

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of the Study**

Teaching of English is stressed on mastering the four skills of speaking, listening, reading, and writing. Moreover, studying grammar is a crucial skill for learners to grasp since it allows them to express their opinions on how to use a language. Grammar instruction should be combined with language skills and communication factors to make it simple for students to understand the language during communication.

(Harmer: 1999) claims that studying the forms (or structures) that are feasible in a language is an aspect of studying grammar. Because grammar is the foundation of language, it is crucial for a complete comprehension of English. As a result, kids actually struggle to learn grammar. Many individuals believe that grammar is a dull academic subject that is hardly ever employed in real life. According to (Brown: 2004) in *Teaching Communicative Languages*, explanations of grammar and Grammar classes include a wide variety of terms, but any grammatical explanation can be made obvious. If the English teacher whenever feasible employs graphs and other visual aids to illustrate grammatical relationships Tenses, word order, modals, prepositions, adjectives, and other structural elements are all included in graphic grammar.

The principles for achieving structurally and semantically valid sentences are determined by grammar. Grammar is a component of language that is crucial to grasp while learning a new language. Grammar, according to Thornbury (1999), is the science of the structure that arrange sounds, words, and sentences in a language

to convey meaning. Grammar is a fundamental skill that students must grasp in order to master English, especially while studying sentences. The researcher can deduct from the following statement that grammar is a set of rules in English, and that grammar features word relationships in a sentence as well as tenses links. In addition, Canale and Swain, Long and Richards (1987) emphasize the importance of grammar in the four language skills of listening, reading, speaking, and writing, as well as other language skills.

Teaching for the teaching and learning of languages, grammar is essential. Additionally, it's one of the more difficult aspects of language to learn. The term "grammar" is often used to refer to a set of predefined word forms and usage rules, especially by language teachers. They link "good" grammar with prestige forms of the language, like those used in writing and formal oral presentations, and "poor" or "no" grammar with everyday speech or language spoken by people who do not speak prestige forms. (Knapp: 2005)

The simple present tense, which is a requirement of grammar, can occasionally confound pupils. The result is that they are unable to correctly use and comprehend the simple present tense.

Based on the observations of researchers, the most difficult sub-skill of English to learn is grammar. Tenses are arguably the aspect of grammar that Indonesian students find the most challenging to learn. Students at SMP N 2 Simpang Empat Karo in the eighth grade frequently struggle with the simple present tense, particularly when completing the activities for the simple present tense test. Students sometimes struggle to understand grammar in the simple present tense. They struggle with using the simple present tense correctly. If the English teacher

whenever feasible employs graphs and other visual aids to illustrate grammatical relationships Tenses, word order, modals, prepositions, adjectives, and other structural elements are all included in graphic grammar. Secondly, students are enthusiastic or some of them do not pay attention to the teacher's explanation of the lesson regarding the process of teaching and learning grammar. Third, they often make some mistakes to put the right verb in a Simple Present tense sentence. Finally, some of them are boring by participating in teaching activities. Teachers said that student achievement in English subjects is still far from the expectations of the curriculum. This can be seen from the students' low English scores on the minimum mastery criteria-minimum completeness criteria MCC it called in Indonesia (Kriteria Ketuntasan Minimal KKM). Meanwhile, the KKM for English was 75. To achieve KKM, researchers use flashcards as a medium. Researcher in class activities at SMP N 2 SIMPANG EMPAT KARO.

**Table 1 Students' score of Simple Present Tense at the Eighth Grade Students of SMP N 2 Simpang Empat Karo**

No	Score	The number of the students	Percentage
1	$\geq 70$	30	30%
2	$\leq 70$	70	70%
Total		100	100%

*Source: The Teacher's Document of Simple Present Tense test of the Eighth Grade at SMP N 2 Simpang Empat Karo*

Based on the preliminary research above, it could be seen that 70% of the students have low achievement in the simple present tense. It means that the students' simple present tense needs improving because in SMP N 2 Simpang Empat Karo the criterion of minimum mastery is 75.

Some factors may have an impact on these issues. The researcher assumed that these issues were brought on by the way the teacher presented the subject when teaching grammar because some educators mainly provided explanation and

exercises. Talk about tenses, the teacher should have the effective or good media to teach tenses. By used a good media, the students would enjoy teaching learning. So, the students would be focus and easier to understand. One media is to teach English grammar is by using flashcards. It was hoped that students would enjoy teaching learning process.

Flashcards were picture with printed words, phrases, or sentences, with or without illustrations. A flashcard is a basic picture on a piece of paper or card, according to Cross (1991), who identified it as one of the most popular visual aidea in language teaching. Flashcards should be printed with crisp, vibrant text and pictures. For many students, used flashcards to acquire new vocabulary and grammar is a delightful method for studying any subject (Gelfgren:2012). According to some previous research (Widyarini, 2008; Nadziroh, 2010), flashcards can help students learn the present continuous tense more effectively. The author finally made the decision to conduct an experiment research using learning media to determine the effectiveness of flash cards on the simple present tense at the eighth grade students of SMP N 2 Simpang Empat Karo after realizing the effectiveness of using flash cards to enhance students' learning, including tenses.

