IMPROVING STUDENTS’ VOCABULARY MASTERY USING FLASHCARDS

(A Classroom Action Research at the Fourth Grade of SD Negeri II Watuagung, Baturetno, Wonogiri in the Academic Year 2011/2012)

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THESIS

Submitted to Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English Department

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TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
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ABSTRACT


The fourth grade of SD Negeri II Watuagung in the academic year of 2011/2012 had problems in mastering vocabulary. It could be seen from several indicators: first, their vocabulary score was low. Second, the students did not have motivation during teaching-learning process.

To overcome the problems, the researcher designed an action research using flashcards to improve students’ vocabulary mastery. The purpose of the researcher was to investigate whether or not optimizing the use of flashcards can improve the students’ vocabulary mastery and students’ motivation in learning English. The research was conducted to the four grades students of SDN II Watuagung, from June to September 2011. There were two cycles of action. In each cycle, the procedure of the research consists of planning, acting, observing, and reflecting. In collecting the data, the writer used qualitative and quantitative data. The techniques of qualitative data are interview, observation, document analysis, and test. The qualitative data are analyzed using the following procedures; assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. For the quantitative data, the data are analyzed by finding and comparing the mean scores in pre-test and post-test (descriptive statistics).

The result of the research shows that flashcards can improve the students’ vocabulary mastery. Based on interview, observation, document analysis, and test result, the students made improvement in vocabulary mastery. The students can learn vocabulary easier than before. They can memorize and understand the English words easily. When flashcards are used, in the first and the second cycle, students are enthusiastic in joining learning activity. Students are also active as group members when they do the group task. It is proven by the observational data that the activities outside the learning activity are minimized. The tests score results show an improvement of the students’ achievement. The students’ mean score in the pre-test is 45.70. The students’ mean score in the post-test 1 is 70.52 and the mean score in post-test 2 is 80.13. It can be concluded that teaching English vocabulary by using flashcards as media does improve the students’ vocabulary mastery.

From the test result, it showed that there is a significant improvement of students’ vocabulary mastery after the writer conducted the research. It proved that using flashcards can improve students’ vocabulary mastery. The result of the research implies that English teachers need apply to implement flashcards in teaching vocabulary.

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MOTTO

“MY LIFE IS AN ADVENTURE”

“IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE”

Albert Einstein

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DEDICATION

This thesis is special dedicated to:

My beloved father and mother, M.Widodo S.Pd and Anna Purwanti,

thank you is nothing compares to what you have done for me.

My beloved brother, Titus, who always prays and supports me.

My beloved “Yeni”, who makes my life become to life, gives me unbroken support, prayer and cares.

My all friends, who always support me.

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ACKNOWLEDGEMENT

Praise to GOD who has given His blessing to the writer so that he can accomplish the writing of this thesis as a partial requirement for achieving the undergraduate degree of education in English at the Teacher Training and Education Faculty of Sebelas Maret University. The writer realizes that he would not have completed the thesis without much help of others. Therefore, in this occasion he would like to express his deepest gratitude and appreciation to the following:

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7. The fourth grade students of SDN II Watuagung, who participated well in the research.
The researcher realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, July 17th, 2012

Yosephus Setyo Nugroho
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>LEGITIMATION</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I  INTRODUCTION

1. A. Background of the Study ...................................... 1
2. B. Problem Statements ........................................... 5
3. C. The Objectives of the Research ............................... 5

## CHAPTER II  THEORETICAL REVIEW

1. A. Theoretical Description ......................................... 7
2. 1. Young Learners .................................................... 7
3. a. The Definition of Young Learners ............................... 7
4. b. The Characteristics of Young Learners ........................ 8

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commit to user
c. Teaching English to Young Learner .................. 11

2. Review on Vocabulary Mastery .......................... 12
   a. The Definition of Vocabulary Mastery ............. 12
   b. Aspects of Vocabulary .................................. 13
   c. Kinds of Vocabulary ..................................... 15
   d. Teaching Vocabulary .................................... 17

3. Review on Flashcards ..................................... 22
   a. The Definition of Flashcards ....................... 22
   b. Types of Flashcards ................................ 22
   c. The Advantages of Flashcards .................... 23

B. Review of Related Research ............................. 24

C. Rationale .................................................. 25

D. Hypothesis ............................................... 26

CHAPTER III  RESEARCH METHODOLOGY .................... 27

A. The Setting of The Research ............................... 27

B. The Subject of The Research ............................. 28

C. The Method of Action Research ......................... 28

D. The Techniques of Collecting Data ....................... 32
   1. The Qualitative Data .................................. 32
   2. The Quantitative Data ................................. 33

E. Techniques of Data Analysis ............................. 33
   1. The Qualitative Data .................................. 33
   2. The Quantitative Data ................................ 34
CHAPTER IV  THE RESEARCH FINDING AND DISCUSSION ..........  36

A. Introduction ......................................................................  36

B. The Implementation of the Research.............................  37

1. Cycle 1 .............................................................................  37
   a. Planning the Action ......................................................  37
   b. Acting ..........................................................................  38
   c. Observing .....................................................................  44
   d. Reflecting ....................................................................  45

2. Cycle 2 .............................................................................  46
   a. Planning the Action ......................................................  46
   b. Acting ..........................................................................  47
   c. Observing .....................................................................  53
   d. Reflecting ....................................................................  54

C. Discussion .........................................................................  55
   a. The Improvement of Students ’ Vocabulary Mastery ..........  55
   b. The Improvement of Students ’ Participation ..............  55

CHAPTER V  CONCLUSION, IMPLICATION, AND SUGGESTION ....  57

A. Conclusion ........................................................................  57

B. Implication ......................................................................  57

C. Suggestion .....................................................................  58

BIBLIOGRAPHY ....................................................................  60

APPENDICES .........................................................................  62

xii
LIST OF TABLES

Table 1.1. Pre-test score ................................................................. 3
Table 3.1. The Schedule of the Action Research .............................. 27
Table 4.1. The Finding Result ......................................................... 55
LIST OF FIGURES

Figure 3.1. The Model of Action Research .......................................................... 30
LIST OF APPENDICES

Appendix 1: Lesson Plans ................................................................. 63
Appendix 2: Photographs ................................................................. 89
Appendix 3: Field notes ................................................................. 97
Appendix 4: Interview Notes ......................................................... 112
Appendix 5: Pre and Post Test Items ............................................. 117
Appendix 6: Key Answer ............................................................... 122
Appendix 7: Blue Print ................................................................. 125
Appendix 8: The List of Students’ Names ...................................... 127
Appendix 9: The Schedule of the Research Implementation ........... 129
Appendix 10: The Sample of Students’ Pre and Post Test .............. 131
Appendix 11: The Result of the Test .............................................. 168
Appendix 12: Letters of Permission .............................................. 173
Appendix 13: Letter of Statement from School ............................. 178
CHAPTER I
INTRODUCTION

A. Background of the Study

Vocabulary is one of the important elements in teaching English. Coady and Huckin (1998: 5) state that “vocabulary is central to language and of critical importance to the typical language learner”. It means that vocabulary as success key of learning language to achieve oral and written communication competence. This statement is also supported by Hatch and Brown (1995: 1). They says, “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 others basic competence well.

Related to the importance of vocabulary in language learning, Rivers in Nunan (1998: 117) states that “vocabulary is essential for successful second language use because without an extensive vocabulary we would be unable to use the structures and functions we may have learned for comprehensible communication”. Based on this theory, it can be inferred that mastering of vocabulary make easier to understand and use other concepts of communication. The reason of why vocabulary is important in learning language is implicitly proposed by McCharthy. According to McCharthy (1990: 3) he argues “when we speak of the vocabulary of language, we primarily but not exclusively discuss about the words of that language”. Therefore, vocabulary is related tightly to the learning words of certain language, then it would be central in language learning. For instance, all languages in this world are used by help of words. Words’ meaning connect language to the real world. They can be the represent of things in the real life and also used to express feeling of the language user. In addition he also states “the biggest component of any language course is vocabulary. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. 
Students of Elementary School study basic English. They study about simple words or things in their surroundings, it is aimed students be able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. Murcia (2001: 289) argues that “vocabulary learning is learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purpose”. Based on this opinion, the studies of vocabulary happen when the learner has motivation or certain purpose. In giving certain purpose, the teacher should decide the range of words that become the basic need for the children. Children must be introduced to vocabulary that is close to their world. Children are taught about concrete things surrounding them, so it will be easier for them to recall the vocabulary that has been taught. For example: the family member such as father, mother, brother, etc. or animals such as lion, tiger, cat, dog, chicken, etc.

Based on the pre-research in the fourth grade students of SDN II Watuagung, they showed that the difficulty of their learning English coming from their vocabulary mastery. It is shown from the statements of majority students who said that English is a difficult lesson. From the researcher interview with the students, one of the students said:

“Pelajaran Bahasa Inggris itu sebenarnya asyik lho Pak, tapi kok susah-susah gampang ya ternyata. Saya mengalami kesulitan terutama dalam memahami arti kosa-katanya. Misalnya hari ini saya dapat memahami dengan baik, tapi besok-besok saya sudah lupa lagi. Dan saya juga sering kesulitan jika menemukan soal Bahasa Inggris yang berhubungan dengan gambar.”

Then another student said:

“Saya itu bingung sedikit Pak, karena dalam Bahasa Inggris itu antara penulisan dan pengucapannya ternyata berbeda.”

Beside, the researcher as an English teacher in SDN II Watuagung only focuses teaching by doing the task on LKS, so it made the students bored and were not interested in learning vocabulary.
In addition, the researcher finds several problems about students’ vocabulary mastery such as difficulties in understanding the meaning of words. This difficulty was found when the students got the questions from the teacher and answered the exercises. Majority of the students forgot the vocabularies, so they got the problems in learning English. The second difficulty is in pronouncing words correctly. When the teacher asked the students to read and/or speak, frequently their pronunciation was wrong. The third difficulty is in their spelling. It could be shown when the teacher asked the students to spell a new word, they could not spell it correctly. The fourth difficulty is in use and understanding the reference. When the teacher asked the students to do the exercise using reference, they could not do it correctly.

It is also supported by the fact showing the students’ poor score in pre-test. The mean of this English class score in preliminary test was 45.70 However, KKM (Kriteria Ketuntasan Minimum) or the criteria of English passing score are 60.00. It can be seen below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect of Vocabulary</th>
<th>The Highest Score</th>
<th>The Lowest Score</th>
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<td>Spelling</td>
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<td>Pronunciation</td>
<td>5.00</td>
<td>2.00</td>
<td>3.35</td>
</tr>
<tr>
<td>3.</td>
<td>Meaning</td>
<td>7.00</td>
<td>2.00</td>
<td>4.34</td>
</tr>
<tr>
<td>4.</td>
<td>Reference</td>
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The facts found above show that the students are still low in vocabulary mastery. That matter is indicated from two indicators; first is viewed from vocabulary mastery and second is viewed from the students’ motivation during teaching-learning process.

