

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Overview of Research Objects

1. Identity of MTs Darul Ulum Kudus

Madrasah Name	: MTs Darul Ulum
NSS/NSM	: 12123319003
Address	: Kudus – Pati Street, KM 5
Postal Code	: 59322
Sub-District	: Ngembalrejo
District	: Bae
Regency	: Kudus
Province	: Jawa Tengah
Organizing Institution	: Yayasan Lembaga Pendidikan Islam Darul Ulum Kudus
Phone	: (0291) 4251650/085-740-190-381

2. A Brief of the Establishment of MTs Darul Ulum Kudus

MTs Darul Ulum Ngembalrejo Bae Kudus is an academic unit at the level of Junior High School, characterized by the Islamic religion, which organizes a 3-year education program as a continuation of the Elementary School or Madrasah Ibtidaiyah level. MTs Darul Ulum is managed by Yayasan Lembaga Pendidikan Islam Darul Ulum Kudus (YPIDU) with a Notary Deed on 12-12-1960 No: 13/K/1960.

A brief history of MTs Darul Ulum was founded in 1960, located in Ngembalrejo village, Bae sub-district, Kudus district. This madrasah was built and pioneered by the first generation, namely KH. Ahmad Zaenuri and the second generation, namely KH. Ahmad Fatkhi Muhdor and the third generation KH. Sa'ad Basyar. MTs Darul Ulum was established in 1960, and the status of the land is self-owned and owned by the foundation.

The building built by Madrasah Tsanawiyah is waqf land from Mr. H. Asnawi Roesdi and was first officially established in 1960. This Madrasah Tsanawiyah, as the first batch had 25 students, then the number of students

increased the following year. The Darul Ulum Foundation building consists of TK, MI, MTs, and MA, in one scope.¹

3. **Geographical Location**

Madrasah Tsanawiyah Darul Ulum Kudus which is located at Jl. Kudus – Pati KM 5 is located in Ngembalrejo village, Bae sub-district, Kudus district. MTs Darul Ulum Kudus is strategically located because it is situated between educational institutions and the government.

4. **Vision and Mission of MTs Darul Ulum Kudus**

An educational institution must have specific goals from implementing an education, which is presented in a vision, mission, and goals. The following is the vision and mission of MTs Darul Ulum Kudus:

a. **Vision**

- 1) Polite students and Muslims who play an essential role in society
- 2) Enthusiasm in success, commendable in temperament

b. **Mission**

- 1) The achievement of learning outcomes that are constantly increasing
- 2) Achieving alignment with state schools
- 3) Skilled through extracurricular
- 4) Islamic Personality and Akhlakul Karimah
- 5) It is hoped that students will become role models in society and institutions
- 6) The formation of an intellectual and competent Indonesian society based on science and technology, as well as imtaq²

5. **Organizational Structure of MTs Darul Ulum Kudus**

The composition of the managers of MTs Darul Ulum Ngembalrejo Bae Kudus Year 2020/2021 is as follows:

¹ Documentation Data, MTs Darul Ulum Ngembalrejo Bae Kudus, quoted on February 19, 2022.

² Documentation Data, MTs Darul Ulum Ngembalrejo Bae Kudus, quoted on February 19, 2022.

Protector	: Yayasan Lembaga Pendidikan Islam Darul Ulum Kudus
Committee	: Rif'an, S.Ag, M.Pd.I
Principal	: Hj. Ida Wahyuni, S.Ag, M.Pd.I
Deputy Head of Curriculum	: Yoyok Subagio, S.H
Deputy Head of Students	: Faisal Andi Wibowo, S.Pd
Deputy Head of PR	: Ani Fitriani, S.Pd
Deputy Head of Infrastructure	: Fahru Rozi, S.Pd.I
Treasurer	: Ro'ijah, S.Pd
Head of Administration	: Daf'ul Balak
Administration Staff	: Darul Anam, S.Pd
Counseling Guidance	: Fathiyah Khamamah, S.Ag
Head of Library	: Fathiyah Khamamah, S.Ag
Head of Computer Laboratory	: M. Bambang Jatmiko, S.Pd
Scoutmaster	: Ina Huriana, S.Pd.I
Sports Coach	: Faisal Andi Wibowo, S.Pd

