
**ANALISIS KEMAMPUAN KOSAKATA BAHASA INGGRIS SISWA DENGAN
MENGUNAKAN *FLASH CARD* DI SMP 2 NEGERI BERASTAGI
TAHUN AJARAN 2024/2025**

***ANALYSIS OF STUDENT'S ENGLISH VOCABULARY ABILITY BY USING
FLASH CARD AT SMP 2 NEGERI BERASTAGI
ACADEMIC YEAR 2024/2025***

Rani Yuni Sitompul¹, Yessica Elisabeth Sinabariba², Elisabeth Ruthana Lasmaria³

¹Mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu
Pendidikan, Universitas Quality Berastagi

^{2,3}Dosen Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Quality Berastagi

Email : sitompullrann@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan media flash card terhadap kemampuan kosakata bahasa Inggris siswa di SMP Negeri 2 Berastagi pada tahun ajaran 2024/2025. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini mengeksplorasi perkembangan kosakata siswa serta respons mereka terhadap pembelajaran menggunakan flash card. Data dikumpulkan melalui observasi, wawancara, dan tes. Hasil penelitian menunjukkan bahwa media flash card membantu pemahaman dan daya ingat siswa terhadap kosakata bahasa Inggris. Siswa menjadi lebih aktif dalam proses pembelajaran serta menunjukkan sikap yang lebih antusias dalam mempelajari kosakata baru. Hal ini membuktikan bahwa flash card dapat berperan sebagai alat bantu visual yang efektif dalam meningkatkan pemahaman dan retensi kosakata siswa. Penelitian ini memberikan kontribusi dalam pengembangan strategi pengajaran bahasa Inggris yang lebih inovatif, khususnya dalam pembelajaran kosakata. Selain itu, hasil penelitian ini dapat menjadi referensi bagi pendidik dalam menerapkan media pembelajaran yang interaktif untuk meningkatkan keterampilan berbahasa siswa.

Kata kunci: *Kosakata, Flash Card, Pembelajaran Bahasa Inggris*

ABSTRACT

This study aims to examine the impact of using flash card media on students' English vocabulary skills at SMP Negeri 2 Berastagi in the 2024/2025 academic year. Using a qualitative approach with a case study method, this research explores students' vocabulary development and their responses to learning with flash cards. Data were collected through observation, interviews, and tests. The findings indicate that flash card media helps students' understanding and retention of English vocabulary. Students become more active in the learning process and show greater enthusiasm in acquiring new vocabulary. This proves that flash cards can serve as an effective visual aid in enhancing students' vocabulary comprehension and retention. This study contributes to the development of more innovative English teaching strategies, particularly in vocabulary learning. Additionally, the findings can serve as a reference for educators in implementing interactive learning media to enhance students' language skills.

Keywords: *Vocabulary, Flash Card, English Learning*

I. INTRODUCTION

Background

Language is a tool for communicating through oral and written means. Language is the main tool and the most effective tool for communicating with others (Hutajulu, 2019). This means that language is a medium of communication, both formal communication and informal communication. Communication is an activity to connect people in order to interact in their social environment. Language is a means of communication in the form of a system of sound symbols used by society to interact, understand each other, and express thoughts and feelings (Kridalaksana, 2016). In addition, according to Chomsky (2020): Language is the innate human capacity to produce and understand new sentences based on known grammatical rules, and not just repeating previously learned patterns.

The process of learning English is not difficult, but it is not as easy as turning the palm of the hand, the important thing is willingness and perseverance. If we learn English then we have to use it often. In general, it will be faster to master English. Basically, we often apply it in our daily lives, because English has become an integral part of our lives. Likewise, if we want to learn English effectively, we must apply English as part of our lives (Nasution, D., 2021). There are four components in learning a language, namely listening, speaking, reading and writing skills. But before mastering these language skills, learners must master vocabulary in English to support these four language skills. Communication is divided into two parts, namely spoken language and written language. Each country has a different language because each country has a different culture.

English is the second language in the world. Because English is an international language to connect everyone in the world. In Indonesia, English has been used as a foreign language learnt in Indonesian education. English language skills are important in career development. Therefore, learning English in Indonesia is necessary. English as a formal subject is

given at every level, especially at the elementary school level. English language learning in the Indonesian curriculum, especially at the junior high school level, aims to improve the four English language skills. These are reading skills, listening skills, speaking skills and writing skills, as well as the ability to have a large vocabulary.

