#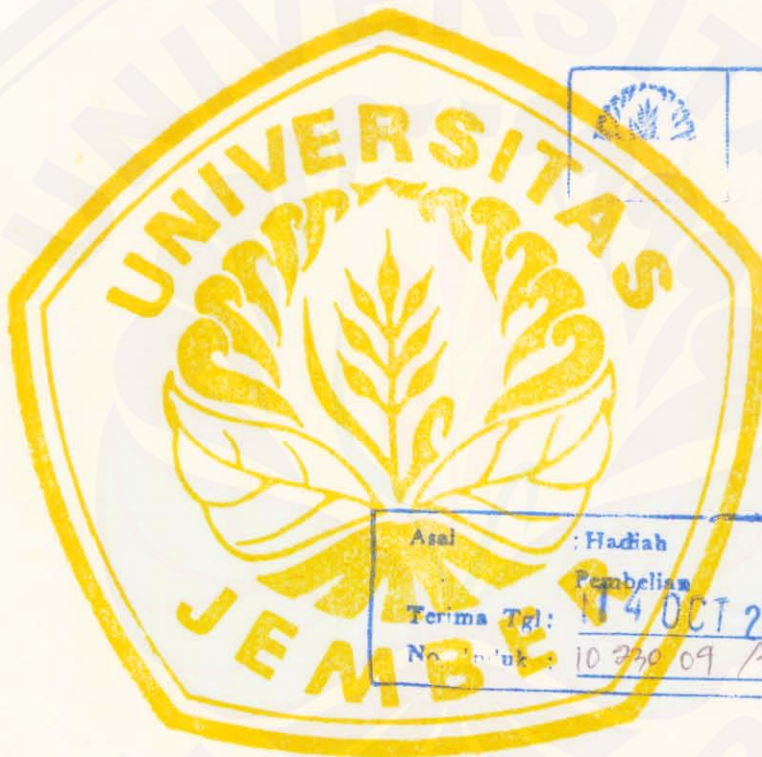 IMPROVING THE STUDENTS' VOCABULARY ABILITY USING VISUAL AIDS AT I D STUDENTS OF SLTPN I TEKUNG IN THE 1999/2000 ACADEMIC YEAR

REPORT WRITING

By :

Subandi

NIM : 990210401457

THE TEACHER TRAINING AND EDUCATION FACULTY

JEMBER UNIVERSITY

2000

Devoted to :

1. My beloved Mother and Father.
2. My beloved wife.
3. My beloved sons.
4. My Friends at the Faculty of Teacher Training and Education, Jember University.
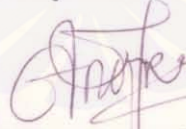5. My Friends at SLTP Negeri I Tekung – Lumajang.

IMPROVING THE STUDENTS' VOCABULARY ABILITY USING VISUAL AIDS AT I D STUDENTS OF SLTP N I TEKUNG IN THE 1999/2000 ACADEMIC YEAR

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Finally, I realize that this report writing is far from being perfect. However, I expect it will be useful not only for the writer but also for the readers as well. Therefore, I do hope some suggestions and constructive criticism from all the readers. Then my gratitude is also addressed to them.

Jember, August, 2000   The Writer

ABSTRACT

Subandi, August 2000, Improving The Students' Vocabulary Ability Using Visual Aids At I D Students Of SLTP Negeri I Tekung In The 1999 / 2000 Academic Year.

Report Writing, English Programme, Language and Art Department FKIP Jember University.

Consultant : Dra. Made Adi Andayani T., M.Ed.

Vocabulary is one of the elements of language, besides grammar and phonology. Teachers should be able to find an effective aid in teaching English vocabulary to the students. This classroom action research was aimed to develop the students' vocabulary ability in teaching and learning process. This research was carried out in SLTP Negeri I Tekung which took one month. This research was implemented in two cycles. To get the data more completely the researcher worked collaboratively with another researcher. The data about the students' progress were collected from the results of the written field note. The primary data were taken from the results of the students' vocabulary test scores. The collected data were analyzed by descriptive qualitative technique. In line with the data gained from the students' vocabulary test in cycle 1 and cycle 2, there was a significant different scores. There was better improvement of vocabulary ability gained by students at the end of action cycle 2. The mean score increased from 63,78 in the first cycle to 68,67 in the second one.