SECTION

Religious Section	: Neneng Rinawati, S.S
7.K	: Fera Ismawati, S.Pd
School's Health Clinic Coach	: Ani Fitriani, S.Pd
Gardener	: Sutopo

HOMEROOM TEACHER

Seventh Grade - A	: Neneng Rinawati, S.S
Seventh Grade - B	: Endah Rahayu, S.H, S.Pd
Eighth Grade - A	: Ro'ijah, S.Pd
Eighth Grade - B	: M. Bambang Jatmiko, S.Pd
Ninth Grade - A	: Dra. Chomsatun
Ninth Grade - B	: Ina Huriana, S.Pd.I

6. Condition of Teachers, Employees, and Students

a. Condition of Teachers and Employees

To obtain an educational goal, of course, schools or madrasah need a teacher, both institutional, instructional, and rational. Employees are also required in schools or madrasah to ease the task of a teacher or educator. It is the same at MTs Darul Ulum Ngembalrejo Bae Kudus, with 19 educators and employees.

The data for educators and staff at MTs Darul Ulum Ngembalrejo Bae Kudus is as follows:

- 1) Permanent Educator Foundation : 13 person

- 2) Non Permanent Educator : -
- 3) DPK Educator : 2 person
- 4) Administration Employees : 3 person
- 5) Guard : 1 person

b. Condition of Students

The students of MTs Darul Ulum Ngembalrejo Bae Kudus come from various regions, the majority from outside the city of Kudus. The number of students at MTs Darul Ulum Ngembalrejo Bae Kudus is as follows:

- 1) Seventh Grade A : 15 students
- 2) Seventh Grade B : 14 students
- 3) Eighth Grade A : 26 students
- 4) Eighth Grade B : 23 students
- 5) Ninth Grade A : 25 students
- 6) Ninth Grade B : 25 students

7. Condition of Facilities and Infrastructure

The building area at MTs Darul Ulum Ngembalrejo Bae Kudus is 208 m² which has 11 core rooms with a building area of 208 m² including:

- a. Principal's Room : 1 room
- b. Administration Room : 1 room
- c. Library Room : 1 room
- d. Cooperative Room : 1 room
- e. Canteen Room : 1 room
- f. Prayer Room : 1 room
- g. Laboratory Room : 2 rooms
- h. School Health Clinic Room : 1 room
- i. Student Council Room : 1 room
- j. Classroom : 6 rooms
- k. Bathroom : 5 rooms³

B. Description of Research Data

1. Implementation the Use of Flashcard Media at MTs Darul Ulum Kudus

Flashcard learning media is media in the form of picture cards measuring 25 x 30 cm. The drawings are

³ Documentation Data, MTs Darul Ulum Ngembalrejo Bae Kudus, quoted on February 19, 2022.

made by hand or from photos, or use existing images or photos pasted on flashcard sheets. The pictures on the flashcard are a series of messages that are presented with a description of each picture listed on the back.⁴

The learning media used to improve students' vocabulary mastery in seventh grade at MTs Darul Ulum is flashcard media. This was stated by Mrs. Ida Wahyuni, as Principal of MTs Darul Ulum Kudus, as follows:

“One of the learning innovations that can be used in the teaching and learning process is the use of learning media that will attract students' attention. Currently, the use of learning media has been carried out by one of the English teachers in grade seven. The learning media is flashcard media, which uses flashcard media to improve student learning outcomes in vocabulary mastery. Flashcard media is a learning medium for learning vocabulary, which is very suitable for being applied to seventh grade students who find it difficult to understand English vocabulary. Using or applying flashcard media can make it easier or faster for students in the process of learning vocabulary.”⁵

The results are based on the interview above. The background for the use of flashcard media is that some of the students in the class have difficulty learning vocabulary. Therefore, the seventh grade English teacher at MTs Darul Ulum chooses to use flashcard media in the teaching and learning process of vocabulary.

Based on observation and also interview with English teacher the steps for using flashcard media are easy.⁶ Students can also use the media by means of games. As stated by Mrs Ani Fitriani:

⁴ Rudi Susilana and Cepi Riyana, *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian* (Bandung: Wacana Prima, 2008), 93.