## **1.2 The Problem of The Study**

Based on the following research context, the study issues are outlined as follows: Does Flash Card effective in teaching simple present tense at the eighth-grade students of SMP N 2 Simpang Empat Karo?

### **1.3 The Objectives of the Study**

Based on the problem statement above, the objective of the study is to find out whether using flash card is effective in teaching simple present tense at the eight-grade grade students of SMP N 2 Simpang Empat Karo.

### **1.4 The Scope and Limitation of the Study**

The goal of the researcher work is to increase learners' mastery of the basic present tense. This research will examine how well flash cards work for teaching the simple present tense. The researcher in this instance was used picture flashcards. The eighth-grade pupils of SMP N 2 Simpang Empat Karo were the participants of the researcher's study.

### **1.5 The Significance of the Study**

The researcher hopes this study can give some positive contributions in teaching present tense. For the benefit of students, teachers, and researcher, this researcher provided several significant values. This research can be used to increase how English is taught and learned, especially when teaching the basic present tense. The following feature made the findings of the study important:

#### **1. Theoretically**

The goal of the study is to increase students' mastery of simple the present tense by using flash cards.

#### **2. Practically**

##### **a. For the Teachers**

The simple present tense was taught using flash cards from this study. The researcher believes that by reading this article, the instructor will learn more about

how to teach the basic present tense. A teacher might use this research as a tool for reflection to determine the most efficient way to teach the simple present tense.

b. For the Students

This study was about interesting media to teach grammar especially simple present tense. The researcher uses flash cards, The researcher expects that by teaching simple present tense, the students would be more interested. To encourage students become more effective with the basic present tense, I would provide advice to the students.

c. For the Researchers

The researcher is able to identify the core problem in the classroom and offer a solution. This significantly increases the researchers' ability for conducted study. By conducting this research, the researcher will know more about media in learning English. By doing so the researcher hopes the researcher will be a good teacher in future.

D. For the Readers

The researcher hopes this study will give additional information about teaching simple present tense.

### **1.6 Hypothesis**

Sugiyono (2012) says that hypothesis is temporary answer about statement of the problem. Hypothesis that will be tested named work hypothesis (Ha). Whereas, its opposite is zero hyphotesis (Ho).

Based on the theoretical framework and conceptual presented above, the hypothesis that can be proposed in this research:

Ho: The use of flash card is not effective in teaching simple present tense the eight grade students of SMP N 2 Simpang Empat Karo.

Ha: The use flash card is effective in teaching simple present tense at the eight-grade students of SMP N 2 Simpang Empat Karo.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. The Definition of Grammar**

English grammar learning has long been one of the most sensitive subjects in language teaching. Language rules known as grammar are used to group words into meaningful sentences. Thornburry (1999) described grammar as the study of rules determining how words, phrases, and sounds are formed in a language in order to transmit meaning. Many people seem to believe that grammar is a very basic academic study with little relevance to daily life. The structure is important for students to understand the meaning of the language in order to learn the English language. To teach English for easy teachers used several media that can help students understand the structure of the language. If teachers used very good media then students were easily understand it. Grammar instruction was successful if an interesting media is used.

#### **2.1 Types of Grammar**

Students need to master a variety of tenses. Grammar is taught in junior high and consists of tenses, nouns, sequences, modals, prepositions, adjectives, and other structural elements. In English, there are 16 tenses. Each tense has its own rules, as we have already learned. Due to the lack of tenses in Indonesian, this leaves pupils perplexed and dissatisfied while trying to apply tenses effectively. One of the difficulties in learning English is this. The present tense, future tense, past tense, and perfect tense are the tenses to learn. As a result, the simple present tense will be emphasized in this study.

1) Present tense



Describes habitual action, routine or things that are generally or always true. Using time expression as follows: always, often, every year, seldom, sometimes, every day, etc.

## 2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: tomorrow, next month, next week, ect.

## 3) Past tense

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are: yesterday, ago, last week, for four years ago, ect.

## 4) Perfect tense

Perfect tense is used to express actions that happened before another time or even. As we know there are sixteen tenses in English. But in this research, the researcher only investigates further about simple present tense.

## **2.2 Simple Present Tense**

### **2.2.1 The Definition of Simple Present Tense**

The simple present tense is used to describes daily activities and practices, to state general truths, and to convey opinion. The simple present tense of various verbs conveys an existing state (something that is happening now.). Simple present tense is used to express daily activities, occurrences, or circumstances. The circumstances or events are present now, have been present in the past, and most likely will be present in the future (Azar, 2002). Simple present tense is used to explain predicted future events or acts and to make factual statements and generalizations. We can infer from the definition above that the simple present tense

can be used to represent habitual everyday routines and facts that are built on verbs.

