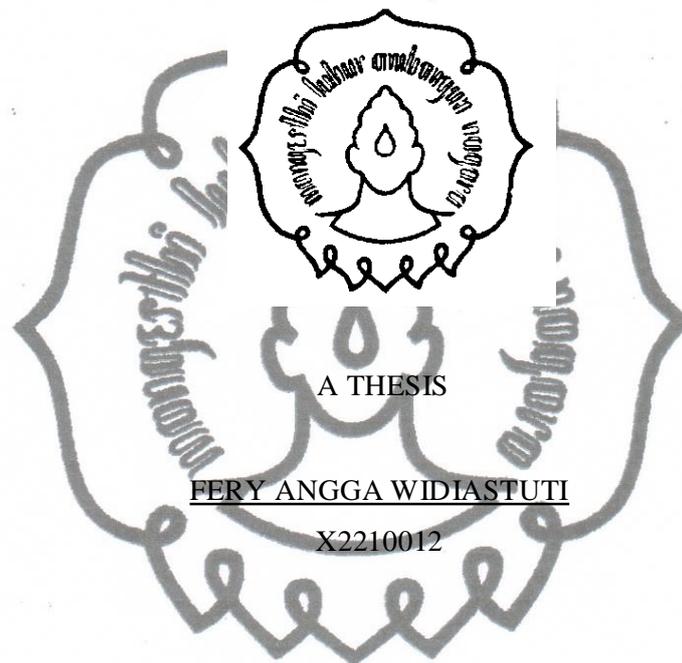


IMPROVING STUDENTS' VOCABULARY MASTERY USING FLASH CARDS

(A Classroom Action Research at the Second Grade of SDN Bulakan 02,
Sukoharjo in the Academic Year 2011/ 2012)



Submitted to Teacher Training and Education Faculty of Sebelas Maret University
as a Partial Fulfillment of the Requirements for Getting the Undergraduate
Degree of Education in English Education Department

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA

2012

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PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “**IMPROVING STUDENTS’ VOCABULARY MASTERY USING FLASH CARDS (A Classroom Action Research at the Second Grade of SDN Bulakan 02, Sukoharjo in the Academic Year 2011/ 2012)**”. It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment.

Surakarta, October 2012

Fery Angga Widiastuti

ABSTRACT

Fery Angga Widiastuti. X2210012. **IMPROVING STUDENTS' VOCABULARY MASTERY USING FLASH CARDS (A Classroom Action Research at the Second Grade of SDN Bulakan 02, Sukoharjo in the Academic Year 2011/ 2012)**. A Thesis. Surakarta : Teacher Training and Education Faculty, Sebelas Maret University. Surakarta. 2012

The aims of the research are to find out whether and to what extent the use of flash cards can improve students' vocabulary and to describe the strengths and the weaknesses of using flash cards to teach vocabulary.

This research was conducted at SD Negeri Bulakan 02, Sukoharjo. The writer conducted a classroom action research from February to June 2012 at the second grade of SD Negeri Bulakan 02, Sukoharjo. The research subject is 34 students consisting of 19 boys and 15 girls. In conducting the classroom action research, the writer divided the action into two cycles and carried it out in four steps namely planning the action, implementation/action, observation, and reflection.

The data of the research were collected by using qualitative and quantitative data collection techniques. Interview, questionnaire, and observation were the technique for getting qualitative data while a test taken before and after the cycles was the technique for getting quantitative data.

The result of the research shows that the use of flash cards can improve the students' vocabulary mastery. There was an improvement on the mean score of the test. The mean scores improve from 56.5 in the pre test to 77.1 in the post test of cycle one and 83.7 in the post test of cycle two. This technique could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the teaching and learning process.

APPROVAL

This thesis has been approved by the consultants to be examined by the Board of
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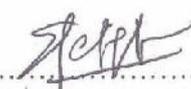
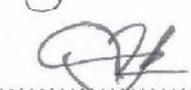
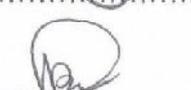
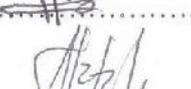


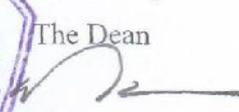
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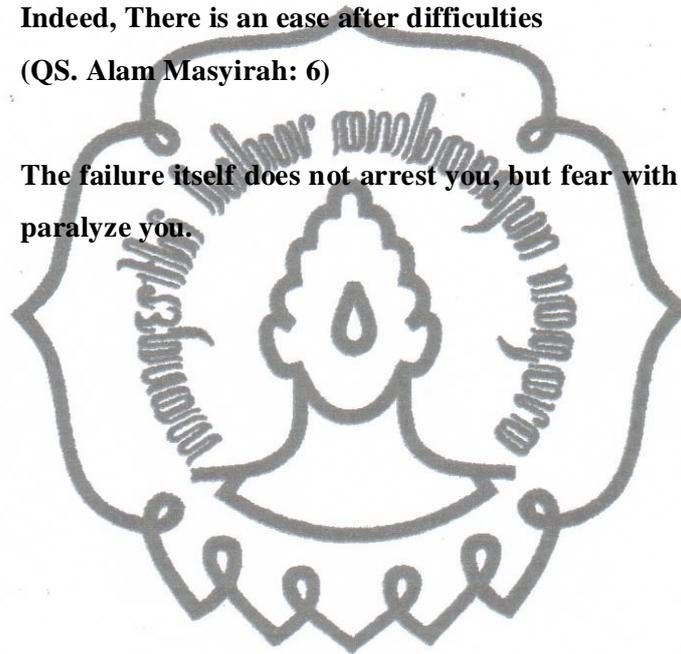
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MOTTO

- ☞ **Indeed, There is an ease after difficulties
(QS. Alam Masyirah: 6)**
- ☞ **The failure itself does not arrest you, but fear with the failure will
paralyze you.**



DEDICATION



This thesis is dedicated to:

- ♥ My beloved Husband,
- ♥ My beloved daughter,
- ♥ My beloved Mother and Father,
- ♥ My brother and sister,
- ♥ My best friends.

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Alhamdulillahirobbil'alamin. Praise belongs to Allah SWT, the All-Knowing, and The All-Wise. *Sholawat and salam* is for Prophet Muhammad SAW, the best man in the world who ever existed.

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CHAPTER I INTRODUCTION

A. Background of the Study

English is an international language used by many people in the world to communicate with others from different cultures, regions, and nations. Realizing about that, the Indonesian government decides to give English lesson in early age for all of Indonesian people. Mastering English is not as easy as mastering our native language because English is completely different from Indonesian language that is from the system of structure, pronunciation, and vocabulary. From those aspects, vocabulary is one of the aspects playing an important role in the four English language skills, namely listening, speaking, reading, and writing.

Burns and Broman (1975: 295) define vocabulary as the stock of words used by a person, class, or profession. Besides, Zimmerman (in Coady and Huckin, 1998: 5) defines vocabulary is central to language. It means that vocabulary is basic in language used to communicate with others in both first language or mother tongue and foreign language. Without vocabulary, no one cannot communicate effectively or express our ideas in both oral and written form even in first language and foreign language. Therefore, vocabulary must be known first in learning foreign language.

Vocabulary is very prominent in language and it is always taught in language classes. According to Nation and Waring (in Schmitt and McCarthy, 1997: 6), vocabulary is always a prerequisite to the performance of language skills. Therefore, it is very important to learn vocabulary from the very first time because it is the first aspect that can help the learners in mastering all of English skills. For example: in speaking skill, people cannot start to communicate if they do not have vocabulary. People need vocabulary to arrange sentence in order to express our idea. Without vocabulary, no one know what have to say. People need and use vocabulary to communicate in first language. Therefore, they also

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need vocabulary to learn a new language as foreign language that is English. However, the English vocabulary and our first language are different. Because of the differentiation, it is very important to learn English vocabulary in order to be able to master the language.

Harmer (1998: 154) says that a general principle in the past has been to teach more concrete words at lower levels and gradually become more abstract. Words like 'table', 'chair', 'chalk', etc. have figured in beginners' syllabuses because the things which the words represents are in the front of the students and thus easily explained. Furthermore, Haycraft (1978: 45) states that even at beginner's level, it is better to choose particular words connected with their work or profession.

From the theories above, it can be concluded that English vocabulary that should be taught to the beginner level is concrete words such as thing around them as topic in beginners' syllabuses for the lower level or the beginner level and teach the abstract words for intermediate or advanced level.

Teaching English vocabulary is not easy because they are very different from Indonesian vocabularies. The spelling and the pronunciation are very different. Besides, one word has more than one meaning. Moreover, it has different word function in certain sentence. Those are some difficulties in learning English vocabulary.

Based on the competence standards of Elementary students, ideally the students should be able to understand the simplest instruction by doing action, express the simplest information, understand the simplest written words of English and pictorial of descriptive text, and spell and copy the simplest written words of English in the context of the students' environment. It means that the elementary students should be able to pronounce words or phrase or sentence correctly by imitating the teacher' say in listening skill, speak in asking and giving information acceptably by imitating the teachers' statement, read aloud with correct pronunciation and intonation, copy the simplest English words and complete the simplest sentences accurately and acceptably.

According to the experts, ideally the elementary students should achieve the vocabulary items, namely pronunciation, spelling, meaning, and word use in mastering vocabulary.

Based on the four indicators of vocabulary, the second grade students of SD Negeri Bulakan 02 had problems from all indicators. The problems were found and identified from the observation, the result of the questionnaire, and the result of the interview done in pre research.

Based on the observation done to the second grade students of SD Negeri Bulakan 02, the problems faced by the students were caused from the students' classroom situation and the students themselves.

