

**THE EFFECTIVENESS OF USING FLASHCARDS IN TEACHING
VOCABULARY AT FIFTH GRADE STUDENTS OF SDN 68 MANIPI**



A THESIS

**Submitted in Partial Fulfillment of the Requirement of the Thesis English
Education Study Program**

By :

RIZKY AINUN SULFIANTI

No. Reg. 190110019

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF MUHAMMADIYAH SINJAI
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2. Sitti Aminah, S.Hum., M.Hum.

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YEAR 2024**

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Sinjai, 4th August 2024

The Researcher

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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectivness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi*, yang ditulis oleh Rizky Ainun Sulfianti Nomor Induk Mahasiswa (NIM) 190110019, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 15 Agustus 2024 M bertepatan dengan 10 Shafar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

RIZKY AINUN SULFIANTI, NIM (190110019), The Effectiveness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Ahmad Dahlan Sinjai, 2024.

Penelitian ini dilakukan di kelas V SDN 68 Manipi dengan tujuan untuk mengevaluasi efektivitas media Flashcard dalam pengajaran kosakata bahasa Inggris kepada siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode pengumpulan data berupa observasi serta penilaian pre-test dan post-test. Sampel terdiri dari 15 siswa kelas V di SDN 68 Manipi. Data dikumpulkan melalui tes awal dan tes akhir yang bertujuan untuk mengukur pemahaman kosakata siswa.

Hasil penelitian ini menunjukkan bahwa penggunaan flashcard efektif dalam pengajaran kosakata. Sifat flashcard yang interaktif dan menarik meningkatkan motivasi, partisipasi siswa, serta hasil belajar. Hasil N-Gain dari penggunaan flashcard dalam pengajaran kosakata adalah 0,62, yang menunjukkan bahwa efektivitas penggunaan flashcard termasuk dalam kategori sedang atau cukup efektif. Penelitian ini mendukung integrasi flashcard sebagai alat yang efektif dalam pengajaran kosakata, dengan menyoroti perannya dalam memfasilitasi retensi jangka panjang dan keterlibatan aktif dalam proses pembelajaran.

Kata Kunci: Kosakata, Bahasa Inggris, Flashcard.

ABSTRACT

Rizky Ainun Sulfianti, NIM (190110019), The Effectiveness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi. Thesis, English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University Sinjai, 2024.

This research was conducted in class V of SDN 68 Manipi with the aim of evaluating the effectiveness of Flashcard media in teaching English vocabulary to students.

This study uses a quantitative approach with data collection methods in the form of observation and pre-test and post-test assessments. The sample consisted of 15 fifth grade students at SDN 68 Manipi. Data were collected through pre-tests and post-tests aimed at measuring students' vocabulary understanding.

The results of this study indicate that the use of flashcards is effective in teaching vocabulary. The interactive and interesting nature of flashcards increases student motivation, participation, and learning outcomes. The N-Gain result of using flashcards in vocabulary teaching is 0.62, which indicates that the effectiveness of using flashcards is in the moderate or quite effective category. This study supports the integration of flashcards as an effective tool in vocabulary teaching, highlighting their role in facilitating long-term retention and active engagement in the learning process.

Keywords: Vocabulary, English, Flashcards.

مستخلص البحث

رزقي عين سلفياني، رقم الجامعي (١٩٠١١٠٠١٩)، فعالية استخدام البطاقات التعليمية في تدريس المفردات لدى طلاب الصف الخامس في مدرسة الابتدائية ٦٨ الحكومية مانبي. البحث، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٤.

أجري هذا البحث في الصف الخامس في مدرسة الابتدائية ٦٨ الحكومية مانبي مانبي بهدف تقييم فعالية استخدام البطاقات التعليمية في تدريس مفردات اللغة الإنجليزية للطلاب. اعتمدت هذه الدراسة منهجًا كميًا، وجمعت البيانات من خلال الملاحظة والتقييمات القبليّة والبعديّة. تكونت العينة من ١٥ طالبًا من الصف الخامس في مدرسة الابتدائية ٦٨ الحكومية مانبي مانبي. جمعت البيانات من خلال اختبارات قبليّة وأخرى بعديّة لقياس فهم الطلاب للمفردات. تشير نتائج هذه الدراسة إلى فعالية استخدام البطاقات التعليمية في تدريس المفردات. كما أن طبيعتها التفاعلية والمثيرة للاهتمام تزيد من دافعية الطلاب ومشاركتهم ونتائج تعلمهم. بلغت قيمة N-Gain لاستخدام البطاقات التعليمية في تعليم المفردات ٠.٦٢، مما يشير إلى أن فعالية استخدام البطاقات التعليمية تقع ضمن فئة متوسطة أو فعالة جدًا. تدعم هذه الدراسة دمج البطاقات التعليمية كأداة فعالة في تعليم المفردات، مسلطة الضوء على دورها في تسهيل الاحتفاظ بالمعلومات على المدى الطويل والمشاركة الفعالة في عملية التعلم.

الكلمات الأساسية: المترادفات، اللغة الإنجليزية، البطاقات التعليمية.

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CHAPTER I

INTRODUCTION

A. Background of The Research

English language acquisition has a crucial role in the current era of globalization, particularly in facilitating effective communication. A majority of the worldwide population uses English, a widely spoken language across various professions and in a wide range of settings. English is considered a global or world language due to its widespread acquisition and utilization for communication purposes in several countries, whether as a primary language, secondary language, or as a foreign language (Budiman et al., 2020). Learning English at an early age gives children a strong foundation to communicate, learn and thrive in an increasingly globally connected world, therefore, preparing children to be able to speak English is important for parents to do for their children's future.

Given the recognition of the importance of acquiring English language skills at an early stage in order to effectively compete in an ever more contemporary and interconnected world, the teaching of English as a foreign language in Indonesia is now becoming a focal point, particularly in the realm of primary education. According to Permendiknas Number 22 of 2006, which discusses Content Standards, and Permendiknas Number 23 of 2006, which discusses Graduate Competency Standards, English is a mandatory subject for all elementary school students from grade I to grade VI. The allocated learning time for English is 2x35 minutes per week (Faridatuunnisa, 2020).

In 2012, significant modifications were made to the English language learning process in primary schools. The government intended to replace the KTSP with the 2013 curriculum. At that time, many experts argued that learning a foreign language in early childhood would allow the loss of its own language, the Indonesian language (Faridatuunnisa, 2020), In 2022, English was reintroduced as

an optional subject at the primary school level in accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 56 / M / 2022. This decree provides guidelines for curriculum implementation in the context of learning recovery, stating that English language subjects in primary schools following an independent curriculum are elective subjects that can be offered based on the preparedness of the educational institution (Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022)

One aspect of English that is suitable to be introduced to children in elementary school is vocabulary. Vocabulary is all words that have meaning in a language, which will then be assembled into a sentence as a tool for communication. The acquisition of vocabulary closely correlates with the development of language proficiency. Proficiency in vocabulary is of utmost importance in developing language skills. We cannot achieve the goals of language learning without a sufficient mastery of vocabulary. This is because a student's ability to express themselves in a language improves as their vocabulary expands (Puspitasari et al., 2022).

Vocabulary is a crucial component in the process of acquiring English language skills; however, it is frequently overlooked in educational endeavours. Lacking vocabulary knowledge might impede students' progress in learning English. Vocabulary mastery is an important requirement in foreign languages as revealed by John Read (2000) that is *“The more words you have in your written or spoken vocabulary, the greater are the possibilities of your success in academics, business, and careers”* (Iswari, 2017), This means that a greater vocabulary mastery in both spoken and written, means a greater probability of success in academics, business and careers.

Inadequate vocabulary hinders an individual's ability to articulate thoughts and effectively engage with the language they encounter (Wati & Oka, 2021). Mastering vocabulary properly will make language mastery even better. A

thorough command of vocabulary facilitates effective communication in spoken language, leading to enhanced clarity and comprehension. A strong command of terminology facilitates effective written communication by enhancing clarity and comprehension. Undoubtedly, vocabulary plays a critical role in language and communication. It has been recommended in the Quran for Muslims to learn languages so that they can communicate and convey information well to each other, as said in the following verse:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

“Never have We sent a Messenger but he has addressed his people in their language that he may fully expound his Message to them. (And after the Message is expounded), Allah lets go astray whomsoever He wills, and guides to the Right Way whomsoever He wills. He is the All-Mighty, the All-Wise.” (QS. Ibrahim: 4)

To effectively communicate and articulate ideas, it is important to attain proficiency in the four fundamental language abilities: listening, speaking, reading, and writing. However, a thorough command of vocabulary is necessary to attain these skills. English vocabulary should be taught early on to students so that they have accurate, fluent and acceptable English skills in the future (Lestari & Adelina, 2022).

According to Mardiana, elementary school students in fifth grade generally have a vocabulary size of 1,400 words. (Mardiana & Haryono, 2022). Meanwhile, observations made with fifth grade students of SDN 68 Manipi in February 2024 showed that students' vocabulary ability or vocabulary size had not reached this number. The highest vocabulary size owned by students only reaches around 30 words. The researcher identified numerous indicators pertaining to the students' inadequate vocabulary proficiency, namely: a) students encounter challenges in comprehending the meaning of certain vocabulary terms; b) students exhibit errors in the pronunciation of some English words; c) students

struggle with the spelling of words. Furthermore, the issue also arises from the students' inclination to engage in English instructional and educational endeavours.

