THE USE OF FLASHCARDS AS TEACHING MEDIA TO IMPROVE THE STUDENT'S VOCABULARY OF THE FIRST YEAR STUDENTS OF SLTP NEGERI 1 GRUJUGAN BONDOWOSO IN THE ACADEMIC YEAR 1999/2000

REPORT WRITING

Presented as One of The Requirements to Get The S_1
Degree at The English Education Program, Language
and Arts Department Faculty of The Teacher Training
and Education Jember University

by

Mardiana Basuki
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THE TEACHER TRAINING AND EDUCATION FACULTY
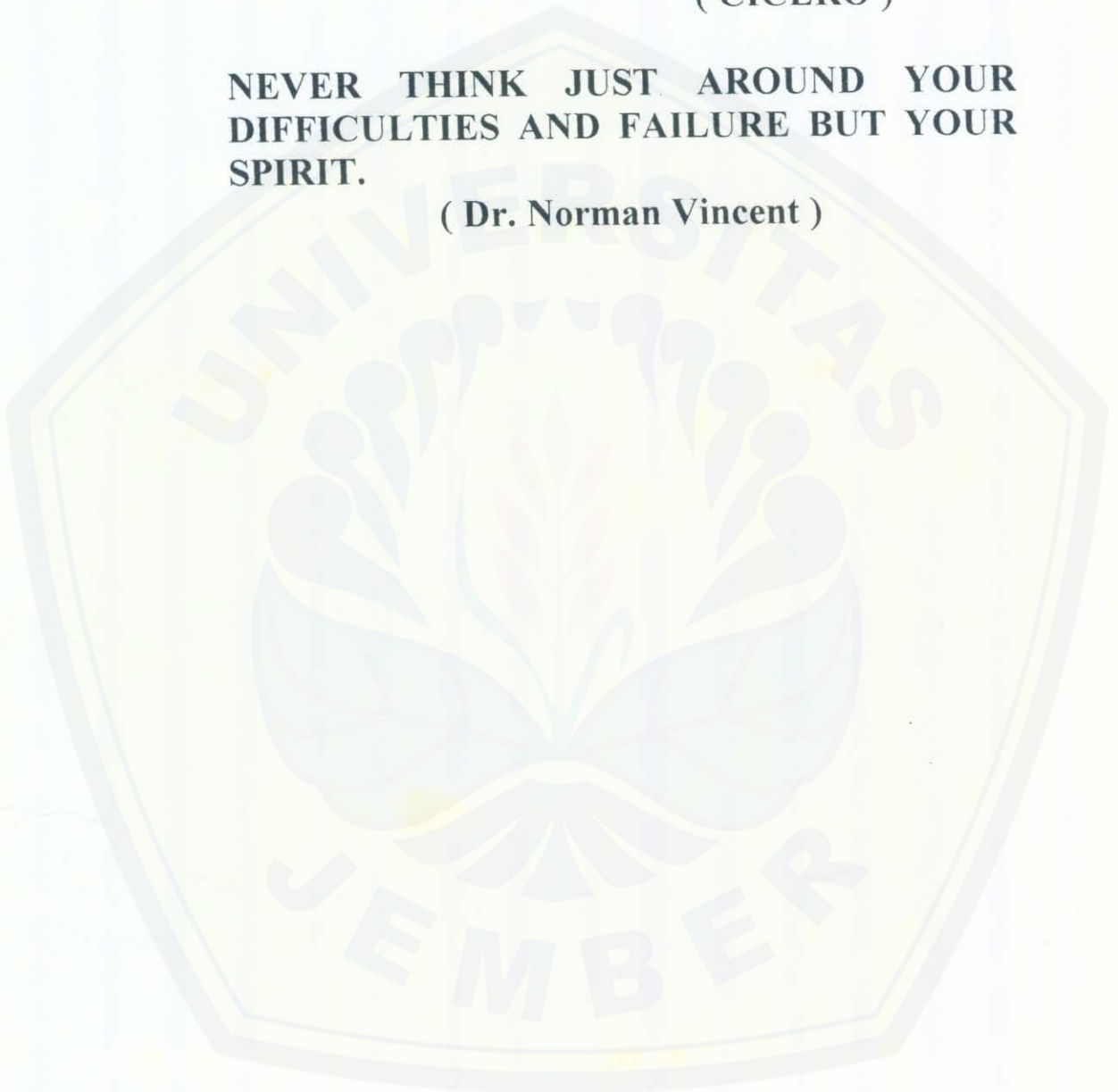JEMBER UNIVERSITY
2000

Motto :

TO LIVE IS TO THINK.

(CICERO)

NEVER THINK JUST AROUND YOUR DIFFICULTIES AND FAILURE BUT YOUR SPIRIT.

(Dr. Norman Vincent)

DEDICATION

THIS REPORT WRITING IS HONORABLY DEDICATED :

MY BELOVED PARENTS

Thanks for your greatest sacrifice for supporting me in spiritual.

You are very kind. I am fond of you.

MY BELOVED HUSBAND

Thanks for your greatest support and much attention to me.

I love you.

MY BELOVED CHILDREN

Thanks for keeping on praying and giving me spirit to my best.

You are very kind. I always love you.

