

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLASHCARDS

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ABSTRACT

This study is entitled “**Improving Students’ Vocabulary Mastery by Using Flashcard**”. In this research, the writer use flashcard as a media to increase students’ vocabulary mastery. the aims of the research are to know whether or not flashcard is effective to improve students’ vocabulary and also to know whether or not the students like being taught vocabulary by using flashcard. The design used in this research was pre-experimental. The subject of the research was the first grade students of Junior High School in Solokanjeruk 1. The researcher took one class as the sample which consist of 33 students. The data was obtained by conducting pretest, posttest and questionnaire. Pretest was given to know the scores before treatment, and the posttest score was given to know scores after treatment. The result of pretest and posttest scores was analyzed through the t-test formula to find out whether or not flashcard is effective. Based on computation result by using t-test formula, with $df=N-1 =33-1 =32$ at $p=0.05$ of two-tailed, the critical value of t is 2.042. the findings showed that t-obtained is higher than t-table ($6.97 > 2.042$). It indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Based on the research findings, it can be concluded that flashcard is effective for improving students’ vocabulary mastery. futhermore, the results of questionnaires show that most students’ gave positive response toward the use of flashcard. Flashcard could improve students’ vocabulary mastery effectively, and they like being taught English vocabulary by it.

Keywords: Vocabulary Mastery, Media, Flashcard

Background

The English language subject, which has to be learnt by the students, consists of four language skills namely listening, speaking, reading, and writing. In order to master the communication skills, understanding language elements are essential. David Wilkins in Thornbury (2002:13) stated “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This explains that even both grammar and vocabulary are part of English elements, vocabulary is the main elements that matters the most. To improve the skills, the students need to know as many vocabulary as they can, because if they know less vocabulary, they will not understand what people say and will not be able to improve the language skills.

“Acquiring a vocabulary requires not only labelling it but categorizing skill.”, (Thornbury, 2002:18). This means that in mastering vocabulary, students have to be capable of both understanding and remembering a word. As stated also by Thornbury (2002:19), “Know its form, know its meaning.” For some students these requirements are difficult to be fulfilled. This vocabulary mastery problem has to be faced by English teacher and learner. This phenomenon happens in the process of vocabulary mastery in the Junior High School.

Students tend to forget what they have just learned, which is normal, because there are factors that affect the students' process of remembering words (Thornbury, 2002:26-27). One of the factors is the way they get and use the words that are being learned. Usually, they just get the vocabulary and the meaning from their teacher or dictionary to be remembered. Perhaps, this conventional method is not good enough to make the students remember the vocabularies permanently, because they do not have something interesting that burn their mind.

“Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long-term memory,” (Thornbury, 2002:25). The writer concludes that teachers must be creative in conveying the lesson so that the students are attracted to it. The use of media can increase the attractiveness of the learning situation. The writer thinks that Flashcard is a suitable media for teaching vocabulary. Flashcards are the cards which have words and pictures or drawn on it. “Other tests have shown that easily visualized words are memorable than words that do not immediately evoke a picture.” (Thornbury, 2002:25). Usually the students are able to remember an English word easily by showing its picture. Their brain works on visualizing the word so that the students can interpret the word to their own understanding. This makes the students master the vocabulary well.

All of the explanations above give inspiration to the writer to make a research, the writer wants to know how far flashcard can improve vocabulary mastery. So, the writer will conduct a research entitled IMPROVING THE STUDENTS' VOCABULARY BY USING FLASHCARD.

The Research Questions

The research questions are as follows:

1. Is flashcard effective to improve students' vocabulary mastery?
2. Do the students like being taught vocabulary mastery by using flashcard?

The Aims of the Research

Relevant with the research questions, the aims of this research are as follows:

1. To know whether or not flashcard is effective to improve students' vocabulary mastery.
2. To know whether or not the students like being taught vocabulary by using flashcard.

The Hypothesis

According to Singh (2006:54), hypotheses is the composition of some variables which have some specific position or role of the variables i.e to be verified empirically. The hypotheses of this research are as follows:

3. Null Hypotheses (Ho)
There is no significant difference in the the students' mean score before and after the treatment using flashcard.
4. Alternative hypotheses (Ha)

There is significant difference in the students' mean score before and after the treatment using flashcard.

