

EXAMINERS APPROVAL SHEET

Thesis Entitled

USING FLASHCARDS TO IMPROVE STUDENTS'VOCABULARY
COMPETENCE AT SEVENTH GRADE STUDENTS
OF SMP KEMALA BHAYANGKARI 1 SURABAYA

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VOCABULARY COMPETENCE AT SEVENTH

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ABSTRACT

Elis Nur Bariroh .2010. Using flashcard to improve students' vocabulary competence to the seventh grade students of SMP Kemala Bhayangkari I Surabaya. Unpublished Thesis. IAIN Sunan Ample Surabaya.

As an important language and means of communication, English with its massive vocabulary is a compulsory subject to learn, many people got difficulties in communicate with other because of the language, and

In this thesis, flashcards is offered as a teaching aid which can be very useful and helpful with some of activities. Its visual aspect helps them to create a fun and interesting atmosphere so that student's boredom can be avoided. This research therefore aims to be implemented the use of flashcards to improve student's vocabulary competence.

This research is descriptive qualitative manner. Observation checklist, interview, and questionnaire were used to collect the data. From the data the researcher made a description and analysis to answer the research questions. It is pointed out that the teacher applied some topics in implementing the use of flashcards to improve student's vocabulary competence, namely: profession and places, fruits and vegetable, transportation s and traffic signs and the last is human body and family, the activities are like; drilling type, memorizing type and repeating.

The result of the research showed that there was an increasing in student's competence, and it can be seen from the result of the students' assessment in the end of research, all students could reach the standard score.

Finally, it is expected to give useful contribution to the teacher and the students in English teaching and learning process. In addition, this study is expected to help the other researchers as references if they want to conduct wider investigation in the same field.

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CHAPTER I INTRODUCTION

This chapter provides the background of the study that describes the reason why the researcher intends to conducts the study, and because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key term is given to avoid misunderstanding of key terms.

A. The Background of the Study

English nowadays has not only become international language which is used in international communication, but also the language of science and technology¹. English has important role in the world. The different growth of languages makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing without English. Through the language, people gain a better insight into human relations. They use the language to express their ideas and thoughts. Meanwhile language itself can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when one is silent, basically the still uses language it is a means used to form thought and feeling, will and activity.

¹ Iwan Jazadi, ELT in Indonesia in the context of English as global language (Malang: the State University of Malang, 2004), p. 15

For Indonesia, English is a foreign language. With this position, it does not have social function as wide as a second language. English in academic field is taught as a subject matter. By learning English the learners are hoped to be able to communicate anything in English. It is in accordance with River's statement that the final aim of teaching a foreign language is to produce students who can communicate about anything and everything in the foreign language.

Like knowledge of phonology and grammar, vocabulary knowledge can be viewed in terms of both top-down and bottom up strategies. The top-down pragmatically driven strategies include the speakers' background knowledge of the topic or speech situation at hand and the knowledge share with interlocutor. Vocabulary item tend to group or associate around topics (Halliday and Hasan [1976] call this 'lexical collocation'

at the textual level.2

Language as a mean communication seems to have played an important role in human life. Language and human beings can not be separated. Through the language, people gain a better insight into human relations. They use the language to express their ideas and thoughts. English has important role in the world. The different growth of languages makes it the most popular among the other international languages. Nowadays, there are no part of the world affairs know nothing about English. International affairs such as education, economic, sport,

² Marianne Celce-Murcia and Elite Olshtain, *Discourse and Context in Language Teaching*, (Cambridge University Press, 2000), p 74

science, medicine, and security, always involve English as the medium. Besides, it must be realized that most scientific books are written in English. Accordingly, in order to be able to comprehend the books for getting knowledge, one must have mastery in English and so must the Indonesian students.

To achieve the communicative function, we need general knowledge and skill of English and language components. There are four language skills taught in SMP Kemala Bhayangkari I Surabaya They are listening, speaking, reading, and writing. Reading gets more emphasis than the others. Furthermore, vocabulary knowledge is basic to and primarily the prime ingredient in comprehension. Strategy for vocabulary development is essential element of any reading program³. The language components involve vocabulary, grammar, and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary, as Coleman says, that vocabulary is the most important component in language teaching. By having an adequate mastery of vocabulary, students can learn language more easily.

Vocabulary can be defined as a list words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary (Paul P, 1978: p.1229). Meanwhile, a word has three aspects; their form, their meaning, and their distribution. Therefore, in language teaching, a teacher must as the consider the three aspects. A teacher must consider the meaning of the language as the student will not automatically understand the meaning of the language

³ Araby-el, Audio Visual Aid for Teaching English(London:Longman)p.23

without being taught though they have mastered the structure of the language. The meaning also can be grasped through the context, form, and association.

When we talk about the process of mastering vocabulary, we have to deal with the ways of enriching vocabulary. If the students could master and always remember all the vocabularies learned at school, when they have graduated their vocabulary of English would be adequate enough. After they have finished their study at junior high school, however, it turns out that they just loose too many of their English words, only a very limited number are remembered. This, of course, will not apply to those who take English Department in the university. It is one of the phenomena happening in the process of mastering vocabulary in junior high school today. To know more about how students master the vocabulary the writer will have a look for at the mastering of derivational words that can be used to enrich vocabulary. Because without knowing the derivation of the words the students will be confused to choose what is the suitable and the correct word that they want to take in their writing, speaking, listening, and reading skills. By knowing and understand more derivational words, it will help the student to arrange the sentences well and able to put the correct words to every sentences. And the result the sentences will easy to understand for the readers or the people who read it.

Realizing the importance of English with its multiple roles, the government of Indonesia has decided to include it as a subject taught at school

especially in junior and senior high level. The subject aims the students to master four language skills, namely: listening, speaking, reading and writing: and three language components which are grammar, pronunciation, ands vocabulary. The components are badly needed to master well so that one will be able to communicate English proficiently. Among other component, vocabulary has a great function supporting other aspect of English. 5.

One can not elaborate and transfer ideas well to another and without sufficient numbers of vocabulary. On the other hand, some will not completely understand what others are trying to convey if his vocabulary mastery is low; however, a person still can take part in communication without excellent grammar or pronunciation. It shows that vocabulary hold an important key of language as a means of communication.

The use of flashcard, especially for vocabulary learning has been widely spreading entire the globe. Flashcard is a set of cards about full or half A4, or bridge card size depending on the amount of the class or group:⁶

There is a funny picture or word or both of them printed on it. Many teachers use flashcard in teaching vocabulary to improve student's vocabulary competence, but this method does not apply in SMP Kemala Bhayangkari I Surabaya. this using flashcard method to improve students vocabulary

5. Andrew, wright and sofia haleem, visual for he language classroom (new York: Longman)p.13

⁴ Nur azlina, yunus, preparing and using aids for English language. (kuala Lumpur: oxford university press)p.24

competence is very attract to student responses, because they are easy to pick up, to move, and to display in different places and sequences. Comment s from global- wide English teacher recorded by BBC's journal show that this media is really helpful (especially when dealing with long list of vocabulary and abstract word), useful (when teaching conceptual and new vocabularies, and effective in teaching many aspect of language development, e.g. vocabulary, grammar in context, and story building.