The key words : The Students' vocabulary Abilitry, Visual Aids.

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a foreign language taught at schools in Indonesia. It has been taught for all grades of Junior and Senior High Schools in Indonesia. In curriculum 1994 by the ministerial decree no. 060/U/1993 dated February 25, 1993, it is stated that English can be taught at elementary schools as a local content starting from grade four. Even in some Private Schools English has been taught starting from grade one.

The main function of teaching English is to make the students competent in English as an instrument to acquire knowledge and technology for the national development. The objective of teaching and learning English in Indonesia is the mastery of various language skills covering reading, listening, speaking and writing. In other words, by learning English it is expected that Indonesian students who have the opportunity to attend schools and universities posses both receptive and productive skills in English. Receptive skill covers listening and reading while productive skill covers writing and speaking. In productive skill the students are able to transfer the massages to others with certain words. In this case, if they find unfamiliar word they can change or replace it with the word they welknown. Lado (1964:116) says :

> In speaking and writing, one can choose his word and use a paraphrase where specific word is not known well. But in listening and reading, one cannot choose the word. This minimum vocabulary for listening and reading will be longer than one can for speaking and writing.

It means that in listening and reading one cannot choose the words because the materials are already provided by the other. But in speaking and writing the students can choose their words and use paraphrases because they produce their ideas from themselves. No one can force as long as the communication go on. In mastering a language, vocabulary plays an important role in element of language besides

1

grammar and phonology. To be able to express idea or feeling in communication one should be able to master the vocabulary of language used. Tarigan (1986:2) says that:

> Kualitas ketrampiulan berbahasa seseorang jelas tergantung kepada kualitas kosa kata yang dimilikinya. Semakin kaya kosa kata yang kita dimiliki maka makin besar pula kita trampil berbahasa. (Someone's quality in learning a language much depends on the quality and the quantity of vocabulary he possessed. The more vocabulary he owns the more chance he has in using it).

It means that the degree of someone's quality in learning language is indicated by the quality and quantity of vocabulary he has possessed.

To fulfil the students' requirement of vocabularies the teacher has responsibility of providing for them. The choice of vocabulary can be varied according to the condition. The teacher must have a certain method and knowledge in teaching vocabulary. In this case the knowledge of beaching aids may support the way of his teaching and learning more effectively.

Visual aids play very important roles in learning vocabulary. They increase the effectiveness of learning by having the students assimilate the ideas more meaningfully since they can relate between concept and the things.

There are many kinds of visual aids that can be used by the teachers as the learning sources in teaching and learning process in the classroom. They are blackboard, chart, flashcard, etc. Beside they are very important, they are also very valuable in learning vocabulary. By using a certain aid the students will be able to remember longer than the materials presented orally. In line this, Rivers (1964:32) says that :

> Materials presented visually are more easily learned than comparable materials presented orally. Visual presentation of the subject contents by means of visual aid makes the lesson seems real and alive. They also attract more attention to the students.

From the explanation above, it can be concluded as follows :

First, in reality, vocabulary is a very important element of language besides grammar and phonology.

Second, the teacher has responsibility in providing vocabulary for the students in teaching vocabulary. The teacher must be able to use the suitable method and visual aids according to the situation.

Third, the duty of the students is to learn the vocabulary. The students motivation is very important in learning vocabulary. The students' vocabularies they possessed will be remembered longer if the way of acquiring is interesting for them. On the contrary, I D students of SLTP Negeri I Tekung in the 1999/2000 academic year have their own uniqueness. Most of them have not got English yet. They lack of English vocabulary, so that they cannot understand neither materials nor instruction written in English. They also have less motivation in learning English.

Realizing this, the researcher is interested in conducting the research on :

"IMPROVING THE STUDENTS' VOCABULARY ABILITY USING VISUAL AIDS AT I D STUDENTS OF SLTP NEGERI I TEKUNG IN THE 1999/2000 ACADEMIC YEAR".

1.2 Problem of the Research

Based on the background of the research, the problem can be formulated as follows :

(1) Is the use of visual aids able to improve the vocabulary ability of I D students of SLTP Negeri I Tekung ?

(2) Is the use of visual aids able to motivate I D students' interest of SLTP Negeri I Tekung ?