THEORETICAL FOUNDATION

Hatch and Brown (1995: 1) stated that "Vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use".

Kamil and Hiebert (2005:1) stated, "Words represent complex and, often, multiple meanings." Vocabulary is various. It will not have the same meaning, role, or function between one and another. It depends on the category the word belongs to. For instance, there is word class or part of speech. It categorizes words into noun; which is words that identify things, verb; which is words that identify actions or states, adjective; which is words that identify characteristics of things, etc.

"Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts" (Kamil & Hiebert; 2005:1). From the definitions above, the writer concludes that vocabulary is stock list of words, which is used individually or in a group, and plays the most important role to understand the context of language content.

2.1.1 The Importance of Vocabulary

Vocabulary is an important part of language, which is the basic element of language. "Words do not just have different meaning, however, they can also be stretched and twisted to fit different contexts and uses", (Harmer, 2001:19). Vocabulary is a basic element yet complex in terms of context and meaning, which means vocabulary has great effect on how the language is used.

Thornbury (2002:31) stated, "Vocabulary learning is item learning, and network building", the 'item' means vocabulary is a media for conveying message in language, while 'network building' means linking everything that related to a vocabulary that affect the context and meaning in the use of language. "Without vocabulary nothing can be conveyed" (Wilkins, 2002:14), since it is basic element of language, it makes up the whole language. In short, vocabulary has to be acquired in order to produce language.

2.1.2 The Types of Vocabulary

A word is possible to belong to many different word categories. The language use can be bad if the learners do not know many vocabularies, but it is worse if they do not know which type of vocabulary those vocabularies belong to, (Thornbury, 2002:2; Harmer, 2001:16-22).

Those categories are as follow:

1. Word Classes
2. Word Families
3. Word Formation
4. Multi-Word Units
5. Collocations
6. Homonyms
7. Polysemes
8. Synonym & Antonyms

9. Hyponyms

As Hatch & Brown (1995) stated, “Vocabulary is the foundation to build languages, which plays a fundamental role in communication”, it means the lack of vocabulary will be a complicated problem in learning language communicatively. Students not only need many vocabularies but also master them to be able to practice the language skills. Vocabulary mastery is important so that the students are able to use the language well.

The moment where the students forget the words they just learnt is the practise of knowing words, not comprehending words. Thornbury (2002:18) stated that in vocabulary learning, words are not only known but also categorized. Thus, the term vocabulary mastery means that the words are not only known temporarily, without appliances the students will not fully comprehend a word, its meaning, its class, its synonym, and everything else related to the word. Thornbury (2002:2) stated, that it becomes a problem that they can not determine the proper word for their context of topic, which may make the meaning intended blurry. Comprehensive understanding of words eases language learners to use the language easily and properly in context.

Generally, media are the means of transferring or delivering the message in any kind of communication, (Li-ling, 2001:61). The use of media can make the communication in any field more effective and interesting. The advantages of media will ease any matter of communication.

In the educational field, media has a great effect in conveying the teaching material. As Li-Ling (2001,61) stated, “it is called the educational medium when the medium transfers message for the purpose of teaching.” Various kinds of media can be some interesting tools for teaching and learning process. So, the students may follow the lessons easily with the help of media.

According to Mahajan (2012:6-7), media are classified into seven categories such as:

- a. Graphic Media: any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
- b. Display Media: a board used to show information in small groups, e.g., chalkboard, bulletin board, flannel board, and peg board.
- c. Three Dimensional Media: a medium that has 3D shape. For example, models, objects, specimens, puppets.
- d. Projected Media: a kind of media that need projector to show the messages. For example, slide, filmstrips, transparencies, films, video tapes, gramophones, records.
- e. Audio Media: media that just can be heard. Such as, radio audio cassettes, gramophones, records.
- f. Video Media: this media is combination between audio and visual, e.g., TV, video cassettes. CD, computers.
- g. Activity Media: media that can act some activity. For example, fieldtrips, dramatization, demonstration, and role-playing.

From the explanation above, the writer focuses on the graphic media which is flashcard.