From the result of pre-research, the researcher found some indicators dealing with the low level of the students’ vocabulary mastery. The indicators are: a) the students had difficulty in understanding the meaning of some words; b) the students mispronounced some English words; c) the students were not able to spell words correctly; d) students were not able to use references correctly.
Then, the problems also came from the students’ motivation during teaching-learning process. The indicators are: a) some students were busy talking with their friends when learning process was occurring; b) some students were busy drawing picture to their books; c) the students were not actively involved in the learning process; they tended to be passive; d) some students ignored the teacher’s instruction.

From the pre-research and interview, the researcher found some reasons why those problems arose. One of them is that the teacher only focuses teaching by doing the task on LKS, so the students did not have enough experience in learning vocabulary. It also made the students bored and were not interested with the lesson.

The other reasons that caused the problems were that the teacher was not creative to use media or teaching aids when teaching vocabulary mastery to the children. By using media, it will increase the students’ concentration so they can learn vocabulary easily. According to Subijakto-Nababan (1993: 3), “guru yang baik pada umumnya selalu berusaha untuk menggunakan metode pengajaran yang paling efektif dan memakai alat atau media yang terbaik”. It describes that the teacher has able to choose, adapt, and develop various technique include the use of media to be success in teaching.

Based on the facts above, it can be concluded that the main reason causing the problem is the teacher not creative to use media in teaching vocabulary mastery. And finally, the researcher finds an appropriate media to solve the problems. The researcher chooses flashcards as his media. 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.

Considering the importance of vocabulary mastery in English, the researcher is interested in conducting a research entitled: “Improving Students’ Vocabulary Mastery Using Flashcards (A Classroom Action Research at the Fourth Grade of SDN II Watuagung, Baturetno, Wonogiri in Academic Year 2011/2012)” as the topic of his thesis.

B. Problem Statement

Based on the background, some problems can be formulated as follows:
1. Can the use of flashcards improve students’ vocabulary mastery at the fourth grade students of SDN II Watuagung?
2. How is the learning motivation of the fourth grade students of SDN II Watuagung when flashcard is used?

C. The Objectives of the Research

Based on the formulation of the problem, the general objective of this research is to improve students’ vocabulary by using flashcards. Particularly, this research is aimed:
1. To identify whether the use of flashcards can improve students’ vocabulary mastery at the fourth grade students of SDN II Watuagung.
2. To describe the learning motivation of the fourth grade students of SDN II Watuagung when flashcard is used.

D. The Benefits of the Study

After knowing the use of flashcard in teaching vocabulary, this research hopefully will give some contributions in the teaching of English at elementary school. The following are some advantages of this study:
1. For the students
   This study is expected to be able to improve the students’ vocabulary mastery in an enjoyable classroom environment.

2. For the teacher
   This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching vocabulary through theories stated in this study.

3. For the school
   This research hopefully can help improve the quality of English teaching in the school.

4. For other researchers
   This study is expected to give other researchers a valuable experience which can be used for doing a better action research in the future.
CHAPTER II
THEORETICAL REVIEW

In this chapter, some theories which support this research are presented. This chapter includes four main discussions, namely, theoretical description, review of related research, rational, and hypothesis.

A. Theoretical Description

1. Young Learners

To start this research in teaching vocabulary to young learners, a discussion in the general level of teaching English to young learners should be done. In discussion about teaching English to young learners, the definition of young learners will be put first, then characteristics of young learner, and the last moving to the teaching of English to young learners is taken as the way of finding out the general concept of teaching English to young learners.

a. The Definition of Young Learners

To get a clear understanding about young learners, it is necessary to start all of the discussions by defining who young learners are. Philips (1996: 5) defines young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. From Phillips’s theory, young learners are mainly recognized based on their age. Similarly, Scott and Ytreberg (1990: 1) state:

“We have divided the children into two main groups throughout the book, the five to seven years old and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups.”

From two definitions above, it can be concluded that young learners is defined based on their age criteria. Young learners are children from five to twelve years old. They can be divided into two main groups. The first group is the five to seven years old, young learners seem to pay more attention to sound and
use their imagination. And the second group is eight to ten or twelve years old, young learners are more competent in uses language and can tell difference between fact and fiction. Meanwhile, Harley et al. (in Cameron, 2001: 15) also adds that children are generally less able to give selective and prolonged attention to feature of learning tasks than adults, and more easily diverted and distracted by other pupils.

b. The Characteristics of Young Learners

The children have their own characteristics, which are different from adults’. The characteristics cover their ways of thinking, their attitude, their aptitude, et cetera. To give the best quality of teaching English to children, the teacher should know and understand them.

There are some experts proposing young learners’ characteristics related to the teaching language learning process. First, young learners characteristics are proposed by Scott and Ytreberg (1998: 1-4). They divide young learner’s characteristics into two categories. The first category is five to seven year old children characteristics. They state that:

1) They can talk about what they are doing.
2) They can tell you about what they have done or heard.
3) They can plan activities.
4) They can argue for something and tell you why they think what they think.
5) They can use logical reasoning.
6) They can use their vivid imaginations.
7) They can use a wide range of intonation patterns in their mother tongue.
8) They can understand direct human interaction.

Those are the five to seven year old young learner’s characteristics. Then bellows are the characteristics of eight to twelve year old children:

1) Their basic concepts are formed. They have very decided views of the world.
2) They can tell the difference between fact and fiction.
3) They ask questions all the time.
4) They rely on the spoken word as well as the physical world to convey and understand meaning.
5) They are able to make some decisions about their own learning.
6) They have definite views about what they like and do not like doing.
7) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher’s decisions.
8) They are able to work with others and learn from others.

Scott and Ytreberg (1998: 4-5) divide young learner’s characteristics into two categories; the first category is the age of five to seven and second is eight to twelve. In the age of five to seven, children’s cognitive and mother language skills have developed well. They can plan activities, reason of what they do and why they do, and also draw a clear imagination toward world, but they are still difficult in drawing the difference between fact and fiction. In language development, they can retell what they have heard or seen, talk what they are doing, and understand the human direct interaction for instance; face expression, intonation, gesture and soon. Moreover, there are also special characteristics of them. They are easy to lose concentration and having short attention span, but on the other hand they are very enthusiastic learners and like to do something in physical and fun way.

Next, in the category of eight to twelve year old children, they have had already mature side inside them. They can differentiate what is fact and fiction, because their basic concept of world has been constructed well. They are enthusiastic in asking or talking as well as doing physical activity. And their sense of fairness has also been created; this is shown by their tendency to ask why everything happens. Then, they also have mastered basic their mother language rules, and also understand symbols like alphabet, are able to generalize and systemize something.

Another opinion about the characteristics of young learner is stated by Brumfit (1997: v):

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1) Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectation of life in school.

2) As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural grouping by the school.

3) They tend to be keen and enthusiastic learners.

4) Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experiences of formal schooling.

5) They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

These young learner’s characteristics by Brumfit provide some important information. First, they need help in constructing new concept that they find in the new environment. Second, they can work or learn something in the group. Third, they are as enthusiastic as learners, especially to something fun. Fourth, they are primarily affected by their close environment, so it would be better to involve the concept that they have got from their close environment in learning process. Fifth, activity and movement are needed to help them in learning process combining with cognitive activity.

Moreover, Halliwell (1998: 3) also states some characteristics of young learners. For example, young learners:

1) Are already very good in interpreting meaning without necessarily understanding the individual words,

2) Already have great skill in using limited language creatively,

3) Frequently learn directly rather than directly,

4) Take great pleasure in finding and creating fun in what they do,

5) Have a ready imagination,

6) Above all take great delight in talking.

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Last characteristic from Halliwell signs that children or young learners can get meaning of language by other things beside individual words. They can grasp meaning from intonation, gesture, facial expressions, actions and circumstances. This is actually part of our language development where we used to observe intonation, gesture, facial expressions, actions and circumstances in getting the message that is given by other. This point emphasize on the environment where communication happens as children’s tool in learning language. Second, children have magnificent skill to use language creatively. It means that they are active in recombining and constructing words in language, the more chance given by for those activity, the better they learn. The chance gives them motivation and space to communicate in the class. The third point is that children often learn something, including language, in the indirect way. This type of learning happens in our first language acquisition. Although children tend to learn language in indirect way, but Halliwell (1998: 5) also adds that both direct and indirect learning will help students in internalizing a new language. The next characteristics is that children tend to take a pleasure and fun way in doing everything, in this case, this indicates that children should learn in the pleasure and fun way. And two last young learner characteristics are that they have imagination in making sense everything in this world and also tend to full their activity with talking.

Based on all explanation above, it can be concluded that the students at elementary school that belong to young learners have their own characteristics different from adults. The students as young learners need different teaching and learning process that is more various and interesting. It is really important for the teachers to understand their characteristics in order to conduct the suitable teaching technique so that the students’ learning outcome, in this case, their achievement will be satisfying.

c. Teaching English to Young Learners

Teaching to young learners is difficult. In order to teach English successfully to young learners, the teacher has to consider the characteristics of young learners and try to make appropriate technique, so they are motivated and enjoy in teaching-learning process. Allen states that learners are not the same...
everywhere; neither are teachers. Some teachers feel uncomfortable about using certain techniques that other teachers find easy and helpful (1983: 40). To support these theories, Scott and Ytreberg (1990: 5-6) state what should be done by an English teacher in his teaching to children as follows:

1) Words are not enough
   Do not rely on the spoken word only. Younger learners do activities in the form of visualization, movement, and involve the senses.

2) Play with the language
   Through fun activities like playing, children have great ability to absorb language. It is required for giving situation to the children to play or to have experiments with language they learn, for example playing with words.

3) Variety in the classroom
   Since concentration and attention spans of the children are short, variety is a must (variety of activity, variety of pace, variety of organization, variety of media, and etc.). The varieties in the learning activity will help the children to keep their attention to absorb the materials given.

4) Routines
   Children benefit from knowing the rules and being familiar with the situation. Children like something familiar with them.

5) Cooperation
   Most children like to have other children around them, and sitting with others encourages cooperation.

2. Review on Vocabulary Mastery
   a. The Definition of Vocabulary Mastery
   It is important to know what vocabulary is. Some people interpret that vocabulary is only a matter of word. Sometimes people, especially students think that vocabulary is only a matter of word and their meanings. Dealing with the
meaning they will relate it to memorize a dictionary. Vocabulary is the basis of language. It appears in every language skill, whether listening, reading, speaking, or writing skill, it has important roles in increasing those language skills.