THE USE OF FLASHCARDS AS TEACHING MEDIA TO IMPROVE THE STUDENT'S VOCABULARY OF THE FIRST YEAR STUDENTS OF SLTP NEGERI 1 GRUJUGAN BONDOWOSO IN THE ACADEMIC YEAR 1999/2000

REPORT WRITING
Proposed as one of the requirements to obtain the degree of S_1 at the English Department of Education and Teacher Training Faculty
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APPROVAL

This report writing is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University.

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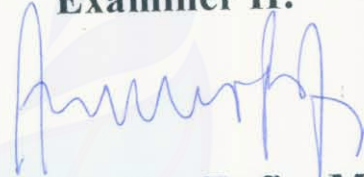Place : Faculty of Teacher Training and Education, Jember University.

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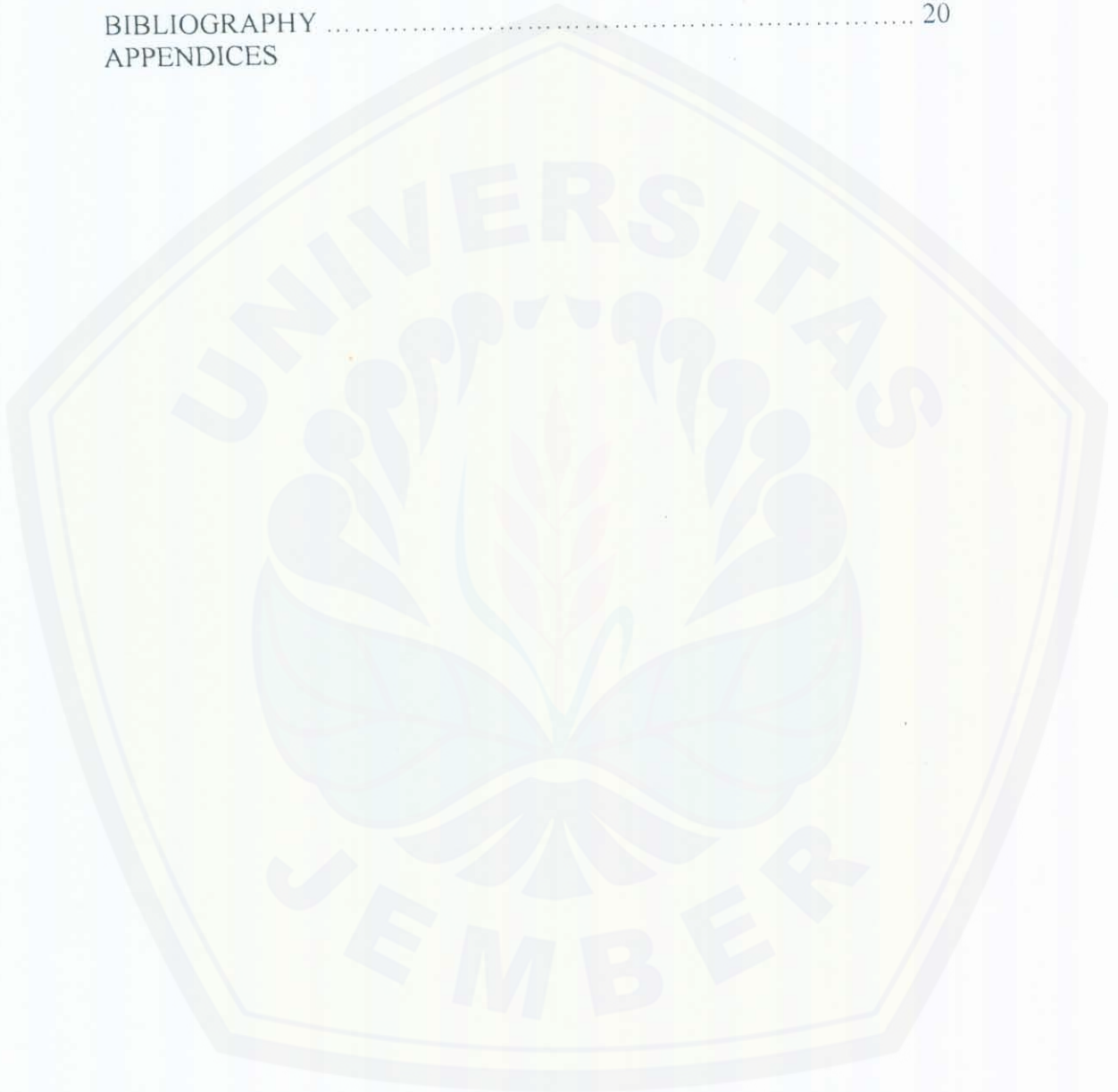Examiner II:

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v

TABLE OF CONTENTS

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Finally, I hope that this report writing will provide some advantages to the readers. Any Critical, suggestion and input that contribute to the improvement of this report writing would be very appreciated.

Jember, August 2000   The writer

ABSTRACT

This classroom action research was aimed to develop the student's vocabulary achievement. The teacher always tries to teach vocabulary easily and clearly. In order that teaching learning process of vocabulary more effective and interesting, flashcard as one of visual aids can be applied. The problem of this research was : Is the use of flashcards effective to improve the vocabulary of the first year students of SLTP Negeri 1 Grujugan Bondowoso in the 1999 / 2000 academic year?

The data about the students progress were gathered from the results of the written test. The data about the improvement of student's vocabulary achievement were gathered from the results of the vocabulary test scores. The collected data were analyzed by descriptive qualitative technique. The results show that there was better improvement of vocabulary gained by students at the end of action cycle two which was categorized good enough.