⁵ Ida Wahyuni, Interview with the Principal of MTs Darul Ulum Kudus, January 22, 2022, at 09.45 AM.

⁶ Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

“The steps for using it are also very easy; that is, the teacher stands at a distance of about 1–1.5 meters in front of the class where all students can see the cards. Then the teacher prepares cards from the same group, stacked and held with the left hand at chest level, so the card page with the picture is on the front facing the students. Then the card page with the picture is shown to students by taking the back card and placing it in the front row while saying the clear name of the picture, for example, ‘handsome’ For the next step, the card is reversed so that the writing is on the front while saying ‘handsome/*tampan*’ and this action is done quickly. Students are asked to follow what the teacher says. The second card is taken from the card that is in the last order, and then the teacher does the same as in the previous step. The teacher takes cards sequentially until the last card, and mentions them one by one quickly. After all the cards have been shown to the students, the teacher gives the cards to students who are sitting close to the teacher. Then students who sit close to the teacher are asked to pass the cards on to other students. After the cards are returned, the teacher continues the class discussion as memory reinforcement. If the use of flashcard media is presented in the form of a game, then the steps will be different.”⁷

The use of flashcards media making students and makes the class atmosphere fun, and students don't get bored easily when learning the material that has just been taught. With the use of flashcard media, students no longer have the difficulties of the past in learning English vocabulary.

According to Arief Ardiansyah, one of the students in grade seven revealed that:

⁷ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

"In my opinion, by using flashcard media in class, vocabulary learning becomes more fun and not boring, especially for me, who has always disliked English subjects. In my opinion, English subjects are difficult to learn because the language is very different from our everyday language, but with the use of these media, I am excited to learn English vocabulary."⁸

For seventh grade students who have difficulty understanding the meaning of English vocabulary, which consists of 14 students in the class, learning using flashcard media is used. Later in learning English, students will learn about 10–20 new vocabulary related to the material being studied.

The results of observations with the English teacher, Mrs. Ani Fitriani, are also explained as follows:

"Flashcard media is used based on the teacher's observations when teaching in class; where students have difficulty understanding English vocabulary and having difficulty expressing their ideas, the teacher finally decides to use flashcard media as a learning medium to improve students' vocabulary mastery in seventh grade."⁹

Flashcard media is media that is considered appropriate by MTs Darul Ulum Kudus, because this media is presented in an attractive form that will attract students' attention. The media flashcards are available in a variety of colors and are full of images.

The activity of applying the use of flashcard media is expected to make students more enthusiastic about learning English vocabulary. Learning using flashcard media is carried out for 1 meeting x 2 hours of subjects. When the teacher shows the flashcard, the students usually

⁸ Arief Ardiansyah, Interview with seventh graders at MTs Darul Ulum Kudus, January 25, 2022, at 09.20 AM.

⁹ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

look excited, but when they pay attention to the flashcard that looks interesting, they look relaxed and focused. The implementation of learning using flashcard media is carried out every Tuesday. During class hours on other days, the teacher uses different media, such as power point (ppt).¹⁰

This flashcard learning media is suitable for all ages, from teenagers to adults. However, this flashcard medium is more effectively used for children because their memories are still sharp. Students are happy when using this flashcard medium, which ultimately makes it easier for students to remember new vocabulary.

According to Putri Akhmelia, one of the students in grade seven revealed that:

"I am very happy with the use of flashcards because when using flashcard media there are pictures that are displayed, which makes you not bored while learning English. After the first flashcard was shown by the teacher, I became curious about the next flashcard and what pictures were on it. It makes me less sleepy in class, so I can concentrate even more."¹¹

According to Mrs. Ani Fitriani, it is different for each student to learn and memorize new vocabulary quickly because each student has different abilities and memories. For students who have a strong memory, they can memorize about 10-15 new vocabulary words in 1 meeting x 2 hours of subjects.