The classroom situation of the second grade students in SD Negeri Bulakan 02 was monotonous. They were not movement of their seat. It made them bored because of the same atmosphere in their classroom. Most of them were noisy in the lesson, such as moving round, chatting with others and disturbing their friends. This condition decreased the students' motivation. Therefore, the students did not enthusiastic in learning English. It was affected the students' achievement in mastering vocabulary.

From the students' factor, most of the second grade students in SD Negeri Bulakan 02 thought that English lesson was difficult. The difficulties were in pronunciation, spelling, memorizing and grasping word, and using the word. This condition became worse because they had less self-confidence.

In pronunciation, the second grade students of SD Negeri Bulakan 02 were confused to pronounce the English words where it is different from Indonesian pronunciation. Although they could read, they could not pronounce the English words correctly. They could pronounce it correctly when they imitated the teacher. It was different when they did it alone. It could be seen from their oral test. Because of it, most of the students are ashamed, unconfident, and scared to pronounce English word. They were ashamed and scared if they mispronounced it, for example: when the teacher asked them to read aloud of the English word, they read it slowly. Besides, they did not want to read the word because they were afraid and shy if they made mistakes in pronouncing. This problem made them

passive and thought that English lesson was not interesting and difficult. This problem caused the lack of practicing pronunciation and made the students difficult in achieving pronunciation aspect.

For spelling aspect, Indonesian learners usually write a word as they read or pronounce it, but they cannot do the same thing for English word. It is caused by the spelling of English is different from its pronunciation, For example: Pumpkin [$^{\text{p}}\text{ʌm}(\text{p})\text{kin}$]. Their individual task showed that there were some misspellings on their paper test.

In memorizing and grasping meaning, children are good and fast in learning new vocabularies but they are easy to forget too. It could be seen from the students' exercise sheet. Most of them filled the wrong answer on their exercises. The students need something interesting as the attractive media or fun technique in teaching and learning process in order to make them easily memorize about what they learn.

For the word use, most of the students had difficulty in applying the word in both written and oral. They always arranged English sentence in out of turn.

The researcher also gave questionnaires to make sure and to cross check the problems found by her on the observation. The questionnaires were applied to the second grade students of SD Negeri Bulakan 02 as the research subject. From the calculation of the questionnaire, as many as 52.9 % of the students like English lesson but 47.1% do not like it. 73.6% of the students often make mistake in spelling and 50.0% feel difficult in memorizing the English vocabulary. Meanwhile, 70.6% of the students feel difficult in pronouncing and making simple sentence and 29.4% feel easy in pronouncing and making sentence. Most of the students, 97.1 %, like pictures very much and 91.2 % also like learning English using pictures as teaching aid. It means that pictures are something interesting for the students. Based on the result of the questionnaire, it can be concluded that students have problems in spelling, memorizing, pronouncing, and making sentence. Besides, they also have less interest in English lesson but they have most interest in pictures.

To complete the information, the researcher also interviewed the second grade students of SD Negeri Bulakan 02. Most of students said that they have difficulties in memorizing, spelling, pronouncing, and applying the word in sentence or making sentence.

Based on the result of observation, interview, and questionnaire above, the researcher proposes to use flashcards in teaching vocabulary. According to Haycraft (1997: 102), flash cards are cards on which words and/ or picture are printed and drawn. They should be big enough to be seen clearly by every student in the class. He also says that flash cards can be used for consolidating vocabulary, practicing structure and word order, or variety of games.

Flashcards are visual teaching aid. According to Brewster, et al. (1992: 89) visual support is very important to help convey meaning and to help pupils memorize new words. Moreover, Schmitt (1997: 212) says that new words can be learned by studying them with pictures of their meaning instead of definitions.

It means that flash cards are cards which are drawn or printed with word or picture of its meaning instead of definitions or both of them. They have ideal size in order to be able to see the whole students in the class and be easy to handle them. They were used in teaching and learning new words. They are to help students for consolidating vocabulary in both pronunciation and spelling, understanding the meaning, memorizing new words, practicing structure and word order.

Besides, flashcards are practical. It can be brought everywhere and every time. Using flash cards save time for the teacher in drawing on blackboard. It can be saved and used again in different context and for all ages.

Based on the description above, the researcher is interested to apply flash cards to improve the students' vocabulary mastery. From this idea, the researcher determines the topic of the thesis under the title **“Improving Students' Vocabulary Mastery Using Flash Cards (A Classroom Action Research at the Second Grade of SDN Bulakan 02, Sukoharjo in the Academic Year 2011/ 2012)”**.

B. Problem Statement

Based on the background above, the writer formulates the problem as follows:

1. Can and to what extent the use of flash cards improve students' vocabulary at second grade of SDN Bulakan 02, Sukoharjo?
2. What are the strengths and weaknesses of using flash cards to teach vocabulary?

C. Objectives of the study

The research is intended to find out whether and to what extent the use of flash cards can improve students' vocabulary at second grade of SDN Bulakan 02, Sukoharjo and to describe the strengths and the weaknesses of using flash cards to teach vocabulary.

D. Benefit of the Study

The result of the action research is expected to be able to give some advantages for the students and the teacher.

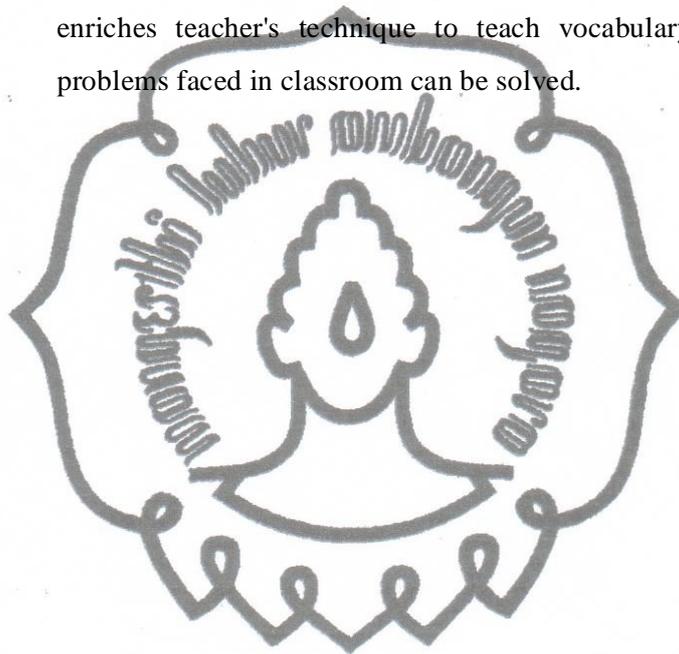
1. For the students

It can raise the students' interest and motivation in learning English. Through flash cards, they will get an enjoyable situation and they will not feel bored. They will be able to improve their ability to memorize vocabulary by using flash cards. At last, they can learn English particularly vocabulary easily, improve their vocabulary, and improve their achievement in vocabulary test.

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2. For the teacher

It is hoped that the result of this study helps teachers in teaching vocabulary properly by using flash cards for elementary students. The teachers can improve their ability in making innovation, effective strategies, and scenario of teaching vocabulary. It also enriches teacher's technique to teach vocabulary so that their problems faced in classroom can be solved.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Teaching English Vocabulary

1. The Definition of Vocabulary

There are some definitions of vocabulary from experts. Burns and Broman (1975: 295) define vocabulary as the stock of words used by a person, class, or profession. Hatch and Brown (1995: 1) say that vocabulary refers to a list or set of words for a particular language or a list or set of word that individual speakers of a language might use. According to Ur (1996: 60) vocabulary can be defined roughly as the words the teachers teach in foreign language. Hornby (1995: 985) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Furthermore, Procter (1978:1229) states that vocabulary is (a) all the words known to particular person, (b) the special set of words used in a particular kind of work, business, etc., (c) a list of words, usually in alphabetical order and with explanations of their meanings, less complete than a dictionary.

From the theories above, it can be concluded that vocabulary is list of words which is used by a person, class, or profession, and also used by teacher in teaching foreign language. Vocabulary in this research is concrete words which are grouped in a topic or theme as in the syllabus.

2. The Types of Vocabulary

There are some experts who divide vocabulary into different types. Haycraft (1997: 44) makes a distinction between active and passive vocabulary. Active vocabulary is words which the students understand, can pronounce correctly and use constructively in speaking and writing. Passive vocabulary is words that students recognize and understand when they occur in a context, but which they cannot produce correctly themselves.

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Aeborsold and Field (1997: 139) classify vocabulary into two terms. They are:

a. Receptive Vocabulary

Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.

b. Productive Vocabulary

Productive vocabulary is the vocabulary that people actually use to speak and write.

Heibert and Kamil (2005: 3) state that words come in at least two forms: oral and printed. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Printed vocabulary consists of those words for which the meaning is known when we write or read silently. Knowledge of words also comes in at least two forms: receptive and productive. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able to assign some sort of meaning to them, even though they may not know the full subtleties of the distinction.

Gairns and Redman (1998: 64-65) define receptive vocabulary as language items which can only be recognised and comprehended in the context of reading and listening material, and productive vocabulary as language items which the learner can recall and use appropriately in speech and writing. (These terms are often called 'passive' and 'active' vocabulary.)

From the explanation above, we know that although every expert has different way in classifying the types of vocabulary, they have the same idea about types of vocabulary. It means that vocabulary is divided into two. They are passive or receptive vocabulary and active or productive vocabulary. Besides, vocabulary has two forms. They are oral and printed vocabulary.