Based on the research result, it is suggested that the English Teacher give more portions in promoting the use of flashcards as teaching Media to improve the students vocabulary, especially in teaching learning process of vocabulary.

I. INTRODUCTION

1.1 Background of the Research

English as an international language plays an important role in an international communication. It can be used as a medium in studying modern knowledge which is usually written in English. Consequently, for those who want to study science and technology well should master English.

Indonesian schools have a curriculum for teaching and learning English. As stated in the 1994 curriculum of SLTP, that English is one of the compulsary subjects having four major language skills that should be mastered by students during their school learning. Here, not only can they develop the receptive skills (reading and listening) but also the productive skills (speaking and writing). Although the four language skiils (reading, listening, speaking, and writing) must be developed in English teaching, reading skills becomes the main emphasis according to the curriculum. Through reading it is suggested that the students be able to recoqnize the important information of the given texts with sufficient comprehension skill.

But it is the fact that the English learning for the junior high school up to senior high school in Indonesia has not significantly achieved the goals of the English instruction yet Baradja (1986:61). There are still many students facing a lot of difficulties in understanding the English texts, and to extract the needed information on account of their lack mastery of vocabulary used in the given texts. Very often, they have met a number of unfamiliar words which are found in the text. Further Williems (1985:4) says that the effective readers know the content words and their meanings.

Besides, based on the writter's experience that many students do not understand the content of the reading texts quite well because they do not know the meanings of some words or key words in the text. In other words students

1

feel difficult to answer the questions without knowing the meaning of vocabulary in the text provided.

For the sake of helping students to have a good mastery on vocabulary, the writer as one the English teachers has to find an effective solution to this problem. In this case as an English teacher of the first year students of SLTPN 1 Grujugan Bondowoso, the writer tries to use many kinds of pictures to improve the students' on vocabulary mastery for pictures can visualize the words in reading text which are considered difficult.

Based on the above reasons, an action research to get the scientific responses whether or not the use of pictures can develop students' vocabulary was conducted.

1.2 Problem of the Research

Based on the research background above, the problem of the research can be formulated as follows : " Is the use of flashcards effective to improve the vocabulary of the first year students of SLTP 1 Grujugan Bondowoso in the 1999/2000 academic year?".

1.3 Scope of the Research

This classroom action research was conducted to the third cawu of the first year students of SLTP 1 Grujugan Bondowoso in the 1999/2000 academic year, starting from March up to June 2000. The instructional materials to be discussed during the action was dealing with "Games" that is "Traditional Games" and "Modern Games".

1.4 Purpose of the Research

After the activities of the research, it is hoped that the result will be used : " To improve the vocabulary of the first year student of SLTP 1 Grujugan Bondowoso in the 1999/2000 academic year by the use of pictures in the teaching learning process of English."

1.5 Significances of the Research

The results of this research are expected to provide some useful advantages for :

1. The Researcher

   a. To get experiences in applying pictures in teaching learning English especially on vocabulary.

2. The English Teachers

   a. As an input for the teacher to apply pictures in English teaching especially on vocabulary.

   b. As an input for the teacher to make students' interested in learning vocabulary.

3. The School

   a. As an input for the school to provide flashcards in improving the students' vocabulary.

II. THEORITICAL FRAME WORK

2.1 Teaching Vocabulary by Using Flashcards

Vocabulary plays a very important role in developing the four language skill (reading, listening, speaking, and writing). The more vocabulary the learners have the easier they develop the four language skills. Many teachers are aware of the importance of teaching vocabulary to their students, but they are not really aware on how to teach them properly. They often treat this as a part of teaching process, neglecting the principle of selection and the technique used to present vocabulary items to the students, their responsibility ends. They do not realize that integrating the teaching of vocabulary into the teaching of the four language skills will help the learners use their vocabulary in a more natural and meaningful way.

Meanwhile, in foreign language learning media play a very important role because they increase the effectiveness of learning by helping the students to assimilate ideas in a more meaningful and interesting manner. Muslimin (1997:1) states that " one of the roles of media is to attract the student's attention and to deliver information. There are various kinds of media, but visual ones are the appropriate media for young learners".

Based on opinion above, the study focused on the use of flashcard in teaching vocabulary as flashcard is considered as one of the visual aids that can be used in teaching English, especially vocabulary effectively.

2.2 Flashcard as a Teaching Media

The term media according to Olson (1974: 11) means " tools that have a communicative function ". While Gordon (1971: 367) states that " media denote any means, agency or instrumentality used to communicate information". Furthermore, Subiyakto and Nababan (1993:206) say : "Alat atau media dalam pengajaran bahasa ialah segala alat yang dapat digunakan oleh guru dan pelajar untuk mencapai tujuan-tujuan yang sudah ditentukan". (Media

4

are any means which can be used by teachers and student to gain certain objectives stated in the curriculum). This means that in teaching, teacher needs techniques or methods to make their students get their concept. The technique that will be used in the class will be aided by the use of media. In this study the media that will be used are flashcards.

Flashcard is one of the visual aids that can be used in teaching language. Visual aids will enable to support the activities and primarily relate to the sense of sight. Wright (1989 : 2) states that " things we see plays an anormous part in affecting us and in giving us information". While Muslimin (1997:1)says that " there are various kinds of media, but visuals are the appropriate media for young learners". It is supported by Pit in Karim (1986:423) that " there are two types of visual materials, they are material for talking about and material for talking with".