There are some definitions of vocabulary. 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. For example, if someone learns new words in foreign language for the learners. For example, if someone learns new words in foreign language, it means that someone learns vocabulary. The items in vocabulary may be more than a single words, for example post office, mother-in-law, which expressing a single idea.

According to Hornby (1995: 1131), vocabulary is a number of words in a language. It means that vocabulary is all words which are owned by a language. Similarly, 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.

According to Oxford Advanced Learner’s dictionary of current English (1995:721), the word mastery means complete knowledge; great skill. From this simple definition, the word mastery is tightly related to the complete knowledge, and great skill of something. Related to this point, Schmitt and McCharthy (1997:57) state that vocabulary knowledge is as an integrated whole of word knowledge. Related to the form of word knowledge, Nation (2008: 61) states that knowing word means to know its form, meaning, and use.

From those description of vocabulary and mastery, it can be concluded that vocabulary mastery as complete integrated word knowledge (knowing its form, meaning, and use) of certain language.

b. Aspects of Vocabulary

Ur (1998: 60 – 62) states some aspects that the learner should be mastered and the teacher should be taught in order to help the learners in mastering vocabulary. They are as follows:

1) Form (pronunciation and spelling)
Here, the mastery of vocabulary involves the mastery on pronunciation and spelling. The learner has to know how the word sounds and how the word spells. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new word will need to be taught if this is not obviously covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of concerning with other words in sentences.

3) Collocation

The collocation typical of particular item are another factor that makes a particular combination sound ‘right’ or ‘wrong’ in a given context.

4) Aspect of meaning

a) Denotation, connotation, appropriateness

Denotation is the meaning of a word is primarily what it refers to in the real world or it is often the sort of definition in dictionary. A less obvious component of the meaning of an item is its connotation. The associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. An aspect of meaning that also needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus, it is useful for a learner to know that a certain word is very common, or relatively rare, or ‘taboo’ in polite conversation or is more suitable for formal than informal situation, or belongs to a certain dialect.

b) Meaning relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationships: here are some of the main ones.
• Synonyms: items that mean the same, or nearly the same; for example, bright, clever, smart may serve as synonyms of intelligent.
• Antonyms: items that mean the opposite; rich is an antonym of poor.
• Hyponyms: items that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal.
• Co-hyponyms or co-ordinates: other items that are the ‘same kind of thing’; red, blue, green, and brown are co-ordinates.
• Super ordinates: general concepts that ‘cover’ specific items; animal is the super ordinates of lion, dog, mouse, etc.
• Translation: words or expressions in the learners’ mother tongue which are (more or less) equivalent in meaning to the item being taught.

5) Word formation

Vocabulary item, whether one word or multi word, can often be broken down into their component of words. Exactly how these words are put together is another piece of useful information.

From all of the aspects of vocabulary above, the appropriate aspects for teaching to young learners in Elementary School are form (its spelling and pronunciation) and the meaning (its denotation meaning). It is because they are basic aspects in presenting vocabulary. Before learning the higher aspects they have to know how the word sounds, how the word spells and what the meaning is. It means that before mastering the three aspects correctly, the students will get the difficulties when they learn the vocabulary by using grammar, collocation, connotation, appropriateness, meaning relationship, and word formation.

c. Kinds of Vocabulary

Haycraft (1978: 44) divides two kinds of vocabulary. There are active and passive vocabularies. Active vocabulary is the words that the students can understand, pronounce correctly and use constructively in speaking and writing.
Passive vocabulary is words that the students recognize and understand when they occur in context, but which learners cannot produce correctly themselves.

Nation (1990: 5) mentions two kinds of vocabulary learning. They are receptive learning and productive learning. The explanation is as follow:

1. Receptive Learning

Receptive learning is the ability to recognize a word and recall its meaning when it is met. Hatch and Brown (in Haycraft, 1994) also have similar explanation that receptive vocabulary is words that the learners recognize and understand when they occur in context, but which they cannot produce correctly. The words can be found in reading context but they are not used in speaking and reading.

2. Productive Learning

Productive learning involves what is needed for receptive learning plus the ability to speak or write at the appropriate time. Hatch and Brown (in Haycraft, 1994) explain that productive vocabulary is the words that the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary supported by the ability to speak or to write at the appropriate time. Thus, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought or idea to others.

Meanwhile, Harmer (1991: 159) state that active vocabulary refers to vocabulary that students have been taught or learn and which the students will recognize when they meet them but which they will probably not be able to produce. It means that active vocabulary is productive learning referring to speaking and writing, while passive vocabulary is receptive learning referring to reading and listening.

From all of the definitions of kinds vocabulary above, the appropriate aspect for teaching to young learners in Elementary School at the fourth grade is receptive learning or passive vocabulary. It is because students at Elementary
School as beginner in learning English. They can not to produce words themself (speaking and writing), but they can receive words from another people or things (listening and reading).

d. Teaching Vocabulary

Teaching vocabulary especially to young learner is not easy. The success of vocabulary teaching not only depends on the teachers’ and the students’ competence but also the technique of teaching vocabulary. There are many techniques of teaching vocabulary. However, there are’nt all the techniques can be helpful for the students. In this case, the teacher has to choose the appropriate techniques.

There are a lot of techniques that can be used in teaching vocabulary to young learners. Brewster et al. (1992: 90-91) give some examples of techniques to introduce new vocabulary, they are as follows:

1. Using object
2. Drawing
3. Using illustrations and pictures
4. Mime, expressions and gestures
5. Using opposites
6. Guessing from context
7. Eliciting
8. Translation

According to Kurikulum tahun 2004 Mata Pelajaran Bahasa Inggris untuk SD/MI Provinsi Jawa Tengah 2004, (2004: 8), there are several techniques that can be used in language learning:

1. Through songs (melody, rhythm, lyrics).
2. Using simple colour and meaningful picture which is in readable size.
3. Through total physical response activities.

According to Cross (1991: 11-13) the procedure of teaching vocabulary can be divided into three stages, they are as follows:

1. Presentation
   In this stage, the teachers can use various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the techniques that they used in teaching activity. Dealing with it, the teachers must consider about the student’s need of vocabulary, the area of vocabulary, which is appropriate to the students’ level and how vocabulary can be stored in the student’s mind. Therefore, teaching vocabulary is a complex process.

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

3. Production
   In this stage the students are expected to apply the newly learnt vocabulary through the speaking activities or writing activities.
   In addition, Cross (1995: 5-10) state the several ways of making clear the meaning of a word, and these may be used alone or in combination. They are:

   1. Ostensive Means
   Ostensive means by showing, is the way of teaching vocabulary by showing or holding up or pointing to objects in the classroom or outside the class. The kinds of ostensive means are as follows:

      a) Realia
      Realia can be called real things. It is the way of presenting vocabulary by bringing the things into the classroom. For examples: a piece of bread or fruit, a whistle, a stick, toys, eggs, and so on.

      b) Picture
      Objects that are not easy carried or which are unavailable can be represented pictorially. Simple picture are better because the focus is
less ambiguous. Allen (1983: 28) mentions the advantages of using picture, as follows:
1) They cost little or nothing. So, it means that if teacher uses picture as the media of the teaching, this media only need a little budget.
2) They do not require space for storing and filing as pictures from other sources do. In other words this media, picture, is very simple to use if we compare with the other media of teaching language, for example realia.
3) Sometimes students who are poor language-learners can draw well. Exercise which requires drawing will give such students a change to win praise, and the praise may help those students learn. This point shows that teaching language which includes activity to draw a picture helping students with poor ability of language can be motivated to learn more. And if they have good ability in drawing it can also help them to get their confidence by given some praise.
4) When someone has drawn a picture of a sense, he knows the meaning of the English words that the teacher will use while talking about parts of his scene. The meanings are in his mind before he is given the English word.

   c). Body

   Both teacher’s and student’s body can be used to get the meaning across. The techniques of using body in the teaching vocabulary are: a) facial expression, to show feelings (e.g. happy, smiling, hot), b) gesture, using hands and arms to show range of meaning (e.g. fast, small, wide), c) mime and action, to show many verbs and some adverbs (e.g. to eat, to sleep, to wake up).

2. Verbal Definitions

   There are several ways to define the meaning of a new word using teacher talk. There are:

   \textit{commit to user}
a) Word sets

Word sets are the groups or related words. Teacher can use the words in a set that the students already know in order to introduce new related words.

b) Synonyms

Synonyms are words that mean more or less the same meaning. Synonyms are best shown on the board using the mathematical sign for equals (=).

Example: unhappy = sad, residence = home.

c) Antonyms /opposites

Antonyms are words that have an opposite meaning. The sign to indicate an opposite meaning is equals sign crosses (≠).

Example: hot ≠ cold, full ≠ empty.

d) Cognates

Cognates are words in the students’ own language that have the same, or very similar, form as English word. If the student’s mother tongue or second language is related to English there will be many hundreds or perhaps thousands of such words available and readily comprehensible.

e) Illustrative sentence

Illustrative sentence are the way of teaching vocabulary by contriving a sequence of sentences to create a linguistic context in which the meaning of the one unknown word is illustrated (become clear). For example “hates”. *My father hates potatoes, but he loves rice. He likes carrots, beans and most other vegetables, but he refuses to eat potatoes. He hates them.*

f) Scales

Teacher can show the meaning of some types of words by sequencing them along a scale between two antonyms. For example: never, sometimes, often, generally, always.

*commit to user*
g) Translations
Translation can be used when no easy alternative suggests itself. It is sometimes better to give the mother tongue equivalent, rather than to spend a great deal of time trying to define or show the meaning.

3. Audio Presentation

Audio presentation is the way of teaching vocabulary by signalling the meaning of words. Many words are more easily presented by a tape recording than by the ways already described. For example: a horse galloping, children splashing in the water.

4. Running Context

Running context is the way of teaching vocabulary by linking all new words in some way. This can be done after the presentation of the words as separate entities or during the entire presentation. For example in presenting flood, thunder and collapse, the story of a storm with heavy rain which caused a house in your village to collapse would create interest as the three new words are introduced.

Cross (1991: 11) also gives four steps to follow in presenting vocabulary to the learners: (1) Sound and meaning: the teacher says the words two or three times and pronounce them clearly. Indicate the meaning at the same time verbally. (2) Repetition: the students repeat the new word a few times. The teacher checks the pronunciation carefully. If a visual is used, keep it in front of them to ensure that they associate sound and meaning. (3) Written form: the teacher writes the new word on the board and has the class read it aloud without distorting the pronunciation. First, choose two or three individuals to say it, and then get chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation. (4) Illustrative sentence: the teacher puts a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. The students will enjoy trying to compose good illustrative sentence themselves.