With the exception of third singular subjects, -s or -es are added.

### **2.2.2 The Pattern of Simple Present Tense**

By added-s or-es to the simple present tense, which makes used of the simple verb, a third singular subject is added. In the simple present tense, there were many forms for the third singular subject (such as he, she, it, budi, rudi, your friend, etc.) and other subject verbs (e.g., I, you, we, they, budi and rudi, cows, etc.).

The Pattern of affirmative statement of this tense is

**S (He/ She/ It) + V -S or -es +....**

**And**

**S (I, You, We, They) + V +....**

A third singular subject can make an affirmative assertion by using a verb other than be and added -s or -es to the verb that is used for the other subjects, as is evident from the example and the table above.

For Example:

- \* He plays badminton every afternoon
- \* I, you, we, they play badminton every morning
- \* Your brother teaches us every day

**S + be (is, am, are) + adjective/adverb of place/ noun**

According to the definition given above, the appropriate be (is, am, are) should come after the subject in a positive sentence, followed by a place-specific adjective, adverb, or noun phrase, such as "he is a police." This tense's pattern for negative statements is as follows:

**S He/She/It + does not + V (Simple form of verb) + ...**

**And**

**S I, you, we, they) + Do not + V (Simple form of verb + ...**

According to the above pattern, add does not or doesn't after the third singular subject to construct a negative assertion, and do the same for the other subjects.

For example:

- \* He doesn't go to school
- \* She doesn't like a mango
- \* They don't know about it
- \* I don't like coffee

In an interrogative statement in the simple present tense, the word "do" occurs before the subject, which is followed by the subject and the simple form of the verb. If the subjects are "he/she/it," "it," or "do," use "does," and if the subject is a third singular subject, use "do" (I, you). As an illustration, "Does Budi like milk?" "He does, yes." On that brief response, "sure," he does indicate that Budi enjoys milk. Notice how the verb phrase is being replaced with does. Does replace likes milk in the given example.

The formula of interrogative is:

**Do + S (I, You, We, They) + V (simple form of verb) +...?**

**And**

**Does + S (/she/it) + V (Simple form of verb +...?)**

The pattern for an interrogative sentence that includes the word be is to position it at the start of the sentence or before the subject, followed by the subject and an

adjective or adverb of place or a noun. The following is the formula for an interrogative sentence:

**Be (am, is, are) + S + Adjective/adverb of place/noun?**

Verbs of be in interrogative sentence

Interogative			Short Answer			
Am	I	Students? Late? Wrong?		I am		I am not
Is	He She It	Handsome? 22 years old? A dictionary?	Yes	He She It } is	No	He She isn't } It
Are	We You they	Doctors? Deni? My best friends?	Yes	We You They } are	No	We You aren't } They

There are several spelling rules for words with -s ends.

1. In all other cases, add -S to the simple form

Example: like > Likes	Work > Works	Play > Plays
I like a milk	She Works in the office	I play a game
He likes a milk	We work in the office	She plays a game

2. If the simple form of a verb ends in -y after consonant, change -y to I and add -es.

Example: • study – studies

- I study in the classroom
- She studies in the classroom
- dry – dries
- I dry clothes
- He dries clothes

But verbs that have a vowel before the -y do not change from y to I and not add -es.

Example: \* enjoy > Enjoys

- She enjoys a movie
- We enjoy a movie
- My brothers enjoy a movie

\* Buy > Buys

- I buy a car
- She buys a car
- My brother buys a car

3. If the simple form of a verb in -s, -z, -sh, -ch, -x- o (after consonant), add es.

Example: 1. go > goes

- I go to school
- She goes to school every day

2. Teach > Teaches

- I teach English subject
- Mrs. Rina teaches English subject

### 2.3 Media

Media can be classified as person, objects, or phenomena that help learners gain knowledge and skills. According to Kasihani (2007: 100), communication media include official communication, television, film, radio, printed materials, and telephone since media is any extension of man that allows him to affect others instead of being face-to-face with them (Helmie & Susilawati, 2018). In this instance, the use of media is crucial to getting information about the subject of the lesson to the students. Then media is equipment that send the information of learning to learners to reach the goals of learning.

### **2.3.1 Teaching Media**

Used teaching media is one way a teacher may create their classroom engaging for the kids. Stated that distance education is where media plays a crucial part in the delivery of instruction (Pangaribuan, Sinaga, & Sipayung, 2017). To display and modify language and to engage students in a variety of activities, teaching media is classified as a spectrum of objects, pictures, and other things (Harmer, 2007). on the previous statement that the media plays a significant part in educational activities. The student can get English lessons through the media to achieve their learning objectives.