For teaching and self-study visual aids have been used for years because they can translate abstract concept into a more realistic or concrete items. The term flashcard according to Wright (1976:73) is " a card printed with word and/or picture which can be handled easily by the teacher ". From the definition above, it can be concluded that flashcards are many cards printed with words, phrases, sentences or pictures shown to the students for a minute or two minutes by the teacher for certain purposes.

The zises of flashcards are varies according to the picture or the text shown. As Muslimin (1997 : 2) says " when using flashcards, they should be large enough for the whole class to see ". It is supported by Karim and Hasbulla (1986 : 45) who state that : "Gambar – gambar yang besar dipakai sebagai alat-alat peraga untuk kelas, karena itu gambar-gambar hendaklah cukup besar untuk dapat dilihat oleh semua siswa". (Big pictures are used as an aid for class, therefore, they should be large enough for the whole students to see). Basically the size of the flashcards are the size for the teacher to handle and to flash at the students. While Wright (1989:213) says that " the most practical way of checking the size of a picture intended for class use is to try it out ".

5

Based on the opinion above, it can be stated that the picture of the flashcard should be clear and big enough and easy to read or to be seen from the back of a classroom.

2.3 The Use of Flashcards in English Language Teaching

In applying flashcard, the teacher shows a flashcard or some flashcards and asks the students to look at them a few minutes. In line with this, Muslimin (1997 : 7) states " when you use flashcard in this way, they act as a prompt because pupils have to find the words themselves ". In this case, the students try to find the name of the picture or the topic they are discussing. Then, the teacher begins to ask everything related to the flashcard. The language is used again and again as the case is repeatedly argued. The technique makes the students appreciate that other people can see things differently. However, a very simple way of using the technique is to show a picture and see how many words the students can think of which are related to it. The list of words grow as the students combine the resources. The students should classify the words in some ways which are meaningful to them. When the permanence in learning is desired, practice ordinarily is required. The practice is more effective when a learner realizes the need of learning a foreign language.

2.4 Classification of Flashcard

Flashcards are any cards printed with words, phrases, sentences or pictures. As the time provided is very limited, in this study the writer only practices one flashcard namely : picture flashcard.

Picture Flashcard

Flashcards are useful for showing very simple pictures of a single object or action. According to Wright (1989:2) : " pictures are not just aspects of methods, but through their representation of places, objects, and people they are

essential parts of the overall experiences we must help our students to cope with".

There are two kinds of pictures that can be drawn in the flashcard, they are stick figures and realistic pictures. Concerning whit this Karim and Hasbulla (1986:3) state that : " Gambar-gambar dapat dibagi atas dua jenis yaitu gambar-gambar yang sudah jadi yang digunting dari majalah-majalah tua, koran atau iklan dan gambar-gambar yang dapat dibuat sendiri oleh guru yaitu stick figure ".

From the explanation, it can be explained that there are two kinds of pictures, they are available pictures taken from old magazine, newspapers, advertisements and pictures that can be drawn by the teacher such as stick figures. In line with this, Muslimin (1997:3) states that : " Besides pictures taken from old magazines and newspapers, or drawn by teachers or made drawings pictures may be very useful and effective as the teaching and learning device. Stick figures for example, may be drawn to show some series of verbs such as running, swimming, sleeping, and so on".

We can use style of drawing pictures in the producing flashcard. For stick figure, it can be drawn as clearly as possible using permanent makes, for example, so that they are clear. On the other hand, the pictures from magazines are often more interesting to use.

Each picture drawn in a flashcard conveys a certain message of each picture will give good examples of applying picture flashcard in learning vocabulary.

2.5 Vocabulary achievement

Vocabulary plays an in important role in learning a language. In communication students are hoped to be able to express their ideas and feelings. That is why students should master the vocabulary of the target language.

In other words, it can be said that vocabulary is the number of words of a language or the stock of words known and used by a person in speaking or in

writing. In addition Napa (1991:6) says that " Vocabulary is one of the components of a language and that no language exists without words ". It is also supported by Hatch and Brown (1991:1) who explain that " the term vocabulary refers to a list or set of word for particular language or a list or a set of word that individual speakers of a language might use ". It means that the teacher must have many ways of presenting vocabulary.

According to the 1994 curriculum, the teaching of vocabulary (unsur bahasa) should be intregratively presented in the teaching of the four language skills. The intregrated presentation is meant to support the student's ability in developing their language skills. The students need to know and understand the meaning of words clearly. Therefore, it is necessary for the teacher to put the words in context when explaining them. By doing so the words they have just learned will stay longer in their memories.

Before presenting vocabulary in class, teachers should remember the following :

1. To each the words in spoken form from the list provided, and only when the students can pronounce them well. Teacher should introduce the written form. Otherwise, the students will always try and pronounce English words as if they were written in their own language and it will be difficult for the teacher to break this.

2. To try to present new words in context.

3. To revise is essential. Blend words which the teacher has presented into later practices Haycraft (1978:47). In line with this Sitorus and Said (1997:7) says that before presenting vocabulary in class, the best steps to select vocabulary to teach are as follows :

    a. Look at theme and sub-theme.
    b. Look at the list of vocabulary in the syllabus.
    c. Look at the text to see how many words have been included.
    d. Select which words to teach.
    e. Decide when and how to teach.