The researcher found several reasons why the problem arose, firstly because this academic year was the first year for fifth grade students of SD Negeri 68 Manipi to get English lessons at school, so students who had never studied English before had difficulty in understanding material that was appropriate for their grade level, because they had never received basic English material in lower grades. In addition, the researcher found that teachers in teaching vocabulary only emphasize on knowledge transfer. In the learning process in class, the teacher writes the vocabulary on the blackboard, then asks students to write the vocabulary in their notebooks, which will then end with doing the tasks on the LKS. According to Andi Tri Wahyuni Arif (2023), this kind of learning causes students to not have enough experience in learning about vocabulary, and also causes students to feel bored and uninterested in learning. Based on these facts, it can be concluded that the main cause of the problem of students' lack of vocabulary mastery in class V of SD Negeri 68 Manipi is the teacher who is less creative in using media to teach vocabulary. The teachers provide explanations and activities and conclude with an assessment. This strategy is ineffective because the students become passive learners. There are numerous techniques for cultivating students' enthusiasm in their learning, particularly when it comes to vocabulary acquisition.

Introducing vocabulary requires different processes and methods depending on the needs. The role of teachers in teaching vocabulary cannot be separated from the sophistication of technology, the dynamic development of technology, and the nature of students who like new things (Rokhmawati & Mastuti, 2019)

There are many strategies or methods that teachers can use to teach English vocabulary to students. One of them is by using flashcard media.

Flashcards are educational media in the form of cards that contain images and words whose size can be adjusted to the learners at hand. This media is a learning media that can help in improving various aspects such as: developing memory, practicing independence and improving vocabulary (Wahyuni, 2020) Flashcard as a learning media has several advantages, which are: (1) Easy to carry; (2) Practical; (3) Easy to remember; and (4) Fun: (1) Easy to carry everywhere; (2) Practical; (3) Easy to remember; and (4) Fun (Farda, 2018).

The use of flashcard to introduce English vocabulary, can increase vocabulary because it makes it easier for students to remember, as revealed by Umroh, that with the characteristics of flash cards that contain a combination of images and text, this media makes it easier for students to understand and remember the vocabulary (Umroh, 2019). Thus, the researcher was encouraged to conduct a study using flashcards as a tool to increase students' knowledge of English, especially in terms of mastery of English vocabulary in the fifth grade students of SDN 68 Manipi, with the title of the study “The Effectiveness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi”

B. Research Question

Based on the previous background, the research formulation question as follows: “Does flashcard media effective in teaching vocabulary at fifth grade students of SDN 68 Manipi?”

C. Objective of The Research

In relation to problem statements above, the objectives of the research are to find out the effectiveness of using flashcards in teaching vocabulary at fifth grade students of SDN 68 Manipi.

D. Significant of The Research

1. Theoretically

This research has the potential to contribute to the academic community by enriching existing knowledge and becoming an important

input in efforts to develop science, especially those related to the study of teaching vocabulary to elementary school students.

2. Practically

- a. The results of this study are expected to be utilized by educational practitioners, especially for the school institutions studied in improving the quality of teachers in the use of English learning media.
- b. The results of this study are expected to help other teachers in using English learning media. With that, teachers can improve their English teaching and learning to be more active, effective and efficient.
- c. The results of this study are expected to be a reference for other researchers who examine similar topics but with different perspectives.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Effectiveness

a. Definition of Effectiveness

The term "effectiveness" refers to the degree of change that a certain entity or action brings about in another entity or situation. The term "effective" refers to the ability to produce the desired or intended outcome. The term "effectiveness" is a noun derived from the adjective "effective," which refers to success or appropriateness. (Hornby, 2015)

The phrase "generally" refers to the degree to which a predetermined goal is achieved. This aligns with the comprehension of the efficacy. Hidayat defines effectiveness as a metric that quantifies the extent to which the desired goals (in terms of quantity, quality, and time) have been accomplished. The effectiveness increases proportionally with the percentage of targets achieved (Sholikhah, Widiowati, & Sudiyono, 2022).

According to Prasetyo Budi Saksono, effectiveness refers to the degree to which the desired result is attained with a certain set of inputs (Mutmainnah, 2021).

The effectiveness of these notions can be determined by assessing the degree to which the strategy can be successfully executed. The level of effectiveness of an activity is directly proportional to the number of plans that can be accomplished. Effectiveness can be defined as the degree of success that can be attained by a specific method or effort, in alignment with the intended objectives.

b. Indicators of Effectiveness

Effective learning is the best form of learning. The effectiveness of learning can be assessed based on both the process and the outcomes. An

effective learning process is one that aligns with preset plans and yields outcomes that meet predetermined criteria. The efficacy of learning can be observed through the extent of students' conceptual understanding, their drive to learn, and their learning outcomes, which meet the criteria for excellence. Additionally, students demonstrate a keen interest in actively participating in the learning process (Saleh, Aniswita, Aprison, & Fitri, 2022)

The indicators of learning effectiveness are: (Kadir & Edmodo, 2020)

1) Student activity in learning

The study examined student activities across three phases: preparatory activities, core activities, and closing activities. The assessed indicators include: a) Attending to and responding to apperception/motivation, b) Attending to explanations of learning objectives, c) Attending to explanations of learning activities, d) Actively paying attention, e) Actively engaging in class discussions, f) Completing homework, j) Collecting homework, g) Actively asking questions during learning, h) Actively drawing conclusions about learning material.

2) Student learning outcomes

The learning outcomes examined in this study were the outcomes of student assessments on writing content. The format of the questions provided is a matter of subjectivity.

An successful production process is one that has the ability to exert influence, impact change, and yield results. Rohmawati defines the effectiveness of learning as the degree of success in the process of interaction between students and between students and teachers in educational settings, with the aim of achieving learning objectives (Sholikhah, Widiowati, & Sudiyono, 2022).

The researcher might deduce that a method or approach in the learning and teaching process is deemed effective when it successfully achieves the predetermined objectives or aims.

3) Student response to learning

The characteristics of student responses to different types of instruction can be categorised into three forms: cognitive involvement, affective emotional involvement, and behavioural engagement. Cognitive involvement refers to the psychological investment that students have in classroom activities. Affective emotional involvement refers to the social and emotional connections that students develop with the classroom. Behavioural engagement refers to the observable behaviour of students in the classroom.

In this research, the effectiveness of utilising flashcards in teaching vocabulary is measured by two factors: 1) Student engagement in the learning process and 2) Student achievement in terms of learning outcomes.

2. Flashcard Learning Media

Media serves as an intermediary or messenger between the sender and the recipient. Gagne and Briggs (1974) define learning media as a means of transmitting the content of educational materials, which can engage students and encourage their active involvement in the learning process (Daniyati et al., 2023).

According to Newby, Stepich, Lehman & Russel (2000) as mentioned in Kristanto, learning media refers to any medium that can convey messages to facilitate the attainment of learning goals. The utilisation of educational media aims to expedite communication and enhance educational achievements (Kristanto, 2016). In the context of learning, media refers to any means or tools utilised to communicate and

facilitate the process of acquiring knowledge. Educational media refers to any tool or resource that is utilised as a means of facilitating the learning process in order to attain the desired educational goals. Utilising learning media can significantly enhance the efficacy of lesson delivery, while also boosting students' learning motivation. (Denico, 2020).

Ultimately, learning media plays a vital role in connecting educators and learners, enabling the efficient conveyance of instructional material and improving student involvement. Learning media refers to a wide range of tools and materials that are crucial for accomplishing educational goals. Learning media has a crucial role in enhancing learning outcomes by promoting communication and motivation during the learning process. Rudy Bretz (1972) categorised learning media into eight distinct types: (1) motion audio visual media, (2) still audio visual media, (3) semi-motion audio media, (4) motion visual media, (5) still visual media, (6) semi-motion media, (7) audio media, and (8) print media (Ramli, 2012). Then Ramli stated that learning media can be categorised into three primary groups as follows:

- 1) A collection of visual learning materials, such as photographs, illustrations, flashcards, images, film frames, videos, overhead projectors (OHP), graphs, charts, diagrams, posters, maps, and other similar items.
- 2) Audio-based learning media encompass several forms such as radio, tape recorders, telephones, language laboratories, and similar devices.
- 3) Learning media consisting of visual and aural elements, such as films (Ramli, 2012).

These learning medium accommodate various learning styles and preferences, providing instructors with multiple ways to successfully present knowledge and involve students in the learning process. When it

comes to teaching vocabulary to students, one effective tool is visual media, such as flash cards. According to Umroh (2019), the use of flashcards to teach English vocabulary can enhance vocabulary retention. This is due to the combination of images and text on flashcards, which facilitates comprehension and memory recall for students.

a. Definition of Flashcard

Flashcard Flashcards are educational tools that utilise visual elements, such as images or written information, to help students comprehend and remember the subject matter they are studying. Here are some definitions of flashcards:

- 1) According to the Oxford Advanced Learner's Dictionary, a flashcard is a card that contains a word and sometimes a picture on one side (Hornby et al., 2015)
- 2) Flashcards are compact cards that feature visuals, written information, or symbols that guide students towards content associated with these visuals. This flashcard format can be utilised to enhance students' spelling skills and foster their proficiency in vocabulary (Puspitasari et al., 2022).
- 3) As stated by Cross (1991) as mentioned in Matrutty and Que, a flashcard is a basic image on a card or paper, and it is likely the most commonly utilised visual tool in language instruction (Matrutty & Que, 2021)
- 4) According to Niki and Hans (2004), flashcards are a highly effective tool for educators and parents seeking to assist their children in acquiring English vocabulary. Teachers can utilise flashcards for a multitude of purposes, ranging from introducing new vocabulary to engaging students in interactive games (Chotimah, 2021).
- 5) Baleghizadeh & Ashoori (2011) described that a flashcard is a cardboard piece containing basic illustrations, vocabulary, or sentences.

