ANALYSIS OF STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH FLASHCARD MEDIA AT THE SEVENTH GRADE OF SMP NEGERI 1 HILIDUHO

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UNDERGRADUATE THESIS

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Communication through language is an indispensable tool used by humans on a daily basis. It enables us to convey messages and gather information efficiently. Effective communication is largely reliant upon the competency of language skills. Hidayah's research (Kholidah et al., 2023) indicates that language proficiency can enhance students' learning abilities, including the retention of subject matter, problem-solving, and deriving conclusions from acquired knowledge. Language also facilitates effective communication between educators and learners, imparting learning objectives succinctly. Today, English is used as the universal language for communication worldwide.

English is recognized as a universal language for effective communication among different countries worldwide and is widely taught in various countries, including Indonesia, due to its global importance (Arif and Hakim, 2018). The ability to communicate fluently in English has become increasingly critical, with English education starting from an early age through university, reflecting its significance for the future. The universal reliance on language as an essential tool for conveying and understanding messages has resulted in English becoming one of the main languages of instruction in schools and universities across Indonesia, and mastering it has become an essential, non-negotiable skill necessary for achieving success in the era of globalization.

In mastering English, learning vocabulary plays a crucial role as it is a fundamental aspect of language acquisition, particularly in the four language skills - speaking, listening, reading, and writing. Attaining mastery in vocabulary is essential in achieving optimal communication, as emphasized by Laufer and Nation's research (Arsana and Maharani, 2021). Vocabulary

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constitutes a critical component in successfully mastering English and plays a significant role in oral and written communication.

Achieving sufficient mastery of vocabulary is a crucial aspect of utilizing a foreign language effectively. The lack of extensive vocabulary can hinder effective communication and comprehension of structures and functions learned. Achieving success in foreign language learning, particularly in acquiring vocabulary, is essential for students because it is an integral part of language acquisition. A lack of comprehension in vocabulary can pose challenges in understanding listening and reading materials for students and difficulty in expressing themselves while speaking and writing.

According to Yunisah's research (Nisa, 2019), measuring vocabulary mastery is a valuable indicator of a person's comprehension of a language and their ability to utilize it in both oral and written communication. As vocabulary mastery is an integral part of overall language proficiency, it indicates that an individual has achieved a high level of proficiency in the language. Mastery of vocabulary is crucial in learning English, as it forms a fundamental component of language proficiency across all four language skills. Proficiency in language vocabulary is one of the critical factors for successful foreign language learning, as a lack of adequate mastery may impede an individual's ability to express their ideas and thoughts effectively. Mastery of language vocabulary, therefore, plays a central role in language comprehension and serves as a key indicator of success in foreign language learning.

Based on the curriculum obtained by the researcher from SMP Negeri 1 Hiliduho, and the English teacher's lesson plans for 7th grade students, the class had studied materials about Culinary and Me. The students were taught about how to describe their favorite foods, drinks, snacks, textures, and tastes, inquire and provide information about food, identify utensils and ingredients in recipes, and sequence cooking steps. This demonstrated that students had encountered culinary-related vocabulary.

Based on the researcher's observations at SMP Negeri 1 Hiliduho, it was evident from preliminary interviews conducted with students that they

had not yet fully mastered the culinary and personal topics taught in English. Some students faced difficulties in comprehending the required vocabulary, which made it challenging for them to comprehend the lessons. This can be attributed to English being a foreign language that students learn with a structure and format different from their mother tongue or daily language. Additionally, the students revealed that the English teachers rarely or never used any learning media, which made the learning experience less interesting for them.

According to the English teacher's statement, no learning media were employed while teaching vocabulary to the students. The teacher solely explained the vocabulary material through lectures and instructed the students to memorize and remember the learned vocabulary. This highlights that the inadequacy of diverse learning media employed in the teaching process is one of the causes of the students' inability to master vocabulary. As described by Santika (Wayan et al, 2023), learning media is a valuable teaching aid that contributes to improving learning outcomes, enhancing student creativity and attention in the learning process. Understanding the importance of learning media and possessing the skill to select and use relevant media effectively is crucial for effective delivery of course material to students.

An effective learning medium is one that can effectively aid students in comprehending course material, ensuring that lesson objectives are met. Achieving this goal requires learning media that can pique students' curiosity and engage their interest in learning. One such medium is flashcard media, which can be effectively employed in promoting student comprehension.

Flashcard learning media is a practical tool that can be employed in the vocabulary learning process, particularly in English language acquisition. The colorful images presented on flashcards can attract students' attention and stimulate their brain to remember the information for a longer duration (Maryanto and Wulanata, 2018). Flashcards are small cards that contain pictures, text, or symbols, which can be used to remind or direct students on topics related to the image (Arsyad in Wati et al, 2020). Flashcards are an example of a visual medium designed in the form of cards that contain images

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and writing correlated to the material under study. Through the use of such media, students can improve their ability to grasp, comprehend, and remember English vocabulary.

Based on the aforementioned observations and given the background, the researchers are interested in undertaking a study aimed at enhancing the English vocabulary proficiency of students at SMP Negeri 1 Hiliduho through the use of flashcard media. The presence of this learning media is anticipated to enhance students' mastery of English vocabulary, allowing them to attain good academic results and providing convenience to teachers in their efforts to teach English vocabulary material, resulting in a more engaging learning experience. The study conducted by the researchers is entitled: **"Analysis of Students' English Vocabulary Mastery Through Flashcard Media at the Seventh Grade of SMP Negeri 1 Hiliduho."**

1.2 Focus of the Research

The study conducted by the researchers focuses on describing the English vocabulary proficiency level of seventh-grade students at SMP Negeri 1 Hiliduho using flashcard media and identifying the factors influencing English vocabulary mastery achieved through flashcard media.

1.3 Formulation of the Problem

Based on the research focus, the research questions were formulated as follows:

1.3.1   How did students master vocabulary through flashcard media?

1.3.2   Why did flashcard media increase students vocabulary mastery?

1.4 Objective of the Research

The objectives of the research were twofold: to describe the efficacy of flashcard media in enhancing students' vocabulary skills among seventh-grade students at SMP Negeri 1 Hiliduho and to describe the reasons behind the effectiveness of flashcard media in improving students' vocabulary proficiency.

1.5 Significance of the Research

1.5.1 Theoretically

This research will serve as a guide for the future generation who wishes to explore the use of flashcard vocabulary media in increasing students' interest in learning English.

1.5.2 Practically

The researcher conducted this research in order to make the following contributions:

a. For researcher, this study can be a guide to improve students' vocabulary mastery, which can benefit their future students when they become teachers.

b. For teachers, this research can serve as a guideline for teachers to effectively teach English vocabulary.

c. For students, this research can serve as a reminder and help increase the English vocabulary of students.

d. For future researchers, this study can serve as a useful reference in conducting further research on students' vocabulary mastery, specifically with the use of flashcard media.

CHAPTER II
LITERATURE REVIEW

1.1 Theoretical Framework

1.1.1 Vocabulary

1. Understanding English Vocabulary

   Learning vocabulary is an essential aspect of acquiring any language and usually serves as a fundamental starting point to master a language. It is widely regarded as the foundation of both written and spoken language. In school settings, English is among the core subjects and is taught as a compulsory subject alongside other essential subjects. However, despite being such a fundamental subject, students often perceive learning English as challenging. According to Hornby (Agustin, 2019), vocabulary refers to the set of words that constitute a language and is a crucial component of language acquisition. Additionally, vocabulary is the range of words known by individuals (Linse in Warda et al, 2023). Consequently, inadequate vocabulary can result in challenges during language learning.

   In conclusion, vocabulary is an essential aspect of language acquisition, as it comprises all the words utilized in a particular language. Comprehension and mastery of vocabulary are crucial to effective communication and a successful learning experience. Without adequate vocabulary proficiency, it becomes difficult to convey ideas or understand spoken or written language.