III. RESEARCH METHOD

3.1 Research Setting

This classroom action research was carried out in SLTP Negeri 1 Grujugan Bondowoso which is located on Jl. Jember, Grujugan Bondowoso.

The subjects of the research are students of I B of the first year students of SLTP Negeri 1 Grujugan Bondowoso in the 1999/2000 academic year. Consisting of fourty-four students, that is twenty-five male and nineteen female students. They were taken as the subjects of the study as most of them have difficult problem in increasing their English vocabulary. Very often, they do not understand what the text was about because they just knew a few words of the given text.

It is expected that they will be able to develop their own vocabulary as soon as they are learning English vocabulary through the use of pictures as the teaching media.

3.2 Research Procedures

3.2.1 General Description of the Research

This research was implemented by means of cyclical model having four-activities which starts from :

- Planning action,
- Implementing action,
- Observation,
- Reflection.

In order to achieve the goal of the research, the actions were implemented into two-cycles. Both of them were held in the third cawu of the 1999/2000 academic year.

9

3.2.2   The Detail of the Research Procedures

a.   Preparation

The followings are the important steps to be done before conducting the actions.

1.   Preparing the themes and sub themes to be presented.

2.   Preparing the pictures used as the teaching media.

3.   Preparing the vocabulary test dealing with the selected themes or sub themes.

4.   Designing the main procedure on how to present pictures as teaching media.

5.   Preparing the instruments for monitoring as well as instrument for evaluation.

6.   Starting/Deciding the formula on how to score the students' test.

b.   Implementation

The implementation of this research was carried out during the school hours especially in the third cawu of the 1999/2000 academic year. The action research was carried out in collaboration with the other researcher, that is, Mr. Paeno, SPd NIP. 132 203 225 as he has been an English teacher Since March 2000. Besides he has been familiar enough with the whole class members.

c.   Monitoring and Evaluation

The monitoring was done as long as the school hours were going on. It was carried out by the writer with the collaborator. The instrument used to record the students' motivation in the classroom is fieldnote. The collaburator wrote each problem or event happening in the classroom, recorded the students' progress in learning English as well as improvements of their vocabulary. Thus, the monitoring was focused on the use of pictures as the teaching media toward the improvements of students' vocabulary as stated in the 1994 English curriculum.

The instrument used to collect the data was vocabulary test conducted in line with the themes and sub themes required by the 1994 English national curriculum. The contents of the test given, however, consisted, of key words written in the given texts.

Evaluation was carried to know whether or not the applied action, that is, the use of motivation in learning English can develop students' vocabulary. The consideration was that if the students get better motivation in learning English and if they are able to understand the given text. Better meaning that they increase their vocabulary in other words, the use of pictures as teaching media is considered to improve the learners' vocabulary if their English vocabulary scores are much better than the previous ones, besides, they achieve the everage score of vocabulary at least 65.

d.   Analysis and Reflection

The method used to analyzes the data about learning vocabulary is a descriptive-qualitative method. In this case the improvement of English learning vocabulary achieved by the students would be expressed qualitatively or descriptively.

The form of validation used in this research was self validation. In this case, the writer practiced and made decisions on the vocabulary improvement based on the criteria decided previously.

The score was expressed by means of normative levels, such as excellent, good, enough, fair, and bad. These criteria are based on the score ranks stated in the school report.

To know whether or not the students have achieved better progress in their learning, the data to be analyzed are the recorded field notes made by the writer and the collaborator during those two cycles.

The following cycle may be implemented if most students have not achieved the target. Stated in the curriculum therefore, the performances of the actions should be modified in order to help them increase their vocabulary.

Briefly, the remedial program in the second cycle has to be done if the students do not make in vocabulary and if their average score on vocabulary is less than 65.

IV. RESEARCH RESULT AND DISCUSSION

4.1 Result

As it is stated in the previous chapters that this classroom action research has two cycles, and has taken third cawu start from March up to June 2000. Both in the first and Second cycles, the actions were given to the students during the leason hours, mainly in the teaching vocabulary.

This chapters will discuss the result of the research implementation either in the first or in the second cycle. It also presents the results of the observation directly done in the classroom dealing with the students during the implementation of the action. Further, this chapter will present the English vocabulary scores gained by the students at the end of cycle, which were taken from their vocabulary test.

In short, the final result of this implemented action shows such gradually significant improvements toward the learners' vocabulary. It means that both of their learning progress and their vocabulary become much better compared with their previous achievements. Here, the students have gained better in developing their vocabulary in the second cycle than their vocabulary in the first cycle. It may be assumed that the use of flashcards as the teaching media can develop the learners' vocabulary and improve their progress in learning English. So, they have got better achievement toward the instructional materials targetted in the curriculum.

4.1.1 Description of Action Cycle 1.

The use of media helps learners increase their English scores and get better English vocabulary. But, there were also some students in the first cycle who still got the same achievement as the previous ones, that is, before the action were conducted. But the mean score of the whole class members has been increasing. According to the score table, there are also some of the learners who have not achieved the significant improvement in their learning as

13

it is required by the curriculum. The mean of students' vocabulary is shown in table below.

As usual, why some of them haven't got sufficient development or still have less vocabulary mastery because they couldn't study their lesson seriously. They rarely focused their attention upon the presented pictures, and had low motivation to learn English as they used to, and they seldom joined the lesson, not only who did not understand a few English words, but they also had a little interest in learning English, even some of them made no progress in developing their English.