3. The Importance of Vocabulary

Zimmerman (in Coady and Huckin, 1997: 5) defines vocabulary as central to language. Wilkins (in Thornbury, 2002: 13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is very important in language and without vocabulary, it is impossible to communicate to others and also express our idea.

According to Nation and Waring (in Schmitt and McCarthy, 1997: 6), vocabulary is always a prerequisite to the performance of language skills. Aebbersold (1997: 138) says that knowing vocabulary is important for getting meaning from a text. According to Laufer (in Schmitt and McCarthy, 1997: 140), vocabulary is necessary in every stage of language learning, is now being openly stated by some second language acquisition (SLA) researchers.

Furthermore, according to Watkins (2005:34) learning new words is an important part of learning a new language. He also says that vocabulary is essential, and in recent years vocabulary has become increasingly central to language teaching.

McCarthy (in Schmitt and McCarthy, 1997: 140) states that no matter how well the student learns grammar, no matter how successfully the sound of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Vermeer (in Schmitt and McCarthy, 1997: 140) knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make for great proficiency in a language. Furthermore, Gass and Selinker (in Schmitt and McCarthy, 1997: 140) say that the lexicon may be the most important component for learners.

Those theories above mean that vocabulary is important to learn by learner in learning a new language because vocabulary is the most important component to the performance of language skill.

4. The Elements of Vocabulary

Laufer (in Schmitt and McCarthy, 1997: 141) lists knowledge that is needed by the learners in knowing a word as follows:

- a. Form- spoken and written, that is pronunciation and spelling.
- b. Word structure- the basic free morpheme (or bound root morpheme) and the common derivations to the word and its inflections.
- c. Syntactic pattern of the word in a phrase or sentence.
- d. Meaning: referential (including multiplicity of meaning and metaphorical extensions of meaning), affective (the connotation of the word), and pragmatic (the suitability of the word in a particular situation).
- e. Lexical relations of the word with other words, such as synonymy, antonymy, and hyponymy.
- f. Common collocations.

Watkins (2005: 36) has checklists of things in teaching new words. The checklists are:

- a. The form of words - how to spell them and say them
- b. The meaning of words – how the denotation and any strong connotations
- c. The word class – noun, verb, adjective, etc.
- d. Common combinations with other words (collocation)
- e. Any restriction in the use of word – for example, is it very formal/informal?
- f. Grammatical considerations – for example, if it is a verb, does it need an object?

Harmer (1998: 156-157) also has list of vocabulary items as follows:

- a. Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. Therefore, students need to understand the important of meaning in context and know about sense relation.

b. Word use

Students need to recognize metaphorical language uses and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expressions occur in.

c. Word formation

Knowing how words are written and spoken and knowing how they can change their form.

d. Word grammar

Just as words change according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns.

According to Thornbury (2002: 27-28), factors that make some words difficult are pronunciation, spelling, length and complexity, grammar, meaning, and range, connotation, and idiomaticity. She (2002: 28-29) also mentions that kind of mistakes which the learners do are form-related errors including mis-selections, misformations, and spelling and pronunciation errors; and meaning-related errors which typically occur when words that have similar or related meanings are confused and the wrong choice is made.

Thornbury (2002: 15) says that at the most basic level, knowing a word involves knowing its form and meaning.

Based on the explanations above, it can be concluded that the indicators or aspects of vocabulary mastery are meaning, form consisting of spelling and pronunciation, word use and word grammar. However for the beginner level or elementary school students, the aspects of vocabulary which are needed to learn are meaning that is meaning in context and form of words consisting pronunciation and spelling. Besides, the beginners level also need to learn about the use of word both written and oral.

5. Teaching Vocabulary to Children

Harmer (1998: 154) says that one of the problems of vocabulary teaching is how to select what word to teach. He also says that a general principle in the

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past has been to teach more concrete words at lower levels and gradually become more abstract. Words like 'table', 'chair', 'chalk', etc. have figured in beginners' syllabuses because the things which the words represents are in the front of the students and thus easily explained. Other criteria are frequency and coverage. Frequency means that the words are commonly used by speaker of the language and coverage means that the words are useful.

Haycraft (1978: 44-47) lists seven guidelines on which the choice of vocabulary as follows:

a. Commonest words

It is important to choose words that are commonly used or words that students need because any unusual word you teach will take the place of a useful one in the students' mind.

b. Students' need

Look for words that the students most likely to need or want to know by knowing their background. The students will feel frustrated if you teach vocabulary which do not need for them. Even at beginner's level, it is better to choose particular word connected with their work or profession.

c. Students' language

Knowledge of their language will tell you which words are similar in their language and English, and therefore easily learnt.

d. Word building

It is often worth choosing a word because a general rule can be formed, e.g. teach-teacher, work-worker, etc.

e. Topic areas

It is easier to teach vocabulary which belongs to one area of sequence, as the student will be able to form a pattern of interrelated word in his mind.

f. Cross reference

A lot of words are applicable to different situations or specializations. For instance, you are choosing vocabulary connected with car, it is

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worth choosing terms that are also common to other means of transport, such as trains, aeroplanes, taxis, buses.

g. Related structure

Many structures 'demand' their own vocabulary. For example: teaching the present continuous you will want to introduce active verbs with their corresponding objects.

Brewster, et al. (1992: 89-90) state that grouping words together can help pupils associate new words they already know and can aid retention and recall. They classify words into 4 groups. They are:

- a. Lexical sets, for example: shop, fruit, and rooms in house.
- b. Rhyming sets, for example: pat, bat, rat, and hat.
- c. Colour sets, grouping together things that are green, for example: a pea, a leaf, an apple, a caterpillar, and a bird.
- d. Grammatical sets, for example: adjectives, verbs, prepositions, and nouns.

Brewster, at al. (1992: 90) also state that the number of new words that can be introduced in one lesson will depend on factors such as, the linguistic and conceptual level of your pupil, the similarity of the words to the mother tongue, how rich and memorable the context is in which the words are presented, how easy it is to illustrate meaning, and so on.

Similar to Thornbury (2002: 75-76) states that how many words to present depend on the following factor:

- a. The level of the learners (whether beginners, intermediate, or advanced).
- b. The learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary).
- c. The difficulty of the items- whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.

- d. Their 'teachability'- whether, for example, they can be easily explained and demonstrated.
- e. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).
- f. The number of the new words presented should not overstretch the learners' capacity to remember them.

Related to the statements above, it can be concluded that Vocabulary for young learner or beginner level is different from vocabulary for higher level. The beginner level only needs the concrete words such as things around them. The words are commonly used by the learner and also useful for them in their daily life. Elementary school students are the beginner level. As in their curriculum and syllabus, vocabulary that they learn in school is the words which are grouped in a topic or theme. Besides, there are limitations about the number of words to introduce in a lesson. One of them is the level of the students.

Brewster, et al. (1992: 90-91) have some techniques that can be used to introduce new vocabulary. The techniques are:

- a. Using objects
Most of the vocabulary at this stage of children's learning will consist of concrete nouns. This means that there are plenty of objects that can be used to show meanings. Objects in the classroom can be used or things brought to the classroom. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization.
- b. Drawing
Object can either be drawn on the blackboard or drawn on flash cards. The letter can be used again and again in different contexts if they are made with card and covered in plastic.
- c. Using illustrations and pictures
A great deal of vocabulary can be introduced by using illustrations or pictures, either those found in the language learning material you are

using or by making your own visual aids, using pictures from magazines and so on.

d. Mime, expressions, and gestures

Many words can be introduced through mime, expressions, and gestures. For example, adjectives: sad, happy; nouns: mime taking a hat off your head to teach hat and so on.

e. Using opposites

This technique allows pupils to associate words with a concept they already understand in their mother tongue and often pupils will learn two words instead of one.

f. Guessing from context

Encourage pupils to take risks and guess the meanings of words they don't know as much as possible.

g. Eliciting

Once a context is established, you can ask pupils (you may need to do this in the mother tongue) what words they would expect to find or what they would expect someone to say or do in particular situation.

h. Translation

If none of the above techniques work, translate. There are always some words that need to be translated and this technique can save a lot of time.

According to Harmer (1998: 161-162) there are many occasions when some forms of presentation and/ or explanation is the best way to bring new words into the classroom. Some forms of presentation are:

a. Realia

One way of presenting words is to bring the things they represent into the classroom- by bringing 'realia' into the room. Words like 'postcard', 'ruler', 'pen', 'ball', etc. can obviously be presented in this way. The teacher holds up the object (or point to it), say the word and then gets the students to repeat it.

b. Pictures

Pictures can be board drawing, wall pictures and charts, flash cards, magazine pictures, and any other non-technical visual representation.

c. Mime, action, and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in picture. Actions, in particular, are probably better explained by mime.

d. Contrast

We saw how words exist because of their sense relations and this can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'cold' by contrasting it with 'hot', 'big' by contrasting it with 'small'.

e. Enumeration

We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used.

g. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problem. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

Based on the explanations above about techniques of presenting new words, it can be concluded that there are some techniques that can be used to teach vocabulary. The techniques have strengths and weaknesses. Besides, they can be used as the need.

B. Flash Cards

1. Definition of Flash Cards

According to Schmitt (in Schmitt and McCarthy, 1997: 212), new words can be learned by studying them with pictures of their meaning instead of definitions. Hadfield and Hadfield (2001: 3) say that picture may be drawn on the board, on large pieces of paper (posters), or on pieces of card (flashcard). They also say that a set of vocabulary items, for example food or clothes, are best drawn on a set of flashcards which can be held up one at a time so that the learners are not confused by too much new vocabulary at once.