2. Types of English Vocabulary

   According to Thornburry in (Anggraeni. 2020), there were several types of vocabulary that were as follows:

   a. Noun

      Multiple definitions of a noun exist; according to Frank, nouns are one of the most critical components of language. Sjah and Enong, on the other hand, have asserted that a noun is a linguistic unit that designates people, places, plants, objects, animals, qualities, and abstract concepts like hospitals, flowers, rings, and paint. Based on this definition, it can be concluded that nouns are an essential component

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of language, used to name people, places, objects, animals, qualities, and abstract concepts, among other things.

b. Verb

According to Frank, verbs are a crucial language component that describes an action or event, shows a state of being, and plays an essential role in language. Frank further stressed that verbs are the most complex part of the language, as there are rules that vary from nouns in determining different types of sentences such as statements, questions, commands, and exclamations. Verbs have grammatical features that are tailored to the subject and number, and these features vary depending on the subject. On the other hand, Sjah and Enong contended that verbs were words that showed the size or condition of something, such as eat, walk, sleep, and so on. Hence, it can be deduced that verbs are the most critical part of a sentence and the most intricate word in language. They demonstrate the size and condition of something and have grammatical attributes tailored to the subject and number.

c. Adverb

Experts provided different definitions for the term "adverb." Frank characterized adverbs as words that modify or describe verbs, adjectives, and other adverbs. In contrast, Sjah and Enong interpreted adverbs as words that explain how, where, and when something occurs. This implies that adverbs are affiliated with the process, time, and location in which things take place. For instance, adverbs such as now, last year, tomorrow, and maybe. Therefore, it can be concluded from the above statements that an adverb is a term that alters verbs, adjectives, and other adverbs while clarifying how, when, and where something happened.

d. Pronouns

Pronouns represent a small group of words with very high frequency. While some types of pronouns replace a noun, not all of them conform to this definition. Pronouns that substitute a noun may refer to a more substantial part of the discourse that preceded it, not only to the noun itself. Others that are not substitutes may have an indefinite number of references or express an indefinite amount.

e. Preposition

Prepositions are a constituent of grammar. Nonetheless, prepositions and conjunctions are distinctive compared to other language parts because each consists of a small group of words that do not have a typical ending. Additionally, they signify a syntactic structure that functions as one of the other language parts. The meaning and functionality of prepositions vary based on their

semantics, such as time and location. Consequently, the structure is entirely meaningful, already established by the subject-verb-verb-complement relationship.

f. Conjunctions

In grammar, structure units that are grammatically identical are connected by harmonized conjunctions, implying that two separate elements can form a more extensive and cohesive single unit. However, the term "compound" can present some difficulty as it applies not only to distinct grammatical structures that are linked with a conjunction (for instance, "male and female") but also refers to groups of words that are combined into a single vocabulary unit. Furthermore, the term "compound" can also encompass other linguistic structures such as phrasal prepositions, phrasal conjunctions, or verb phrases.

g. Determiners

The two words "the" and "a" can be used with singular or plural nouns, with "a" being primarily used for singular countable nouns. Before the word that they modify, each article undergoes a vowel sound change. As a determiner, the primary structural function of both words is to come before the noun. The articles point out a specific person or thing by name, for example in the sentence "The student sitting next to you," or suggest an unspecified person or thing, as in "A student sitting in the front now."

The above statements suggest that each type of vocabulary has distinct usage and importance in comprehending and utilizing English efficiently. A comprehensive understanding of these various vocabulary types assists individuals in mastering English, which ultimately leads to better and more fluent communication.

3. Function of English Vocabulary

Vocabulary plays a significant role in constructing and enhancing linguistic knowledge. Based on Nation's (2021) theory, vocabulary is a crucial component in second language acquisition that establishes the foundation for essential skills such as reading comprehension, listening proficiency, and oral expression. Nation's theory emphasizes the importance of acquiring a diverse and comprehensive vocabulary while utilizing integrated and purposeful learning strategies to enhance vocabulary. Consequently, vocabulary is a crucial aspect of English

language education that enables students to understand and communicate in English more effectively.

4. English Vocabulary Mastery

The mastery of vocabulary refers to an individual's ability to accurately identify, comprehend, and use words within a language context. However, vocabulary acquisition is a complex skill that requires students to progress through distinct stages to develop adequately. The emphasis on mastering vocabulary, as a means of enhancing and advancing linguistic proficiency, encourages a more deliberate and intentional approach to language learning. This focus on vocabulary mastery ultimately leads to more effective language acquisition.

Vocabulary mastery is one of the crucial determinants of mastering English as a foreign language, as it indicates students' proficiency in comprehending and effectively using words and their meanings. According to Agustin's (2019) theory, as students attain and demonstrate greater mastery over vocabulary, their overall language skills improve correspondingly. In contrast, students with limited vocabulary tend to face challenges in achieving full mastery of English. Hence, vocabulary acquisition is a fundamental aspect of building strong language skills and overall competence in English as a foreign language.

So, Vocabulary mastery refers to an individual's ability to use words accurately and appropriately, both in oral and written contexts. It is a crucial skill that enables individuals to effectively express their thoughts and feelings in various language activities, such as writing, speaking, and listening. Therefore, vocabulary mastery is a vital component of effective communication and overall language proficiency.

5. English Vocabulary mastering techniques

Vocabulary mastery is a crucial aspect of learning English as a foreign language and enables individuals to better understand and express ideas. According to an article by Alexa (2024), there are several effective techniques for mastering English vocabulary.

a. Reading regularly

A recommended technique for enhancing English vocabulary is to read various types of materials, such as books, articles, blogs, and magazines. When encountering unfamiliar words, it is beneficial to record them and search for their meanings to gain a better understanding of the context in which they are employed.

b. Using language learning apps

The advancement of technology has made learning easier, and there are several apps designed to improve vocabulary. For instance, apps like Duolingo, Memrise, and Anki provide interactive exercises that assist learners in remembering new words and ultimately improving vocabulary skills.

c. Joining an English course

Structured English courses such as englishacademy.ac.id offer a systematic and organized approach to mastering English skills, including vocabulary acquisition. Such courses provide learners with guidance and direction regarding vocabulary learning, enabling them to learn and progress in a more effective and comprehensive manner.

d. Making a daily vocabulary list

Developing a habit of noting down and memorizing a few new words daily can significantly improve vocabulary skills. You can use index cards or a note-taking app on your phone to keep track of new vocabulary words. Furthermore, it is essential not to merely memorize the meaning of a word, but also to understand how to use it in context. For instance, memorizing example sentences that use the word can assist in grasping its full meaning and using it appropriately.

e. Practicing with friends or tutors

Having conversations with fluent English speakers, such as friends or tutors, can also help individuals develop their vocabulary skills. Engaging in conversations and exchanging new words can provide opportunities to use new vocabulary in everyday contexts. In conclusion, mastering English vocabulary requires a customized and

diverse approach that is tailored to each individual's learning style and needs for optimal results.

6. Assessment of English vocabulary mastery

Brewster in (Nurhalimah, 2020) postulated that English vocabulary mastery comprises form, pronunciation, word meaning, and usage. The emphasized aspects of assessing vocabulary mastery include the following:

a. The concept of form refers to both listening and repeating auditory information, identifying phonological details, recognizing vowel and consonant sounds, counting syllables, and noting stress patterns. Additionally, form requires visual observation of the written representation of language, including the first and last letters, spelling patterns, grammatical information, and organizing related vocabulary.

b. Pronunciation focuses on the ability to articulate or enunciate words accurately and precisely. Vocabulary mastery is deemed excellent when an individual can pronounce words correctly.

c. Word meaning is concerned with the definition and interpretation of vocabulary and its relationships to other concepts. The ability to comprehend the meaning of vocabulary words is one of the pivotal factors in determining one's vocabulary mastery.

d. Usage pertains to the appropriate and accurate implementation of related vocabulary in varying contexts. Usage is a critical element of vocabulary mastery, as it complements the previous indicators. An individual's mastery of vocabulary remains incomplete if they can competently enunciate and comprehend vocabulary but are unable to apply it correctly. Therefore, usage is a vital supplementary indicator of vocabulary mastery.

Based on the preceding elucidation, English vocabulary mastery encompasses form, pronunciation, word meaning, and usage that involves reading and writing vocabulary, pronouncing vocabulary, interpreting vocabulary, and using vocabulary.

1.1.2 Media

1. Understanding of Media

   Pradini's article (2019) defines media as a channel that enables the transmission of messages from senders to receivers. In the context of learning, media refers to any material or tool that helps engage students' attention, interest, thoughts, and feelings during the learning process. Consequently, it can be deduced that learning media serves as an essential tool or aid in teaching, facilitating the learning process and making it more engaging and effective.