In order to arouse their motivations, the writer gave some pre-explanations or questions dealing with the topic to be learned. It was very important that they would receive a little information about what to be studied next as soon as they were given opportunities to see the flashcards. For instance, the teacher often asked some questions about the words in relation with the subject or lesson before the teacher showed the flashcards in this case, students could catch the meanings of the given pictures more quickly.

On the other hand, each of the question given by the students were not directly answered by the teacher, instead it was directed to the class members. In this case, the students were expected to share one another to find out its right answer. So it made the classroom atmosphere become more interactive, communicative and effective. To know the results of the vocabulary test of students in the first cycle, it could be seen from the table 1.

Table 1. The Data of Students Score of English Vocabulary

Test (Taken from the first cycle)

No	Respondent	Score	No	Respondent	Score
1.	Abdul Aziz	64	26.	Rachmad Shaleh	64
2.	Alfan	60	27.	Rahmat Gunardi	56
3.	Alim Meriyanto	64	28.	Renti Rolita	64
4.	Anton Sujarwo	60	29.	Riskiadi	56
5.	Asriyati	64	30.	Rudiyatno	60
6.	Edy Indrasetiawan	68	31.	Samsul Hidayat	60
7.	Ernawati	64	32.	Sawati	56
8.	Fathol Nurul	60	33.	Septian Arif w.	60
9.	Finta Wika M.	64	34.	SetyoHendardi A.	64
10.	Hendra P.S.M.	64	35.	Sofian Dedi Irawan	64
11.	Icuk Sumatriawati	60	36.	Suharyo	64
12.	Imam Safi'i	64	37.	Sulis Sugiarti	76
13.	Irwan Setiawan	60	38.	Sumiyati	60
14.	Isnaini	68	39.	Taufik Kurahman	68
15.	Jamalia Trisanda	72	40.	Totok Yulianto	60
16.	Meli Kanti S.	68	41.	Vivin Setiowati	64
17.	MochZaenal A.	68	42.	Watiningsih	64
18.	Moh. Saiful B.	60	43.	Widiyanto	64
19.	Moh. Robi Taufana	72	44.	Yatik Lusiana	60
20.	Mulyana	60	45.	Yudis Hartono	60
21.	Narfendiah Ulfa K.	88			
22.	Noven Ika P.	72			
23.	Novi Susiana	68			
24.	Nur Asiyah	64			
25.	Nur Indah Pratanti	64			
				$N_1 = 45$	$\sum = 2884$
				Mean Score =	64,1

4.1.2. Description of Action Cycle 2.

The students were also given enough chances to cooperate with the other, to work within group to find out the solution of the given question, and task, such as quessing what the picture was about. Everybody was allowed to share with other to work in pairs.

Besides, in order to help the students not to make mispronounciations upon the vocabulary being taught, the teacher showed them how to pronounce

15

Besides, in order to help the students not to make mispronounciations upon the vocabulary being taught, the teacher showed them how to pronounce the words correctly, and let them practice pronouncing by them selves. The writer sometimes wrote the meanings of the words in Indonesian to make better understandings in the meanings of the vocabulary given. To know the results of the vocabulary test of students in the second cycle, it cloud be seen from the table 2.

Table 2. The Data of students Score of English Vocabulary Test
(Taken from the second cycle)

No	Respondent	Score	No	Respondent	Score
1.	Abdul Aziz	68	26.	Rachmad Shaleh	76
2.	Alfan	68	27.	Rahmat Gunardi	64
3.	Alim Meriyanto	72	28.	Renti Rolita	72
4.	Anton Sujarwo	64	29.	Riskiadi	64
5.	Asriyati	68	30.	Rudiyatno	64
6.	Edy Indrasetiawan	68	31.	Samsul Hidayat	68
7.	Ernawati	68	32.	Sawati	64
8.	Fathol Nurul	64	33.	Septian Arif w.	64
9.	Finta Wika M.	68	34.	SetyoHendardi A.	68
10.	Hendra P.S.M.	72	35.	Sofian Dedi Irawan	68
11.	Icuk Sumatriawati	68	36.	Suharyo	72
12.	Imam Safi'i	72	37.	Sulis Sugiarti	84
13.	Irwan Setiawan	72	38.	Sumiyati	64
14.	Isnaini	72	39.	Taufik Kurahman	72
15.	Jamalia Trisanda	80	40.	Totok Yulianto	64
16.	Meli Kanti S.	72	41.	Vivin Setiowati	68
17.	MochZaenal A.	72	42.	Watiningsih	68
18.	Moh. Saiful B.	64	43.	Widiyanto	72
19.	Moh. Robi Taufana	80	44.	Yatik Lusiana	64
20.	Mulyana	68	45.	Yudis Hartono	68
21.	Narfendiah Ulfa K.	92			
22.	Noven Ika P.	76			
23.	Novi Susiana	72			
24.	Nur Asiyah	72			
25.	Nur Indah Pratanti	72			
				$N_2 = 45$	3512
				Mean Score =	70,04

4.2. Discussion

The result of the given tests seen in the following table shows the improvements of vocabulary mastery gained by the students.