Flashcards can be utilised by teachers to provide new vocabulary to their students through various methods. Locations, transit methods, fauna, cuisine, and drinks The vocabulary topics taught by flashcards can be categorised based on type and category (Hermansyah & Nurhendi, 2021).



Figure 2.1 Flashcard

According to the definitions provided, flashcards are a valuable tool for both teaching and learning, especially in the field of language instruction. These are compact cards that have pictures, words, or symbols to assist in the improvement of vocabulary and spelling skills. Let us thoroughly examine the specifics using the given sources.

b. Advantages and Disadvantages of Flashcard

1) Advantages

Flashcards, according to Chotimah, offer numerous benefits as learning tools. Here are the advantages of using flashcards for language acquisition (Chotimah, 2021);

a) Cost: cheap and powerful.

The comparative expenses of flashcards in relation to books and digital classroom content are evident. If you possess a talent for crafts, it is rather simple to create your own flashcards. All that is required are

3 x 5 inch index cards and a pair of marker pens. The simplest iteration of flashcards for language acquisition is presenting the target language on one side and the learner's native language on the other side. An uncomplicated and efficient method to enhance your lexicon.

b) Got to catch

From the world of Pokemon to the realm of Poker, individuals have a strong affinity for playing cards. Flashcards has a tangible and corporeal nature, allowing for their arrangement on a flat surface, their manipulation through flipping, and their randomisation through shuffling. They are well-suited for hands that are not busy...and perhaps minds that are not occupied as well. They are an excellent method for overcoming the resistance of younger students.

Susilana & Riyana (2009) asserted that the integration of images and text facilitates learners' comprehension of concepts. They argued that the presence of an image aids in identifying an object, while the text assists in associating the object's name with its visual representation. Similarly, Sulaiman & Akidah, (2021) emphasised that the letters or text can also be used to infer the name of an object or concept.

c) Multiple modes of play and learning

The predominant method of incorporating gamification into learning using flashcards is through the "flip and reveal" technique. However, by employing creativity, one can diversify the approach and develop games such as Memory or establish subgroups of flashcards inside a larger game.

d) Portable and cordless For kids

Flashcards are an ideal game for extended vehicle trips and may be reviewed by older students while travelling and during any free time. Flashcards can also be strategically placed about your residence. When

I started studying Japanese, I really enjoyed using laminated flashcards that could be hung in the shower. Portable and versatile, these tools can be conveniently carried and effortlessly utilised to present new vocabulary to your children at any given time. Envision organising a field trip where you have the opportunity to bring flashcards and engage in interactive activities to introduce new vocabulary related to the objects in your surroundings.

e) Cut to the chase

Flashcards exclusively display the fundamental information. The introductory and unnecessary details have been eliminated. Certain students struggle to concentrate when faced with a page that contains numerous distracting features. A flashcard provides only the essential information that is necessary to know, without any more details. Students, particularly children, may struggle with the task of comprehending a large amount of information simultaneously.

2) Disadvantages

Wright (1968) identifies the drawbacks of utilising flashcards as stated by Matruty & Que, (2021, p.29):

- a) Flashcards are ineffective for those with an extensive vocabulary, and hence cannot be utilised at all proficiency levels.
- b) The teacher who wishes to create flashcards should allocate a significant amount of time to both the presentation of the flashcards and the production of the cards.

c. Flashcard in Teaching Vocabulary

Proficiency in a language should commence with the mastery of vocabulary, as vocabulary constitutes the fundamental building blocks of a language. Students should be instructed to acquire vocabulary through both written and oral means. The media has a crucial role in imparting vocabulary, especially for individuals who are learning a foreign language.

Teachers commonly utilise pictures or flashcards as the primary media for English instruction in schools. These visual aids are essential resources for Indonesian teachers to enhance English language education. Based on the data gathered by Kusuma, the predominant approach employed by teachers in this study was the utilisation of pictures or flashcards for vocabulary instruction (Astuti & Chandra, 2023).

Flashcard media is seen as a medium that elicits students' enjoyment and engagement in vocabulary acquisition, as flashcards are a type of learning media consisting of visual cards that students find appealing and may be utilised in the context of educational games. Flashcards are a viable option for enhancing students' vocabulary proficiency, particularly in the areas of listening and speaking skills (Sulaiman & Akidah, 2021).

Flashcard media is user-friendly, with a straightforward technique for usage as outlined below.

- 1) The students are categorised into three distinct classes.
- 2) Each group receives a single package of flashcards that corresponds to the theme being studied.
- 3) The teacher introduces an Indonesian vocabulary term, and thereafter, each group retrieves flashcards corresponding to the specified word.
- 4) The instructor imparts the correct pronunciation of the vocabulary displayed on the flashcard, after which the students proceed to document the acquired vocabulary.
- 5) The teacher proceeds to introduce additional words using the same method.
- 6) Following the introduction of the term and its definition using flashcards, the teacher might proceed to instruct the pronunciation in a more focused manner, employing classical, group, or individual methods.

- 7) The instructor imparts knowledge on constructing uncomplicated phrases by utilising the acquired lexicon.
- 8) For assessment reasons, the teacher can distribute student worksheets featuring illustrations related to the topic being studied. Each group is then required to compile the corresponding vocabulary for each picture.

3. Vocabulary

a. Definition of Vocabulary

As elucidated in the study's backdrop, vocabulary plays a pivotal role in achieving proficiency in English as a second language. Indeed. Several scholars have presented several definitions of vocabulary.

- 1) According to the Oxford Advanced Learner's Dictionary, vocabulary refers to all the words that an individual is familiar with or employs when discussing a certain subject in a specific language (Hornby, 2015)
- 2) Hatch & Brown, (1995). contend that the term "vocabulary" pertains to a compilation or collection of terms specific to a particular language, or a compilation or collection of words that individual speakers of a language may employ.
- 3) According to Ronald Carter and Michael McCarthy (1988), vocabulary refers to the complete set of words that an individual use throughout communication (Rijanti, 2021).
- 4) Barnhart (2008) defines vocabulary as a compilation of word lists arranged alphabetically and accompanied by definitions. Additionally, vocabulary can refer to the specific terms employed by an individual, a group, or a profession (Atmowardoyo & Talib, 2022)
- 5) Vocabulary is a collection of several words that are owned by a language and give meaning when used (Harmilawati et.al., 2021)

Based on the definitions provided, vocabulary can be defined as the complete collection of words that an individual is familiar with and

uses when talking in a specific language or discussing a specific topic. Vocabulary is the collection of words and their meanings that an individual possesses in a specific language or situation.

b. The Importance of Vocabulary

Mastering vocabulary is crucial for acquiring proficiency in English. It facilitates the development of essential language abilities such as speaking, listening, reading, and writing (Agustin & Ayu, 2021). Vocabulary is a fundamental cornerstone of language proficiency since it is necessary to possess a sufficient lexicon in order to comprehend written and spoken content, and to effectively communicate through speech and writing, ensuring clarity and comprehension for others (Puspitasari et al., 2022).

According to Melaku, teaching vocabulary is crucial for language acquisition since it enables students to enhance their language skills in speaking, listening, reading, and writing. Having a rich vocabulary helps facilitate the learning of English language structures. A wide range of words is beneficial for expressing daily life concepts and emotions that students commonly convey in their mother tongue (Workie & Feleke, 2020).

Vocabulary is significant for the following reasons: (1) Vocabulary knowledge enhances word recognition ability. (2) Phonological awareness, a strong indicator of verbal proficiency, is also influenced by vocabulary knowledge. (3) Vocabulary knowledge in kindergarten and first grade significantly predicts reading comprehension in middle school. (4) Difficulties with vocabulary have a significant impact on readability. (5) Children from disadvantaged backgrounds, due to poverty, have limited exposure to vocabulary before starting school, which hinders their ability to develop an adequate vocabulary.

(6) Disadvantaged students possess a considerably smaller vocabulary compared to their more privileged peers. (7) Learning vocabulary is a critical task for English language learners. (8) Insufficient vocabulary can pose challenges for students in comprehending written material when it is read aloud to them (Atmowardoyo & Talib, 2022).

As stated previously, vocabulary plays a crucial role in the process of acquiring proficiency in the English language. Proficiency in language abilities, including speaking, listening, reading, and writing, is of utmost importance. An individual's vocabulary has a direct influence on their capacity to comprehend, articulate, and communicate proficiently. By possessing a strong command of language, students are able to engage in successful and clear communication with one another. Developing a wide-ranging lexicon is a crucial component of acquiring language skills and fostering literacy. Proficiently acquiring and employing vocabulary is crucial for students as it significantly improves their linguistic aptitude and academic performance.

c. The Aspects of Vocabulary

According to Lado, as cited in Rahmah, students must take into account certain variables when learning language. The five aspects discussed by Rahmah et al. (2023) are: (1) meaning; (2) spelling; (3) pronunciation; (4) word classes; and (5) word use. The following sections will provide explanations for those aspects:

1) Meaning

Meaning is an important aspect that should be taught to students in the process of learning vocabulary. Hornby defines meaning as the concept that a phrase, symbol, or sound conveys the message that the speaker or actor intends to send (Hornby, 2015). When instructing students about meaning, the instructor should clarify that a word can have multiple meanings depending on the context in which it is used.