   During learning interactions, teachers convey teaching messages to students through various learning materials. Learning media refers to graphic, photographic, or electronic tools that capture, process, and restructure visual or verbal information and function to illustrate the conveyed message, ultimately enhancing the learners' achievement of learning objectives. According to Arsyad (in Novitasari et al., 2023), learning media serves as a tool to bridge the learning process. With the aid of learning media, students can master the material beyond traditional methods and appreciate the diversity of media used, leading to increased student engagement and interest in learning. Learning media is considered a vital tool, which aids teachers in delivering teaching materials while promoting student creativity and motivation to learn, as stated by Santika (in Wayan et al., 2023). Furthermore, the assistance of media stimulates students' writing, speaking, and imagination, ultimately leading to more effective learning outcomes.

   Thus, through learning media, the teaching and learning process can be made more effective and efficient, establishing a good relationship between teachers and students.

2. Flashcard media

   Flashcards are an educational media format that consists of cards containing both images and words, with the card size tailored to meet students' needs. According to Hotimah (in Sulaiman et al., 2021), flashcards are a useful tool for enhancing various aspects of learning, such

as memory development, independent learning, and vocabulary expansion. These learning aids typically measure 25 x 30 cm and feature either a word or image on one side and an image caption on the other. Photos are commonly used to depict the images on flashcards, mainly because they are easy to attach to the flashcard sheet. Therefore, flashcards can be classified as media presented in the form of cards that incorporate visual aids in the learning process, cultivating students' memory and vocabulary development.

Arsana and Maharani's (2021) study implemented flashcards as a gaming tool, utilizing picture cards to enhance student reading skills while enabling them to recount stories based on the image depicted on the flashcard. The use of gaming techniques helps students internalize new vocabulary and receive a more engaging and interactive learning experience. In their study, the researchers employed flashcards featuring images related to culinary materials, incorporating visual aids to facilitate student learning.

Picture 1.2.

3. How to make flashcard media

Hamidy and Rasyid (2018) presented a step-by-step approach for creating flashcard media, which includes the following steps:
a. Prepare a thick paper or cardboard as the base material for the image.
b. Use a pencil and ruler to measure and mark the paper to a size of 25 x 30 cm.
c. Cut the paper based on the marks and attach the image to the front of the card.

d. Add relevant texts or messages on the back of the card that correspond to the object or image featured on the front.

By following these steps, individuals can create their flashcard media easily and utilize them in a range of learning activities to assist students in developing their vocabulary and memory skills.

4. Steps for implementing flashcard media

The Mutiara dkk journal (2024) recommends the following steps for utilizing flashcard media:

a. Hold the cards at chest level, facing the students.
b. Draw the cards one by one after the teacher has finished explaining.
c. Distribute the explained cards to students who sit near the teacher. Ask them to look at the cards and then pass them on to the other students until everyone can see them.
d. In a gaming scenario, randomly place the flashcards in a box and do not need to arrange them. Prepare students who will compete, for example, three people standing in a row. The teacher may then issue a command, such as finding the name of a horse. The student needs to run to the box to pick up a card illustrating a horse along with the word "horse" written on it. These steps outline ways one can use flashcards as an engagement tool to enhance student interaction and foster creative thinking.

5. Advantages of Media Flashcards

Burgess (2021) claims that flashcards are an effective tool for improving vocabulary acquisition because they require students to actively associate words with corresponding definitions or pictures, reinforcing recall through a structured repetition process. Moreover, flashcard media is categorized as a visual media format that utilizes images to support or convey information. According to Susilana et al. (in Sulaiman et al., 2021), flashcard media offers several advantages, including:

a. Portability. Flashcards are small and easy to carry around, making them highly convenient for learners. Students can store them in their bags or pockets and bring them anywhere, inside or outside the classroom. Consequently, they can be used for learning and practice sessions, making it easier for students to incorporate language learning into their daily routines and ultimately facilitate the learning process.

b. Practicality, flashcards are a practical tool that can be easily created and used. They do not require any special skills or electricity for

teachers to utilize them. All they need to do is organize a sequence of images according to their specific needs.

c. The use of text and images together enhances memorability and aids in comprehending concepts with ease. Images serve as helpful visual aids in recognizing the names of objects, while text helps in discovering the name of an object or concept.

d. Flashcard media enhances engagement by gamifying the learning process. Students can randomly search for objects or specific names, compete against each other to identify cards faster, and thereby facilitate faster learning.

According to Clark and Mayer (2023), the use of flashcards promotes active student engagement. By creating, using, and evaluating flashcards, students interact directly with the learning material, which enhances their comprehension and vocabulary acquisition skills. Therefore, the use of flashcard media is a proven effective and efficient method to improve students' mastery of English vocabulary.

6. Disadvantages of Flashcard Media

Despite their advantages, flashcards have some drawbacks. Asnawir et al. (cited in Arsana et al., 2021) note that the size of flashcards is typically not large enough, and as a result, students sitting at the back of the classroom may struggle to clearly see the flashcards if teachers display them in front of the classroom. Consequently, this may impede some students' understanding of the material or explanations provided by teachers, leading to inadequate academic performance.

7. The Relationship between Flashcards Media and English Vocabulary

Flashcards are educational aids consisting of cards containing images and words, with flexible sizes to meet the intended target audience. According to Hotimah (cited in Sulaiman et al., 2021), flashcards are a comprehensive tool that encourages various aspects of development, such as memory development, increasing independence, and expanding vocabulary, thus improving vocabulary retention. What makes flashcards unique is their ability to combine students' interest and enjoyment in

learning, as these cards can be presented in the form of a fun game that students look forward to.

Thus, flashcards serve as a viable option for improving students' vocabulary skills, particularly their listening and speaking abilities. The use of flashcard media is crucial in enabling students to master English vocabulary, as it aids in retaining, comprehending and using vocabulary effectively in appropriate contexts.

1.1.3 Culinary and Me Material

1. Definition of Culinary and Me

   Culinary refers to anything related to the art and science of cooking and food preparation associated with the kitchen. It involves mastering various skills and techniques to prepare, cook and present food artistically. This term encompasses various fields, ranging from food preparation and cooking to the study and creation of unique recipes. Culinary arts have their basis in understanding ingredients, applying techniques appropriately, and achieving the desired aesthetic presentation of dishes.

2. Source

   The 7th grade English textbook for the year 2023, published by the Ministry of Education, Culture, Research, and Technology (Kemdikbud Ristek) is used in the implementation of the Merdeka Curriculum. The textbook consists of two types of books: student books and teacher books.

   The student book comprises of five chapters, and for the researcher's study, a specific chapter from the book titled "Culinary and Me" was selected. The focus of this chapter is "My Favorite Food," which includes meals, drinks, snacks, texture, and taste. The researcher utilized this chapter to evaluate students' vocabulary mastery using flashcard media.

3. Material "My Favorite Food"

Unit 1. My Favorite Food

Picture 2.1 Monita's favorite food

Section 1 – Say What You Know

a. Are you familiar with these kinds of food and drinks? Tick the kinds of food and drinks that you have ever eaten and drunk. See the Wordbox.

Water   Rica-rica Chicken   Boba Milk Tea   Chocolate Cake

Orange Juice   Fried Fish   Cassava Chips   Ice Tea

Pudding — Fried Rice — Toast — Tempe Bacem

Worksheet 2.1

b. Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories. See the Wordbox.

Main meal	
Snack	
Drink	

Worksheet 2.2

c. What are your favorite food and drink? Write your answers in Worksheet 2.3.
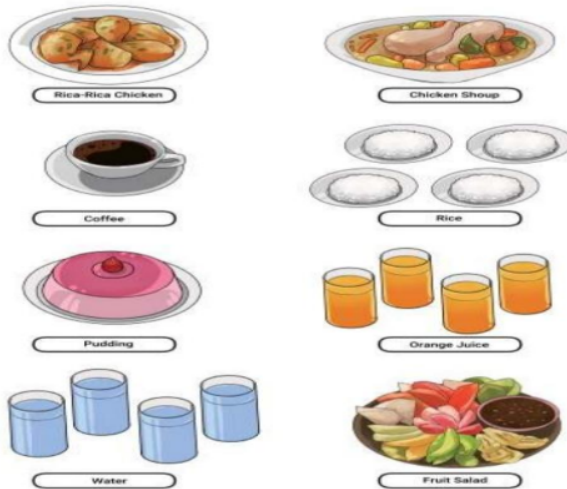
Main meal	
Snack	
Drink	

Worksheet 2.3

Did You Know?
Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/

b. Listen again to Audio 2.2. Identify food and drinks that are not on Monita's dining table. Circle the words on Worksheet 2.5.

