

**IMPROVING STUDENTS' VOCABULARY BY USING FLASH CARDS
AT THE FIFTH GRADE STUDENTS OF SDN SINGAJAYA II**

(Qualitative Research)

A THESIS

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Syekh Nurjati State for Islamic Studies in Partial Fulfillment of the Requirements
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ABSTRACT

MAR'ATUS SHOLIKHAH: IMPROVING STUDENTS VOCABULARY BY USING FLASH CARDS AT THE FIFTH GRADE OF SDN SINGAJAYA II

The objective of this research is to improve students' vocabulary. The researcher used flashcards to improve students' vocabulary. Unfortunately, many teachers keep teaching and learning as a monotonous process, they are less strategy for teaching and learning process. There for in this problem the teacher must use the appropriate of media for teaching learning process. The researcher used flashcards as one of teaching media is an interesting aid in teaching to activate the students in learning process and most of them are interested.

Based on the problems above, this research was done to answer the following questions: (1) How is the students' vocabulary achievement before and after the use of flash cards? (2) How can flash cards improve student's vocabulary? (3) How is the students' response of the using the application of flash cards? The purposes of this research are: (1) To find out the data about the students' vocabulary achievement before and after treatment. (2) To identify the improvement of students' vocabulary. (3) To find out the students' response of the using the application of flash cards.

The method used in this research was Classroom Action Research (CAR). The classroom action research design applied in this research is collaborative classroom action research means that the researcher worked with the English teacher. The Classroom Action Research (CAR) was done based Kemmis and MC Taggrats' design, it was done in two cycles in each cycle consist of planning, acting, observing, and reflecting. The researcher used test, observation, questionnaire to collect the data. To analyze the data, the researcher used descriptive quantitative analysis; it is to present the result of study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students' vocabulary.

Based on the result of this research showed that there was improving on students' vocabulary, this finding successfully can be seen from the result of students' mean score. It can be seen from the mean of score of pretest were 58.8, the mean of score of post test cycle 1 was 66. 1 and the mean of score of post test cycle 2 was 78. 3.

In conclusion, the writer shows that using *flash cards* is an interesting media because it could attract the students' interest and it can improve students' vocabulary. The writer hopes this thesis can be used an additional reference, there will be a further researcher with different discussion which can make a revision within development of this flash cards.

IMPROVING STUDENTS' VOCABULARY USING FLASH CARDS

AT THE FIFTH GRADE STUDENTS OF SDN SINGAJAYA II

(Qualitative Research)

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RATIFICATION

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Assalamu'alaikum Wr. Wb

After guiding, analyzing, briefing, and correcting **Mar'atus Sholikhah's** thesis with the main number **59430546** entitled in "***Improving Students' Vocabulary By Using Flash Cards at the Fifth Grade Students of SDN Singajaya II***". We have the opinion that this thesis could be offered be presented to the *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies *Cirebon*.

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LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim,

I Herewith acknowledge that the thesis is entitled in “Improving Students’ Vocabulary By Using Flash Cards at the Fifth Grade Students of SDN Singajaya II” is really my own writing with some quotations from some sources by using the acceptable scientific method of writing.

Honestly speaking, I have written this letter of authenticity according to the truth. I am sincerely responsible for my risk that will happen in the future if it is proven to offend the ethic of scientific writing.

Cirebon, July 2013

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AUTOBIOGRAPHY



The writer's name is Mar'atus Sholikhah. Her nick name is Ara. She was born in Indramayu 24th of July 1990. Her father is H. M. Dzuhrie and her mother is Hj. Nani Suwarni. She is the third daughter in her family. She has two sisters and one brother. She has one nephew.

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MY THESIS IS DEDICATED TO:

MY BELOVED PARENTS

My lovely mom “Nani Suwarni”

My lovely dad “M. Dzuhrie”

You are my everything

MY BELOVED SISTERS AND BROTHER

(mba een, yayang idah, , aa jamal)

My Ayank who give me support and motivation

Faiq Ramadhan

MY BELOVED NEPHEW

“Nanang Arhan”

MY BELOVED FRIENDS

“ Neng Iza, teeh elok, teeh onad, Inggit, acha, teeh yayah, teeh novi, teeh ayu, C-25 (Neng ica, Nok eva, Neng vyul, teh’ ani, teh’ rifa, teh’ ilah), and all members of PBI-B ”

Thanks for all may Allah always blessing you

Love you forever.....

PREFACE

In the name of Allah, the most powerful, the most shelter and thanks be to Allah who has taught (the writer) by the primary invocation and safety always be given to the prophet and messenger, Muhammad (peace be upon him), his family and his followers up to the end of the world.

The title of this thesis is *Improving Students' Vocabulary Using Flash Cards (A Classroom Action Research at the Fifth Grade Students of SDN Singajaya II)* is submitted to English Education Department of Syekh Nurjati State Institute for Islamic Studies in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, help and advised directly and indirectly. So, in this opportunity the writer would like to express her sincerity and profound thankfulness to:

1. Prof. Dr. H. Maksum Mukhtar, MA the Rector of IAIN Syekh Nurjati Cirebon
2. Dr. Saefudin Zuhri M.Ag Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon
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5. Wakhid Nasruddin, M. Pd as second supervisor

6. The lecturer of IAIN Syekh Nurjati Cirebon
7. All friends who have helped in finishing the thesis either formally or informally.

The writer realized that this thesis is still far from being perfect and there are many mistaken either in the arrangement

Finally, the writer hopes this thesis will be some valuables to the reader, especially for the writer herself and for English Education Department of IAIN *Syekh Nurjati* Cirebon as a reference in general.

Cirebon, July 2013

The writer

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CHAPTER I INTRODUCTION

A. The Background Of The Problem

Language is very important to express something and to communicate with other. As everybody knows, language is a tool to convey ideas, opinions, and feelings among people by oral or written ways. According to Oxford Learner's Dictionary (2008:240) explains the language by explaining in the sum of explanations, there are: language is system of communication in speech and writing use by people of particular country, language is the use by human of a system of sounds and words to communicate, language is particular style of speaking and writing. Based on the definition above that language are the sounds that have meaning of words and sentences produced by organs of speech which are arbitrary and conventional to convey ideas, feelings, and thoughts to another people.

One of the languages which are often used in communication is English. It becomes the dominant language around the world, and more people use English than other language respectively as an international language. According to Broughton, *et al* (2003:1) English as international language of the 4.000 to 5.000 living language, English is by far the most widely used. Therefore, people in many countries use it. It is widely used in different field and situation, for instance in politics, economics, knowledge, etc.

Recently, English is taught at school from Elementary School (SD), Junior High School (SMP), Senior High School (SMA) and university. The

goals of teaching and learning English for this level are improving the four English skills. They are listening, reading, speaking, and writing. Listening and reading are **receptive skills**, i.e. they require only understanding. Speaking and writing are **productive skills**, i.e. they require the learners to produce something (Hadfield & Hadfield, 2008:72). There for in teaching learning and a language there are four aspects that support four language English skills such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process.

In the Elementary school, vocabulary is one of English components that must be taught to the learners. Then vocabulary is one of the most important language components of language. By learning vocabulary first the students, will be able communicate in English. According to Edward (1997:149) state that vocabulary is one of the important factors in language teaching, student must continually be learning words as they learn structure and as they practice sound system. That is why vocabulary is one of important aspect in teaching language.

The role of English teacher in elementary school is very important because they have the task to give the basic introduction of the first foreign language. Unfortunately many teachers keep teaching and learning as a monotonous process, they are less strategy for teaching and learning process. There for in this problem the teacher must use the appropriate of media for teaching learning process. Media are intermediary or message delivery from

the sender to the receiver (Azhar Arsyad, 2009:16). Then the teacher must use the appropriate of media for easily the students learn about vocabulary.

Teaching learning process of language cannot be separated from the curriculum and syllabus based on curriculum, the purpose of teaching English in Indonesia is students can master four skills (listening, speaking, reading, and writing). But in many work fields most of students cannot state their ideas and opinion well since they are not accustomed to speak, feeling shy, hesitation, and far to make a mistake. Commonly, it is caused by the limited vocabulary. Those problem of vocabulary must be solved, there are teaching strategies that can make students motivated to learn English is using suitable media and strategy such as: puzzle, song, card game, wall cards, picture, flashcard, and others.

Flashcard may help students to facilitate them to improve their vocabulary, it consist of picture, word, and number. According to Merriam and Webster (2003:476) said that flash card is a card bearing words, number or pictures that briefly displayed (as by a teacher to a class) use as a learning aid. In addition flashcards are very simple but very effective way for an individual to study a particular topic.

There are some studies relevant with this thesis such as: Ismayati Saputri (2003), a student of English department of IAIN Walisongo, Semarang. Aprilia Eky Widyarini (2008), a student's of English Language Education Faculty of Language and arts Education IKIP PGRI Semarang,

Aschurotun Nadziroh (2010) and Nova Adi Kusuma (2011) a student's of Education Faculty Sebelas Maret University Surakarta.

The aim of the research conducted by Ismayati Saputri (2003) is to describe the teaching vocabulary using flash cards at elementary school of the fourth year students of SDN Pecangaan 01 in the academic year 2003/2004 (*An Experimental Research*). In her study is limited to the vocabulary achievement and the benefit of teaching vocabulary by using flashcard at elementary school of SDN Pecangaan 01. Her thesis explained about procedures, the results, the advantages and the disadvantages of teaching vocabulary by using flashcards. She carries out experiments and observation. To know the result of her research, she has given pre test before treatment and after this give post test. She needed two classes, control class and experiment class.

The second research is from Aprilia Eky Widyarini (2008) researched the effectiveness of using flashcard as teaching media on the students mastering of vocabulary at third graders of SD (*An Experimental Study on with third graders of SD Masehi Mlaten Semarang in the academic year of 2008/2009*). She chosen two classes for the result, they are: one class as control class and the other class as experimental class. She used non-randomized pre test and post test central design. For each class's result of her experiment, the analysis data used quantitative analysis. And the result was significant, vocabulary could be more effective in teaching vocabulary.

Aschurotun Nadziroh (2010) used flashcards to improve vocabulary mastery (*A Classroom Action Research For The Fourth Year Students Of MI Duren Bandung In The Academic Year Of 2009 / 2010*). In her research is a study about the use of flashcards to improve vocabulary mastery. Her research attempts to find out whether flashcards can improve the students' interest to study English, and to find out whether flashcards can improve the vocabulary mastery. She uses a classroom action research as a method in this research. She also uses pretest and posttest in the teaching learning process.

The last is Nova Adi Kusuma (2011). He used pictures to enhance students' vocabulary mastery (*A Classroom Action Research Conducted at the Fifth Grade Students of SD Negeri 01 Timbang, Purbalingga*). In her research is aimed to know whether the technique of using pictures could improve the students' vocabulary mastery and to what extent pictures become appropriate way to improve students' vocabulary. Her research is a classroom action research. In conducting this classroom action research, she divided the action into two cycles. The data of the research were collected by using some techniques. They were qualitative and quantitative data collection techniques. Interview and observation were the techniques for getting qualitative data.