Among the four English language skills, the amount of vocabulary skills one has is very important in learning English. Vocabulary is the main key for students at school in mastering English. Susiani (2014) mentioned that in the process of learning English, vocabulary is one of the factors that affect English proficiency. Vocabulary is an important component in language learning that includes not only words, but also expressions or phrases that have specific meanings in certain contexts (Schmitt, 2023). (Khasanah, P.M.A. & Chamdani, Susiani, 2014) mentioned that in the process of learning English, vocabulary is an important part, but often neglected in learning activities. Without knowing vocabulary, students will experience obstacles or difficulties in learning English. Vocabulary skills have been.

This study aims to find out about how students' understanding of a learning media applied by one of the researchers. And how to improve children's English vocabulary skills by using the learning media. Learning media for junior high school level is very diverse and varied. However, the researcher took one type of learning media, namely Flash cards. Researchers took samples or research subjects from junior high school students who are currently still in grade VII of junior high school. Based on the existing problems, the researchers took Flash card learning media.

Flash card media are small picture cards that are used as aids in memorisation and learning. Nation (2015): Flash cards are learning media in the form of cards that

contain information on one side and answers or explanations on the other. These cards are used as a tool to remember vocabulary or concepts in a fast and effective way. Flash cards are visual aids used to facilitate language learning, especially vocabulary. They utilise a system of interval repetition to reinforce memory and improve information retention. Flash cards have two sides, the front of the flash card contains the picture and the word, while the back of the flash card contains the meaning or translation of the word. But there are also flash cards that only have one part, on the front there is a picture and a word or description of the name of the picture. One flash card usually represents one vocabulary. A pack of flash cards contains many vocabulary words in the same theme. For example, flash cards with the theme of animal names in English contain vocabulary and pictures of animals in English.

The Problem of The Study

1. How does the students' English Vocabulary by using Flash card Media?
2. How do students respond to the use flash card media in learning English Vocabulary?

The Purpose of The Study

1. To determine the students' English Vocabulary by using Flash card Media.
2. To find out students' responses to the use flash card media in learning English Vocabulary.

II. METODE PENELITIAN

Method of the Research

This research applied a qualitative approach with a case study method. The purpose of this approach is to explore and gain an in-depth understanding of the impact of using flash cards on students' English vocabulary acquisition at SMP 2 Berastagi. This research focuses on revealing the perceptions, experiences, and changes in students' abilities while using the media. The qualitative approach provides an opportunity for researchers to

understand the context and processes that occur during learning activities.

Bryman (2016), in his book *Social Research Methods*, states that research methods are techniques or procedures used to collect and analyse data. He emphasises the importance of tailoring research methods to the type of research questions and objectives, in both qualitative and quantitative approaches. Saunders, Lewis and Thornhill (2019), in their book *Research Methods for Business Students*, explain that research methods are techniques used to design, collect and analyse data to obtain the information needed to answer research questions. They also highlighted the importance of considering the research philosophy, design, as well as appropriate strategies in the selection of research methods.

Population and Sample

a. Population

Population is defined as all research subjects that have certain characteristics that can serve as a source of data. Populations can be individuals, objects, or events, Arikunto (2019). In this study, the population that the authors used in this study were students of class VIII SMP 2 Berastagi, school year 2024/2025. This school has 27 classes. The total population in this study was 824 students.

b. Sample

From twenty-seven classes in SMP 2 Berastagi, the author only took one class to be the research sample. On the average, each class has almost the same number, which is around 30 students. In class VIII-1 this research will be conducted, because the students of this class will learn about English vocabulary using flash card media.

Observation

Creswell (2014) defines observation as a process of systematically gathering data by recording behaviors, interactions, and events that occur in the field. This approach ensures that data collection is structured and directly reflects the dynamics of the observed environment. At this observation stage the researcher made observations during the English language learning.

Interview

An interview is a data collection method that involves a conversation between an interviewer and the individual being interviewed. The main objective of an interview is to gather deeper insights and information on a particular topic by engaging in a direct dialogue with the respondent. Lexy

J. Moleong (2022) defines an interview as a conversation conducted with a specific purpose, in which the researcher seeks to extract information from relevant informants

Research Instrument

E tools used by researchers to collect data in accordance with the research objectives. This tool can be a questionnaire, interview, test, or observation, which is designed to obtain the information needed to answer research questions. Choosing the right instrument is very important to ensure the accuracy and validity of the data obtained. Sugiyono (2015) states that research instruments are tools used to measure natural or social phenomena that are being observed. The instrument can be a measuring tool that has been standardised or specially designed by the researcher to fit the context of the research being conducted. In this study, researchers used tests and interviews as instruments. Brown (2014) states that a test consists of a number of questions or tasks given to individuals to assess their ability or knowledge in a particular area. These tests can be oral, written or practical, depending on the purpose and design of the test. The purpose of the test was to find out students' errors in learning and using vocabulary in English.