Rica-Rica Chicken — Chicken Shoup — Coffee — Rice — Pudding — Orange Juice — Water — Fruit Salad

Worksheet 2.5

d. Draw a line from each taste to the food.

Rica-rica chicken

Rice

Fruit Salad

Puding

Orange Juice

Sweet

Sour

Spicy

Plain

Savory

Worksheet 2.6

Section 4 – Speaking

a. Here are some kinds of food with their textures and tastes. Listen to Audio 2.4 and repeat the sentences. See the Wordbox.

It's rica-rica chicken.
It's spicy and greasy.

It's iced-sweet tea.
It's cold and sweet.

It's coffee without sugar. It's bitter.

It's rice. It's plain and sticky.

It's dried fish.
It's crunchy and salty.

Picture 2.2 Kinds of Food

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b. Think of at least two kinds of food and two kinds of drinks that have the following textures and tastes.

Texture

sticky
crunchy
crispy

greasy
salty
savory

Taste

spicy
salty
sweet
plain

sour
bitter
cold

c. Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.

1. It's tea with sugar. It's sweet.
2. _____
3. _____
4. _____
5. _____

Worksheet 2.7

Section 7 – Speaking

a. Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

Worksheet 2.10

b. Share your findings with your friends.

1. My father likes _____
2. My mother likes _____
3. My sister doesn't like _____
4. My sister likes _____
5. _____

Worksheet 2.11

English Vocabulary:

➕ **Meal food, drink, and snack:**

Rice : /raɪs/ = Nasi

Fried rice : /fraɪd raɪs/ = Nasi goreng

Chicken shoup : /ˈʧɪkɪn suːp/ = Sup ayam

Fried fish : /fraɪd fɪʃ/ = Ikan goreng

Dried fish : /draɪd fɪʃ/ = Ikan kering

Fruit salad : /fruːt ˈsæləd/ = Salad buah

Vegetables : /ˈvɛʤtəblz/ = Sayuran

Pudding : /ˈpʊdɪŋ/ = Puding

Toast : /toʊst/ = Roti panggang

Chocolate cake : /ˈʧɑːklət keɪk/ = Kue coklat

Banana fritters : /bəˈnænə ˈfrɪtərz/ = Pisang goreng

Donuts : /ˈdoʊnəts/ = Donat

Cassava chips : /kəˈsɑːvə ʧɪps/ = Keripik singkong

Water : /ˈwɔːtər/ = Air

Boba milk tea : /ˈboʊbə mɪlk tiː/ = Teh susu boba

Orange juice : /ˈɔːrɪnʤ ʤuːs/ = Jus jeruk

Ice tea : /aɪs tiː/ = Es teh

Coffee : /ˈkɔːfi/ = Kopi

Sweat tea : /swiːt tiː/ = Teh manis

Milk : /mɪlk/ = Susu

➕ **Texture**

Sticky : /ˈstɪki/ = Lengket

Crunchy : /ˈkrʌnʧi/ = Renyah

Crispy : /ˈkrɪspi/ = Krispi

Greasy : /ˈgriːsi/ = Berminyak

Salty : /ˈsɔːlti/ = Asin

Savory : /ˈseɪvəri/ = Gurih

➕ **Taste**

Spicy : /ˈspaɪsi/ = Pedas

Salty : /ˈsɔːlti/ = Asin

Sweet : /swiːt/ = Manis

Plain : /pleɪn/ = Biasa saja

Sour : /ˈsaʊər/ = Asam

Bitter : /ˈbɪtər/ = Pahit

Cold : /koʊld/ = Dingin

The "Culinary and Me" chapter that the researcher used focused on "My Favorite Food," and this is where flashcards were utilized. Flashcards can aid students in learning and comprehending essential food-related terms. The use of flashcards helps students to better understand different

food ingredients, drinks, snacks, textures, and flavors, thereby expanding their vocabulary. This knowledge can then be applied practically in a culinary context, enabling students to gain a deeper understanding and application of the vocabulary they have acquired.
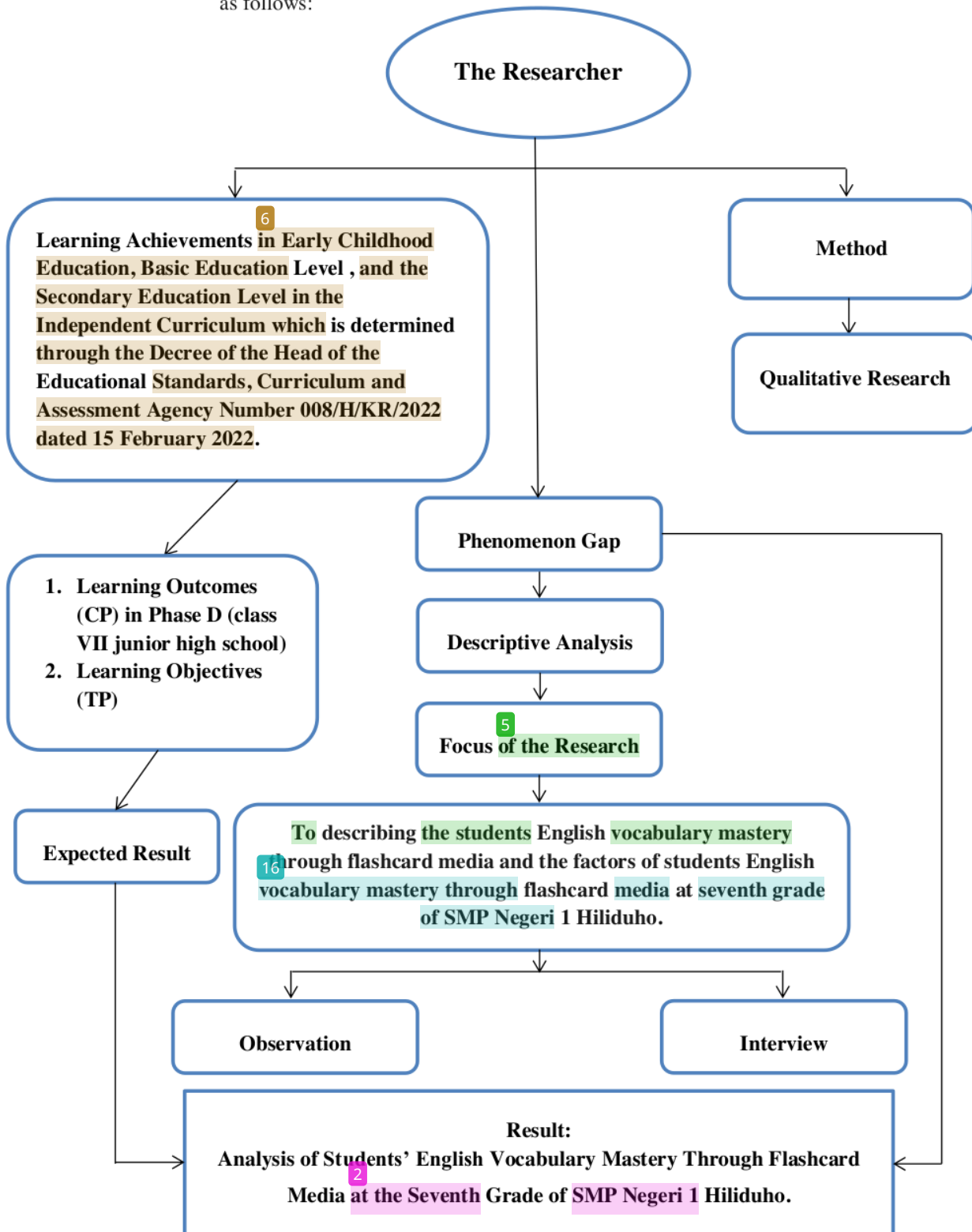
1.2 Conceptual Framework

The conceptual framework of this study aimed to provide a clear direction for conducting research while also offering guidelines for a systematic analysis of data. The researcher selected SMP Negeri 1 Hiliduho, along with one English teacher and 7th-grade students, as research informants.