The differences between the writer and the two previous writers: Ismayati Saputri (2003) and Aprilia Eky Widyarini (2008) are different on kinds of research. The researcher used classroom action research and they used experimental research. The similarities this research is the use flash

cards as visual aid in teaching Vocabulary in Elementary School. While, Aschurotun Nadziroh (2010) and Nova Adi Kusuma (2011) are similarities with the researcher uses a classroom action research and flash cards as teaching vocabulary. The differences between them are the writer took place in different school and the writer make some cycle in the teaching learning process to repair methods and strategies that should the teacher use in teaching learning process, with this research can improve and increase teachers' skill in teaching English and also to get some solves from the problem that faced by the teacher. The researcher use observation, questioner, and test as instrument.

In conclusion, by using flash cards the students can improve their vocabulary. An action research was conducted by the researcher to improve students' vocabulary. The title of this research is **Improving Students' Vocabulary By Using Flash Cards at The Fifth Grade Students of SDN Singajaya II.**

B. The Identification of the Problem

1. The research area

The research area is method of teaching and vocabulary, which is entitled: "Improving Students' Vocabulary Using Flash Cards at the fifth year Students of SDN II Singajaya", tries to make the new students' condition after studied the English vocabulary using flash cards in class, the students will improve their knowledge in vocabulary.

2. The Kinds of the Problem

There are many problems in English, especially about vocabulary. The writer would like to mention the kinds of the problems that can be identified as following:

- a. Teaching English vocabulary on general use conventional, teacher is less creativities and poor innovation to deliver subject.
- b. The less motivation on the students to join the lesson in the class.
- c. Unfortunately many teachers keep teaching and learning as a monotonous process.

3. The main of the problem

The main problem of the research is about weakness or lack of the students' achievement learning vocabulary. The Students perhaps can understand and know the meaning vocabulary, Flash cards can find anywhere in the students living to enriching their vocabulary.

C. The Limitation of the Problem

To avoid from misunderstanding and misinterpretation towards the problem in this research, the writer limits this study to focus the problem in the influence of teaching vocabulary using flash cards toward the student's vocabulary achievement. Because many students still very weak or less, therefore we introduce a new method of using the application of flash cards on the students'

achievement vocabulary for the 5th grade students of SDN Singajaya II District, in academic years 2012-2013.

D. The Questions of the Research

The questions of the research are:

1. How is the students' vocabulary achievement before and after the use of flash cards?
2. How can flash cards improve student's vocabulary?
3. How is the students' response of the using the application of flash cards?

E. The Aims of the Research

In accordance with those real problem above, the aims of this research in this thesis as follows:

1. To find out the data about the students' vocabulary achievement before and after treatment.
2. To identify the improvement of students vocabulary.
3. To find out the students' response of the using the application of flash cards

F. The Significant of the Research

This study gave some significant values. They were:

1. Student

The use of flashcard improved students' understanding on Vocabulary. They were not bored in learning process, and it motivated them to learn English well.

2. Teacher

- a. Flashcard helped teacher to improve students' understanding easily.
- b. Having understood, students learned vocabulary easily.
- c. Flashcard was one of good media the information for teacher good learning strategy with using media was interesting.

3. Teaching process

Flashcard made classroom situation more interesting. Students learned in an interesting situation, in order that they were understood easily. In addition, it made teaching process more efficient because flashcard helped teacher describing the topic through their picture.

4. Researcher and Reader

This research was hoped to be able to improve the knowledge about teaching Present Continuous Tense. The results of the study were useful for readers. The findings of this research may be used as a reference to understand more about method of teaching English.

CHAPTER II

THE THEORETICAL FOUNDATION

A. The Nature of Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary. Ur (1991: 60) said vocabulary can be defined, roughly, as the words we teach in the foreign language. Then Harimurti Krida Laksana (1993:127) define vocabulary is a component of a language that maintains all of information about meaning and using word in language. According to Oxford Advanced Learner's Dictionary of Current English (1995:721), vocabulary is all of the words that a person knows or uses.

There are some experts who give definition of vocabulary Hatch and Brown (1995:1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. The other expert, Barnhart (2008:697) said that vocabulary is "... (1) Stock of words used by person, class of people, profession, etc. (2) a collection or list of words, usually in alphabetical order and defined."

While based on Merriam Webster (2003:476) said that vocabulary is:

- a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
- b. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
- c. A list or collection of terms or codes available for use.

From theory above the writer conclude that vocabulary is a component of a language, and unit of speeches that individual produces a word that can be interact with another people or unit of language as symbol of idea in foreign language for the learners.

2. Kinds of Vocabulary

The kinds of vocabulary can classify into eight groups. These groups are called parts of speech, such as: (1) Nouns, (2) Pronoun, (3) Verbs, (4) Adjective, (5) Adverbs, (6) Prepositions, (7) Conjunctions, and (8) Interjections (Harmer, 1998:_34).

a. Noun

Words that name people, places, and things are called nouns. Nouns can be found anywhere in a sentence, and most sentences contain several nouns. Harmer (1998:_36) defines that there are some nouns may belong to more than one of given type, but in this thesis the writer only take three types. There are:

1. Countable and uncountable Nouns

A countable noun can usually be made plural by the addition of *-s* (one boy, two boys). An uncountable noun is not used in the plural. Mass nouns form one type of uncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns (including names of school subjects and sports) are uncountable.

2. Proper Nouns

A proper noun begins with a capital letter in writing. It includes (a) personal names (Mr. White Smith), (b) names of geographic units such as countries, cities, rivers, etc. (Italia, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of times units (Saturday, June); (f) words used for personification – a thing or abstraction treated as a person (Nature, Liberty).

3. Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses – we can see, touch, smell the object (flower, girl). Abstract noun is a word for a concept – it is an idea that exists in our minds only (beauty, justice, and mankind).

4. Collective nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk government, group, herd, jury, majority, nation, orchestra, press, public, and team.

5. Compound Nouns

A compound is a fixed expression which is made up of more than one word and functions as noun. Such expressions are frequently combinations of two nouns. Examples of compound nouns are address book, human being, science fiction

b. Pronoun

Pronouns refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. For example, “I want you to read this again.” The words I, you, and this are pronouns. Pronouns are divided into eight groups depending on their meaning and how they are used in a sentence.

1. Personal Pronouns

Personal pronouns are used frequently in English to make writing and speaking more interesting. Personal pronouns can be classed by

number, person, gender, and case. The grammar term number means singular or plural.

2. Indefinite Pronouns

Everybody does not refer to any particular person or thing, it is called an indefinite pronoun. The pronoun everybody is singular. When referring to everybody use a singular pronoun like he/his, or she/he. Do not use the plural pronouns “they/their” to replace everybody.

Other singular indefinite pronouns include any everything, anybody everyone, anything each, anyone nobody, everyone no one, everything none, everybody nothing, either somebody, neither someone, and another something.

3. Demonstrative Pronouns

A demonstrative pronoun is used to replace a noun or nouns. For noun or singular we can use this, that, and such and for plural we can use these, those, and such. For example I sold some cakes, but I gave those to Mary.

4. Reflective Pronouns

Reflective pronouns are used when the “receiver” of the action is the same person as the “doer”. In other words, if someone does something to himself or herself, the action is expressed using reflective pronoun. Singular reflective pronouns are: I myself, you yourself, he himself, she

herself, and it itself. Plural reflexive pronouns are: ourselves, yourselves, and themselves.

5. Emphatic Pronouns

Emphatic pronouns look exactly like reflexive pronouns but they are used to emphasize a noun or another pronoun. Singular emphatic pronouns: myself, yourself, himself, herself, and itself. Plural emphatic pronouns are: ourselves, yourselves, and themselves.

6. Reciprocal Pronouns

There are only two reciprocal pronouns: each other, one another. Example: the friends started listening to each other and their relationship improved. She taught her children to help one another.

7. Interrogative Pronouns

When you ask a question about someone or something, you often start with an interrogative pronoun. Interrogative pronouns: who, whom whose, which, and what. If the words who, whom, which, that in many sentences. If they are not used to ask question, they are not interrogative pronouns.

Example: -Who is going to the dance next week?

 -Whom will you ask about the schedule?

8. Relative Pronouns

Relative pronouns are used to insert special grammar structures called clauses into a basic sentence. The term “clause” really means extra bits of information in a sentence, expressed in a special way.

Relative pronouns: who, whoever, whom, whoever is refer to people, which is refer to things, and that is refer to people or things. For examples: the man who is wearing the red shirt just robbed the bank. The teacher whom you met trained in France. And I saw the television program which was banned in the States.

c. Verb

One of the main parts of every sentence is verb. Here some characteristic of verb. First, a sentence is not a sentence without at least one verb. Then, verbs usually tell about an action. The next, verbs are often found in the middle of sentences. Then, verbs may consist of one word. Frank (1972:48) divides the types of verb into three:

1. Linking verb

Linking verb is a verb of incomplete prediction. It means that the verb cannot by itself or it still needs the real prediction to follow them. For example is the boy is handsome.

2. Auxiliary verb

Auxiliary verb is two or more words that may be joined together into single verb phrase that function as full verb of the predicate. For example is the door was green.

3. Reflective verb

Reflective verb is a verb requiring one of the compound with “self” as its object. Example: - *They bought the book by themselves.*

d. Adjective

Words that tell more about nouns and pronouns are called adjectives. An adjective is a word which describes or modifies a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are usually placed before the noun. Adjectives are describing words which add details about the nouns in a sentence. Adjectives are usually placed before the nouns or pronouns they modify.

e. Adverb

Another type of describing word or modifier is the verb. Adverbs limit, change, or alter the words they modify. Adverbs are describing words which add details to the sentence by modifying verbs, adjectives, and another adverb. Adverb can be divided into:

1. Forming Adverbs From Adjectives

We can turn most adjectives into adverbs by adding – *ly*. There may be spelling variations: *slow slowly, quick quickly, possible possibly, automatic automatically, easy easily, satisfactory satisfactorily*.

2. Adjectives and adverbs with the same form

Some adjectives have the same form when they are adverbs:
Adjective Adverb: *I was the first person there. I arrived first. That suits us first. The truck hit the low bridge. The plane swooped low.* Some adjectives end in –*ly*, like *monthly* and *early*, and have the same form as adjective and adverb. Others can't be transformed into adverbs. Instead we have to use a phrase: *He had a friendly attitude. He behaved in a friendly way.* Other adjectives like this include: *costly, cowardly, deadly, likely, lively, lonely, silly, ugly, and lovely*.

3. Position And Oder of Adverbs

We usually put an adverb after an object : - *I play the piano very well*, and usually in the order ‘how’- ‘where’+ “when” : *They were playing quietly in the garden last night.* We can move one of these adverbs to the beginning of the sentence for emphasis or focus: *Last night they were playing quietly in the garden* (Focusing on ‘when’). *In the garden, they were all playing quietly* (Focusing on ‘where’). Adverbs of manner can also go before the verb: *The village slowly walked round the square.*

4. Other Adverbs

We usually put adverbs of frequency (always, often, etc.) before the verb or at the end of the phrase: *I quite often drive past their house. I drive past their house quite often.* These adverbs usually go after the first auxiliary verb: *I've just seen Dominic. I've frequently been swimming with him.*

f. Prepositions

Prepositions are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammar unit, called prepositional phrases.