Harmer (1991: 161) states that picture can be board drawings, wall pictures and charts, flashcards, magazine pictures, and any other non-technical visual representation. He also says that picture can be used to explain the meaning of vocabulary items.

Brewster, at al. (1992: 90) also state that one of techniques to introduce new words is by drawing. Objects can either be drawn on blackboard or on flash cards. The letter can be used again and again in different contexts if they are made with card and covered in plastic.

Based on the theories above, it means that flash cards are one of picture types that can be used to learn new words and it is can be used in different context if we cover them in plastics.

Haycraft (1997: 102) defines Flash cards as cards on which words and/ or pictures are printed or drawn. They should be big enough to be seen clearly by every student in the class.

Flash cards are an educational tool to help people memorize information. (Presley, 2006)

According to DIEGOFMACIAS (2008), Flash card is a card with words or numbers or pictures that are flashed to a class by the teacher.

A flash card is a little piece of paper, the size of a business card, which has on one side a new word in a language you're learning, and on the other side a word in your mother tongue. ([Micheloud](#), 2009)

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Based on the definitions above, it can be concluded that flash cards are cards on which word or picture of both of them are drawn or printed as an educational tool in learning new words. The size of flash card should be big enough to be seen by whole class.

2. Teaching Through Flash Cards

The advantage of flash cards is that you can use them to study at any time they're portable and even if you have just a few minutes, you can use that time to review a few cards. (McCormick, 2012)

Flash cards have advantage and disadvantage. The advantages as follows:

- a. You can use them with students of all ages.
- b. They are cheap, you can use them anywhere.
- c. You won't get eyestrain.
- d. They don't break down, and they never go out of date.
- e. Recognized as a fun and effective way to learn, reinforce, test, and retain information.
- f. Functionality of repetitive drilling and the ability to vary order.
- g. Can be used for self or group study.

The disadvantage is some lexical fields that cannot be illustrated through flash cards (abstract words). ([DIEGOFMACIAS](#), 2008)

Gerngross, et al. (2009: 6) state that Flashcards are an essential means of conveying the meaning of new words and they help the children to memorize them more effectively. The flashcards also eliminate the task of drawing on board or producing home-made pictures, thus saving a lot of preparation time for the teacher.

Gerngross and Puchta (2009: 15) say that the purpose of the flashcards is to introduce important new words visually. These suggestions for using them in the lesson are based on the following educational principles:

- a. Conveying the meaning of new words in the foreign language lesson should be carried out as visually as possible.

- b. Always apply the principle listening precedes speaking. The children should first of all become accustomed to the pronunciation and intonation of a word before they are asked to repeat it.
- c. When introducing new words use a combination of all the senses. Pictures, pronunciation and intonation and also motor-processing techniques complement each other and help to anchor a word in the long-term memory.
- d. The anchoring of the new words will be all the more long-lasting if the words are repeated often enough. No more than one to two minutes are needed for this. The flashcards are highly suited to such repetition stages.

The following methods have proven successful:

- a. Introduction of vocabulary.
 1. Show the flashcards in order and say the English word at the same time.
 2. Then stick the cards on the board. Repeat the words in order, then jumbled up, at the same time pointing to the corresponding flashcards.
 3. Say the words and encourage the children to point to the flashcards, e. g.: *Point to the grapes.*
 4. Have the children repeat the word after you several times.
 5. Gradually increase the pace.
- b. Exercises for anchoring the vocabulary in the children's recognition memory.
 1. Call one child up to the board and say the words in order. The child points to the corresponding flashcards on the board. Call another child to the board, say the words jumbled up and ask the child to point along as you speak.
 2. Call individual children to the front and ask them to take a card from the board and to give it to another child in the class, e. g.:

Mark, take the skirt, please! Pass it to Lena. Mark: Here you are.

Lena: Thank you.

When all the flashcards have been distributed around the class, say: *Stick the lamp on the board.* The child with the corresponding flashcards sticks it back on the board. Continue in this way until all flashcards are stuck back on the board.

3. Call individual children out to the board. Give the following instruction: *Touch the (grape).* The children touch the corresponding flashcard. Then remove all the flashcards from the board. Ask the children to close their eyes. By turning off the visual channel the children can concentrate completely on the sound pattern. Say the words individually. Change your voice as you do so. Say the words loudly, quietly, in a high voice, in a deep voice, happily, sadly, angrily and encouragingly. The children just listen first of all then they repeat the word exactly as you say it.
- c. Exercises for anchoring words in the children's productive memory.
 1. Hold a flashcard in your hand with the reverse side to the children and ask: *What is it?* The children guess what the word is. When a child has guessed correctly, show the flashcard and reply: *Yes, it is.*
 2. Stick the flashcards on the board. Then say all the words in order together with the children. Clap twice between each word. Repeat the words a few times but change the activities between the individual words. For example: Click your fingers, slap your thighs, stamp your feet, stand up and sit down at the next word.
 3. Take one flashcard after another, say the words and turn the card over so that only the reverse is visible. When all the flashcards have been turned over, ask: *Who can remember the word?* Have individual children come up, say a word and turn over the card they think is the right one.

Activity by using flash cards is divided into the following categories: Memory, drilling, identification, and TPR activities.

a. Memory Activities

- Memory Tester

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

b. Drilling Activities

- Invisible Flash cards

- 1) Stick nine flash cards on the board and draw a grid around them.
- 2) Use a pen or a pointer to drill the nine words. Always point to the flash card you are drilling.
- 3) Gradually remove the flash cards but continue to drill and point to the grid where the flash card was.
- 4) When the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card.
- 5) Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.
- 6) Depending on the age group I then put the flash cards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid.

This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

c. Identification Activities

- Reveal the word

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

- 2) Students guess which one it is.
 - 3) Once the card is shown, chorally drill the word with the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice.
 - 4) Alternatively, flip the card over very quickly so the children just get a quick glimpse.
 - 5) Repeat until they have guessed the word.
- Fast Finger
 - 1) Stick flash cards on the board or on the wall (for very little people who won't reach the board!) in a line.
 - 2) Give a clue to indicate which flash card you are thinking of. When presenting a new lexical set for the first time, give the whole word, e.g. "Say stop when the fast finger is above the cat". When revising, or with higher levels, you can just give a clue, e.g. "It's an animal that can't fly, but it can climb trees."
 - 3) Ask students to shout STOP when your finger is above the required flash card.
 - 4) Then bounce your finger along in a random fashion to a silly tune until they shout STOP at the right time.
 - 5) When they get the idea, ask a student to be the Fast Finger.
 - 6) You can also use the word cards instead of a finger. When the word is above the corresponding pictorial flash card students shout STOP!
- d. TPR activities
- Point or race to the flash cards
 - 1) Stick flash cards around the class.
 - 2) Say one of them and students point or race to it.
 - 3) Students can then give the instructions to classmates.
 - 4) You can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc.

- Ladders
 - 1) Students sit in two lines facing each other with legs out and feet touching.
 - 2) Each facing pair is shown a flashcard that they must remember. When you call out their card they stand up and run over the legs of the others, the ladder, around the back and back to their places.
 - 3) The first one back wins a point for their line. If the students are very lively you can do it standing up to avoid trampled legs! (Budden, 2004)

C. The Characteristics of Young Learners

Students of elementary school are young learners. 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. Moreover, Scott and Ytreberg (1990: 1) divide the children into two groups. They are five to seven years old as level one and the eight to ten years old as level two. Both of them are assumed as the beginner stage. Most of the second grade students are 8 years old. They are included the beginner stage of level two. According to Scott and Ytreberg (1990: 3-4) children of eight to ten years old have general characteristics as follows:

- a. Their basic concepts are formed. They have very decided views of the word,
- b. They can tell the difference between fact and fiction,
- c. They ask question all the time,
- d. They rely on the spoken word as well as the physical word to convey and understand meaning,
- e. They are able to make some decisions about their own learning,
- f. They have definite views about what they like and do not like doing,
- g. They have developed sense of fairness about what happens in the classroom and begin to question teacher's decision,

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h. They are able to work with others and learn from others.

According to Halliwell (1998: 3) the characteristics of children:

- a. Are already very good at interpreting meaning without necessarily understanding the individual words;
- b. Already have great skill in using limited language creatively;
- c. Frequently learn indirectly rather than directly;
- d. Take great pleasure in finding and creating fun in what they do;
- e. Have a ready imagination;
- f. Above all take great delight in talking!

From the characteristics above, teacher should have an appropriate approach and techniques in teaching young learners.

D. Rationale

Vocabulary is one of the important aspects in language. People need vocabulary to express ideas or opinions in both oral and written form. Without vocabulary people cannot understand what people say. People also cannot communicate effectively with others and get information from a text.

In learning foreign language as English, the learners need to learn vocabulary at the first time. As the beginner level, young learners need to be taught vocabulary. It will help them in achieving language skills.