By referring to the previous research which had been conducted by Mokhammad Nizzam entitled" *The Use of Flashcards in Teaching Vocabulary to Hearing-Impaired Students*" this research is a descriptive qualitative study, and the researcher just wanted to observe whether the use of flashcards is effective or not for the deaf students.

Based on the background description above, the researcher intends to have an action research to implement the use of flashcard to improve students' vocabulary competence.

B. Scope and Limitation

This study is focused on the teaching learning process using flashcard media to improve student vocabulary competence. So that the researcher will do the actions research with the limitations below:

 The research will be implemented to seventh grade students of SMP Kemala Bhayangkari I Surabaya.

- 2. The writer uses Flashcard media for teaching vocabulary for them.
- 3. The writer will introduce and use a technique of flashcards for teaching vocabulary.
- 4. The topics of using flashcard technique are limited into: profession and places, fruits and vegetables, transportation and traffics signs, and the last is human body and family.

C. The Problem of the Study

- 1. How can flashcards be implemented for students to improve their vocabulary competence?
- 2. What improvement appears after flashcards technique applied?

D. Objective of the study

- To describe how the use of flashcard can be implemented to improve students vocabulary competence, especially at seventh grade of SMP Kemala Bhayangkari I Surabaya.
- 2. To know how far the use of flashcard technique will be implemented in teaching English vocabulary.

E. The Significance of the Study

The results of the study are of reasonable benefit in describing the mastering of words of the students to enrich their vocabulary. This study will be

advantageous for the teacher and educational practitioner and researcher. For the teacher it will contribute information and knowledge about technique in using flashcards for teaching English to improve students' vocabulary competence and looking at the objective stated above, the results of this study are also expected to:

- give a contribution to the development of English teaching, especially to the development of vocabulary teaching.
- provide English teacher with appropriate procedure of improving the students' vocabulary competence. Through the usage of flashcard technique.
- 3) give students experience of away of learning vocabulary.
- 4) provide the writer with scientific knowledge on applying of using flashcard technique in teaching vocabulary.
- 5) give a priority measures in teaching vocabulary
- 6) give some accurate information for designing materials in teaching vocabulary.

F. Definition of the key term

- 1. Vocabulary is a total number of words completing with rule for combining which make up language. (Hornsby: 1995)⁷
- 2. Teaching is the action to organize something which has contact with learning, so created the situation than can motivate the students to study effectively.

⁷ Hornsby, Oxford Advanced Learner's Dictionary of Current English (Oxford: Oxford University Press

3. A flashcard is a set of cards with half A4 size presenting funny, colorful printed-word and pictures to student

CHAPTER II

REVIEW OF RELATED LITERATURE

Vocabulary is one of the important subject in learning a foreign language, because it is very helpful to the people who wants to learn a language, the vocabulary mastery is one of the important thing for the learners to be able to arrange the sentence well.

A. The definition of Vocabulary

There are various definition of what vocabularies are according to Hornby (1984:7) vocabulary is a collection of words or phrase or a list of words that are usually alphabetically arranged and explained or defined. And he also stated that vocabulary is total number of words which (with rule for combining them) makes up language. There are two types of words, contents and functional words. Contents words that a words that have a lexical or dictionary meaning. For example: "bed", pillow", etc.

one can give definition of the word "bed" by saying that is used for taking rest, or the meaning in Indonesia is "ranjang". The meaning of the contents words can be described by giving the definition or synonym. However functional words are words that show the relationship between words to make sentences that are grammatically correct. "I can do it " (can I functional word)

These are the definition of vocabulary:

- a list of words and, often, phrases, abbreviations, inflectional forms, etc.,
 usually arranged in alphabetical order and defined or otherwise identified, as
 in a dictionary or glossary
- all the words of a language
- All the words used by a particular person, socioeconomic group, profession,
 etc.

In full active vocabulary

all the words recognized and understood, although not necessarily used, by a
particular person

In full passive vocabulary

 An interrelated group of nonverbal symbols, signs, gestures, etc. used for communication or expression in a particular art, skill, etc¹

B. The nature of vocabulary

Before starting to consider how to test vocabulary, it is necessary first to explore the nature what we want to asses. The concept of vocabulary is dominated by the dictionary; it tends to think if it as inventory of individual words, with their associated meanings. This view is shared by many second language learners, who see the task of vocabulary learning as a matter of

 $^{^{1}}http:www.slu.edu/colleges/AS/languages/classical/latin/tchmat/grammar/lvocab2.html\\$

memorizing long list of L2 words, and their immediate reaction when they encounter an unknown word is to reach for a bilingual dictionary.²

This perspective, vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with synonym, a dictionary-type definition, or an equivalent word in their own language.³

It looks more closely at vocabulary in the light of current developments in language teaching and applied linguistics, it has to address a number of question that have he effect of progressively broadening the scope of what we need o asses. There are four questions, and they are:

1. what is a word?

A basic assumption in vocabulary testing is that we are assessing knowledge of words. There are some basic points that are needed to spell out from the start. One is a distinction between *token* and *types*, which applies to any count of the words in a text. The number of *token* is the same as a total number of word forms. Which mean that individual word occurring more than once in a text are counted each time they are used. On the other hand, the umber of types is the total number of different word forms, So that a word which is repeated many times is counted only once.⁴

² J. Charles Alderson and Lyle F. Bachman, *Assessing Vocabulary*, (Cambridge University Press, 2000)p.16

³ Opcit, p.17

⁴ Assessing vocabulary Opcit, p. 18-19

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² J. Charles Alderson and Lyle F. Bachman, Assessing Vocabulary, (Cambridge University Press, 2000)p.16

Opcit, p.17

⁴ Assessing vocabulary Opcit, p. 18-19

2. What about larger Lexical items?

The second major point about vocabulary is that it consists of more than just single words. For a start, there are the phrasal verbs (get across, move out put up with) and compound nouns (fire fighter, love letter, practical joke, personal computer, applied social science, milk of magnesia), which are generally recognized lexical unit consisting of more than one word form. Then there are idioms like a piece of cake, the good book, to go the whole hog, let the cat out of the bag. Working from a similar point of view, Nattinger and DeCarrico (1992) have developed the concept of a lexical phrase, which I a group of words that looks like a grammatical structure but operate as unit, with a particular function in spoken or written discourse. They identify four categories of lexical phrases:

- 1) <u>Polywords</u>: short fixed phrases that perform a variety of functions, such as for the most part(which they call a qualifier), at any rate and so to speak(fluency devices), and hold your horses(disagreement marker)
- 2) <u>Institutionalized expressions</u>: longer utterances that are fixed in form that include proverb, aphorism and formulas for social interaction. Examples are: a watched pot never boils, how do you do? Long time no see, and once upon a time ... and they lived happily ever after
- 3) <u>Phrasal constraints</u>: short- to medium- length phrases consisting of a basic frame with one or two slots hat can be filled with various words

or phrases. These include a [day/year/long time/ago, yours [sincerely /truly], as far as I [know /can tell/ am aware], and the [sooner] the [better].