Teachers can benefit greatly from the used of learning material to enhance the process of learning. (Fathoni & Marpanaji, 2018). There are three types of learning media: visual, audio, both audiovisual (Aeni et al., 2019; Hanna et al., 2016). An educational medium that delivers information messages about subject matter in an engaging, innovative, and cutting-edge way is visual media (Fitriyani, 2019; Louk & Sukoco, 2016). Individuals with visual impairments cannot use visual media since it is entirely visual. An example of media using flashcards. Flashcards are tiny, beautifully designed cards that are used as study aids (Rahman & Haryanto, 2014; Tirtayani et al., 2017). Typically, the images on the cards show English words, fruits, animals, and other things. Images may be hand-drawn or taken from pictures. Typically, flashcards are used as a type of instructional game for pupils that includes both pictures and words.

## **2.4 Teaching Learning Procces**

According to Brown (2000: 8) that teaching cannot be defined a part from learning. Learning is guided and facilitated by teaching, which also creates the conditions for learning and makes learning possible. The instructor should make it possible for the students to learn a lot. Let the students learn the information, but also help them with the teaching and learning process.

The process of teaching and learning is practical and grounded in reality, and it makes use of real-world circumstances to engage students' brains. The teaching and learning process is built on top of the teaching and learning process, which in turn is built on top of the teaching and learning process, which in turn is built on top of the teaching and learning process, which is built on top of the teaching and learning process.

In order to help students achieve their objectives, one of the teacher's key responsibilities during the learning process is to strive to give them guidance and encouragement. In order to accomplish the teaching objectives, numerous actions are incorporated in the teaching and learning process, according to the aforementioned statement. Controlling the teaching and learning process depends on the instructor's capacity to create a communication atmosphere between the teacher and the student in the learning environment.

## **2.5 The Defenition of Flash Cards**

According to Kasihani in Inaysh (2010: 18) "Flashcards are an efficient learning tool with two ideas on each card, one of which has images, text, or a sign symbol, and the other of which is in the form of a definition, image caption, and answer to help students remember or be directed to something associated with the

picture on the card". A flashcard is a piece of paper or cardboard with words, phrases, or words on it that may or may not have pictures. According to Kasihani's definition from 2007, flashcards are A4-sized papers that contain 30 to 50 cards each, each of which has a picture and the name of the image. Flashcards were further defined by Halliwell (1999) as a type of card that has pictures, text, and instructions that are arranged in various ways.

Flashcards can be used to study any subject, and they are simple to construct. When teaching a language, flashcards are a good tool to acquire vocabulary and grammar. Additionally, they can be applied to exams, reading, discussions, and role-playing (Gelfgren, 2012). By providing learning resources for educational and instructional activities in a variety of formats, these media can assist English teachers in a useful way. Using flashcards is an excellent way to practice learning new words, letters, and syllables. They also said students in engaging ways in understanding the information provided by their lecturers. According to Male (2018), teaching grammar using flashcards as a teaching method can be successful.

Flashcards used pictures are excellent because the right pictures give the abstract ideas encountered while learning a language a sense of reality. Joklova (2009) asserted that rather than simply being presented for pupils to describe what they can see, "the picture is used in a more relevant and" real-life communicative" fashion. This will most likely have a significant effect on the capacity to recall a vocabulary word and then utilize it later in conversation. Pictures not only depict reality but also add a playful aspect to the classroom (Hill:1990).

The effectiveness of flashcards may increase if the text and images are colorful since students are drawn to colorful, eye-catching things. Because of this,



it is actually recommended to use visual aids like pictures, charts, and flashcards when teaching and learning.

### **2.5.1 The Kinds of Flash Cards**

According to haycraft, generally there are two types flashcard. They as follows:

#### **1) Word Flashcard**

Word flashcards are playing cards with words printed on them. The teacher can utilize a variety of cards that represent each word in a sentence to help students practice word order. The correct card arrangement can be done by the class as a whole or by a single student by fixing the cards to the board or giving them to the student. Structure drills can also be done with the word flash cards. Words are present on both sides of the word flashcards. Both sides are in the present tense while one side is very infinitive.

Word flashcard applications could be both general and specialised. broad usage examples include:

They can be used to highlight a structure or function, for example.

2. They can be utilized to change substitution or task during a lesson's practice phase.
3. They can use them for young children's grammar practice.
4. Students can use cards that are exhibited in a random order to create sentences.

#### **b. Picture Flashcards**

Picture flashcards can be used to educate, practice, and study vocabulary or as a stimulus for other tasks, such as showcasing the character in a dialogue to help pupils. Simple substitution drills can be prompted by picture flashcards. Using picture flashcards might assist you in identifying verbs of action.

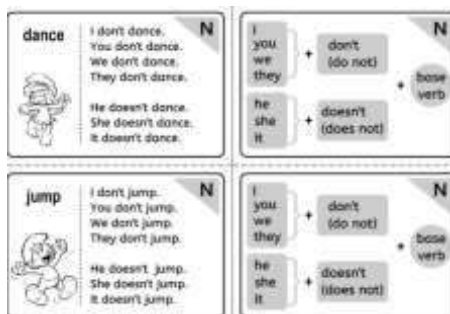
Because it will pique students' interest, the images or illustrations on the card should be eye-catching, enjoyable, and large enough for the entire class to see.

