

B. 038/S1/STKIP – SLW/VI/2017

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING
FLASHCARDS**

(A Classroom Action Research of the Fifth Graders at One of Elementary Schools in
Cianjur)

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial Fulfillment of the Requirement
for the *Sarjana Pendidikan* Degree



By:

Tetang Irnadiawati Ramadhan

Reg. No.: 13220366

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) SILIWANGI BANDUNG
2017**

STATEMENT

I hereby certify that this research paper entitled **“IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLASHCARDS (A CLASSROOM ACTION RESEARCH OF THE FIFTH GRADERS AT ONE OF ELEMENTARY SCHOOLS IN CIANJUR)”** is completely my own work, except where due references are made in the text and that contains no material which has been submitted for award of any other Degree Diploma or in University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be responsible for clarification.

Bandung, June 2017

The writer

APPROVAL SHEET

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLASHCARDS (A CLASSROOM ACTION RESEARCH OF THE FIFTH GRADERS AT ONE OF ELEMENTARY SCHOOLS IN CIANJUR)



By:

Name :Tetang Irnadiawati Ramadhan

Reg. No. : 13220366

Approved by:

Supervisor I

Supervisor II

Dasep Suprijadi, S.Pd.,M.Pd

NIDN: 0416107103

Hendra Husnussalam, S.S., M.Hum

NIDN: 0407117903

Acknowledged by:

Head of English Education Study Program,

Dasep Suprijadi, S.Pd.,M.Pd

NIDN: 0416107103

ABSTRACT

People already know that English is an international language which is used to communicate each other with people in the entire world. To make it works, people who do not live in English language country should be fluent in English. One of the most important things should be concerned in learning a foreign language is mastering the vocabulary. As the consequence, all countries in the world set English as a subject that should be learnt at school. The objectives of this research entitled *Improving Students' Vocabulary Mastery by Using Flashcards* are to find out how the use of flashcards improves students' vocabulary mastery and also to know how the implementation of the flashcards is. The method used in this research is Classroom Action Research, while the instruments used are observation, test and interview. The data is gathered qualitatively. The subjects of the study are the fifth (VA) graders of SDN Ciherang Kencana Cianjur which consists of 31 students. The result of the research shows that there is an improvement of students' vocabulary mastery, it can be seen by the mean score of the pretest and posttest of the cycle, which is 79 and 94. Furthermore, the result of the observation and interview show that the students are interested in learning English vocabulary during the implementation of flashcards. It can be said that flashcards are effective to improve students' vocabulary mastery and influence their behavior in learning.

Keywords : Vocabulary, Flashcards, Classroom Action Research.

PREFACE

Alhamdulillah Allah SWT, praise be to Allah SWT for guidance and blessing to the researcher in completing this research paper entitled “IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLASHCARDS (A CLASSROOM ACTION RESEARCH OF THE FIFTH GRADERS AT ONE OF ELEMENTARY SCHOOLS IN CIANJUR)”. This research paper is submitted in partial fulfillment of the requirements for the *Sarjana Pendidikan* Degree of English Education Study Program Language and Arts Department STKIP Siliwangi Bandung.

This research was conducted to find out whether or not teaching English by using flashcards is effective to improve students’ vocabulary mastery and how the implementation of Classroom Action Research (CAR) is. The research took place in SDN Ciherang Kencana with thirty four students as the research subject.

The writer realizes that this research paper is far from perfect. Therefore, constructive criticism and suggestions are needed for the improvement of this paper. Last but not least, hopefully this research paper can give positive contribution to all readers.

Bandung, June 2017

The Writer

ACKNOWLEDGEMENT

Bismillaahirrohmaanirrohiim, Alhamdulillahirabbil'aalamin, all praise to Allah SWT, the Lord of the universe, by His graces the writer has finally finished her study by this research paper. Peace and salutations be upon Prophet Muhammad SAW, his relatives and his followers.

In the deep honest, the writer would like to thank many people who have helped the writer in completing this research paper. Her sincere gratitude and respect are extended to:

1. Dr. H. Heris Hendriana, M.Pd, as the Head of STKIP Siliwangi Bandung.
2. Dasep Suprijadi, S.Pd.,M.Pd, as the Head of English Education Study Program of STKIP Siliwangi Bandung and the first supervisor who has kindly given the time, guidance, suggestion, advice and support in completing this paper.
3. Hendra Husnussalam, S.S.,M.Hum, as the second supervisor who has benevolently given comment, advice, motivation and guidance in finishing this paper.
4. The staff and all lecturers of English Education Study Program of STKIP Siliwangi Bandung, who have guided the writer during the study.
5. Her beloved parents, Iwan Irawadi and Prihatin Susilawati, beloved brothers and sister who have always supported the writer morally and materially, given

spirit, pray and inspiration in finishing her study. May Allah SWT bless them all.

6. Beloved teacher, Entjin Rahardja, who has supported and inspired the writer.
7. Beloved best friends Yoanita, Rizki, Arsy and Anik who have given the longest and greatest friendship for the writer.
8. The teachers of SDN Ciherang Kencana who have given their support and motivation.
9. The students of SDN Ciherang Kencana who have given their participations.
10. All those who have taken part in the accomplishing of this research paper.

This might not work out without your help. May Allah SWT give them all plenty of happiness.

Bandung, June 2017

The Writer

TABLE OF CONTENTS

TITLE	i
STATEMENT	ii
APPROVAL SHEET	iii
ABSTRACT	iv
PREFACE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
LIST OF FIGURES	xii
LIST O TABLES	xiii
MOTTO AND DEDICATION	xiv

CHAPTER I: INTRODUCTION

A. Background of the Research	1
B. Research Question	3
C. The Objectives of the Research.....	3
D. Limitation of the research	3
E. The Benefits of the Research	4

F. Definition of Key Terms	4
G. Organization of The Research	7

CHAPTER II: LITERATURE REVIEW

A. Teaching	8
1. Definition of Teaching	8
2. Teaching Using Media	9
3. Teaching Vocabulary	12
B. Vocabulary	17
1. Definition of Vocabulary	17
2. Academic Vocabulary	18
3. Tested Ways to Build Children's Vocabulary	21
C. Flashcards	26
1. Definition of Flashcards	26
2. Different Kinds of Exercises by Using Flashcards	27
3. Kinds of Teaching Techniques by Using Flashcards	28
4. The Advantages of Flashcards	31
5. The Disadvantages of Flashcards	32
D. Previous Study	33

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	34
--------------------------	----

B. Research Method	34
C. The Subject of the Research	35
D. The Purposes of the Research	36
E. Instruments	36
F. Classroom Action Research (CAR) Procedures	37
G. Data Collection Technique and Data Analysis Technique	39

CHAPTER IV: FINDING AND DISCUSSION

A. Finding	40
1. The Use of Flashcards	40
a. Based on Test	40
b. Based on Observation	44
c. Based on Interview	45
2. The Implementation of the Flashcards	49
a. Pre-cycle	49
b. The Implementation of Cycle 1	50
B. Discussion	52

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	55
B. Suggestion	56

REFERENCES

APPENDICES

LIST OF FIGURES

Figure 2.1 Target Vocabulary Items	14
Figure 3.1: Action Research Spiral	35

LIST OF TABLE

Table 4.1 The Result of Pretest & Posttest in Cycle 1	41
---	----

*I will enjoy what I have instead of
complaining what I don't have.*

-Dr. Virginia Smith

This paper is dedicated for my beloved parents. Thanks for
always supporting me morally and materially, giving the
spirit and inspiration in finishing my study.

CHAPTER I

INTRODUCTION

In this chapter the researcher explains: the background of the study, research questions, the objectives of the study, limitation of the problem, the benefits of the study, definition of the study and organization of the study.

A. Background of the Research

People already know that English is an international language, so people need to be able to speak English well to communicate with other people around the world. To make a good communication, people should master vocabularies, grammar and correct pronunciation which can make it easier to be understood by the listeners. According to Richard and Rodgers (1986:32) one of important aspects in learning foreign language is vocabulary. .

At the moment, English is taught starting from elementary school to senior high school and of course at university. They should learn English and be fluent in it in order to be able to get a good job, communicate with other people who have different language used easily and also it would be very useful when we go traveling around the world. Based on that case, most countries around the world set English as one of compulsory subject should be learnt at school.

In Indonesia, English is a foreign language. WordPress.com stated that English has been considered to be the first foreign language in Indonesia. In learning a foreign

language, vocabulary is one of important things should be considered even more important than grammar “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins: 1972). The more people know the vocabulary the more effective communication will be. According to that case people should enrich their vocabulary as much as possible. Beside knowing the vocabulary, the pronunciation of each word and grammatical structure also must be concerned in order to avoid misunderstanding or misconception between the speakers and listeners.

There are many ways to learn English effectively especially for learning vocabulary. One of those ways is by using media which can be used for teaching learning English vocabulary. One of them is flashcards. Teaching English using flashcards to improve students' vocabulary mastery is believed as one of effective ways. The use of flashcards with attractive pictures in teaching learning process perhaps would help teacher to attract students' attention and motivate them to learn and interested in English. The flashcards which teachers choose not only should be attractive but also relate to the topic of the lesson.

There are some researchers conducting a research on teaching vocabulary. First researcher is Sara (2014), in her paper she elaborated how flashcards could be an appropriate media in teaching English vocabulary to young learners and increase students' interest and motivation in learning English. She used quantitative design for her research. Second researcher is Suci (2014), she observed what strategies are effective to teach vocabulary to primary students. She interviewed the teachers what strategies are effective in teaching vocabulary, and one of the effective strategies used

in teaching vocabulary is flashcards. She used qualitative design for her research. The researcher is interested in conducting a research of the same topic in different way, she wants to prove whether or not flashcards are effective to improve students' vocabulary mastery through Classroom Action Research design. Therefore, the title of this research is “Improving Students' Vocabulary Mastery Using Flashcards”

B. Research Questions

The research questions of this study are as follow:

1. How does the use of flashcards improve students' vocabulary mastery?
2. How is the implementation of flashcards?

C. The Objectives of the Research

The objectives of the study are:

1. To find out how the use of flashcards improves students' vocabulary mastery.
2. To know how the implementation of flashcards is.

D. Limitation of the Research

In this research, the researcher borders on finding out how the use of flashcards improves students' vocabulary mastery and how the implementation of Classroom Action Research (CAR) at the fifth graders in one of elementary schools in Cianjur is.

E. The Benefits of the Research

The researcher expects to get the result that will be useful for readers including the students, the English teachers, and other researchers.

1. For Students

The research will be helpful for students to learn vocabulary effectively by using flashcards.

2. For Teachers

After knowing that teaching English using flashcards can improve students' vocabulary mastery, the teachers can implement this method for teaching English vocabulary to their students.

3. For Other Researcher

The result of the research can be one of the sources of information for other researchers who are also investigating the use of flashcards in teaching English vocabulary.