4) <u>Sentence builders</u>: phrases that provide the framework for a complete sentence, with one or more slots in which a whole idea can be expressed. Examples are: I think that X; not only X, but also Y and that reminds me of X.⁵

3. What does it mean to know lexical item?

One approach is to try to spell out all that the learners should know about the word if they are too fully acquiring it. An influential statement along these lines was produced by Richards (1976). In his article he outlined a series of assumptions about lexical competence, growing out of developments ion linguistic theory in the 1960s and 1970s. The first assumption is that the vocabulary knowledge of native speakers continues to expand in adult life, in contrast to the relative stability of their grammatical competence. The other seven assumptions cover various aspects of what is meant by knowing a word:

- 1) Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to b found associated with the word.
- 2) Knowing the word implies knowing the limitation on the use of the word according to variations of function and situation.

⁵ Assessing vocabulary Opcit, p. 21-22

- 3) Knowing the words means knowing the syntactic behavior associated with the word.
- 4) Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- 5) Knowing a word entails knowledge of the network of associations between that words and other word in the language.
- 6) Knowing a word means knowing the semantic of value of a word.
- 7) Knowing a word means knowing many of the different meanings associated with a word.⁶

4. What is vocabulary ability?

The definition includes 'both knowledge of language the ability to put language to use in context (Chapelle, 1994: 163). Thus, It its three components are a follows:

- 1) The context of vocabulary use;
- 2) Vocabulary knowledge and fundamental processes
- 3) Metacognitive strategies for vocabulary use.⁷

⁶ Assessing vocabulary Opcit p. 25

⁷ J. Charles Alderson and Lyle F. Bachman, Assessing Vocabulary, (Cambridge: cambridge University Press, 2000)p.16

C. Vocabulary teaching

The emergence of communicative approach in 1970's has begun the renaissance of vocabulary teaching and its significant role in ELT. Since then, most English course and textbook have included particular activities targeting vocabulary learning⁸. Many experts also have addressed innovative ways to teach vocabulary.

There are several guidelines for effective and communicative vocabulary teaching below:

a. Emphasize vocabulary importance

It can be done by giving more exposure to the text, and it will make the students aware of vocabulary importance because they will badly need to find out new meaning on the text. This will lead to their eagerness and courage to learn more and more vocabulary.

b. Teach relevant vocabulary

Different person will have different group of vocabulary to learn. A science studies biologic vocabulary and hardly learns linguistic term. The teacher must understand what group of vocabulary the students need so, she/ he can teach them the relevant materials.

c. Promote vocabulary retention

⁸ Scott thornburry, opcit, p. 17

Drilling and other activities must be done quite frequently to help the students store what they have learned before. But, the teacher needs to vary the activity to avoid the boredom.

d. Address various learning styles

The teacher must not show only one particular style in class. Various learning styles need to be applied because different students may have different choice of learning style. This will help students to choose appropriate learning style.

e. Teach vocabulary in context

It is more effective to help the students to learn vocabulary in context than in isolation or discrete way because they will directly know how to use the word in sentences.

However, in fact many students especially those living in no English speaking countries, including Indonesia, mostly complain about their problem dealing with their English skill, particularly the productive ones due to small amount of vocabulary. Therefore, English teacher need to effectively apply the very appropriate technique depending on the class, condition to achieve better improvement in vocabulary learning

D. The importance of vocabulary

Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.9

This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book. (Dellar H and Hocking D Innovations, LTP):' if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words. 10

Vocabulary is an important component of language. Learning language, especially English as a second language, learners need to mate vocabulary. The more vocabularies mastered by the learners the better will be their performance in all aspect in learning English. This statement supported by Deighton (1971: 461) who stated that:

Vocabulary is the most important components of language power. In using the language, students who are rich in vocabulary will be successful both in expression skill: speaking and writing and receptive skill: listening and reading. But those who are poor in vocabulary will get trouble in those skills.

Scott Thorn bury, How To Teach Vocabulary, (Longman, 2002), p.13
 Scott thonburry opcitp. 17

Harris quoted by shepherd also supports this statement. Vocabulary is one of the most significant t aspects of language power or development (1973:39).

In learning English as a foreign language, vocabulary is an important factor. When someone learns a language, it means she/he deals with the vocabulary. Richard and Rogers (1987: 7) state that there are always vocabulary—items to be learned in all books of English. From the statement above, it is clear that if the students do not have sufficient vocabularies they will not understand the English text well. By having enough vocabularies, the students will not have difficulty in getting the information from the English text. Moreover, kufaishi (1998: 42) states that vocabulary is necessary in social, professional, and also intellectual life. It means that vocabulary is useful in social life, because vocabulary is needed to bring the language in communication.

Burton states that having sufficient vocabulary would be beneficial for all language skill. by having enough vocabulary o the foreign language, it make easier for them to learn all language skill as speaking, reading, writing, and listening. As sated by Finocchiaro (1969: 8) vocabulary mastery is needed to develop the four aspects namely: listening, speaking, reading and writing. It means that teaching English vocabulary is the bridge foe the students to achieve a certain goal: speaking, reading, writing and listening. A student who lacks vocabulary will find difficulties in the language-learning process.

¹¹ Mary finocchiaro, teaching English as a foreign language, (New York: harpa and Row publisher)p.23

E. Techniques for teaching vocabularies

Teaching vocabulary is not as simple as it looks like Honeyfield (1977:122) says that even with functional vocabulary of the three thousand most frequently occurring items in English, learners will still not know around 20 percent of the items they will encounter in an unsimplified text. It is natural for the learners to make errors when learning the target language and the teacher's duty is to minimize the student's error in order to prevent the establishment of bad habits.

Because of that the teachers need to make preparation in teaching vocabulary. According to Allen (1983: 9) there are five facts in preparing the lesson, they are:

- 1). Foreign words with familiar objects and persons are important to teach, but we can not expect most members of the class to learn them easily.
- 2). teaching such words will require special because children often feel their native language words for familiar object and persons are all they really need.
- 3). Students are very likely to feel that foreign words for familiar object are not really needed when the foreign language is not used for communication outside of the class.
- 4). When the students no real need to learn something, the teacher must create a felling of need.¹²

¹² Virgina French Allen, *Techniques in Teaching Vocabulary*,(Oxford: Oxford University Press, 1983),p.9

According to Brown as quoted by Richard (1986:319) trying to learn a new word by looking up in the dictionary as a role learning and not meaningful. It is considered ineffective since it is wasting time and energy without any good result. It means, Learning vocabulary by memo rizing list of words or by looking up the dictionary causes boredom and even frustration. Teachers must be creative in creating a situation that supports their students to use the language or the practice what they have learned in order to avoid student's boredom.

Teaching vocabulary is not merely a matter of teaching words in isolation. More than that teaching vocabulary is a way to allow the students to infer the meaning of words as it is meant in a context, since one word may have more than one meaning. . Kustaryo (1988:23) states that:

Word should be learned in context because often a word has different meaning in different context. In fact, words in isolation frequently do not suggest the intended meaning. Words have different meaning depending on context, they also change meaning in different context. 13

Here some techniques by: Consilia (Recommendations)

1. Use flash cards.

Flash-card technology is still better than the most expensive educational computer gear that you can buy. It is the quickest way to get just

¹³ Sukirah kustaryo, Reading technique for college students, (Jakarta: Departemen Pendidikan dan Kebudayaan.. Dirjen. Dikti D2 LPTK.

the repetition that you need on just the words that you need to repeat. It is tried and true. And it is inexpensive.