The motivation for this research arose from the observed gap between the expected and actual level of performance in teaching and learning. Based on Law No. 14 of 2005, professional educators are responsible for a range of duties, including educating, teaching, guiding, directing, training, assessing, and evaluating students. As such, they are expected to be proficient in their knowledge of material and able to explain it clearly, comprehensively and effectively. In addition, teachers are also expected to be innovative in their teaching methodologies and incorporate innovative learning media to enhance students' vocabulary mastery. It is this gap that led to the researcher's investigation of this issue. As a result, the researcher conducted qualitative research to explore the use of flashcard media in improving vocabulary mastery among seventh grade students at SMP Negeri 1 Hiliduho, including the factors influencing this approach to learning.

In order to collect data, the researcher utilized two instruments - observation and structured interviews to obtain information about students' vocabulary mastery using flashcard media. Once data had been collected, the researcher analyzed and reported the results accordingly, in accordance with the actual situation in the field, based on existing data and without making any changes to the results.

Furthermore, the conceptual framework regarding the **"Analysis of Students' English Vocabulary Mastery Through Flashcard Media at the**

Seventh Grade of SMP Negeri 1 Hiliduho" was described in the schematic as follows:

The Researcher

Learning Achievements in Early Childhood Education, Basic Education Level , and the Secondary Education Level in the Independent Curriculum which is determined through the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency Number 008/H/KR/2022 dated 15 February 2022.

Method

Qualitative Research

1. Learning Outcomes (CP) in Phase D (class VII junior high school)
2. Learning Objectives (TP)

Phenomenon Gap

Descriptive Analysis

Focus of the Research

Expected Result

To describing the students English vocabulary mastery through flashcard media and the factors of students English vocabulary mastery through flashcard media at seventh grade of SMP Negeri 1 Hiliduho.

Observation

Interview

Result:
Analysis of Students' English Vocabulary Mastery Through Flashcard Media at the Seventh Grade of SMP Negeri 1 Hiliduho.

CHAPTER III
RESEARCH METHOD

3.1 Approach/ Type of the Research

The present study adopted a descriptive qualitative research design. According to Creswell (as cited in Murdiyanto, 2020), qualitative research involves investigating a social phenomenon or human problems through a detailed and in-depth exploration of various perspectives and experiences. This method was chosen because the aim of the study was to describe the English vocabulary mastery of seventh grade students using flashcard media, as well as the factors that influence their vocabulary mastery using this approach, at SMP Negeri 1 Hiliduho.

3.2 Variables of the Research

According to Silaen as cited in Aditia (2019), research variables are concepts that possess different or variable values. These variables, such as properties, characteristics, or phenomena, can be observed or measured and can be changed, thereby affecting outcomes of research events. Variables are used by researchers to gain a better understanding of a problem. In the present study, flashcard media was the independent variable whereas vocabulary mastery was the dependent variable.

3.3 Setting and Schedule of the Research

This research was conducted at SMP Negeri 1 Hiliduho. This school is located in Hiliduho, Jl. Tanoseo Km. 16, Fadoro Lauru, Kec. Hiliduho, Kab. Nias Prov. North Sumatera. at seventh grade. This research has been conducted from July 18th 2024 until August 14th 2024.

3.4 Source of Data

This research data has be obtained from the results of observation and interview conducted by researcher.

3.5 Instrument of the Research

According to Purwanto (2018), research instruments serve as tools utilized to gather data during research and are created in line with the purpose of the measurement and the fundamental theory. On the other hand, as per Gulo (cited in Alhamid, 2019), a research instrument refers to a written guideline for interviews or observations or a set of prepared questions meant to obtain information. In the current research, the researcher utilized observation and interview sheets to collect data.

1. Observation Sheet

The creation of an observation sheet as a data collection tool was deemed necessary to collect data from the studied variables. This tool was designed to use observation as a systematic and structured data collection technique for the research conducted. Hence, the observation sheet was specifically created by the researcher in the following way.

Table 1. The example of observation sheet

Name of the teacher :
Name of school :
Class :
Day/date/year :

NO.	STUDENTS' NAME	STEPS FOR IMPLEMENTING FLASHCARD MEDIA				STUDENTS' RESPONSES
		S1	S2	S3	S4	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Explanation :
      S1   : Steps 1
      S2   : Steps 2
      S3   : Steps 3
      S4   : Steps 4

2. Interview sheet

Interview sheet was a type of interview that contained several questions that had been prepared in advance by the researcher. These interview were usually referred to as semi-structured interviews.

Table 2. Example of Interview for students sheet

Nama   :
Hari/Tanggal :
Sekolah   :
Kelas   :

NO	PERTANYAAN	RESPON SISWA
1.	Apa yang digunakan Guru dalam mengajar kosakata?	
2.	Apakah anda tertarik menggunakan media flashcard? Mengapa?	
3.	Apa keuntungan Anda menggunakan media flashcard?	
4.	Apakah kosakata Anda bertambah	

dengan menggunakan media flashcard?

5. Apakah Anda merasa lebih
   mudah mengingat kosakata
   setelah menggunakan
   media flashcard? Mengapa?

Table 3. Example of teacher interview sheet

Nama Guru   :

Hari/Tanggal   :

Lokasi   :

NO	PERTANYAAN	RESPON GURU
1.	Bagaimana rencana Anda untuk menggunakan media Flashcard dalam mengajarkan kosakata kepada siswa?	
2.	Apakah Anda tertarik menggunakan media flashcard?	
3.	Menurut Anda, apakah media flashcard membantu siswa dalam penguasaan kosakata? Mengapa?	
4.	Bagaimana respon siswa ketika Anda mengajar mereka dengan menggunakan media flashcard dalam penguasaan kosakata?	
5.	Apa tantangan utama yang Anda hadapi saat menggunakan media flashcard dalam mengajarkan kosakata?	
6.	Bagaimana Anda mengatasi tantangan tersebut?	
7.	Bagaimana Anda mengukur keberhasilan penguasaan kosakata	

siswa dalam menggunakan media
flashcard?

3.6 Data collecting technique

To achieve the research objectives, the researcher collect the data through two techniques, namely: observation and interview.

1. Observation

For this research, the researcher performed observation for three meetings using English vocabulary tests related to culinary materials. Direct observation was utilized by providing the observation sheet to the teacher. Prior to conducting the research at SMP Negeri 1 Hiliduho, the researcher sought permission from the Principal and subsequently met with the seventh grade English teacher to explain the research objectives. During the learning process, the researcher marked the criteria on the observation sheet while observing the English teacher.

2. Interview

In this research, a structured interview was used by the researcher. The researcher began by preparing several questions and subsequently conducted interviews with teachers and students as the respondents. Questions were directed towards one teacher and eight students. Answers provided by the teachers and students were noted by the researcher. To aid in documentation, the researcher brought along interview instruments such as an interview guideline sheet and a camera.

3.7 Data analysis technique

The process of analyzing data involves the collection and compilation of data gathered from data collection processes to achieve a simplified understanding. In the present study, data analysis techniques were utilized by the researchers in line with Miles and Huberman's model (cited in Santy, 2021). According to the Miles and Huberman model, data analysis activities include data reduction, data display, and drawing conclusions.
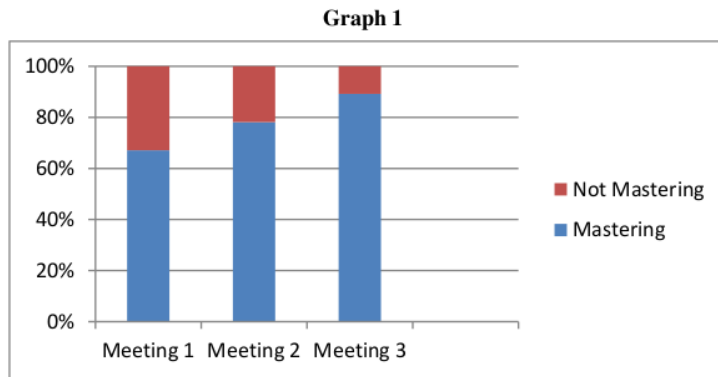
1. Data Reduction

In this research, the researcher performed data reduction, which involves selecting, focusing, simplifying, and abstracting all forms of information that support research data. Through data gathered in the field, the researcher observed that some students had an easier time mastering vocabulary with flashcard media while others encountered difficulties. Based on this observation, the researcher intended to analyze and follow up on the students' vocabulary mastery using flashcard media.