Vocabulary Score

No	Respondent	Action Cycle I	No	Respondent	Action Cycle II
1.	Abdul Aziz	64	1.	Abdul Aziz	68
2.	Alfan	60	2.	Alfan	68
3.	Alim Meriyanto	64	3.	Alim Meriyanto	72
4.	Anton Sujarwo	60	4.	Anton Sujarwo	64
5.	Asriyati	64	5.	Asriyati	68
6.	Edy Indrasetiawan	68	6.	Edy Indrasetiawan	68
7.	Ernawati	64	7.	Ernawati	68
8.	Fathol Nurul	60	8.	Fathol Nurul	64
9.	Finta Wika M.	64	9.	Finta Wika M.	68
10.	Hendra P.S.M.	64	10.	Hendra P.S.M.	72
11.	Icuk Sumatriawati	60	11.	Icuk Sumatriawati	68
12.	Imam Safi'i	64	12.	Imam Safi'i	72
13.	Irwan Setiawan	60	13.	Irwan Setiawan	72
14.	Isnaini	68	14.	Isnaini	72
15.	Jamalia Trisanda	72	15.	Jamalia Trisanda	80
16.	Meli Kanti S.	68	16.	Meli Kanti S.	72
17.	MochZaenal A.	68	17.	Moch Zaenal A.	72
18.	Moh. Saiful B.	60	18.	Moh. Saiful B.	64
19.	Moh. Robi Taufana	72	19.	Moh. Robi Taufana	80
20.	Mulyana	60	20.	Mulyana	68
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22.	Noven Ika P.	72	22.	Noven Ika P.	76
23.	Novi Susiana	68	23.	Novi Susiana	72
24.	Nur Asiyah	64	24.	Nur Asiyah	72
25.	Nur Indah Pratanti	64	25.	Nur Indah Pratanti	72
26.	Rachmad Shaleh	64	26.	Rachmad Shaleh	76
27.	Rahmat Gunardi	56	27.	Rahmat Gunardi	64
28.	Renti Rolita	64	28.	Renti Rolita	72
29.	Riskiadi	56	29.	Riskiadi	64
30.	Rudiyatno	60	30.	Rudiyatno	64
31.	Samsul Hidayat	60	31.	Samsul Hidayat	68
32.	Sawati	56	32.	Sawati	64
33.	Septian Arif w.	60	33.	Septian Arif w.	64
34.	SetyoHendardi A.	64	34.	SetyoHendardi A.	68
35.	Sofian Dedi Irawan	64	35.	Sofian Dedi Irawan	68
36.	Suharyo	64	36.	Suharyo	72
37.	Sulis Sugiarti	76	37.	Sulis Sugiarti	84
38.	Sumiyati	60	38.	Sumiyati	64
39.	Taufik Kurahman	68	39.	Taufik Kurahman	72
40.	Totok Yulianto	60	40.	Totok Yulianto	64
41.	Vivin Setiowati	64	41.	Vivin Setiowati	68
42.	Watiningsih	64	42.	Watiningsih	68
43.	Widiyanto	64	43.	Widiyanto	72
44.	Yatik Lusiana	60	44.	Yatik Lusiana	64
45.	Yudis Hartono	60	45.	Yudis Hartono	68
	$N_1 = 45$ Mean Score =	$\Sigma = 2884$ 64,1		$N_2 = 45$ Mean Score =	$\Sigma = 3152$ 70,04

The mean score achieved by them in cycle 2 is higher than that in the previous one. There is an increase of 5,84 points in cycle 2. It indicates that the action implemented by the writer is proved to be able to improve the vocabulary mastery of the students. As the mean score of action 2 has fulfilled the criteria of minimal mean score. That is 65, so that the action research can be ended up to the second cycle. However, it is still possible to go on to the next cycle with some modifications of action in order to achieve better results. Improvement student's vocabulary are identified by the level of mastery with the criteria.

$$\text{Level of Mastery} = \frac{\text{the student's obtained scores}}{\text{The total scores of the item}} \times 100\%$$

96 % - 100 % = excellent.

86 % - 95 % = very good.

76 % - 85 % = good.

66 % - 75 % = more than enough.

56 % - 65 % = enough.

46 % - 55 % = poor.

36 % - 45 % = very poor.

26 % - 35 % = bad.

< 25 % = very bad.   (Depdikbud, 1990 : 10)

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and the discussion, it was found out that the mean score of the students' vocabulary tests has increased from 64,1 in the first cycle up to 70,04 in the second cycle. Thus it can be concluded that there was an increase of using flashcards as teaching media on vocabulary achievement of the first year students of SLTP Negeri 1 Grujugan in the accademic year of 1999/2000. So that by using flashcards in teaching vocabulary, the students' achievement of vocabulary is better.

5.2 Suggestion

Based on the fact that media, especially flashcards greatly effect the students vocabulary achievement, the writer would like to give suggestion which can be considered for the purpose of obtaining the goal of learning English.

5.2.1 For The English Teacher

The English teachers are suggested to use pictures or flashcards as frequently as possible especially in teaching-learning process of vocabulary.

5.2.2 For The Students

The students are suggested to use pictures, as it will be easier and memorable for them to improve their vocabulary mastery or achievement.

5.2.3 For Other Researchers

The writer hopes that this classroom action research can be used as an input for other researchers who want to conduct the same topic research, especially in applying media for teaching other language skills, such as reading comprehension, speaking or listening.

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VOCABULARY TEST
CYCLE I

Level : SLTP
CLASS/CAWU : I/3
TIME : 40 MINUTES

I. <u>Choose the correct answer by crossing the letter in front of your choice !</u>

1. When we want to play scrabble, we must use ....
    a. board, a dice, letters.   c. a dice, board, a ball.
    b. letters, knife, a dish   d. a dish, board, a knife.