The researcher used graphic media as the aid for the research. This kind of media is suitable for remembering vocabulary easily since it helps the students visualize the words.

2.2 Flashcard

2.2.1 Definition

Flashcard is simply a card with a drawing or words on it. The researcher uses a set of flashcard that have both drawings and words. According to Harmer (2001:134), flashcard is a smallish card which we can hold up for students to see.” The size of flashcard is quite big, which makes it easy to be read at a distance. The content of a flashcard, drawing, word, sentence, or picture, can be adjusted to various teaching material, such as; vocabulary mastery, grammar mastery, speaking skill, reading skill, etc. According to Cross (1991:119), “flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.”, it means that flashcard is a simple media that easy to use.

2.3.2 Types of Flashcard

There are different types of flashcards that used for language learning. The differences are adjusted on the needs of the learning situation. According to Scott (1990:109-111), the tools for language learning that are categorized as flashcard are as follow:

1. Picture Cards

Picture cards are the type of flashcards which the ideas are visualized on it. It can be displayed through drawings, cuts-outs, or photos. The size of this kind of flashcard is better adjusted, a big one for a whole class work so that all of the students can see the flashcards clearly or the smaller for group/individual work. The flashcards need to be sorted into the theme or subject area.

2. Card Games

A card games are the type of flashcards that can be the tool for language learning, only if language interaction occurred. An example of card game is a set of four cards with a picture and four names that is played by few people. They guess each other’s card by analysing their cards which share mutual theme.

3. Word / Sentence Cards

Word Cards or Sentece Cards are usually used for beginners that learn language by using sentences a lot. For example, the flashcards can be a single question and the answer is on the other side of the flashcard.

As stated before, this research is conducted by using the flashcards that contain both drawings and words. That means the types of flashcard that are used is the combination of picture card type and word card type.

2.3.3 The Benefit of Flashcard

The reason why flashcard is the most used media is because flashcard makes the material becomes easy to remember and hard to forget by the students. “As language teachers we use a variety of teaching aids to explain language

meaning and construction, engage students in a topic, or as the basic of a whole activity.” (Harmer, 2001:134).

Those are the benefits of teaching aids or media that make the teaching process by using media is an excellent choice. As flashcard is one of the teaching aids that mentioned by Harmer, it is indeed beneficial media.

2.3.4 The Procedure of Flashcard

In teaching vocabulary by using Flashcards, Cross (1991: 11-13) mentioned three steps of flashcard usage, there are Presentation, Practice, and Production. These steps will be conducted in the teaching treatment of this research. The steps explanation are as follow:

1. Presentation

The first step begin as the teacher shows flashcards. Students look at the picture or drawings closely one by one to memorize the visual appearance of the name. The teacher mentions the name of the drawing or picture on the cards.

2. Practice

Then, the students repeat the words. To make students remember better, the teacher covers the names of the flashcards as they mention the names. Furthermore, the teacher changes the flashcards arrangement to level up the difficulty.

3. Production

Each of the students applies the newly learnt vocabulary. They take turns to mention the names as the teacher shows the flashcards randomly.

As Thornbury (2002:22) stated, learning is remembering, this implies that the learning process influences on students’ memory. The teaching of vocabulary must be comprehensive, since it is needed to be mastered by the student. Students need to know the form and the meaning of a vocabulary, also it has to be placed on their long-term memory (Thornbury, 2002:19-26). Moreover, students need to be able to use the word correctly so that they can use the language communicatively.

The requirements of vocabulary mastery can be fulfilled by using Flashcard. “Other test has shown that easily visualized words are more memorable than words that don’t immediately evoke a picture.” (Thornbury, 2001;26). Flashcard can have a drawing or picture as its content, which makes the words easily visualized. Visualizing word is one of the ways that can make the students remember words, because it is interesting. As Thornbury (2002:26) stated, Putting words to use in interesting way, is the best way of ensuring they are added to long-term memory. Thus, the use of Flashcard in teaching vocabulary is considered effective, because the needs of teaching vocabulary are suitable to the characteristic of Flashcard.

RESEARCH METHODOLOGY

This chapter discusses the methodology of this study covering the research design, the research variables, the research hypotheses, population and sample, the research instrument, the research procedures, the schedule of the research and the data analysis.