### 1) Big Picture Flash Cards

Big picture flash cards are very powerful ways for trying to introduce and drilling new word forms because they capture learners' attention and make these frequently tedious tasks more enjoyable, which is exactly what teachers need when introducing new language to ensure that their students have their full attention. Big picture flash cards are very effective tools for introducing and drilling new word forms because they capture learners' attention and make these frequently harder to reach more enjoyable, which is exactly what teachers need when introducing new language to ensure that their students have their full attention.

### 2.) Small Picture Flash Cards

Many varieties of these cards are typically used in communicative exercises in pairs or small groups of students, serving a useful purpose in vocabulary review and exercise.



Picture. Flashcards

## 2.5.2 The Advantages and Disadvantages of Flashcards

### 1. Advantages of Flashcards

a) Financial benefits, One of the less expensive methods of studying material is via flash cards. No need to run out and get a deck of elaborately decorated playing cards. Instead, make simple 5x10 cm flash cards.

b) Portability Flash cards are portable to use. They are easy to use and bring. The students can also make flash cards themselves.

c) Efficiency, the portability of flash cards can improve the efficiency in teaching learning process. By taking the cards anywhere, the teacher can apply this media to teach grammar tenses. This card can be used inside class or outside of the class.

At every stage of the learning process, flash cards can be a tremendously helpful resource. It is a fantastic method for introducing, using, and recycling words. It is possible to provide early finishers for use in small groups once students are accustomed to the exercises performed in class.

### 2. Disadvantages of Flashcards

According to Asnwir & Usman (2002: 51), flashcards have the following drawbacks:

The desired goal cannot be accomplished because:

a) The cost of flash cards is prohibitive;

b) If the teacher wishes to create their own flash cards, it would take a lot of time.

The students will misunderstand the teacher's explanation when they view the flashcards if the picture is not clear and large enough.

c) The majority of the time, students placed behind cannot see because the flashcards are too small, and it takes a lot of time and money to prepare.

### **2.5.3 Teaching Simple Present Tense by Using Flash Cards**

Although it is a difficult job, teaching is essential for us to see our kids. Progress and the knowledge that we played a part in making it happen. Teaching students to learn tenses can be demanding and difficult for English teachers.

One element of a language skill is grammar. Because of this, it can be difficult for teachers to help their students learn English, especially when it comes to mastering the present tense. The teacher explains the course plan, standard competence, basic competence, and basic competence to the students. On the basis of flash cards, the teacher asks the class to identify the simple present tense. On the basis of the basic present tenses that have been discovered, the teacher asks the pupils to mark the flashcards. Teacher opening question and answer and giving positive feedback and reinforcement.

### **2.6 Previous Relevant of the Studies**

Some researchers had been conducted a few studies and found a related result of the researcher as follow:

Journal by Maya sartika 2021 entitled “*Increase Third Grade’s Mastery of Simple Present Tense Using Flashcards*.” “Learning the simple present tense might be difficult since tenses entail abstract ideas that are not present in EFL learners’ native tongues. Third graders at Permai Elementary School in North Jakarta had difficulty understanding the tense when it was taught via the teaching approach. Flashcards and action research were both used to solve the problem. The action study was carried out in two waves from August to October 2019. 30 third-grade students were subjected to tests, observations, and questionnaires in order to gather quantitative and qualitative data. The results indicated that employing flashcards

improved students' ability to learn the simple present tense. The mean scores of the three tests provided during the action study increased from 36.69 to 65.73 and 75.00, respectively.

Maya said in her notebook that utilizing flashcards helped her improve her ability to understand simple present tense. The researcher concludes from this journal that using good media, such as flashcard, can improve basic present tense ability. In this research, the research using quantitative method.

Journal by paramitha 2020 entitled "*The use of flashcards for teaching writing to English young learners (EYL)*". increasing writing skills of English language learners through the use of flash cards. Flash cards can be used to improve learners' ability, particularly when it comes to writing in EYL. Participants in the study are English Young Learners (EYL) taking an English course at Gading Serpong in Tangerang. The English young learners that participated in the research technique used classroom action research (CAR). The majority of students, according to the study's authors, become playful when asked to look at colorful flashcards; students with strong writing abilities can create stories by correctly arranging the answer sentences and filling in the blanks; and students with weaker writing skills encounter additional challenges.

English Young Learners (EYL) engaged in the English course at Gading Serpong in Tangerang are the participants of the study. Students with strong writing skill can make stories by filling in the blanks and correctly arranging the answer sentences, while those with poor writing skills experience difficulties.