Based on the test results, the researcher identified, classified, and analysed the numerical values of the test results. Therefore, the researcher used Interview as the second instrument. Interview is one of the data collection methods conducted through a question and answer process between the interviewer (interviewer) and the interviewee (respondent) to obtain in-depth information on a particular topic. The interviewer

usually asks questions that have been prepared in advance, while the interviewee provides answers based on his experience, knowledge, or views.

Data Collecting Procedures

- 1) The researcher asked permission from the English teacher. Then the researcher gave tests or pictures in the form of cards about Vocabulary to the students of class VIII-A SMP 2 Berastagi
- 2) Students worked/wrote and translated into Indonesian for a maximum of 30 minutes.
- 3) After finishing the test, the researcher collected the cards.
- 4) The researcher corrects and checks the cards that have been done by students.
- 5) And the last, the researcher conducted interviews with students about the level of difficulty in remembering vocabulary.

Data Analysis Technique

Next, to answer question number two, "what factors in flash card media most influence the development of new vocabulary skills". According to Miles and Huberman in Masrurah (2016) Data Analysis includes data reduction, data display, and data drawing conclusion and verification.

1. Data Reduction

This process involves sorting and simplifying the data that has been collected, with the aim of emphasising relevant and significant information. Data reduction includes steps such as coding, summarising and organising data to make it easier to analyse.

2. Data Display

This stage focuses on presenting the data in a more structured format, such as tables, graphs, or diagrams, which makes it easier for researchers to identify patterns and themes emerging from the data.

3. Conclusion Drawing and Verification

In this step, the researcher draws conclusions based on the analyses that have been conducted and re-examines the results to ensure that they are valid and reliable. This process also involves checking the consistency and reliability of the findings

obtained.

And finally, to answer question number three, "how is the difference in vocabulary skills of students taught using flash cards compared to not using flash card media". Yulianti (2017): The research conducted by Yulianti revealed that students who learnt by using flash cards got a higher average score on the vocabulary test compared to students who did not use flash cards. The average score for students who used flash cards was 80, while students without flash cards only reached 65. This finding shows that flash cards play an effective role in improving vocabulary skills.

Nadia found that the application of flash cards can increase student participation. In her research, 85% of students claimed to feel more motivated and more active during the learning process using flash cards. The vocabulary test results of students who used flash cards showed an increase of 30% when compared to students who did not utilise the media, Nadia (2017). Overall, the results of this study indicate that the application of flash card media in teaching vocabulary has a significant positive effect when compared

to learning methods that do not use the media.

III. RESULTS AND DISCUSSION

Observation Results

Based on the observations before used flashcard, many students had difficulty remembered vocabulary. They appeared less enthusiastic about learned. However, after used flashcard, students began to show an increase in learning engagement. The used of flashcard had a possitive impact on student engagement. Students became more active in answering questions, remembering vocabulary, and showing greater interest compared to learning without flashcard. The observations results also showed that the use of flashcard media in vocaulary learning was able to increase student engagement in the learning proccess. Most students were more active in recalling, asking question, and identifying words in English compared to when learning without flashcard. Students were also more interested and excited about learning because the pictures attracted their attention, making the learning process more enjoyable.

Table 1. Below is the table of students vocabulary result

No	Student Name	Total Vocabulary	Mastered Vocabulary	Percentage (%)	Category
1.	Fammy	11	6	54.5%	Poor
2	Aida Tasya	11	10	90.5%	Very Good
3	Galuh	12	5	41.67%	Very Poor
4	Andini	6	6	100%	Very Good
5	Adinda	9	6	66.67%	Poor
6	Edy Mika	10	7	70%	Fair
7	Hafizah	6	6	100%	Very Good
8	Chelsi	6	6	100%	Very Good
9	Fiona	10	10	100%	Very Good
10	Eriska	6	6	100%	Very Good
11	Nur Regina	10	8	60%	Poor
12	Breka Ziskia	8	8	100%	Very Good
13	Kania	9	8	88.9%	Good
14	Asmi	8	3	37.5%	Very Poor
15	Queenta	9	6	66.67%	Poor
16	Xiva	9	6	66.67%	Poor