Using index cards or a pack of blank business cards, write the target words and phrases on the cards, putting one language on the front and the other on the back. As you review the words, proceeding through the stack, separate the words into two piles: those you understand immediately, and those you do not. Keep going through the yet-unlearned words until you attain a speedy mastery of them.

2. Think of cognates and usages.

Think of words directly related to the word in question (cognates) or of common phrases that use the word. For example, Semper fidelis ("Always faithful.") is the motto of the Marines. Therefore you may actually have already begun to learn these words. Also, remember that a cognate of fidelis is fidelity.

caution: the cognate is rarely the exact equivalent of the meaning of the original word. For example, fidelis (an adjective) does not mean fidelity (a noun).

3. Visualize and vocalize.

Meditate on an image that the word represents or suggests as you say it aloud, If you are walking outside.

4. Use the diglot weave.

Insert foreign words into English sentences, until you get their meanings quickly. For example: semper means always, so repeat to yourself several sentences like: Practice the key-word or key-sound or key-letter technique.

5. Think of a word (called the key-word)

Based on the first (or very prominent) syllable of the foreign word (or on the sound of the whole word) and then make up a story or an image involving both this key-word and the meaning of the original word.

6. Read, write, and recite phrases.

Discover, create, and review many comprehensible phrases using the word to be remembered. This helps you to deep-process the word by working it into a whole web of meanings.

7. Repeat, repeat, and repeat again.

Especially for memorizing important parts and forms of words, sometimes only "brute" repetition will secure your memory for certain hard-to-retain items. Frequent vocal repetition impresses the forms on your "mental ear." This auditory dimension will help you recognize and recall the words later. A computer device like the Reading Acceleration Machine can be very useful for visual repetition and the practice of reading comprehension.

8. Attend, Echo, and Associate.

Why do we frequently forget names right after introductions?

Sometimes we are thinking of something else when the name is spoken. (We need to attend to what is said and really hear it. At other times we hear the name, but we fail to refresh our memory immediately by repeating the new name to ourselves or to others in conversation. (We need to ECHO the name shortly after hearing it.).

9. Read freely and abundantly.

We can increase our vocabulary through free voluntary reading. However some linguists claim that we must have first acquired about 3000 to 5000 word-families, so that we will be able to know enough of the context to begin to construct accurate meanings for the words that we do not know. ¹⁴ The following points, or some combination of them, may help to find the best way to learn vocabulary.

1. Make your own flash cards.

You can buy vocabulary flash cards for more popular languages, but you'll benefit more by making your own. This way you can not only tailor the vocabulary list to your needs, but also writing the words out helps you memorize them. Use can also invent your own color code for things like genders, parts of speech or whether a verb is regular or irregular.

2 Divide your cards into manageable sets.

¹⁴ http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/grammar/lvocab2.html

Just because you have one thousand vocabulary flash cards, that doesn't mean you should work through all one thousand from start to finish. Pick 10 to 20 cards and work with those until you know them fairly well.

3. Wait a little before flipping a card with an unknown word

If you can't remember the meaning of the foreign language word after a minute or so, lay the flash card aside and go on with the rest. You might just remember that word a few minutes later. It's worth the wait because recalling the word yourself helps establish it in your memory.

4. Say the foreign word out loud language

When you're sure of what the foreign word means, look at the word and say it to out loud. As a variation on this, you could also say the word while mentally picturing what it means or while writing the word out.

5. Always carry some vocabulary flash cards with you.

Stick 10 or 15 cards in your wallet or bag and go through them anytime you're stuck waiting with nothing to do.

6. Play games with your vocabulary flash cards.

Getting creative with your flash cards helps keep you motivated. When you remember a word, make up a sentence with it. Pull two random cards and think up a sentence that includes both words. You could also scatter some random cards foreign word up and try to find connections between the words, such as verbs, things in the kitchen or synonyms and antonyms.

7. Mark the flash cards you get right.

Each time you can easily think of the meaning of the word on the flash card, make a little pencil mark in the corner of the card. When a card has three or four marks, you'll know to move it to your review pile and replace it with a new card.

Another way to view vocabulary learning is to see it as a process of related sub-tasks. When learners first encounter a new word, they might guess its meaning and usage from available clues. Some learners might proceed to look it up in the dictionary. Others might take down notes along the margins, between the lines, or on separate vocabulary notebooks.

Some learners will repeat the new word a number of times until they are comfortable with it. Others will go beyond simple rote repetition to commit the word to memory. Some would even try to use the word actively. Each of these task stages demands met cognitive judgment, choice, and deployment of cognitive strategies for vocabulary learning. And each strategy a learner uses will determine to a large extent how and how well a new word is learned.

F. Vocabulary item for junior high school students

The vocabulary item for the first grade of junior high school student based on curriculum, for instance: self-identity, school life, occupations, daily needs, hobbies, things around us and shopping.

Based on the topics on the topics above the vocabulary item should be learned in context. The teacher many use other different sources if it necessary.

The vocabulary form of school life such as, whiteboard (n), book(n), class, (n), etc. from the family life such as: parent, (n), children, (n) etc.

G. Using flashcards in teaching vocabulary

The use of flash cards is a wonderful tool for all people not just children.

The first thing one should understand about the use of flash cards is the inherent process of learning that it utilizes. This process can be used for reasoning as well as fluency in fact based knowledge systems. A good example of this the use of flash cards in written language.

The flash cards can be used for vocabulary and grammar, but the trick is getting the student to cognate grammatically correct sentences. How would one do this? The primary reason for flash cards is for rote learning.

This being the case we can take rote knowledge and combine it with flexible structure like; I am a person, therefore, I have a brain. Simple sentence, but the cognitive ability comes into play when you ask the child what injunction connects the two.

This is usually done on the chalk board but the flash card system is tactile and gives feedback to the child. He can see and hold the words in his

hands. Poetic since holding words in your hands is a allegory for being passionate.¹⁵

Of the many uses for cards, three are especially worth mentioning:

- 1) Matching and ordering: Cards are especially good for matching question and answer or two halves of a sentence. Students can either match them on the desk in front of them (perhaps in pair or groups), or they can move around the classroom looking for their pairs. The matching can be on the basis of topic, lexis or grammatical construction. We can also use cards to order word into sentences or to put the line of a poem in order. Using cards in this way is especially good for kinesthetic learners, of course. But it is good for everyone else, too, especially if we can get student walking around the classroom for at least a brief period.
- 2) Selecting: cards work really well if we want students to speak on the spot or use particular words or phrases in a conversation or in sentence. We can write word on separate cards and then, after shuffling them, place them in a pile face down. When a student picks up the next card in the pack, he or she has to use the word in a sentence. Alternatively, students can choose three or four cards and then have to incorporate what is on the cards into a story. Students can also pick up a card and try to describe what the word on it feels, tastes or smells like so that the other students can guess it.

¹⁵ http://www.omniglot.com/language/vocab.html

3) Card games; there are as many card game possibilities in language learning as there are in real life. We can turn the card selection into a game by introducing a competitive element having students in pairs play against other pairs. A simple vocabulary game can be played in which students have cards with pictures on one side and words on the other, if they pick the picture side, they have to produce the word. If they pick the word side, the have to draw it and then compare it with the original picture. The old game of snap can be adapted so that two players have a set of cards, with the same objects, etc., but whereas one player has only pictures, the other has only words. The cards are shuffled and then the player put own the card one at a time. If a picture and word card match, the player who shouts Snap! First wins all the cards on the table. The object of the game is for one player to end up with all the cards. ¹⁶

H. Flashcards activities

Here are four activities in using flashcards technique in teaching vocabulary into the following categories: Memory, drilling, identification and TPR activities.