During the 2016/ 2017 academic year Ardiansyah did a study named "*Teaching and Learning Passive Voice of Past Tense by Using Flash Cards at the*

*Eight Grade of the Second Semester of SMP N 18 Bandar Lampung in 2016/2017 Academic Year*". Students from SMP N 18 Bandar Lampung's eighth grade served as the study's subjects. The pupils in this class scored higher overall, particularly in passive voice, thus the researcher chose them as a sample for VIII F. The research's outcomes are as follows: The teaching and learning process began with three meetings spread over two weeks. The simple present tense's passive voice was taught and studied using flashcards. The debate in each group of students was vibrant, but while learning the passive voice of the simple present tense with flashcards, some of the students seemed less interested. The second issue that students have is that it is challenging to match the relevant flashcards, which leads to students having trouble distinguishing between the active and passive forms, which leads to students having trouble turning the active form into the passive form. Third, the problems faced by teachers are giving instructions on flashcards, forgetting to give flashcards procedures, and difficult to explain passive voice material, especially when students change the active form into a passive form.

The researcher used qualitative research in this study. The eighth-grade pupils at SMP N 18 Bandar Lampung were the focus of this study. As a result of the students' superior scores, especially in passive voice, the researcher chose the VIII F group as a sample. Data was gathered by researchers through observation, questioning, and interviews.

*"Flashcard as a learning media to motivate students in learning vocabulary"*. by Chusnul Chotimah 2021. The researcher's emphasis is on how to use flashcards as a learning tool to motivate students to learn language.

This research seeks to find out whether flashcards can inspire pupils to learn language. The seventh-grade students from Darul Hikmah Junior High School in Jati Asih did this study. The researcher discovered that this school's student attendance levels fall short of the desired level. Students' responses to questionnaires served as the research instrument in this qualitative study.

The researcher is interested in ways to inspire pupils to learn language through the use of flashcards. At Darul Hikmah Junior High School in Jati Asih, this study was carried out in the seventh grade. The researcher discovered that this school's attendance goals are not being fulfilled by its students.

Taufan Baskhara did a study named “*the effectiveness of using flash cards in teaching simple past tense at the eighth-grade students of SMP Nurul Muttaqin Kemiri 2018*”. The purpose of this research is to determine whether utilizing flash cards when teaching the simple past tense has any impact. The purpose of this research is to determine whether or not utilizing flash cards when teaching the simple past tense has a discernible impact. 68 students make up the sample for this study, with 34 participants as the control group and 34 participants as the experimental group. It is clear from a comparison of the two groups' mean scores that the experimental group's mean post-test score is higher than the control group's mean post-test score. According to the t-test results, which support the alternative hypothesis, flash cards are useful in teaching the simple past tense to eighth-grade students at SMP Nurul Muttaqin Purworejo in the academic year 2015–2016.

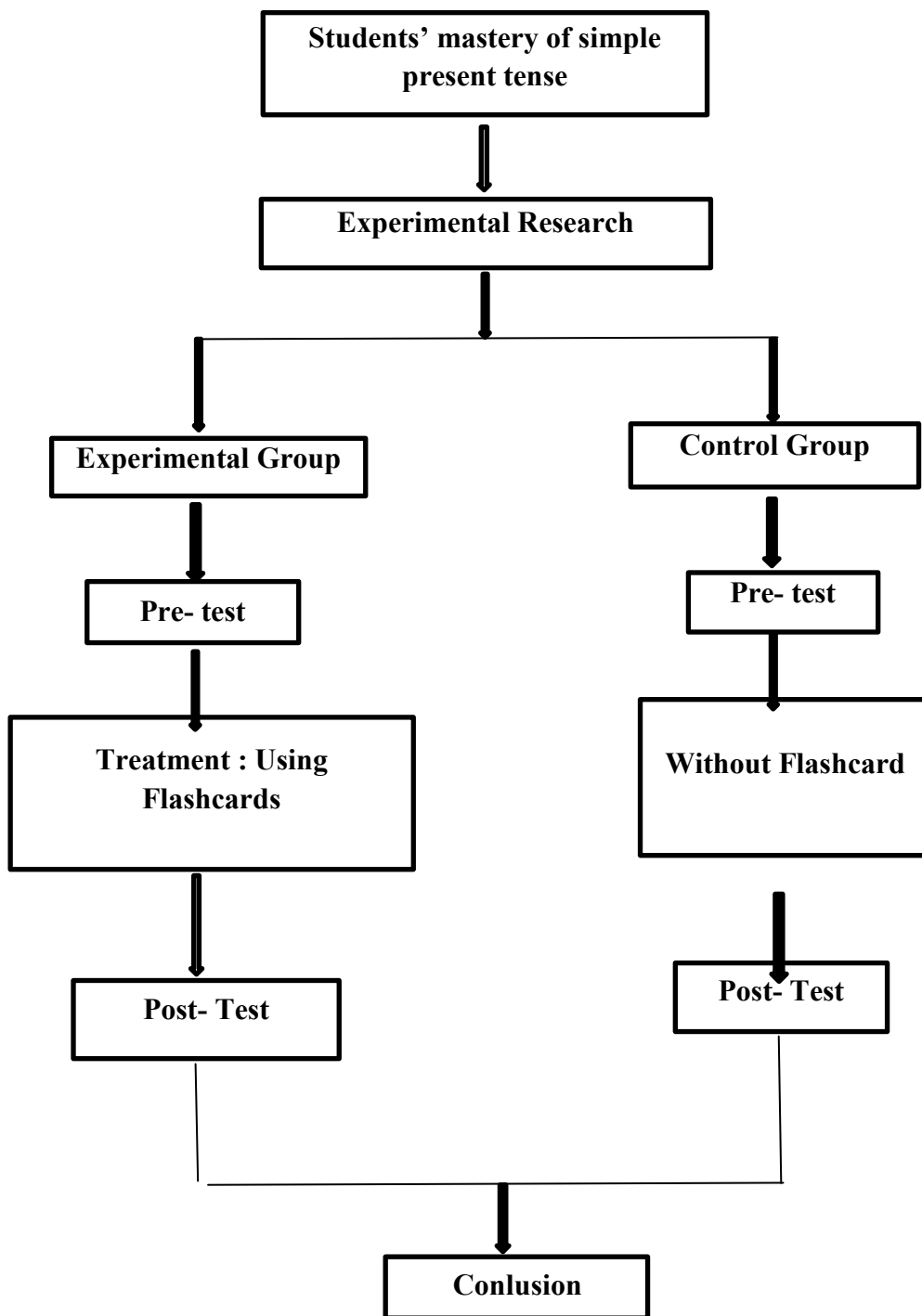
The purpose of this study is to determine whether using flash cards when teaching the simple past tense has any impact. 68 pupils from Nurul Muttaqin