Therefore, vocabulary can be taught with many technique. Some of them are using picture, song, real object, color, shapes, and many visual aids include
3. Review on Flashcards

In this section, the nature of flashcard will be discussed, whereas some points are taken into discussion. They are the definition of flashcards, type of flashcards, and the advantages of flashcards.

a. The Definition of Flashcards

John Haycraft (1978: 102) states that flashcards are cards on which words and/or pictures are printed or drawn. Related to this point, Cross (1991: 119) states that flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.

According to Oxford Advanced learner’s Dictionary (1995: 94), flashcard is a card with the word or words and sometimes a picture down it. Doff (1998: 129) states that flashcards are cards with simple picture (or words or numbers) that can be held up by the teacher or given out to students to use in pair and group work. Related to them, Urbom (1998: 94) states that flashcards is a card with a word or words, number, or a picture on it that you look at to help you learn or remember.

From some points discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teacher and students that help to learn and memorize new words.

b. Types of Flashcards

According to Haycraft (1978: 102-106), generally there are two types of flashcards. They are as follows:

1) Word flashcards

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to a

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student, and arranged correctly either by the class a whole or individual students. The word flashcards also can be used to practice structure.

The uses of word flashcards may be general or specific. Some general use as follows:

a) They can be held up to highlight a structure or function.
b) They can be used to vary substitution or work at the practice stage of a lesson.
c) They can be used for elementary reading comprehension exercises.
d) Cards placed on display in random order can be used by the students to compose a sentence.

The word flashcards also can be used more specially to practice particular language item such as follows:

a) They can be used to practice adverbial clauses.
b) Connectives such as ‘next’, ‘soon’, ‘then’, ‘after a while’, and finally may be used on flashcards in the same way.
c) A random collection of verbs, nouns, adjectives, and adverbs can be printed on the flashcards and used for exercise in identifying part of speech.

2) Picture flashcards

Picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improvise. Picture flashcards can be used as prompts for simple substitution drills. Picture flashcards are also useful for identifying verbs on action.

The picture or illustration on the card should be attractive, a lot of fun and large enough for the whole class to see, because its will be make the students interested.

c. The Advantages of Flashcards

According to Haycraft (1978: 102), Cross (1991: 120), and Schmitt and McCarty (1997: 215), there are some advantages of using flashcards in language teaching. They are as follows: 
1) Flashcards can be used for consolidating vocabulary.
2) Flashcards are motivating and eye-catching.
3) Flashcards are effective that can be used for any level students.
4) Flashcards can be taken almost everywhere and studied when are has free moment.
5) Flashcards can be arranged to create logical grouping of the target words.
6) Flashcards are cost effective/inexpensive.
7) Flashcards provide visual link between L1 and the target language.
8) Flashcards also can be used for practicing structure and word order or for a variety of games.

From the explanations above it can be concluded that flashcards have many advantages when used in teaching learning process. Flashcards have a great power in motivating and stimulating the students. Meanwhile, flashcards are easy media to help students and teacher in learning process, especially to teach the students of elementary school. Teacher can use it at any time and in any situation when he wants to teach.

B. Review of Related Research

There are some articles related to the use of flashcards in foreign language class. The first article is entitled “The Effects of Reading Racetracs and Flashcards on Sight Word Vocabulary of The Third Grade Students with a Specific Learning Disability” by Mercedes Falk, Gonzaga University (2003). It states that the participants improved their sight words by doing reading racetracks and the flashcards together. They enjoyed being timed and seeing how many words they could say correctly in a minute. Each student improved in their correct and errors. Although some students’ improvements were greater than others, they all gained fluency. In addition, Falk also states that the use of flashcards was also easy to implement in the classroom setting. It has urged the use of flash cards to assist students in various academic disciplines. The combining of reading
racetracks with flash cards appears to also be a fruitful area for future classroom research.

The second article is entitled “Teaching Vocabulary Using Flashcards in the First Year Students of SLTP N 7 Sukoharjo” by Muhammadiyah University (2002). This article states that use of flashcards can improve students’ vocabulary mastery on the Junior High School. This article also shows the technique and method to use flashcards.

Nancy Lovering (2011) wrote an article entitled “How to Use Flashcards to Help Learn Vocabulary”. In this article some types of using flashcards were showed. We can use some techniques to improve vocabulary mastery by using flashcards.

C. Rationale

Vocabulary mastery plays an important role in English learning. It is the basic need to master the language skills such as speaking, reading, listening, and writing. Vocabulary must be mastered in order to learn English successfully. However, there is a fact that the most difficulty the students may face in learning English is vocabulary mastery. Based on the pre-research, it was found that students’ vocabulary mastery of the fourth grade of SDN II Watuagung is still low. It can be shown by some indicators. The first indicator is related to vocabulary mastery problems, namely: a) the students had difficulty in understanding the meaning of some words; b) the students mispronounced some English words; c) the students were not able to spell words correctly; d) students were not able to use references correctly. The second indicator is students’ motivational problems, namely: a) some students often talked to each other when learning process occurred; b) some students drew a picture to their books; c) the students were not active in involving the learning process; they tended to be passive; d) some students ignored the teacher’s instruction.

In this case, the teacher did not implement the method giving chance for the students to be active in the classroom. Besides, the media used by the teacher were not interesting for the students. Thus, it is very important for English teacher
to develop learning and teaching that will help students’ process of learning and developing their vocabulary mastery.

In order to develop and improve the vocabulary mastery, the teacher must use the appropriate method and media to teach young learners. The researcher tries to enhance the students’ vocabulary mastery using flashcards. 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. In addition, flashcards have many advantages related to teaching vocabulary, namely: (1) flashcards can be used for consolidating vocabulary; (2) flashcards are motivating and eye-catching; (3) flashcards are effective media that can be used for any level students; (4) flashcards also can be used for practicing structure and word order or for a variety of games, etc.

Based on the theory and all statements about flashcards related to young learner’s characteristics and vocabulary mastery, the researcher assumes that by using flashcards, students’ vocabulary mastery of the fourth grade of SDN II Watuagung will improve.

**D. Hypothesis**

Referring to the explanation above, the hypothesis can be formulated: the use of flashcards can improve the vocabulary mastery of the students at the fourth grade of SDN II Watuagung.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research method that is used in this study. This chapter covers the setting of the research, the subject of the research, the method of the research, the techniques of collecting data, and the techniques of analyzing data.

A. The Setting of the Research

The study is a classroom action research, which is aimed to improve vocabulary mastery of the students using flashcards. The research was conducted in the fourth grade of SDN II Watuagung in 2011/2012 academic year. The research was conducted for 4 months from June 2011 to September 2011 by exploiting the use of flashcards as the media. It can be shown as follows:

Table 3.1: The Schedule of the Action Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Date</th>
<th>Time (a.m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-research (interview and observation)</td>
<td>June 2011</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Pre-test</td>
<td>Saturday, 9th July 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td>3.</td>
<td>Cycle 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First meeting</td>
<td>Saturday, 16th July 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td></td>
<td>Second meeting</td>
<td>Saturday, 23rd July 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td></td>
<td>Third meeting</td>
<td>Saturday, 30th July 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>Saturday, 6th August 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td>4.</td>
<td>Cycle 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First meeting</td>
<td>Saturday, 13th August 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td></td>
<td>Second meeting</td>
<td>Saturday, 20th August 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>Saturday 27th August 2011</td>
<td>07.00-08.10</td>
</tr>
<tr>
<td>5.</td>
<td>Analyzing the result</td>
<td>September 2011</td>
<td></td>
</tr>
</tbody>
</table>

SDN II Watuagung is located at Dusun Dawe, Watuagung, Baturetno, Wonogiri. The school is located in a quiet village, so it is conducive enough to study. SDN II Watuagung has a headmaster, 13 teachers, 2 librarians, and 1 gardener. It has 143 students that are divided into six classes. Besides, this school also has many facilities; there are six classrooms, headmaster room, teacher room, toilets, a mosque, library, sports area, large garden, and canteen. This school has many achievements from academic and sports events.
SDN II Watuagung uses KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum as the basis of teaching and learning processes. Instructional processes are done in six days from Monday to Saturday. The students start learning at 07.00 a.m. and they finish the lesson at 12.00 p.m. on Monday, Tuesday, Wednesday, Thursday, and Saturday, and on Friday at 11.00 a.m.

B. The Subject of the Research

The subject of this study is the students of the fourth grade of SDN II Watuagung. The number of students is 23 students consisting of 14 boys and 13 girls. The students of the fourth grade of SDN II Watuagung come from different social backgrounds. Economically, they are classified into lower to medium level. Most of their parents are farmers or workers in factories. Psychologically, the students of the fourth grade of SDN II Watuagung are far from under pressure condition. They were cheerful and free from threatening situation. The students of the fourth grade are called the noisy students but there are some students who are shy to actively participate in teaching and learning process.

The researcher chooses the fourth grade students of SDN II Watuagung as the subject of the research for some reasons. First, the researcher wants to improve the students’ ability in English lesson. Second, there is a fact that several students are cleverer and very active. Meanwhile, the other students have low achievement in English especially on vocabulary and they are very passive in teaching learning process. Third, the researcher wants to improve the students’ motivation in English teaching learning process, so the students get high score English subject.

C. The Method of Action Research

The method used in this study is classroom action research. They are various definitions of action research stated by some experts. Kemmis (1983) in Hopkins (1993: p.44) state that action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices;
(b) their understanding to these practices, and; (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals and sometimes in cooperation with outsiders.

Burns (1999: 30) makes some characteristics of action research taken from some experts’ definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.

2. It is evaluating and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus of changes.

Meanwhile, the model of classroom action research is this study is model by Kemmis and Mc Taggart (in Burns, 1999: 32) who state that the model of action research is consist of four steps in a spiraling process. There are as follows:

1. Planning

Here the researcher prepares everything that is needed in doing the action, for instance she prepares a lesson plan, the material that will be used in the action, and she also prepares the evaluation material after conducting the action to give information whether or not the speaking improve.

2. Acting

After preparing the lesson plan, the material and the evaluation, the researcher was implemented the plan. In this study the researcher will implements flashcards games in teaching vocabulary, the card games was doing in the groups. She also give pretest, the material and the end of the study she do the post test.
3. Observation
The researcher observes the effects of the critically informed action in the context in which it occurs. Beside that the researcher also makes the observation sheet about the process in teaching learning process.

4. Reflecting
After doing the observation, the researcher continue to the next step namely reflection. In this step the researcher reflect how the teaching learning process runs. The function of reflecting is to know the weaknesses and the strengths of the action. She also prepares the other planning if the action was not improved the students’ speaking skill.