Preposition + noun or pronoun = prepositional phrase

Time : after + the party = (after the party)

Place : under + the table = (under the table)

Ownership : of + our town = (of our town)

Prepositions are little words that show the relationship between nouns/pronouns or tell when, where, how the action in a verb took place. Prepositions are always part of a group of words called a prepositional phrase.

g. Conjunctions

Conjunctions, like prepositions are also joining words or connectives. Conjunctions are used to join words, phrases, or clauses. Conjunctions can be found in any position in a sentence except the very end. Those are types of conjunctions, there are: coordinate conjunctions, correlative conjunctions, conjunction adverbs, and subordinate conjunctions.

1. Coordinate Conjunctions

Coordinate conjunctions join words that are the same parts of speech: a noun with noun, an adjective with an adjective, and so on. There are only seven coordinate conjunctions, there are: and, but, or, nor, for, yet, so.

2. Correlative Conjunctions

Correlative conjunctions are always used in pairs; we usually use correlative conjunctions to link equivalent sentence elements. The most correlative conjunctions are: both...and, either...or, neither...nor, not only...but also, so...as and whether...or.

3. Conjunction Adverbs

Conjunction adverbs are used to join two complete sentences that are very closely related meaning. There is a list of some common conjunction adverbs: therefore moreover thus, consequently as result however, nevertheless hence otherwise, besides anyway instead, meanwhile furthermore still.

4. Subordinate Conjunctions

Subordinate conjunctions are used to join two ideas which otherwise would require two separate sentences. Every sentence that contains a subordinate conjunction has at least two complete verb phrases. Here are some common subordinate conjunctions: after, since, whether, although, while, where, why, as, if, though, when, because, unless, how, before, until, even, and if.

h. Interjections

An interjection is a word or group of words used to express strong feeling. It can be an actual word or merely a sound and is followed by an exclamation mark (!) or a comma. Those are some examples of interjections: Wow! Oh! Oh, no!, Ouch!, Never! Fabulous!, Fantastic! Ah! No! Wow!

3. The Teaching Vocabulary

Traditionally, the teaching of vocabulary above elementary levels was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. Based on Harmer (2007: 229) the procedure of teaching vocabulary can be divided into two stages, they are namely:

a. Introducing Vocabulary

In this step, the teachers introduce the new vocabularies with the good pronunciations. The teachers can use some picture or the real things like dictionaries. It hopes by using pictures or things that real, the students will remember or memorize the vocabulary quickly and they can pronounce it well since they know the words firstly.

b. Practicing Vocabulary

In the second step, the teacher give exercises to the students in order to practice the subject items being learnt, making completion, matching, words classification, vocabulary games, using dictionaries, etc. those are several types of exercise that can be used by the teacher in this stage.

4. The Method of Building Vocabulary

The students that master vocabulary are very important. So, to achieve the success of mastering language faculty the students are

expected to be able to build up vocabulary through the appropriate. Al-Khuli (1976: 62) states that there are eight methods in building vocabulary, they are:

a. Direct Association

The new word is taught by the direct association of the word and its referent. This method is best applicable in the case of words referring to concrete thing existent in the classroom itself.

b. Picture

Picture is flexible teaching aid; picture which is used in building vocabulary may be come from books, magazines, and so on. Picture can also be used to distinguish a plural or singular form. It would be possible for the teacher jump in order to demonstrate, but picture helps students to show that activity.

c. Action

The meaning of some words may be presented through acting. It's mean acting is the process of betting including the offering and acceptance of a bet and determination of winner. This method works best in teaching the meaning of verb.

d. Context

The parts of a discourse that surround a word or passage and can throw light on its meaning. That mean a word may be used in a sentence or group of lead to students understanding of meaning.

e. Synonym

The meaning of new word may be thought by giving a synonym word. Synonym gives the language interest and color; increase their vocabulary.

f. Antonym

The meaning of new word may be explained through and antonym. The antonym has to be a familiar word as well to the students; antonym will help to increase the student's vocabulary power, sometimes it is easy to find out the exact antonym of word.

g. Definition

Definition in the target language may be used effectively if they are expressed in term that are better know or more easily guessed that the word can be defined. However, teaching word by definition is not suitable for beginner foreign language learning.

h. Translation

If the referent is an abstract one, the native language equivalent of that word may be used. Further, such as equivalent may be given if other

technique prove to be impractical or ineffective with some words. The teacher, through experience, will gain more knowledge in choosing the proper technique that suits a specific word.

Based on the explanation of the methods of building vocabulary above, the writer uses one of the methods of building vocabulary, it is picture. It can give easy in learning vocabulary because picture can help the students to show that activity. By using picture the students will be easier to remember vocabulary because they can imagine and descriptive vocabulary from pictures. Therefore, picture is one of the methods which are effective in teaching and learning vocabulary.

B. The Nature of Flash Cards

1. The Definition of Flash Cards

There are many definitions of flash cards. Based on Oxford Advanced Learner's Dictionary (1995: 94) flashcard is a card with the word or words and sometimes a picture down it. While Azhar Arsyad (2002:119) explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English). According to Suyanto (2007: 109) in

Inayah (2009: 29) state flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation, profession and clothes. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, maybe it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means “sekilas”.

According to Harmer (2002: 134), Flashcards are smallish cards which we can hold up for our students to see. According to Sarah Phillips (2001: 69) Flashcards are picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function. According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.

Based on definition above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student’s understanding on the material given by the teacher.

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

- a. Flashcard should visible and is big and clear enough so that all of students can see detail.
- b. The picture on flashcard has to convey the message clearly, not confuse or describe something that confused.
- c. The way of use flashcard must be correctly.

In addition, in using flashcard has to appropriated with material that will be taught to students and the teachers should check copyright before they give to their student.

2. Flash Cards as Teaching Aids

As foreign language, English is not used daily in society, English is considered difficult subject studied for the students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject.

Teaching aids provide a means of literating lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce lesson. They can be broken down into four board categories there are: bulletin boards, charts, flashcard, manipulative and experiment.

In other words, Teaching aids are called media. Media come from Latin language “medius”. It means is middle, intermediary or companion. In Arabic, media are intermediary or message delivery from the sender to the receiver (Azhar Arsyad, 2002: 16).

According to Romiszowski (1999: 100) media is any extension of man which allows him to affect others people who are not in face to face with him. Communication media there are letter, television, film, radio, something printed and telephone.

In general there are three kinds of media as below:

a. Visual aid

Visual aid is media which can be seen and be touched by students. There are picture, photo, real object, map, miniature, and realia. Visual aid is often used by the teacher are picture, flashcards, and realia.

b. Audio aid

Audio aid is text and material recorded which used for listening skill and understanding oral discourse. It can be heard. Such as: radio and cassette recorder.

c. Audio visual aid

Audio visual Aid is media which can be heard and seen. Such as TV and film, usually it shows story, event, or condition in another place. The picture is showed together with information in English and it should selected is based on language development students range (Suyanto, 2008:100).

From some definitions above, the researcher can make conclusion that media is a tool to convey the message from the teacher to the students. And it can used to stimulate student's idea or understanding students on the material which studied by them.

Visual aids are one of media which make the students can be interested. Visual aids has important role in teaching learning activity. It can make student's understanding easier and to reinforce memory. It also to develop student's interest and give connection between material and real matter. In order to more effective, visual aid should occupied on context has meaning and the students have to interact with the image convinced that created information processing (Azhar Aryad, 2002:22)

There are some definitions of visual aids. Oxford Advanced Learners Dictionary of Current English (1995:481) explained that Visual aids are connected with sight. There are picture, video, etc which used to help student's understanding on the material in teaching process. According to Merriam and Webster (2003:1399), visual aids are an instructional device (as a chart, map, or model) that appeal chiefly to vision, especially an educational motion picture or filmstrip.

In English class, teaching learning process should use aid, especially visual aid, there are picture, flashcard, doll, or puppet, realia, miniature or something is real which can brought in the class.

According to Suyanto (2007: 102) in Inayah (2009: 29) kinds of picture are served in cards form. There are flash cards, circular cards, flip cards, etc. It is extremely help to fluent teaching learning process. These cards can be used for individual activity, group, and classical. According to Harmer (1983:134) the teacher has always used picture or graphics taken from books, newspaper, and magazine or photographs. Picture can be in the form of flashcards. Flashcards are smallish cards which we can hold up for our students to seen, large wall picture which big enough for everyone to see details, cue cards. They are small cards which students use in pair or group work, and photographs or illustration which is typically in a text book.

To make in teaching vocabulary is successful. The teacher needs a teaching strategy. The teaching strategy can help the students to understand vocabulary easily. Concerning this research, the researcher takes a strategy to use flashcards as visual aids in teaching vocabulary. Because it helps the students not only in improving student's understanding on vocabulary but also it help them to memorize words. Teacher expected can be creative and imaginative in learning and teaching process.

3. The Advantage and Disadvantage of Flash Cards.

a) The advantage of flash cards

There are some advantages of using flashcards in language teaching based on Cross (1991: 120). They are namely:

- a. Flashcards can be used for consolidating vocabulary
- b. Flashcards are motivating and eye-catching
- c. Flashcards are effective that can be used for any level students
- d. Flashcards can be taken almost everywhere and studied whenever has free moment
- e. Flashcards can be arranged to create logical grouping of the target words;
- f. Flashcards are cost effective/inexpensive

- g. Flashcards provide visual link between L1 and the target language; and
- h. Flashcards also can be used for practicing structure and word order or for a variety of games.

b) Disadvantage of flash cards

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a. Flashcards too expensive and if the teachers want to make itself, they need much time.
- b. Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.
- c. Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned cannot be achieved.

Based on the explanations above, it can be concluded that flashcards have many advantages and disadvantages above, the researcher concluded that advantages of flash cards are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. Flashcards have a great power in motivating and stimulating the students. Meanwhile, flashcards are easy media to help students and teacher in learning process, especially to teach the students of elementary

school. Teacher can use it at any time and in any situation when he wants to teach.

There are some weakness of flash cards as follow: the price of flash cards are too expensive, if the teacher want make flash cards itself, she or he need much time, and if the picture of flash cards are not clear and big enough, the students will misunderstanding about the teacher's explanation when they see flash cards, so the goal that is planned cannot be achieved.

CHAPTER III

THE METHODOLOGY OF RESEARCH

A. The Objective of the Research

The objective of the research is to describe the improving students' vocabulary by using flash cards.

B. The Place and Time of the Research

The researcher conducted the classroom action research at SDN II Singajay is located at Juanda street, RT 03 RW 01 *Desa* Singajaya *Kecamatan* Indramayu *Kabupaten* Indramayu. SDN Singajaya II is located in the strategies place, because it is located in the center of the political district of Singajaya. The students were come from different intelligence, social background, and characteristic of student setting and subject of the research.

Times of research will do 1 months from 01st May until 01th June that's all done for observation, preparation of material, giving material to the students, preparation of pre-test and post-test and the last is the analyzing of the data.

C. The Source of Data

The subject of this study was students of V grade of SDN Singajaya II, where the total number 29 students. The subject in the research is 15 male and 14 female. This research was done at first semester in academic year 2012/2013.

D. The Method of The Research

This method used in this research is Classroom Action Research (CAR). According to Wina Sanjaya (2013: 149) Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher needs to identify any problems real found in the classroom before implementing the CAR.