F. Definition of Key Terms

1. Teaching

Teaching is the process to give guidance to the learners to reach the goal. Teaching knows as “instruction” means the process that makes someone do learning. Teaching is the media for learning process which includes the behaviour through prelearned.

Teaching is an exciting job. Today many references help teacher to get some solutions of problems in teaching learning process. The teachers can use some

references to find out some techniques in teaching classroom. According to Roy: 1998, “teaching is an occasion when your prime purpose is to help students to understand factual information, or concepts, or procedures, or to solve problem, or to analyze data because these (and other) types knowledge are common to all subject areas”.

Teaching considered as a creating situation where students expected in learning effectively. Teaching will be successful when the students have the meaningful lesson. Teacher is not viewed from how teacher explains the contents of the lesson but teacher should know how facing the students, helping them to solve the problem, managing the class, organizing the lesson, arranging the classroom activity, organizing learning assessment and decuding method or media.

According to Brown (2000, p.7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding is the study of something, providing with knowledge, causing to know or understand.

2. Vocabulary

A person's *vocabulary* is the set of words within a language which are familiar to that person. The vocabulary is usually developed with age, and serves as a useful and fundamental tool for communicating and acquiring the knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Language consist of skills (listening, speaking. reading and writing), and sub skills (pronunciation, grammar, and vocabulary). Words are important part in our life.

We think with words we also speak, listen, read, and write with words. Words help us to communicate in our ideas. They also help us to understand in other people's ideas. Developing the vocabulary is one of the most useful projects you can undertake.

Words are the basic units of language form without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having limited vocabularies are also the barrier that prevents students from learning the foreign language. If learners do not know how to expand their vocabularies, they are gradually will lose their interest in learning.

Words regarded as most important part in learning language. Related to that matter, Michael McCarthy, quoted from Vermeer stated. 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 of great proficiency in a language, (Vermeer, 1992:147)

From information above, the writer conclude that when someone learns English, the first thing that should be mastered is vocabularies.

3. Flashcards

Flashcards are one of the best methods to use for studying and memorising information. People can use flashcards to learn just about any information for any class, such as vocabulary, mathematical equations and formulas, terms and definitions or main ideas and topics according to TLC (The Learning Centre) 2013.

G. Organization of Paper

a. Chapter I : Introduction

Introduction consists of: the background of the study, research questions, the objectives of the study, limitation of the problem, the benefits of the study, definition of the study and organization of the study.

b. Chapter II : Literature Review

In this chapter the researcher describes the theoretical which relates to the research.

c. Chapter III : Research Methodology

This chapter contains: research design, research method, subject and object of the research, setting of research, the purpose of the research, instruments, Classroom Action Research (CAR), data collection technique and data analysis technique.

d. Chapter IV : Results and Discussions

This chapter presents findings and discussion.

e. Chapter V : Conclusions and Suggestions

This chapter contains conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical foundations of teaching, vocabulary, flashcards, the difference kinds of exercises by using flashcards, kind of teaching techniques using flashcards, the advantages and disadvantages of flashcards and the previous studies on the use of flashcards in teaching vocabulary.

A. Teaching

1. Definition of Teaching

Teaching is the process to give guidance to the learners to reach the goal. Teaching knows as instruction means the process that makes someone do learning. According to Brown (2000, p.7), teaching is showing or helping someone to learn how to do something, giving instruction, guiding is the study of something, providing with knowledge, causing to know or understand.

Teaching is an exciting job. Today many references help teacher to get some solutions of problems in teaching learning process. The teachers can use some references to find out some techniques in teaching classroom. According to Roy: 1998, “teaching is an occasion when your prime purpose is to help students to understand factual information, or concepts, or procedures, or to solve problem, or to analyze data because these (and other) types knowledge are common to all subject areas”. Teaching

is the process for a learner what a given learning theory regards as essential. For the conditioning theorists, the teacher must provide cues for a given response and reinforcement of that response. For the modeling theorist, the teacher must provide a model to be observed and imitated. For the cognitive theorist, the teacher must provide a cognitive structure or the stimuli that will produce one (Gage, 1972). Teacher is not viewed from how teacher explains the contents of the lesson but teacher should know how facing the students, helping them to solve the problem, managing the class, organizing the lesson, arranging the classroom activity, organizing learning assessment and deciding method or media. The choice of method will depend on whether you wish to deliver a formal teaching session in which all learners are working on the same topic at the same time, a learner-centered session, where learners are working on the same broad topic but using different methods and resources, or finally a self-study style where learners are working on different aspects of a topic or even different topics, using their own style of learning (Petty, 2004:430).

Based on statements above, the researcher concludes that teaching is a process or an activity where a teacher delivers knowledge, guides, controls and facilitates the students or learners in teaching learning process.

2. Teaching Using Media

Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. As teachers, we have a wealth of information from which to choose for our classrooms.

We can now bring history into the classroom through pictures, music, and other visuals to a degree never before possible. We can bring the media into the classroom through visuals, sounds, smells, and tastes.

Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning (Heinich,et al. 1996). Every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective (Locatis & Atkinson, 1990).

According to academic journals (2014) it was observed that most of the students in the trial class improved in their comprehension skills as well as their vocabulary after reading newspapers, magazines, journals, articles and other printed materials provided by the teacher. The media, if used in the educational setting will complement the teaching-learning process. It will make the English language teaching better and more effective, and will also ‘enhance the students’ ability to understand and experiment with the language. In fact, media can act as a facilitator in the teaching–

learning process. It has immense potential as an instructional tool. It has been observed over the years that classroom teaching has become monotonous because of the traditional lecture method where in the teacher is the center of the learning process. Many teachers hoped that if media was introduced in the classroom it might bring back the enthusiasm in the students and motivate them to learn the language. The different authors (Borich, 2002, Brown, Lewis, Harclerod, 1998, Kemp, 1998, Mehra, 1992, Chandra, 1989, McCartney, 1973) give classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

1). Print Media

i.e. newspaper, magazines, digest, journals, bulletins, handouts, poster etc.

2). Graphic Media

i.e. overhead transparencies charts, graphs models, dioramas, maps, globe

3). Photographic Media

i.e. still pictures, slides, filmstrips, motion pictures, multi-images etc.

4). Audio Media

i.e. audiotape, audiocassettes, records, radio, telecommunication etc.

5). Television/Video

i.e. broadcast television, cable television, (videotape video cassettes, videodiscs, videotext etc.

6). Computers

i.e. minicomputer, microcomputer etc.

7). Simulations and Games

i.e. boards, written, human, interaction, machine etc.

The impact of use of media may increase by applying the following principles.

- a) Select material with appropriate attributes
- b) Introduce material to learner by relating it to prior learning and indicating its relationship to present objectives.
- c) Present material under the best possible environmental conditions
- d) Get feedback from viewers/learners.
- e) Evaluate internal impact (Heinich et al. 1996, Brown, Lewis, Harclerod, 1998, Kemp & Daylon, 1998).

A teacher can make more effective use of media if he/she understands underlying concepts about teaching-learning process.

From the explanation above, the researcher concludes that media has a big role and gives some impacts in teaching learning process. One of the impacts of teaching using media is makes teaching learning process more enjoyable and meaningful especially for the students.

3. Teaching Vocabulary

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't

know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55). Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Plass, Chun, Mayer, and Leutner (1998) stated that students remembered unknown words better when provided with both pictorial and written annotations than when provided with only one kind or no annotation. Considerable research has recently been conducted into the effectiveness of vocabulary teaching and learning through various activities or tasks. Underpinned by Nassaji’s (2003) idea of the fallibility of inferring the meanings of unknown words from pictures, and by Plass et al.’s (1998) suggestion of using both pictorial and written annotations, target vocabulary items can be provided with their equivalent pictures and written annotations as shown in Figure 1.

Pictures:



Target words: faucet, fridge, pitcher and layer.

Annotations of Words:

- a. Faucet: the thing that you turn on and off to control the flow of water from a pipe, e.g., the faucet is leaking.
- b. Fridge: an informal expression for a refrigerator e.g., Keep the milk and butter in the fridge.
- c. Pitcher: a container used for holding and pouring liquids, with a handle and a spout e.g., a pitcher of beer.
- d. Layer: something that is placed on or between other things e.g., several layers of clothing.

Figure 2.1. Target vocabulary items provided with their corresponding pictures and annotation.

Deliberately teaching vocabulary is one of the least efficient ways of developing learners' vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. The main problem with vocabulary teaching is that

only a few words and a small part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it, Plass et al.'s (1998).

1). Ways of quickly giving attention to words

a). Quickly give the meaning by (1) using an L1 translation, (2) using a known L2 synonym or a simple definition in the L2, (3) showing an object or picture, (4) giving quick demonstration, (5) drawing a simple picture or diagram, (6) breaking the word into parts and giving the meaning of the parts and the whole word (the word part strategy), (7) giving several example sentences with the word in context to show the meaning, (8) commenting on the underlying meaning of the word and other referents.

b). Draw attention to the form of the word by (1) showing how the spelling of the word is like the spelling of known words, (2) giving the stress pattern of the word and its pronunciation, (3) showing the prefix, stem and suffix that make up the word, (4) getting the learners to repeat the pronunciation of the word, (5) writing the word on the board, (6) pointing out any spelling irregularity in the word.

c). Draw attention to the use of the word by (1) quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc), (2) giving

a few similar collocates, (3) mentioning any restrictions on the use of the word (formal, colloquial, impolite, only used in the United States, only used with children, old fashioned, technical, infrequent), (4) giving a well- known opposite, or a well- known word describing the group or lexical set it fits into.

2). Principles

- a). Keep the teaching simple and clear. Don't give complicated explanations.
- b). Relate the present teaching to past knowledge by showing a pattern or analogies.
- c). Use both oral and written presentation - write it on the blackboard as well as explaining.
- d). Give most attention to words that are already partly known.
- e). Tell the learners if it is a high frequency word that is worth noting for future attention.
- f). Do not bring in other unknown or poorly known related words like near synonyms, opposites, or members of the same lexical set.

From the explanation above, the researcher concludes that in teaching a foreign language, vocabulary is one of the most important parts and the most emphasized.

B. Vocabulary

1. Definition of Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and

fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language, Wikipedia (2016).

Language consist of skills (listening, speaking, reading and writing), and sub skills (pronunciation, grammar, and vocabulary). Words are important part in our life. We think with words we also speak, listen, read, and write with words. Words help us to communicate in our ideas. They also help us to understand in other people's ideas. Developing the vocabulary is one of the most useful projects you can undertake.

Words are the basic units of language form without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having limited vocabularies are also the barrier that prevents students from learning the foreign language. If learners do not know how to expand their vocabularies, they are gradually will lose their interest in learning.