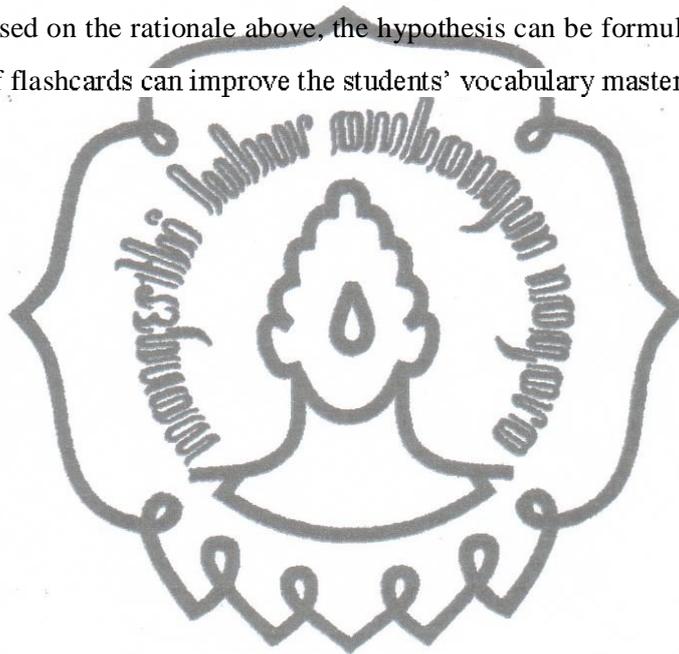
Considering the characteristics of children, teachers need an appropriate technique to teach English. Children are easy to get bored and have their own view about what they like and do not like doing. It means that teachers should make them interested in English and avoid them to think that English is a difficult and boring lesson.

Picture in flash cards can attract children's attention. It can be an opportunity to combine teaching English with flash cards. Flash cards are one of picture types. They can be brought easily and cheap. They also can be used to all

ages. Flashcards can be used by showing the flashcard for a minute then changing it with another flashcard. It can make students focus on the lesson.

E. Hypothesis

Based on the rationale above, the hypothesis can be formulated as follows:
The use of flashcards can improve the students' vocabulary mastery.



CHAPTER III RESEARCH METHODOLOGY

A. Research Setting

This classroom action research was carried out in SD Negeri Bulakan 02, Sukoharjo. It is one of the Government-school which is located at RT 04/ RW 07 Bulakan, Sukoharjo. It is near some public areas such as bank, market, and some other offices. The school consists of many rooms. They are classrooms, office, library, computer room, warehouse, cafeteria, toilet, and kitchen. This school has a parking area, a yard and a flag pole too.

This school has six classrooms for each grade from grade 1 until grade 6. It also has two classrooms for kindergarten. There are a teacher office, a headmaster office, an administration room, a library, a canteen, three toilets, a yard, and also a parking area.

Each classroom is completed with some facilities to support teaching learning process such as whiteboard, blackboard, tables and chairs which are fit with the number of the students, a teacher's desk and chair, eraser, pictures and good air circulation and lighting.

Behind the classroom of grade IV up to grade VI is students' parking area. The toilets are near the parking area. An office of SDN Bulakan 02 is near grade VI. The office is divided into three parts. They are computer room, teachers' room, and guest room. There is a toilet between the office and a kitchen. The toilet is only for teachers.

The center of the school is a yard. The yard is not big enough but it can hold all students and teacher in doing flag ceremony every Monday. In the yard, there is a flagpole.

The library is between the headmaster's office and the kindergarten classroom. It is not big. There are two big shelves in the library. They are full of

books. There are many kinds of books there. They are story books, history books, science books, and educational books.

The classroom of grade I and II are the east of the kindergarten classrooms. The left side of the first grade classroom is the warehouse. The cafeteria is between grade IV and grade III.

The research was conducted on the second semester of academic year 2011/ 2012 through teaching learning process in the classroom by using flash cards in teaching vocabulary. The research was held from February to June 2012.

B. The Research Subject

The research subject was the second grade students of SD Negeri Bulakan 02. This grade consists of 34 students. There are 19 boys and 15 girls. They come from different village. Some of them go to school on foot because they live in Bulakan village which is near with school and the others go to school by bicycle or they are delivered by their parents because they live in the neighborhood of Bulakan village which is quite far from school.

Economically, they are classified into lower to medium level. The profession of their parents is different. They are farmer, employee, entrepreneur, seller, and laborer. They spend of the time for working. It affects students' motivation in learning because of less or even no control from their parents. Psychologically, the second grade students of SD Negeri Bulakan 02 are cheerful and active in every lesson. They were also noisy but they are passive in teaching-learning process of English lesson because they felt shy. Academically, the second grade students of SD Negeri Bulakan 02 were lower than the previous students. For English lesson, it could be seen from the result of their first semester test. Besides, it also could be seen from the score of their individual task and homework.

The researcher chose the second grade students of SD Negeri Bulakan 02 as the research subject for some reasons. First, the researcher wanted to improve the students' ability in English lesson. Second, there was a fact that there are some smart students but they were passive and the others had low achievement. Third, the researcher wanted to raise the students' motivation and interest in English lesson in order to get high score in final exam and help them to face English lesson in the next grade. The researcher conducted the study through teaching and learning process by using flashcards in teaching vocabulary. The researcher is the teacher in SD Negeri Bulakan 02 who implemented the classroom action research and the observer was the researcher's friend.

C. The Method of the Research

The method used in this study is classroom action research. There are some definitions of action research from experts. Hopkins (1983: 1) says that classroom research is an act undertaken by teachers either to improve their own or a colleague's teaching or to test the assumptions of educational theory in practice.

While Kemmis and McTaggart in Nunan (1992:17) argue that the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things.

Cohen and Manion in Nunan (1997: 18) offer a similar set of characteristics. They argue that action research is first and foremost situational, being concerned with the identification and solution of the problem in a specific context. They also identify collaboration as an important feature of this type of research, and state that the aim of the action research is to improve the current state of affairs within the educational context in which the research is being carried out.

From the above definitions, it can be summarized that action research is a systematic research done by teachers, researchers, principals, school counselors, administrator or other educational professionals to solve problems that have been identified in order to get better improvement.

The researcher uses action research for some reasons. First, action research is a part of teaching. It is seen from the steps of action research. Second, action research is used to test method of teaching or something else in order to improve student's ability. Third, it is used to find the answer whether or not the problem is solved.

D. Model of the Research

The model of action research used in this research is the model which is developed by Kemmis and Mc Taggart in Hopkins (1993: 48). According to them, classroom action research is composed of cycle consisting of four steps namely: planning, action, observation, and reflection. The steps of action research by Kemmis and Mc Taggart can be illustrated as follows:

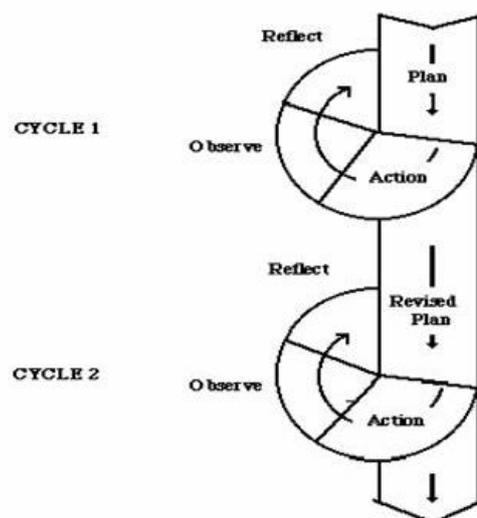


Figure 1: Illustration of Action Research

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E. Procedure of the Research

In the classroom action research, each procedure takes some steps in a cycle. They are as follows:

1. Identifying the problem

This step is done before planning the action. In this step, the researcher identified problems faced by the students in the class. The problems were the factors which caused the students difficult to improve their English vocabulary. To identify the problems, the researcher did observation in teaching-learning process, interviewed the students, gave questionnaire and gave pre-test.

2. Planning the action

The researcher prepares everything related to the action, as follows:

- a. Planning the steps and technique for delivering the material in the form of lesson plan.
- b. Preparing the material.
- c. Preparing teaching aids (flash cards).
- d. Preparing a test (pre-test and post-test).

3. Implementing the action

The researcher gave pre-test to the students and took their score. After that, the researcher applied the treatment that was teaching vocabulary by using Flashcards.

4. Observing the action

The researcher observed all activity in the teaching and learning process. The results of the observation were written on the field note.

5. Reflecting the result of the observation

The results of the observation were analyzed by the researcher in order to know and find out whether there were any problems and difficulties during the implementation phase or not. Besides, the researcher gave post-test to the students. It was done to measure the

students' vocabulary mastery. Based on the data evaluation, it could be seen whether the students' vocabulary mastery improve or not.

6. Revising the plan

The researcher did revising the plan if there were some problems and difficulties during the implementation phase. The researcher revised the plan for the next cycle, did the action, observed the action and reflected the result of the observation until the researcher felt satisfied with the result of the research where the problems of the students are solved. The action of classroom action research was conducted in two cycles.

F. Techniques of Collecting Data

The researcher collected the group of data by using qualitative and quantitative method during the process of action research. The technique of collecting the data using qualitative method was conducted by observational and non-observational. Observational techniques consisted of observations, field notes, and photographs of teaching and learning process while non-observational techniques consisted of interviews, questionnaires, and documents which are about English lesson in SD/MI including its *Standar Kompetensi* and *Kompetensi Dasar*.

The data collecting using quantitative method was obtained from test. In this research, the researcher used objective test type for both pre-test and post-test. The total numbers of test items are 20 items. The test consisted of vocabularies that had been taught to the students. The result of the test was be analyzed to know the students' achievement on vocabulary.

G. Techniques of Analyzing Data

In analyzing the qualitative data, the researcher analyzed the data by using Miles and Huberman's way. Miles and Huberman (1992:16) explain the steps as follows:

1. Collecting the Data

The data was collected during the classroom action research. It included the process of teaching and learning activities through flash cards, the draft of interview and photographs.

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data reductions are a way to analysis data to be accurate by grouping the data, deleting unused data and organizing the data. Therefore, it can be drawn a conclusion and verification.

3. Data Display

Data display is the second element or level in Miles and Huberman's (1992:17) explanation. Data display goes a step beyond data reduction to provide "an organizer, compressed assembly of information that permits conclusion drawing". A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships.