Based on observation the steps for implementing learning using flashcard media at MTs Darul Ulum Kudus are generally divided into 3 stages¹², namely:

First, preliminary activities. The teacher greets students and invites them to pray before starting learning activities and checks student attendance. The teacher

¹⁰ Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

¹¹ Putri Akhmelia, Interview with seventh graders at MTs Darul Ulum Kudus, January 25, 2022, at 09.00 AM.

¹² Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

motivates students to keep the spirit of learning. The teacher explains the learning objectives to be achieved. The teacher gives an outline of the activities that will be carried out by the students.

Second, core activities. The teacher asks students to look at pictures of people. Students then record what they see in the picture. Students, with direction from the teacher, ask questions about things related to that person, consisting of adjectives and nouns. The teacher then shows a flashcard containing adjectives and nouns about people. Students are then asked to follow the instructions of the teacher. After that, the students and the teacher mentioned adjectives and nouns together as memory reinforcement. Students are then asked to write a sentence using the vocabulary they have just learned. Before the teacher ends the lesson, students are asked to ask questions about the material that has not been understood.

Third, closing activities. The teacher does the assessment. The teacher gives assignments and reminds them to study the material that will be discussed at the next meeting. The teacher motivates students to keep the spirit of learning at home and always maintain health. The teacher closes the teaching and learning activities by praying.¹³

Observing the condition of student learning outcomes in the classroom when using flashcard media, students can be said to be able to learn or mention adjectives and nouns that have just been studied. Students also succeed in writing sentences using adjectives and nouns related to people. The results of these observations can be identified as the cause of the success of increasing students' vocabulary mastery because students are fully focused and concentrated during the learning process using interesting media. This is also due to the advantages of flashcard media, which is a practical medium for learning English vocabulary. The interesting media emphasizes students' enjoyment of the vocabulary learning process.

¹³ Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

The implementation using flashcard media: students are able to mention some new vocabulary about adjectives and nouns related to people. This is proven when the teacher conducts class discussions as memory reinforcement after all students have finished seeing the flashcards. The success of students in mentioning new vocabulary is very influential for the purpose of learning using flashcard media. Other observations also showed that students were successful in constructing sentences using the vocabulary they had just learned.¹⁴

Submission of material in learning using flashcard media is done in general. Between one student and another the material is the same. In using flashcard media for learning English vocabulary, students learn the main material that is supposed to be studied that day.

The material presented when using flashcard media is material that should be studied during these subject hours. The material is, of course, material that must be in accordance with the Learning Implementation Plan (RPP). At this time, the material that is in accordance with the lesson plans is material about descriptive texts (person). So the purpose of using flashcards this time is that students are expected to be able to mention adjectives and nouns about the characteristics of people that are intended so that students can later compose descriptive texts well and confidently.

The results of interviews with Mrs Ani Fitriani's at each learning meeting using flashcard media showed that the students were at least able to mention 15-20 new vocabulary words, namely adjectives and nouns related to people. The new vocabulary was obtained from observing the flashcard media with focus and concentration.

So far, the implementation of the use of flashcard media is going well. This can be seen from how students respond when the teacher asks them to mention adjectives and nouns about people. Almost all the students in the class were able to mention the vocabulary they had just

¹⁴ Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

learned using flashcards. Furthermore, after the students succeeded in mentioning their new vocabulary, they were then asked to compose sentences using the vocabulary. After that, the teacher asked the students to compose a descriptive text about people. Even though the grammar is not entirely correct, at least the students managed to compose descriptive texts using the adjectives and nouns they had just learned.¹⁵

Furthermore, Mrs. Ani Fitriani, as a seventh grade English teacher, revealed that:

“The success or failure of using flashcard media in class can be seen from the sentences that have been compiled by the students. You can see for yourself that this sentence was composed by Mega Maharani using the vocabulary that he had just learned, where the sentence was written: Putri is a beautiful girl. She is thin. She is a diligent girl. Every day she does her homework by herself. Today she feels happy, because her father buy a new bag for her. It can be seen that some of the vocabulary used is vocabulary that has just been learned using flashcard media, including: beautiful, thin, diligent, and happy.”¹⁶

Based on Mrs. Ani Fitriani's explanation, Mega Maharani's descriptive text is the result of using flashcard media in class, which can improve students' vocabulary mastery, which makes it easier for students to compose descriptive texts.