The model of Action Research can be illustrated as follows:

![The Model of Action Research](image)

Figure 3.1. The Model of Action Research
The four steps at the model can be expanded into six steps which included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. In more detail, the process done in this research runs with the following procedures:

1. Identifying the problems
   The researcher identified the problem before planning the action. The problem referred to the students’ difficulty in learning vocabulary. The problem was caused by the technique of delivering material which was not suitable and interesting to the learners. It was obtained by observing the teaching learning process.

2. Planning the Action
   There are some activities which were done by researcher:
   a) Planning the steps and technique for delivering the material in the form of lesson plans. There were 3 lesson plan prepared for the cycle.
   b) Designing the steps in doing the action.
   c) Preparing the material.
   d) Preparing sheets for classroom observation (to know the situation of teaching learning process when the technique is applied).
   e) Preparing teaching aids.
   f) Preparing a test.

3. Implementing the Action
   The researcher implemented the teaching learning activity of vocabulary using flashcards.

4. Observing and Monitoring the Action
   The researcher observed all activities in the teaching learning process.

5. Reflecting the Result of the Observation
   The researcher evaluated all actions in each cycle. The writer observed the actions to find the problems of the activities that had been carried out in using flashcards in teaching vocabulary.
6. Revising the Plan

Since there were some remaining problems of the activities that had been carried out using flashcards in teaching vocabulary, the researcher revised the plan for the next cycle.

Based on the explanation above, classroom action research is a systematic study and it is a form of self-reflective inquiry undertaken or carried out by participants in educational situation rather than outside researches to solve the problem in order to improve the students’ ability. In this study, classroom action research means an educational attempt, which was done by the writer to improve the lack of vocabulary mastery in SDN II Watugung by using flashcards. In this research, both qualitative and quantitative methodologies were applied. The qualitative methodology was used to describe how the process of teaching and learning vocabulary ran and the quantitative methodology was used to identify whether or not the students’ vocabulary mastery were better or higher than before implementing the flashcards. The quantitative calculation for identifying the improvement of the students’ vocabulary mastery was based on the scores of the vocabulary test given twice.

D. The Techniques of Collecting Data

In this research, the data were collected by using some techniques of qualitative and quantitative data collection. The qualitative data were collected from interview, observation, and documents. The quantitative data were collected from tests (pre-test and post test). Those techniques can be explained briefly as follows:

1. The Qualitative Data

a) Interview

Interview is held in the beginning and ending of the research to know the teacher’s view of the teaching learning process, students’ vocabulary mastery, and students’ motivation before and after the action.
b) Observation

In this research, observation was done by the teacher. Observations are ways of finding out more about the student’s responses. Students’ behavior and activities were observed during English class. The observation was focused on the development of students’ vocabulary mastery by using flashcards. A way of reporting observation can be done by keeping field notes.

c) Documents

In this research, the researcher used some documents, they are:

- Photographs
  Photographs are record of activities happening in the class. It could give real description about teaching learning process.

- Students’ answer sheet
  There are two students’ answer sheets: pre test and post test answer sheets.

2. The Quantitative Data

a) Test

The researcher gave tests to know how far the result of the technique that was used to improve students’ vocabulary mastery. There were pre-test and post-test which were used to collect the data of the improvement.

E. The Techniques of Data Analysis

1. The Qualitative Data

The classroom action research analyzes the qualitative data from the result of interview, observation, and documents. McKernan in Burns (1999: 156-160) states the stages in analyzing the data. They are as follows:

a) Assembling the data

The first step is to assemble the data collected over the period of the research; field notes and so on. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.
b) Coding the data
Coding is the process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types.

c) Comparing the data
Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. At this stage we may also be able to map frequencies of occurrences, behaviors or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

d) Building interpretations
This is the point where we move beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e) Reporting the outcomes
The final stage involves presenting an account of research for others.

2. The Quantitative Data
The researcher analyses the quantitative data from the tests (the pre-test and the post-test). The result of the test can answer the problem whether or not the use of flashcards can improve students’ vocabulary mastery. It can be identification from the differentiation of the mean in pre-test and post-test.

The mean of the pre-test and the post-test can be calculated with the formula as follows:

\[
\overline{x} = \frac{\sum x}{N} \quad \overline{y} = \frac{\sum y}{N}
\]

In which

\(\overline{x}\) = mean of pre-test score

commit to user
\bar{y} = \text{mean of post-test score} \\
N = \text{number of students / subject}

Finally, by analyzing the qualitative and quantitative data, the researcher can make conclusion whether or not the use of flashcards can improve the students’ vocabulary mastery. If almost all of the students give positive responses to the teaching learning process and their post-test score is higher than pre-test score, the technique is successful. On the contrary, if the students give negative responses to the teaching learning process and their post-test score is lower than pre-test score, the technique is not successful.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research. This chapter describes some findings and discussions about the use of flashcards in teaching vocabulary mastery. This chapter covers research implementation and discussion. Each cycle of the research implementation which consists of planning, acting, observing, and reflecting activities is described in this chapter. This chapter also describes the improvement of students’ vocabulary mastery using flashcards.

A. Introduction

Vocabulary is one of the important elements in teaching English. Now, the students of Elementary School study Basic English. They study about simple words or things in their surroundings; it is aimed students be able to understand simple English used in daily context. In this research, the researcher identifies the students’ vocabulary mastery at the fourth grade of SDN II Watuagung.

Based on the pre-observation and interview done in the pre-research, the researcher found the fact that the fourth grade students of SDN II Watuagung had a problem in vocabulary mastery, which was the students’ vocabulary mastery was still low. It could be seen from the pre-test which the researcher given to the students. Their means score was 45.70. However, KKM (Kriteria Ketuntasan Minimum) or the criteria of English passing score is 60.00. It can be seen that their vocabulary mastery was very low.

The result of the pre-research, the problem of students’ vocabulary mastery was indicated from two indicators; first was viewed from vocabulary mastery and second was viewed from the students’ motivation during teaching-learning process.

From the result of pre-research, the researcher found some indicators dealing with the low level of the students’ vocabulary mastery. The indicators are: a) the students had difficulty in understanding the meaning of some words; b) the students mispronounced some English words; c) the students were not able to spell words correctly; d) students were not able to use references correctly.
Then, the problems also came from the students’ motivation during teaching-learning process. The indicators are: a) some students were busy talking with their friends when learning process was occurring; b) some students were busy drawing picture to their books; c) the students were not actively involved in the leaning process; they tended to be passive; d) some students ignored the teacher’s instruction.

Beside the problem above, the other problem is from the teacher themselves. The teacher only focuses teaching by doing the task on LKS, so the students did not have enough experience in learning vocabulary. The other reasons that caused the problems were that the teacher was not creative to use media or teaching aids when teaching vocabulary mastery to the students. It made the students bored and were not interested with the lesson.

Based on the condition above the researcher chooses flashcards as the media to improve students’ vocabulary mastery. 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. Beside, 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.

B. The Implementation of The Research

The implementation of this research was divided into two cycles. There are four steps in each cycle, namely; planning the action, acting, observing, and reflecting.

1. Cycle 1

   a. Planning the Action

   Based on the problem of the students at the fourth grade of SDN II Watuagung, the researcher planned to use flashcards in teaching vocabulary to young learners. The researcher believed that teaching English vocabulary by using
flashcards could improve the students’ motivation in learning and change their interest in learning English. And finally it would affect the students’ achievement.

Cycle one consisted of three meetings. It was conducted every Saturday on 16th July 2011, 23rd July 2011, and 30th July 2011. Each meeting was conducted in 70 minutes. Then the researcher designed the lesson plan and students’ worksheet which was suitable with the syllabus. The topics which are used in cycle one are Fruits, Vegetables, and Animals. The researcher also prepared the materials supporting the action such as flashcards as the main media and he also prepared the students’ worksheets.

b. Acting

The use of flashcards in teaching vocabulary was organized by lesson plans which had been prepared by the researcher. The first cycle consisted of three meetings which were consisted of three lesson plans with three different topics. And the detailed action in the first cycle is described bellow:

1) The first meeting (Saturday, 16th July 2011 at 07.00-08.10)
   a) Opening

   The teacher started the lesson by greeted and checked the students’ attendance. There was no student absent. Teacher, “good morning students, how are you today?”. Students, “I’m fine sir, and you?”. Teacher, “I am fine too, thank you. Who is absent today? Siapa yang tidak masuk hari ini?”. Students, “masuk semua Pak Guru”. Teacher, “ok good”. Then, he introduced the topic and explained the benefit of the material they would learn.

   b) Main activity

   In the main task, it was started by doing the pre-task. In the pre-task, students were asked to answer their teachers’ questions. Teacher, “What fruits do you know?, buah apa saja yang kalian ketahui?”. And then the students answered enthusiastically, “Pisang, Nanas, Jeruk, Mangga, Durian, .....” Then the teacher asked a student to mention some kinds of Fruits. “Andri, coba sebutkan macam – macam buah yang kamu ketahui!”. Andri answered “Mangga, Pisang, Jeruk”. Then the teacher
asked Andri to answer in English, “Good......, Andri. Sekarang coba kamu sebutkan nama buah-buahan tadi dengan Bahasa Inggris?”. Andri was silent, then he tried to answer "Mmmmm...... saya tidak bisa Pak". The teacher help him to answered the question ” Mangga itu Bahasa Inggrisnya Mango’. Apa anak-anak? Ayo diucapkan bersama-sama!”. The students said, “Mango”. Then the teacher said, “ya... bagus anak-anak, sekarang Bahasa Inggrisnya dari Pisang apa anak-anak? siapa bisa angkat tangan!”. Riana raised her hand and answered "anu..itu pak, mmm...Banana ya Pak?”. He answered with incorrect pronunciation. The teacher smiled then he said “iya pintar....tapi cara mengucapkannya masih kurang tepat. Pisang Bahasa Inggrisnya Banana. Selanjutnya, Jeruk Bahasa Inggrisnya apa? ada yang tahu Bahasa Inggrisnya Jeruk?”. A student raised his hand and tried to answer the question. "Orange...” He answered the question with incorrect pronunciation. The teacher said, “betul Yuli, tapi pengucapannya kurang tepat, yang tepat adalah Orange. Ayo anak-anak ucapkan Orange!”. The students said together, “Orange”. Then the teacher said ”yes good”.

The teacher showed the flashcards about the kinds of fruit. He pointed one by one and explained the names of fruit. The students paid attention to the teacher’s explanation. Then the teacher drilled the words and the students drilled too. An example, the teacher showed flashcard and said “Guava”, then students said together “Guava”. After drilled, the teacher showed the flashcards and he asked the students to spelled and pronounced the names of those fruits. The teacher said, “anak-anak, Pak Guru akan menunjukkan kartu flashcards ini satu per satu, kemudian kalian mengeja dan mengucapkan apa nama buahnya. Do you understand?”. The students said, “Understand”. Then, they did the activity.