4. Drawing Conclusion and Verification

Drawing conclusion involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or

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verifies these emergent conclusions. Validity means something different in this context from in quantitative evaluation, where it is a technical term that refers quite specifically to whether a given construct measures what it purports to measure. Here validity encompasses a much broader concern for whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations.

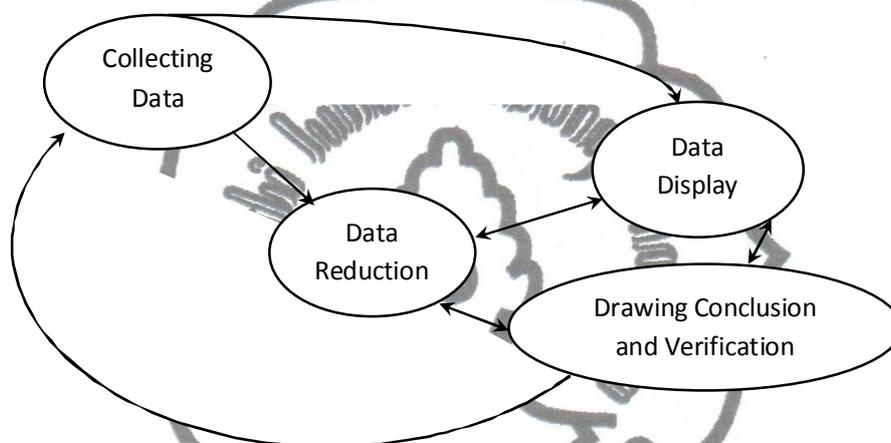


Figure 2: Illustration of Interactive Model in Data Analysis

From the data, the researcher would know the answer of the research questions. Meanwhile, the quantitative data were presented in the form of mean score. In analyzing the quantitative data, the researcher compared the mean score of the pre-test and post-test. The result of comparison between pre-test and post-test is used to know whether there is an improvement of students' vocabulary or not. The score of the students was be calculated by using the following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

In which:

$\sum X$: The sum of the students' score before the action

$\sum Y$: The sum of the students' score after the action

\bar{X} : Mean score of the students' score before the action

\bar{Y} : Mean score of the students' score after the action

N : The number of the students

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the classroom action research in improving students' vocabulary mastery using flash cards at the second grade of SD Negeri Bulakan 02, Sukoharjo.

The research was conducted in collaboration with her partner who knows about action research. The researcher is the English teacher in SD Negeri Bulakan 02 who implemented the action and the partner was the observer. The result of the research implementation is divided into two sections. They are research finding and discussion.

A. Research Finding

The action research was implemented to improve the students' vocabulary mastery through flash cards. The implementation was conducted in two cycles. Each cycle consisted of two meetings and each meeting spent 70 minutes. The researcher chose the topic based on the English book had in the School. The first cycle was held on 22 May 2012 and 24 May 2012 with the topic *fruits*. The second cycle was conducted on 5 June 2012 and 7 June 2012 with the topic *vegetables*. Every cycle in the research consisted of series of steps, namely identifying problems, planning the action, implementing the action, observing the action, and reflecting the result of the observation and revising the plan.

1. Cycle 1

a. Identifying problems

The second grade students of SD Negeri Bulakan 02 are the beginner level. English lesson is still introduction phase for them. The material given to them is about vocabulary. Therefore, the problems faced by the students were vocabulary mastery. The problem identification was

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done by the researcher in pre-research. The researcher did some observations, interviewed the students, and gave questionnaire to them.

The observation was done on 4 February 2012. In the observation, the researcher looked up the result of the first semester test of the second grade the students in SD Negeri Bulakan 02. Then, she compared the result of the test to the previous students. From the result of the test, it could be seen that the students' achievement of the second grade in this year was lower than the previous one.

After knowing the students' achievement, the researcher taught the students as usual for several meetings. In the teaching learning process, the researcher observed the students. From the observation, the researcher found some problems in the class. The problems were caused from the students' classroom situation and the students themselves.

The students' classroom situation was monotonous. Most of the students were noisy in the lesson, such as moving round, chatting with others and disturbing their friends. There were less parents' control. All of those caused the boredom, made students difficult to accept the material, and decreased the students' motivation. For the students' factor, the second grade students of SD Negeri Bulakan 02 thought that English lesson was difficult. The difficulties were in pronunciation, spelling, memorizing and grasping the meaning, and applying the word in a sentence or making sentence. They also had less self-confidence. It made them lack of practicing pronunciation.

After doing observation, the researcher interviewed the students and gave questionnaire to them in order to get the valid data about the problems faced by the students. From the result of the interview and questionnaire, they also showed the problems arising in the observation phase. Besides, the researcher knew that the students like picture and learn using picture.

Based on the result of the observation, interview, and questionnaire in the pre research, the researcher identified that the students' vocabulary

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mastery should be improved. The researcher decided to use flash cards in presenting and practicing new vocabulary through classroom action research in order to improve students' vocabulary mastery and to motivate them to be active in the teaching learning process.

b. Planning the action

After identifying problems, the researcher planned and decided the technique to overcome the problems. The researcher decided to use flash cards as media to overcome the problems in teaching and learning vocabulary. The researcher believed that flash cards could improve the students' vocabulary and attract the students' enthusiasm. Flash cards can make the students easier to grasp and remember the meaning.

Before implementing the action, the researcher prepared pre-test and post-test, designed a lesson plan as teacher's guidance in teaching vocabulary, prepared the material, made students' worksheet, and prepared flash cards to support the teaching learning process. Besides, the researcher also prepared sheet of field notes and digital camera for the classroom observation.

The researcher conducted a pre-test in the beginning before implementing the action in order to know the students' ability about the material that would be given and conducted a post-test after the last action of every cycle to know the students' improvement. The form of the pre-test and post-test examined to the students was objective test. Those are multiple-choice test with 15 questions and the oral test with 5 questions.

Then, the researcher designed lesson plan for cycle 1. She planned two meetings for cycle 1 with topic '*fruit*'. The meetings were conducted twice a week. The researcher made one lesson plan for one meeting. As a result, there were two lesson plans in cycle 1. In the lesson plan, she planned to teach vocabulary through drilling method. After designing lesson plan, the researcher prepared the material, made students' worksheet, prepared flash cards to support action, prepared sheet of field notes, and digital camera for the classroom observation.

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c. Implementing the action

In implementing the action, the researcher used lesson plan that had been prepared before. The action was divided into three sections, namely opening activity, main activity, and closing activity. Every cycle was described as follows:

1) The first meeting (Tuesday, 22 May 2012 at 07.00- 08.10)

a) Opening activity

The teacher greeted the students by saying “*Good morning, students.*” Then, all of the students replied the greeting by saying “*Good morning, teacher.*” Then, she asked the leader of the class to lead in praying before starting the lesson. After that, the teacher asked their condition and checked their attendance. The teacher changed the students’ seat position. The teacher showed one flash card drawing many kinds of fruits and asked to the students, “*gambar apa ini?*” the students answered “*gambar buah-buahan, Bu.*” The teacher asked to the students about fruits on the flash card showed to them. The teacher stated the topic, “*today we will learn about fruits.*”

b) Main activity

The teacher showed flash cards to the students and recalled the name of fruits on the flash cards. The students were asked to look at the flash cards and repeat after her. The teacher showed again the group of flash cards to the students and asked them to repeat after her in group and individually. The teacher checked their pronunciation while they repeated after her. The teacher shared students’ worksheet and asked the students to do the exercise by choosing picture as they listened. Then, the teacher discussed the exercise’ answer while the students checked their friends’ work.

After discussing the exercise, the teacher explained about how to make questions as the picture showed by showing the flash cards and saying “*What picture is it?*” Then, the teacher asked the students to repeat after her and she continued the explanation about the

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question. After explaining, the teacher showed flash card of mango and said, "*What picture is it?*" Then, the students were asked to answer it. Some students answered 'mango' but there were two or three students answering "*mangga*". The teacher asked the students to answer in English. She changed the flash card with another flash card and said, "*What is it?*" Then, the students answered the name of the fruit in English correctly. The teacher did it the same thing with different questions having same meaning and asked the students to answer the questions.

After that, the teacher showed flashcard of *orange* and said, "*What picture is it?*" Then, she continued by saying, "*it is orange.*" The teacher still showed the flash cards of apple and explained how to answer in complete sentence. After that, the teacher showed flash card of papaya and explained how to make yes no question and how to response it. The teacher drilled the students to make and response the questions in group and individually. In this activity, the teacher checked their pronunciation and corrected it if there were mispronunciations.

The teacher showed the flash cards and she gave question to them. One of the students could answer the question. Then, the teacher asked her to choose one of flash cards and one of her friend. Then, she gave question to her friend as the teacher did as "*What picture is it?*" Then her friend answered, "*It is grape.*" The teacher said, "*Good*" and asked the student to choose one of the flash cards. Then, the teacher asked him to do the same thing as his friend did before. The activity was done until the flash cards brought the teacher were chosen by the students.

Then, the teacher asked the students randomly to answer exercise 2 orally. After all students get their turn, the teacher asked them about unclear explanation and gave more explanation about what the students asked.

c) Closing activity

Teacher pointed to the students randomly to mention the name of fruits showed by the teacher loudly. She did it quickly. After that, she asked them to learn it at home.