Furthermore, according to Mrs. Fitriani, she said that:

“Another example of a descriptive text compiled by another student belongs to Arief Ardiansyah, which contains: I have a new friend, his name is Tri. He is a handsome boy. Toni likes play football, when he plays football he looks impressive. I hope we can join in the same club.”¹⁷

¹⁵ Observation at MTs Darul Ulum, January 18, 2022 at 07.30 AM.

¹⁶ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

¹⁷ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

Based on Arief's descriptive text, this time he used the adjectives he had just studied, namely "handsome and impressive," with the use of these words to help students compile descriptive texts. The use of flashcard media is indeed very helpful for teachers in learning vocabulary. Although not all students have succeeded in compiling descriptive texts correctly, at least with the use of flashcard media, students' vocabulary has increased, which ultimately makes it easier for students to compose descriptive texts.

Whether or not students are able to understand or memorize new vocabulary depends on the ability of each student. Students who study often must understand and memorize new vocabulary faster. In every lesson, evaluation is definitely needed to measure how far the level of student understanding has come. Likewise, flashcard media has a certain evaluation of how students are able to understand and memorize some new vocabulary. As stated by Mrs. Ani Fitriani:

“The teacher evaluated the use of flashcards in seventh grade by asking the students to mention the vocabulary they had just learned together. Then the students were asked to write sentences and compose descriptive texts using the vocabulary. The purpose of this evaluation is to measure the level of success of learning in the classroom, including the media used during learning.”¹⁸

The results from the interview above explain that the use of flashcard media at MTs Darul Ulum Kudus in the assessment of the teacher sees whether or not students are able to mention the vocabulary they have just learned and whether or not students are successful in compiling sentences or descriptive texts. As for each evaluation, it must have criteria that are assessed, as is the case with the use of flashcard media. In conducting the evaluation, it has assessment criteria such as whether or not students are

¹⁸ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

right in interpreting new vocabulary, whether students are able to remember new vocabulary well, whether students are able to compose descriptive texts, and so on. As stated by Mrs. Ani Fitriani:

"The teacher's evaluation only assesses and sees the development of the increase in the new vocabulary obtained. In addition, the teacher also judges from sentences or descriptive texts made by students. So, the use of flashcard media at MTs Darul Ulum Kudus in its assessment focuses more on whether or not students' vocabulary increases and how successful students are in compiling sentences or descriptive texts about person."¹⁹

Associated with students' ability to mention new vocabulary after using flashcard media and also its contribution. Meanwhile, the results of interviews with teachers related to student contributions after participating in learning activities, according to Mrs. Ani Fitriani, a seventh grade English teacher says:

"Students' abilities after using flashcards for vocabulary learning have increased. However, some students still need guidance from the teacher to improve their ability to pronounce new vocabulary and we are grateful that students' ability to learn vocabulary has improved. They initially had difficulty recognizing new vocabulary, but after using flashcards, they can pronounce vocabulary fluently and easily. In addition, students are able to compose sentences and descriptive texts about people. Back to the students' wanting to have a will to learn or not: if you often memorize or learn new vocabulary, the more vocabulary you will get and it will be easier to compose sentences related to person."²⁰

¹⁹ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

²⁰ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

The results of the interviews above can be concluded that: in learning to increase students' vocabulary using flashcard media, there has been an increase in the number of vocabulary words that students can mention; students are also successful in compiling sentences and descriptive texts about people; but students still need guidance from the teacher so that their vocabulary mastery is increasing and improving. In learning vocabulary, the use of media is very necessary because it can attract students' attention and focus their attention on learning new vocabulary. So, here the role of learning media is very necessary. Therefore, it is not surprising that the learning media used always emphasizes involving interesting things so that students continue to enjoy and focus on learning new vocabulary.