2. In hide and seek a player has to .... the other players who hide.
    a. catch.   b. kick.   c. find.   d. hit.

3. The things are made of glass. They are round. They look like small balls. We can
    plays with them. They are ....
    a. boards   b. dices.   c. cards.   d. marbles.

4. Children usually play hide and seek in the ....
    a. lifingroom.   b. diningroom.   c. garden.   d. kitchen.

5. X : Who is the winner of the game ?
    Y : Toni.
    X : O.K. I want to give him a ....
    a. prize.   b. price.   c. punishment.   d. dice.

6. A board games of 2-4 players. The players from words from letters of the alphabet.
    When the games ends they looks like a cross-word.
    a. dice.   b. scrabble.   d. slipping.   d. puppet.

7. Four people play this game. They sit on chairs. They use cards and a table. It is an
    indoor game ....
    a. squash.   b. bridge.   c. sky-diving.   d. dice.

8. Very small balls made of glass. Children play with these on the ground.
    a. marble.   b. marionette.   c. skipping   d. hide and seek.

9. Tug and war is .... Game.
    a. . modern.   b. dangerous.   c. traditional.   d. expensive.

10. What are they doing ?
    a. scrabbles.
    b. marbles.
    c. cards.
    d. kites.
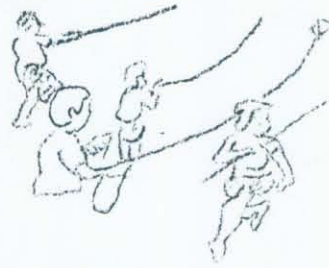
11. What are they doing ?
    a. marbles.
    b. cards.
    c. kites.
    d. game board.

12. What are they doing ?
    a. cards.
    b. game boards.
    c. sack-run.
    d. hide and seek.

13. Which game is modern ?
    a. hide and seek.
    b. scrabbles.
    c. marbles
    d. chase and run.

14. If a player doesn't obey the rule of the game, he/she will get ....
    a. punishment.   b. turn.   c. prize.   d. punish

15. Be for starting to play ...., each player must throw the dice.
    a. marble.   b. card. c. snake and ladder.   d. bridge.

16. We need .... to play tug of war.
    a. stick.   b. dice.   c. rope.   d. cards.

17.

ALEX	15	15
TONY	12	9

Alex .... the games, and Tony .... the games.
a. wins/loses.   b. weaks/strongs.   c. many/little.   d. winner/loser.

18. They are playing ....
    a. dice.
    b. marbles.
    c. hide and seek.
    d. skipping.

19. Please .... me the rule to play scrable.
    a. tell.   b. try.   c. give.   d. play.

20. The football players may not touch the ball with hands except the goalkepper. It is
    one of the .... of the game.
    a. obey.   b. joint.   c. rule.   d. look for.

THE CYCLE I KEY

1. a. board, a dice, letters.
2. c. find.
3. a. marbles.
4. c. garden.
5. a. prize.
6. b. scrables.
7. b. bridge.
8. a. marble.
9. c. traditional.
10. d. kites.
11. d. gameboard.
12. c. sack-run.
13. b. scrabble.
14. a. punishment.
15. c. snake and ladder.
16. c. rope.
17. a. wins/loses.
18. b. marbles.
19. a. tell.
20. c. rule.

VOCABULARY TEST
CYCLE II

Level   : SLTP
CLASS/CAWU : I/3
TIME   : 40 MINUTES

I. COMPLETE THE SENTENCES BELOW !

1. Some boys are playing marbles. They put ten marbles in a c. _ _ _ _ _
2. Tina, Dini, and Vivi are playing j. _ _ _ _ _ _ r. _ _ _
   Tina and Dini are holding a r. _ _ _ , and Vivi is j. _ _ _ _ _ _
3. Ben and Don have a s. _ _ _ _ _ _ _ competition. They are thinking hard to find
   English w. _ _ _ _
4. To plays " snake and ladder ", we need a d. _ _ _
5. H. _ _ _ hands to make a circle, please !
6. We need some wind to fly a k. _ _ _

II. COMPLETE THESE SENTENCES BY USING THE WORDS OR PHRASES PROVIDED !

scrabble	chess	hide and seek	bridge
prize	punishment	ball	dice

1. We often use a .... to decide the player or the turn in scrable or in other
   games.
2. The children have to be able to make new words by arranging the letters they have.
   This game is called ....
3. The winner of the game usually gets a ....
4. This game is always played by two persons. This game is ....
5. A player has to find the other players who hide in ....

6. ……………… is a game using cards.

7. The shape of the thing is round. Children usually play it. It is a …………

8. When we lose in a game, we will get ………………..

III. MATCH THE KINDS OF GAMES WITH THE PICTURES BELOW !

hide and seek A	playcard B	scrabble C

1

3

2

THE CYCLE II KEY

I. 1. Circle.

    2. jumping rope, rope, jumping.

    3. scrabble, words.

    4. dice.

    5. Hold.

    6. kite.

II. 1. dice.

    2. scrabble.

    3. prize

    4. chess

    5. hide and seek.

    6. bridge.

    7. ball.

    8. punishment.

III. 1. C. scrabble.

    2. B. playcard.

    3. A. hide and seek.