E. The Research Method

According to Kemmis and Mc Taggart (in Nunan, 1992:17) argue that the two characteristics of action research namely, *practitioners* (for our purpose, classroom teacher) and *collaborative*. They are define about Action Research is a group activity, a piece of descriptive researcher carried out by the teacher in his or her own classroom, without the

involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation.

From the explanation above we can conclude that strategy of teaching is depend on the reflection by the researcher and her collaborator, and it is important for the collaborator and the researcher to make a rational note. In the reflection the research and her collaborator make the strategy to solve the problem which appears in the classroom activity.

The model of Classroom Action Research (CAR) as state by Kemmis and Mc Taggart (in Burns, 1993:32) who state that the model of Classroom Action Research is consist of four steps. They are namely: planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action). All these aspects are made a cycle:

Cycle I

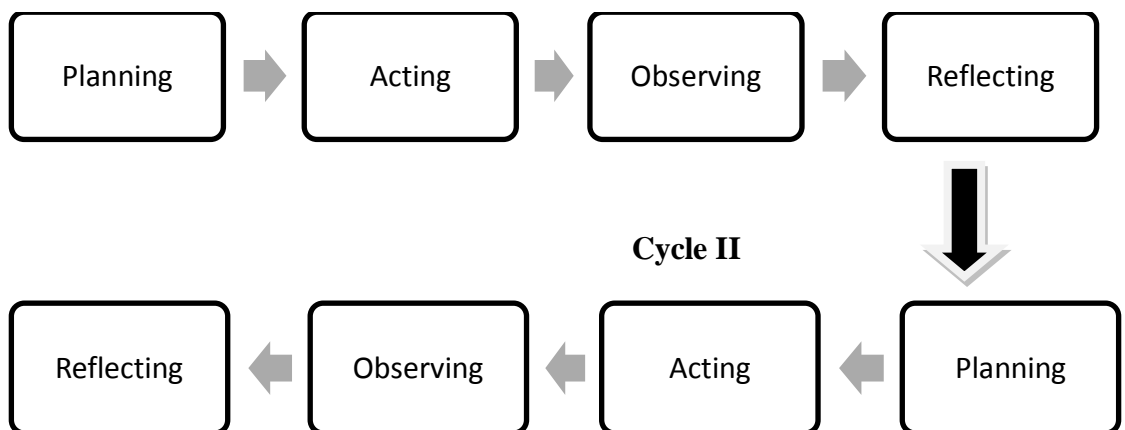


Figure 1 Action Research Cycle

F. Procedure of the Research

In this Classroom Action Research, the researcher planned to conduct two cycles. In this research, the teacher taught *Vocabulary* using *Flash Cards*. The activities that will be done in each cycle is as follows:

1. Pre – cycle

The first step in making Classroom Action Research, the researcher began with an observation to know the condition of teaching learning in the classroom when vocabulary is implemented. Through the observation the researcher tried to get the information about students' understanding and problems in vocabulary. In this activity the teacher taught students with conventional method. After that, the teacher gave test to check the students' understanding based on the material. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

2. The first cycle

a. Planning

- 1) Determine the schedule and the time allotment

- 2) Setting up teaching and learning scenario for each meeting
- 3) Preparing the instrument needed in doing the observation
- 4) Preparing Flash Cards
- 5) Preparing post-test at the end the cycle.

b. Action

In this cycle, the action was also divided into three activities; those are pre-activity, whilst-activity and post-activity.

- 1) Pre-activity
 - a. Opening the class by greeting the students.
 - b. Checking the students' presence list
 - c. Explaining about the material)
- 2) Whilst-activity
 - a. Giving a new vocabulary related to the material would be discussed.
 - b. Students are listening and identifying the difficult words
 - c. Asking the students to pronounce and give the meaning of the words.
 - d. Asking some questions about the material.
 - e. Giving Flash Cards in the class
- 3) Post-activity
 - a. Concluding the lesson being taught

- b. Giving the chance to the students to ask about the material being taught
- c. Giving post-test
- d. Ending the class

c. Observation

During the actions process was conducted, there was found that the treatment would get a positive response from the students. The result of the first post-test was used to see the progress made by the students, whether there were improvements compared to the result of the pre-test.

d. Reflection

By doing this process, it could be identified the weakness or the strength of the action based on the result of the planning, action and observation. This result was used as an input for the researcher, whether to stop or rearrange another action to solve the problem in the first cycle.

3. The second cycle

In this cycle, the activities were almost the same as the activities in the first cycle. It would modify the activity by giving an additional exercise. There was also being four processes in this cycle.

a. Planning

- 1) Determine the schedule and the time allotment
- 2) Prepare teaching and learning scenario for each meeting.
- 3) Preparing the instrument needed in doing the observation
- 4) Designing and preparing some additional exercises, like teaching language focus on vocabulary.
- 5) Preparing Flash Cards for the second cycle
- 6) Preparing the second post-test that would be given at the end of the cycle.

b. Action

- 1) Pre-activity
 - a. Greeting the students
 - b. Checking the presence of the students
 - c. Telling the students what they are going to study
- 2) Whilst-activity
 - a. Introducing the material
 - b. Giving a new vocabulary to the students
 - c. Asking the students if they have any questions and checking their understanding of each word.
 - d. Asking some questions about the material
 - e. Giving Flash Cards.
- 3) Post-activity

- a. Concluding the lesson being taught
- b. Giving chance for the students to ask about the lesson.
- c. Giving second post test and questionnaire
- d. Ending the class

c. Observation

The result of the action was known from the observation of check list during the action conducted in the classroom. The result of the second post-test was compared with the result of the first post-test, which was used to find out the improvement made by the students.

d. Reflection

In this process, it was made decision on the result of the planning, action and observation, whether the action would be stopped or not. If the result reaches Criteria of Success based on KKM is 60 then all of students must get upper score of the level good, there will be no more treatment.

G. Techniques of Data Collection

1. Interview

Arikunto (2002: 30) states that interview is a dialogue which is done by an interviewer to get information from interviewee. The researcher interview the teacher of English lesson to get information about

the students' ability in mastering vocabularies. There are ten questions that will be asked to the English teacher. See Appendix 1 for detail of interview guidelines.

2. Observation

In this classroom observation, the objects of observation were students' activities in vocabulary teaching learning. The observation was carried out three times. Before the cycle, cycle I, and cycle II.

The researcher used the checklist observation to make it more systematic. Wina Sanjaya (2013: 274) explained that checklist is the observation that contains of prepared list of items. The presence or absence of the item may be indicated by checking "Yes or No" or the type or number of items may be indicated by interesting the appropriate word or number. See Appendix II for detail form of observation check list.

3. Questionnaire

According to oxford learner's pocket dictionary (2002: 351) questionnaire is a list of questions to be answered to get information. The researcher uses the questionnaire technique to know the information about the students' response of the application of flash cards. The researcher use the questionnaire based on Likert scales from Sugiono's book. See Appendix III for detail questionnaire.

4. Test

Arikunto (2002: 127) states that is a sequence of questions or practices or the other tool which is used to measure the skill, knowledge, intelligence, competence or talent possessed by an individual or a group.

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.

The test that used in this research is multiple choices and matching. The researcher gives the test three times. First the test is given before applying the flash cards in teaching and learning process, then the researcher give the test at the end of teaching and learning process or after applying flash cards in the class every cycle. See Appendix IV for detail tests.

H. The Techniques of Data Analysis

1. Data Observation Analysis

The observation in this research conducted three times, before the treatment, during cycle I, and cycle II. The researcher checks in the observation check list. In the end it analyzed by calculating the percentage from the check list as the formula below:

$$P = \frac{\sum f}{n} \times 100\%$$

P = prosentase

Σf = the sum of check list

n = amount of students

2. Test Analysis

After collecting the data, the researcher will analyze the data .It can be defined as the process of analyzing data required from the result of the research, the processes were:

- a. After conducting the test, the researcher gave score. The names will be in initial. Each correct answer was scored 10 and 0 to each wrong answer. The maximum score was 100.
- b. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula based on Arikunto (2006:236)

$$Score = \frac{\text{the number of right answer}}{\text{the number of Questions}} \times 100\%$$

- c. Determining of the frequency of correct answer respondent. The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

$$P = \frac{\Sigma f}{n} \times 100\%$$

Note: P = the Percentage of Correct Answer

Σf = Frequency of Correct Answer

n = the Total of Students

- d. After giving the result statistically, then the researcher consults them which used five letters: A, B, C, D and E that expressed various levels as follows:

Table 1

Level of achievement

The Percentage of Correct Answer	Grade	Level
90% – 100 %	A = Excellent	Outstanding
70% – 89 %	B = Good	Above average
60% – 69%	C = Fair	Satisfactory
50% – 59%	D = Less	Below average
0% _ 49%	E = Poor	Insufficient

After computing the percentage of correct answer, the researcher classified any answer that possibly appears and this part, the researcher analyzes of each item also.

- e. Finding the classical mean.

After the data had been analyzed, the researcher found the sum of the score in distribution that was used to calculate the mean. The mean is commonly understood as the arithmetic average. The term grade point average is computed by dividing the sum of all the scores by the numbers of scores.

This formula is as follows:

$$x = \frac{\sum f}{n}$$

Note: X = the mean

f = the sum offset score

n = the number of the students

3. Questionnaire Analysis

To know the students' response of the use of flash cards, the researcher uses questionnaire by using Likert scales, the data will be designed in percentage % for the optional answer as follow:

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

CHAPTER IV

RESEARCH FINDING

A. The Research Finding

1. The Analysis of All Cycles

a) The Analysis of Pre- Cycle

Pre-Cycle was done on Saturday, 3rd May 2013. There were 25 students coming to in the class and 2 students absent that day because of sickness and 2 students absent that day because of permeations. Based on the results of observation, it could be concluded that most of the students did not pay attention in learning vocabulary. There were 15 students pay attention in learning vocabulary. Most of them showed their behaviors such as students were prefer to sit in the backside of the class. They still like to talk with their peers, students looked bored and felt sleepy. Students did not respond to the researchers' question. When the researcher asked question about material, they mostly keep silent. There were only 5 students who responded to the question and tried to answer it. Students did not ask question. When the researcher gave question session, most of them did not use the time to ask about their problem. They were not brave enough to ask question if they did not understand yet. There were only two students who tried to ask the question. When the researcher asked them to do the task, most of them did it with minimal effort. Sometimes, they also

leaved blank the answer sheet. There were 25 students who accomplished the task.

