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**IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH
FLASHCARDS AT THE SEVENTH GRADE STUDENT'S
OF SMP PGRI KARANGAMPEL**

A THESIS

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher
Training Faculty, *Syekh Nurjati* State Islamic Institute *Cirebon* in Partial
Fulfillment of the Requirements of Undergraduate Degree**



By :

ZAKKI AULIYA

Reg. Number : 14111311341

**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE
*CIREBON***

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ABSTRACT

ZAKKI AULIA: IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH FLASHCARDS AT THE SEVENTH GRADE STUDENT'S OF SMP PGRI KARANGAMPEL

The student's vocabulary mastery is still low because the student's are difficult in determining the meaning of words. Also, the student's have difficulties differentiating the form of speech: noun, verb, adjective and adverb. Meanwhile, the implementation of flashcard learning technique is important to help student's vocabulary mastery. The aims of this classroom action research are to know the process of learning vocabulary using flashcard media, and to know student's vocabulary improvement of using flashcards media.

This research was conducted at SMP PGRI Karangampel academic year 2015-2016 as the subject of the research. The subjects of this research were consisted of 30 students of class VII B of SMP PGRI Karangampel.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the researcher worked collaboratively with the English teacher in the class. The CAR (classroom action research) was done based on Kemmis and Mc Taggart's design, it content of two cycles in each cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the student's vocabulary score of pretest and posttest and questionnaire.

Based on the action that has been done in cycle 1 and cycle II, the researcher found that flashcards media is able to improve English vocabulary mastery at the seventh grade students of SMP PGRI Karangampel.

The result of this research showed that there was a development on the student's vocabulary mastery, it can be seen from the mean score of pretest were 49.6, the mean score of posttest cycle 1 was 58.0 and the mean score of posttest cycle 2 was 66.3. In addition, there were 5 students (16.6 %) who passed Minimum Mastery Criterion, *Kriteria Ketuntasan Minimal (KKM)* in the pre test. Meanwhile, in the cycle 1, there were 18 students (60 %) who passed Minimum Mastery Criterion (KKM) and it gained which was in the posttest cycle 2 there were 26 students (86.6%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through flashcards. The mean of pre questionnaire was 47 %. Then, the mean of post questionnaire was 72.9 %. It improved 25. 9 %. After processing the data, it can be stated that flashcards can improve English student's vocabulary mastery.



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RATIFICATION

This thesis entitled “Improving Student’s Vocabulary Mastery through Flashcards at the Seventh Grade Student’s of SMP PGRI Karangampel” written by **Zakki Aulia** registered numbers **14111311341**, has been examined on 20 July 2016. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	3-8-2016	
The Secretary of English Language Teaching Departement <u>Sumadi, SS. M. Hum</u> NIP. 19701005 200003 1 002	11-8-2016	
Examiner 1 <u>Dr. Ilman Nafi’a, M.Ag</u> NIP. 19721220 199803 1 004	3-8-2016	
Examiner 2 <u>Sumadi, SS. M. Hum</u> NIP. 19701005 200003 1 002	2-8-2016	
Supervisor 1 <u>Dr. Septi Gumiandari, M.Ag</u> NIP. 19730906 1998032 002	3-8-2016	
Supervisor 2 <u>Drs. Tohidin, M.Pd</u> NIP.19650308 199903 1 002	3-8-2016	

Acknowledged by the Dean of Tarbiyah and Teacher Training faculty
Syekh Nurjati State Islamic Institute Cirebon



Dr. Ilman Nafi’a, M.Ag
 NIP. 19721220 199803 1 004



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CHAPTER I INTRODUCTION

1.1 Background of the Problem

English as International language is spoken almost all over in the global era, English takes an important role as communication language used in many sector of life. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information, and technology.

In Indonesia government, English is considered as the first foreign language and the compulsory subject to be taught in secondary schools, Depdiknas (2003: 11). Also, it considers as optional subject or local content materials to be taught in elementary schools and as a requirement subject to pass National Examination.

The objective of teaching English is to enable to communicate in English orally and written from accuracy and fluency are aspects of language proficiency. Accuracy refers to mastering language components; pronunciation, vocabulary and grammar. Meanwhile, fluency refers to mastering language skills; listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

The objective of teaching vocabulary for the seventh grade of junior high school/Islamic junior high school (SMP/MTs) is to enable students to master vocabulary about functional text and monologue text or paragraph in the form of descriptive and procedure. Moreover, based on Competency Standard, Standard Competency (SK) and basic Competency, kompetensi dasar (KD, the eleventh grade students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and procedure to interact with people in their nearest environment, Depdiknas (2003: 21) the work of vocabulary is presented in the form of text types, usually known as genres.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in



communication”. It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. According to Ur (1995: 60) vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995: 1) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. It means that vocabulary as the words of certain language which are used by language speaker in using language.

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Moreover, there are some researchers regarding that vocabulary more important than grammar. Among them is McCarthy in his book stated “no matter how well the student learns grammar, no matter how successfully the sound of L2 just cannot happen in any meaningful way, Schmitt (2010: 140). In other word the first that to be master for language learner in learning language especially English is vocabulary.

In addition to knowing English words and their meanings, one must know also how the words work together in English sentences, Allen (1983: 2). It concludes that in teaching vocabulary is not only to give the meaning of the word but teach how the word works in the sentence, because there are many words that have multiple meanings. In this case the grammar should be taught together with the vocabulary to the language learners to avoid many problems in learning English language.