2. Supporting and Obstacles in Using Flashcard Media at MTs Darul Ulum Kudus

Based on the results of observations and interviews, the things that support and constrain the use of flashcard media experienced by teachers and students when learning in class are as explained by Mrs. Ani Fitriani:

“The thing that makes supporting of using flashcards happy is that teachers don't have to have special skills when using them. Messages are presented in short flashcards that make it easy for students to remember them. With an attractive shape, it will be fun so that it creates a sense of pleasure for students when using it, as well as flashcard media can be used in a game way. Students' attention will be focused on the message conveyed by the teacher. Flashcards can be used over and over again. Flashcards overcome the limitations of space and time. Using flashcard media makes students more effective in learning, and students are involved when using it. Students' interest in the flashcard can be seen when they concentrate on learning, when they wait word for word and picture for picture. Next is to increase

students' enthusiasm for learning vocabulary and help their memory.”²¹

Based on the explanation from Mrs. Ani Fitriani, there are indeed many things that support the use of flashcard media. The use of flashcard media, which finally attracted the attention of the students, made it easier for the students to accept and understand the vocabulary that had just been taught. One of the most important things is the form of an attractive flashcard. The media flashcards are available in a variety of colors and are full of images. It will be fun so that it creates a sense of pleasure for students when using it. Students will not get bored easily and enjoy learning vocabulary.

Another thing that supports the use of flashcard media is that they overcome the limitations of space and time. The size of the flashcard that is not too large makes the flashcard easy to carry and place anywhere. This makes the flashcard has more value in its use.

In addition to the things that support the use of flashcards, there are also things that make it difficult. According to Mrs Ani Fitriani, she is of the opinion that:

“One of the obstacles must be the learning process in class using flashcards, which must have its own obstacles, one of which is when the abilities of each student are different. Some are easy to accept lessons, and some are difficult to accept lessons, and the teacher must adjust to the abilities of each student. So, in this case, the teacher must be extremely patient in guiding students to learn, because if they are not, students with limited abilities will lag behind the others in vocabulary. Some students are not completely correct in their grammar when putting together descriptive sentences.”²²

²¹ Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

²² Ani Fitriani, Interview with English teacher at MTs Darul Ulum Kudus, January 22, 2022, at 11.00 AM.

Based on the explanation from Mrs. Ani Fitriani, it is clear that every teacher must have their own obstacles, one of which is with different student abilities, so the teacher must be more patient and patient in guiding each student in the class. Based on the results of observations made in seventh grade, it is evident that in this class, children's abilities are different. It can be seen when the teacher asks one of the students to name the adjectives and nouns they have just learned. There are still students who are only able to name 8–10 vocabulary words. And here, the teacher must be able to teach the student patiently and again show the flashcard media so that the student's vocabulary increases. Then again, in terms of compiling descriptive texts, where students' grammar is still not right.

The problem of obstacles experienced by students, expressed by Syahroni Zanuar when learning using flashcards, is that the limited size of the flashcard will be an obstacle if there are too many students. As explained by Syahroni Zanuar:

“One of the obstacles I experienced when implementing the use of flashcard media was that when sitting in the back row, the flashcard image shown by the teacher would look less clear.”²³

Based on the interview, according to the researcher, the limited size of the flashcard can also be an obstacle when learning vocabulary. To overcome these obstacles, what the teacher tried to do at the beginning was to observe the number of students in the class first. If there are too many students, the teacher will make a flashcard that is larger than usual. In addition, teachers must also provide motivation to students during the teaching and learning process using flashcards. Because an optimal learning condition can be achieved if the teacher is able to control students in a pleasant atmosphere to achieve learning objectives.

²³ Syahroni Zanuar, Interview with seventh graders at MTs Darul Ulum Kudus, January 25, 2022, at 10.50 AM.

The problem of obstacles experienced also by students, expressed by Devi Naily Rahmawati when learning using flashcards, she said:

“One of the obstacles in using flashcards in my opinion is the lack of concentration from students, even though the media shown is interesting but if the students lack concentration, it will be difficult to memorize or get the vocabulary that has just been learned.”²⁴

The results of the description above show that in addition to several things that support the use of flashcard media, several things that become obstacles also cannot be denied. But these obstacles are not used as an excuse or a heavy burden. The task of the teacher here is very important to make the learning process more fun and to motivate students to keep their enthusiasm for learning.

To overcome some of the obstacles experienced by students, the teacher finally adjusted the form of the flashcard based on the number of students in the class. If there are too many students, the size of the flashcard media used must also be larger than the usual size.