The table 1 shows the result of the pre- cycle score. Pre – cycle test is given to know the students ability in mastering vocabularies before applying the flash cards. The writer gives ten questions such as matching. The result of the test can be seen on the pie chart 1 below:

Table 1
The Result of Pre – Cycle

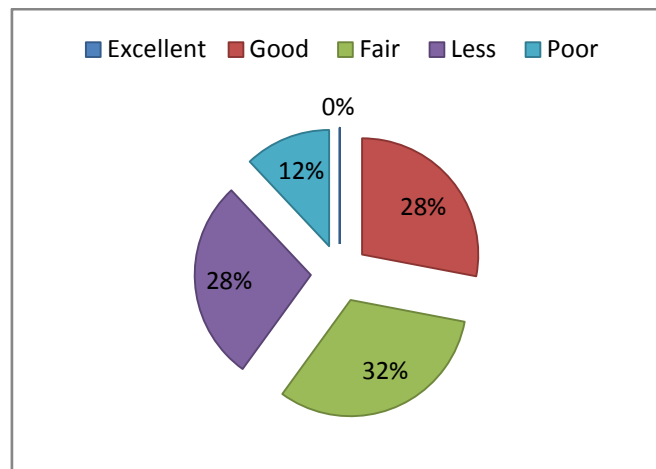
No	Name	Pre-Cycle	Percentage	Letter Score	Category
1	A H	60	60%	C	Fair
2	A J A	70	70%	B	Good
3	A F N A	60	60%	C	Fair
4	A B	60	60%	C	Fair
5	D S	Absent	Absent	Absent	Absent
6	F T R	70	70%	B	Good
7	H	80	80%	B	Good
8	H W	80	80%	B	Good
9	IST	50	50%	D	Less
10	K S	50	50%	D	Less
11	L A A	60	60%	C	Fair
12	L A	50	50%	D	Less
13	M. R A	50	50%	D	Less
14	M J A	70	70%	B	Good

15	P A	60	60%	C	Fair
16	R H	40	40%	D	Poor
17	R I	80	80%	B	Good
18	R A J	70	70%	B	Good
19	S R A	60	60%	C	Fair
20	S A	60	60%	C	Fair
21	U M	50	50%	D	Less
22	W A	Absent	Absent	Absent	Absent
23	Y L	50	50%	D	Less
24	Z I	50	50%	D	Less
25	M R F S	Absent	Absent	Absent	Absent
26	H A	60	60%	C	Fair
27	K H	Absent	Absent	Absent	Absent
28	Gr R S	40	40%	D	Poor
29	T S	40	40%	D	Poor
The Total of Score		1470	1470%		

The category of students' ability and their percentage can be seen in the pie chart as follow:

Pie Chart 1

The category of the students score and their percentage:



Based on the pie chart 5, it could be seen that 28% or 7 students got 70 or good, 32% or 8 students got 60 or fair mark and 28% or 7 students got 50 or poor mark and 12% or 3 students got 40 or less mark. After the data had been analyzed, the researcher found the sums of the score in distribution that is used to calculate the mean.

To know the mean of the student first cycle score of vocabulary test, this formula is as follows:

$$x = \frac{\sum f}{n}$$

$$x = \frac{1470}{25} = 58.8$$

$$\text{Mean} = 58.8$$

So the score mean of the students in the pre cycle was 58, 8. It means the students' score in pre cycle could be categorized as poor. The researcher concluded that the treatments in each cycle were necessary to improve the students result.

b) The Analysis of Cycle 1

The first cycle was done on Friday, 17th May 2010. There were 28 students coming to in the class and no student absent that day. In this cycle the teaching and learning process was begun. The researcher prepared the flash cards. The teacher told them that during the lesson they had to listen to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class.

The problem faced by the researcher in the previous cycle were the students who sit in the backside of the class like to talk with their peers, look bored, and feel sleepy. To solve this problem, the researcher gave more attention to the students who sit in the backside of class, and sometime the researcher walked to behind of class.

The researcher began the class by explaining about kinds of profession with flashcard. The researcher asked the students to mention kinds of profession based on flashcard was showed by her. Then, the students played the game by using the flash cards and guided by the researcher. After playing the game, the researcher gave feedback and review. At the end of the lesson, the researcher gave test.

After the first cycle, there were several improvements. Most of students had higher attention than the pre-cycle during the teaching learning process. There were 25 students pay attention in learning vocabulary. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson. During the question session, there were only 5 students who tried to ask the question. There was interesting phenomenon that most of students were shy to speak and ask in the class. Some of students responded to the researchers' question. When the researcher asked question about material, there were 5 students tried to answer question. Students tried to finish the task.

Although there were not all of students did the good job in their task. There were 28 students who accomplished the task. Most of students being enthusiastic when played the flash cards, because they never played it before. There were 20 students enthusiastic when played flash cards. The test result of first cycle could be seen in the table 2:

Table 2
The Result of Cycle 1

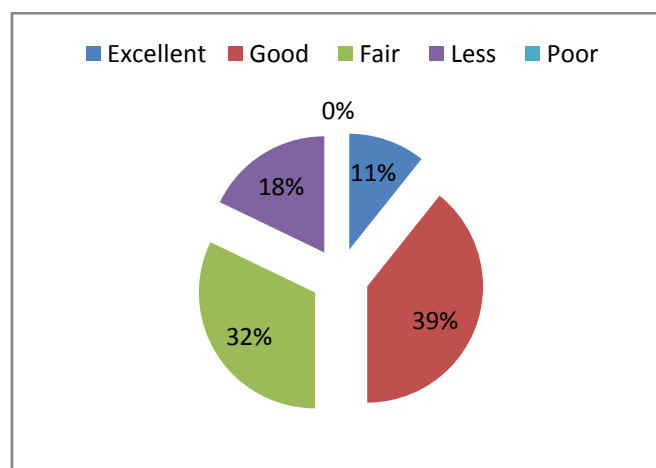
No	Name	Pre-Cycle	Percentage	Letter Score	Category
1	A H	60	60%	C	Fair
2	A J A	90	90%	A	Excellent
3	A F N A	70	70%	B	Good
4	A B	70	70%	B	Fair
5	D S	60	60%	C	Fair
6	F T R	70	70%	B	Good
7	H	90	90%	A	Excellent
8	H W	80	80%	B	Good
9	IST	60	60%	C	Fair
10	K S	60	60%	C	Fair
11	L A A	70	70%	B	Good
12	L A	60	60%	C	Fair
13	M. R A	50	50%	D	Less
14	M J A	80	80%	B	Good
15	P A	70	70%	B	Good
16	R H	60	60%	C	Fair
17	R I	90	90%	A	Excellent
18	R A J	70	70%	B	Good
19	S R A	60	60%	C	Fair
20	S A	70	70%	B	Good
21	U M	50	50%	D	Less

22	W A	50	50%	D	Less
23	Y L	60	60%	C	Fair
24	Z I	70	70%	B	Good
25	M R F S	50	50%	D	Less
26	H A	70	70%	B	Good
27	K H	Absent	Absent	Absent	Absent
28	Gr R S	50	50%	D	Less
29	T S	60	60%	C	Fair
The Total of Score		1850	1850%		

The category of students' ability and their percentage can be seen in the pie chart as follow:

Pie Chart 2

The category of the students score and their percentage:



Based on the pie chart 2, it could be seen that 11% or 3 students got 90 or excellent, 39% or 11 students got 70-80 or good mark, 32% or 9 students got 60 or fair and 18% or 5 students got 50 or less. From that result, it could be calculated the average (mean) of the score as follows:

$$x = \frac{\sum f}{n}$$

$$x = \frac{1850}{28} = 66.1$$

$$\text{Mean} = 66.1$$

So the mean of the students' score in the first cycle is 66.1. It means the students first cycle score could be categorized as fair. The students first cycle score could be said were successful, because the whole students get over 60 of the achievement. But it was unsatisfied yet, because 5 students still got less category and the Criterion of Achievement Evidence (KKM) in the school stated that a student could be said to pass the test if he or she could solve 60 of the whole problem, so the researcher continued to the next cycle.

c) The Analysis of Cycle 2

The second cycle was conducted on Friday, May 31th 2010. The steps of second cycle were the same as the first cycle. The materials were

same with the first cycle. But the researcher gave different flashcard from the previous meeting. There were 29 students coming to in the class and no student absent that day. Before the lesson started, the researcher asked the students to give more attention to the lesson. The researcher began the class by giving apperception about material was discussed at the previous meeting. After that the researcher explained again about kinds, place and jobs of profession based on flashcard is showed by the researcher. At the end of the lesson, the researcher gave test.

After the second treatment, students showed their improvement comparing to the first cycle. It could be seen from the observation stage done by the collaborator. There were about 25 students had higher attention than the first cycle. It could be happened because there were students knowing and be familiar with the flashcard material. There were little improvement in the question answer session, there were 10 students who tried to ask question. There were 10 students who responded to the question from the researcher. There were many opinions from the students about researcher's question. They also had higher appropriateness in answering the researcher's question. Students also had a great of improvement in finishing their task. Most of the students finished all sections although their answer might vary and different. Most of students being enthusiastic when played flash cards, because they never played game before. There were 25 students enthusiastic when played the game.

The problem faced by the researcher in the previous cycle was most of students were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. The researcher encouraged them by asking question such as gave difficulty questions in order to create critical thinking of students. Students showed their improvement comparing to the first cycle. There were 10 students who tried to ask question.

There was significant improvement in this cycle, it could be seen from the result of the table 3:

Table 3
The Result of Cycle 2

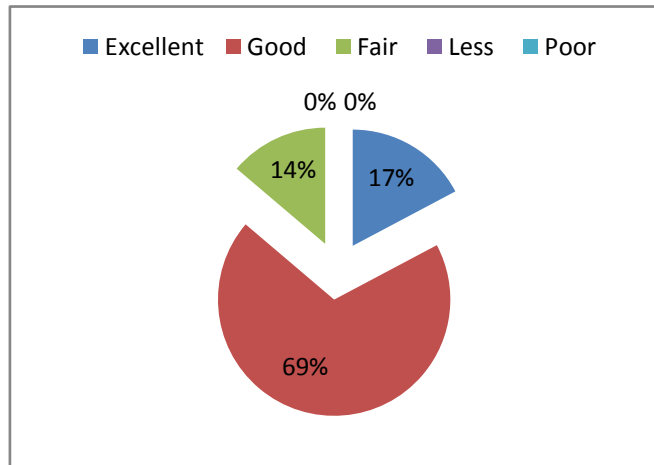
No	Name	Pre-Cycle	Percentage	Letter Score	Category
1	Y L	80	80%	B	Good
2	Z I	90	90%	A	Excellent
3	M R F S	80	80%	B	Good
4	H A	70	70%	B	Good
5	K H	80	80%	B	Good
6	Gr R S	80	80%	B	Good
7	T S	100	100%	A	Excellent
8	Y L	90	90%	A	Excellent
9	Z I	80	80%	B	Good
10	M R F S	80	80%	B	Good

11	H A	80	80%	B	Good
12	K H	70	70%	B	Good
13	Gr R S	80	80%	B	Good
14	T S	90	90%	A	Excellent
15	Y L	80	80%	B	Good
16	Z I	60	60%	C	Fair
17	M R F S	90	90%	A	Excellent
18	H A	80	80%	B	Good
19	K H	80	80%	B	Good
20	Gr R S	80	80%	B	Good
21	T S	70	70%	B	Good
22	Y L	60	60%	C	Fair
23	Z I	60	60%	C	Fair
24	M R F S	80	80%	B	Good
25	H A	80	80%	B	Good
26	K H	80	80%	B	Good
27	Gr R S	60	60%	C	Fair
28	T S	80	80%	B	Good
29	Y L	80	80%	B	Good
The Total of Score		2270	2270%		

The category of students' ability and their percentage can be seen in the pie chart as follow:

Pie Chart 3

The category of the students score and their percentage:



Based on the pie chart 3, it could be seen that 17% or 5 students got 90 or excellent mark, and 69% or 20 students got 80 or good mark and 14% or 4 students got 60 or fair mark.