To ascertain the meaning, the teacher can employ methods such as guided discovery and dictionaries.

2) Spelling

Upon their initial interaction with a word, students must possess the ability to accurately spell said term. Spell, in the context of language, pertains to the act of accurately vocalising or transcribing the individual letters of a word in their proper sequence (Hornby, 2015). Accurate spelling plays a crucial role in vocabulary acquisition as it facilitates reading and serves as the link between letters and sounds. It is evident that certain words exhibit variations in pronunciation, for instance, the letter "I" is not consistently pronounced as / I /. In addition, having knowledge of a word's spelling enables students to accurately write it in written form.

3) Pronunciation

When acquiring vocabulary, students must be familiar with the pronunciation of each word. Pronunciation refers to the specific manner in which words are spoken in a language (Hornby, 2015). If a word is enunciated inaccurately, comprehension will be challenging. Mastering pronunciation can be challenging due to its lack of correlation with word spelling.

4) Word Class

Word class is a term used in semantic analysis. The classification of words into different classes is a crucial aspect. The word classes are categorised into nouns, adjectives, verbs, adverbs, and prepositions. The categorisation of words in a language is contingent upon their role in communication.

5) Word Use

Word use refers to the manner in which a word, phrase, or concept is employed within a given language. The use of words may also encompass grammar and hence be the object of in-depth research.

The focus of this research is to teach children the aspects of vocabulary, including meaning, spelling, and pronunciation. The appropriateness and suitability of those characteristics for the subject and use of flashcard media are the reasons for their implementation in the class.

d. Teaching Vocabulary

According to Harmilawati (2020), teaching vocabulary is crucial in language classes, and teachers should strive to find the most efficient method to teach it. Therefore, it is crucial to focus on vocabulary teaching, especially in early childhood, as having an adequate vocabulary will make communication easier for children (Purnama, Atmaranie Dewi, et.al. 2024). It implies that the teacher should possess the ability to employ suitable methods for teaching vocabulary in order to facilitate successful learning of vocabulary by the students.

AlKhuli (1976) outlines several strategies for expanding one's vocabulary, including: The following elements are included in the study by Matruty & Que, (2021) (1) Direct action, (2) Picture, (3) Action, (4) Context, (5) Synonym, (6) Antonym, (7) Definition, and (8) Translation.

1) Direct Association

The new word is acquired by the direct correlation between the word and its referent. This strategy is most suitable for words that pertain to physical objects present within the classroom.

2) Picture

A image is a versatile instructional tool that can be sourced from books, magazines, and other mediums to enhance vocabulary

development. A image can also be used to differentiate between a plural or singular form. The teacher could perhaps engage in a physical demonstration, but a visual aid such as a photograph is more effective in illustrating the activity to students.

3) Action.

The meaning of certain phrases can be conveyed through the medium of acting. It signifies or denotes. Acting is the act of placing a wager, which involves making and accepting a bet, and determining the winner. This strategy is most effective for teaching the definition of a verb.

4) Context

The contextual elements of a discourse, such as the words or passages that surround it, might provide insight into its meaning. This implies that a word can be employed in a phrase or a combination of words to facilitate students' comprehension of its meaning.

5) Synonym

The meaning of a new word can be understood by providing a synonym. Synonyms enrich the language by adding depth and vibrancy, while also expanding the lexicon.

6) Antonym

The definition of a new word can be elucidated by using its antonym. The antonym must also be a word that is familiar to the students. Learning antonyms will enhance the students' vocabulary proficiency. Occasionally, it is straightforward to determine the precise opposite of a word.

7) Definition

The definition in the target language can be effectively utilised if it is phrased in terms that are more familiar or readily inferred, allowing

for a clearer understanding of the word being defined. Teaching terms solely through their definitions is not appropriate for beginners learning a foreign language.

8) Translation

If the referent is an abstract entity, the corresponding word in the native language can be employed. In addition, an alternative may be provided if other methods are shown to be impracticable or unsuccessful for certain words. Through accumulated experience, the teacher will get a greater understanding in selecting the appropriate strategy that is suitable for a certain term.

B. Some Pertinent Ideas

Previous scholars have conducted numerous investigations on the utilisation of the dictogloss method. Among these, there are five relevant ideas that will be utilised for comparison and as a means to assess the originality of the research conducted by the researcher.

1. The first journal is named "The Implementation of Using Flash Card in Teaching Writing" by Apriliyanti, Kiptiyah, and Wahyudi (2022). This study seeks to assess the viability of incorporating flashcards in the instruction of writing skills. This study employed the qualitative descriptive approach, specifically utilising content analysis. The method of acquiring data involved the use of documents. The data were analysed through the processes of coding, presenting, and verification. A comprehensive data analysis was conducted by using relevant ideas pertaining to the use of flashcards in the instruction of writing abilities. The study's findings demonstrate the interconnectedness between the implementation of flashcards and the students' responses in using them. The flashcards are highly beneficial for students in acquiring English writing skills as they are designed with illustrative examples and facilitate the recognition of writing patterns. Both the

researchers' study and the research being discussed here focus on the utilisation of flashcards as an aid for learning English. The distinction is in the utilisation of a quantitative research methodology with a pre-experimental design in this study, whereas Apriliyanti, Kiptiyah, and Wahyudi's study employs a qualitative research approach. Furthermore, Apriliyanti, Kiptiyah, and Wahyudi's study specifically concentrates on enhancing writing proficiency.

2. The second journal is named "The Implementation of Learning Vocabulary Using Flashcard for Young Children Through Google Classroom" authored by Yuliantari, Padmadewi, and Budasi in 2021. The objective of this study is to examine the process of planning and executing the use of flashcards in Google Classroom for vocabulary instruction, as well as to evaluate the pros and cons of utilising flashcards in Google Classroom. This study is a case analysis using an English instructor in a fifth-grade primary school classroom. The data was gathered through a compilation of observations and interview guides. The data collection process involves performing online observations in Google Classroom and conducting interviews with research participants. This study suggests that incorporating flashcards into vocabulary instruction through Google Classroom can have a beneficial effect on students, particularly those in the early stages of learning. Both the researchers and the research in question focus on the use of flashcards as a means to enhance students' proficiency in vocabulary. The distinction lies in the research conducted by Yuliantari, Padmadewi, and Budasi, which centres around employing flashcards in Google Classroom for online vocabulary instruction. In contrast, the researcher's study focusses on utilising flashcards for direct vocabulary instruction in a traditional classroom setting.
3. The third article is titled "Teaching Sight Words Using Flashcards in Developing Reading Fluency of Young Learners" by Wartu (2021). This study centres on the utilisation of the flashcard method in instructing sight words to

kindergarten students. This study is based on the qualitative research paradigm. The data for this research was collected during the semester using several instruments, including observation, interviews, field notes, students' reading class works, and the scores list. This study demonstrated that utilising flashcards to teach sight words is an effective method for teachers to enhance reading fluency in their instruction. It facilitated the kids' acquisition of vocabulary during their initial stages of reading. Both the researchers' study and the research being discussed focus on the utilisation of flashcards as a technique for learning English. The distinction is in the utilisation of a quantitative research methodology with a pre-experimental design in this study, whereas Warti's research employs a qualitative research approach and specifically targets reading skills.

C. Hypothesis

A hypothesis is a statement that represents the researcher's assumption about the relationship between two variables, which they want to evaluate within the context of their investigation. A hypothesis can be defined as a preliminary statement that has not yet reached the level of a thesis. It serves as a temporary conclusion, representing opinions that are not considered final unless they are supported by evidence and demonstrated to be true. A hypothesis is a temporary supposition or theory that requires validation through scientific inquiry. Given the explanation provided, the researcher formulated the following hypotheses:

H_0 : The use of flashcard media is not effective in teaching vocabulary at Fifth grade students of SDN 68 Manipi

H_a : The use of flashcard media is effective in teaching vocabulary at Fifth grade students of SDN 68 Manipi

CHAPTER III

RESEARCH METHOD

A. Type and Approach of The Research

1. Types of the Research

The types of the research that used in this research is experimental research. Experimental research is research conducted to determine the impact caused by a treatment given intentionally by researchers (Payadnya & Jayantika, 2018)

There are several forms of experimental design that can be used in research, namely Pre Experimental Design, True Experimental Design, Factorial Design and Quasi Experimental Design. In this research, researcher used quasi experiment. This research is included in the Pre-Experimental Design research, research that intends to determine whether there is an impact caused by the treatment of a subject.

This type of research is a pre-experimental research design with one group pretest posttest design. In this research using a pretest or pretest before being given treatment and a final test or posttest after being given treatment. So that the results of the treatment can be known more accurately because it can compare with the situation before being treated.

The design of this research can be described as follows:

Table 3. 1 One-Group pretest-posttest Design

Pretest	Treatment	Posttest
O₁	X	O₂

Note:

O1= Pretest (before given treatment)

O2 = Posttest (after being treated)

X = Treatment using the Flashcard

Prior to commencing the research, the researcher administer a pretest or initial test to the subject of study. A posttest also be administered at the completion of the study in order to analyse the data and develop research conclusions. The treatment employed in this study involves the utilisation of flashcards and assessing their efficacy in instructing vocabulary to primary school.