The next activity, the teacher gave an exercise to the students. In this exercise, the students arranged the words, found the meaning in Indonesian, and wrote their answer in the students worksheet. Then students matched/showed their answer with the flashcards in front of the
class. A student said, “Pak, bagaimana cara mengerjakan soal ini?”. Then teacher said, “Oh ya, pertanyaan yang bagus. Begini, dalam soal ini kalian harus menyusun huruf-huruf yang ada di dalam kolom menjadi suatu kata, kemudian kalian cari artinya apa. Setelah selesai, kalian maju di depan kelas, menunjukkan kata apa yang kalian susun, mengungkapkan artinya, dan menunjukannya dengan kartu flashcards yang ada di depan ini. Apa kalian paham?”. The students said, “Paham Pak”. Then students did the worksheet and after finished, they performed in front of class. The teacher corrected and checked the students’ answer.

c) Closing

Before closing the lesson, the teacher summarized the lesson. Teacher said, “What do you got from the lesson today? Apa yang kamu dapatkan dalam pelajaran Bahasa Inggris hari ini?”. Then students said, “Belajar tentang Fruits atau buah-buahan Pak”. Teacher asked the students to mention the kinds of Fruits that they have learned. The teacher said, “Yes good”. Then teacher gave the homework. The teacher asked the students to write the names of Fruits that they learn at home. The teacher asked the students whether they had questions or not, but there were no students asked question. When the time given was over, the teacher asked the students whether they were happy or not in the lesson. The students answered “Yes”. Then the teacher said goodbye and closed the lesson.

2) The second meeting (Saturday, 23rd July 2011 at 07.00-08.10)

a) Opening

Before the teacher started the lesson, he greeted and checked the student’s attendance. He also reviewed the previous lesson by checking the students’ homework. “Have you done your homework?” The students smiled and one student asked, “Maaf Pak, Bahasa Indonesia apa?”. The teacher translated. “Apakah kalian sudah mengerjakan PR kalian?”. The students responded, “Ooo... sudah Pak”. Then the teacher discussed the homework together. After that, teacher introduced the topic and explained the benefit of the material they would learn.
b) Main activity

The teacher explained that they would study about Vegetables, “Hari ini kita akan mempelajari tentang Vegetables atau sayuran.” The teacher asked the students to mention the kinds of vegetables, “Mention three kinds of Vegetables that you know!”. The students asked “artinya apa Pak?” Then the teacher translated, “Artinya, sebutkan tiga nama sayuran yang kalian ketahui”. A student answered, “Tomato Pak, artinya Tomat, benar tidak Pak?”. The teacher said, “Good, benar sekali…contoh yang lain apa?” The teacher asked to other students. One student in the corner said, “Wortel Pak, tapi Bahasa Inggrisnya tidak tau Pak..he he.”. The teacher smiled and said “Okay, ada yang tahu apa Bahasa Inggrisnya Wortel?”. The students were silent. Then the teacher helped them, “Wortel itu Bahasa Inggrisnya Carrot.” The students smiled and said, “Ooo…Carrot”. The teacher asked a student, “Novi, kalau kentang Bahasa Inggrisnya apa?” Then Novi said, “Potato Pak”. Novi answered with incorrect pronunciation. The teacher said, “Ya benar, tetapi pengucapannya masih kurang tepat. Kentang itu Bahasa Inggrisnya Potato”.

The teacher wrote the name of vegetables on the blackboard. Then he drilled the students to tell the names of vegetables. The teacher said, “Anak-anak, Pak Guru akan mengucapkan nama-nama sayuran yang Bapak tulis di papan tulis ini kemudian kalian menirukannya, ready?” The students said, “OK, Ready Pak”. Then they did the drilling.

The teacher asked the students to made a group or join with his/her friends. The teacher said, “anak-anak, sekarang kalian membentuk kelompok berpasang-pasangan dengan teman kalian”. Then students sit down with his/her partner. In this session, each partner studied about vocabulary and memorized the name of vegetable used flashcards. Then teacher gave explanation to the students. The teacher said, “Dalam pembelajaran kali ini, kalian dituntut untuk bisa memahami dan menghafal the name of vegetables atau sayuran. Caranya, nanti dalam
setiap kelompok, satu orang menunjukkan kartu flashcards dan anggota yang satunya pronounce and spell the name of vegetables on the flashcards. Any question? Apakah ada pertanyaan?”. Then a students said, “Maaf pak, pronounce and spell the name of vegetables itu artinya apa?”. The teacher answered, “Oooo….ya….artinnya kalian mengucapkan dan mengeja atau melafalkan nama-nama sayuran yang ada pada kartu flashcards. Sudah jelas?”. Students said, “Jelas Pak….”. Then the students practiced with their partner.

The next activity, the teacher gave worksheet to the students. The worksheet was filled the missing letter to be a words of vegetable, then it match with the picture. Teacher, “Sekarang pak guru akan membagikan worksheet atau soal latihan. In this worksheet, you are filling the missing letter, and then match the picture”. Students said, “Artinya apa Pak Guru? Bagaimana mengerjakannya?”. Then teacher said, “Artinya dalam soal latihan kali ini kalian harus melengkapi huruf yang kurang dalam kotak-kotak itu, kemudian menemukan kata apa yang dimaksud. Setelah itu kalian harus menjodohkan dengan gambar yang ada di bawahnya. Do you understand?”. Students answered, “Understand, Pak….”. Then students did it seriously.

c) Closing

After did the activity, teacher summarized the lesson and gave homework. As the homework, teacher asked the students to write the names of Vegetables that they have at home. Then teacher closed the lesson and said good bye.

3). Third meeting (Saturday, 30\textsuperscript{th} July 2011 at 07.00-08.10)

a) Opening

Before the teacher started the lesson, he greeted and checked the student’s attendance. The teacher gives motivation to his students. He also reviewed the previous lesson by checking the students’ homework. “PR nya sudah dikerjakan anak - anak?” The students responded, “sudah Pak..”. Then the teacher discussed the homework together.
b) Main activity

First, teacher explained about the material that students would study in this meeting “Animals” and gave pre-task. In the pre-task, students were asked to answer their teachers’ questions. Teacher, “What animals do you know?, hewan apa saja yang kalian ketahui?”. And then the students answered enthusiastically, “Ayam, sapi, ular, kerbau .....”. Then teacher asked, “What animals do you have at home?”. A student said, “Artinya apa Pak Guru?”. Teacher answered, “Artinya hewan apa saja yang kalian miliki di rumah?”. A student (Adi) said, “Oooo....., saya punya ayam dan sapi. Lha ayam dan sapi itu Bahasa Inggrisnya apa Pak guru?”. Then teacher answered, “Bagus sekali Adi, ayam Bahasa Inggrisnya chicken, kalau sapi Bahasa Inggrisnya cow.” In corner of the class, another student (Robby) said, “Pak guru...Pak guru...saya dirumah punya robit sama bapelo”. Teacher said, “What is that? Hewan apa itu, Robby?”. Robby answered, “Kelinci dan kerbau, Pak guru. Salah ya Pak guru? Lha terus Bahasa Inggrisnya kelinci dan kerbau itu apa Pak guru?”. Teacher answered again, “Tidak salah Robby, sapi kurang pas pengucapannya. Kelinci itu Bahasa Inggrisnya rabbit, kalau kerbau itu Buffalo. Begitu ya Robby?”. Robby said, “Oh, iya Pak guru”.

Second session, teacher explained the name of animals, and then he spell and pronounced the name of those animals. The students listened to the teachers’ explanation enthusiastically. After that, teacher said, “Anak-anak, Pak guru akan menunjukkan “flashcards about animals”, kemudian kalian nanti “do drilling” atau menirukannya ya!!! Do you understand?”. Students said, “Understand...Pak guru”. Then teacher showed the flashcards and drilled the name of animals. The students did drilled together, so the situation in the class was very noisy.

Next activity, the teachers gave worksheet to the students, and then he gave explanation and asked the students to did the worksheet. The worksheet was arranged the words in the column, and then match with the picture. Teacher said, “Pada tugas kali ini kalian harus menyusun kata-
kata yang ada dalam kolom di bawah gambar, kemudian kalian menjodohkan dengan gambar yang ada di atasnya, do you understand? Apa kalian mengerti?”. Students answered, “Understand, mengerti Pak...”. The students did the worksheet very seriously, so it made the situation in the class be quiet.

c) Closing

After the students finished the worksheet, teacher checked and collected the students answer sheet. Teacher summarized the lesson, and asked the students feeling about the teaching activity. Then teacher closed the class by saying good bye.

c. Observing

The observation was done to identify the implementation of flashcards in improving students’ vocabulary mastery. This observation was held during the implementation of flashcards in the classroom. The main aspect which was observed in the first cycle was the students’ behavior when flashcards was being implemented.

In the first meeting, the topic of the lesson is Fruits. The teacher used technique drilling, ostensive means, and individual activity. The technique of drilling helps the students to get pronunciation well; ostensive means help the students to memorizing words and references. And individual activity used to improve students’ spelling. In this meeting, drilling and ostensive means was given first. The students were very enthusiastic with the lesson. But most of the students still had no idea about the English name of Fruits. So they used Indonesian language to answer the teacher question. During teaching and learning process, the students were very active and interesting. It also caused the teacher gave him a worksheet; arrange the word, get the meaning, and the last they must matching and showing with the flashcards in front of the class. It made the situation in the class was very noisy. But some students can not spell English words well.

In the second meeting, the teacher used same technique as in first meeting; there are drilling, ostensive means, and individual activity. In this meeting, the
students are more enthusiastic with English lesson. The topic is used Vegetables. They always participated in the learning activity. They can shows vegetables which they have at home. But some students had same problem to understand the English words of Vegetables, they can not pronounce English word well. In individual activity, the teacher gave him a worksheet; missing letter and matching with the pictures. They are very enjoying doing it.

In the third meeting, the techniques are used drilling, ostensive meaning, and individual activity too. The topic is Animals. During teaching learning process was held, the students very enthusiastically, so the situation in the class more conducive than before. While the teacher gave worksheet in individual activity; arrange the words and match with the picture, the students do it very concentration and more enjoy. Meanwhile, some students are not active in the class. Every teacher gives question, it dominated by some students to answer.

d. Reflecting

Based on the result of observation, field notes, interview, and test in the first cycle, some improvements and problems were found.

1) Improvement
   a) There was an improvement of students’ motivation. The students were enthusiastic in joining the learning activity. They enjoyed participating the lesson. Moreover, in general they focused to the lesson and the situation in the class can be controlled.
   b) There was an improvement in students’ vocabulary score. It was marked by the improvement of students’ pre-test and post-test score in first cycle. The mean score of pre-test was 45.70 and the score of the post-test in the end of the cycle on Saturday, 6th August 2011 was 70.52.