No	Student Name	Total Vocabulary	Mastered Vocabulary	Percentage (%)	Category
17	Ardiansyah	11	5	45.45%	Very Poor
18	Aimam	9	5	55.56%	Very Poor
19	Fadnil	10	4	40%	Very Poor
20	Dian Rifaldi	9	5	55.56%	Very Poor
21	Kayla	6	4	66.67%	Poor
22	Dwi	7	5	71.43%	Fair
23	Alzahra	9	6	66.67%	Poor
24	Anggun Dwi	10	7	70%	Fair
25	Andika	9	5	54.55%	Very Poor
26	Ghalib	7	7	100%	Very Good
27	Ghairu	11	6	54.55%	Fair
28	Dafa	9	4	44.44%	Fair
29	Gichel	10	6	60%	Fair
30	Ghali Ansan	8	6	75%	Good
	Percentage	265	182	69.81%	Fair

$$\text{Tested Vocabulary Percentage} = \frac{\text{total vocabulary}}{\text{masatered vocabulary}} \times 100\%$$

$$= \frac{265}{182} \times 100\% = 69.81\%$$

Based on the data in the table, the students' vocabulary test results show variations in their mastery of the tested vocabulary. Out of the 30 students who took the test, only a few managed to reach the "very good" category (90% and above), such as the second student who scored 90.9% and others who achieved 100%. This indicates that some students can understand and recall vocabulary very well. Most students fall into the "fair" to "poor" categories, with percentages ranging from 50% to 75%. For example, the first student scored 59.5% (poor), the tenth student 60% (poor), and the 24th student 70% (fair). This

suggests that the majority of students have a moderate understanding of the tested vocabulary but still need enhancement to achieve a higher level of mastery.

On the other hand, some students fall into the "very poor" category (below 50%), such as the 17th student, who only scored 48.48%, along with others who scored below 55%. This indicates that some students still struggle to recall and understand the given vocabulary, requiring more attention in the learning process. Based on the vocabulary test conducted on the students, a total of 265 words were tested to measure their vocabulary mastery. Out of this number, students were able to master 182 words. When calculated as a percentage, the overall vocabulary mastery level of students reaches 69.81%. This result shows that the majority of students have a fairly good understanding of vocabulary, although there is still room for enhancement.

Table 2. The differences between students who use flashcards and those who do not

Aspect	Students Using Flashcards	Students Who Don't Use Flashcard
Vocabulary Memory	Faster recall of words due to visual associations	Often forgets words due to lack of repetition
Engagement and Interest	Be more active in vocabulary Practice	Less motivated and tends to be passive
Use Of in Sentences	More confident in using vocabulary in writing	Difficulty applying vocabulary in sentences

Discussion

In this chapter, the research findings will be analyzed and discussed in depth based on relevant theories and previous studies. This discussion will focus on the effectiveness of using flashcard media in enhancing students' English vocabulary mastery, students' responses to its use, challenges faced in its implementation, and solutions and innovations that can be made to maximize its benefits in learning. Learning English, particularly in the aspect of vocabulary, is one of the essential components in developing students' language skills. A strong vocabulary foundation enables students to speak, read, write, and comprehend English texts more fluently. However, many students struggle to remember and understand new vocabulary due to the lack of engaging methods in the learning process. Therefore, effective strategies and learning media are needed to help students acquire and retain vocabulary more easily and effectively. One of the proven effective learning media for strengthening vocabulary understanding is flashcards. Flashcards are picture cards that can be used to introduce and reinforce students' memory of specific vocabulary. This media not only provides a clearer visualization of words but also creates a more engaging and interactive learning experience.

In this study, the use of flashcards in English vocabulary learning for eighth-grade students at SMP Negeri 2 Berastagi has demonstrated meaningful changes in students' vocabulary mastery. Based on the results of observations, interviews, and vocabulary tests, it was found that students who learned using flashcards had a deeper understanding and stronger retention compared to those who did not use this media. Additionally, students also exhibited greater enthusiasm and motivation in learning. This chapter will elaborate on how flashcards contribute to vocabulary mastery development, students' responses to this method, as well as the challenges

encountered in its implementation. Furthermore, strategies for optimizing the use of flashcards in future English learning will also be discussed.

The Effectiveness of Used Flashcards in Vocabulary Learning

The research found indicate that used flashcards as a learning medium can enhanced students' comprehension and retention of English vocabulary. Before using flashcards, many students had difficulty remembering and applying English vocabulary. However, after implementing flashcards, students demonstrated noticeable progress in recognizing and understanding the vocabulary they learned. These findings align with Mayer's (2014) theory, which states that visual learning media, such as flashcards, can help students process information more effectively. Flashcards provide a visual association between words and images, making it easier for students to recall vocabulary. Additionally, Sukartini's (2019) research supports this result, stating that using flashcards can strengthen memory retention and deepen vocabulary comprehension.