2. Approach of the research

This research employed a quantitative technique. The research method, known as a positivist approach, is employed to examine specific populations or samples. Data is collected using research tools, and statistical analysis is subsequently employed to assess the proposed hypothesis. (Sugiyono, 2018).

B. Variable Definition

Variables can be described as individual traits or objects that differ among individuals. From this comprehension, it can be inferred that the research variable refers to a characteristic, quality, or value of individuals, objects, or actions that exhibit certain variations as established by researchers, leading to the formulation of findings for students. This research involves two independent variables, which are:

1. Flashcard (Independent Variable)

Flashcards are highly beneficial tools for both teaching and learning, especially in the realm of language instruction. Flashcards are compact cards that feature images, text, or symbols to assist in the improvement of vocabulary and spelling skills.

2. Vocabulary (Dependent Variable)

Vocabulary refers to a comprehensive collection of words that an individual possesses and uses when speaking in a certain language or

discussing a specific topic. Vocabulary is the collection of words and their meanings that an individual possesses in a specific language or situation.

C. Place and Time of the Research

1. Place of the Research

The research conducted at class V of SDN 68 Manipi, located at Jl. Lembah Harapan Manipi Lingk. Sapotoayya, Tassililu, Kec. Sinjai Barat, Kab. Sinjai Prov. Sulawesi Selatan. The researcher selected this subject because it was the inaugural year for fifth grade students at SD Negeri 68 Manipi to receive English lessons. Consequently, students who had no prior exposure to English faced challenges in comprehending grade-level material, as they had not been introduced to fundamental English concepts in earlier grades.

2. Time of the Research

The research conducted between May to July 2024.

D. Population and Sample

1. Population

Population is the collective term for the complete count of entities, units, or individuals that are the subject of investigation for their specific attributes. Population, as defined by Sugiyono, refers to a generalised territory comprising things or persons that possess specific features and characteristics, which are selected by researchers for study and subsequent conclusion drawing. The population for this study consist of all the students enrolled in English classes at SD Negeri 68 Manipi, specifically those in grades 3, 4, 5, and 6. Further information can be observed in the subsequent table.

Table 3.2. Distribution of Research Population

No	Grades	Gender		Total
		Male	Female	
1	III	16	7	23
2	IV	12	8	20
3	V	8	7	15
4	VI	5	10	15
Total		41	32	73

Source: Student data of SD Negeri 68 Manipi Year 2024

2. Sample

A sample, as defined by Craswell, is a subset of the target population that a researcher intends to investigate in order to make generalisations about the entire target population. In this study, the researcher employed the purposive sampling strategy for selecting the sample. Purposive sampling is a sampling method that involves selecting samples based on specific criteria and desired characteristics, as determined by the researcher (Sugiyono, 2018). The researcher implemented purposive sampling to select subjects possessing specific criteria and characteristics relevant to the research objectives. The entire population of fifth-grade students at SD Negeri 68 Manipi, consisting of 15 students, comprising 10 , was designated as the sample. This group was chosen as it was deemed the most representative to reflect the observed phenomenon within the context of that school, following coordination with the relevant English teacher

E. Techniques of Data Collection

Data collection procedures refer to the specific methods employed by researchers to gather data during the research process. The data collection

strategies employed in this study encompass observation, test, and documentation, as elucidated subsequently.

1. Observation

Observation is an invaluable technique in research, particularly whether studying human behaviour, industrial processes, or environmental events. Observation becomes pertinent when the number of respondents being observed is very small, allowing researchers to concentrate more on the act of observing. This research aims to assess students' vocabulary proficiency by observing the teaching methods employed by the teacher, namely the use of flashcards.

2. Test

A test is a set of questions or other tools that are employed to assess the skill, knowledge, intelligence, competence, or talent of a person or group. This research consisted of two tests: a pre-test and a post-test. The primary objective of the pre-test is to assess the level of a student's vocabulary proficiency both before and after the intervention.

3. Documentation

The research is supported by several elements such as the attendance list, questions, student grades (pre/post), observation sheet, and questionnaire form. These elements contribute to the organisational structure inside the school.

F. Instrument of the Research

study instruments are tools utilised to gather data within a study setting. The research utilise many instruments, including observation sheets, questionnaires, pretest and post-test sheets, and a documentation tool list.

1. Observation sheets

The observation sheets contain ten questions that utilised to assess the students activity in the vocabulary learning process using flashcards in fifth grade of SDN 68 Manipi. The study observed several factors, including The assessed indicators include: a) Attending to and responding to

apperception/motivation, b) Attending to explanations of learning objectives, c) Attending to explanations of learning activities, d) Actively paying attention, e) Actively engaging in class discussions, f) Completing homework, g) Collecting homework, h) Actively asking questions during learning, i) Actively drawing conclusions about learning material. This indicator is divided into 10 observation items by giving a score of 1 (one) if implemented and 0 (zero) if not implemented.

2. Test sheets

a. Pretest

This process includes giving vocabulary assignments to students before they are introduced to or begin using flashcard in a learning context. It aims to measure the level of students' vocabulary knowledge using conventional methods so far. The test consists of 15 items (5 items of meaning test, 5 of spelling test, and 5 of pronunciation test). Each question has a score of 2 (two) if the answer is correct and score 1 (one) for an incorrect answer. The sum of each student's score is converted using the following formula:

$$\text{Total Score} = \frac{\text{The number of scores obtained}}{\text{Maximum score (30)}} \times 100$$

b. Posttest

This process is carried to evaluate students vocabulary ability after using the flashcard in a learning vocabulary. The test given is similar to the pretest, student are provided with the test that consists of 15 items (5 items of meaning test, 5 of spelling test, and 5 of pronunciation test). The sum of each student's score is converted using the following formula:

$$\text{Total Score} = \frac{\text{The number of scores obtained}}{\text{Maximum score (30)}} \times 100$$

3. Documentation Tool

The researchers utilise stationery for documenting crucial information and telephones for capturing images, recording data, and collecting all necessary data. This documentation tool is crucial for researchers to gather student data that served as the subject of research pertaining to the efficacy of utilising flashcards in instructing vocabulary to the fifth grade students of SDN 68 Manipi.

G. Analysis of Research Instruments

A measuring instrument can be deemed reliable and accurate if it satisfies the requirements established by professionals, specifically the criteria for evaluating its validity and reliability. The assessments employed to evaluate the calibre of an instrument encompass validity and reliability tests.

1. Validity Test

The validity test involves comparing the data reported by the researcher with the data collected directly from the research subject (Sugiyono, 2018). The instrument is considered legitimate, indicating that the measuring device utilised to gather data is reliable and capable of accurately measuring the intended variables.

This study utilise the SPSS Version 29 software to assess the instrument's level of validity.

If a p-value is less than or equal to 0.05, it can be considered statistically significant, while if a p-value is greater than 0.05, it can be considered statistically insignificant.

2. Reliability Test

Reliability testing refers to the extent to which data or findings demonstrate consistency and stability (Sugiyono, 2018). A reliability test is a method used to assess the consistency and accuracy of a questionnaire, which serves as an indicator of the variable being measured. A questionnaire is considered reliable when an individual's responses to the statements

remain constant and stable throughout time. The Cronbach alpha value serves as the criterion for dependability in SPSS. Questionnaire items are considered reliable if the Cronbach's Alpha value is equal to or more than 0.70, and unreliable if the Cronbach's Alpha value is less than 0.70.

H. Data Analysis Technique

1. Normality test

The data normality test is a prerequisite for hypothesis testing to determine if the obtained data follows a normal distribution or if it is derived from a normally distributed population. In order to streamline the testing process, the researcher utilise the SPSS application to analyse the normalcy of this instrument. The foundation for making decisions in the normalcy test is:

- 1) If the p-value is less than 0.05, then the data does not follow a normal distribution.
- 2) If the value of significance (sig.) is more than 0.05, then it can be concluded that the data follows a normal distribution.

2. Hypothesis test

The paired-sample t-test is a statistical method used to assess whether there is a significant difference between two variables or not. The data used comes from two measurements on the same subjects during two different observation periods. The main purpose of the paired-sample t-test is to determine whether there is a significant difference in the average scores before and after a treatment. If the significance value of the paired-sample t-test is < 0.05 , then the null hypothesis is rejected, and the alternative hypothesis is accepted.

After obtaining pretest and posttest scores, the researcher evaluates the data using the normalised gain (N-Gain) test to determine the treatment's efficacy. The categorization of N-Gain values is as outlined:

N- Gain formula:

$$\text{N-Gain} = \frac{\text{Post-Test Score} - \text{Pre-Test Score}}{\text{Post-Test Score}}$$

$$\text{Max Possible Score} - \text{Pre-Test Score}$$

Notes:

Post Test Score : The score after treatment

Pre Test Score : The Score Before treatment

Max Possible Score : The maximum achievable value

The classification table below displays the criterion for efficacy based on the interpreted normalised gain values.

