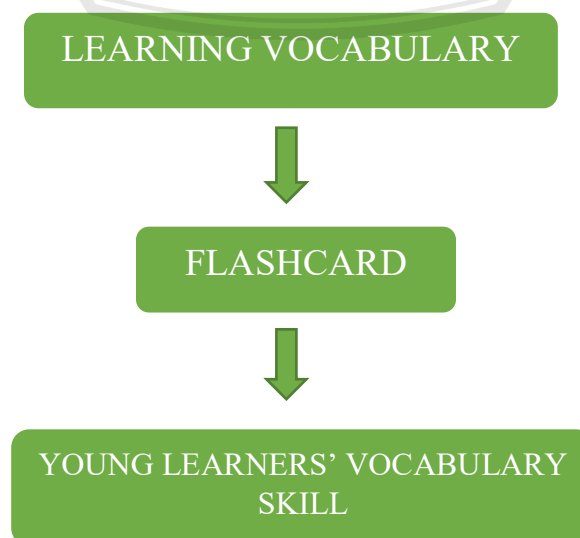
D. Hypothesis

In this research using flashcard in teaching vocabulary makes a big increasing for young learners. Young learners prefer study by using picture rather than explanation as researcher has explained above.

E. Conceptual Framework

Based on theoretical framework, vocabulary is essential to build language and to skilled four skills of English these are listening, reading, speaking, and writing. Thus, vocabulary is crucial to be taught since earlier.

Picture 2.1



Learning vocabulary from young learners is crucial for many factors like they will understand vocabularies in foreign language because they will face a globalization era that consumed English, and they will be easy to make a sentence to communicate with another exactly a tourist, and it will help them in written skill.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Sites

This research takes place in MI At-Taqwa Bondowoso, East Java. It was managed for about two months from April till May in academic year of 2023/2024.

B. Research Design

This study used a quantitative method of pre-experimental with pre-test and post-test. It was one group because just this class that the students in the third G were low in memorizing vocabulary. So, this class needs to be researched. This method aims to compare with one or more experimental groups and verify the effect of research of each subject Quantitative method is a systematic research used to explain the variable in the research.⁴⁰ This research compares between before and after treatment by using pre-test and post-test. It aimed to find the effect of using flashcard in teaching vocabulary on young learners. The research design is formulated as follows:⁴¹

⁴⁰ Karimuddin Abdullah, dkk, *Metodologi Penelitian Kuantitatif* (Aceh:Yayasan Penerbit Muhammad Zaini , 2021), 1.

⁴¹ Nisa Amalia Rachmadi, dkk, "The Effectiveness of Flashcard Media Strategy in Improving Young Learners' Vocabulary" *Journal of Excellence in English Language Education*, Vol. 2, No. 1, 2023.

O1-X-O2

Notes:

O1: Pre-test before treatment

X: Treatment for the experimental group

O2: Post-test after the treatment

C. Population and Sample

1. Population

Population is the object to be researched. The population of this research is the third grade G of MI At-Taqwa Bondowoso which consist of 36 students.

2. Sample

Sample is a part of population. This sample of this study used total sampling technique of nonprobability sampling technique.⁴² Total sampling technique is all of populations become the sample and do not have chance to be chosen as the sample.⁴³ Here the sample is 3G of MI At Taqwa Bondowoso where in that class still finds difficult in understanding and memorizing some vocabularies.

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), 133.

⁴³ Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2019), 67.

D. Instruments of Study

Research instruments are tools used by researchers in collecting data to gain the work is easier and the better results.⁴⁴ Research instruments greatly determine the success of a study. This researcher the instruments used is a test. The test used multiple choice contained 10 questions on pre-test and post-test. For the assessment for this research using assessment of expertise

To carry out the result of this research effectively, researcher used content validity through expert judgement. For the expert of judgement here researcher used a professional in teaching vocabulary namely, Mr. M. Hilmy Hidayatullah, M. Pd as lecturer in Ibrahmy University.

E. Procedure of Collecting Data

Test

Test that researcher used in this study is pre-test and post-test to measure students' understanding.

a. Pre-test

The pre-test will be held in 3rd class without using flashcard and involved three themes, namely hobby, profession, and things in school and they will be given 10 questions multiple choice of vocabulary. Therefore, the result will be compared between after pre-test and post-test. And the score to each true

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), 82.

answer is ten and zero for a false answer. It was given for ten minutes to do the pre-test.

b. Treatment

The treatment involved 5 meetings, the first conducts 3 meetings in experimental group and second conducts 2 meetings in doing post-test. During the treatment they will be given vocabulary of transportation, animal, and fruits through flashcard. For more explanation you may see in appendix.

c. Post-test

The researcher gives a vocabulary test after treatment was done. It will be given the same themes as in pre-test these are, hobby, profession, and things in school but in different vocabulary as in pre-test. It contains 10 questions about the vocabulary in multiple choice style.

F. Data Analysis Techniques

1. Normality Test

Normality test is used to get knowing of data and to find out the distribution of it⁴⁵. The researcher used SPSS to gain this data with Shapiro-Wilk because it is used if less than 50 samples. The formula of normality test below:

Ho : Data has been normal distribution

Ha : Data have not been normal distribution

⁴⁵ Sugiyono, *Metode Penelitian Bisnis*, (Bandung: Alfabeta, 2018), 232.