1. Memory Activities

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Ashford Colour Press, 2007), p. 180

Place a selection of flash cards on the floor in a circle. Students have one minute to memories the cards. In groups, they have two minutes to write as many of the names as they can remember.

2. Drilling Activities

Stick 9 flash cards on the board and draw a grid around them.

Use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling.

Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.

When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.

Students should remember and continue as if the flash cards were still there.

They seem to be amazed that they can remember the pictures.

Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

3. Identification Activities

Cover the flash card or word card with a piece of card and slowly reveal it.

Students guess which one it is. Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun

Vary the volume too, whisper and shout the words. Children will automatically copy your voice. Alternatively; flip the card over very quickly so the children just get a quick glimpse. Repeat until they have guessed the word.

4. TPR activities

Point or race to the flash cards Stick flash cards around the class. Say one of them and students point or race to it. Students can then give the instructions to classmates.

You can extend this by saying "hop to the cat" or even "if you have blonde hair, wim to the fish" etc. 17

¹⁷ http://www.teachingenglish.org.uk/try/activities/using-flash-cards

CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting, and subject population and sample, research procedure and data analysis. All of those elements are discussed as follows:

A. Research Design

The research is classified as Classroom Action Research. A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problems and needs. In this study the researcher will act as a real teacher who teaches the students. Meanwhile the real teacher acts as observer who observes the observer who applies the use of flashcards in improving students' vocabulary competence when the teaching learning process conducted.

Since it deals with the classroom setting, this study is director to develop the teaching strategy in order to find out the solution to the classroom problem in the teaching of vocabulary. To cope with classroom problem in the teaching

Bill Atweh, Stephen K. and Patricia W. Action Research in Practice: Partnership for Social Justice in Education, (London: Routledge, 1998), p. 212

of vocabulary, the real teacher applies the use of flashcards during the teaching learning process.

The design of classroom action research used in this study is cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below.²

- 1) Planning the action
- 2) Implementing the action
- 3) Observing the action

4) Reflection

Considering the purpose of the study, this research design employer in this study will belong to descriptive qualitative methodology. The use of flashcards I the classroom will be describer in the form of words rather than in numbers. Below is the model of classroom action research. ³

1 st Cycle	1. Planning the action:	Preparing lesson plan, instructional
	problem identification	material and media, some instruments,
	and solving the problem	and the criteria of success.
	2. Implementing the	Applying the first implementation based
	action	on the lesson plan.
	3. Observing the action	Conducting the observation and assessing
		to the result of the implementation.
	4. Reflecting the action	Evaluating the first implementation and

² Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), k.28

³ Ibid.h.70

		the learning result and revising the first implementation of plan based on the
	:	evaluation result.
2 nd Cycle	1. Planning the action	Identifying the problem, determining problem solving and developing the second implementation.
	2. Implementing the action	Applying the second implementation.
	3. Observing the action	Data collection of second implementation.
	4. Reflecting the action	Evaluating the second implementation.
The next cyc	les	
Conclusion,	suggestion and recommenda	tion.

Table: Model classroom action research

B. Research setting and subject

The setting of this study conducted at SMP Kemala Bhyangkati I Surabaya. This school is very strategic and easy to reach by everyone. Because the location is on the main road and it is very crowded. The subject of this study is the seventh grade students of SMP Kemala Bhayangkari I Surabaya.

C. Population and sample

Population is a set (or collection) of all elements possessing one or more attribute of interest.⁴ Because there are many classes of SMP Kemala Bhayangkari I Surabaya, there are five class of seventh grade, and each class consists of 35 students sample is a part of researched population.⁵ Since the number of seventh grade students is very big, the researcher will take class VII E for the sample because the students need sufficient knowledge to improve their vocabulary competence.

D. Research Procedure

The study conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.

1. Preliminary study

A preliminary study was carried out to get information about the model of teaching and learning English at SMP Kemala Bhayangkari I Surabaya, especially in teaching and learning vocabulary. In addition the researcher attempts to get information about the student's problem in teaching and learning process and especially in teaching ad learning vocabulary.

In this preliminary study, the researcher meets the headmaster of SMP Kemala Bhayangkari I Surabaya to talk about the plan of research and English

⁵ Ibid.h.108

⁴ Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta:PT.Bumi Aksara, 2008), Edisi Revisi V,h. 1008

teacher of seventh grade students for an informal interview and doing direct observation in teaching and learning process. Conducting an informal interview with the English teacher, the analyses are carrying out. From the analysis, the researcher found out the student's vocabulary competence. The rata obtained from those is used to set up an action plan.

2. Planning

In relation the application of action research, the researcher will make a prior preparation to the implementation of the action based on the preliminary study. In this case, the researcher prepared suitable model of using flashcards to improve students vocabulary competence, design a plan, prepare instructional material, media, topics, criteria of success, and test.

1. lesson plan

The lesson plan is designed by considering the following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material, (f) assessment and evaluation (see appendix 9, 10, 11, 12)

2. Instructional material and media

In conducting the research, the researcher prepared the instructional material and media, which are relevant with the topic for the vocabulary. The researcher takes the material from the textbooks or other available sources and selected by the researcher, while the

media the researcher uses Flashcards as media. (See appendix 1, 2, 3, 4, 5, 6,7and 8)

4. The criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see whether the application of the use of flashcards technique in improving student vocabulary competence was succeed or failed.

There are three criteria used in the research to measure the success of the action, they are as follows:

- The teacher has good performance in implementing the use of flashcards technique.
- 2) The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process.
- 3) More than or equal to 60 percent of the student' score of vocabulary competence test id greater than or equal to 20.

3. Implementing the action

After the planning is finished, the researcher implements the use of flashcards to the seventh grade students of SMP Kemala Bhayangkari I Surabaya. In implementing this study, the researcher as a practitioner will carry out the lesson plan while the real teacher plays as an observer during the instructional process. This action is carried four in four cycles. It is

conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle I delivered in four meeting in which each meeting takes about 2X40 minutes.

4. Observing the action

Observation is conducted to identify the classroom activities occurring during the teaching ad learning process. The observation id conducted when the action id being implemented in the classroom.

Observation checklist and field notes are used to facilitate the observer to conduct the observation. These observations are used to monitor the teacher step of action and the students respond toward the actins given by the teacher during the teaching and learning process. The result of the observation and the field notes will become input for improvement of the teacher performance in the following meeting data and source data

E. Data collection technique

Data obtained in the study are in the form of transcript of observation and field notes and student's scores. The first data is concerning with the process of the implementation of the action in the context of teaching and learning process.

They are gained from the result of observations and field-notes. The second rata is obtained after he student have a test conducted at the end of each cycle.

1) Instruments and data collection techniques

There are some instruments prepared in order to easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:

2) Observation checklist

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teachers' activity and students' activity. (see appendix 18, 19, 20, 21 those items describe the activity from the beginning until the end of teaching and learning process that should be applied by the teacher.