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For example students tend to forget the meaning of the word which have been taught or practiced before. Usually vocabulary is taught through memorizing words or drilling patterns. For teachers creating English teaching effectively and efficiently is not an easy job. Therefore, the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique.



A good teaching technique makes student understand and master the lesson. In reality learning English especially to memorize vocabulary is boring for some students. The technique used in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjective and adverbs. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teacher using kind of games such us; stick figure, puzzle, card game, wall cards, pictures, etc.

Teaching learning process of language cannot be separated from the curriculum or syllabus. Based on our Curriculum, the purposes 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 fear to make a mistake. Commonly, it is caused by the limited vocabulary.

Based on the researcher’s observation before doing the research about teaching learning English activity through flashcards at the seventh grade at SMP PGRI, the researcher found that many students of seventh grade have difficulties in learning English especially vocabulary. Also, the students have difficulty in differentiating the form of word grammatically such as part of speech; noun, verb, adjective and adverb. It can be known, because the researcher’s home near with the school SMP PGRI, the researcher meet and interview with the English teacher at that school before doing the research.

Those problems of vocabulary must be solved, because it can be the difficulties for the students to continue the next level or grade. Also the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in English class.

Flashcards may help students to facilitate them to improve their vocabulary, it is used as a personal dictionary for every student that can be as medium to improve their vocabulary, it is also easy to create, to bring and also can be instrument to play game. This learning strategy is expected make the students more active in English class, motivated and enjoy in learning English.



According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process. Flashcards are some kinds of media that can be used by the teacher in the classroom. They can increase their span of attention and concentration to study new words in English. According to Haycraft (1978: 102), flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flashcards is related to the characteristics of elementary school students as children who commonly feel interested in something with attractive shapes and color.

In conclusion, by using flashcards the researcher hope in order to the students of SMP PGRI Karangampel can improve their vocabulary and help them remember about noun, adjective, verb and adverb easily. It is expected to be positive atmosphere in the classroom. It is also can be an alternative way to keep the student's vocabulary.

Teacher gives example how to make flashcards and give the students several tips to learn flashcards, after they finished their own flashcards the teacher asked them to play the game in pair or in a group by using their flashcards or teacher's flashcards. Finally, it can improve the student's vocabulary mastery by repeated last and new word by doing activities or playing games through flashcards.

According to the explanation above, the researcher intends to conduct a classroom action research entitled: ***“Improving Student's Vocabulary Mastery through Flashcard at the seventh grade of SMP PGRI Karangampel”***



1.2 Identification of the Problem

1.2.1 The field of the research

The field of the research in this thesis is vocabulary, discussing the technique that can improve student's vocabulary mastery by using flashcards.

1.2.2 The kinds of the problem

Based on the research background above, it can be identified some problems:

- 1) Students are difficult in understanding English language, because they are lack vocabulary.
- 2) Students are difficult in using the English vocabulary in sentence.
- 3) Students are difficult in understanding the form of word or vocabulary such as noun, verb, adjective, and adverb.
- 4) Student's motivation are low

1.2.3 The main of the problem

The main problem of this research is the researcher found that the students are difficult in improve their vocabulary, and also students are difficult in understanding the form of word or vocabulary such as noun, verb, adjective, and adverb.

1.3 Limitation of the Research

Every analysis needs limitation in order to make the analysis does not go far from the topic of discussion and make the analysis focus to what being discussed. In this research, the researcher limit the research focus on improving student's vocabulary mastery through flashcards at SMP PGRI Karangampel. In this research, I, as the writer, limit the subject matter on discussing "how to improving student's vocabulary mastery through flashcards", so the learning process will run effectively. I did not touch some



parts related with this method. I expect that by using this method, students will feel enjoy and fun, and of course can improve their vocabulary.

1.4 The research Questions

Based on the delimitation the problems above, the researcher formulated the problems in this research as follow:

- 1) How is the process of learning vocabulary using flashcards media?
- 2) How is the student's vocabulary improvement of using flashcards media?

1.5 The aims of the research

- 1) To find out the process of learning vocabulary using flashcards media
- 2) To find out the student's vocabulary improvement of using flashcards

1.6 The significance of the research

This research is expected to have both academic and practical contributions.

- 1) For teacher, the result of this research is expected to be able to enrich the teacher's knowledge in the terms of teaching English vocabulary and to solve the problem of the student's difficulties in memorizing the meaning of word or vocabulary and part of speech: noun, verb, adjective, and adverb at SMP PGRI Karangampel.
- 2) For students, this research expected to encourage the students mastering the English lesson, the students feel relax and enjoy when they learn English Lesson, and solve the problem in understanding the meaning of word in the sentence, because the teacher use the suitable technique in teaching. Therefore, the students can use the vocabulary they have learned in the communication.
- 3) For school, the result of this research can be used as the development of teaching language process to improve student's skills in vocabulary mastery at the seventh grade students of SMP PGRI Karangampel. Both for the school and for other school, the result of this research can be used as an example for developing the student's ability in vocabulary mastery using flashcards.



- 4) For the researcher, this research give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the student's vocabulary problems, and also the teachers that have the similar problem with this research.





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