2) Problems
   a) The mastery of the students’ words – spelling was still low. When the teacher asked them to write down the names of fruit, vegetables, and animal they wrote as how the words pronounced. For example, they would write “O-R-A-N-G-E” as it was
pronounced, “O-R-E-N-G”. And in the post test most students had
difficulty in answering the items about words spelling.
b) Some students still pronounced the name of fruits and vegetables
incorrectly. For the example some students pronounced apple ['æ pi l]
as it was spelled in Bahasa Indonesia [a pə l].
c) When the teaching learning process, some students were active, but
the others were not. The students who were not active, they just
counted on the students who were active.

In general, there was an improvement of students’ vocabulary mastery, but
from the result of the test, students mastery in recognizing the written-form
(spelling) of the words were still low. Most of them still got problems to answer
the questions which included recognizing words form how they were pronounced.
Moreover, some students did not active in teaching learning process. Therefore,
next cycle is needed to solve the problem in cycle one.

2. Cycle 2

a. Planning the Action

From the first cycle of the implementation of flashcards, some problems
were found which needed to be overcome. As described before, there were three
main problems which had to be solved. First the mastery of the students’ words –
spelling was still low. This problem would be solved by making more activities in
spelling. The second problem was that some students still pronounced the name of
Fruits, Vegetables, and Animals incorrectly. This problem could be done by
drilling more both in individual and classical. The third problem was that some
students would tend to be passive when teaching learning process. This problem
could be solved by group discussion and game flashcards. Therefore, each group
member would have role in doing the task. The topic which was chosen for the
group task was fruits, vegetables, and animals.

In cycle two, there are two meetings. He conducted the second cycle on
Saturday too, on 13th August 2011 and 20th August 2011. In the cycle two, there
was two meeting with three topics. In the first meeting explained about Fruits and
Vegetables, and the second meeting explained about Animals. A post test would
be held in the end of the cycle to measure student’s vocabulary mastery improvement. Moreover, during the implementation, field note, observation would be done, and interview would be also done in the end of the cycle.

b. Acting

1) The first meeting (Saturday, 13th August 2011 at 07.00-08.10)

   a) Opening

     The teacher opened the lesson by greeting and checking the students’ attendance. They were no students absent. He also explained the benefit of learning the materials.

   b) Main Activity

     The first meeting in the second cycle, the teacher checked the students’ background knowledge by asking them to mention the names of Fruit and Vegetable that they knew before “Mention the names of Fruits that you know!” Most of the students raised their hand then tried to mention. Riana said, “Watermelon.” Erna mentioned another example, “Banana, Pak Guru”. Other students added “Avocado, Orange,”. The teacher smiled and said “Good, you can mention the names of Fruits, you are smarts.”. Rico said “Pak Guru, pakai bahasa Indonesia saja Pak, saya nggak tau maksudnya.”. The teacher smiled and then translated her statement, “Bagus, kalian sudah dapat menyebutkan nama-nama buah, kalian pandai.” The teacher then asked about the name of vegetables, “Sekarang coba kalian sebutkan nama-nama sayuran yang kalian ketahui!”. Andri answered “Broccoli, Pak”. Another friend added, “Cabbage, Tomato, …”. The teacher said, “Betal contoh sayuran yang lain ada yang bisa?”. A student said, “Sebagian lagi lupa Pak, he..he..”. Teacher said “Okay, kalau begitu saya akan perlihatkan flashcards dan kalian harus menebak nama buah dan sayuran yang dimaksud dengan ejaan dan pengucapan yang benar.”. All of the students shouted “Ok, siap Pak Guru….”. Then, the teacher showed the flashcards about Fruit and Vegetable. The teacher asked the students to mention the names related to the flashcards. Because the students answered any incorrectly, then teacher
showed the flashcards again and do drilling. Teacher said, “Ternyata pengucapan kalian masih banyak yang kurang tepat, maka Pak Guru akan menunjukkan flashcards lagi dan menunjukkan bagaimana cara membacanya. Kemudian tugas kalian adalah men-drilling apa yang Pak Guru ucapkan. Mengerti ??”. All students answered, “Mengerti Pak...”. Then they do drilling very enthusiastically.

The next activity, the teacher gave the task. Before giving the task, the teacher asked the students to make a group and sit down with their group. Teacher “Ok, before we continue our activity, sebelum melanjutkan kegiatan, make a group first!. Buat kelompok terlebih dahulu!.” Students “berapa orang Pak…?”. Teacher “each group consists of five persons. Setiap group terdiri dari lima orang. But one group only consist three person. Tetapi ada satu kelompok yang hanya terdiri dari tiga orang, karena siswa di kelas ini ada 23 orang”. Understand?”. Students “Understand Pak…”. Teacher “Good…make a group now! Buat kelompok sekarang!”. The students started to make a group. And the teacher helped them to make a group. Each group got five flashcards and worksheet about Fruits and Vegetables. The teacher asked the students to mention the name, identify the taste and colour related to the flashcards, and then wrote it in the worksheet. Teacher, “Ok Students, this activity, kegiatan ini, there are some flashcards and worksheet, jadi disana ada beberapa flashcards dan lembar kerja. Tugas kalian adalah mention, identify the taste and colour related the flashcards. Menyebutkan nama buah/sayuran yang ada dalam flashcards, kemudian mengidentifikasi rasa dan warna apa dari buah/sayuran tersebut. Contohnya, Pak Guru mengambil flashcards of banana. Banana is sweet; the colour of banana is yellow. Kemudian kalian tulis hasilnya pada column of worksheet, kolom lembar kerja yang telah Pak Guru berikan. Understand?” The students answered, “Understand, Pak Guru…” Then the students did the task given by the teacher more enthusiastically and seriously.
The next activity is Flashcards Game. The game was used struggle system. The teacher gave a clue and the leader of each group which raised their hands first could answer the question with showed the flashcards, and another students was spelled and pronounced the name of flashcards. The group which could answer the question correctly, they give score 10. Then, group which had higher score, they was the winner. Teacher, “Now, we play the flashcards game. Sekarang kita bermain game flashcards. Game ini menggunakan struggle system atau babak rebutan dan setiap ketua kelompok berhak menunjukkan jarinya untuk menjawab. Caranya, Pak Guru akan memberikan clue atau petunjuk, then the leader of group which raise his/her hand first can answerer the questions. Kemudian ketua kelompok yang menunjukkan jarinya pertama kali boleh menjawab pertanyaan. Ketua kelompok menunjukkan flashcards dan anggota yang lain mengeja atau mengucapkan kata-katanya. Setiap jawaban yang benar mendapatkan nilai 10, and the group which higher scores be the winner. Kelompok yang mendapatkan nilai paling tinggi adalah juaranya. Do you understand?” Students said, Understand Pak…. Then they did the game seriously. The first question from the teacher, “It is a fruit. It is long. Its taste is sweet. Its color is yellow. What is this?” Riana’s group raised her hand first, then teacher said, “Ok silahkan kelompoknya Riana silahkan menjawab”. Riana walked in front of the class and showed the flashcard, another students of her group talked “Banana”. They answered it correctly. Then the teacher said, “yes, very good...beri tepuk tangan buat Kelompoknya Riana ...” Then teacher said, “Sekarang kita lanjutkan permainannya”. Students “Ok Pak Guru ....” Then they did the game more enthusiastically. In the end of the game, Adit’s group was the winner.

c) Closing

After giving the task, then the teacher closed the meeting. The teacher summarized the lesson by asking the students to mention the name of some Fruits and Vegetables, “Sekarang kita bermain beberapa tebakan
sebelum pelajaran selesai. *Saya akan menyebutkan dalam bahasa Indonesia, kemudian kalian menyebutkan bahasa Inggrisnya, Ok?*. The students answered, “Ok Pak Guru…”. Most of the students were enthusiastic in answering questions. They raised their hand and asked to answer the questions. Then, the teacher gave the homework for the students to mention some kinds of fruits and vegetables. The teacher also asked the students’ feeling after joining the teaching and learning process. Time was up, He said goodbye to the students.

2) The second meeting (Saturday, 20th August 2011 at 07.00-08.10)

   a) Opening

   The teacher opened the lesson by greeting and checking the students’ attendance. The teacher also corrected the students’ homework. Then teacher explained the benefit of learning the materials and motivating the students.

   b) Main Activity

   The teacher showed the flashcards and explained it. Then the teacher asked students to drill the name of animals. “*Saya akan menunjukkan flashcards, saya akan memberi contoh pengucapan dan pengejaan yang benar kemudian kalian do drilling atau ucapkan berulang-ulang ya! Do you understand?*” Students, “Understand Pak…”. They did drilling together.

   The teacher showed the flashcards of animals, and asked the students to mention and to write/spell the names of the animals related to the flashcards then pronounce those names. “*Saya akan menunjukkan flashcards, coba sekarang kalian tebak hewan apa kemudian tulis nama dari hewan tersebut di papan tulis. Kemudian tunjukkan cara pengucapannya yang benar. Siapa yang ingin mencoba?*”. There were most of the students raised their hand, then, the teacher pointed some students to perform.

   The next activity, the teacher gave the task. Before giving the task, the teacher asked to the students to sit with their group as in the previous
meeting. Like in the previous activity, this meeting consists of group discussion and flashcards game. The first, group discussion would be practiced. Each group got five flashcards and worksheet about Animals. The teacher asked the students to mention the name of animals in flashcards, identify how their characteristic and what are their foods, then wrote it in the worksheet. Teacher, “Ok Students, this activity, kegiatan ini, there are some flashcards and worksheet, jadi disana ada beberapa flashcards dan lembar kerja. Tugas kalian adalah mention the name of animals in flashcards, identify how their characteristics and what are their foods. Menyebutkan nama hewan yang ada dalam flashcards, kemudian mengidentifikasi bagaimana ciri-cirinya dan apa makanannya. For example, sebagai contoh, Pak Guru mengambil flashcards of Cow. Cow has four foot, it has white, brown, and black body hair. Cow eats grass. Kemudian kalian tulis hasilnya pada column of worksheet, kolom lembar kerja yang telah Pak Guru berikan. Are you ready?” The students answered, “Ready, Pak Guru…” Then the students did the task given by the teacher more seriously.