C. Research Data Analysis

1. Analysis Implementation the Use of Flashcard Media at MTs Darul Ulum Kudus

An activity like teaching and learning deserves to be educational. The exchanges between professors and students' interactions have educational value. Before learning takes place, appropriate interactions for education in teaching and learning activities are carried out, geared to attain particular aims. The teacher deliberately and methodically arranges his instructional activities, making use of all available resources. How the students can fully master the lesson content presented by the teacher is the hope that never goes away and the demand of the

²⁴ Devi Naily Rahmawati, Interview with seventh graders at MTs Darul Ulum Kudus, January 25, 2022, at 10.10 AM.

teacher.²⁵ As in vocabulary mastery learning, the teacher must also be able to learn that which is easily understood by students so that vocabulary learning can run smoothly.

To achieve the expected learning objectives is not easy, so to achieve the expected goals in terms of learning vocabulary easily, you must pay attention to the learning media used.

The learning process, especially vocabulary, is undeniable that learning media plays a very important role. This is because it makes it easier for students to learn vocabulary. Basically, a medium for learning vocabulary is the same as other media; there is no good or bad media, because the main goal is to learn vocabulary mastery correctly and how students can learn easily and with fun.

The learning process certainly has certain goals about what it wants to achieve, so that learning has a clear and directed direction. The vocabulary learning program using flashcards, which is applied to seventh grade at MTs Darul Ulum Kudus, has the aim of making students learn vocabulary easily. The contribution of learning using flashcard media that is applied at MTs Darul Ulum is a provision for students to master vocabulary later.

The change of learning media from one medium to another is the existence of obstacles in applying the media and not achieving the maximum learning objectives. For this reason, it is necessary to make changes in order to improve students' vocabulary learning activities. According to the researchers, based on the results of the study, the existence of flashcard media that was applied to the seventh grade at MTs Darul Ulum Kudus was an effort to improve the learning media used previously. By applying this flashcard media, the vocabulary learning process becomes more effective and can produce a better output because in using flashcard media, students not only learn vocabulary, but also learn to compose descriptive texts.

²⁵ Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2001), 1.

The role of flashcard media here is to guide previous students so that they can easily mention the vocabulary they have just learned. Judging from the learning activities, students always follow the learning activities well and enthusiastically because they are supported by an environment consisting of 14 students in seventh grade, so that students easily and have no obstacles in following the vocabulary learning flow. Besides that, each student is given time to look at flashcards alternately as a medium to facilitate student understanding, and they are supported by a highly dedicated teaching staff.

The implementation of learning using flashcard media at MTs Darul Ulum is generally almost the same, which is divided into 3 stages, namely: First, preliminary activities. Learning begins with the teacher greeting students and asking students to pray before starting the activity; then checking student attendance; the teacher motivating students to be enthusiastic about learning; the teacher explaining the learning objectives to be achieved; and then the teacher giving an outline of the activities that will be carried out by students.

Second, core activities. Starting with students observing pictures of people and noting what they see in the pictures, then students begin to ask questions about things related to people. Next, the teacher starts standing in front of the students and prepares the cards by holding them with their left hand at chest level. The card page with the picture is on the front facing the student. Then the teacher takes the back card and puts it in the front row by saying the clear name of the picture, for example, "handsome." Then the teacher shows the meaning of the picture, for example, "handsome/tampan." This action must be done by the teacher quickly. Students are asked to follow what the teacher asks. The next step is to take the second card from the backmost sequence and do it like in the previous stage. The action is carried out down to the last card, at a rate of no more than one second. After all the cards have been shown to students, the teacher then gives the cards one by one to students, starting with the student sitting closest to the teacher. Students then observe

the flashcard in turn. After everything is finished, the teacher continues the class discussion as memory reinforcement. Before the teacher asks the students to compose the text using the vocabulary they have just learned, the teacher does a question and answer session with the students first. The last stage in the core activity is the teacher asking students to make sentences using the vocabulary they just learned using flashcards. The students then make sentences using the new vocabulary even though the grammar is not completely correct.

Based on the research by Nurjannah in her Journal, where she stated the steps for using flashcard media, it was stated that these steps had the same steps as seen from the observations made by researchers at MTs Darul Ulum Kudus.