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

CHAPTER IV

RESEARCH FINDINGS

A. Research Results

1. The Result of the Research

The results of this research were aimed at addressing the predetermined problem formulations, which can either strengthen a hypothesis or provide a temporary answer. This study was conducted to demonstrate the effectiveness of using flashcards in teaching vocabulary to fifth-grade students at SDN 68 Manipi.

a. Validity and Reliability of The Test

1) Validity of The Test

Before employing the instrument for research, it must be tested with a substantial number of identified respondents to evaluate its effectiveness. Once validated, the instrument can be utilized for research purposes. The validity test was conducted on grade 5 students at SDN 136 Hulo, which is located at Jln. Balakia C. No.29, Lingkungan Hulo, Kelurahan Tassililu, West Sinjai District, Sinjai Regency, South Sulawesi. The validity of the research instrument is assessed using the product moment with the assistance of the SPSS 29.0 for Windows software, by comparing the r -count value with the r -table value. This study used 13 respondents to test the validity of the pretest and posttest, so r table: $df = (N-2) = 13 - 2 = 11$. With a probability of 5%, the r table is 0.552, so the rules used are:

- a) if $r \text{ count} > r \text{ table}$ (0.552), the question items are valid
- b) if $r \text{ count} < r \text{ table}$ (0.552), the question item is invalid

The validity test results for the test questions as follows:

Table 4.1 Pretest and Posttest Validity of The Test

Correlation			
No. Question Items	Pearson Correlation	R tabel (Sig. 0,05)	Information
X1	0,894	0,552	Valid
X2	0,826	0,552	Valid
X3	0,982	0,552	Valid
X4	0,802	0,552	Valid
X5	0,982	0,552	Valid
X6	0,984	0,552	Valid
X7	0,982	0,552	Valid
X8	0,871	0,552	Valid
X9	0,984	0,552	Valid
X10	0,982	0,552	Valid
X11	0,982	0,552	Valid
X12	0,825	0,552	Valid
X13	0,802	0,552	Valid
X14	0,894	0,552	Valid
X15	0,982	0,552	Valid

Source: Results of data analysis with SPSS 29.0

From Table 4.1 it can be seen that the pre-test and post-test item consisting of 15 question items were declared valid.

2) Reliability of The Test

Reliability refers to the trustworthiness of something. A reliability test is used to assess the consistency of test items for

research purposes, ensuring that they can be used repeatedly with consistent results.

In this study, the reliability test employed Cronbach's alpha, using SPSS 29.0 for Windows. The criterion for reliability is that if the Cronbach's alpha value is $>$ (higher) than 0.70, the research instrument is considered reliable or consistent. Conversely, if the Cronbach's alpha value is $<$ (lower) 0.70, the instrument is deemed unreliable or inconsistent. The reliability test results for the 15 test items are as follows.

Table 4.2 Pretest Reliability of The Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,985	15

Source: Results of data analysis with SPSS 29.0

Based on table 4.2 of the reliability test results above, it can be seen that the Cronbach's Alpha value is 0.985 or 0.767 $>$ (higher) than 0.70. It means that the question items have a high level of reliability

b. Test

This research was conducted at SDN 68 Manipi, a primary school located in Tassililu, West Sinjai sub-district, Sinjai district, South Sulawesi. SDN 68 Manipi operates under the Ministry of Education and Culture and is situated at Jln. Lembah Harapan Manipi, Lingkungan Sapotoayya, Tassililu Village, West Sinjai District, Sinjai Regency, South Sulawesi. The level of students' vocabulary ability before the implementation of vocabulary learning using flashcards is as follows:

Table 4.3 The Result of Pre-test

No	Name	Score
1	Adrian Raditiya	56
2	Aenul Saputra	66
3	Aimam Nuzul Zikri	63
4	Anindita Keisha Ramadhani	63
5	Asyifa Nur Sahira	56
6	Dayana Batrisya	56
7	Irfandi	63
8	Medhiva Syahrani	66
9	Mutiah Malilah	70
10	Mutiara	66
11	Nur Ariska	60
12	Quratun Fatihah	66
13	Rafif Zhafran Khairi	73
14	Zalwaa Nadisa	66
15	Zuhratul Amaliyyah	70
Total		960

Based on table 4.3, descriptive analysis is then carried out with the following results.

Table 4.4 Descriptive statistical results from the pretest

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation
15	56	73	64,00	5.237

Source: Results of data analysis with SPSS 29.0

Based on the table 4.4 above, it shows that the students' pre-test scores obtained the minimum score was 56, the maximum score was 73, the mean value was 64,00 and the std deviation value was 5.237.

After conducting the pretest, a frequency treatment of four treatments was conducted by teaching vocabulary using flashcards media to fifth grade students of SDN 68 Manipi In this study, the

researcher took the role of a teacher in teaching with the following learning steps:

- 1) The students are categorised into three group.
- 2) Each group receives a single package of flashcards that corresponds to the theme being studied. In this study, four treatments were conducted with 4 different themes, namely:
 - a) First treatment with the theme of dream job.
 - b) The second treatment with the theme of hobbies
 - c) The third treatment with the theme of prepositions of place
 - d) The fourth treatment with the theme of rooms in the school
- 3) The teacher introduces an Indonesian vocabulary term, and thereafter, each group retrieves flashcards corresponding to the specified word.
- 4) The teacher imparts the correct pronunciation of the vocabulary displayed on the flashcard, after which the students proceed to document the acquired vocabulary.
- 5) The teacher proceeds to introduce additional words using the same method.
- 6) Following the introduction of the term and its definition using flashcards, the teacher might proceed to instruct the pronunciation in a more focused manner, employing classical, group, or individual methods.
- 7) The teacher imparts knowledge on constructing uncomplicated phrases by utilising the acquired lexicon.
- 8) For assessment reasons, the teacher can distribute student worksheets featuring illustrations related to the topic being studied. Each group is then required to compile the corresponding vocabulary for each picture.

The level of students' vocabulary ability after the treatment of vocabulary learning using flashcards is as follows:

Table 4.5 The Result of Post-test

No	Name	Score
1	Adrian Raditiya	70
2	Aenul Saputra	83
3	Aimam Nuzul Zikri	93
4	Anindita Keisha Ramadhani	86
5	Asyifa Nur Sahira	90
6	Dayana Batrisya	76
7	Irfandi	93
8	Medhiva Syahrani	93
9	Mutiah Malilah	100
10	Mutiara	90
11	Nur Ariska	76
12	Quratun Fatihah	83
13	Rafif Zhafran Khairi	100
14	Zalwaa Nadisa	80
15	Zuhratul Amaliyyah	86
Total		1299

sed on table 4.5, descriptive analysis is then carried out with the following results.

Table 4.6 Descriptive statistical results from the pretest

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation
15	70	100	86,60	8.705

Source: Results of data analysis with SPSS 29.0

Based on the table 4.4 above, it shows that the students' pre-test scores obtained the minimum score was 70, the maximum score

was 100, the mean value was 86,60 and the std deviation value was 8.705.

c. Observation

This observation includes ten questions designed to assess student activities in the vocabulary learning process using flashcards in the fifth grade of SDN 68 Manipi. Observation is carried out with the help of the teacher to assess how active the students are in learning vocabulary using flashcards. The results of the observation of student activities in this vocabulary learning process can be seen in the following table:

Table 4.7 Frequency Distribution Observation

No	Statement	Yes		No	
		F	%	F	%
1	Students follow learning activities listen and pay attention to learning motivation given by the teacher before starting learning	15	100	-	-
2	Students following learning activities pay attention to the teacher's explanation of the learning objectives	15	100	-	-
3	Students pay close attention to the delivery of learning materials provided using flashcards.	15	100	-	-
4	Students actively observe the teacher's use of flashcards in vocabulary learning related to the material taught.	15	100	-	-
5	Students pay attention to the teacher's use of flashcards in vocabulary learning related to the material taught.	15	100	-	-
6	Students actively interact with group friends in using flashcards as a medium to learn vocabulary related to the material studied.	15	100	-	-
7	Students work on student worksheets that are distributed as an evaluation	15	100	-	-
8	Students collect the student worksheets	15	100	-	-
9	Students actively ask questions about the material studied	12	80	3	20
10	Students participate in summarizing the material that has been learned.	13	86	2	13,3

From the data in table 4.7, overall, the data points indicate high levels of student involvement in various aspects of the learning process. The data indicates exceptionally high engagement and active participation in most areas. From the provided data, it appears that the students are very involved in the learning activities, showing significant focus and participation. They attentively listen to the teacher, pay close attention to the learning materials, and interact with their classmates during group work, they complete and submit the assigned worksheets as instructed, additionally participate sufficiently in asking questions and summarizing the material.

d. Inferential Statistics

The prerequisite test is carried out to test the data that has been obtained so that the hypothesis can be tested. The prerequisite test is the normality test.

1) Normality of The Test

The normality test was conducted to determine whether the data is normally distributed. In this study, the Shapiro-Wilk test was used with a significance level condition of > 0.05 , employing SPSS 25.0 for Windows. The calculation results from the normality test of the English learning data for students in the experimental class are as follows:

Table 4.8 Test Normality of The Test

Test of Normality				
	Kelas	Shapiro Wilk		
		Statistic	df	Sig.
	Result Of the Test	Pretest	0.921	15
	Posttest	0.965	15	0.773

Source: Results of data analysis with SPSS 29.0

Based on Table 4.8 above, the test results for English learning showed a pre-test significance value of 0.196. This

indicates that the significance value is greater than 0.05 ($0.196 > 0.05$). Similarly, the post-test significance value was 0.773, which is also greater than 0.05 ($0.773 > 0.05$). Therefore, it can be concluded that the test scores for English learning students are normally distributed.

2) Homogeneity Test

Before conducting further data processing, a homogeneity test was carried out as a prerequisite with a significance level of 0.05. If the significance value (sig.) is greater than 0.05, the data is considered homogeneous.