The type of the acceptance of rejection as follows:

H_o : Accepted if Sig. > $\alpha = 0.05$

H_a : Accepted if Sig. < $\alpha = 0.05$

2. T-Test

The data that has been collected by researcher will be analyzed by using a quantitative method with t-test to examine how significance one or two groups of sample. T-test for one group namely, One Sample Test while for two groups, namely, Sample T-test and Paired Sample T-test⁴⁶. The researcher used Paired of Sample Test because this research had two groups to be identified the significance between them. The formula of Paired Sample Test as follows:

H_o : Rejected if Sig. > 0,05

H_a : Accepted if Sig. < 0,05

⁴⁶ Adam Hayes, "T test: What It Is With Multiple Formulas and When To Use Them", <https://www.investopedia.com/terms/t/t-test.asp#:~:text=A%20t%20is%20an,flipping%20a%20coin%20100%20times>. (5 August 2024),

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

1. The Data of Description

MI At Tawqa Bondowoso is one school that located in Bondowoso. This school is very strategic because it placed in center of Bondowoso and close to public spaces, namely RBA Ki Ronggo Square. There are 1912 students in there with 85 teachers.

The Result of Experimental Class

Through the several test in the experimental class in previous by total 36 students by using test, the result as follows:

Table 4.1

The Students' Score of Experimental Class

Name of Students	Pre-test	Post-test
AAA	40	50
AAA	60	70
ATZ	80	80
BQP	60	70
DAF	70	80
DAF	80	100
DLW	60	80
FZK	60	70
FKR	70	90
HS	60	70
HS	80	100
HUSK	80	90

IARA	50	60
KN	70	80
MADC	60	70
MKAS	60	80
MFA	60	50
MAZ	70	80
MDDRA	70	90
MHD	60	70
MNRU	60	90
MRH	70	80
NIKZ	70	90
NKI	90	100
NA	40	60
NRA	90	100
PNA	50	70
RSA	90	100
RKJ	50	80
SAA	50	70
SAF	80	80
SRNH	70	90
SMDH	40	60
SSMS	70	90
ZMF	40	70
ZNF	80	100
Total Score	2340	2860
Score Min	40	50
Score Max	90	100
Average	65.00	79.44

Table 4.1 showed that the result of pre-test and post-test involved by 36 of students. The highest score of pre-test was 90 and the lowest score was 40. Meanwhile the highest score of pos-test was 100 and for the lowest was 50. Otherwise, the mean score of pre-test was 65.00 and the mean score of post-test was 79.44. So, it can be said from the data shown, using flashcard increase students in earning vocabulary.

2. Data Analysis

The researcher will analyze the data submitted that tested to the students by giving pre-test and post-test of experimental class. To analyze Pre-test and Post-test, researcher used SPSS 21 to measure. The result had shown below:

Table 4.2
The Result of Experimental Class

Statistics		
	Pretest	Posttest
Valid	36	36
N Missing	0	0
Mean	65.00	79.44
Median	65.00	80.00
Mode	60	70 ^a
Minimum	40	50
Maximum	90	100
Sum	2340	2860

a. Multiple modes exist. The smallest value is shown

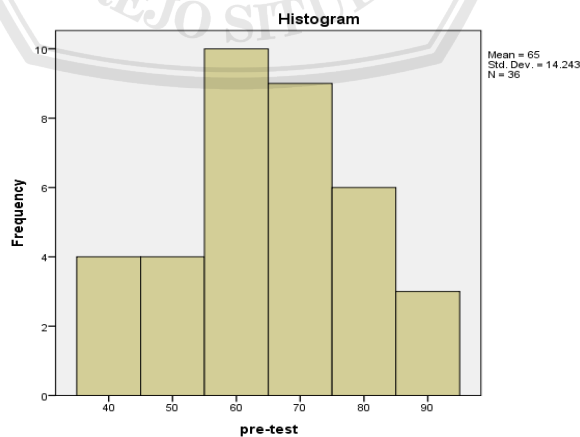
From analysis on the picture above, the median score of pre-test was 65.00 and for the median of post-test was 80.00. Meanwhile, the maximum score of pre-test was 90, and minimum of pre-test was 40. Meanwhile, maximum score of pos-test was 100 and for the minimum score was 50. It was shown that the post-test was very good. In addition, the frequency of pre-test and post-test as follow:

Table 4.3
Frequency Score of Pre-test

Pretest				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	4	11.1	11.1	11.1
50	4	11.1	11.1	22.2
60	10	27.8	27.8	50.0
Valid 70	9	25.0	25.0	75.0
80	6	16.7	16.7	91.7
90	3	8.3	8.3	100.0
Total	36	100.0	100.0	

As the picture above that showed the percentage of students' score from 36 students. The lowest score was 40, with the frequency of four students by 11,1% percentage. The highest score was 90, with the frequency of three students by the percentage 8,3%.

Picture 4.1



Based on graphic picture above we can see that the mean of pre-test was 65 and for standard deviation was 14.243 and the students were 36.