2. Data Display

In this research, researcher displayed field observation data using the following graph.

Graph 1

Based on the graph above, the results of observations conducted by the researcher during the first meeting, the average vocabulary mastery score of students in class VII SMP Negeri 1 Hiliduho was 64, which fell under the "sufficient" category. In the second meeting, a remarkable increase was noted, with an average score of 77.6, and the category was elevated to "good." This indicates that there is a meaningful improvement in students' vocabulary mastering abilities through flashcard media. In the third meeting, there was a further increase, with an average score of 90, indicating an excellent mastery of vocabulary using flashcards media. Therefore, based on the observations made by the researcher in the field, the students' vocabulary mastery in class VII SMP Negeri 1 Hiliduho substantially improved in each meeting conducted.

3. Drawing conclusions

The final phase of this research involved interpreting the displayed data to understand the findings gathered from the field. At this stage, the researcher drew concluding remarks based on the study's hypothesis. The results of the observation sheets conducted by the researcher during meetings 1 to 3, indicated an increase in students' vocabulary mastery through flashcard media in class VII of SMP Negeri 1 Hiliduho. The improvements in student performance were significant, as evidenced by the results obtained from each meeting.

CHAPTER IV
RESULT AND DISCUSSION

This research was conducted at SMP Negeri 1 Hiliduho, which is located at Jl. Tanoseo No.Km. 16, Fadoro Lauru, Kec. Hiliduho, Kabupaten Nias, Sumatera Utara. at seventh grade.

Based on the research focus on describing the students English vocabulary mastery through flashcard media at seventh grade of SMP Negeri 1 Hiliduho and the factors of students English vocabulary mastery through flashcard media at seventh grade of SMP Negeri 1 Hiliduho. From July 18th, 2024 to August 3rd, 2024, the researcher made classroom observation together with the English teacher. After the observation, the researcher conducted an interview with the English teacher from August 5th, 2024 to August 8th, 2024. After that, the researcher conducted data collection by analyzing the data based on the results of interview and field notes during observation.

To ensure better understanding, the researcher decided to study Ms. Darman Santi Telaumbanua, S.Pd as an English teacher of the seventh grade class.

4.1.1 The Result of Students' Vocabulary Test

TABLE 4.1
THE RECAPITULATION OF THE STUDENTS' VOCABULARY
MASTERY THROUGH FLASHCARDS MEDIA

NO	STUDENTS' NAME	SCORE		
		M1	M2	M3
1	Andri Putra Gulo	60	70	90
2	Anggi Try Marchela Mendrofa	70	80	100
3	Ayu Ramadani Laoli	50	60	80
4	Celsi Olivia Mendrofa	80	90	100
5	Cendekia Mendrofa	60	80	90
6	Desman Anugrah Mendrofa	70	80	90

		M1	M2	M3
7	Desman Peringatan Mendrofa	50	60	80
8	Desta Putri Laoli	60	80	80
9	Febri Ani Gulo	70	80	90
10	Hosea Fernandes Mendrofa	80	90	100
11	Ikardin Mendrofa	60	70	80
12	Jeksen Farilman Mendrofa	60	80	100
13	Jerni Wati Mendrofa	70	80	90
14	Lores Syah Putri Mendrofa	50	70	80
15	Nesha Marsani Mendrofa	80	90	100
16	Nidar Wati Mendrofa	70	80	90
17	Nur Jelita Mendrofa	60	70	80
18	Okwin Calisha Hulu	50	70	90
19	Ronaldo Krisman Batee	60	80	90
20	Saver Kristiaman Mendrofa	70	90	100
21	Septri Nando Mendrofa	60	80	90
22	Septi Syela Hulu	50	60	80
23	Timos Vloriaman Mendrofa	80	90	100
24	Torres Kristian Laoli	60	80	90
25	Wings Herlina Mendrofa	70	80	90
	Total	1.600	1.940	2.250
	Average	64	77,6	90

Explanation:

M1 = Meeting 1

M2 = Meeting 2

M3 = Meeting 3

$$Average = \frac{\text{Total Data Value}}{\text{Amount of Data}}$$

CATEGORIES OF STUDENTS' VOCABULARY MASTERY
MEETING 1

No	Initial Name	Score	Categories
1	4	80	Good
2	7	70	Enough
3	9	60	Enough
4	5	50	Poor
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the first meeting shows none of the students scored in the "very good" category for vocabulary mastery through flashcard media. However, four students scored in the "good" category with a score of 80, while sixteen students scored in the "enough" category, where seven students scored 70 and nine students scored 60. Moreover, five students scored in the "poor" category with a score of 50. The majority of students scored in the "enough" category, indicating adequate vocabulary mastery through flashcard media. Hence, the average score for students' vocabulary mastery in seventh-grade at SMP Negeri 1 Hiliduho in the first meeting was 64, which falls under the "enough" category.

CATEGORIES OF STUDENTS' VOCABULARY MASTERY
MEETING 2

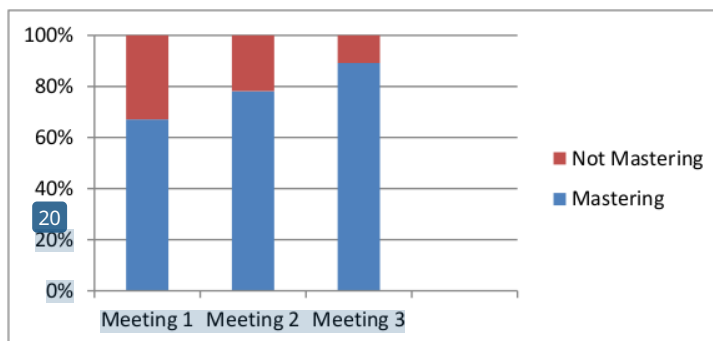| No	Initial Name	Score	Categories
1	5	90	Very Good
2	12	80	Good
3	5	70	Enough
4	3	60	Enough
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the second meeting shows that there are five students scored in the "very good" category for vocabulary mastery through flashcard media, with a score of 90. Additionally, twelve students scored in the "good" category with a score of 80, while eight students scored in the

"enough" category, with five students scoring 70 and three students scoring 60. Moreover, there were no students who scored in the "poor" and "very poor" categories, suggesting a substantial increase in students' vocabulary mastery through flashcard media. Hence, the average score for students' vocabulary proficiency in seventh grade at SMP Negeri 1 Hiliduho was calculated to be 77.6 in the second meeting, which falls under the "good" category.

CATEGORIES OF STUDENTS' VOCABULARY MASTERY
MEETING 3

No	Initial Name	Score	Categories
1	7	100	Very Good
2	11	90	Very Good
2	7	80	Good
Total	25		

Based on the table above, students' vocabulary mastery through flashcard media in the third meeting shows that there are eighteen students scored in the "very good" category for vocabulary mastery through flashcard media, where seven students scored 100 and eleven students scored 90. Additionally, seven students scored in the "good" category with a score of 80. Furthermore, no student scored in the "enough", "poor", and "very poor" categories. This indicates that the students demonstrated an exceptional vocabulary mastery using flashcard media. Consequently, the average score for students' vocabulary proficiency in seventh grade at SMP Negeri 1 Hiliduho in the third meeting was 90, which is categorized as "very good."

4.1.2 The Result of Observation Checklist

Based on the results of several observation checklists that researcher conducted with seventh grade students at SMP Negeri 1 Hiliduho, researcher display the data in the form of a graph below.

RESULT OF STUDENTS' MASTERY OF ENGLISH VOCABULARY THROUGH FLASHCARD MEDIA BASED ON OBSERVATION OF MEETING 1-3.