Table 4.9 Results of the Homogeneity Test

Levene Statistic	df1	df2	Sig.
3.858	1	14	0.060

Source: Results of data analysis with SPSS 29.0

Based on table 4.9 above, with the help of SPSS 25.0 for windows, it shows a significance value of 0.060 greater than 0.05, thus it can be concluded that the data is homogeneous.

3) Hypothesis of The Test

After conducting the prerequisite test and confirming that the data is normally distributed, hypothesis testing is performed to validate or answer the hypothesis presented in this study. For this research, a paired sample t-test was used. This hypothesis testing aimed to determine the effectiveness of using flashcards in teaching vocabulary to fifth-grade students at SDN 68 Manipi.

The paired sample t-test test table using the SPSS 29.0 for Windows program is as follows:

Table 4.10 Results of the paired sample T-Test

Paired Samples Test									
							t	df	Sig. (2 – tailed)
			Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	22.600	6.759	1.745	26.343	18.856	12.950	14	0,000

Source: Results of data analysis with SPSS 29.0

Based on the table 4.10 above, the value of Sig. (2-tailed) of 0.000. The significance value obtained is less than 0.05 or $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Therefore it can be concluded that H_a is accepted and H_0 is rejected. In other words, the use of Flashcard in teaching vocabulary at fifth grade students at SDN 68 Manipi is effective.

After obtaining pretest and posttest scores, the researcher analyzes the data using the normalized gain (N-Gain) test to assess the treatment's effectiveness. The classification of N-Gain values is as follows:

N-Gain Formula:

$$N - Gain = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{pre}}}$$

Notes:

- S_{post} : The score after treatment.
- S_{pre} : The score before treatment.
- S_{maks} : The maximum achievable value.

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below.

Table 4.11 Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

$$\begin{aligned}
 N - Gain &= \frac{1299 - 960}{1500 - 960} \\
 &= \frac{339}{540} \\
 &= 0,62
 \end{aligned}$$

The N-Gain result of using flashcards in teaching vocabulary is 0.62, indicating that the effectiveness of using flashcards falls into the medium or quite effective category.

B. Research Discussion

Based on the results of the research that has been conducted, the research shows that the use of flashcards is effective in teaching vocabulary. The effectiveness of flashcards in teaching vocabulary is seen from the high level of student activeness in following the learning process and supported by improved learning outcomes. The results of this study are in accordance with the opinion of Sholikhah, Widiowati, & Sudiyono that the effectiveness of learning is defined as the degree of success in the interaction between students and teachers within an educational environment, aiming to achieve learning goals (Sholikhah, Widiowati, & Sudiyono, 2022).

The research results in table 4.7 demonstrate the effectiveness of using Flashcards in vocabulary learning activities. The data reflects a highly motivated and engaged classroom environment where students exhibit full attention and participation in various learning activities. The teacher's efforts

in motivating students are evidently successful, as every student listens and pays attention to motivational talks and the explanation of learning objectives. This level of attentiveness ensures that students are well-prepared and understand the goals of their lessons, which is essential for focused and effective learning.

The use of flashcards as a teaching aid for vocabulary has proven to be exceptionally effective. All students actively observe and pay attention to the flashcards, indicating that this visual method is engaging and aids in vocabulary retention. The high level of group interaction with flashcards suggests that students find this activity collaborative and beneficial, enhancing their learning experience through peer interaction.

Additionally, the completion and submission of student worksheets by all students demonstrate their compliance and engagement with the lesson's assessment components. However, while a majority of students actively ask questions (80%) and participate in summarizing material (86%), these areas indicate room for improvement.

The data indicates that using flashcards effectively enhances students' engagement in learning English. This effectiveness is evident through the interactive feedback process between teachers and students. This aligns with the findings of Apriliyanti, Kiptiyah, and Wahyudi (2022), which demonstrate a relationship between the use of flashcards and positive student responses. Flashcards help prevent boredom, making students more active and enthusiastic during lessons. This increased engagement fosters a more dynamic and participatory learning experience.

In addition to the good student-teacher interaction, the effectiveness of flashcards in teaching vocabulary is seen from the improved learning outcomes. The data obtained shows that the use of flashcards is effective in improving student learning outcomes in English. This is evidenced in tables 4.4 and 4.5, where the results of descriptive analysis show that the average

value before using flashcards was 64.00, and the average value after using flashcards increased to 86.60. This data is in line with the opinion of Yuliantari, Padmadewi, and Budasi in their research results which show that the use of flashcards to teach vocabulary using Google Classroom can have a positive impact on students, especially young learners (Yuliantari, Padmadewi, and Budasi, 2021).

The results of this study can provide a foundation for teachers to continuously enhance students' vocabulary. Flashcards can be recommended as an option for teaching vocabulary, particularly for young learners. Due the moderate effectiveness of flashcards, it can be supplemented with other media and more engaging teaching methods to optimize outcomes.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on research that has been conducted on fifth grade students at SDN 68 Manipi, after analyzing the data using tests and observations, it can be concluded that the results of the hypothesis indicate that the flashcard is effective in teaching vocabulary. The effectiveness is evident through the interactive feedback process between teachers and students, and an improvement in learning outcomes. It can be seen by the final results of testing using a paired sample T-Test, the value of Sig. (2-tailed) of 0.000. The significance value obtained is less than 0.05 or $0.000 < (\text{lower}) \text{ than } 0.05$, then H_0 is rejected and H_a is accepted. In other words, the Flashcard is effective in teaching vocabulary vocabulary at Fifth grade students of SDN 68 Manipi, with the N-Gain result of using flashcards in teaching vocabulary is 0.62, indicating that the effectiveness of using flashcards falls into the medium or quite effective category.

B. Suggestion of the Research

1. For student should be able to choose effective techniques to enhance their English vocabulary skills. One recommended method is using the Flashcard media.
2. Teachers should be proficient in choosing interesting techniques and methods to teach English vocabulary to make the learning process more refreshing and fun, by using learning media such as flashcards or other newer media.
3. For the schools should improve the facilities and infrastructure that support the learning process effectively.
4. For future researchers who want to conduct research with similar media, it is recommended that they increase the frequency of treatment or pay more

attention to other factors that can affect the improvement of vocabulary ability by using flashcards.

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APPENDICES

Appendix 1

GRID OF RESEARCH INSTRUMENT

The Effectiveness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi

Indicator	No Item	Ket
Student activity in learning	1,2,3,4,5,6,7,8,9	Observations
Student Learning Outcomes	1,2,3,4,5 1,2,3,4,5 1,2,3,4,5	Test

Sinjai, 27 Juli 2024

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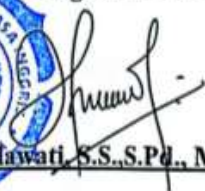
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Appendix 2

OBSERVATION SHEET STUDENT ACTIVITY IN LEARNING

(LEMBAR OBSERVASI AKTIVITAS SISWA DALAM PEMBELAJARAN)

1. Nama Sekolah :
2. Alamat Sekolah :
3. Nama :
4. Mata Pelajaran :
5. Petunjuk pengisian : Berilah tanda centang (✓) pada kolom yang sesuai dengan aspek yang diamati.
6. Berikut ini adalah deskripsi dari setiap kolom.
 - a) Siswa mengikuti kegiatan pembelajaran mendengarkan dan memperhatikan motivasi belajar yang diberikan guru sebelum memulai pembelajaran
 - b) Siswa mengikuti kegiatan pembelajaran memperhatikan penjelasan guru mengenai tujuan pembelajaran
 - c) Siswa memperhatikan dengan seksama penyampaian materi pembelajaran yang diberikan menggunakan media flashcard
 - d) Siswa aktif mengamati penggunaan flashcard oleh guru dalam pembelajaran vocabulary terkait materi yang diajarkan
 - e) Siswa memperhatikan penggunaan flashcard oleh guru dalam pembelajaran vocabulary terkait materi yang diajarkan
 - f) Siswa aktif melakukan interaksi bersama teman kelompok dalam menggunakan flashcard sebagai media untuk mempelajari vocabulary terkait materi yang dipelajari
 - g) Siswa mengerjakan lembar kerja siswa yang dibagikan sebagai evaluasi
 - h) Siswa mengumpulkan lembar kerja siswa yang diberikan
 - i) Siswa aktif bertanya mengenai materi yang dipelajari.
 - j) Siswa ikut serta dalam menyimpulkan materi yang telah dipelajari.