Words regarded as most important part in learning language. Related to that matter, Michael McCarthy, quoted from Vermeer stated. 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 of great proficiency in a language, (Vermeer, 1992:147).

Graves (2000, as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its vocabulary, which includes words and expressions. Krashen (1998) as cited in Herrel (2004) extends Graves' definition further by stating

that lexicon organizes the mental vocabulary in a speaker's mind. An individual's mental lexicon is that person's knowledge of vocabulary Krashen (1998) as cited in Herrel (2004). Miller (1999) as cited in Zimmerman (2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences.

From the explanation above, the researcher concludes that vocabulary is bulk words used by people in a particular area to communicate each other.

2. Academic Vocabulary

Academic vocabulary is the vocabulary critical to understanding the concepts being taught in class. Marzano (2005) stresses that in all subject areas explicit vocabulary instruction is necessary and outlines a six step process that can help students learn critical subject specific vocabulary.

a. Step One:

- 1) The teacher gives a friendly, informal description, explanation or example of the new vocabulary term.
- 2) Provide students with information about the vocabulary term.
- 3) Create pictures or use video and computer images as a source of information.
- 4) Describe your own mental picture of the word.
- 5) Use current events and other media to connect the term to something familiar.

- 6) Determine prior knowledge and find out what students already know about the term (see NBSS vocabulary rating scale, text features and other before reading strategy resources).
- 7) Have students share what they already know and use this knowledge as a foundation for more learning.

b. Step Two:

- 1) Students give a description, explanation or example of the new term in his/her own words.
- 2) Students record their explanation (see NBSS vocabulary notebooks and activities resources).
- 3) Remind students not to copy and only use their own words.
- 4) Monitor to determine if any confusion still exists and correct misunderstandings with further explanation and example.

c. Step Three:

- 1) Students create a non-linguistic representation of the word.
- 2) Provide students with non-linguistic methods to record the vocabulary term.
(see NBSS vocabulary notebooks and activities resources).
- 3) Students can work in pairs or groups to create a non-linguistic representation e.g. picture, symbol, cartoon, play pictionary, charades, etc.
- 4) Have students record their visuals and share their ideas.
- 5) Continue to identify and clear up any misunderstandings about the new terms if necessary.

d. Step Four:

- 1) Students engage in activities to deepen their knowledge of the new word.
- 2) Have students list related words.
- 3) Highlight any prefixes and suffixes that will help them remember the word.
- 4) Identify antonyms and synonyms.
- 5) Discuss similarities and differences of two terms.
- 6) Compare how the vocabulary term is used across subject areas and discuss and note any common confusions.
- 7) Have students record this information.

e. Step Five:

- 1) Students discuss the new word with one another.
- 2) Students think, pair and share their ideas by comparing explanations, describing and explaining drawings and discussing any new information they have learned, etc.
- 3) Students can make revisions to their own work and add to their vocabulary explanation and visual if necessary.
- 4) Continue to identify and clear up any misunderstandings about the new terms if necessary.

f. Step Six:

- 1) Students play games to reinforce and review new vocabulary.
- 2) Develop deep understanding of academic vocabulary terms by engaging students in weekly review activities. For example students can play taboo,

dominoes, word pictionary, charades, I have who has? Word sorts, bingo, crosswords, hangman, card games, etc. (Contact the NBSS for power point templates of games).

- 3) Have students create and play their own vocabulary games and activities.
- 4) After activities students can continue to make corrections, additions and changes to their explanation and visual.

(Marzano, R.J & Pickering, D.J. Building Academic Vocabulary, 2005).

3. Tested Ways to Build Children's Vocabulary

Research suggests that vocabulary is enormously important to children's development, especially in reading. Research clearly indicates that children with larger vocabularies have higher school achievement in general (Smith, 1941, cited in Beck, McKeown, and Kucan, 2002) and higher reading achievement in particular (Anderson and Freebody, 1981; Graves, 1986; Stahl, 1998). In fact, people with larger vocabularies even have higher IQs (Bell, Lassiter, Matthews, and Hutchinson, 2001; Hodapp, and Gerken, 1999)!

Fortunately, a child's vocabulary is not predestined. Rather, teachers can have a real impact on children's vocabulary knowledge. Research shows that teachers can do things that significantly increase children's vocabularies (Baumann, Kame'enui, and Ash, 2003; Blachowicz and Fisher, 2000; National Reading Panel, 2000; Stahl and

Fairbanks, 1986), and by doing so children's reading comprehension will also improve (National Reading Panel, 2000; Stahl, 1998).

There are many research-tested ways that teachers can improve children's vocabulary knowledge. Here are 10 that seem especially important for teachers of young children:

a. Read to them

Studies indicate that children do learn words from books read aloud to them (e.g., Elley, 1989). Most helpful will be reading aloud books and other materials (such as magazines or environmental print) that have some, but not too many, words that are new to children. Read-aloud of storybooks is important, but also important is read-aloud of other types of text, such as information books (Duke, 2003; Pappas, 1991).

Some research even suggests that teachers and parents highlight vocabulary more when reading aloud information books than when reading aloud stories (Lennox, 1995; Pellegrini, Perlmutter, Galda, and Brody, 1990).

b. Get them reading

Children also learn new words through reading independently. Researchers estimate that 5–15% of all the words we learn we learn from reading (e.g., Nagy, Herman, and Anderson, 1985). And indeed, children who read more tend to have richer vocabularies (Stahl, 1998). So when we engage students in motivational activities to encourage reading, we are simultaneously improving their vocabularies.

c. Engage Children in Rich Oral Language

Children also learn words through talk, especially from listening to and participating in high-level conversations. For example, one study showed that young children whose parents use more “rare words” at the dinner table had higher vocabularies and later reading achievement than other children (e.g., Beals, 1997). In school we need to involve children in rich, meaningful conversations whenever we can.

d. Encourage Reading and Talk at Home

As the “rare words” study suggests, children can also develop their vocabularies at home. Encouraging reading and conversations outside of school, for example by sending home books and interactive activities, can have positive effects (e.g., Koskinen, Blum, Bisson, Phillips, Creamer, and Baker, 2000). Even viewing certain television programs, most notably Sesame Street, has been shown to improve young children’s vocabularies (Rice, Huston, Truglio, and Wright, 1990; Rice and Woodsmall, 1984).

e. Raise Word Consciousness

We want children to notice when they encounter new words and to want to learn them. Some researchers refer to this as word consciousness (Graves and Watts-Taffe, 2002). There are many ways to draw children’s attention to and interest in words around them. Playing with words through games, songs, and humor can be powerful. Simply encouraging children to recognize when they have encountered new words, and to notice special characteristics of words, will also raise word consciousness (e.g., Beck, Perfetti, and McKeown, 1982).

f. Teach Important Words

Yes, we can teach children new words (Baumann, Kame'enui, and Ash, 2003; Blachowicz and Fisher, 2000; National Reading Panel, 2000; Stahl and Fairbanks, 1986). But time and other factors mean there are limits to how many new words we can teach. For this reason, it is important to select words for teaching very carefully. Factors to consider include how important and useful knowledge of the word would be, how easily relatable the word is to other words the children know, and how much knowing the word will help with the unit, text, or situation at hand (Beck, McKeown, and Kucan, 2002).

g. Teach Conceptually-Related Words

It often makes sense to teach words not individually but in sets that are conceptually-related, for example words related to farms, words related to families, or names of different animals. Indeed, several research-tested techniques for teaching vocabulary are well suited to teaching groups of words (see, e.g., Rupley, Logan, and Nichols, 1998/1999).

h. Relate New Words to Known Words

Theory and research on vocabulary learning suggest that helping children relate new words to words they already know is very important (see citations throughout). For example, if a child knows the word fruit, and knows the word apple, these words can help children learn the word kiwi. If a child knows what it means to be mad, that may help him learn frustrated. Teaching children to use the context around a word to try to figure out word meanings can also be effective. (Kuhn and Stahl, 1998).

i. Expose Children to Words Multiple Times in Multiple Meaningful Contexts

Clearly, knowledge of a word is likely to be stronger after three encounters than after just one, and more thorough after encounters in multiple contexts than just one (Nagy and Scott, 2000). Successful vocabulary programs have children encountering words repeatedly and diversely (e.g., McKeown, Beck, Omanson, and Perfetti, 1983). As you well know, simply hearing or reading a dictionary definition for a word does not do enough to help children “get it,” nor does basic drill and practice. Rather, children need to encounter words in meaningful activities, conversations, and texts. Children need to live new words.

j. Enjoy Words

There has not been a lot of research on the relationship between motivation and vocabulary learning, but successful vocabulary programs seem to have motivational elements (e.g., McKeown, Beck, Omanson, and Perfetti, 1983), and motivation or interest is a part of word consciousness (Graves and Watts-Taffe, 2002). Certainly in our own teaching we have noticed that when children were more motivated to learn new words, they did so more readily, and we would guess that you have noticed this, too. We should strive to have classrooms in which words are enjoyed, relished, celebrated, even loved. Congratulations for all that you do to make that happen.

C. Flashcards

1. Definition of Flashcards

Flashcards are one of the best methods to use for studying and memorizing information. People can use flashcards to learn just about any information for any class, such as vocabulary, mathematical equations and formulas, terms, and definitions or main ideas and topics, TLC/The Learning Centre (2013). Flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question-and-answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition, Wikipedia (2016).

Different students learn in different ways, and it is important to make use of visual teaching method since studies show that the majority of students learn through visual means, Gelfgren (2012:1). Flashcards are colorful, and they can have a positive effect on the visual learning process of the students. Flashcards can be used for any subjects, for example elementary or more advanced language training (vocabulary and grammar), mathematics, biology and geography. Flashcards are easy-to-use and hand resources for teachers and they can be used on any class level. They are excellent for presenting vocabulary, drilling and repetition. According to Gelfgren (2012:1) for many students, using flashcards is a fun way to learn new vocabulary and grammar.

Flashcards function well in individual work, pair and group work. Students can ask each other question and help using flashcards. They can use pictures to learn new

vocabulary and expressions, then move on to simple pictures and word cards, and finally to exercises and activities using flashcards. Flashcards are quick and easy way to make use of visual means to help students learn and drill vocabulary. Both children and adults profit from flashcards in their learning process. Flashcards can be dealt out to children who finish their assignments earlier or to be used in groups. Nasr (1972) stated that flashcards are useful for teaching of vocabulary and reading.

From the explanation above, the researcher concludes that flashcard is a card consists of information usually in the form of two sides, one part is picture and the other side is word or the brief explanation of the picture. Flashcards commonly used as a teaching learning tool or media.