2) The second meeting (Thursday, 24 May 2012 at 09.00- 10.10)

a) Opening activity

The teacher greeted the students, asked their condition, and checked their attendance. Two students were absent. Then, she changed the students' seat position. She reviewed the material in the first meeting by saying "What did we study in the last meeting?" Then, she showed flash card to the students and asked them about the flash cards.

b) Main activity

Teacher showed flash cards of fruits combined with words. She read aloud the words on the flash cards while the students looked to the flash cards and listened to the teacher. Then, she read aloud again but she did it one by one for each flash card and asked the students to repeat after her. The students were asked to repeat three times for each word.

The students were asked to look at the flash card and repeat after her in group. Then, she asked the same thing to the students in individually. The teacher checked the students' pronunciation when they repeated after her. The teacher wrote down fruits vocabularies on blackboard. Then, she asked the students to read together.

The teacher pointed to the students randomly to come forward and read vocabularies on the blackboard. After that, she shared students' worksheet to the students and asked them to do the exercises. After finishing the exercises, the teacher discussed the exercises' answer while the students checked their friends' work.

c) Closing activity

The teacher showed the flash cards and asked the students randomly to write down the name of fruits on blackboard. After that, she asked them again to write down the name of fruits on the blackboard based on her say.

d. Observing the action

The observation was done during the implementation of the action. The result of the observation could be explained as follows:

1) First meeting

The teacher entered the second grade classroom soon after the bell rang. The situation was so noisy and crowded. The students were surprised when the teacher asked them to change their seat position. A few minutes later, the teacher showed flash cards to the students. They were so curious and enthusiastic to the flash cards.

In the first meeting, the teacher focused on the meaning and pronunciation. The teacher asked the students to repeat what she said after her. The teacher asked the students to pronounce fruits vocabularies for several times both in group and individually. In repeating after the teacher, three students made mistake in pronunciation. Besides, two students were busy with their toys. Moreover, five students did not want to pronounce words as the teacher's instruction. After asking to pronounce words for several times, the teacher gave worksheet to the students. She asked them to do task 1. In doing task 1, most of the students did it by themselves but for about seven students copied their friend' work. Some students also made mistake in pronunciation and in grasping the meaning when the teacher gave oral test based on task 2.

2) Second meeting

The teacher entered the class and the students looked very happy. In the beginning of the lesson, she showed flash cards and most of the students could recall the name of fruit on the flash cards. They were more active. Most of the students paid attention when the teacher showed flash

cards combined with word to them. The teacher pointed some students because they did not do the teacher's instruction to repeat after her. They preferred chatting with their friends. Most of the students did the exercises when the teacher asked them to do that. There were three students copying their friends' work. Besides, two students could not finish the exercises because they liked playing with their friends and chatting with them better than doing the exercises.

e. Reflecting the result of the observation

After analyzing the results of observation in cycle 1, the researcher found several positive results and some weaknesses. They were as follows:

1) Positive results

- a) Using flash cards in explaining the topic of "*fruits*" improved the students' motivation in learning and attracted students' curiosity. They focused more on the teachers' explanation.
- b) The students enjoyed the lesson. It could be seen from their happiness when the class started. As the results of the improvement of students' motivation in learning English, there was improvement of their achievement. It could be seen from the results of pre test and post-test 1. The mean score of pre-test was 56.5 and the mean score of the post-test 1 was 77.1. There was an improvement of the students' vocabulary mastery after cycle 1. The improvement of four aspects of vocabulary can be seen into the table below:

Table 4.1: The improvement of vocabulary aspects after cycle one

Aspect	Meaning		Spelling		Pronunciation		Word use	
	Pre-test	Post-test 1	Pre-test	Post-test 1	Pre-test	Post-test 1	Pre-test	Post-test 1
Sum of the score	242	284	192	216	98	250	238	306
Sum of the students	34	34	34	34	34	34	34	34
Students' mean score	7.12	8.35	5.65	6.35	2.88	7.35	7.00	9.00

- c) There was also a change on students' behavior to the lesson. They were more active and enthusiastic to be involved in the lesson than before the treatment.

2) Weaknesses

- a) Some students were still busy with themselves and made noise. They did not listen to the teacher' explanation. They preferred chatting with their friends' and playing with their toys to trying to practice.
- b) Some students were still passive and shy when the teacher asked to practice both in group and individually. Only smart students were dominant in joining the teaching and learning process.
- c) The students still made mistake in spelling and pronunciation. They wrote as they pronounce the word and pronounced word as the written form.

Based on the results of the first cycle, the researcher thought that it was necessary to conduct the second cycle.

2. Cycle 2

a. Revising the plan

Considering the problems appearing in cycle 1, the researcher revised the plan to minimize the weaknesses of teaching and learning process in cycle 1. The plan of cycle 2 would focus on how to get all the students' attention and reduce their noise, make all of students to be more active, and to improve students' vocabulary mastery.

Based on those problems, the researcher proposed to conduct the second cycle. The implementation of this cycle would be held in two meetings. The topic in cycle 2 was different from that of cycle 1. The topic used was about *vegetables*.

b. Implementing the action

The researcher used lesson plan that had been prepared before with the topic "*Vegetables*". Cycle 2 consisted of two meeting which were conducted twice in a week. Each meeting was divided into three sections: opening activity, main activity, and closing activity.

1) The first meeting (Tuesday, 5 June 2012 at 07.00- 8.10)

a) Opening activity

The teacher entered the room and greeted the students. The leader of the class led praying before starting the lesson. The teacher checked the students' attendance and a student was absent because of sickness.

Teacher showed a flash card of vegetables and asked students the name of vegetables on the flash card. The students called the name of vegetables on the flash card in Indonesia language.

b) Main activity

The teacher showed and called the name of the pictures on the flash cards while the students paid attention to the flash card and repeated after her. Then, the teacher drilled students in group and also individually. She checked the students' pronunciation when she drilled them.

After drilling, the teacher gave students' worksheet to the students and asked them to do it by listening to the teacher and choosing picture as they listened on their worksheet. After finishing, teacher and students discussed the exercise.

After discussing the exercise, the teacher showed flash card of chili and said, "*What is it?*" Then, one of the students answered, "*It is chili.*" The teacher said, "*Yes, you are right.*" Then, she continued to explain again about how to make questions and how to response them. After explaining, she tested the students by asking them to make questions based on the flash card showed by teacher.

The teacher divided the students into four groups. Two of the groups should make questions based on flash cards showed by teacher and the others should response the questions. In this activity, teacher checked the students' pronunciation.

After that, the teacher showed a flash card and gave question to the passive and noisy students. The teacher asked the student who could response the teacher questions to choose one of the flash cards brought by

her. Then, she asked the student to give question to one of her friend. This activity ended when the flash cards brought by the teacher were spread.

The teacher gave questions based on the task 2 to the students orally. After all of the students got their turn, the teacher asked and gave more explanation about the difficult thing related to the lesson to the students.

c) Closing activity

Teacher pointed to the students randomly to mention the name of fruits showed by the teacher loudly. She did it quickly. After that, she asked them to learn it at home.

2) The second meeting (Thursday, 7 June 2012 at 09.00- 10.10)

a) Opening activity

The teacher greeted the students, asked their condition, and checked their attendance. One student was absent because of sickness. Then, she changed the students' seat position. She reviewed the last material by saying "What did we study in the last meeting? Do you still remember?" Then, she showed flash card to the students and asked them about the flash cards.

b) Main activity

The teacher showed flash cards which are combined by word. She read aloud the words while the students paid attention to the flash cards and listened to her. After reading aloud, the teacher asked the students to repeat after her. This activity was done three times for each word.

After drilling three times, the students were asked to repeat after the teacher in group then in individually while the teacher checked their pronunciation. The teacher wrote down all words of vegetables on the blackboard and asked the students to read aloud the vocabularies together.

After reading together, the teacher pointed to the students randomly to go forward and read the vocabularies. After the students got their turn, the teacher asked them to do exercises. After finishing the

exercises, the teacher discussed the exercise answer while the students checked their friends' work.

c) Closing activity

The teacher showed the flash cards and asked the students randomly to write down the name of vegetables on blackboard. After that, she asked them again to write down the name of vegetables on the blackboard based on her say.

c. Observing the action

The observation was conducted again during implementing the action of cycle two.

1) First meeting

The students were very happy because they would learn with flash cards again. They looked so cheerful when the teacher entered the classroom. They were so enthusiastic in learning English. They also participated in teaching and learning process. The teacher pointed to the passive students. Those students wanted to try and succeeded in doing the teacher's instruction. Besides, they were more confident. The teacher could control some students who busy with themselves by chatting with their friend and making joke by pointing them and asking them to answer her questions.

In doing task 1, all of the students did it by themselves. Besides, they were not shy to offer themselves in answering the teacher's questions. Most of students competed to practice in front of class in finishing task 2.

2) Second meeting

The students looked so happy when the teacher entered the classroom. All of them did the teacher's instruction. Besides, they did the exercises by themselves. There was not any student copying their friends' work.

d. Reflecting the result of the observation

The result of the cycle 2 showed good improvement of the students' behavior and vocabulary. The students still remembered the

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vocabularies which were taught. They could answer the teacher questions related the material which was given to them as well the pronunciation. It can be concluded that they could grasp and memorize the meaning of vocabulary.