This research used pre-experimental design and quantitative method for collecting data. “Quantitative methods involve the process of collecting, analyzing, interpreting and writing the result of a study” (Creswell, 2008:24).

In this research, the researcher will employ one group pre-test and post-test design. Ary, Jacob, and Sorensen, (2010:303) stated that the steps of one group pre-test and post-test design are:

1. Administering a pretest which measures the dependent variable
2. Applying the experimental treatment to the subjects,
3. Administering a posttest again measuring the dependent variable

Differences attributed in application of the experimental treatment (T) are evaluated by comparing the pretest (\bar{X}_1) and posttest (\bar{X}_2) scores. Here is the representation of the design:

Table 3.1
The Pre-Experimental Design

\bar{X}_1	T	\bar{X}_2
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Note:

\bar{X}_1 : Pretest

T : Treatment

\bar{X}_2 : Posttest

The design above means that the teacher gives the students pretest before using flashcards in treatment, then the posttest is given after teaching several times a

This study has some parts which are called variables. According to Creswell (2008 : 49-50), “variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.” Kinds of variable are independent variable which influences outcome, and dependent variable which is the outcome that is influenced by the independent variable (Cresswell, 2008:50)

Referring to the definition above, the independent variable of this research is flashcards which is used as a media in mastering vocabulary. While dependent variable is the students’ ability in mastering vocabular

Ary, Jacob, and Sorensen (2010 : 270) stated that “an experimental begins with an experimental hypothesis, a prediction that treatment will have a certain effect”. The hypothesis is an educated guess and testable about the answer to the research questions. Moreover, a hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Marczyk, DeMatteo, and Festinger (2005 : 9) says that the types of hypotheses are Null hypotheses, which states the nonexistence of the differences between the groups being studied, and Alternative hypotheses, which states the existence of the differences between the groups being studied.

The hypotheses of the research are stated as follow:

1. Null Hypotheses (Ho)

There is no significant difference in the the students’ mean score before and after the treatment using flashcard.

2. Alternative hypotheses (Ha)

There is significant difference in the students' mean score before and after the treatment using flashcard.

Population and Sample

According to Fraenkel, Wallen, and Hyun (1996:92), "population is the group of interest to the researcher, the group to whom researcher would like to generalize the results of the study." The population in this research is the first grade of SMPN 1 Solokanjeruk, that consist of 11 classes.

Meanwhile, "sample in a research study is the group on which information is obtained." (Fraenkel, Wallen, and Hyun 1996:91). In this research, out of 11 classes of the population, the writer takes one class as the sample of the research. The choice falls into class 7i, consisting of 33 students as the sample of the research.

Research Instrument

To collect the data and to measure the value of the research variables in the quantitative research instrument are used and filled by the students. This research used some intruments to answer the research questions, which are; pre-test, post-test, and questionnaire.

1. Pre-test

Pre-test is a test which is used to know the students' vocabulary mastery, before the treatment begins. The test will be given to the students before the treatment using flashcards. The pre-test is conducted to measure students' vocabulary mastery of noun, adjective, and verb. The types of the tests are multiple choices and match word.

2. Post-test

Post-test is employed in this research after giving some treatments and exercise in a certain period. Post-test scores mean is compared to the Pre-test scores mean in order to see whether or not there are differences on their scores after being given some treatment.

3. Questionnaire

"The questionnaire is a form which is prepared and distributed for the purpose of securing responses", (Singh, 2006:191). The researcher will compile 10 questions to get the students' response on the using of Flashcards as the means of improving vocabulary mastery.

The Research Procedures

In collecting the data, the writer prepared some steps that should be taken. The research procedures in this study include the following steps:

1. Preparing the lesson plan.
2. Preparing the teaching material.
3. Constructing the items for pretest.
4. Administering pretest.
5. Computing pretest result.
6. Implementing treatment.
7. Conducting posttest.

8. Distributing questionnaire to the students.
9. Computing posttest and questionnaire result.

3.7 The Schedule of the Research

This research is conducted in 5 times with 4 times for treatment. The following table can be seen as the table of the research schedule.