2. Different Kinds of Exercises by Using Flashcards

The teacher can include specific vocabulary in several different kinds of exercises, until the students master them. Here are several different kind of exercises by using flashcards;

a. Lexicon

Flashcards are invaluable for teachers who teach small children, school children and adults combine flashcards with word and flashcards with pictures and you have hundreds different games and exercises done for your lesson. The varying method allow students to stay focused. Instead of getting bored with repetitive drilling activities, Gelfgren (2012:2).

b. Flashcards with Association, Synonym and Opposites

Teachers can use flashcards with association, synonym and opposites to teach the students' vocabulary. These games develop both vocabulary and language. In these games, students are encouraged to independently develop their vocabulary. It is faster and more stimulating than having the teachers explain the word.

c. Language Comprehension

Flashcards can be valuable in activities related to language comprehension and listening, but this requires a little more preparation by the teacher. Keywords are good to remember and they should be used to strengthen the immediate understanding in an auditory task.

3. Kinds of Teaching Techniques by Using Flashcards

Language teachers may come to realize that flashcards with pictures and flashcards with words are priceless when new vocabulary is presented. In the case of immersion, this is the easiest and fastest learning method. If you use both the students' first language and target language, bilingual flashcards can be very helpful. In addition to flashcards, you can also make bilingual worksheets (<http://teachers.thelanguagemenu.com>) to enhance the learning process. Here are some kinds of teaching techniques using flashcards:

a. *Vocabulary Introduction*

- 1). Discipline : language classes/basic words
- 2). Grade levels : children/beginners/intermediate
- 3). Objectives : to learn vocabulary

- 4). Group size : 2 to 10
- 5). Preparation time : 10 minutes to make, print and laminate the cards
- 6). Teaching duration : 10-5 minutes
- 7). Material needed : picture flashcards
- 8). Material example : animal picture flashcards
- 9).Description : introduce each vocabulary item with the flashcards and ask the students to explain/describe additional details (e.g. explain what an elephant looks like, how it moves, what sound it makes).

b. Find the Picture

- 1).Discipline : language classes/basic words
- 2). Grade levels : children
- 3). Objectives : to learn vocabulary
- 4). Group size : 2+
- 5). Preparation time : 10 minutes to make, print and laminate the cards
- 6). Teaching duration : 10-5 minutes
- 7). Material needed : picture flashcards
- 8). Material example : mixed picture vocabulary flashcards
- 9). Description : place the flashcards around the classroom (on the wall, door, window, chairs, floor) and ask your students to point to, or group to the correct flashcards when they hear it.

c. Show and Tell

- 1). Discipline : language classes/basic words

- 2). Grade levels : children/beginners
- 3). Objectives : to learn vocabulary
- 4). Group size : 2 to 10
- 5). Preparation time : 10 minutes to make, print and laminate the cards
- 6). Teaching duration : 20-30 minutes
- 7). Material needed : picture flashcards
- 8). Material example : animal picture flashcards
- 9). Description : give each of your students a set of flashcards and ask them to show you the correct card when they hear the item spoken. For example;

“Show me a cat!”

“Hands up if you have got a dog!”

“Stand up if you have the horse!”

This activity also works very well in teams with each team given an equal number of flashcards – the first team to show you the correct item scores one point.

d. Vocabulary Drilling – Remove Cards

- 1). Discipline : language classes/basic words
- 2). Grade levels : children/beginners/adult language education
- 3). Objectives : to learn vocabulary
- 4). Group size : 2 to 10
- 5). Preparation time : 10 minutes to make, print and laminate the cards
- 6). Teaching duration : 10-15 minutes
- 7). Material needed : picture flashcards

8). Material example : household items picture flashcards

9).Description : place or five or six flashcards in a line or on a table so that everyone can see them. Drill each item and then remove the last card. Drill again, up to and including the removed item. Remove another card. Continue in this way until all flashcards have been removed and your students remember all the missing items.

4. The Advantages of Flashcards

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material given by their teacher. There are some advantages of flashcards as follow:

- a. Flashcards are useful and effective method to help students to study vocabulary.
- b. Flashcards are easy to carry anywhere, so we do not need to carry heavy books so much because it is really convenient.
- c. Flashcards help in summarizing and memorizing, so by using flashcard the students do not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.

5. The Disadvantages of flashcards.

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a. Flashcards are too expensive and if the teachers want to make itself, they need much time.

- b. Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.
- c. Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned cannot be achieved.

According to the advantages and the disadvantages above, the researcher concludes that flashcards are one of visual media used in teaching learning process. The use of flashcards has some advantages and disadvantages. The advantages as follow: flashcards are can attract students' attention in learning, increase their motivation to learn, make them more active, flashcards help students to memorize the vocabulary easily. In other side, flashcards also have some weaknesses as follow: making flashcards need much time, and quite expensive, the pictures of flashcards are not clear enough for the students who sit in the back of the class because the sizes of them are not big enough.

D. Previous Studies

According to the research of Sara (2014) entitled "The Use of Flashcards in Teaching English Vocabularies to Young Learners (A Case Study at the Third Grade Students of MI Nurul Islam in Cimahi) the academic year of 2014/2015. She elaborated how flashcards could be an appropriate media in teaching English vocabulary to young learners and increase students' interest and motivation in learning English. She found that teaching vocabulary using flashcards is effective to improve students' vocabulary

mastery. The students learnt more fun and enjoy also more active when the teacher used attractive media which was flashcards.

The other research is entitled “Teachers Strategies in Teaching Vocabulary to Primary Students (A Case Study at the Fourth Grade Students of SDN Cikancana 1)” the academic year 2014/2015, Suci (2014). She observed what strategies are effective to teach vocabulary to primary students. She interviewed the teachers what strategies are effective in teaching vocabulary, and of the effective strategies used in teaching vocabulary is flashcards.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design, the research method, subjects of the research, the purpose of the research, instruments, Classroom Action Research (CAR), data collection technique and data analysis technique.

A. Research Design

In this research, the researcher used qualitative research design. According to Crowl (1996:10) “the use of qualitative research design is to examine the question that can be best answered by verbally describing how participants in a study perceive various aspects of their environment.

B. Research Method

The method used in this research is Classroom Action Research (CAR). It is called CAR because the research focuses on a particular problem and particular group of students in a certain classroom.

The expert defines about Classroom Action Research:

“Action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and, finally, problem redefinition, as a means of increasing knowledge about or improving curriculum, teaching, and learning” (Kemmis & McTaggart, 1988).

From the explanation above, the researcher concludes that action research is an action done by a teacher or researcher to find out what went wrong or what was great during the class to improve the next teaching learning process.

The writer uses classroom action research Kemmis and Taggart model, which consists of four steps namely: planning, acting, observing and reflecting. The figure is below:

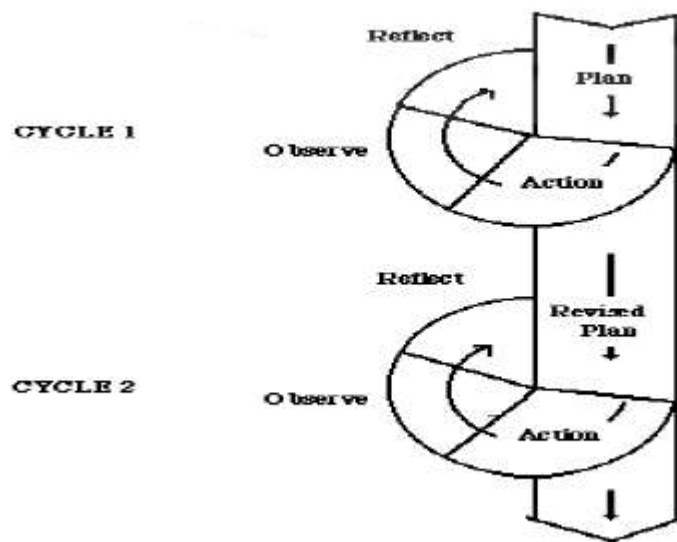


Figure 3.1: Action Research Spiral, Model from Kemmis & Taggart (1988).

C. The Subject of the Research

The subject of this research is the fifth graders (VA) of SDN Ciherang Kencana Cianjur, academic year 2016/2017. The number of the students is 31.

D. The Purposes of the Research

The purpose of the research is to find out how the use of flashcards improves students' vocabulary mastery and to see how the implementation of flashcards is.

In addition, the researcher hopes that this will be useful especially for herself in improving her English vocabulary and in general students and English teachers at school.

E. Instruments

The instrument is the tool or facility which can be used by a researcher in setting the data to make it more easily (Arikunto, 2002:136). In this study, the researcher used observation, test and interview as research instruments.

1. Observation: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation note is noted based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Test: is used for getting data of the research result and students' activities in teaching learning. The researcher uses pretest and posttest in this research. Pretest is done before implementing the flashcards while posttest is done after implementing the flashcards in learning vocabulary.
3. Interview: used to get data about implementation of flashcards in learning vocabulary to the students.

F. Classroom Action Research (CAR) Procedures

The Classroom Action Research using Kemmis and Taggart design consists of four stages, they are planning, acting, observing and reflecting, after doing four stages called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

Here are the explanations of four stages:

1. Planning

A planning stage was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this stage the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile, the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on current used syllabus. The lesson has been prepared to be implemented in the fifth graders at SDN Ciherang Kencana Cianjur. It has been mentioned some instructions regarding procedures of teaching, media, resources and evolution.

2. Acting

The acting stage in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting stage is the stage where both the writer and the teacher collaborate to carry out the planned action. The teacher uses determined strategy as she is teaching while the writer observes the class condition during teaching learning activity. The action procedures are these follows:

- a. Introduction/ greeting
- b. Check of the present of the students
- c. Giving pretest
- d. Asking the students about the vocabulary that relation with theme.
- e. Teaching vocabulary by ostensive means
- f. Asking the students some questions orally and students have to answer orally about the theme.
- g. Giving posttest.

3. Observation

Observation is one of the instruments used in collecting data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thinking and something they do in teaching process. The writer plans this observation on flexible and open the record the unexpected.

4. Reflection

The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of the process, problems and issues in strategic action. This stage is aimed to reflect or evaluation from three stages before, it is done based on data that have been collected to hold evaluation for implementing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle.

G. Data Collection Technique & Data Analysis Techniques

In this research the researcher uses observation, interview, and test in collecting data. Observation used to see the situation in teaching learning process when the method is applied. The researcher interviews the students to know their opinion in learning English vocabulary by using flashcards strategy used by teacher. Pretest and posttest are used to know the students ability in answering the questions. It is also important to know how much they are interested in learning English.

After collecting the data, the next step of the study is analyzing the data. The data are the result of pretest and posttest one action. There is a way to analyze the data, here it is descriptive technique. A descriptive technique is used to know the students' behavior during the teaching learning process. In descriptive technique the researcher will analyze the observational note which has been made by her partner.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the data gained during conducting the study which was based on the data collection technique; test, observation and interview. All data were analyzed to answer the research questions “how the use of flashcards improves students’ vocabulary?”, and “how is the implementation of Classroom Action Research (CAR)?”