Purworejo's eighth-grade class make up the sample for this study. The alternative hypothesis, "using flash cards is effective," can be concluded to be true.

## **2.7 Conceptual Framework**

We must pay close attention to the conceptual framework in the study that will be done since it is how the author develops theory and connects the variables that are significant to the issue. The operational ideas that should be used practically and experimentally in the research are developed from associated theoretical concepts on all the variables. The operational concept for the research must be written simply and clearly. Operational idea utilized in scientific research to prevent misunderstanding and incorrect understanding. As a result, this research employs two different variables. using the basic present tense as the dependent variable (x) and the flashcard as the independent variable (y).





**Figure. 2.1 Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 The Research Design**

This research belongs to experimental research because the researcher gives the treatment to find out the result. Experimental research is used when the researcher wants to establish possible cause and effect between the independent and the dependent variables. According to Sugiyono (2009: 77) stated that quasi experimental design is development of true experimental design, that almost same with pre-test post-test control group design. It called two groups pre-test and post-test. The pre- test gave before the treatment. The treatment in the experimental group taught by the media a flash cards and explanation technique in the control group. After the treatment, the post-test gives in both groups. So, the result of the result of the treatment knew accurately because is compared the situation before giving treatment and after passing the post-test.

The research used pre-test and pos-test groups to collect the data.

##### **1. Pre- test**

Prior to treatment, the experimental and control groups underwent the pre-test. The pre-test was utilized to display the mean scores of the two groups without treatment.

##### **2. Treatment**

The pre-test was followed by treatment. The control group used the explanation technique, while the experimental group used flashcard media. Four meetings were held to undertake the therapy process. There will thus be six group meetings total, including the pre- and post-test.

### 3. Post-test

The experimental group underwent a post-test following completion of the treatment. To ascertain whether or not there is a significant effect of employing flashcards media on students' mastery of the simple present tense, the experimental group's results were assessed. One by one, the researcher documented each participant's performance.

**Table 3.1**  
**Research Design of Experimental Research**

<b>Control group</b>	<b>Pre-test</b>	<b>No Treatment</b>	<b>Post-test</b>
Experimental group	Pre-test	Experimental treatment	Post-test

### 3.2 The Population and Sample

#### 3.2.1 Population

Sugiyono (2012:61), population is generalizing region which consist of: object/ subject having the quality of certain and characteristics which specified by researcher to be studied then pulled its conclusion. The population of this research is the eighth grade of SMP N 2 Simpang Empat Karo in 2022-2023, with the total number of students in the first year are about 100 students in 5 different classes.

#### 3.2.2 Sample

According to Sugiyono (2010), the sample reflects the size and features of the population. There are 40 pupils total in the two classes used as the sample for this study, VIII-A and VIII-B. The experimental group, VIII-B, consists of 20 pupils, while the control group, VIII-A, also consists of 20 students.

**Table 3.3 Sample**

<b>GROUP</b>	<b>CLASS</b>	<b>TOTAL</b>
1	VIIIA	20
2	VIIIB	20
<b>TOTAL</b>		<b>40</b>

### **3.3 The Instrument of the Research Study**

The instrument that is used to collect the data is an English grammar test. The test used in the research is multiple choice test with 20 questions.