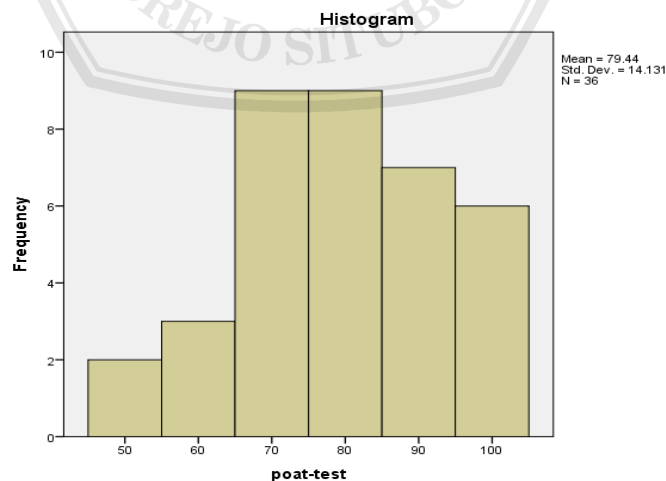
Table 4.4

Frequency Score of Post-test

Posttest				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
50	2	5.6	5.6	5.6
60	3	8.3	8.3	13.9
70	9	25.0	25.0	38.9
Valid 80	9	25.0	25.0	63.9
90	7	19.4	19.4	83.3
100	6	16.7	16.7	100.0
Total	36	100.0	100.0	

The picture of frequency pos-test showed above was the percentage of students' score from 36 students. The highest score was 100, with the frequency of six students by 16,7% percentage. Meanwhile, the lowest score was 50, with the frequency of two students by the percentage 5,6%.

Picture 4.2



From the picture we can see that the mean of post-test was 79.44 and for the standard deviation was 14.131 and for the total of students were 36.

a. Normality Test

Normality method used to determine a normal distribution from sample or a collection of data. Researcher used Shapiro-Wilk because the samples less than 50 samples while Kolmogorov-Smirnov more than 50 samples.⁴⁷ The result of normality test below:

Table 4.5

Normality Result of Pre-test and Post-test

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
pre-test	.938	36	.043
post-test	.931	36	.027

a. Lilliefors Significance Correction

Based on result of data above, we can figure out that score in normality test of pre-test was significance from $0,43 > 0,05$, and for post-test result was $0,27 > 0,05$ that indicated if the data of pre-test and post-test was normally distributed.

⁴⁷ Budi Susetyo, *Statistika Untuk Analisis Data Penelitian*, (Bandung: PT Refika Aditama, 2014), 271.

b. T-test

The researcher also used t-test to determine how much the effect of independent variable and variable dependent. The following result of t-test below:

Table 4.6

T-test Result

Paired Sample Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test	14.444	8.433	1.405	11.591	17.298	10.277	35	.000
	Post-Test								

From the table, we can see the score was $0,000 < 0,05$. For the t-test value was 10.277. It can be said that there was different significance between pre-test and post-test. So, it can be concluded that using flashcard much more high significance in studying vocabulary for young learners.

B. DISCUSSION

In this research the effect of using flashcard on students' vocabulary skill especially in the third grade of MI At-Taqwa Bondowoso had an effectively classroom. They were more active when using flashcard rather than before using flashcard. They

were also fast in memorizing vocabulary by using flashcard. Thus, this media is suitable to be used by teachers especially for young learners' students. As in Titin Supriatin and Venska Prajna Rizkillah research they said that most of children like playing card.⁴⁸ So, the researcher is interest to take the same media for students in 3G of MI At Taqwa Bondowoso. As the researcher explained in previous chapter, picture like a flashcard has an important role in improving vocabulary because young learners easily enhancing vocabulary by visualization⁴⁹. They reported that they had a fun learning by using the flashcard and it gives them motivation in learning vocabulary. The advantages using this media was strengthen by Schmitt Nobert and McCarthy that the students can remember and improve vocabulary easily because they like learning by using a picture.⁵⁰ Therefore, this media can effect young learners' student vocabulary.

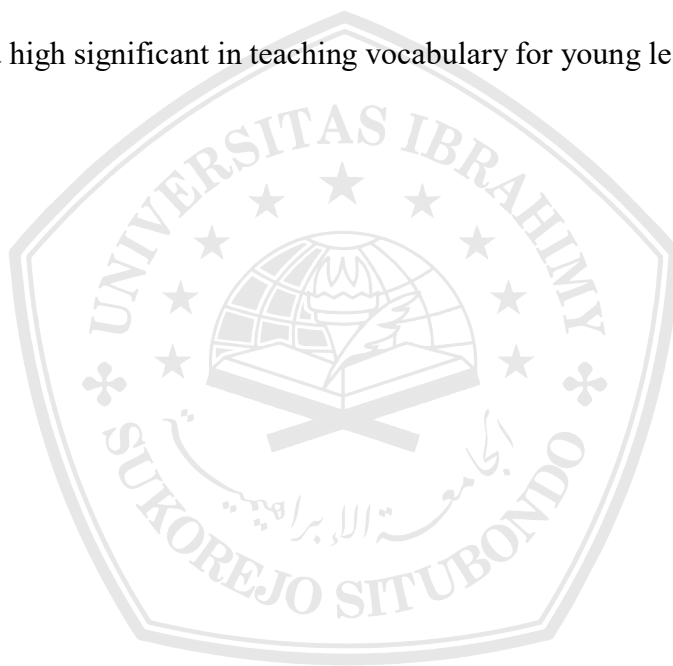
The result showed that there was high score in the post-test after using flashcard rather than in pre-test before using flashcard. The highest score of post-test was 90 and for the lowest score was 50. Meanwhile, the mean of post-test was 65.00 and the mean score of pre-test was 79.44, and for the median of pre-test was 65.00, while the median of post-test was 80.00. From the analysis of the test that using flashcard in teaching vocabulary had a high impact for young learners. In addition, the result of normality

⁴⁸ Titin Supriatin and Venska Prajna Rizkillah "Teaching Vocabulary Using Flashcard" *Professional Journal of English Education*, Vol. 1 No. 4 (July, 2018), 480.