A. Finding

1. The Use of Flashcards

a. Based on Test

Before the researcher conducted the cycle 1, the researcher did the pre-cycle which was conducted on Wednesday, 22nd of February 2017. The pre-cycle conducted to see the students’ behavior in learning English vocabulary and what the most difficult thing faced by the students is. The researcher asked the students about what they had learnt, and they told the researcher about material they had learnt one of the materials was about transportation, but most of them said those words in Bahasa Indonesia, such as *bis* instead of bus, *truk* instead of truck, *kapal* instead of airplane.

Based on the result of the observation, the researcher found that the students were lack of vocabulary or got some difficulties in memorizing the vocabulary, they also were not interested in learning English, they were quiet and not confident in

answering the teacher's questions. Furthermore, the researcher decided to conduct the cycle 1 on next meeting which concerns on students' vocabulary mastery.

The cycle 1 was conducted on Wednesday, 8th of March 2017. In this cycle, the researcher taught about the action verbs. Firstly, she explained the material without using flashcards and gave the students pretest. The result of pretest in was quite good, the mean score of the pretest was 79. After giving pretest, the researcher explained about the action verbs again by using flashcards. After the researcher delivered the material, she gave them posttest. The result of posttest in cycle 2 was satisfied, the mean score of the posttest was 94. Here is the result of pretest and posttest in cycle 1;

The result of pretest and posttest in cycle 1

No	Students' Name	Pretest Scores	Posttest Scores
1.	Student 1	95	100
2.	Student 2	90	100
3.	Student 3	90	100
4.	Student 4	50	65
5.	Student 5	75	85
6.	Student 6	60	85
7.	Student 7	100	100

8.	Student 8	95	100
9.	Student 9	90	100
10.	Student 10	80	90
11.	Student 11	100	100
12.	Student 12	70	95
13.	Student 13	85	100
14.	Student 14	80	100
15.	Student 15	100	100
16.	Student 16	90	100
17.	Student 17	10	55
18.	Student 18	80	100
19.	Student 19	100	100
20.	Student 20	90	100
21.	Student 21	90	100

22.	Student 22	90	100
23.	Student 23	55	100
24.	Student 24	90	100
25.	Student 25	70	100
26.	Student 26	100	100
27.	Student 27	100	100
28.	Student 28	25	100
29.	Student 29	100	100
30.	Student 30	20	40
31	Student 31	85	95
	MEAN	79	94

b. Based on Observation

The observation was done before the implementation of Classroom Action Research (CAR) and during the implementation of Classroom Action Research (CAR) by using flashcards. Before the implementation of CAR, the researcher observed the English teacher while he was teaching and noted what happened during the lesson, and she found that the teacher did not use any media not even a text book in teaching and some students were not interested and excited in learning English, some of them were also noisy.

In cycle 1, the researcher taught about the action verbs. The researcher and the observer found that the students were not too excited to start the lesson, they were also quiet and shy when the researcher delivered the material without using any media. Then, the researcher used flashcards in delivering the material, and she found that the students were more active and spoke loudly when trying to guess what it was on the flashcard. Most students wanted to come to the board when the researcher asked them to match the words with the flashcards and stick them on the board. Almost all of the students raised their hands when the researcher said “who wants to mention all of these action verbs?” Learning using flashcards moved them more actively and made them interested in learning.

c. Based on Interview

The interview was done by the researcher to the English teacher and a few students. The interview to the English teacher was done before the researcher did the cycle 1.

Firstly, she interviewed the English teacher about how is teaching learning process in the class, what is the hardest thing faced by the students in learning English, what technique and media used by the teacher, and how the students participate in learning process.

The English teacher said, that he delivered the material especially the vocabulary and the students sometimes work in group and do the exercise.

*Researcher :Bagaimana proses pembelajaran Bahasa Inggris di kelas?
(How is teaching learning process in the class?)*

*Teacher :Saya memberikan materi dan kadang-kadang siswa belajar secara berkelompok.
(I deliver the material, and the students sometimes work in group and do the exercise).*

The teacher also explained that one of the hardest things faced by his students in learning English is vocabulary, how to pronounce, spell and memorize it.

*Researcher :Hal tersulit apakah yang dihadapi oleh siswa dalam belajar Bahasa Inggris?
(What is the hardest thing faced by the students?)*

*Teacher :Selama saya mengajar, saya melihat bahwa hal tersulit yang dihadapi siswa dalam belajar Bahasa Inggris adalah penguasaan kosakata dan mereka juga sering mengalami kesulitan dalam menginagat, mengeja dan mengucapkannnya.
(I found the hardest one is vocabulary, they still get difficulty in memorizing, spelling and pronouncing the words).*

The teacher also stated that he uses lecturing technique in teaching, where the teacher delivers material and the students listen to him. Unfortunately, the teacher does not use any media not even a textbook in teaching.

*Researcher :Teknik apa yang biasa bapa gunakan ketika mengajar?
(What technique do you usually use in teaching?).*

*Teacher :Saya biasanya mengajar dengan cara tradisional saja, menerangkan materi pada anak.
(I usually use lecturing technique).*

Researcher :Media apa yang bapa gunakan dalam mengajar?

(What kind of media do you use in teaching?).
Teacher :Jangankan media, buku pelajaran Bahasa Inggris pun saya tidak pakai, karena sekolah belum memfasilitasi, jadi saya mengajar hanya tergantung pada apa yang terdapat di silabus lalu saya ajarkan pada anak.
(I do not use any media not even a textbook, because the school does not facilitate it yet. So, I teach based on the syllabus then I teach about what it is on the syllabus).

There are any problems faced by the students in learning vocabulary, it is hard for them to memorize, pronounce and spell the words correctly.

Researcher :Apakah ada beberapa masalah yang bapa hadapi dalam mengajar kosakata?

(Are there any problems you find in teaching vocabulary?).
Teacher :Ya, salah satu masalah nya adalah, beberapa anak sulit untuk mengingat, mengeja dan mengucapkan kosakata Bahasa Inggris dengan benar, dan kebanyakan merka tidak tertarik dalam pelajaran Bahasa Inggris karena dianggap sulit .
(Yes, I found that it is hard for the students to memorize, spell and pronounce the words correctly, and most students are not interested in learning English because they think English is hard).

Researcher :Bagaimana partisipasi siswa di dalam kelas?
(How do the students participate in class?).

Teacher :Cukup baik, tetapi kebanyakan mereka tidak tertarik dalam pelajaran Bahasa Inggris.
(They participate quite well but most of them are not interested in English).

Beside interviewed the teacher, the researcher also interviewed the students about the implementing of flashcards in learning vocabulary. She interviewed three students, ones who have high, medium, and low score in English. The researcher asked them whether they like learning vocabulary by using flashcards, and all of them said yes, because it is easier to memorize the words, it is fun and enjoyable and easy to understand.

Researcher :Apakah kalian suka belajar kosakata dengan menggunakan flashcards?
(Do you like learning vocabulary by using flashcards?).

- Student 1 :Ya, karena belajar pake flashcards lebih mudah diingat.
(Yes, I do. Because it is easier to memorize the vocabulary).*
- Student 2 :Ya, soalnya rame, menyenangkan terus saya bisa ngafalin kosakatanya dengan lebih gampang.
(Yes, I do. Because it is fun, enjoyable and I can memorize the vocabulary easily).*
- Student 3 :Ya, soalnya mudah dipahami.
(Yes, I do. It is easy to understand).*

The researcher asked another question, if they find learning vocabulary by using flashcards helps them to mastery their vocabulary easily, and they all said yes, because they remember the pictures when memorize the words, the pictures help them to memorize the vocabulary easily and they can learn new vocabulary quickly through the flashcards.

- Researcher :Apakah belajar kosakata menggunakan flashcards membantumu menguasai kosakata lebih mudah?
(Do you find learning vocabulary by using flashcards help you to mastery your vocabulary easily?).*
- Student 1 :Ya, karena saya mengingat-ingat gambarnya ketika menghafalkan kata-katanya.
(Yes, I do. Because I remember the pictures when memorize the words).*
- Student 2 :Ya, gambar-gambarnya membantu saya untuk mengingat kosakata dan cara mengejanya.
(Yes, I do. The pictures help me to memorize the vocabulary, and how to spell them).*
- Student 3 :Ya, soalnya mudah di ingat.
(Yes, I do. It is easy to be memorized).*

The next question was, whether they prefer to learn vocabulary by using flashcards or not, and three of them said yes again, they said it is much more fun and they love the pictures.

- Researcher :Apakah kamu lebih suka belajar kosakata menggunakan flashcards atau tidak?
(Do you prefer to learn by using vocabulary or not?).*
- Student 1 :Saya lebih suka pake flashcards karena gambar-gambarnya bagus, menarik.*

(I prefer to learn vocabulary by using flashcards, the pictures are attractive).

Student 2 : Saya lebih suka belajar pake flashcards karena rame.

(I prefer to learn vocabulary by using flashcards, because it is fun).

Student 3 : Lebih suka pake flashcards soalnya saya suka gambar-gambarnya.

(I prefer to learn vocabulary by using flashcards, I love the pictures).

Then the researcher asked "Do you find learning vocabulary by using flashcards

is better than learning vocabulary in a lecturing way?", and they said yes, because it

helps them to learn more actively and better, they also said that they were happy to

learn vocabulary through flashcards.

Researcher : Apakah belajar kosakata menggunakan flashcards lebih baik dibandingkan dengan belajar dengan cara biasa?

(Do you find learning vocabulary by using flashcards is better than learning in a common way?).

Student 1 : Ya, karena flashcards membantu saya untuk belajar lebih aktif.

(Yes, I do. It helps me to learn more actively).

Student 2 : Ya, terus saya juga jadi senang belajar Bahasa Inggris.

(Yes, I do, and I am happy to learn English).

Student 3 : Ya, saya bisa belajar lebih baik dan mendapat kosakata baru dan menghafalnya di dalam ingatan saya.

(Yes, I do. I can learn better too and get new words and memorize them in my mind).

The last question that the researcher asked them was "Is learning vocabulary by

using flashcards suitable to be implemented?", and their answer was "Yes, it is."

Researcher : Apakah pembelajaran kosakata dengan menggunakan flashcards cocok untuk diterapkan?

(Is learning vocabulary by using flashcards suitable to be implemented?)

Student 1 : Ya.

(Yes, it is).

Student 2 : Ya.

(Yes, it is).

Student 3 : Ya.

(Yes, it is).