Table 3.2
Schedule of the Research

No	Material	Date
1.	Pre-test	April, 16 th 2018
2.	Treatment 1	April, 16 th 2018
3.	Treatment 2	April, 17 th 2018
4.	Treatment 3	April, 18 th 2018
5.	Treatment 4	April, 19 th 2018
6.	Post-test and Questionnaire	April, 20 th 2018

3.8 The Data Analysis

The analyzing data is performed after collecting data by giving tests and questionnaire. The data obtained from the tests will be analysed by using t-test for dependent group. According to Ary, Jacob, Sorensen, and Razavieh (2010:177), the formula of t-test for dependent group is as follows :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

where:

\bar{x}_1 = The mean of the pre-test scores

\bar{x}_2 = The mean of the post-test scores

$\sum D^2$ = The sum of the squares of the differences between pre-test scores and post-test scores

$(\sum D)^2$ = The square of the sum of the differences between the pre-test scores and post-test scores

N = The number of pairs of scores

DF = The degree of freedom

DF = $N-1$

The researcher uses t-test for dependent group, there are five steps for computing the data:

- Step 1 : subtract the pairs of scored from each other in the following manner.

Table 3.3

Step to Subtract the Pair of Scored

Subject	Pretest scores (X1)	Posttest scores (X2)	D Scores	D ²
Σ	Σx1=	Σx2=	ΣD=	ΣD ² =

- Step 2 : calculate the mean of pretest scores (\bar{x}_1)

$$\bar{x}_1 = \frac{\Sigma x1}{n}$$

Where:

\bar{x}_1 : mean of sample

$\Sigma x1$: total number of all individual observation of x

n : total number of observations

- Step 3: calculate the mean of the posttest score (\bar{x}_2)

$$\bar{x}_2 = \frac{\Sigma x2}{n} =$$

Where:

\bar{x}_2 : mean of sample

$\Sigma x2$: total number of all individual observation of x

n : total number of observations

- Step 4: enter the value obtained from step 1-3 into the formula for the dependent t-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

- step 5: interpret the result of the computation.

3.8.1 Scoring System

Arikunto (2002) suggest the types of formula that can be used to process the scoring multiple choice item data; the formula with or without punishment. The formula is stated as follow:

$$S = R$$

S : Obtained score (raw score)

R : Right answer

3.8.2 Data Analysis of Questionnaire

The researcher will compile 30 questions to get the students' response on the using of Flashcards as the means of improving vocabulary mastery. The

questionnaire in this study is using percentage formula based on Sugiono (2006) as follow:

$$p = \frac{F}{N} \times 100\%$$

Where:

- p** = Percentage (quality of the answer)
F = Frequency (total of the respondents' answer)
N = Numbers (total of the respondents)

Table 3.4
Criteria of Percentage

Percentage of Respondent	Criteria
1 – 25 %	Small number of the students
26 – 49%	Nearly half of the students
50%	Half of the students
51 – 75 %	More than half of the students
76 – 90%	Almost all of the students

RESEARCH FINDING AND DISCUSSION

This chapter consists of finding and discussion which explain the research findings: the pretest data result, the treatment, the posttest data result, the data analysis of pretest and posttest, the result of the questionnaire and the discussion of finding.

The Research Findings

In the research findings, there are several section that are discussed. Those are the pre-test, the treatments, the post-test and questionnaire. The objective of this research is to improve students' vocabulary mastery with flashcard in Junior High School. The total of sample is 33 students. This research was conducted from 16th April to 20th April 2018. There were 4 activities: pre-test, four times treatment, post-test in the last meeting and questionnaire.

The Pre-test Data Result

Pre-test is aimed to know the students' vocabulary mastery before treatment. The test is given to the students before treatment using flashcard. Pre-test was held on Monday, 16th April 2018. It started at 09.00 a.m. In doing this test the students carried out the test during 45 minutes. The sample on pre-test were 33 students. The data of pre-test was shown in the following table.

