

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

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

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
- teacher : 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

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:

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

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

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