Graph 1

Based on the observations conducted by the researcher during meetings 1 to 3, students in class VII of SMP Negeri 1 Hiliduho portrayed a significant increase in vocabulary mastery using flashcard media. During the first meeting, the average score was 64, falling in the "sufficient" category, signifying adequate vocabulary mastery. In the second meeting, there was a noticeable increase, with an average score of 77.6, falling under the "good" category, meaning the students demonstrated reasonable mastery of vocabulary using flashcard media. In the third meeting, there was a further increase, with an average score of 90, reflecting an exceptional vocabulary mastery. These observations demonstrate that the students' vocabulary proficiency through flashcard media in class VII of SMP Negeri 1 Hiliduho increased significantly in every meeting conducted by the researcher while in the field.

4.1.3 The Results of Students' Interview

TABLE 1.
STUDENTS' INTERVIEW

NO	ADVANTAGES	INITIAL NAME	TOTAL	PERCENTAGE
1	Portability	25	25	100%
2	Practicality	22	22	88%
3	Memorability	20	20	80%
4	Engagement	10	10	40%
5	Interested	11	11	44%

6	Focused	4	4	16%
7	Comprehend	5	5	20%

Based on the presented table, the results of interviews conducted with 25 seventh-grade students at SMP Negeri 1 Hiliduho revealed that all students, ie., 100% of respondents, agreed that Flashcard media is highly portable. Concerning practicality, 22 students, accounting for 88% of respondents, believed it to be the second advantage. Moreover, 20 students with a percentage of 80% recognized the benefits of using flashcard media in improving their memorization skills. As for engagement, 10 students acknowledged flashcard media's efficacy with a percentage of 40%, whereas 11 students, accounting for 44% of respondents, displayed interest in using flashcard media. Similarly, 4 students or 16% of respondents responded positively towards flashcard media aiding in focusing skills while studying. Lastly, regarding comprehension, 5 students, making up 20% of the respondents, clung to the belief that flashcard media aids in easy understanding of vocabulary. Overall, the researcher concluded that most seventh-grade students at SMP Negeri 1 Hiliduho considered flashcard media extremely useful and easy to use for vocabulary learning.

4.1.4 The Results of Teacher Interview

TABLE 1.
TEACHER INTERVIEW

NAMA GURU	PERTANYAAN	RESPON GURU
Darman Santi Telaumbanua, SPd.	1. Bagaimana rencana Anda untuk menggunakan Media Flashcard dalam mengajarkan kosakata kepada siswa?	Saya berencana menggunakan media flashcard untuk memperkenalkan kosakata baru dengan cara yang interaktif. Setiap flashcard akan menampilkan gambar dan kata untuk membantu siswa memahami konteksnya, serta membuat permainan atau aktivitas kelompok untuk meningkatkan keterlibatan siswa.

	2. Apakah Anda tertarik menggunakan media flashcard?	Ya, saya sangat tertarik. Media flashcard mudah dibawa dan dapat digunakan di berbagai situasi, baik di kelas maupun di luar kelas.
	3. Menurut Anda, apakah media flashcard membantu siswa dalam penguasaan kosakata? Mengapa?	Menurut saya, media flashcard sangat membantu. Ini memudahkan siswa memvisualisasikan kata-kata baru dan menghubungkannya dengan gambar, yang membantu mengingat kosakata lebih lama dan meningkatkan keterlibatan siswa dalam belajar.
	4. Bagaimana respon siswa ketika Anda mengajar mereka dengan menggunakan media flashcard dalam penguasaan kosakata?	Respon siswa biasanya sangat positif. Mereka tampak lebih bersemangat dan terlibat, merasa lebih percaya diri karena dapat melihat kemajuan mereka secara langsung melalui permainan atau kuis.
	5. Apa tantangan utama yang Anda hadapi saat menggunakan media flashcard dalam mengajarkan kosakata?	Tantangan utama yang saya hadapi adalah ukuran flashcard yang sering kali tidak cukup besar, sehingga siswa di bagian belakang kesulitan melihatnya. Ini dapat mengakibatkan siswa kurang fokus dan pemahaman yang terbatas terhadap kosakata yang diajarkan.
	6. Bagaimana Anda mengatasi tantangan itu?	Untuk mengatasi tantangan ini, Saya menggunakan flashcard yang lebih besar dan memastikan ukuran font yang lebih besar. Saya juga melibatkan semua siswa dalam aktivitas interaktif, membagi flashcard kepada kelompok kecil agar setiap siswa dapat melihat dan berinteraksi langsung dengan materi.

	7. Bagaimana Anda mengukur keberhasilan penguasaan kosakata siswa dalam menggunakan media flashcard?	Keberhasilan diukur melalui penilaian informal seperti kuis dan permainan, serta penilaian formal seperti tes kosakata. Saya juga mengamati peningkatan kemampuan siswa menggunakan kosakata dalam kalimat dan konteks yang benar.

Based on the interview with teacher D.T, the use of flashcards in vocabulary teaching shows many benefits. It can increase students' interaction and engagement and help them remember vocabulary better. Although there are challenges related to the size of flashcards, teachers can overcome them by using larger sizes and engaging students in interactive activities. The success of vocabulary acquisition can be measured through various assessment methods, reflecting the effectiveness of using this media in the teaching and learning process. Overall, the use of flashcards proved to be effective and gave positive responses from the students.

4.2 DISCUSSION

4.2.1. The research finding versus to the latest related research

A recent study was conducted by Kristiawan (2018) under the title "The Use of Flash Card Media to Improve English Vocabulary Mastery Ability in Class VII Deaf Students at SLB Negeri Purworejo". Study results indicated that applying flashcards in English vocabulary learning for Class VII Deaf students in SLB Negeri Purworejo resulted in an increase in students' vocabulary learning activities. During the pre-cycle, cycle I, and cycle II observation phases, several aspects, such as student attention, concentration, involvement, activeness, and effective utilization of learning time, showed improvement. Moreover, employing flashcards in English vocabulary learning for Class VII Deaf students in SLB Negeri Purworejo was found to improve their vocabulary mastery ability. Based on the test outcomes of each cycle (pre-cycle, cycle I, and cycle II), there was a marked increase in vocabulary proficiency. At the pre-cycle testing stage, English

vocabulary mastery amounted to 55%, which was defined as low proficiency.

However, in the cycle I test, after intervention, a 13.35% boost was observed to achieve 68.35% (moderate category), while in the cycle II test, a more significant improvement of 10.45% was noted, increasing the proficiency to 78.8% (good category). Based on these results, the researcher recommended utilizing flashcard media as an alternative approach for teaching English vocabulary. The outcomes of this study could be leveraged by schools to improve English vocabulary learning.

The researcher findings reveal that the use of flashcard media for seventh-grade students at SMP Negeri 1 Hiliduho improved their English vocabulary mastery and proficiency. This was evident from the test scores garnered at each meeting (1-3), which demonstrated an increase in the performance of students. At the first meeting, the level of students' English vocabulary proficiency was recorded at 64, still categorized as "enough." However, at the second meeting, the level of proficiency increased to 77.6, experiencing a meaningful increase in mastery. Finally, at the third meeting, students demonstrated an exceptional level of English vocabulary proficiency, with a score of 90 categorized as "very good." Consequently, it can be concluded that the use of flashcard media is an effective tool for improving students' vocabulary skills and amplifying their mastery of English vocabulary at SMP Negeri 1 Hiliduho.

The second study, conducted by Hadi et al. (2021) with the title "Improve Students' English Vocabulary Skills with Flashcard Media," revealed that flashcard media was effective in enhancing students' English vocabulary proficiency. The study employed flashcards with themes of facial and body parts, various foods and drinks, and modes of transportation and found them to be effective tools for language learning. When selecting media to improve English skills, several factors such as learning objectives, learning benefits, student-level abilities, and media costs must be considered. The media used should be appropriate and useful to make the learning process interesting. Flashcards can provide an easy solution to learn

English and address students' fear and misunderstanding of the language. Findings from the collected data indicated the effectiveness of flashcard media in adding English vocabulary and improving students' speaking skills while using English words. Starting with general to specific vocabulary such as everyday verbs, food and drink vocabulary, and family vocabulary, students gradually develop and increase their understanding of English vocabulary.

The researcher findings indicate that the use of flashcards at SMP Negeri 1 Hiliduho for seventh-grade students was an effective method for improving students' vocabulary acquisition. The use of flashcards in culinary vocabulary materials demonstrated exceptional efficacy in improving students' vocabulary skills for food types. The teacher active involvement in selecting an attractive design and adapting culinary materials to suit students' abilities encouraged student interest and participation in learning. Consequently, such interventions were successful in facilitating active and effective learning among students.