⁴⁹ Siti Ngarofah and Ani Sumarni "Teaching Vocabulary Using Flashcard to Young Learners" *Professional Journal of English Education*, Vol. 1, No. 6 (2018, November), 778.

⁵⁰ Schmitt Nobert and Mc. Carthly *Vocabulary Description, Acquisition and Pedagogy* (Cambridge: Cambridge University Press, 1997), 212.

test was $0.27 > 0.05$. So, we can say that the data was normally distributed. Meanwhile the lowest score of pre-test was four frequency students by percentage 11,1% and the highest score of pre-test was three frequency students by the percentage 8,3%. Meanwhile in post-test, the highest score was six frequency students by the percentage 16,7% and for the lowest score of post-test was two frequency students by the percentage 5,6%. In another hand we can see the result of t-test was 10.277 and sig. (2 tailed) 0,000. In this case $0,000 < 0,05$. Based on description above the result of using flashcard had a high significant in teaching vocabulary for young learners.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on interpretation and discussion in previous chapter, it can conclude that the effect flashcard in teaching vocabulary to young learners is good for young learners especially for the third MI At-Taqwa Bondowoso. In this class students are active in answering the question and there are no students who are sleeping during teaching and learning. This method is recommended to use in teaching vocabulary to increase students' motivation in learning English.

It can be seen there were a high significant in using flashcard in teaching vocabulary to young learners in output of normality and t-test result by SPSS. Normality score of pre-test was $0,43 > 0,05$, and for post-test result is $0,27 > 0,05$ that indicated if the data of pre-test and post-test is normally distributed. In t-test value $0,000 < 0,05$ and for the t-test value was 10.277. It can be said that there was different significance in reaching high level after using flashcard.

B. SUGGESTION

Based on the description, some suggestions from researcher would like to give to people who are interested or read in this thesis:

1. For Teachers

In teaching method, teachers have to consider whether or not the method is interested for students. Teacher must take awareness what students need and how to increase students' motivation in learning, especially English, who are still many students difficult in studying an English. Therefore, teacher must be creative way in teaching exactly vocabulary for young learners. It is a challenging for teacher in teaching young learners because they have more an active movement rather than teenagers. So, teachers have to be innovative in order that students are not bored. Teaching vocabulary using flashcard is effective in teaching to young learners. Therefore, flashcard is a fun media in teaching vocabulary should be used by teacher.

2. For Students

In learning vocabulary, flashcard is an effective media to learn an English. For students this is the appropriate way to take to increase students' vocabulary mastery, to reach many vocabularies, increasing students' motivation and students will be easily in learning an English in fun learning.

3. For Another Researcher

This research may become reference for another researcher, but in some cases, researchers must develop and improve their method in researching some problems in teaching and learning exactly in teaching English to young learners.

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APPENDIXES





SURAT TUGAS

Nomor : 0828/219/M.3/E7/071.095/V/2024

- Lembaga yang memberikan : Fakultas Ilmu Sosial dan Humaniora Universitas Ibrahimiy
Tugas Sukorejo Situb
- Yang diberi Tugas : **ALDA APRILIANI**
- NPM : 2020704009
- Program Studi : PEND. BHS. INGGRIS
- Yang bersangkutan diberi : Melaksanakan Penelitian untuk Penulisan skripsi dengan
tugas judul : **"The Effect of Flashcard in Teaching Vocabulary
to Young Learner in MI At-Taqwa Bondowoso**
- Tugas tersebut berlaku : Sejak 01 s.d. 10 Juni 2024
- Keterangan : Selesai melaksanakan tugas harap membuat laporan dan
diserahkan ke Fakultas

Situbondo, 30 Mei 2024



a.n. Dekan,

Wakil Dekan I,

Dr. Syarifuddin, M.H.I.



YAYASAN PONDOK PESANTREN SALAFIYAH SYAFI'YAH SUKOREJO

UNIVERSITAS IBRAHIMY

FAKULTAS ILMU SOSIAL DAN HUMANIORA

Po. Box. 2 Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website : www.ibrahimiy.ac.id email : fishumibrahimiy@gmail.com

omor : 0828/218/T.2/E7/071.095/V/2024

al : **Permohonan Izin Penelitian**

Yang terhormat,

Kepala MI At-Taqwa

di-

Bondowoso

Assalamu'alaikum Warohmatullah Wabarokatuh.

Yang bertandatangan di bawah ini, Wakil Dekan I Fakultas Ilmu Sosial dan Humaniora Universitas Ibrahimiyah menerangkan bahwa:

Nama : **ALDA APRILIANI**

NPM : **2020704009**

Program Studi : **PEND. BHS. INGGRIS**

Judul Skripsi : **The Effect of Flashcard in Teaching Vocabulary to Young Learner in MI At-Taqwa Bondowoso**

bermaksud melaksanakan penelitian untuk penulisan skripsi Tahun Akademik 2023/2024. Sehubungan hal tersebut, kami mohon kesediaan Bapak/Ibu memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian dan mengambil data di instansi sesuai kepentingan penulisan skripsi.