Flashcards help students recognize new words more easily because they can associate the words with the images on the cards. This demonstrates that visualization can reinforce the learning process and facilitate vocabulary acquisition, as students tend to recall words more effectively when they see them alongside relevant images. Therefore, flashcards have been proven to be a valuable tool in fostering students' vocabulary mastery.

In addition, variation in the form of flashcards is also important to maintain students interest. In this study, although flashcards were used effectively there is a tendency for students to became bored if the form and material of the flashcards are not updated regularly. Therefore, it is important for teachers to continuously innovate in designing creative and varied flashcards.

Answer to Research Question 1:

Based on the research found, the used of flashcard media in English vocabulary learning has significantly contributed to students' understanding and memory retention. Students who learned used flashcards demonstrated better ability in recognizing, recalling, and applying the vocabulary they studied compared to those using conventional methods. Thus, it can be concluded that flashcards are a valuable learning medium for strengthening students' English vocabulary mastery. The visualization provided by flashcards supports students in grasping and remembering new words more easily and enjoyably.

Answer to Research Question 2:

The research found indicate that students responded positively to the used of flashcard media in English vocabulary learning. They felt more motivated, enthusiastic, and actively engaged in the learning process because flashcards made learning more engaging and interactive. Overall, students' responses to the use of flashcards were very favorable, as this media not only facilitated their understanding of vocabulary but also enhanced their interest and participation in learning. However, to maintain its effectiveness, continuous innovation in the design and content of flashcards was necessary.

III. CLOSING

Conclusion

1. Flashcards Enhance Vocabulary Mastery

The used of flashcards as a learning medium has a significant positive effects on students vocabulary acquisition. The found indicate that students who learn vocabulary used flashcards demonstrate better recall, faster recognition, and enhances retention compared to those who do not used this medium.

2. Flashcardss Enhance Student Engagement and Motivation

Observations and interviews show

that students become more active, enthusiastic, and engaged in learning when flashcards are implemented. The visual representation of words helps students associate vocabulary with images, making the learning process more interactive and enjoyable.

3. Positive Student and Teacher Responses

Both students and teacher provided positive feedback on used flashcards. Students found it easier to memorize words with visual aids, and teachers observed increased student participation and enthusiasm during the learning process.

4. Challanges in Flahscard Implementation

Despite their effectiveness, flashcards have some limitations. Some students still struggled with remembering difficult words, and teachers noted that the lack of sentence context made it harder for students to understand word usege. Additionally, time constraints during lessons limited the full potential of flashcards learning.

Overall, the study confirms that flashcards are an effective learning tool for enhances vocabulary mastery among of class VIII-1 students at SMP Negeri 2 Berastagi. However, to maximize their benefits, they should be complemented with other teaching strategies, such as sentence based exercises and nteractive activities.

Suggestions

1. Integrate Flashcard with Contextual Learning

To enhances vocabulary retention, teachers should not only use flashcards but also incorporate sentence examples and real life applications to help students understand word usage in context.

2. Use Flashcards in Various Activites

Teachers should combine flashcards with interactive games, group discussions, and storytelling activites to maintain student engagement and prevent boredom.

3. Allocate More Time for Flashcards Learning

Since lesson duration can be a constraint, teachers should consider integrating flashcards activities into multiple sessions to ensure students have enough exposure and repetition to reinforce learning.

For Students

1. Practice Regularly

Students are encouraged to review flashcards frequently, both in class and at home, to strengthen their memory and enhance vocabulary mastery.

2. Engage in Peer Learning

Studying vocabulary with classmates using flashcards can enhance retention and make the learning process more enjoyable.

3. Apply Vocabulary in Writing and Speaking

To reinforce learning, students should actively use newly learned vocabularies, in writing assignments, class discussion and daily conversations.

For Future Researchers

1. Expand the Research Scope

2. Future studies can explore the longterm impact of flashcard learning, focusing of different age groups or comparing flashcards with other visual learning media.

3. Combine Flashcards with Digital Learning Tools

4. Further research could investigate the effectiveness of digital flashcards and mobile learning apps in improving vocabulary acquisition.

5. Examine Other Language Skills

6. Researchers may consider aspects of language learning, such as pronunciation, grammar, or sentence structure.

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