F. Data analysis

The analysis of data were investigated by comparing responses on one data with responses on other data. And in the process of analyzing the result of the students' active involvement during the class the students are considered students' actively involved in teaching and learning process.

In the process of analyzing the result of the teacher' an activity during the teaching and learning process, the teacher is considered to have a good performance if observation checklist for each activity shows score "good" or very good performance. It means that the researcher can develop the use of flashcard technique and do appropriate step based on the good lesson plan.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the data which were obtained during the research will be presented. The result and the discussion including the answer to the research question as follows: 1.the implementation of the use of flashcard technique 2, the improvement after using flashcards technique 3, and students responses when technique using flashcards. The discussion will elaborate the glance description of research object and the

A. The Glance Description of Research Object

The place of SMP Kemala Bhayangkari I Surabaya is very strategic, and it is very easy to reach for many sides, and the place is very crowded, there are many vehicles which are operated everyday. the school has many facilities such as, built classroom, hall laboratories, canteen, parking lot, library, computer etc. all the teacher of SMP Kemala Bhayangkari I Surabaya are very competent in their field and all of them are very kind people it can be seen when there is anew comer they welcome well. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teacher, but also all the school workers work each other to keep the school's good reputation and the student's quality.

There are two different kinds of students in SMP Kemala Bhayangkari I Surabaya, the different is about the religion, there are two kind of religion follower in this school, several students are non Moslem but, the students look very unite. All students of SMP Kemala Bhayangkari I Surabaya are considered as selected students who have many achievements. Their interaction with their teacher is very good; they are very polite to their even with all of teachers in this school. Whether the teachers teach them or the teachers do not teach them.

B. The Description of the Teacher's Activities in Implementing flashcards Technique

Before doing the research, the researcher did the pre-observation study.

The researcher interview the English teacher of the seventh grade to get information about the teaching learning process of transactional and interpersonal text.

From the interview, it was found that the teacher usually asked the students to make a conversation in pair based on the topic given then the students asked to present it in front of the class. And for teaching vocabulary the teacher dictated the student to write some words then ask them to memorize and also how to pronounce it well.

The teacher said that the vocabulary that the student have is very little because the teacher never use media to improve the student's vocabulary competence.

Therefore the researcher and the teacher conducted the study by implementing the

use of flashcards to improve student's vocabulary competence to solve the problem.

And as stated in chapter III before, there were four cycles in this research. The topic was different in each cycle. The researcher had prepared the topics that will be used in the implementing of flashcards technique. The description of the teacher's activities' in implementing the use of flashcards technique is explained as follows:

1. First cycle

Planning: this first cycle was held on December 15, 2009. In the first cycle the teacher started by saying greeting to the students and checking the student attendance to create conducive atmosphere. Before teaching the teacher had prepared the topic, which would be used to teach vocabulary using flashcards. in this cycle, the teacher selected topic under title *Profession and Places*

Acting: n this pre activity, the teacher sticks 20 flashcards which have related to the topic that will be taught. Then she read all the words loudly and also mentioned the meaning of each word mentioned, then the students follow after the teacher, because there are still many word about the topic, so the teacher ask a question to the students, the teacher ask the students to mention many word about the profession and places beside the words which have

mentioned on the white board, this activity aimed to enrich the students vocabulary mastery about the profession and places.

The pre-teaching activity above is still was not effective to create the students enthusiasm to study about the vocabulary competence. However the teacher question understandable for the students.

Observing: In this activities the teacher played role as a teacher and the real teacher played a role as observer, before conducting the observation, the researcher prepared observation checklist and field notes, in order to be easier to collect the rat in the classroom, the researcher collected the data as much as possible, it means during the implementation of the use of flashcards, the researcher was only described the teacher and students activities briefly, but after the implementation the action finished, the researcher describe the condition of the classroom completely in field note.

During the implementation the action, there were cooperation among the teacher and students. The students wanted to read all flashcards which on the whiteboard, and they also mentioned the meaning of the word, then all of the students were glad in following this lesson

When in the classroom all the students paid attention to the teacher instruction the teaching and learning process have been gong smoothly in can be seen when the teacher gave some word of profession and places and the teacher showed all flashcard which related to the topic.

For example, all students had to repeat after what the teacher said about the words given on the white board. Teacher mentioned the word both in English and Indonesia for example:

- > teacher: doctor meaning dokter
- > students: doctor meaning dokter
- > teacher: police meaning polisi
- > students: police meaning polisi
- teacher: dustman meaning tukang sampah
- > students: dustman meaning tukang sampah
- reacher: hospital meaning rumah sakit
- > students: hospital meaning rumah sakit
- > teacher: garden meaning kebun
- > students: garden meaning kebun
- > teacher: mosque meaning masjid
- students: mosque meaning masjid

Reflection: After constructing the use of flashcards technique, the teacher asked to students to collect their task. Then, she reviewed the contents of the text, checks the students' comprehension, and made conclusion of the text.

Before closing the class, the teacher evaluates the teaching and learning process by asking the students about the difficulties and responses

toward the use of flashcards technique, as a result the researcher also could know how far the technique helped the students to comprehend a text. The result dialogue could be the reflection in the next cycle.

2. Second cycle

Planning: This second cycle was held on December 22, 2009. The teacher started the lesson not only by saying greeting and checking the student's attendance, but also motivating the students and gave a little joke; to avoid the student awareness before teaching learning process is started. The teacher had prepare the topic which would be used to develop the use of flashcards technique that had been taught before, in this cycle the teacher takes the *fruits and vegetables* as the second topic.

Acting: In the pre-teaching activity, the teacher distribute the media like what the teacher did at the first cycle, the teacher gave a little different than what she did before, the teacher did not directly stick the flashcards of fruits and vegetables on the white board, the teacher made it such as a game. Whose line mentioned the words related with the topic more than other line, the teacher will give a present

. But before doing the activities the teacher asked about the previous lesson to the students with the following question;

Teacher: Did you still remember what we studied last week? (The teacher showed some flashcards about profession and places).

Students: yes mom!!!

Teacher: what it was about? (By showing the flashcards)

Students: profession and places.

Teacher: can you mention five of each topic?

Student: teacher, doctor, police, gardener, and dustman....hospital, garden.

Office, post office, and school.

Observing: just like what the teacher did at the first observing during the teaching and learning process was in progress, the researcher played as a real teacher and the real teacher was observed and controlled the situation and the condition of the classroom, before

Reflecting: After conducting the use of flashcards technique, the teacher got the student to submit the task. Then, the teacher checked the task for moment.

Next, the teacher checks the students' comprehend and concluded the content of the closing class, as usual the teacher evaluate the teaching and learning process, then she asked the difficulties of the lesson.

3. Third cycle

Planning: this third cycle was held on December 28, 2009.the topic that was given were *Transportation and Traffic signs*. The main objective of this topic was made sentences using the words given such as.....car, train, aero plane. Etc before the activity is started the researcher started the class by

saying greeting to the students and asked them some simple question about English subject or just make a joke to avoid the students boredom.

Next, as usual the researcher sticks the flashcards which are related to the topic on the white board, to make easier the students when teaching and learning is in progress. The introduction covered explanation about what the activity was like.