Besides, the classroom management was better than cycle one. The students were not busy with themselves. They could more concentration on the lesson. All of the students listened to the teacher's explanation enthusiastically. Some students who were previously shy were confident and active. The classroom atmosphere was also much better. Moreover, the students' achievement improved. The mean score of the post-test 2 was 83.7. It was higher than the mean score of the pre test and posttest 1. The improvement of vocabulary aspects can be seen into the table below:

Table 4.2: The improvement of vocabulary aspects after cycle two

Aspect	Meaning		Spelling		Pronunciation		Word use	
	Post-test 1	Post-test 2	Post-test 1	Post-test 2	Post-test 1	Post-test 2	Post-test 1	Post-test 2
Sum of the score	284	308	216	262	250	260	306	310
Sum of the students	34	34	34	34	34	34	34	34
Students' mean score	8.35	9.06	6.35	7.71	7.35	7.65	9.00	9.12

After analyzing the result of the cycles, the researcher resumes the results into the table below:

Table 4.3: The results of the action research

Source of the data	Before the action	After the action of cycle 1	After the action of cycle 2
Observation, questionnaire, and interview	<p>1. The students' vocabulary mastery :</p> <p>a) The students mispronounced some words.</p> <p>b) The students spelled the words incorrectly.</p> <p>c) The students could not understand the</p>	<p>1. The students' vocabulary mastery:</p> <p>a) The students still mispronounced some words but the students' pronunciation was better than before the action.</p> <p>b) Some students still spelled the words incorrectly but some students could spell</p>	<p>1. The students' vocabulary mastery:</p> <p>a) The students could pronounce words much better than after the action of cycle 1.</p> <p>b) The students' spelling ability increased.</p> <p>c) The students could understand the meaning of words easily.</p> <p>d) The students were</p>

	<p>meaning of words.</p> <p>d) The students got difficulty to memorize new vocabulary.</p> <p>e) The students got difficulty to use the words in context.</p> <p>2. Classroom management:</p> <p>a) The students had low motivation in learning English, were easy to get bored, and were less interested in the lesson.</p> <p>b) Some students did not pay attention to the teacher's explanation.</p> <p>c) Some students were busy with their toys, made noise, and disturbed their friends.</p> <p>d) Only smart students were active and dominant in teaching and learning process.</p>	<p>words better than before the action.</p> <p>c) The students could understand the meaning of the words although some students still got difficulty in understanding the words.</p> <p>d) The students could memorize the words easily.</p> <p>e) Only some students could apply the appropriate vocabulary based on the context but it was better than before the action.</p> <p>2. Classroom management:</p> <p>a) Some students were motivated to learn English. They felt happier and more interested in learning English than before the action.</p> <p>b) The students more focused on the lesson than before the action.</p> <p>c) Some students could be controlled and stopped disturbing their friends. The students' noise reduced.</p> <p>d) Some students were more active than before the action. They felt more confident and brave to give their opinion and answer the teacher's question.</p>	<p>very enthusiastic in memorizing new vocabulary.</p> <p>e) The students could apply the appropriate vocabulary based on the context.</p> <p>2. Classroom management:</p> <p>a) All of the students' motivation increased. They felt so happy enjoyed the lesson.</p> <p>b) Most of the students focused on the lesson.</p> <p>c) Most of students could be controlled and stopped disturbing their friends, playing with their friends or their toys, and making noise.</p> <p>d) Most of students were active, confident, and brave in teaching and learning process.</p>
Test	The mean score of pre-test was 56.5.	The mean score of post-test 1 was 77.1.	The mean score of post-test 2 was 83.7.

B. Discussion

This section presents the discussion of the research findings during the research. The researcher found some strengths and weaknesses during the implementation of using flash cards.

Based on the teaching and learning process conducted in cycle 1 and cycle 2, some strengths could be identified during the implementation of using flash cards. They are as follows:

1. The improvement of students' motivation

By using flash cards in teaching English, the students' motivation in learning English improved. It could be seen from the change of the students' behavior in the lesson. The students looked so happy when the teacher entered the class. They were very curious with the flash cards that the teacher brought. They waited with full curiosity about what the teacher would do with the flash cards and what they would learn with the flash cards. They also enjoyed the lesson. Besides, by giving try out, support and compliment in every activity, the students became so active, enthusiastic and full of participation every time the teacher asked them to guess and answer the question. They were also brave and not shy anymore to pronounce words and to answer the teacher's questions. They competed in some activities by raising their hands or shouting "*Aku, Bu*" in order to be chosen by the teacher in doing task from the teacher and offering themselves to answer the teacher's questions. Moreover, the naughty students stopped disturbing other students, chatting and playing with others in lesson, and playing with their toys. All those conditions were very different from the conditions before the implementation of using flash cards.

Based on the explanation above, it can be concluded that the use of flash cards in teaching vocabulary improve the students' motivation.

2. The improvement of students' vocabulary mastery

By using flash cards, the students could learn vocabulary easily. The students could pronounce the words as the written form on the flash cards. The progress was caused by drilling activity in the process of teaching and learning

vocabulary where the students imitated the teacher as the model in pronouncing words. Besides, by showing flash cards which was combined with word on it, giving list of vocabulary to the students, and asking them to read the vocabulary for many times, the students could write the spelling as they pronounced the words. They also could catch the meaning of words easily because there was only one object on each flash card and the object shown its meaning.

The explanation above as Gerngross, et al. (2009: 6) say that flashcards are an essential means of conveying the meaning of new words and they help the children to memorize them more effectively. Besides, Gerngross and Puchta (2009: 15) state that the purpose of the flashcards is to introduce important new words visually. These suggestions for using them in the lesson are based on the following educational principles:

- e. Conveying the meaning of new words in the foreign language lesson should be carried out as visually as possible.
- f. Always apply the principle listening precedes speaking. The children should first of all become accustomed to the pronunciation and intonation of a word before they are asked to repeat it.
- g. When introducing new words use a combination of all the senses. Pictures, pronunciation and intonation and also motor-processing techniques complement each other and help to anchor a word in the long –term memory.
- h. The anchoring of the new words will be all the more long-lasting if the words are repeated often enough. No more than one to two minutes are needed for this. The flashcards are highly suited to such repetition stages.

3. The improvement of students' achievement

The students' achievement increased. It could be seen by analyzing the students' mean score before the research and students mean score of each cycle. In the pre-test, the mean score was 56.5. In cycle 1, the mean score of post-test was 77.1, while in cycle 2, the mean score of post test was 83.7.

In addition to the strengths, there were weaknesses found during the implementation of using flash cards. In the first meeting in cycle 1, the students had less attention to participate in the teaching learning process. They preferred to be good listeners, disturbing their friends, chatting with their friends, and playing with their toys. They were also so shy and afraid of making a mistake. However, the conditions were much better after implementing flash cards in teaching and learning process. They became so active and enthusiastic. Unfortunately, those turned them to be noisy one.

From the explanation above, the researcher concludes that although some weaknesses arise during the implementation of using flash cards, the strengths of using flash cards in teaching vocabulary give benefits more rather than the disadvantages. It is indicated from the increase of the students' motivation and achievement. It means that the implementation of using flash cards in teaching vocabulary can improve the students' vocabulary mastery at the second grade of SDN Bulakan 02, Sukoharjo.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Having conducted the research of teaching English vocabulary by using flash cards to the second grade students of SD Negeri Bulakan 02 Sukoharjo, the researcher concludes that teaching English vocabulary by using Flash Cards can improve the students' vocabulary mastery. It is based on the facts found in the result of the action implemented in finding the answer of the problem statements. The result of the action implemented in this research are as follows:

1. The use of Flash Cards can improve students' vocabulary mastery.

The students' pronunciation improved after getting the treatment. Meanwhile, their spelling ability improved. Besides, they grasped and memorized the new vocabulary faster and more easily. Therefore, they were able to correct their friends' answer and do the assignment well. Because of those reasons, the students' achievement improved. The improvement of the students' achievement is supported by the result of the test score before and after the implementation of the action. The students' mean score of pre-test score improves from 56.5 to 77.1 in post-test 1. Meanwhile, the mean score of post-test 1 score improves from 77.1 to 83.7 in post-test 2.

2. The strengths and weaknesses of teaching vocabulary by using Flash Cards.

Based on the analysis of the result of the implementations of the actions which had been conducted to improve the students' vocabulary, it can be seen that flash cards can attract the students' interest and motivation. Flash cards also make the students easy to grasp and memorize new vocabulary, even the form of the vocabulary. However, there is a problem arising during the implementation of the action. The students are so enthusiastic to participate in the lesson. It makes the class noisy.

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B. Implication

Based on the conclusion of the study, there is improvement of the students' vocabulary mastery and the students' motivation. Teaching vocabulary by using flash cards can attract the students' interest in teaching learning process because of the picture on the flash cards. Besides, it makes the students are easy to grasp and memorize new vocabulary because flash cards visualize the vocabulary itself. English teacher can conduct quiz and oral test by changing flash cards quickly in teaching-learning process. Those make students keep their focus, their concentration, and their enthusiasm. Besides, it makes them easier to learn meaning, pronunciation, and spelling of new words. The teacher can also combine flash cards and games in teaching vocabulary. Those can make the students' more motivated, interested, and more active in teaching-learning process. Moreover, it can avoid boredom.

C. Suggestion

Based on the implication above, the researcher proposes some suggestions for the students and for the English teacher.

1. For the students

The students are expected to be more active and motivated in learning English. Besides, they should follow the teacher's instruction in order to maximize the learning. The students not only can study English in the class but also they can study everywhere and every time. They can also practice English in their daily life.

2. For the English teacher

English teacher should enhance their ability in teaching English especially teaching vocabulary. The teacher should have suitable technique to teach vocabulary. English teacher can also use media to teach vocabulary. One of the media that can be used to teach vocabulary is flash cards. Teaching vocabulary by

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using flash cards can attract the students' interest. It also makes the students grasp and remember new vocabulary more easily. English teacher can also mix or combine flash cards with another technique like game or quiz to make students more attracted and to avoid the boredom. The combination also makes students controllable and decreases the noise.