Second activity was Flashcards Game. Like the first meeting, the game was used struggle system too. The teacher gave a clue and the leader of each group which raised their hands first could answer the question with showed the flashcards, and another students was spelled and pronounced the name of flashcards. The group which could answer the question correctly, they give score 10. Then, group which had higher score, they was the winner. Teacher, “Now, we play the flashcards game. Sekarang kita bermain game flashcards. Peratuanya sama seperti pada permainan di pertemuan yang lalu. Game ini merupakan struggle system atau babak rebutan. Setiap ketua kelompok berhak menunjukkan jarinya untuk menjawab clue atau pernyataan yang akan dibacakan Pak Guru. Then the leader of group which raise his/her hand first can answerer the questions. Kemudian ketua kelompok yang menunjukkan jarinya pertama kali boleh menjawab pernyataan atau pertanyaan. Kemudian ketua kelompok
menunjukkan jawabannya dengan flashcards dan anggota kelompok yang lain mengeja atau mengucapkan kata-katanya. Setiap jawaban yang benar mendapatkan nilai 10, dan the group which higher scores be the winner. Kelompok yang mendapatkan nilai paling tinggi adalah juaranya. Are you ready?” Students said, “Ready Pak....” Then they did the game more seriously. The teacher, “It is a wild animal. It has long trunk. This animal likes to eat grass. What animal is this?” The students had been quiet, and then Fifin’s group raised her hand first. Teacher said, “Kelompoknya Fifin menunjukkan jarinya, sekarang ayo dijawab!” Fifin walked in front of the class and showed the flashcard, another student of her group said “Elephant”. They was answered it correctly. Then the teacher said, “Ok, good... Give applause to Fifin’s group, beri tepuk tangan buat Kelompoknya Fifin ....” Then teacher said, “Ok, sekarang ayo kita lanjutkan gamenya.” Students “Ok Pak Guru....” Then they did the game more enthusiastically and they felt very happy. In this game, Riana’s group had been the winner.

c) Closing

In the closing activity, the teacher mentioned some of animals in Indonesian, and then the students mentioned the words in English. Teacher drilled the students the topics for giving strong emphasize in pronunciation. The teacher closed the meeting by asking whether the students had some difficulties, “Bagaimana anak-anak, ada yang belum jelas tentang pelajaran hari ini?” All of students said, “Tidak Pak, sudah jelas”. Then the teacher asked the students to learn about the topics at home. One of the students asked to the teacher, “Kapan ulangan nya Pak?” Her friends said, “Iya Pak, kapan ulangannya? Teacher answered, “Next Saturday, Sabtu depan ulangannya ya!” Students, “Horee....Ok Pak Guru” It indicated that the students’ motivation was improved than before.
c. Observing

In the first meeting of the second cycle, the students were more enthusiastic than the meetings before. The students enjoyed every activity and became more enthusiastic than before. They more interested with the lesson. They paid more attention to the lesson, answered teachers’ questions, and took part in learning activities (both in group and individual activities). The class became more attractive and fun. There were not only some students who dominated to answer the teacher’s question. All of the students were more active. When they worked in group, all students were active to did the worksheet and more cohesive. When the game session, all students more enthusiastic, active, and fun. They paid attention when other groups answered the teacher questions in the class. Their interest also could be seen when they gave applause to the performer.

In the second meeting, the class situation could be controlled. Some talkative students didn’t make noise any more. All of the students focused in doing their task, both in individual activity or in group. The students also could more cooperate with their members of the group to discuss the task. In the game session part two; all students were more active, attractive, and fun. The class situation was enjoyable.

In the second cycle, observation was also held to have a clear view of flashcards implementation in teaching vocabulary. In the first meeting, students were very enthusiastic in joining the learning activity. The interesting topic about Fruits and Vegetables encouraged students to take part in learning process. A group activity was included in this meeting. All the group members were active to do the task from the teacher. Moreover, a game was also included in the teaching activity. The students did the game enjoyable and enthusiastic. This could also improve students’ motivation.

In the second meeting, the topic was Animals. The situation was similar to the first meeting and the students’ enthusiastic still high. In addition in this meeting there was a group activity and flashcards game too. The group members same with the first meeting. The group activity and the game also run well. In
addition, in every activity, pronunciation, drilling and spelling were also emphasized.

d. Reflecting

Based on the observation, field note, interview, document, and test, there were some important points which could be taken in the second cycle. These points were related to the problems found in the first cycle which were tried to be solved in the second cycle. Those points were:

1) The mastery of the students’ words – spelling was still low. In the second cycle, in every activity that was held by the teacher, he always asked the students to do the spelling activities. For the example, in the flashcards game, the teacher mentioned the characteristics of the fruit and vegetable or animals. He also gave the clues to help the students. The students raised his/her hand, showed the flashcards, then spell and pronounce the words.

2) Some students still pronounced the words incorrectly. In this cycle, teacher drilled the students more. For the example; the teacher was showing the flashcards then students drilling together. Teacher also did correction till their pronunciation was correct.

3) When the teaching learning process, some students were active, but the others were not. The students who were not active, they just counted on the students who were active. In the second cycle, the teacher gave group activity and game flashcards. It can do well. For the example, the teacher gave a task for each group. They would work in cooperate. It means that every group member had responsibility to answer one question. Beside that the activity was in the form of competition (flashcards game). In the second cycle, there was an improvement of students’ vocabulary mastery score which could be seen from the post test of the second cycle. The post test was held on Saturday, 27th August 2011 at 07.00-08.10. In the first cycle post test, the mean score was 70.52, and for the mean

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score in the second cycle were 80.13. This improvement was a signal that the vocabulary mastery problem was solved.

C. Discussion

After analyzing the research result from the interview, observation (field notes), document (photograph and students worksheet), and test (pre-test and post-test), the researcher gets several findings that answers from the research questions stated in Chapter 1. The research findings include the improvement of students’ vocabulary mastery and the improvement from the students’ participation.

1. The Improvement of Students’ Vocabulary Mastery.

The result of the tests (pre-test and post-test) in the first cycle and second cycle showed improvement of the students’ vocabulary mastery. This improvement could be seen from the increase of the mean students’ vocabulary score. It is summarized in the table below:

<table>
<thead>
<tr>
<th>KIND OF TEST</th>
<th>Pre-test (cycle 1)</th>
<th>Post-test (cycle 1)</th>
<th>Post-test (cycle 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td>1051</td>
<td>1622</td>
<td>1843</td>
</tr>
<tr>
<td>MEAN SCORE</td>
<td>45.70</td>
<td>70.52</td>
<td>80.13</td>
</tr>
<tr>
<td>INCREASING OF THE STUDENTS MEAN SCORE</td>
<td>24.82</td>
<td>9.61</td>
<td></td>
</tr>
</tbody>
</table>

2. The Improvement of the Students’ Participation.

In this section the result findings from the first cycle and the second cycle are discussed. First, from the observational data (field notes), in the planning of research, the situation of the class which was observed was not conducive for teaching learning activity. Students did not focus to the learning process, they were busy doing something outside the learning activity (talking with friends, drawing picture). Moreover, they tended to be passive and ignore the teacher’s instructions. And in the first cycle, students’ enthusiastic and motivation increased in joining learning activity. The activities outside the learning activity were
minimized; it is because the learning activities and the media which were used by
the teacher were interesting for them. But, there were some problems which
emerged, namely; the mastery of the students’ words – spelling was still low.
When the teacher asked them to write down the names of Fruit, Vegetables, and
Animals they wrote as how the words pronounced. Beside that, some students still
pronounced the name of Fruits and Vegetables incorrectly. In addition, some
students were not active when they did task in group. In the second cycle, students
were also active as group members when they did the group task using flashcards.
This was the distribution of group member responsibility which made them active
in the group. The students words-spelling and pronunciation also increased.

Moreover, in the end of second cycle, the interview to the two chosen
students showed that they had good respond to this learning type using task and
enjoyed learning through this way.

The first two points from observational data and interview show that the
students’ motivation improved because of teaching activity using flashcards. It
goes along with the theory from Haycraft (1978: 102), Cross (1991: 120), and
Schmitt and McCarty (1997: 215), they concluded that one of the advantages of
flashcards; flashcards can motivate students in learning English.

Finally from the explanation, first, based on the quantitative data (pre-test
and post-test) it can be concluded that flashcards can improve students’
vocabulary mastery. It is proved by the increase of students’ vocabulary mastery
score. Second, based on observational data (field notes); flashcards can improve
students’ motivation in teaching and learning process.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After conducting the research of teaching vocabulary at the Elementary School by using flashcards and analyzing the data, the researcher found some research findings to answer the research questions in Chapter 1. All of the findings were gotten from the data that were collected by the researcher. After analyzing the data to answer the research questions which were written in Chapter 1, the researcher found the results. All of them would be mentioned as follows:

1) The students’ vocabulary mastery was improved. It was indicated by the results of the test. The students’ achievement was satisfied enough. It can be said that the existence of flashcards makes the students familiar with certain words. They can see, read, and touch the object. Thus, after the lesson is over, they can memorize the words easily. The increasing attention, motivation, and existence of flashcards improve the students’ achievement in mastering vocabulary. It can be shown by the increasing scores of the students in the pre-test and in the post-test.

2) The students’ motivation in teaching and learning process was improved. Through the use of flashcards in each activity, there was an improvement of the students’ motivations in learning. It could be seen from the students’ interest in teaching-learning process which was higher. They also paid more to the teacher’s explanation. The students’ motivation in learning English influenced their participation in the class. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching and learning process.

B. Implication

In teaching vocabulary, especially for young learner, it is important for English teachers to choose the appropriate techniques. Before teaching young learner, the teacher has to understand students’ characteristics. The students are
the ones who actually learn the language so the students should be the center of teaching and learning process. The students like to play, they learn more by playing.

Fun and enjoyable activities make flashcards a suitable technique to use in teaching and learning process. Using flashcards, the students become active learners who experience what they are learning. The implementation of flashcards in teaching vocabulary is very effective to improve students’ vocabulary mastery. Viewed from the conclusion in this research and supported by all of the data of the research, there is an improvement in teaching vocabulary using flashcards. The researcher can imply that flashcards is an effective technique in teaching vocabulary to the students.

C. Suggestion

Based on the conclusion and implication above, the researcher would like to give some suggestions dealing with the teaching of vocabulary. Hopefully, the suggestions will be useful for teacher, students, and other researcher. The suggestions are as follows:

1. To the English teacher
   
   a. The teacher needs to identify the students’ behavior first before presenting the lesson. This is aimed to choose an appropriate technique.
   
   b. It is necessary for the teacher to use interesting technique and media, such as flashcards, so the students will be interested in joining the lesson.
   
   c. The teacher should be able to develop a good atmosphere in the class, so that the students learn at comfortable situation. For example make a various techniques and combine by the using of flashcards. For that reason the students do not feel bored.
2. To the students

Some students might consider English as a difficult subject if there is no motivation to learn. The students should encourage themselves to learn more, to ask more, and to know more.

3. To other researchers

This research discusses the implementation of flashcards in teaching vocabulary to Elementary Students. This study is just one effort to improve students’ motivation and achievement in learning English. It is hoped that the result of the study could be used as the additional reference in other research.