Acting: the researcher started to explain what the students should do in this third meeting, the researcher also divided two piece of papers containing the task of each topic, transportation and traffic signs, all the student have to do the task by filling in the blank, matching the word and also correcting the jumbled words.

During the students were doing the tasks, the researcher toke around and control the class and asked the students about the difficulties, and motivated them and also appreciate the students participation by saying "good" or "that's right". In order the students were always motivated during teaching learning process.

Observing: In this cycle, the topic was done well. The students pay attention to the teachers, but the students still got the difficulties in writing a word and they were shy to ask a question to the teacher. They still made mistake in their pronunciation and grammar and they are often forget the meaning of the word. The condition of the class was quite good.

Reflection: in this cycle the researcher found that there was some important point that should be given more attention. The first was about the technique, because there were many students were still confused about the rule and in contrary, the way the teacher explained the lesson was good and slow enough, the second was about answering the question, the students were very noisy when the teacher asked a question, some of them did not understand but some of them could understand well.

4. Fourth cycle

Planning: the fourth cycle was held on December 29, 2009 the topic was given to the student was "human body and family" in this cycle the researcher did just like what she did at the previous cycle, but there were some ways that had to give the correctness. The researcher explained clearly before going to the next step. The researcher had prepared the task which ready to give to the students. Then the teacher asked the students to do the job.

Acting: the researcher began explained clearly before the teaching and learning process started. But, the researcher did not forget to review the previous topic; The teacher also gave an opportunity to the students to ask a question about the any topic about the rules. it was done because she wanted the entire student did not feel confused and the teaching learning process could run well.

Observing: The observation process included the topics, the technique and the teaching learning process. In this cycle all of the students' paid attention well to the teacher, and they easier to control than in the previous cycle. And most of them understand the topic and they could apply the lesson and they could do the task very well too.

Reflection: in this cycle the researcher did not find any serious problem, because most of the students could catch the lesson very well, it can be seen from the result of their test.

2. Result of the Questionnaire

To know the students' responses toward learning teaching process, the researcher gave questionnaire for all the students, and the questionnaire consists of 15 questions and it was given to the students in the last cycle.

After giving the questionnaires, the researcher analyzed every number of questions one by one, to make more detailed result to measure the students' responses, researcher used the pattern:

Score =
$$\frac{\text{Total earned}}{\text{Total students}} \times 100\%$$

For question number 1, do the students like English? The results are:

Table 1.1

No	Criteria	Score
1.	Sangat senang	16 %
2.	Senang	55,56 %
3.	Kurang senang	27,78%
4.	Tidak senang	0%
7.	Truak Schang	

For question number 2, what do you think of teaching learning English in your class? The results are:

Table 1.2

Score
19,44 %
66,67 %
13,89 %
0 %
-

For question number 3, what do you think of using 'flashcards "technique in teaching vocabulary in your class? The results are:

Table 1.3

No	Criteria	Score
1.	Sangat menarik	41,67 %
2.	Menarik	47,22 %
3.	Kurang menarik	11,11%
4.	Tidak menarik	0 %

For question number 4, do the students think the time allotment is enough in teaching English? The results are:

Table 1.4

No	Criteria	Score
1.	Sangat cukup	13,89 %
2.	Cukup	69,44 %
3.	Kurang	13,89 %
4.	Sangat kurang	2,78%

For question number 5, do you like of using "flashcards" as one of the technique in teaching vocabulary? The results are:

Table 1.5

No	Criteria	Score
1.	Sangat suka	38,89 %

2.	suka	52,78 %
3.	Kurang suka	8,33%
4.	Tidak suka	0%

For question number 6, Do the material is useful in daily activity? The results are:

Table 1.6

No	Criteria	Score
1.	Sangat berguna	38,89 %
2.	Berguna	61,11 %
3.	Kurang berguna	0%
4.	Tidak berguna	0 %
4.	Tidak berguna	0 %

For question number 7, is the subject enough or need to be added more?

The results are:

Table 1.7

No	Criteria	Score
1.	Sangat cukup	13,89 %
2.	Cukup	55,56 %
3.	Kurang cukup	27,78 %
4.	Tidak cukup	27,78 %

For question number 8, how do the topics which are implemented by" flashcards"? The results are:

Table 1.8

Criteria	Score
Sangat menarik	47,22 %
Menarik	38,89 %
Kurang menarik	11,11%
Tidak menarik	2,78%
	Sangat menarik Menarik Kurang menarik

For question number 9, do the topics help the students to be more active in teaching learning English? The results are:

Table 1.9

Criteria	Score
Sangat membantu	38,89 %
Membantu	50 %
Kurang membantu	2,78 %
Tidak membantu	8,33%
	Sangat membantu Membantu Kurang membantu

For question number 10, do the students look antusias in following the lesson when the teaching learning process is n progress? The results are:

Table 1.10

Score
22,22 %
50 %
19,44%
8,33%

For question number 11, does the teacher give motivation to participate in teaching learning activity? The results are:

Table 1.6

No	Criteria	Score
1.	Sangat mendorong	44,44 %
2.	Mendorong	50 %
3.	Kurang mendorong	5,56%
4.	Tidak mendorong	0 %

For question number 12, how the use of "flashcards" in your class? The results are:

Table 1.7

No	Criteria	Score
1.	Sangat mendominasi	36,11 %
1		<u> </u>

2. Mendominasi	38,89 %
3. Kurang mendominasi	25 %
4. Tidak mendominasi	0 %

For question number 13, does the teacher explain the topics in "flashcards" technique clearly? The results are:

Table 1.8

Criteria	Score
Sangat jelas	36,11 %
Jelas	38,89 %
Kurang jelas	11,11%
Tidak jelas	13,89%
	Sangat jelas Jelas

For question number 14, do the students like learning English using "flashcards"? The results are:

Table 1.9

Criteria	Score
Sangat senang	47,22 %
Senang	38,89 %
Kurang senang	11,11%
Tidak senang	2,78%
	Sangat senang Senang Kurang senang

For question number 15, does the use of flashcards help the students in understanding the lesson? The results are:

Table 1.10

No	Criteria	Score	
1.	Sangat membantu	44,44 %	
2.	Membantu	41,67 %	
3.	Kurang membantu	8,33%	
4.	Tidak membantu	5,56%	
4.	Tidak membantu	3,30%	

From the table of questionnaire above, the result analyzed based on the research problem. And it was divided into three matters, the first is about students' responses about the English lesson, he second is about the students' responses toward the technique of using flashcards, and the last is about the topics which are used in implementing flashcards.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. Although 16%.

The second is about the student's responses toward the technique of using flashcards. It can be concluded that most of the students liked the

technique of using flashcard. There are 52, 78%. Students stated liked the technique of using flashcard in teaching vocabulary.

The third is about the topics which are used in implementing flashcards, the students' responses were very good, because there are 38, 89% students stated that they like the topic chosen for teaching and learning flashcards.

3. Scores of students

To measure the students' comprehension to the material, the researcher gave assessment to the students for each meeting.

The assessment was given during four meetings. The kinds of assessments that were given in each meeting can be seen in appendix.

The assessments that were given in every each, then, were scored by the researcher. After that, the researcher counted average score of each meeting.