Demikian permohonan kami, atas perkenan Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Warohmatullah Wabarokatuh.

Sukorejo, 20 Mei 2024



Dr. Syarifuddin, M.H.I.



YAYASAN AT TAQWA BONDOWOSO
MADRASAH IBTIDAIYAH AT TAQWA
Semi Full Day School
Status : Terakreditasi A

Alamat : Jl. Letnan Sutarman No. 08 Telp. & Fax (0332) 423247 Bondowoso

Website : www.miaattaqwabondowoso.sch.id email : Miabond94@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor: 0702/78/YA-MIA/VI/2024

Yang bertanda tangan dibawah ini:

Nama : **H. MOHAMMAD ZAKARIYAH, S.Pd.I**

NIP : 197506272005011002

Jabatan : KEPALA SEKOLAH

Instansi : MI AT TAQWA BONDOWOSO

Dengan ini menerangkan bahwa mahasiswa yang bernama:

Nama : **ALDA APRILIANI**

NPM : 2020704009

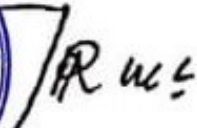
Program Studi : Pendidikan Bahasa Inggris

Fakultas : Ilmu Sosial dan Humaniora

Universitas : Universitas Ibrahimi Sukorejo Situbondo

Benar-benar telah melakukan penelitian di MI At-Taqwa Bondowoso dimulai pada tanggal 1 Juni 2024 s.d. 10 Juni 2024 dengan judul **“The Effect of Flashcard in Teaching Vocabulary to Young Learners”**.

Demikian surat keterangan yang kami buat kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Bondowoso, 15 Juni 2024
Kepala,

H. Mohammad Zakariyah, S.Pd.I
NIP. 197506272005011002



PROFIL OF MI AT-TAQWA BONDOWOSO

MI At Taqwa is an educational institution that was born from the results of Riyadhah and the efforts of the ulama in Bondowoso, especially the Kyai at the At Taqwa Grand Mosque, including, KH. Masyrur Masyhud, KH. Imam Barmawi Burhan, KH. M. Kholil Syafi'I, KH. S.A. Khodari HS, KH. Achmad Shodiq, KH. Anwar Adnan, is a key figure and figure in the success of the establishment of educational institutions at At Taqwa. It is KH. Masyrur Masyhud was the first person who, with determination, hard work and the example he provided, established MI At Taqwa in 1994 which continues to be successful until now.

With a commitment to providing alternative education that prioritizes morals, the concentration of education at MI At Taqwa is not only on the process of intellectual intelligence (IQ) in the cognitive realm, but also on emotional intelligence (EQ) and spiritual intelligence (SQ).

Several routine programs that prove this commitment include the habit of praying in congregation, namely midday and noon prayers, reading verses from the holy Koran at the beginning of every lesson for students and teachers. There are also several series of activities aimed at increasing the spirituality of students, teachers and student guardians, namely recitation of the Koran, Hajat Prayer and Istigosah together which are held once a month every Saturday night.

The Islamic boarding school-style education system implemented at MI At Taqwa also increases the ability of students who are not only capable in the field of science and technology, but more than that have strong personalities based on the guidance of the Prophet Muhammad SAW as the best role model for the people.

Now MI At Taqwa Bondowoso continues to develop and gain public recognition and trust at the Regency, Provincial and National levels. This is demonstrated by several achievements at both regional and national levels.

Geographical location

MI At Taqwa is an Islamic Educational Institution which is under the auspices of the At Taqwa Bondowoso Foundation and the Ministry of Religion. MI At Taqwa is located at Jalan Lieutenant Sutarman No. 8 Bondowoso. The location of MI At Taqwa is very strategic because it is in the center of Bondowoso city which is close to public spaces, namely RBA Ki Ronggo Square, in the same area as the At Taqwa Bondowoso Grand Mosque and close to several schools and government offices.

Even though they are in the middle of the city, you can be sure that MI At Taqwa students can still carry out their learning comfortably and safely. This is because the location of the madrasa building is right in the southern corner of the foyer of the At Taqwa Grand Mosque, around ± 50 meters from the main road.

The boundaries of the MI At Taqwa location are to the north bordering KODIM 0822 Bondowoso and Gelora Pelita, to the south bordering SDN Kotakulon 1, to the east bordering RBA Ki Ronggo Square.

In the 2019-2020 academic year, students in grades 4, 5 and 6 of MI At Taqwa Bondowoso occupy new classrooms located in Building 2 which is located on Jalan HOS Cokroaminoto Kademangan Bondowoso. MI At Taqwa Building 2 is in the same complex as MTs At Taqwa Bondowoso and STAI At Taqwa Bondowoso.

VISION

"The creation of a generation whose faith is solid, humble in their worship, intelligent in their minds and praiseworthy in their morals"

MISSION

Organizing education and learning that is oriented towards the formation of students who are faithful, pious and have noble morals based on Islamic values in the style of Ahlus Sunnah Wal Jama'ah an Nahdliyah

Implementing professional educational management to develop intellectually students who are ready to compete and excel.

Building a culture of example, togetherness, discipline and sincerity in life in society, nation and state.

Oriented towards a better, more meaningful, more useful future with the aim of becoming a noble person in this world and in the hereafter.