Based on the result of the interview, it showed that learning vocabulary by using

flashcards gives some impacts to the students in learning. Most students love learning

vocabulary using flashcards since it is fun and enjoyable and also helps them to memorize the vocabulary easily

2. The Implementation of Flashcards

a. Pre-cycle

The pre-cycle was done on Wednesday, 22nd of February 2017. In pre-cycle, the researcher came to the VA class, introduced herself, asked their names, and asked what material they learnt last meeting and only a few students could remember the material they learnt. In this pre-cycle, the researcher analyzed what the students' weakness in learning English, one of the ways to know it is by asking them about what they have learnt. They said that they had learnt about kinds of transportation, family members and the things in the house, but they said those words in Bahasa Indonesia more than in English and when the researcher asked them to mention those words in English, only a few could mention it, and they pronounced some words incorrectly.

b. The Implementation of Cycle 1

1. Planning

The cycle 1 was conducted on Wednesday, 8th of March 2017.

Teaching preparation:

a. Planning

b. Material, lesson plan, designing the students activities

- c. Students' attendance list
- d. Teaching aid (flashcards)
- e. Observation note
- f. Test

2. Action

A researcher entered the class, greeted the students, prayed, took the students' attendance, reviewed the previous material and told the next material would be discussed based on the syllabus and lesson plan she has made.

Firstly the researcher delivered material about action verbs without using flashcards, when she asked the students about action verbs, they mentioned some action verbs and only a few students mentioned the action verbs in English, most said it in Bahasa Indonesia. The researcher explained ten vocabularies of action verbs. She asked the students to repeat what she said and she wrote them on the board, both in English and Bahasa Indonesia. She let the students to write down on their notes and read them in a few minutes then she erased the board and gave them the pretest. After they finished doing the pretest, the researcher explained the material about action verbs by using flashcards, she showed the flashcards one by one and asked them to repeat what she said three or five times till they could pronounce the word correctly and memorize them well. After she finished showing the flashcards, she stick the whole flashcards and the words on the board and gave them chance to remember the words and the spelling. Then she elicited the material and tried to stimulate the students to make a simple

phrase from each word. For instance, “I *walk* to school”, “I *cook* rice”, “I *drink* milk”, and so on. After that, she removed the flashcards and the words of them then asked the students to stick them back. Almost all of the students wanted to do so, they were very excited, then the researcher asked the students who wanted to try to mention all of those action verbs, almost all of them raised their hands and also wanted to do so.

After that, the researcher gave the posttest, concluded the material, gave them homework related to the material has been learnt, and left the room after the bell rang.

3. Observation

The researcher and the teacher analyzed the students while learning and they found that the students followed the lesson and the directions very well and excitedly. They were also much more active and confident in answering the researcher’s questions after the implementation of flashcards, they were less shy and not afraid to make a mistake in learning.

4. Reflection

After analyzing the result of cycle, the researcher and the teacher concluded that the students could improve their vocabulary it can be seen when they answered the posttest well. They also found that some students were interested in learning English and make them confident in answering the questions and come to the board, and it showed that teaching vocabulary by using flashcards was effective to improve students’ vocabulary mastery, and their achievement was satisfied, it can be seen in the result of the pretest

and posttest which shown the improvement of the mean score of them (79 and 94). Nevertheless, a few students still got wrong in pronouncing few words, but the rest was great. Since the result of the pretest and posttest increased, the researcher and the observer decided to stop the cycle.

B. Discussion

This part covers the discussion of teaching vocabulary by using flashcards. The discussion is based on how flashcards can improve students' vocabulary mastery. It can be seen how the improvement of the students' scores from pretest and posttest in the cycle, also the description of their opinions about learning vocabulary through flashcards by observing the teaching learning process and interviewing the English teacher and a few students. Most students enjoy learning vocabulary through flashcards because it is fun and the visual aid or the pictures are attractive and help them to memorize the words when they see the pictures. According to the result of the data, the researcher concluded that teaching vocabulary by using flashcards is effective to improve students' vocabulary mastery. This statement is supported by the experts about the impact of learning vocabulary by using flashcards.

Flashcards are one of the best methods to use for studying and memorizing information. People can use flashcards to learn just about any information for any class, such as vocabulary, mathematical equations and formulas, terms, and definitions or main ideas and topics, TLC/The Learning Centre (2013).

Different students learn in different ways, and it is important to make use of visual teaching method since studies show that the majority of students learn through visual means. For many students, using flashcards is a fun way to learn new vocabulary and grammar, Gelfgren (2012:1). It is also appropriate with the Nasr's statement, Nasr (1972) stated that flashcards are useful for teaching of vocabulary and reading. Media can act as a facilitator in the teaching-learning process. It has immense potential as an instructional tool. It has been observed over the years that classroom teaching has become monotonous because of the traditional lecture method where in the teacher is the center of the learning process. Many teachers hoped that if media was introduced in the classroom it might bring back the enthusiasm in the students and motivate them to learn the language, (Academic Journal: 2014). The previous study of the research by using flashcards proved that the use of visual aids such as posters, postcards, vocabulary cards, flashcards, etc., can help students to memorize the vocabulary of English easily. Lathifah, Isma (2014), and Aschurotun (2010), in their research explained that the use of flashcards had affected the students' behavior in learning vocabulary during the lesson. They learnt much more active and excited. It can be concluded that teaching English vocabulary by using flashcards as a media improved the students' vocabulary mastery.

The implementation of Classroom Action Research (CAR) helped the researcher and English teacher to make the teaching learning process increase, for they observed what happened during the teaching learning process, noted good points things should be considered, then they could implement it for the next meeting.

The result of the research implied that English teachers should choose the appropriate media in teaching vocabulary, one of them is flashcards. Flashcards give positive impacts in learning vocabulary, it helps the students in memorizing and improving their vocabulary mastery. Furthermore, the method used in teaching learning process should be considered too.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the research based on the data as the result of the research.

A. Conclusion

After conducting Classroom Action Research (CAR) at the fifth graders of SDN Ciherang Kencana Cianjur, academic year 2016/2017, it can be concluded that the use of flashcards in learning vocabulary helped them to memorize the words easier, the students' vocabulary mastery improved and the students' achievement was satisfied, it was shown by the result of the pretest and posttest in the cycle. It could be said that flashcards made students more excited, and active in learning vocabulary, it can be seen how they participated the lesson when the implementation of flashcards. The students' motivation in learning vocabulary increased, it could be seen how the students became interested in learning English. Learning using flashcards make the students more courageous and confident in answering the teacher's questions, guessing and matching the pictures and come to the board. Based on the result of interview to the students, it showed that they liked learning vocabulary by using flashcards, because it was more fun and interesting. They loved the pictures of the flashcards because those helped them to memorize the words easier, because when they remembered the pictures, they tried to memorize the words. Flashcards give a big impact to the students' behavior in learning.

Furthermore, the implementation of Classroom Action Research (CAR) helped the researcher and the English teacher to improve the teaching learning process by evaluating what should be considered, when they intend to conduct the next cycle.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions related to the teaching of vocabulary.

1. It is important for the teacher to choose appropriate technique, method and media, such as flashcards, in order to attract students' attention in participating the lesson.
2. The teacher also should be able to manage the class well and create a good atmosphere during the lesson to make students comfortable and have long attention span on the lesson.
3. The teacher also should pay attention on motivating the students to learn.
4. For the other researchers, the researcher hopes that the result of this study could become one of the additional references in other research.

References

- Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie, *Comprehension and teaching: Research review*, 77-117. Newark, DE: International Reading Association.
- Arikunto, S. (2002). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Bina Aksara.
- Baumann, J. F., Kame'enui, E. J., & Ash, G. E. (2003). *Research on vocabulary instruction: voltaire redux*. In J. Flood., D. Lapp., J. R. Squire & J. M. Jensen. *Handbook of research on teaching the English language Arts*. (752-785).
- Beals, D. (1997). *Sources of support for learning words in conversation: Evidence from mealtimes*. *Journal of Child Language*. (24, 673-694).
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Bell, N. L., Lassiter, K. S., Matthews, T. D., & Hutchinson, M. B. (2001). *Comparison of the Peabody picture vocabulary test (3rd ed) and Wechslet adult intelligence scale (3rd ed), with university students*. *Journal of Clinical Psychology*. (57, 417-422).
- Brown, H. D. (2000). *Principles of language learning and teaching (4th Ed)*. New York: Longman.
- Chandra, A., Shah, A., & Joshi, U. (1998). *Fundamental of teaching home science*. New Delhi: Sterling Publishers, Private Limited.
- Crowl, T. K. (1996). *Fundamental of educational research (Second edition)*. Dubuque: Brown & Benchmark Publishers.
- Duke, N. K. (2003). *Reading to learn from the very beginning: Information books in early childhood*. *Young Children*.
- Gage, N. L. (1972). *Teacher effectiveness and teacher education*. Palo Alto, California: Pacific Books.
- Gelfregen, V. (2012). *Fun with flashcards*. Sweden: Learnmore Projects.
- Graves, M. F., & Watts-Taffe, S. M. (2002). *The place of words consciousness in a research-based vocabulary program*. In A. E. FARstrup., & S. J. Samuels. *What*

research has to say about reading instruction. (140-165). New York, DE: International Reading Association.

Heinich, R. et al. (1996). *Instructional media and technologies for learning*. New Jersey: Prentice Hall, inc.

<http://www.academicjournals.org/journal/IJEL/article-full-textpdf/9CF349146109>

Kemmis, S., & McTaggart, R. (1998). *The action research planner* (3rd ed). Victoria, Australia: Deakin University Press.

Kemp, J. E., & Daylon, D. K. (1998). *Planning and producing instructional media*. New York: Harper & Row Publishers.

Kuhn, M. R., & Stahl, S. A. (1998). *Teaching children to learn words meanings from Context: A synthesis and some questions*. Journal of Literacy Research. (30, 119-138).

Lennox, S. (1995). *Sharing books with children*. Australian Journal of Early Childhood. (20, 12-16).

Locatis, C. N., & Atkinson, F. D. (1990). *Media and technology for education and training*. Columbus, Ohio: Charles E. Merrill Publishing Company.

Mahwah, NJ: Laurance Erlbaum. National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. Washington DC: National Institute of Child Health and Development.

Malcolm, K. (1990). *The adult learner a neglected species* (4th ed). Houston, London, Paris, Zurich, Tokyo: Gulf Publishing Company.

McKeown, M. G., Beck, I. L., Omanson, R., & Perfetti, C. A. (1983). *The Effects of Long-term vocabulary instruction on reading comprehension: A reflection*. Journal of Reading Behavior. (15, 3-18).

Mehra, V. (1992). *Instructional system design an innovation in educational technology*. Delhi: S. S. Publishers.

Muttahidah, N. (2011). *Improving Students' Vocabulary Mastery through Vocabulary Cards (A Classroom Action Research in the First Grade of MTs Nurul Falah School at Pondok Ranji Ciputat Tangerang*. Jakarta.