From that result, it could be calculated the average (mean) of the score as follows:

$$x = \frac{\sum f}{n}$$

$$x = \frac{2270}{29} = 78.3$$

$$\text{Mean} = 78.3$$

So the average (mean) achievement of the students in the second treatment was 78.3 or good mark. The result of second treatment was better than the previous treatment, there was more increase in this treatment. It told that flashcard could improve students' understanding on vocabulary.

The result of the test from the pre cycle until cycle 2 briefly could be seen in the pie chart 11 below:

Table 4
The test result from the pre-cycle until cycle 2

No	Name	Pre-Cycle	Cycle 1	Cycle 2
1	A H	60	60	70
2	A J A	70	90	90
3	A F N A	60	70	80
4	A B	60	70	70
5	D S	Absent	60	70
6	F T R	70	70	80
7	H	80	90	100
8	H W	80	80	90
9	IST	50	60	70
10	K S	50	60	70
11	L A A	60	70	80
12	L A	50	60	70

13	M. R A	50	50	70
14	M J A	70	80	90
15	Y L	60	70	80
16	Z I	40	60	60
17	M R F S	80	90	90
18	H A	70	70	70
19	K H	60	60	80
20	Gr R S	60	70	70
21	T S	50	50	70
22	Y L	Absent	50	60
23	Z I	50	60	60
24	M R F S	50	70	80
25	H A	Absent	50	70
26	K H	60	70	70
27	Gr R S	Absent	Absent	60
28	T S	40	50	70
29	Y L	40	60	70
The Total of Score		1470	1850	2270
Mean		58.8	66.1	78.3
Low Score		40	50	60
High Score		80	90	100

From the table 4 above, the use of flash cards in teaching vocabulary can improve students' vocabulary achievement. So, this classroom action research of the use *flash cards* to improve students' vocabulary at SDN Singajaya II was success. It can be seen from the result

of pre cycle until second cycle shows any improvement. The improvement of students' vocabulary achievement can be seen through the histogram as follows:

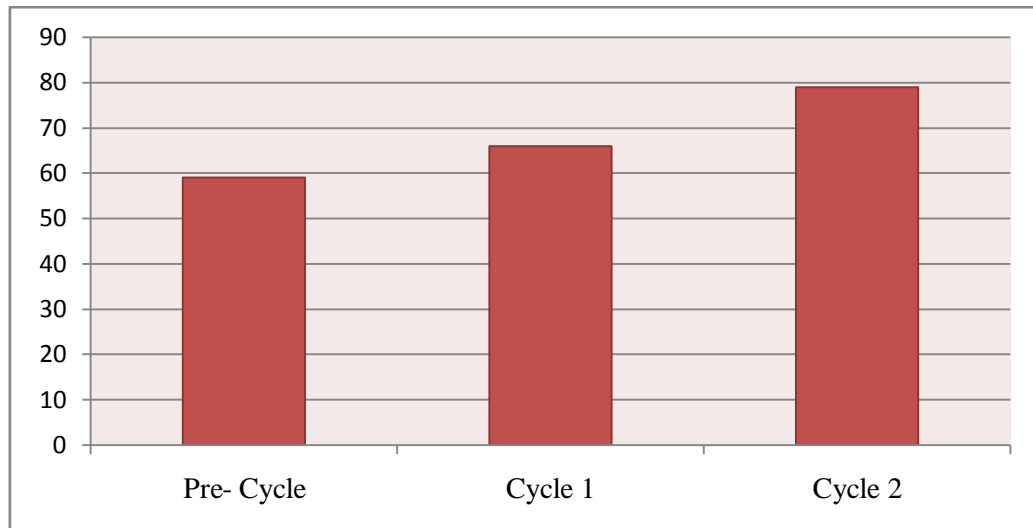


Figure1. The Diagram of the Whole Test

From the diagram above, the researcher can conclude that there was an improvement on students' vocabulary after taught using flash cards. From pre cycle showed that students' achievement was 58,8 it means that still low ability in some students, because the standardized from KKM was 60. In the cycle I showed that there was increasing students' achievement up to 66,1. From cycle II the students' achievement more increases 78. 3. It means there was improvement in every cycle after using flash cards.

2. The Analysis of the Whole Meetings

The observation of learning activities of student in this research was done by collaborator. There were five items of the observation checklist. The result compared to the pre cycle, cycle 1, and cycle2, there was improvement students' vocabulary by using flashcards. The pie chart below also stated an improvement of teaching and learning vocabulary by using flashcards compared to the every cycle.

The pie chart 5 also stated an improvement of teaching and learning vocabulary by using flashcards compared to the pre cycle.

Table 5

The result of observation checklist from every cycle as follow:

No	Indicators	Total of Students		
		Pre- cycle	Cycle 1	Cycle 2
1	Paying attention	15	25	27
2	Asking questions	2	5	8
3	Responding to question	5	7	10
4	Accomplishing Task	23	27	29
5	Being enthusiastic to flash cards	-	25	27

From the data above, it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$P = \frac{\sum f}{n} \times 100\%$$

Table 6

Students Data of Observation Check List

No	Indicators	Pre- cycle	Cycle 1	Cycle 2
1	Paying attention	60%	89.3%	93.2%
2	Asking questions	8%	17.8%	27.6%
3	Responding to question	20%	25%	34.5%
4	Accomplishing Task	92%	96.4%	100%
5	Being enthusiastic to flash cards	-	89.3%	93.2%

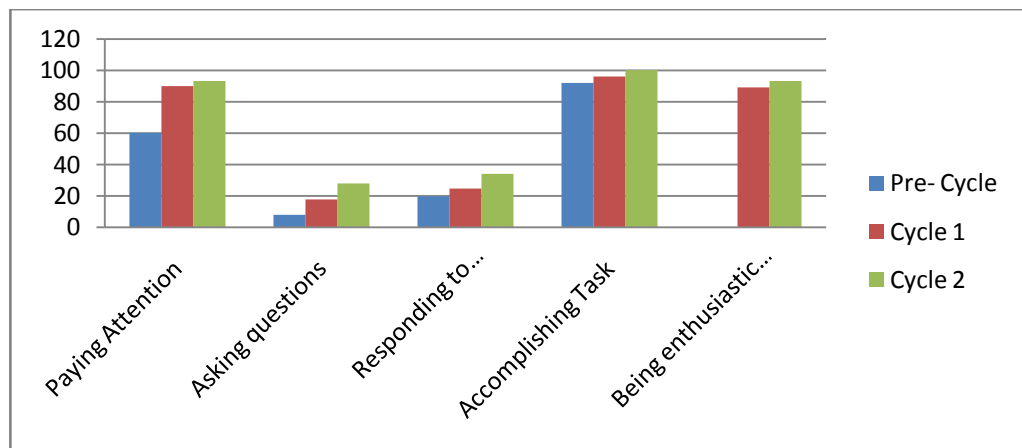


Figure2. The Diagram of the Whole Observation

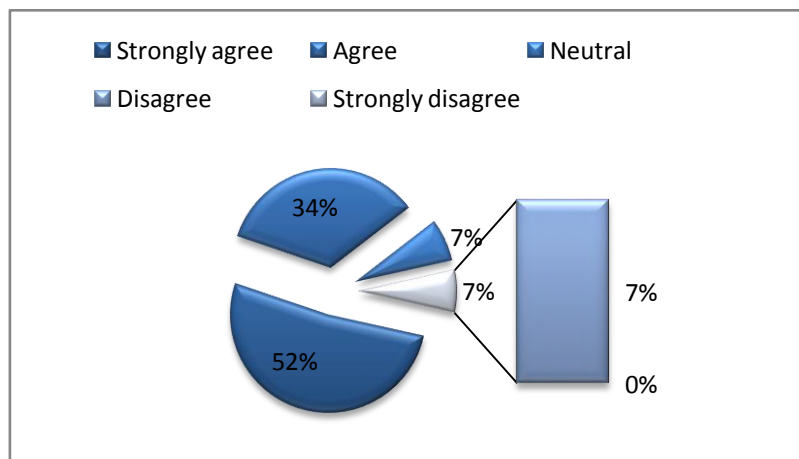
3. The Analysis of the Students Response of the Questionnaires

To know the students' response of flash cards, the researcher gives the questionnaire to the students and the results of questionnaire are as follow:

Pie Chart 1

The result of the first question

I feel happy when studying English lesson

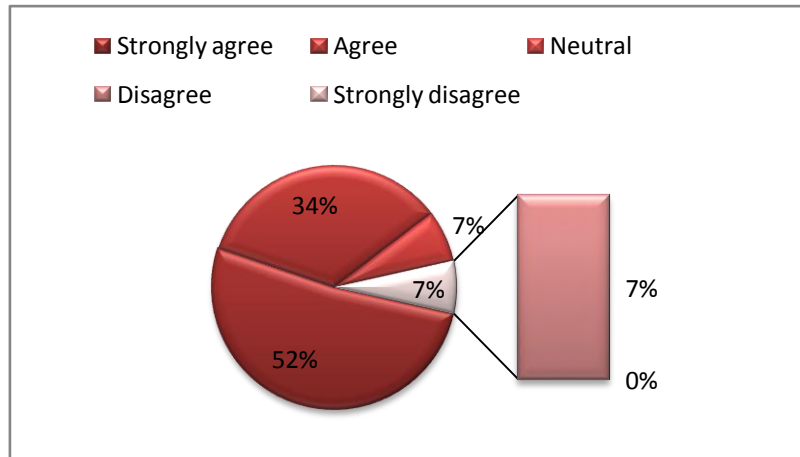


The questionnaire point one is used to know the students response of learning English process. The results of the questionnaire in the pie chart 1 shows that 27.6% students are choosing strongly agree, then 51.7% students are choosing agree, in neutral there are 10.3% students are choose it, then 2 students are choosing disagree and just 1 student is choose strongly disagree. From the pie chart 1 the researcher knows that most of the students of SDN Singajaya II agree that the students fell happy when study English lesson.

Pie chart 2

The result of the students' response of the second questionnaire

Studying through flash cards is interesting

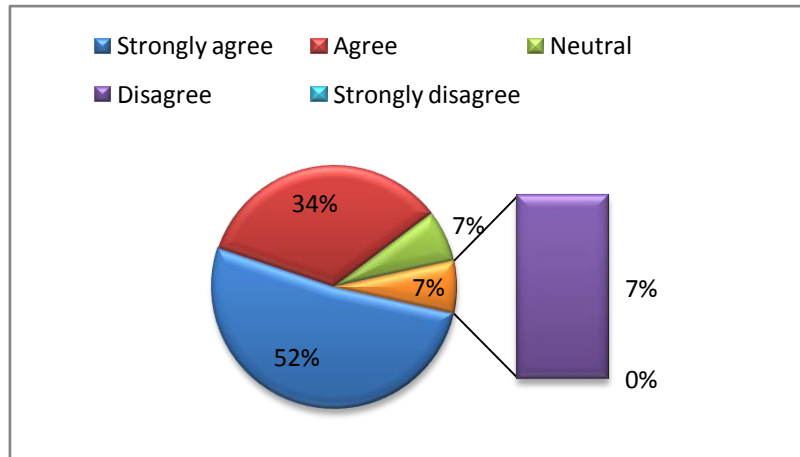


The questionnaire point two is used to know the students response of applying flash cards on teaching and learning process. The results of the questionnaire in the pie chart 2 shows that 44.9% students are choosing strongly agree, then 31.2% students are choosing agree, in neutral there are 6.8% students are chosen it, then 10.3% students are choosing disagree and just 6.8% student is choose strongly disagree. From the data above the researcher knows that most of the students of SDN Singajaya II agree that studying through flash cards is interesting.