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KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Alda Apriani Prodi : Pend. Bahasa Inggris
NPM : 2020704009 Pemb. I : Mrs. Musdalifah, M.Pd

NO	TANGGAL	MATERI KONSULTASI	PARAF DOSEN
1.	23/2024 05	Make Table in Previous Research Problem Statement	
2.	15/2024 06	Conceptual Framework	
3.	25/2024 06	Add Reference in Chapter II	
4.	05/2024 07	Sampling Technique Method.	
5.	19/2024 07	Pre-Test & Post test Validation Form	
6.	28/2024 07	Instrument Research	
7.	4/2024 08	Finding lebih dipertegas	
8.	10/2024 08	ACC	

JUDUL SKRIPSI:
The Effect of Flashcard in teaching Vocabulary to young
Learners In MI Al-Taqwa Bondowoso

Situbondo, 10 Agustus 2024
Dosen Pembimbing I,

Musdalifah, M.Pd

UNIVERSITAS IBRAHIMY
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SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR

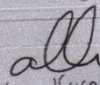
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KARTU BIMBINGAN SKRIPSI

Mahasiswa : Alda Apriliani Prodi : PBI
: 2020704009 Pemb. II : Ms. Anika Lurnia Asri, M.Pd

TANGGAL	MATERI KONSULTASI	PARAF DOSEN
1/06/2024	BAB I = Introduction Footnote Previous Research	all
07/06/2024	Parafkan sesuai Pedoman	all
10/06/2024	BAB III = Research Method Sampling Technique	all
13/07/2024	Data di lengkapi	all
15/07/2024	Parafkan Pages	all
29/07/2024	Reason Using T-Test Kolmogorov & Shapiro Wilk	all
1/08/2024	Discussion Tambahkan Theory	all
6/08/2024	ACC	all

JUDUL SKRIPSI:
The Effect of Flashcard in teaching vocabulary to young learners
by Mj At-Taqwa Boudoworo

Situbondo, 08 Agustus 2024
Dosen Pembimbing II,

Anika Lurnia Asri, M.Pd

Question Pre-test

Please choose the correct answer below!

1. Alda's Father is a military land forces of a nation. What is his profession?
 - a. An army
 - b. A Farmer
 - c. An artist
2. Please choose what things that usually there are in a school, EXCEPT...
 - a. Class
 - b. Teacher
 - c. Doll
3. Jungkook always sings in the class. What is his hobby?
 - a. Drawing
 - b. Singing
 - c. Dancing
4. Minho is toothache, then where Minho should go?
 - a. Dentist
 - b. Tailor
 - c. Chef

5.



Where is Fatimah reading story book?

- a. House
- b. Library
- c. Canteen

6. Randy likes to go to swimming pool. What is his hobby?

- a. Dancing
- b. Running
- c. Swimming

7. Raya helps her mother cooking in the kitchen. What is her mother's profession?

- a. Doctor
- b. Chef
- b. Police

8. Where does usually teacher teach students?

- a. Classroom
- b. Bathroom
- c. Garden

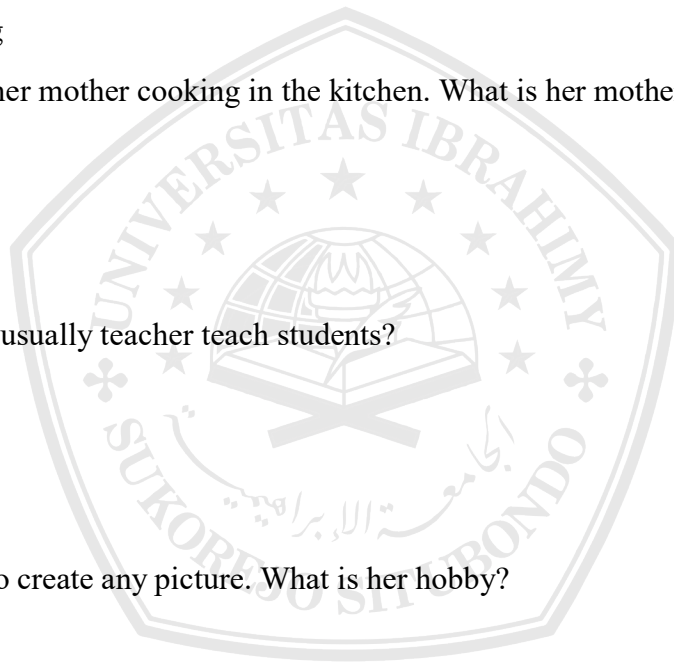
9. Jandi likes to create any picture. What is her hobby?

- a. Drawing
- b. Swimming
- c. Playing a football

10. Aditya works as who operates camera and taking a picture of someone or things.

What is his profession?

- a. Photographer
- b. Nurse
- c. Actor



Key Answer of Pre-Test Questions

1. A
2. C
3. B
4. A
5. B
6. C
7. B
8. A
9. A
10. A



Treatment of Vocabulary

- Teacher recall memory when the students done the pre-test
- Teacher encourages students about mistaken vocabulary
- Teacher answer what mistaken vocabulary they did
- After all, Teacher continuous in treatment that is to give a flashcard about transportation, animal, and fruits
- Students asked to guess what picture that shown by the teacher
- Teacher drill students in pronunciation the vocabulary
- Students repeat what teacher saying
- Teacher gives 5 minutes for students to memorize the vocabulary
- Then, teacher asked randomly to some of students to come forward to check the vocabulary had memorized by the students

Question Post-test

Please choose the correct answer below!