The third study, conducted by Robinson and Smith (2022) with the title "Enhancing EFL Learners' Vocabulary Retention through Flashcards: A Meta-Analysis" found that the use of flashcards proved effective in improving vocabulary retention among EFL learners. Based on direct observation, the study revealed that flashcards helped students remember vocabulary for a longer period even after the learning period and had a consistent positive effect on vocabulary acquisition, leading to clear improvement in vocabulary test results. Moreover, the use of flashcards was linked to an increase in student motivation and engagement in vocabulary learning. Students using flashcards tended to be more engaged, interested, and motivated in their learning experience. These findings provide robust evidence supporting flashcards as an effective learning strategy and encourage its wider usage in vocabulary teaching.

Based on the researcher findings, it was discovered that the usage of seventh-grade flashcard media in learning English vocabulary can enhance students' vocabulary skills and enthusiasm towards English vocabulary

learning. It was noted that students are more involved and driven in vocabulary learning activities. According to direct observation made during three meetings, an increase regarding the new vocabulary related to culinary material was observed among the students. By using flashcard media, students are likely to retain vocabulary better, which was evident from an improvement in their vocabulary test results.

The fourth study, conducted by Novitasari and Ahmadi (2023) with the title " The Use of Flashcard Media to Improve English Vocabulary in Class VII A Students of MTsN 2 Malang", conducted by Novitasari and Ahmadi in 2023, the fourth study discovered that using flashcards significantly enhanced the students' vocabulary skills. The research was conducted successfully within two cycles of study. During cycle I, the average score of students was 82, with a completion rate of 76%, with 19 students achieving success. In cycle II, there was an improvement with an average score of 86, with a completion rate of 86%, with 26 students succeeding. These results showed an apparent advancement in the understanding and execution of English vocabulary by the students. Students exhibited high interest and engagement during the learning process with flashcards. They noted that the flashcards made it easier and more enjoyable to remember vocabulary.

The research findings are in line with the outcomes of a previous study (Pradana & Gerhani, 2019), which suggested that the success of learning is dependent on the teachers and students' roles. Any activities initiated by the teacher cannot be fruitful without the willingness of the students to participate, and conversely, if the teacher does not provide ample opportunities and direction to the students, the students might not demonstrate any improvement in the learning cycle. Therefore, it can be inferred that utilizing flashcard media can enhance students' retention abilities. The use of this media will enable students to become more motivated in their learning endeavors, which, in turn, will contribute to a surge in their educational activities.

The research revealed that seventh-grade students' vocabulary skills can be substantially enhanced through the use of flashcard media at SMP Negeri 1 Hiliduho. During vocabulary learning activities using flashcards, students exhibited high interest and engagement. Flashcards were observed to enhance vocabulary retention abilities in students, and students found using flashcards more enjoyable and convenient.

4.2.2 The Finding versus Theories

The research findings suggested that seventh-grade students' understanding of English vocabulary at SMP Negeri 1 Hiliduho can be significantly improved with the use of flashcard media. The recorded test results demonstrated a consistent improvement in scores across three meetings. The initial test score of 64 is in the enough category, which improved to 77.6 in the second meeting, having been categorized as good. The third meeting's score improved significantly to 90, categorized as very good. These results underscore the efficiency of flashcard media in strengthening students' vocabulary understanding with consistent usage.

These findings are consistent with the multimedia learning theory proposed by Mayer (2021), which suggests that visual media, like flashcards, improves vocabulary understanding and retention. Mayer advocates that combining images and texts helps learners to organize information efficiently and deepen cognitive processing, thereby enhancing memory retention. Additionally, the Cognitive Load Theory put forward by Sweller in 2022 also supports these findings. Sweller proposes that flashcards reduce cognitive load by streamlining information presentation and vocabulary representation, enabling students to concentrate more effectively on understanding and processing vocabulary.

Hence, the research outcomes provide evidence that aligns with the prevailing educational theory, which indicates that utilizing visual media, like flashcards, is an effective technique in boosting students' vocabulary mastery. Visual media facilitates the learning process by making it simpler for students to comprehend and recollect new words.

4.2.3 The Research Findings Implication

The research results regarding seventh-grade students' vocabulary mastery at SMP Negeri 1 Hiliduho using flashcard media had critical implications for educational practices. The observed improvement in vocabulary comprehension, with scores increasing from 64 in the first meeting (enough), 77.6 in the second (good), and eventually reaching 90 in the third meeting (very good), verified that flashcards can be a highly efficient technique for teaching vocabulary and be implemented extensively in various educational settings.

The major implication of these research findings is that the integration of flashcards into vocabulary learning techniques can significantly enhance student engagement and improve learning outcomes. Mayer (2021) suggests that visual aids, such as flashcards, bolster the learning process by reducing cognitive load and enhancing retention. This supports the idea that incorporating flashcards into the learning process can enrich students' learning experiences and contribute to improved academic performance.

Moreover, Sweller's research (2022) supports the significance of reducing cognitive load through visual media. Sweller emphasizes that flashcards help in concentrating students' attention on crucial information without causing excessive cognitive load, which allows students to absorb vocabulary knowledge more effectively.

Therefore, the practical implications of this research highlight the urgent need to implement a learning approach that optimizes the use of visual media to enhance vocabulary comprehension and to facilitate a more effective and engaging learning process for students. The integration of visual media, especially flashcards, can provide an interactive and engaging learning experience that helps to reduce cognitive load and enhance retention abilities. As such, incorporating visual aids into vocabulary learning techniques should be an essential aspect of modern education.

4.2.3   The Research Finding Limitation

While the research concerning seventh grade students' vocabulary mastery at SMP Negeri 1 Hiliduho exhibited encouraging results with the

usage of flashcard media, several limitations existed in these research findings, including the following: First, the research was restricted to a single school's seventh-grade context; therefore, the results may not be generalizable to other educational levels or schools with distinct characteristics. Second, the study had restricted duration with only three meetings, which might not be adequate to assess the long-term ramifications of utilizing flashcards on vocabulary mastery. Moreover, despite students' improved test scores, there was no comprehensive analysis of how flashcards influence students' ability to employ vocabulary in broader contexts, such as writing or speaking. Therefore, further research with a bigger sample size and an extended time-frame is necessary to gain a more precise understanding of the effectiveness of flashcard media in different learning scenarios.

CHAPTER V
CLOSING

5.1 Conclusion

Based on the research regarding seventh-grade students' vocabulary mastery at SMP Negeri 1 Hiliduho using flashcard media, the researcher concluded the following:

The improvement in students' vocabulary mastery using flashcard media was evident in the results of three meetings, with the average score increasing from 64 in the first meeting, which is categorized as enough. Then 77,6 in the second one, which is categorized as good. And eventually reaching 90 in the third meeting, which is categorized as very good. It indicates that flashcard media is highly effective in reinforcing students' vocabulary understanding. The effectiveness of flashcards was reinforced by the teacher's interview indicating that flashcards were used as an interactive and enjoyable visual aid, even though there were some challenges with the flashcard's size that could be resolved through proper solutions, such as using more prominent flashcards and group activities.

Moreover, students positively responded to using flashcards, with a sense of ease of portability, simplicity of use, and enhanced memory recall. They regarded flashcards as an attractive and interactive tool that improved motivation and engagement in vocabulary learning. Overall, the use of flashcard media yielded a significant improvement in students' vocabulary mastery, making it a practical and effective tool in teaching vocabulary.

5.2 Suggestions

Based on the above-mentioned conclusion, the following suggestions could be proposed for enhancing students' vocabulary mastery using flashcard media: First, to address the challenges related to flashcard media's size, it is advisable to use larger-sized flashcards with clear fonts to ensure excellent visibility for all students. Moreover, incorporating engaging visuals in the form of colorful images and illustrations can assist in enhancing student

engagement, improving memory recall, and facilitating vocabulary comprehension in learning.

Secondly, conducting regular evaluations and gathering feedback from both students and teachers regarding flashcard media's usage can help improve and adjust teaching methods, ensuring that flashcard media remains relevant and effective for vocabulary learning.

Lastly, further research is recommended on flashcard media's usage in different educational settings, assessing its potential additional benefits and identifying crucial improvements necessary to enhance vocabulary learning and its overall effectiveness.

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