Third, closing activities. In this activity, the teacher conducts an assessment of students. The teacher also explains the plan for future learning activities. The teacher then motivates students to keep the spirit of learning at home and always take care of their health. The teacher then closes the teaching activity by praying.

The contribution of students in participating in vocabulary learning using flashcards is quite good. Students who initially had difficulty mentioning adjectives and nouns about people have now begun to be able to mention vocabulary related to people, although there are still 2 or 3 students who still have difficulty mentioning new vocabulary. Although students have experienced developments in vocabulary mastery, they still need guidance from the teacher.

The implementation of learning vocabulary using flashcard media from this study also have quality in whether or not students pronounce vocabulary correctly or not. Although the students' ability to pronounce vocabulary is already fluent, some of the students' pronunciation is still not right. Therefore, students still need to be guided by the teacher.

Based on research conducted by researcher with an English teacher, the implementation of using flashcard media to improve students' vocabulary mastery in seventh

grade were considered successful. This is proven by students who are able to mention adjectives and nouns related to people. Furthermore, students are able to compose sentences using the vocabulary they have just learned using flashcards. The contribution of success is due to the use of flashcard media, which makes it easier for students to learn new vocabulary.

2. Analysis Supporting and Obstacles in Using Flashcard Media at MTs Darul Ulum Kudus

The teacher's brief flashcard messages, which make it simpler for students to learn new vocabulary, are some of the factors that encourage the use of flashcards in vocabulary learning. The appealing design of flashcard media is another factor that encourages its adoption because it makes students happy while they are learning. You can utilize flashcard media repeatedly.

According to the researcher's findings, children are more likely to learn new language when there is a brief explanation included in the flashcard media. Students learn vocabulary more effectively while utilizing flashcards since they are involved in the process.

How the class as a whole can master the material presented by the teacher is the one thing that the teacher never loses hope of and demands. The teacher feels that this is a fairly challenging issue. The challenge is that students are social creatures with various backgrounds in addition to being unique people with all of their own characteristics. One student can be distinguished from another by at least three factors, including intellectual, psychological, and biological factors. These three factors are acknowledged as the cause of the issue that results in a range of student attitudes and behaviors.²⁶

Similar to how students learn vocabulary, a teacher undoubtedly faces challenges and resources that aid in his instruction. There are a number of challenges when using flashcard media to help children increase their vocabulary

²⁶ Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2001), 1.

mastery, just as there were for the seventh-grade students at MTs Darul Ulum. Every youngster is diverse in their skills, which is one of the challenges. Ability is the capacity to perform an action. The findings of seventh-grade observations in this class show that every student has a unique set of skills. The teacher needs to be able to relate to each student better due to their varied talents.

This is reinforced by Syaiful Bahri Djamarah and Azwan Zain in their book entitled "Teaching and Learning Strategies", namely: "Teachers who view students as individuals who are different from other students will be different from teachers who view students as equal and different beings." There is a difference in everything. So it is important to correct misconceptions in assessing students. Teachers should view students as individuals with all their differences so that it is easy to approach teaching. There are several approaches put forward in this discussion in the hope that they can help teachers solve various problems in teaching and learning activities.²⁷

Based on the results of the study, which were strengthened by the opinions of Syaiful Bahri Djamarah and Azwan Zain, the researcher can conclude that the teacher's role in learning vocabulary using flashcard media is very important to achieve success in vocabulary learning. Of course, these obstacles can be overcome properly with the teacher continuing to supervise each student and always guide each student.

Constraints in the use of flashcard media are also experienced by students. Based on the researcher's observations, the limited size of the flashcard can also be an obstacle to learning vocabulary, and to overcome this, the teacher has provided a solution by printing the size of the flashcard according to the number of students in the class. If there are too many students, the size of the flashcard will also be enlarged more than usual.

Thus, the role of the teacher here is very important in developing student competencies so that good learning

²⁷ Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: PT Rineka Cipta, 2001), 1.

objectives can be achieved. Based on research, it shows that teachers can provide solutions to overcome these obstacles that make students not bored when participating in learning.