1. Her father is a military land force. What is his profession?
 - a. An army
 - b. A Farmer
 - c. An artist
2. Please choose what things that usually there are in a class, EXCEPT...
 - a. Blackboard
 - b. Soap
 - c. Chair
3. Jake likes to dance. What is his hobby?
 - a. Drawing
 - b. Dancing
 - c. Swimming
4. Jungwoon gets fever, then where Jungwoon should go?
 - a. Doctor
 - b. Chef
 - c. Tailor
5. What things do you find in this picture?



- a. Teacher
- b. Clock
- c. Students

6. Randy always wins at swimming competition. What is Randy's hobby?

- a. Swimming
- b. Dancing
- c. Drawing

7. His father catches a thief. What is his father's profession?

- a. Chef
- b. Doctor
- c. Police

8.



What is her profession?

- a. Tailor
- b. Sailor
- c. Nurse

9. Cristian Ronaldo is the best football player in the world. What is his hobby?

- a. Drawing
- b. Swimming
- c. Playing a football

10.



What is Aditya's profession?

- a. Cameramen
- b. Nurse
- c. Actor



Key Answer of Post-Test Questions

1. A
2. B
3. B
4. A
5. B
6. A
7. C
8. A
9. C
10. A



Assessment of Vocabulary

No.	Aspect of Scoring Vocabulary	Indicator	Score
1	Translation	Students can translate vocabulary well	20
		Students can not translate vocabulary well	10
2	Reading	Students can read vocabulary well	20
		Students cannot read vocabulary well	10
3	Pronunciation	Students can pronounce vocabulary fluently	20
		Students cannot pronounce vocabulary fluently	10
4	Writing	Students can write vocabulary well and fast in the book	20
		Students cannot write vocabulary well and fast in the book	10
5	Implementation during the lesson	Students can apply vocabulary in lesson	20
		Students cannot apply vocabulary in lesson	10

Maximum Score: 100

Notes:

A = Students getting reached score 90-100

B = Students getting reached score 80-89

C = Students getting reached score 65-79

D = Students getting reached score < 64

VALIDATION FORM

A. Respondent Identity

Name : M. Hanny Hidayatullah, M.Pd.

B. Instructions

1. This validation form uses to examine the validity of the respondent's answer to these questions
2. The researcher would like to command that you come up with an assessment of the questionnaire that will be given to validator by giving a check-list mark (centang) in every column with the information as follows:

VA: Very Appropriate (5)

A : Appropriate (4)

U : Undetermined (3)

LA: Less Appropriate (2)

NA: Not Appropriate (1)

C. Assessment List

NO	Criteria	Answers				
		VA	A	U	LA	NA
1	Instructions for filling out the form are explained clearly		✓			
2	There is no answer more than one choice	✓				
3	No question ambiguously		✓			
4	The questions are understandable by the students		✓			
5	The questions are sufficient to resolve the problem in the study		✓			

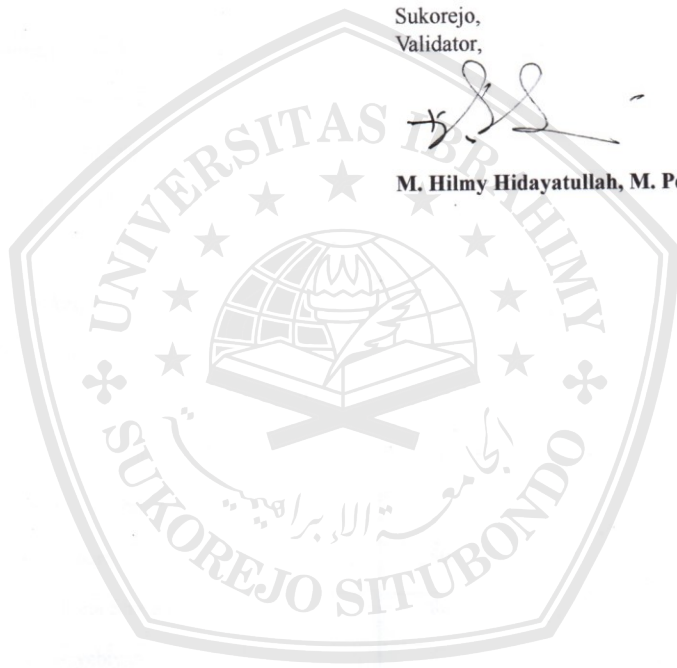
D. Comments / Suggestions

- Perlu penambahan soal mengenai Instruction pada Multiple Choice
- Kurang: Pembahasan Rata Pada Soal atau Sumber lainnya.

Sukorejo,
Validator,



M. Hilmy Hidayatullah, M. Pd.



PRE-TEST AND POST-TEST SCORE

NO	NAMA	Pre	Post
1	Ahmad Agha Al Arkhan	40	50
2	Ahmad Azzam Abbasyi	60	70
3	Aina Thalita Zahran	80	80
4	Bagaz Qindy Pradipta	60	70
5	Dafa Al Faeyza	70	80
6	Dhira Almafelia Farannis	80	100
7	Dimas Legian Wiliton	60	80
8	Fakhri Zhafran Khairi	60	70
9	Faqih Khairy Rahman	70	90
10	Hafizhah Salsabila	60	70
11	Hania Syakira	80	100
12	Hasya Ulima Shazanani Kurniawan	80	90
13	Iftina Assyabiyah Rafifah Agustin	50	60
14	Karinda Novianti	70	80
15	Mirza Ali Dhia Cahyadi	60	70
16	Mochammad Khoirul Azam Soekarno	60	80
17	Mohammad Fahmi Akbar	60	50