Pie chart 3

The result of the first question

Flash cards make me know/remember the words for a long time.

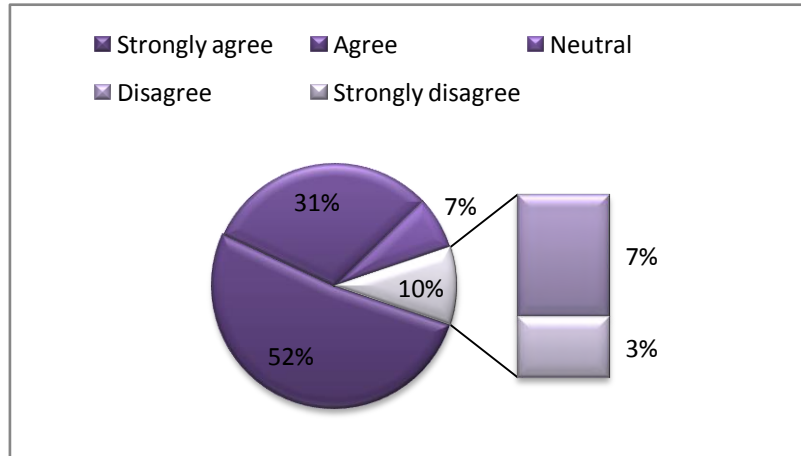


The questionnaire point three is used to know the students response of applying flash cards on teaching and learning process. The results of the questionnaire in the pie chart 3 shows that 52% students are choosing strongly agree, then 34% students are choosing agree, in neutral there are 7% students are chosen it, then 7% students are choosing disagree and there is no student choose strongly disagree. From the data above the researcher knows that most of the students of SDN Singajaya II agree that flash cards make the students remember the words for a long time.

Pie chart 4

The result of the students' response of the forth questionnaire

Flash card makes me more active and motivates me to be a diligent student

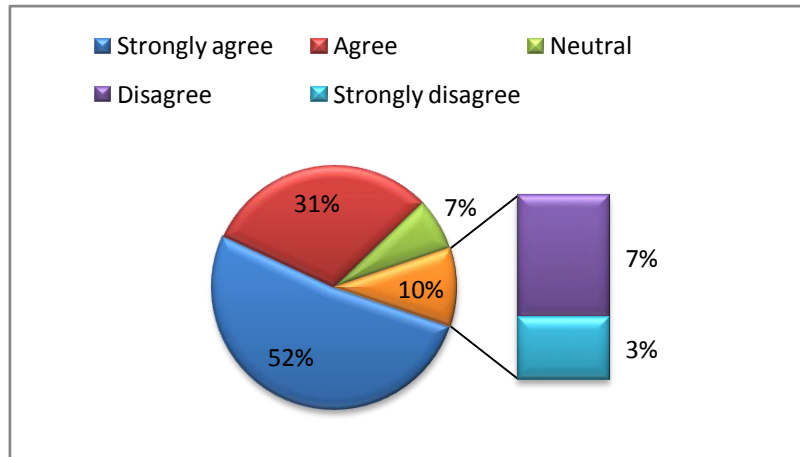


The fourth questionnaire is used to know the students response of that statement. The results of the questionnaire in the pie chart 4 shows that 55% students are choosing strongly agree, then 31% students are choosing agree, in neutral there are 7% students are chosen it, then 4% students are choosing disagree and just 3% student is choose strongly disagree. From the data above the researcher knows that most of the students of SDN Singajaya II strongly agree that flash cards makes the students more active and motives to be diligent students.

Pie chart 5

The result of the fifth question

Flash cards increasing my vocabulary



The questionnaire point one is used to know the students response of applying flash cards on teaching and learning process. The results of the questionnaire in the pie chart 5 shows that 52% students are choosing strongly agree, then 31% students are choosing agree, in neutral there are 7% students are chosen it, then 7% students are choosing disagree and just 3% student is choose strongly disagree. From the data above the researcher knows that most of the students of SDN Singajaya II strongly agree that flash card make the students increasing the vocabulary.

B. Discussion

Flash cards is a solution which given by the researcher to increase the students' ability in mastering vocabularies. That statement based on Harmer (1983:134) the teacher has always used picture or graphics taken from books, newspaper, and magazine or photographs. Picture can be in the form of flashcards. Because the researcher finds that the students' ability in mastering vocabularies is not good, in other words the students are difficult to master the vocabularies. The researcher hopes that there is improving students' ability in mastering vocabularies through flash cards.

To know the improving students vocabulary using flash cards, the researcher takes some steps to know the result of the research. First, to know students' ability in mastering vocabularies before applying a flash card the researcher uses pre-test questions to the students. The test is given to 29 students. The result of students' ability is there are five students who get score are higher than 50, the average score of the students' pre-cycle are 58. 8, it means that students' ability in mastering vocabularies is not good.

After knowing the result of test before applying flash cards, the researcher collaborator with the English teacher to treat the students by applying flash cards on teaching and learning process. The researcher takes flash cards as the solution of the problem. There are some advantages of using flashcards in language teaching based on Cross (1991:

120). They are namely: flashcards can be used for consolidating vocabulary, flashcards are motivating and eye-catching, and flashcards are effective that can be used for any level students. After applying flash cards, the researcher give the test or post test until two cycle to know the students ability in mastering vocabularies after applying flash cards.

CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

Based on the data, the researcher concluded that:

1. According to the data from pre cycle of tests and observation students' ability in vocabularies before the use of flashcard which have been done and analyzed in the previous chapter, it showed indicator the score mean of the students in the pre cycle was 58.8. It means the students' score in pre cycle could be categorized as poor. Then the researcher use of flash cards to improve students' ability in mastering vocabularies was effective. It could be seen that using flashcards in teaching and learning English was more interesting to the students. It showed indicator the score mean of the students in the first cycle was 66. 1 and second cycle 78. 3. It means the students' score in first until second cycle could be categorized as good. Flash cards could reduce students' feeling of boredom, and stimulated students who have low motivations; also there was an improvement on student's score from pre-cycle to second cycle.
2. The students' ability in mastering vocabularies was increased significantly after the treatments. It can be proven by comparing the average of students score in pre cycle, cycle 1, and cycle 2. The mean of students score in the pre cycle was 58. 8 the first cycle was 66. 1 and the second cycle was 74.5. It showed that the use of flashcard could improve students' vocabularies.

3. Based on the calculation above, the result of the questionnaire shows that then students' respond of flash cards on the students ability in mastering vocabularies is given the positive respond to flash cards, most of students like and the students more easies to master vocabulary using flash cards.

B. Suggestion

There are some suggestions for the students, English teachers, and further researcher. The suggestions are as follows:

The researcher suggests for the teachers to use of flashcard in teaching learning. It is an interesting media because it could attract the students' interest. Students are easy to memorize the material and are motivated in learning. English teacher should make the teaching learning process enjoyable, because students love to play and learn best when they feel enjoyable.

For the students have to study to master vocabularies, because by mastering vocabularies all skill of English can be reached. Therefore, students should develop their knowledge of vocabulary using interesting media like flashcard because flashcard can attract the students' interest and motivation in learning process.

Last, the researcher hopes the result of this research can be used an additional reference, there will be a further researcher with different discussion which can make a revision within development of this flash cards.

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APPENDICES

APPENDIX I

Interview Guidelines for Classroom Action Research (CAR) Data

1. Bagaimana proses belajar mengajar Bahasa Inggris dikelas Ibu?
2. Menurut Ibu bagaimana kemampuan Bahasa Inggris siswa kelas V?
3. Metode apa yang biasa Ibu pakai dalam menyajikan kosakata yang baru untuk siswa?
4. Bagaimana respon siswa dengan metode yang Ibu gunakan?
5. Bagaimana respon siswa ketika mereka diminta untuk menghafal?
6. Apakah metode tersebut efektif dalam meningkatkan pemahaman siswa?
7. Apakah penguasaan kosakata masih menjadi masalah untuk siswa?
8. Apakah Ibu sudah pernah menggunakan cara lain untuk menyajikan kosakata baru?
9. Bagaimana hasil ulangan siswa?
10. Disekolah ini, berapa nilai KKM Bahasa Inggris dan apakah nilai tersebut sudah memenuhi KKM?

APPENDIX II

Observation for students

The form of observation check list is as follow:

NO	NAME	INDICATORS				
		P A	A Q	R t Q	A T	Enthusiastic
1	ABDUL HARIS					
2	ARI JULI ARDIAN					
3	AIS FATIKHA N. A					
4	ABDULLAH					
5	DEDE SUHENDRA					
6	FITRIYANI					
7	HANNAH					
8	HANA WULANDARI					
9	ISTIANAH					
10	KAERIYAH SARI					
11	LIZA AIN AZIZIAH					
12	LAELATUL AZQIAH					
13	MOH. RIKHAN AGUSTIN					
14	MOH. JAINAL ARIFIN					
15	PUTRI AYUNI					
16	ROKHMAT HIDAYAT					
17	RIYAN ISMAIL					
18	RIZKI ALAN JUNIOR					
19	SALSA RIZKY AMALIA					
20	SISKA AMELIAH					
21	UMI MARYAM					
22	WILLY ARADEA					
23	YULIYANI					
24	ZAFAR IRFAN					
25	MOH. RIVKY FAJAR S					
26	HAZMI APRILYADI					
27	KHAELANI					
28	GUNFIAR RADJA S					
29	TEDDY SUPRIYADI					

APPENDIX III

Questionnaire for Students ANGKET UNTUK SISWA KELAS V

Nama:

Kelas:

Petunjuk:

1. Tulislah nama dan kelas yang telah disediakan
2. Jawaban tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.
3. Berilah tanda *checklist* (\checkmark) pada salah satu jawaban yang tersedia:
SS (Sangat Setuju), S (Setuju), RG (Ragu-Ragu) TS (Tidak Setuju), STS (Sangat Tidak Setuju)
4. Terimakasih atas bantuan dan kerjasamanya.

No	Pertanyaan	SKALA				
		SS	S	RG	TS	STS
1.	Saya merasa senang ketika mengikuti pelajaran Bahasa Inggris					
2.	Belajar Bahasa Inggris menggunakan media gambar sangat menarik					
3.	Media gambar yang saat ini dipakai lebih memudahkan dalam menghafal kata-kata dalam waktu yang lama					
4.	Penggunaan media gambar membuat saya lebih aktif dan memotivasi saya menjadi murid yang pintar					
5.	Penguasaan kosakata saya bertambah dengan menggunakan media gambar					

APPENDIX IV

TEST PRE CYCLE

Match!

architect ✱	◦ tukang cukur
barber ✱	◦ pramugari
bricklayer ✱	◦ petani
driver ✱	◦ pelukis
farmer ✱	◦ tukang batu
dentist ✱	◦ dokter gigi
painter ✱	◦ musisi
athlete ✱	◦ olahragawan
musician ✱	◦ ibu rumah tangga
housewife ✱	◦ arsitek
	◦ supir
	◦ tukang kayu

APPENDIX V

Name:

Class:

TEST Cycle 1

A. Answer the following questions by crossing a, b, c or d!

1. What is he?



- a. Teacher
- b. Postman

- c. pilot
- d. tailor

2. Is he a pilot?



- a. No, he is not.
- b. No, he does not.