- Nadziroh, A. (2010). *The Use of Flashcards to Improve Vocabulary (A Classroom Action Research for the Fourth Year Students of MI Duren Bandung in the Academic Year of 2009 / 2010)*.
- Nagy, W. E., Herman, P., & Anderson, R. (1987). *Learning words meaning from context during normal reading*. American Educational Research Journal. (24, 237-270)
- Nagy, W. E., & Scott, J. A. (2000). *Vocabulary process*. In M. L. Kamil, P. B., Mosenthal, P., D. Pearson., & R. Barr (Eds). *Handbook of reading research* (Vol. III, pp. 269-284).
- Nasr, R. T. (1972). *Teaching and learning English*. London: Longman Group Limited.
- Nassaji, H. (2003). *L2 Vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical referencing*. TESOL Quarterly, 37, 645-670.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nell K. Duke., & Annie M. (2003). *10 Tested-ways to build children's vocabulary*. Moses Scholastic Inc. 557 Broadway New York.
- Neeyhapuzee. (2011). *problems in teaching English as foreign language in indonesia*. [Online]. Available at: <http://neeyhapuzee.wordpress.com/2011/08/problems-in-teaching-english-as-foreign-language-in-indonesia/>
- Pappas, C. C. (1991). *Fostering full access to literacy by including information books*. Language Arts, 68, 449-462.
- Plass, J. L., Chun, D. M., Mayer, R.E., & Leutner, D. (1998). *Supporting visual and verbal learning preferences in a second language multimedia learning environment*. Journal of Educational Psychology, 90, 25-36.
- Pelligrini, A. D., Perlmuter, J. C., Galda, L., & Brody, G. H. (1990). *Joint reading between black head start children and their mothers*. Child Development.
- Penny. (1996). *A course in language teaching: Practice and theory*. New York: Cambridge University Press.
- Rice, M. L., Houston, A. C., Truglio, R., & Wright, J. (1990). *Words from Sesame Street: Learn vocabulary while viewing television*. Developmental Psychology, 26, 421-428.

- Rice, M. L., & Woodsmall, L. (1984). *Lesson from television: Children; word learning while viewing*. *Child Development*, 59, 420-429.
- Richards, J.C., & Rodgers, T.S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). *Vocabulary instruction in a balanced reading program*. *The reading teacher*, 52, 336-346.
- Sara, L. H. (2014). *The Use of Flashcards in Teaching English Vocabulary to Young Learners*. Bandung.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Smith, M. K. (1941). *Measurement of the size of general English vocabulary through the elementary grades and high school*.
- Stahl, S. A. (1998). *Four questions about vocabulary knowledge and reading some answers*.
- Stahl, S. A., & Fairbanks, M. M. (1986). *The effects of vocabulary instruction: A model-based meta-analysis*. *Review of educational research*, 56, 72-110.
- Suci, I. L. (2014). *Teacher Strategies in Teaching Vocabulary to Primary Students (A Case Study at the Fourth Grade of SDN Cikancana I)*. Bandung.
- Wikipedia. (2016, Sept Thursday). *Flashcards*. Retrieved January Wednesday, 2017, from Wikipedia: <https://en.wikipedia.org/wiki/Flashcards>
- Wikipedia. (2016, October Wednesday). *Vocabulary*. Retrieved January Friday, 2017, from Wikipedia: <https://en.wikipedia.org/wiki/Vocabulary>
- Wilkins. (1972). In Gage, N. L. (1972). *Teacher effectiveness and teacher education*. Palo Alto, California: Pacific Books.

Appendix 1: Observational Notes

OBSERVATIONAL NOTES

Cycle/Meeting : I/1
Day/Date : Wednesday, 8th of March 2017
Time : 07.15 – 08.25
Theme/Subtheme : Action Verbs

1. Good Points

a. From the students' side:

- 1). Some students were active and excited in learning
- 2). Some students were not afraid to answer teacher's questions regardless it was correct or not
- 3). Some students were courageous and confident to come to the board writing the words related to the flashcards
- 4). Some students tried to do the test by themselves
- 5). Most students pronounced the words correctly

b. From the teacher (researcher) side:

- 1). The teacher managed the class quite well
- 2). She delivered material clearly
- 3). She chose a good technique to teach by using flashcards
- 4). She and the students concluded the material

2. Things to consider

a. From the students' side:

- 1). A few students were still shy and quite to express themselves
- 2). A few students were not confident to come to the board and answered the teacher's questions.

b. From the teacher's side:

- 1). The teacher should be more assertive to the students.
- 2). The teacher should manage the class better

Observer

Tri Arief Lukmanul Hakim, S.Pd

NUPTK: 3462762664200023

Appendix 2: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SDN Ciherang Kencana
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: V/2
Alokasi Waktu	: 2 X 35 menit
Topic Pembelajaran	: Action Verbs (Kata Kerja)

A. Standar Kompetensi

Mendengarkan

5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

B. Kompetensi Dasar

5.2 Merespon instruksi sangat sederhana secara verbal.

C. Indikator Pencapaian Kompetensi

- Indikator Pencapaian Kompetensi
 - Siswa dapat menyebutkan nama-nama kata kerja dan dapat melafalkannya dengan benar.
- Nilai Budaya dan Karakter Bangsa
 - Dapat dipercaya (Trustworthines)
 - Rasa hormat dan perhatian (Respect)
 - Tekun (Diligent)
 - Tanggung jawab (Responsibility)
 - Berani (Courage)

D. Tujuan Pembelajaran

Siswa mampu menyebutkan 8 dari 10 nama-nama kata kerja dan dapat menuliskannya dengan tepat, melalui flashcards.

E. Materi Pokok

Kosakata mengenai nama-nama kata kerja dalam Bahasa Inggris (Action Verbs).

Pictures	Words
	Walk
	Drink
	Eat
	Sleep
	Study
	Cook
	Jump
	Sing

	Wake up
	Ride

F. Metode Pembelajaran

- Presentation
- Elicitation
- Practice

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
• Berdiskusi mengenai gambar dan kosakata tentang nama-nama kata kerja (Action Verbs) dalam Bahasa Inggris.	• Bertanya jawab tentang gambar dan kosakata mengenai kata kerja (Action Verbs) dalam Bahasa Inggris, dengan kelompok belajarnya.	• Siswa melakukan berbagai kegiatan terkait dengan materi pembelajaran diluar tugas tatap muka dan terstruktur yang diberikan guru.

Langkah - langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).

- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter.
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain terkait dengan SK/KD.

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- memberikan stimulus berupa pemberian materi mengenai nama-nama kata kerja (Action Verbs) dalam Bahasa Inggris, dengan menggunakan media berupa flashcards.
- Mendiskusikan materi bersama siswa
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai nama-nama kata kerja dalam Bahasa Inggris (Action Verbs).

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan siswa mengucapkan kosakata mengenai kata kerja (Action Verbs) dalam Bahasa Inggris dengan tepat dan benar.
- Mendorong siswa untuk berani maju ke depan menuliskan kosakata yang berhubungan dengan flashcards.
- Memainkan sebuah permainan dengan menggunakan flashcards “stick them back”. Prakteknya, guru menyuruh siswa untuk menempelkan kembali flashcard di papan tulis sesuai dengan perintah yang diberikan oleh guru.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi pada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai kosakata tentang nama-nama kata kerja (Action Verbs) dalam Bahasa Inggris.

Kegiatan Akhir (10')

- Mengecek pemahaman siswa mengenai materi terkait dengan bersama-sama menyimpulkan pembelajaran.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

1. *Flashcards mengenai nama-nama kata kerja (Action Verbs) dalam Bahasa Inggris.*

I. Penilaian

1. Indicator, Teknik, Bentuk, dan Contoh

No	Indicator	Teknik	Bentuk	Contoh
1	Mengucapkan kosakata mengenai kata kerja (Action Verbs) dalam Bahasa Inggris dengan baik dan benar.	Tes tulis	Uraian pendek.	Fill the boxes bellow based on the pictures!  

2. Pedoman Penilaian

- Test Tulis

No	Uraian	Skor
I.1,2,3,4,5,6,7,8,9,10	Isi benar	2
	Isi benar, penulisan salah	1
	Tidak menjawab	0

Jumlah total : I. $\underline{2 \times 10 = 20 = 10}$

2

Cianjur, 8 Maret 2017

Peneliti

Tatang Irnadiawati Ramadhan

Appendix 3: Soal Pretest dan Posttest Cycle 1

Name :

Class :

Fill the boxes based on the pictures below!



Kunci Jawaban Soal Pretest and Posttest Cycle 1

1. Study
2. Cook
3. Drink
4. Ride
5. Wake up
6. Walk
7. Jump
8. Eat
9. Sing
10. Sleep

Appendix 4: Interview for English Teacher in the Preliminary Study
(Before Classroom Action Research)

Wawancara kepada guru bahasa Inggris SDN Ciherang Kencana
(Sebelum Penelitian Tindakan Kelas)

Interviewer : Tetang I Ramadhan

Interviewee : Tri Arief Lukmanul Hakim, S.Pd

Profession : English Teacher

Day, Date : Wednesday, 8th of February 2017

Time : 08.30 – 09.00

Place : Teacher's Office

R : Researcher

T : Teacher

R : Bagaimana proses pembelajaran bahasa inggris di kelas?

T : Saya memberikan materi dan kadang-kadang siswa belajar secara berkelompok.

R : Hal tersulit apakah yang dihadapi siswa dalam belajar bahasa inggris?

T : Selama saya mengajar, saya melihat bahwa hal tersulit yang dihadapi siswa dalam belajar bahasa inggris adalah penguasaan kosakata, dan mereka juga sering mengalami kesulitan dalam mengingat, mengeja dan mengucapkannya.

R : Teknik pengajaran apa yang biasa bapak gunakan dalam mengajar?

T : Saya biasanya mengajar dengan cara tradisional saja, menerangkan materi pada anak.

R : Aktivitas apa saja yang dilakukan di dalam kelas?

- T :Anak-anak belajar kosakata dengan main game dan belajar secara berkelompok, namun tidak sering dilakukan.
- R :Jenis media apa yang Bapa gunakan dalam mengajar?
- T :Saya tidak menggunakan media, jangankan media buku paket pelajaran pun tidak, karena sekolah belum memfasilitasi. Jadi, saya mengajar mengacu pada apa yang ada dalam silabus.
- R :Apakah ada beberapa masalah yang muncul dalam mengajar kosakata?
- T :Ya, saya rasa siswa-siswa saya mengalami kesulitan dalam mengingat, mengucapkan dan mengeja dengan baik dan benar.
- R :Bagaiman partisipasi siwa dalam belajar bahasa inggris?
- T :Mereka berpartisipasi cukup baik, tapi kebanyakan mereka kurang tertarik dalam belajar bahasa inggris.
- R :Tugas atau pekerjaan rumah seperti apa yang biasa Bapa berikan?
- T :Saya biasanya meberikan mereka daftar kosakata dalam bahasa Indonesia lalu mereka harus mencari kosakata tersebut dalam bahasa inggris.
- R :Berapakah nilai KKM untuk pelajara bahasa inggris?
- T :KKM nya 75.
- R :Apakah Bapa pernah mendengar tentang teknik pengajaran dengan menggunakan flashcards?
- T :Ya.
- R :Apakah menurut Bapa teknik tersebut efektif jika diterapkan dalam pengajaran kosakata dalam bahasa inggris?