18	Muhammad Afham Zario	70	80
19	Muhammad Dimas Dwi Raditia Attahillah	70	90
20	Muhammad Haikal Darmawan	60	70
21	Muhammad Nasih Robitul Umam	60	90
22	Muhammad Ragil Husein	70	80
23	Nabila Inara Karinda Zahra	70	90
24	Nafisha Khanza Islamadina	90	100
25	Naura Alivah	40	60
26	Nur Robi' Ahmad	90	100
27	Putri Naila Az Zahro	50	70
28	Raisa Syafia Annisa	90	100
29	Raqilla Khalis Jasmine	50	80
30	Salsabila Aisya Ailani	50	70
31	Shaqila Anandhayu Firmadani	80	80
32	Siti Raisya Nur Hafidzah	70	90
33	Sulthan Maulana Dava Hosek	40	60
34	Syifaus Sa'adatain Martsa Sabila	70	90
35	Zafar Maulana Farhan	40	70
36	Zakiyah Najwal Fathin	80	100

The Result of Experimental Class

Statistics

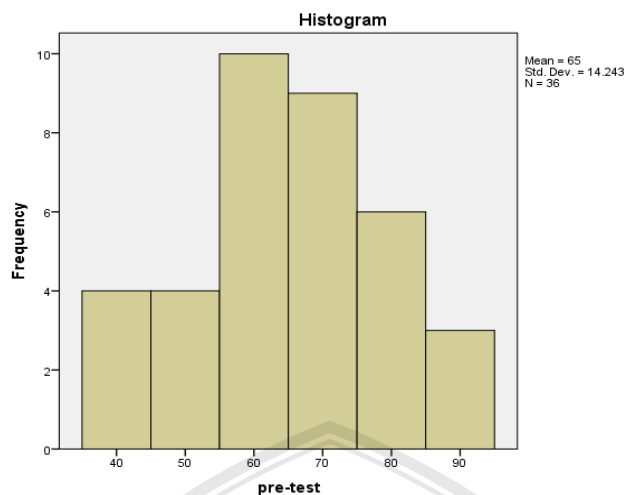
	Pretest	Posttest
Valid	36	36
N Missing	0	0
Mean	65.00	79.44
Median	65.00	80.00
Mode	60	70 ^a
Minimum	40	50
Maximum	90	100
Sum	2340	2860

a. Multiple modes exist. The smallest value is shown

Frequency Score of Pre-test

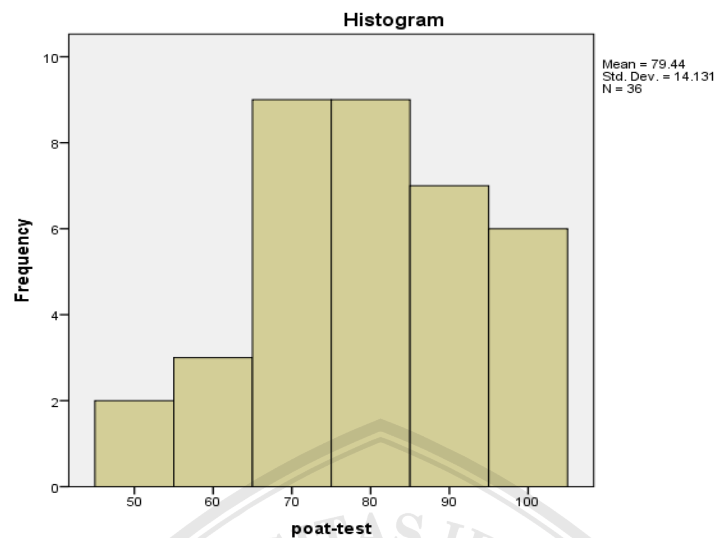
Pretest

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	4	11.1	11.1	11.1
50	4	11.1	11.1	22.2
60	10	27.8	27.8	50.0
Valid 70	9	25.0	25.0	75.0
80	6	16.7	16.7	91.7
90	3	8.3	8.3	100.0
Total	36	100.0	100.0	



Frequency Score of Post-test

Posttest				
Score	Frequency	Percent	Valid Percent	Cumulative Percent
50	2	5.6	5.6	5.6
60	3	8.3	8.3	13.9
70	9	25.0	25.0	38.9
80	9	25.0	25.0	63.9
90	7	19.4	19.4	83.3
100	6	16.7	16.7	100.0
Total	36	100.0	100.0	



T-Test Result

Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Post-Test	14.444	8.433	1.405	11.591	17.298	10.277	35	.000

Normality Result of Pre-test and Post-test

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
pre-test	.938	36	.043
post-test	.931	36	.027

a. Lilliefors Significance Correction

ABOUT AUTHOR



Her name is Alda Apriliani, she used to be called by Alda. She was born on 8th of April 2022. Her living is in Taman Krocok, Bondowoso. She is the first child of Mr. Suli Cahyono and Mrs. Astutik. She has a young brother, namely Moh. Iqbal Habibullah. She spent her education in her village starting from kindergarten in TK Ar-Rahman till elementary school in SDN Paguan 01 Bondowoso. Then, continue her education in SMPI 03 Sukorejo, SMK 1 Sukorejo, until her last graduated.