No	Nama Siswa	Aspek yang di Observasi									
		1	2	3	4	5	6	7	8	9	10
1	Adrian Raditiya										
2	Aenul Saputra										
3	Aimam Nuzul Zikri										
4	Anindita Keisha Ramadhani										
5	Asyifa Nur Sahira										
6	Dayana Batrisya										
7	Irfandi										
8	Medhiva Syahrani										
9	Mutiah Malilah										
10	Mutiara										
11	Nur Ariska										
12	Quratun Fatihah										
13	Rafif Zhafran Khairi										
14	Zalwaa Nadisa										
15	Zuhratul Amaliyyah										

ian:

Terlaksana (1)

Tidak Terlaksana (0)

Sinjai, 27 Juli 2024

Supervisor I


Dr. Jamaluddin, S.Pd.I., M.Pd.I

NIDN : 2102068101

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Sitti Aminah, S.Hum., M.Hum

NIDN : 2101049001

Approved by,

Head of English Education


Harmilawati, S.S., S.Pd., M.Pd

NBM : 1280037

Appendix 3

VOCABULARY TEST GRID

**The Effectiveness of Using Flashcards in Teaching
Vocabulary at Fifth Grade Students of SDN 68 Manipi**

Tema	Kompetensi Dasar	Sub Tema	Indikator	Bentuk Soal	No. Soal
What Do You Want to Be?	1. Merespon instruksi sangat sederhana secara verbal dalam konteks kelas 2. Memperkenalkan diri dan berkenalan	<i>Dream Job</i> <i>Hobby</i>	• Memberikan dan menanyakan nama, hobi, jenjang kelas, alamat, cita-cita dan usia dengan lafal dan ucapan yang benar • Mengeja nama		
It's the Second Door on the Left?	1. Memberikan instruksi petunjuk arah dengan menggunakan bahasa yang tepat 2. Merespons instruksi sangat sederhana secara verbal mengenai petunjuk arah menuju ruangan di sekolah	<i>Preposition of place</i> <i>Name of room</i>	• Menjawab pertanyaan mengenai denah ruangan dari gambar yang tersedia • Menyebutkan ruangan di sekolah dengan ucapan dan lafal yang benar	Table text Spelling bee Tes Lisan	1,2,3,4,5 1,2,3,4,5 1,2,3,4,5

Sinjai, 27 Juli 2024

Supervisor I


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NBM : 1280037

Appendix 4

Vocabulary Test (Pre-test and Post-Test) Meaning Test

Nama :

Kelas :

Isilah tabel berikut!

No	Kosakata	Arti
1	Fire Fighter	
2	Dentist	
3		Menggambar
4		UKS
5	Mosque	

Spelling Test

1. Siswa memilih 5 flashcard kosakata terkait materi yang telah dipelajari
2. Penguji menunjukkan gambar dari flashcard yang dipilih tanpa memperlihatkan kosakata.
3. Siswa meneja kosakata tersebut.

List kosakata yang akan diujikan dalam spelling test :

- | | |
|--------------|-------------|
| 1. Animator | 14. writing |
| 2. Doctor | 15. Soccer |
| 3. Teacher | 16. Right |
| 4. Farmer | 17. Below |
| 5. Scientist | 18. Behind |

- | | |
|---------------|----------------|
| 6. Police | 19. Between |
| 7. Pilot | 20. Left |
| 8. Chef | 21. canteen |
| 9. Musician | 22. Laboratory |
| 10. Army | 23. Mosque |
| 11. Badminton | 24. Classroom |
| 12. Gardening | 25. Toilet |
| 13. Dancing | |

Pronunciation test

Membaca bacaan sederhana berikut

My name is Dina, now, i'm in fifth grade. I have a hobby, my hobby is **cooking**. My dream job is to become a famous **chef**. I have a best friend, her name is Lisa, in class, she sits right beside me. lisa loves **cycling** very much, her dream job is to become a **nurse**. We both often spend time together by reading books in the school **library**.

Rubrik Penilaian Vocabulary

No	Aspek yang dinilai	Indikator	Skor
1	Mengartikan kosakata	Siswa dapat mengartikan kosakata bahasa Inggris dengan baik	2
		Siswa belum dapat mengartikan kosakata bahasa Inggris dengan baik	1
2	Mengeja kosakata	Siswa dapat mengeja kosakata bahasa Inggris dengan baik	2
		Siswa belum dapat mengeja kosakata bahasa Inggris dengan baik	1
3	Melafalkan kosakata	Siswa dapat melafalkan kosakata bahasa Inggris dengan baik	2

		Siswa belum dapat melafalkan kosakata bahasa Inggris dengan baik	1
--	--	--	---

Skor maksimal : 30

$$Total\ Nilai = \frac{Jumlah\ skor\ yang\ didapatkan}{Skor\ maksimal} \times 100$$

Keterangan:

- A = Jika siswa memperoleh nilai 90-100
- B = Jika siswa memperoleh nilai 80-89
- C = Jika siswa memperoleh nilai 65-79
- D = Jika siswa memperoleh nilai < 64

Sinjai, 27 Juli 2024

Supervisor I


Dr. Jamaluddin, S.Pd.I., M.Pd.I

NIDN : 2102068101

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Sitti Aminah, S.Hum., M.Hum

NIDN : 2101049001

Approved by,

Head of English Education


Harmilawati, S.S., S.Pd., M.Pd

NBM : 1280037

Appendix 5 Class and Students

No	Name	Gender	Class
1	Adrian Raditiya	M	V
2	Aenul Saputra	M	V
3	Aimam Nuzul Zikri	M	V
4	Anindita Keisha Ramadhani	F	V
5	Asyifa Nur Sahira	F	V
6	Dayana Batrisya	F	V
7	Irfandi	M	V
8	Medhiva Syahrani	F	V
9	Mutiah Malilah	F	V
10	Mutiara	F	V
11	Nur Ariska	F	V
12	Quratun Fatihah	F	V
13	Rafif Zhafran Khairi	M	V
14	Zalwaa Nadisa	F	V
15	Zuhratul Amaliyyah	F	V

Appendix 7 Supervisor's Decree

UAD UNIVERSITAS ISLAM AHMAD DAHLAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

SURAT KEPUTUSAN
NOMOR: 589/DI/III.3.AU/F/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

Menimbang :

1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.

Mengingat :

- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
- b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
- c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
- d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
- e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
- f. Statuta Universitas Islam Ahmad Dahlan.

Memperhatikan :

1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293/R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

Menetapkan :

Pertama :

Pembimbing I	Pembimbing II
Dr. Jamaluddin, S.Pd.L., M.Pd.	Sitti Aminah, S.Hum., M.Hum.

untuk penulisan skripsi mahasiswa:

Nama : Rizky Ainun Sulfianti

NIM : 190110019

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Effectiveness of Using Flashcards in Teaching Vocabulary at Fifth Grade Students of SDN 68 Manipi

Kedua :

Ketiga :

Keempat :

Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.

Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.

Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

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Telp: 082291330870 Kode Pos: 72612 | [m4Q Sinjai Official](https://www.youtube.com/channel/UCm4Q-Sinjai-Official) | [uad_sinjai](https://www.tiktok.com/@uad_sinjai)

Appendix 8 Research Permit Application

UNIVERSITAS ISLAM AHMAD DAHLAN | FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : 471.D1/III.3.AU/F/2024
 Lamp : -
 Hal : Permohonan Izin Penelitian

Sinjai 21 Muharram 1446 H
 29 Juli 2024 M

Kepada Yang Terhormat
Kepala SDN 68 Manipi
 Di -
 Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Rizky Ainun Sulfianti
 NIM : 190110019
 Program Studi : Tadris Bahasa Inggris (TBI)
 Semester : X (Sepuluh)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness Of Using Flashcards In Teaching Vocabulary At Fifth Grade Students Of SDN 68 Manipi."

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SDN 68 Manipi Kab. Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dr. Taswir, M.Pd.I.
 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Kab. Sinjai

Alamat : Jl. Sultan Hassanudin No. 23 Kab. Sinjai | ftk@uad@gmail.com | [ftk.uad](https://www.ftk.uad.ac.id) | [ftk.uad.sinjai](https://www.ftk.uad.ac.id) | www.ftk.uad.ac.id

Appendix 9: Research Permit



PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI 68 MANIPI
Jalan Lambah Harapan Manipi Lingk. Sapotanyva Kel. Tassilulu Kec. Sinjai Barat Kode Pos 92633

SURAT KETERANGAN PENELITIAN
NOMOR. 421.2/045/SDN68/VIII/2024

Yang bertanda tangan di bawah ini, Kepala SD Negeri 68 Manipi kabupaten Sinjai, menerangkan bahwa :

Nama : Rizky Ainun Sulfianti
 NIM : 190110019
 Program Studi : Tadris Bahasa Inggris (TBI)
 Jenis Kelamin : Perempuan
 Pekerjaan : Mahasiswa S1 (Strata Satu) UIAD Sinjai
 Alamat : Tassilulu, Kecamatan Sinjai Barat

Benar telah mengadakan penelitian dalam rangka penyusunan skripsi dengan judul penelitian :
"The Effectiveness Of Using Flashcards In Teaching Vocabulary At Fifth Grade Students Of SD Negeri 68 Manipi"

Demikian Surat Keterangan penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Manipi, 3 Agustus 2024
 Kepala SDN 68 Manipi


 T. YUSUF, S.Pd.SD
 NIP. 1980071988031012

Appendix 10: Documentation

Pre-Test



Treatment



Post-Test





SURAT KETERANGAN HASIL TURNITIN

Nomor : 072.L.10/III.3AU/A/2025

Saya yang bertanda tangan di bawah ini;

Nama : Asriani Abbas, S.I.P.
 NBM : 1235305
 Jabatan : Pjs. Kepala Perpustakaan UIAD Sinjai

Menerangkan bahwa,

Nama : Rizky Ainun Sulfianti
 Nim : 190110019
 Prodi : TBI
 Jenis dokumen : Skripsi

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Sinjai, 16 Oktober 2025

Pjs. Kepala Perpustakaan UIAD Sinjai


 Asriani Abbas, S.I.P.
 NBM. 1235305

Perpustakaan UIAD

Rizky Ainun Sulfianti 190110019

Perpustakaan
PERPUSTAKAAN
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BIOGRAPHY



Name : Rizky Ainun Sulfianti
 Reg : 190110019
 Place of birth date : Sinjai, 4th August 2000
 Address : Jl. Persatuan Raya Manipi, Kelurahan Tassililu,
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 2. PIK Remaja at SMA 6 Sinjai
 3. English Students Association
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 SMP : SMPN 1 Sinjai Barat
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