Table 4.1
The Pre-Test Score

No	Students	Score (X ₁)
1	Student 1	76
2	Student 2	26
3	Student 3	36
4	Student 4	30
5	Student 5	56

6	Student 6	53
7	Student 7	63
8	Student 8	56
9	Student 9	53
10	Student 10	30
11	Student 11	33
12	Student 12	33
13	Student 13	63
14	Student 14	53
15	Student 15	60
16	Student 16	76
17	Student 17	20
18	Student 18	80
19	Student 19	60
20	Student 20	30
21	Student 21	33
22	Student 22	70
23	Student 23	36
24	Student 24	26
25	Student 25	60
26	Student 26	20
27	Student 27	76
28	Student 28	28
29	Student 29	56
30	Student 30	76
31	Student 31	76
32	Student 32	33
33	Student 33	63
Total		$\Sigma x = 1,640$
Mean		$\bar{X}_1 = 49.69$

Based on the result above, the researcher got the pre-test data result from 33 students. The range of score is 10-100. Six students got good criteria with a range from 71-80, four students with a range score 61-70, nine students with a range 41-60, and four teen students got score under 41. From the table above, the majority of the students still got score below the average.

Related to the table, the highest score was 80 and the lowest score was 20. The mean of the pretest score was 49.69, it means that the students' ability in vocabulary of the first grade of junior high school in Solokanjeruk 1 was low because the minimum completeness criteria score (KKM) of the standard competence and base competence of the first grade of SMPN 1 Solokanjeruk in English subject is 75. So, the writer gave some treatments to the students to improve their vocabulary mastery by using flashcard.

The Discussion

This part presents the discussion of the research findings. There are two research questions proposed, research questions. The purpose of this research was to find out whether flashcard could improve students' vocabulary mastery or not. It was also aimed at observing students' response toward the use of this technique in their class.

Based on the data, flashcard improved students vocabulary mastery. it was proven by the statistical data that indicated the significant difference between the mean of pretest and that of the posttest. The improvement can be seen in the result of the mean score and the dependent t-test. The mean score of the students increased. In the pretest, the mean score was 49.69, while the posttest mean was 77.93. The score showed that posttest was better than pretest.

Futhermore, the result showed that t -obtained 6.97 was higher than the t -table 2.042. The finding enables this study to reject the null hypothesis and accept the alternative hypothesis. In other words, it proves the assumption, students' vocabulary mastery can be improved significantly through flashcard, which has previously stated.

The result of questionnaire above, indicates that the students' response toward flashcard in teaching vocabulary is good. The students gave positive response. They were interested in learning vocabulary using flashcard in improving their vocabulary mastery. Flashcard influences other language skills, and it can motivate the students. The students enjoy and study more effectively. In conclusion, flashcard is an effective instrument in teaching vocabulary.

This chapter covers conclusions and suggestions of the research. Conclusions are dawn as the interpretation of the main things based on the discussion of research finding. Meanwhile, suggestions are written to be addressed to the English teacher and further research.

5.1 Conclusion

The study concerned with teaching and learning by using flashcard for improving students' vocabulary mastery. The aims of the research are to find out the effectiveness of flashcard in teaching vocabulary to the first grade students of Junior High School in Solokanjeruk 1 and also to find out students' responses toward the use of this media. The writer conducted the research on 16th to 20th April 2018. This research design is pre-experimental research, with one group pretest and posttest design. The writer used one class and used 33 students as sample. There were three intruments in this research, those are pretest, posttest, and questionnaire.

The finding of the study showed that, after several treatments, the students' vocabulary was improved. It could be seen on the result of the data analysis. First related to the test result, the students' vocabulary mastery before being taught by using flashcard was low, and after conducting the treatment the posttest data showed that most of the students got high scores. Futhermore, the statistical analysis showed that the value of t -obtained (6.97) is higher than that of the t -table (2.042) which indicates that the null hypohthesis (H_0) is rejected and the alternative hypohthesis (H_a) is accepted, meaning that the students' vocabulary mastery after being taught by using flashcard is significantly better than before.

In line with the data result there was positive answer by the students about the flashcard which is used to learn vocabulary. It was found that almost all of students stated that learning vocabulary by using flashcard was fun and helped them to learn vocabulary better and also it increases students' motivation in learning English. Therefore, it can be concluded that flashcard is effective for improving the students' vocabulary mastery and flashcard is appropriate for the first grade students of Junior High School in Solokanjeruk 1.

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