### **3.3 The Procedures and Technique of Collecting Data**

Data collecting technique is an important part of the research. There are many ways in collecting the data from the research subject. The test was used in this research was pre-test, treatment, and post-test.

#### **a. Pre-test**

A pre-test is a quiz given to pupils before to the lesson's content. This test was carried out with the experimental and control groups in the beginning. Knowing how well children can use the simple present tense is important. a preliminary examination held in the classes of control and experiment.

#### **b. Treatment**

The only experimental class receiving treatment is that one. The same material was covered in both the control and experimental classes, albeit in slightly different ways. The author used flash cards to instruct the pupils in the experimental lesson.

#### **c. Post-test**

This test is carried out either following student treatment or following the conclusion of the trial. Knowing the pupils' proficiency with the simple present tense after the researcher has treated them is important. Following treatment, this

test will be given to the experimental and control groups. According to (Arikunto, 2006), the classification of the students' score interpretation is as follows:

**Table 3.1 The Classification Students' Score**

No	Score	Categories
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

### **3.4 Validity and Reliability**

The quality of instrument is very crucial. It should be valid and reliable. Thus, the researcher uses some of procedures to measure the instrument. They are:

#### **3.4.1 Validity**

. Validity is the most characteristics of a test to measure instrument. According to Gay and Airasian (2016:160), Validity concerned with the appropriateness of the interpretations made from test score. Ary (2013:226) reveals that there are three kinds of validity. They are content validity, criteria-related validity, and construct validity. In the research, the researcher used content and construct validity. (Brown,2003) described that a construct is any theory, hypothesis, or models that attempts to explain observed phenomena. Furthermore, construct validity means the validity that related to the ability of instrument to measure the concept of being measured.

#### **3.4.2 Reliability**

According to (Gay and Airasian, 2012), dependability is "the extent to which a test consistently assesses what it measures," which implies that reliability has to do with measurement consistency. The instrument's score is reliable and constant.

When the researcher gives the test multiple times at various times, the results should be about the same.

Internal consistency reliability, inter-rater reliability, alternate form and re-test reliability, and re-test reliability are the five main types of dependability, according to Creswell (2008). Inter-rater reliability will be used in this study since it describes the consistency of two or more independent ratings, raters, or observers. The researcher will make use of Cohen's (2007: 506) dependability table as follows:

**Table 3.2 Level of reliability**

<b>NO</b>	<b>Reliability</b>	<b>Level of Reliability</b>
1	<0.60	Unacceptable
2	0.60-0.69	Marginally/Minimally
3	0.70-0.79	Reliable
4	0.80-0.90	High
5	>0.90	Very High

To obtain the reliability of the test, the researcher used SPSS software to find out the whether the test is reliable or not.

### **3.5 The Technique of Analyzing data**

To analyze the data the researcher used score of pos-test of experimental class and control class. These scores will be analyzed by using statistical analysis. Then, the data will be analyzed by using T-test (Independent sample t-test) from 16 version.

The effectiveness of using flashcards to help eighth-grade students at SMP N 2 Simpang Empat Karo learn the Simple Present Tense was examined using the independent sample T-test. One of the statistical tests used to determine if a hypothesis based on two samples is true or fabricated is the T-test. Results from the post-test for the experimental class and the control class are compared using this.

Researcher used a T-test to examine the data once it has all been gathered. However, it is crucial to compute the data homogeneity and normality tests first.

### **3.5.1 Normality**

A normality test was used to determine whether or not the data had a normal distribution. The computation of the normality test makes use of the SPSS program. After analysis, the procedure decides based on the following standards:

- a. If P value was lower than  $\alpha$  (0,05) or P value  $< \alpha$ , it means that Ho is accepted and Ha is rejected.
- b. If P value was higher than  $\alpha$  (0,05) or P value  $> \alpha$ , it means that Ho is rejected and Ha is accepted.

Note:

Ho: The distribution of data is not normal.

Ha: The distribution of data is normal

### **3.5.2 Homogeneity Test**

Homogeneity is used before comparing the data groups. It is also needed to know the homogeneity of the variance population of some groups. The researcher used SPSS program to calculate the homogeneity test. After the process calculating, it determines by the following criteria:

- a. If P value was lower than  $\alpha$  (0,05) or P value  $< \alpha$ , it means that Ho is accepted and Ha is rejected.
- b. If P value higher than  $\alpha$  (0,05) or P value  $> \alpha$ , it means that Ho is rejected and Ha is accepted.

Note:

Ho: Data is normally distributed

Ha: Data is normally distributed

### **3.5.3 Testing Hypothesis**

The data are statistically analyzed to see whether students who are taught used flash cards and those who are not are scored different. In the SPSS software, the researcher employed the T-test.

After calculated, the researcher installed a alternative hypothesis (Ha)

in addition to related null hypothesis (Ho):

Ho: If  $t\text{-test} < t\text{-table}$  in significant degree 5 %

Ha: If  $t\text{-test} > t\text{-table}$  in significant degree 5 %