T :Menurut saya pribadi iya, karena anak-anak itu menyukai gambar-gambar yang menarik.

Cianjur, 8th of February 2017

Interviewer

Interviewee

Tatang I Ramadhan

Tri Arief L H, S.Pd

NIM: 13220366

NUPTK: 3462762664200023

**Interview for English Teacher in the Preliminary Study
(Before Classroom Action Research)**

Interviewer : Tetang I Ramadhan
Interviewee : Tri Arief Lukmanul Hakim, S.Pd
Profession : English Teacher
Day, Date : Wednesday, 8th of February 2017
Time : 08.30 – 09.00
Place : Teacher's Office

R : Researcher

T : Teacher

R : How is the teaching learning process in the class?

T : I deliver the material especially vocabulary, and the students sometimes work in group and do the test related to the material they have learnt.

R : What is the hardest thing faced by the students in learning English?

T : I found the hardest one is vocabulary, they still get difficulty in remembering and pronouncing the words.

R : What technique do you usually use in teaching?

T : I usually use traditional or lecturing technique, deliver the material to the students.

R : What are the activities done in the class?

T : We learn vocabulary through game and group work but not often.

R : What kind of media do you use in teaching?

T :I do not use any media not even a textbook, because the school does not facilitate it yet, so I teach based on the syllabus and I teach what is on the syllabus.

R :Are there any problems you find in teaching vocabulary?

T :Yes, I found it is hard for the students to memorize, pronounce and spell the words correctly.

R :How is the students' participation in learning vocabulary?

T :They participate quite well but most of them are not interested in learning English.

R :What assignment or homework do you usually give?

T :I usually give them list of vocabulary in Bahasa Indonesian and ask them to find out what are those in English.

R :How is the score of Minimum Mastery Criterion (KKM)?

T :The Minimum Mastery Criterion (KKM) is 75.

R :Have you ever heard about flashcards teaching technique?

T :Yes, I have.

R :Do you think this technique will be effective if it is implemented in teaching vocabulary?

T :I think so because kids love attractive pictures.

**Appendix 5: Interview for English Teacher of English Teacher of SDN Ciherang
Kencana after Implementing Flashcards in Teaching Learning Process through
Classroom Action Research (CAR)**

Wawancara kepada Guru Bahasa Inggris SDN Ciherang Kencana Setelah Penerapan
Flashcards dalam Kegiatan Belajar Mengajar Melalui Penelitian Tindakan Kelas
(PTK)

Interviewer : Tetang I Ramadhan

Interviewee : Tri Arief Lukmanul Hakim, S.Pd

Profession : English Teacher

Day, Date : Wednesday, 15th of March 2017

Time : 10.15 – 10.45

Place : Teacher's Office

R : Researcher

T : Teacher

R : Bagaimana respon siswa dalam pembelajaran bahasa inggris setelah menggunakan flashcards?

T : Mereka belajar lebih bersemangat dan tertarik dalam belajar bahasa inggris.

R : Bagaimana kemampuan penguasaan kosakata mereka?

T : Mereka mengingat kosakata dengan lebih mudah.

R : Bagaimana dengan partisipasi mereka di dalam kelas?

- T :Mereka berpartisipasi dengan sangat baik dan aktif juga menghargai kepada guru.
- R :Masalah apakah yang muncul selama kegiatan belajar mengajar?
- T :Dua, tiga orang siswa kurang focus dalam pembelajaran.
- R :Apakah Bapa punya solusi untuk mengatasi masalah tersebut?
- T :Menurut saya, guru seharusnya bisa mengontrol kelas dengan lebih baik dan mencoba untuk menarik perhatian dan focus mereka.
- R :Menurut Bapa bagaimana teknik pengajaran menggunakan flashcards?
- T :Menurut saya flashcards efektif dalam upaya meningkatkan penguasaan kosakata anak dan saya melihat bahwa flashcards membuat anak belajar dengan lebih aktif, tertarik dan mudah.
- R :Apa pendapat Bapa mengenai kegiatan yang dilakukan dalam pembelajaran kosakata dengan menggunakan flashcards?
- T :Sangat menyenangkan, terutama ketika guru mengkombinasikan flashcards dengan sebuah permainan yang sederhana.
- R :Setelah mengobservasi pembelajaran kosakata dengan menggunakan flashcards, apakah menurut Bapa flashcards efektif untuk diterapkan?
- T :Ya, menurut saya begitu.
- R :Setelah menjadi seorang pengamat, apakah menurut Bapa pembelajaran kosakata menggunakan flashcards dapat meningkatkan penguasaan kosakata siswa?

T :Ya, selain itu flashcards juga membuat mereka dapat mengingat kosakata-kosakata yang sudah dipelajari sebelumnya.

Cianjur, 15th of March 2017

Interviewer

Interviewee

Tetang I Ramadhan

Tri Arief L H, S.Pd

NIM: 13220366

NUPTK: 3462762664200023

**Interview for English Teacher of English Teacher of SDN Ciherang Kencana
after Implementing Flashcards in Teaching Learning Process through
Classroom Action Research (CAR)**

Interviewer : Tetang I Ramadhan

Interviewee : Tri Arief Lukmanul Hakim, S.Pd

Profession : English Teacher

Day, Date : Wednesday, 15th of March 2017

Time : 10.15 – 10.45

Place : Teacher's Office

R : Researcher

T : Teacher

R :How was your students' response in learning vocabulary after flashcard technique implemented?

T :They learnt much more energetic and interested in learning English.

R :How is their ability in mastering the vocabulary?

T :They memorize the vocabulary easier.

R :How was their participation in the class?

T :They participated very well and active also they respect to the teacher.

R :What problem appeared during the teaching learning process?

T :A few of them did not focus on the lesson well.

R :Do you have any ideas to solve that problem?

- T :I think the teacher should be able to control the class better and try to attract their attention to you.
- R :What do you think after noticing the teaching learning by using flashcards?
- T :I think flashcards are effective to improve students' ability in mastering the vocabulary and I found that flashcards make them learn more actively, interested and easily.
- R :What is your opinion about the activities done in vocabulary learning process by using flashcards.
- T :It was fun especially when the teacher combines flashcards with a simple game.
- R :After observing the learning vocabulary by using flashcards, do you think the technique is effective to be implemented in learning vocabulary?
- T :Yes, I think so.
- R :After being an observer, do you think that learning vocabulary by using flashcards can improve students' vocabulary mastery?
- T : Yes, and also it makes them memorize the previous vocabulary they have learnt.

Cianjur, 15th of March 2017

Interviewer

Interviewee

Tetang I Ramadhan

Tri Arief L H, S.Pd

NIM: 13220366

NUPTK: 3462762664200023

**Appendix 6: Interview to Some of Students of SDN Ciherang Kencana in VA
after Implementing Flashcards in Teaching Learning Process**

Wawancara kepada Beberapa Siswa Kelas VA SDN Ciherang Kencana Setelah
Penerapan Flsahcards dalam Kegiatan Belajar Mengajar

1. Apakah kamu menyukai pembelajaran kosakata dengan menggunakan flashcards?
 - a. Student 1 : Ya, karena jadi lebih mudah untuk mengingat kosakata.
 - b. Student 2 : Ya, karena menyenangkan dan saya juga bisa mengingat kosakata dengan mudah.
 - c. Student 3 : Ya, karena mudah dipahami.

2. Apakah belajar kosakata dengan menggunakan flashcards membantumu menguasai kosakata dengan mudah?
 - a. Student 1 : Ya, karena saya mengingat-ingat gambarnya ketika menghafal katanya.
 - b. Student 2 : Ya, karena gambar-gambarnya membantu saya untuk mengingat kosakata dan cara menulisnya.
 - c. Student 3 : Ya, karena mudah diingat.

3. Apakah kamu lebih suka belajar menggunakan flashcards atau tanpa menggunakan flashcards?

- a. Student 1 : Lebih suka dengan flashcards , karena gambarnya bagus.
 - b. Student 2 : Saya lebih suka pakai flshcards, karena lebih seru.
 - c. Student 3 : Pakai flashcards, karena saya suka gambar-gambarnya.
4. Apakah menurut kamu belajar kosakata menggunakan flashcards lebih baik dibandingkan dengan belajar kosakat dengan cara biasa?
- a. Student 1 : Ya, karena flashcards membantu saya untuk belajar dengan lebih aktif.
 - b. Student 2 : Ya, dan saya senang belajar bahasa inggris.
 - c. Student 3 : Ya, saya juga bisa belajar lebih baik dan mendapatkan kosakata baru dan mengingatnya.
5. Apakah pembelajaran kosakata dengan menggunakan flashcards cocok untuk diterapkan?
- a. Student 1 : Ya.
 - b. Student 2 : Ya.
 - c. Student 3 : Ya.

Cianjur, 15th of March 2017

Interviewer

Tetang I Ramadhan

NIM: 13220366

**Interview to Some of Students of SDN Ciherang Kencana in VA after
Implementing Flashcards in Teaching Learning Process**

1. Do you like learning vocabulary by using flashcards? Why?
 - a. Student 1 : Yes, I do. Because it is easier to memorize the vocabulary.
 - b. Student 2 : Yes, I do. Because it is fun, enjoyable and I can memorize the vocabulary easily.
 - c. Student 3 : Yes, I do. It is easy to understand.

2. Do you find learning vocabulary by using flashcards help you to mastery your vocabulary easily?
 - a. Student 1 : Yes, I do. Because I remember the pictures when memorize the words.
 - b. Student 2 : Yes, I do. The pictures help me to memorize the vocabulary, and how to spell them.
 - c. Student 3 : Yes, I do. It is easy to be memorized.

3. Do you prefer to learn by using vocabulary or not?
 - a. Student 1 : I prefer to learn vocabulary by using flashcards, the pictures are attractive.
 - b. Student 2 : I prefer to learn vocabulary by using flashcards, because it is fun.

c. Student 3 : I prefer to learn vocabulary by using flashcards, I love the pictures.

4. Do you find learning vocabulary by using flashcards is better than learning in a common way?

a. Student 1 : Yes, I do. It helps me to learn more actively.

b. Student 2 : Yes, I do, and I am happy to learn English.

c. Student 3 : Yes, I do. I can learn better too and get new words and memorize them in my mind.

5. Is learning vocabulary by using flashcards suitable to be implemented?

a. Student 1 : Yes, it is.

b. Student 2 : Yes, it is.

c. Student 3 : Yes, it is.

Cianjur, 15th of March 2017

Interviewer

Tetang I Ramadhan

NIM: 13220366