- c. Yes, he does.
- d. Yes, he is.

3. My mother is a teacher. She works at ...



- a. hospital
- b. police station

- c. school
- d. post office

4. Mr. John is a carpenter. He ...



- a. keeps the books in the library
- b. keeps plants in the garden
- c. makes chairs from wood
- d. teaches the students

5. Who is he? He is a



- a. Policeman
- b. Dentist
- c. Pilot
- d. Photographer

6. Mr. Irawan is a barber. He ...



- a. helps the passenger in a plane
- b. teaches students at school
- c. cuts the customers' hair
- d. keeps books in the library

7. Lisa : What does he do?

Uli : He



- a. flies a plane
- b. catches fish
- c. makes statues
- d. drives a car

Text for the questions number 8 to 9

Lidia is a nurse. She works in a hospital in Surabaya. She helps the doctors and look after the patients. She gives the patients the medicines, and she often talks to them and listen to their problems. Sometimes, she talks to the patients' families. She always wears his nurse's uniform.

8. What is Lidia?

- a. a pilot
- b. a tailor
- c. Teacher
- d. Nurse

9. Where does Lidia work?


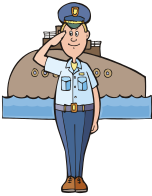



- a. In a plane
- b. In a hospital
- c. in kitchen
- d. in class

10. My father is a He plants rice in his rice field.








- a. fisherman
- b. greengrocer
- c. farmer
- d. gardener

B. Match the profession and the place of work!

A	B
1) 	a. Office
2) 	b. Market
3) 	c. Plane
4) 	d. Salon
5) 	e. Ship

C. Match the professions in column A with their correct duties in column

B.

A	B
1) 	a) To serve guests in a restaurant
2) 	b) To make men's clothes
3) 	c) To examine sick people
4) 	d) To examine the teeth of the patient.
5) 	e) To prevent and investigate crimes

APPENDIX VI

Name:

Class:

TEST Cycle 2

A. Answer the following questions by crossing a, b, c or d!

1. Is he a pilot?



- a. No, he is not.
- b. No, he does not.
- c. Yes, he does.
- d. Yes, he is.

2. Who is he? He is a



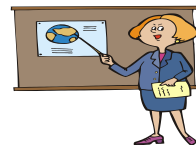
- a. Policeman
- b. Dentist
- c. Pilot
- d. Photographer

3. What is he?



- a. Teacher
- b. Postman
- c. pilot
- d. tailor

4. My mother is a teacher. She works at ...



- a. hospital
- b. police station
- c. school
- d. post office

5. Mr. Irawan is a barber. He ...



- a. helps the passenger in a plane
- b. teaches students at school

- c. cuts the customers' hair
- d. keeps books in the library

6. Mr. John is a carpenter. He ...



- a. keeps the books in the library
- b. keeps plants in the garden
- c. makes chairs from wood
- d. teaches the students

Text for the questions number 7 to 8

Lidia is a nurse. She works in a hospital in Surabaya. She helps the doctors and look after the patients. She gives the patients the medicines, and she often talks to them and listen to their problems. Sometimes, she talks to the patients' families. She always wears his nurse's uniform.

7. What is Lidia?

- c. a pilot
- d. a tailor
- c. Teacher
- d. Nurse

8. Where does Lidia work?

- c. In a plane
- d. In a hospital
- c. in kitchen
- d. in class

9. My father is a He plants rice in his rice field.



- a. fisherman
- b. greengrocer
- c. farmer
- d. gardener
- c.

10. Lisa : What does he do?




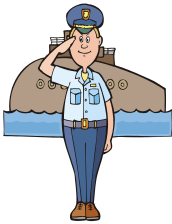

Uli : He



- a. flies a plane
- c. makes statues






- b. catches fish d. drives a car

B. Match the profession and the place of work!

A	B
1) 	a) Office
2) 	b) Market
3) 	c) Plane
4) 	d) Salon
5) 	e) Ship

C. Match the professions in column A with their correct duties in column

B.

A	B
<p>6)</p> 	<p>f) To serve guests in a restaurant</p>
<p>7)</p> 	<p>g) To make men's clothes</p>
<p>8)</p> 	<p>h) To examine sick people</p>
<p>9)</p> 	<p>i) To examine the teeth of the patient.</p>
<p>10)</p> 	<p>j) To prevent and investigate crimes</p>

**The Result of Interview Guidelines For Classroom Action Research (CAR)
Data**

Researcher : Bagaimana proses belajar mengajar Bahasa Inggris dikelas Ibu?

Teacher : Selama saya mengajar

Researcher : Menurut Ibu bagaimana kemampuan Bahasa Inggris siswa kelas V?

Teacher : Anak- anak dikelas V ini termasuk lumayan mampu dalam memahami Bahasa Inggris walaupun masih ada sebagian dari mereka yang kurang mampu memahami Bahasa Inggris

Researcher : Metode apa yang biasa Ibu pakai dalam menyajikan kosakata yang baru untuk siswa?

Teacher : Biasanya saya menggunakan metode dengan mencari kata-kata sulit didalam buku & LKS, setelah itu saya meminta anak-anak untuk mencarinya dikamus dan menghafal kata-kata tersebut.

Researcher : Bagaimana respon siswa dengan metode yang Ibu gunakan?

Teacher : biasanya anak-anak sulit untuk menghafal, alasannya bermacam-macam seperti malas.

Researcher : Bagaimana respon siswa ketika mereka diminta untuk menghafal?

Teacher : Ya, begitulah kebanyakan dari mereka lupa ketika ditanya dikeesokan harinya.

Researcher : Apakah metode tersebut efektif dalam meningkatkan pemahaman siswa?

Teacher : Menurut saya efektif, walaupun

Researcher: Apakah penguasaan kosakata masih menjadi masalah untuk siswa?

Researcher: Apakah Ibu sudah pernah menggunakan cara lain untuk menyajikan kosakata baru?

Researcher: Bagaimana hasil ulangan siswa?

Researcher: Disekolah ini, berapa nilai KKM Bahasa Inggris dan apakah nilai tersebut sudah memenuhi KKM?

Pre - Cycle

The form of observation check list is as follow:

NO	NAME	INDICATORS				
		P A	A Q	R t Q	A T	Enthusiastic
1	ABDUL HARIS	√			√	
2	ARI JULI ARDIAN	√	√		√	
3	AIS FATIKHA N. A	√			√	
4	ABDULLAH	√			√	
5	DEDE SUHENDRA	A	A	A	A	A
6	FITRIYANI	√			√	
7	HANNAH	√	√	√	√	
8	HANA WULANDARI	√		√	√	
9	ISTIANAH				√	
10	KAERIYAH SARI				√	
11	LIZA AIN AZIZIAH	√			√	
12	LAELATUL AZQIAH				√	
13	MOH. RIKHAN AGUSTIN				√	
14	MOH. JAINAL ARIFIN	√		√	√	
15	PUTRI AYUNI	√			√	
16	ROKHMAT HIDAYAT				√	
17	RIYAN ISMAIL	√		√	√	
18	RIZKI ALAN JUNIOR	√		√	√	
19	SALSA RIZKY AMALIA	√			√	
20	SISKA AMELIAH	√			√	
21	UMI MARYAM				√	
22	WILLY ARADEA	A	A	A	A	A
23	YULIYANI				√	
24	ZAFAR IRFAN				√	
25	MOH. RIVKY FAJAR S	A	A	A	A	A
26	HAZMI APRILYADI	√			√	
27	KHAELANI	A	A	A	A	A
28	GUNFIAR RADJA S				√	
29	TEDDY SUPRIYADI				√	

Cycle - 1

The form of observation check list is as follow:

NO	NAME	INDICATORS				
		P A	A Q	R t Q	A T	Enthusiastic
1	ABDUL HARIS	√			√	
2	ARI JULI ARDIAN	√	√		√	√
3	AIS FATIKHA N. A	√		√	√	√
4	ABDULLAH	√		√	√	√
5	DEDE SUHENDRA	√	√		√	√
6	FITRIYANI	√			√	√
7	HANNAH	√	√		√	√
8	HANA WULANDARI	√			√	√
9	ISTIANAH	√			√	
10	KAERIYAH SARI	√			√	
11	LIZA AIN AZIZIAH	√		√	√	√
12	LAELATUL AZQIAH	√			√	√
13	MOH. RIKHAN AGUSTIN				√	
14	MOH. JAINAL ARIFIN	√	√		√	√
15	PUTRI AYUNI	√		√	√	√
16	ROKHMAT HIDAYAT	√			√	
17	RIYAN ISMAIL	√	√		√	√
18	RIZKI ALAN JUNIOR	√		√	√	√
19	SALSA RIZKY AMALIA	√			√	√
20	SISKA AMELIAH	√			√	√
21	UMI MARYAM				√	
22	WILLY ARADEA				√	
23	YULIYANI	√			√	√
24	ZAFAR IRFAN	√			√	√
25	MOH. RIVKY FAJAR S				√	
26	HAZMI APRILYADI	√			√	√
27	KHAELANI	√				
28	GUNFIAR RADJA S				√	
29	TEDDY SUPRIYADI	√			√	√

Cycle - 2

The form of observation check list is as follow:

NO	NAME	INDICATORS				
		P A	A Q	R t Q	A T	Enthusiastic
1	ABDUL HARIS	√	√		√	√
2	ARI JULI ARDIAN	√	√		√	√
3	AIS FATIKHA N. A	√		√	√	√
4	ABDULLAH	√		√	√	√
5	DEDE SUHENDRA	√	√		√	√
6	FITRIYANI	√		√	√	√
7	HANNAH	√	√		√	√
8	HANA WULANDARI	√	√		√	√
9	ISTIANAH	√			√	√
10	KAERIYAH SARI	√			√	√
11	LIZA AIN AZIZIAH	√		√	√	√
12	LAELATUL AZQIAH	√			√	√
13	MOH. RIKHAN AGUSTIN	√			√	√
14	MOH. JAINAL ARIFIN	√	√		√	√
15	PUTRI AYUNI	√		√	√	√
16	ROKHMAT HIDAYAT				√	
17	RIYAN ISMAIL	√	√		√	√
18	RIZKI ALAN JUNIOR	√		√	√	√
19	SALSA RIZKY AMALIA	√	√		√	√
20	SISKA AMELIAH	√	√		√	√
21	UMI MARYAM			√	√	
22	WILLY ARADEA				√	
23	YULIYANI				√	
24	ZAFAR IRFAN	√		√	√	√
25	MOH. RIVKY FAJAR S	√			√	√
26	HAZMI APRILYADI	√		√	√	√
27	KHAELANI					
28	GUNFIAR RADJA S	√		√	√	√
29	TEDDY SUPRIYADI	√	√		√	√