To measure the average score, the researcher used the pattern:

And, the researcher of them can be seen in the table 2.1 below:

Table 2.1

No	Students	Scores			
		I	II	III	IV
1	Ahmad Alfian	7	7	9	10
2	Adinda Dwi kurnia	8	8	9	10
3	Aloysius Mahendra S.	9	9	9	10
4	Andri Bayu Hutama	7	9	9	10
5	Ardelia N.S	9	10	10	10
6	Arya Gany	8	9	9	10
7	Ashilah Deyu zafira	9	9	10	10
8	Bagus Cahyono	8	8	9	10
9	Brian R.H.	8	8	9	10
10	Doni Darmanto	8	9	10	10
11	Echa Feby Pratiwi	9	8	10	10
12	Fadhila Dwi L.	6	7	7	8
13	Ganda Kurniawan	8	8	9	10
14	Habib Avivena N.	9	9	10	10
15	Helen Novita S.	8	8	9	10
16	Ika Sari Cahyanti	7	8	9	10
17	Intan Kartika Larasati	7	9	10	10
18	Isti Rahayu	7	8	10	10

19	Kartika A.K.	7	8	10	10
20	M.Fariz Wahyu D.	9	10	10	10
21	M.Febrianto	7	7	8	10
22	M.Iqbal Suhardi	9	10	10	10
23	Mirza Yadi Putra	8	9	10	10
24	Nadya Wening P.	8	8	10	10
25	Novi Nur Azizah	8	8	8	9
26	Novtantina R.	8	9	10	10
27	Nur Halimah	8	8	9	10
28	Putri Septya N.	7	7	8	9
29	Refdian Derryl F.	8	10	10	10
30	Riski Putra P.	8	8	9	9
31	Rofi Kurniawan	9	9	10	10
32	Salman A.F.	8	8	10	10
33	Vindi Sri L.	7	8	8	9
34	Wildan Faris S.P.	7	8	10	10
35	Yaniech Antoro P.	8	7	9	10
36	Evietta	10	10	10	10
	Total Score	285	303	336	354
	Average Score	7,9	8.4	9,3	9,8

C. Discussion

1. The teaching and learning process

The researcher found several things that can be noted down from the result of the observation during the teaching learning using flashcards was in progress. The result showed the development of the students' vocabulary competence using flashcards. In this case the researcher observed what was happening in the activities.

In the first meeting there were so many things that were the researcher found, many different things happened. The implementation of using flashcard could not run well, the condition of the class was very noisy, some students paid attention but some were not. They talked each other and they played game by themselves. It was very difficult to control the class.

Their vocabulary mastery is less; they got difficulties in writing the words, pronunciation, and identify the meaning of the words. Knowing that condition, the researcher tried to give them motivation by appreciating their participation by saying "good" or "that's right" when they can answer the question and also can so identify the meaning of the words.

They also were miswriting the word:

- barbear in stead of barber
- sekertary in stead of secretary
- nursh in stead of nurse

- mait in stead of maid
- soldiyer in stead of soldier
- hume in stead of home
- libarary in stead of library
- garder in stead of garden
- ofise in stead of office

The errors occurred due to the students' limited experiences of practicing their vocabulary skill in classroom. So, it was actually natural if the y often make mistake since the process of teaching learning using flashcards,

In the second meeting the use of flashcard technique better than before, the students enjoyed the activity, and the topic were motivated them to speak up. In this activity the students were quite active to speak up the word the knew although their pronunciation were still less, in this second meeting the students were enthusiast in following the lesson, even though they were still made many mistakes, especially in writing the word for example:

- Pinapule in stead of pineapple
- Manggo instead of mango
- Papuya in stead of papaya
- Chile in stead of chili
- Clery in stead of cherry
- Strowberi in stead of strawberry

The researcher could tolerate the errors by considering that in the previous meeting. The students seemed to keep silent and felt shy to express their idea.

In the third meeting the students made a progress in their vocabulary skill. They made a few errors in their writing and identifying the meaning than in previous meeting, they were active than in the previous meeting they were brave to ask about the difficulties of the lesson, and they were cooperative with other students.

In this cycle they look very curious and wanted to understand the material well. It can be seen from their attention when the teaching and learning process was in progress. The students showed cooperative work and they had a great responsibility. It was shown by many students who were able to understand the material at first time; they shared their understanding with their friend or other students who have not understood the material and the rules.

In the fourth meeting, all of the students looked very enthusiast in following the teaching and learning process. In this cycle they could catch the material and they did understand the rules well. So, it caused the teaching and learning process ran as what the researcher and the real teacher wanted.

1. The discussion of the result of Questionnaire

In this description, the result of questionnaire will be analyzed based on the research problem. And it was divided into three matters, the first is about the students responses about the English lesson, the second is about the student's

responses toward the technique of using flashcards and the last is about the topics which are used in implementing flashcards.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, it could be concluded that most of the students liked English lesson. Although 16%.

The second is about the student's responses toward the technique of using flashcards. It can be concluded that most of the students liked the technique of using flashcard. There are 52, 78%. Students stated liked the technique of using flashcard in teaching vocabulary.

The third is about the topics which are used in implementing flashcards, the students' responses were very good, because there are 38, 89% students stated that they like the topic chosen for teaching and learning flashcards.

2. The student's score

After analyzing the student's result of vocabulary test, the researcher concluded that in the first meeting the students got the average score 7 point, and the lowest one was 6, and

For the second meeting the students score were improve, most of them got 8 point, means that their value increases. This shows that the first meeting to the second meeting, they can receive lessons well.

And for the third meeting, their value rose so drastic. It also proved that the technique is very helpful the use of Flashcard for teaching vocabulary. And the last and at the last meeting, change the value of each student is very satisfying and very well spelled out.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely conclusion and suggestion. Based on the findings and discussion on the previous chapter, the writer draws some conclusion of the use flashcards in teaching vocabulary to improve student's vocabulary competence. Meanwhile, the lasts section proposes some suggestion for practitioner engager in this topic. The conclusion ad suggestions are presented as follows:

A. Conclusion

This study focuses on the implementation of flashcards technique to improve students' vocabulary competence. how can flashcards be implemented for students to improve their vocabulary competence?

What improvement appears after flashcards technique applied? Based on the result of the study, it can be concluded that:

1) Flashcards technique is implemented through four topics namely:

professions and places, fruit and vegetables, transportation and
traffics signs and the last is human body and family, and this
technique was implemented by collaborative classroom action
research.. Flashcard can develop and motivate students in learning
English, especially vocabulary, and it was proven by their response is

very good and they value have a lot of improvement. It can be seen from their value, most student get 10 point in doing the task.

2) By using the flashcards, the student's vocabulary adds a lot and they can easily remember the vocabulary that has been taught.

During teaching and learning process the students gave good responses toward the use of flashcard. This can be seen from their active participation and enthusiasm in class from the result of observation and the result of questionnaire. All of them were happy and interested in the use of this visual aid. Most learners pointed out that it was very useful to help them understand the materials. Nevertheless, they still demanded for additional time allotment and teaching techniques improvement.

B. Suggestion

In order to improve and to make the process of teaching learning process more fun and can be catch well, the researcher suggests for all the English teacher, that the use of flashcards technique should be implemented for all students, it aims to avoid the students boredom and to attract the students motivation to learn more about English, especially, vocabulary skill. It causes the form of flashcards is colorful and easy to understand.

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