1.3 Scope of the Research

In English curriculum, there are a lot of vocabularies should be taught to the students. This research deals with teaching vocabulary using visual aids. This researh will focus on learning vocabulary at I D students of SLTP Negeri I Tekung in Cawu III in the 1999/2000 academic year.

1.4 Purpose of the Research

The purposes of this classroom action research are as follows :

(1) To find out an appropriate treatment in using media to improve the students' vocabulary.

(2) To motivate the students' interest in learning English.

1.5 Significance of the Research

It is hoped that the results of this research will be useful for :

(1) The students

- As an additional knowledge in improving their vocabulary ability.

- As motivation in learning English.

(2) The teacher.

- As an alternative way or technique in teaching vocabulary.

- As a source of information in teaching vocabulary.

- To make the other teachers interested in conducting classroom action research based on their own subject.

(3) To other researcher.

- As an input for conducting a new research which still has relation with this research by using other media.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Vocabulary Ability

Vocabulary plays an important role in language. To be able to express idea or felling in communication, one that should be known by the communicators are vocabulary of language used. Therefore knowing vocabulary is as important as knowing grammar and communicative approach. Napa (1996 : 2) says that vocabulary is one of the components of language and that no language exists without words. Without mastering vocabulary the students will have difficulties in learning a language. They will also find difficulties to listen with understanding, to express ideas in written language and to communicate fluently.

The word vocabulary according to Hornby is a total number of words which make up a language. Mark (1996 : 236) states that vocabulary is as a total number of words in individual knows. It means that the teacher must many ways in presenting vocabulary to the students.

Furthermore, he (1996 : 236) states that in learning English as a foreign language, the learner should master the sound system, a basic structure and pattern, and limited numbers of vocabulary items or the target language. People can speak, exchange ideas and understand what others say if they possess certain numbers of vocabulary.

The word ability according to Hornby (1963 : 2) is capacity or power (to perform acts, physical or mental). It is also defined as a quality or state of being able, physical, mental, or legal power to perform, competence or doing skill (Gove,1966:3)

Based on the definition above, it can be concluded that vocabulary ability is the capacity and quality of the total number of words which known by the individual. The researcher means that the vocabulary ability in this study is the total number of words that to be known by I D students of SLTP Negeri I Tekung in the 1999/2000 academic year.

2.2 Visual Aids

Medium is considered as one of important learning instruments in English teaching process. Any medium, including visual aids are good if it is situated to the target of the teaching to be achieved in the situation in which it is used (Sudarmanto,1997:22). In learning anything, including English, an aid plays an important role. It is very helpful that the English teacher can keep teaching and learning process run more effectively and efficiently.

This instrument is attractive and can arouse the students' motivation. However, in language teaching, teachers often limit the scope of medium to audio visual, especially visual aids that can be used to facilitate the English teaching and learning process.

Visual aids are any instruments such as pictures, model or drawing which always gives the students real experience (Hadi, 1996 : 9). Sulaiman in Widoko (1999:7) says that visual aids are the teaching and learning media that are visualizing the figure of things. From these definitions, it can be concluded that visual aids are the teaching and learning media for the sake of visualizing the figures of things. According to Remirez in Rochani (1997 : 7) there are some basic rules concerning with visual aids, namely :

(1) the visual aids should be directly relevant to the specific teaching objectively and should be identified the lesson with which it is to be used;
(2) the visual aid should be suitable size for teaching. The aid must be large enough and clear to easily visible to all students in teaching situation for which it is designed;
(3) the visual aid should be convincing representation of the actual object;
(4) the visual aid should conform to some agreed standard for the size : keeping come standard;
(5) there should be provision for storage on protection of visual aids when they are not used;
(6) the visual aid should be simple, graphic, and easy to use or manipulate.

2.2.1 Kinds of Visual Aids

There are many kinds of visual aids that are used by the teachers as learning sources in teaching and learning process in the classroom. According to Celce et al (1979:308) aids can be divided into two main categories : Technical and Non-Technical. The technical aids involve machinery / or require electricity while the non-technical aids require neither machinery nor electricity, but are simple inexpensive aids that the resourceful teacher can require or make on his or her own. Further Celce et al (1979 : 312 – 313) says that visual aids consists of board, pictures, flashcards, charts, picture pockets and realia. While Talizidu in Widoko (1999 : 9) states that visual aids consists of chart, map, model, or drawing. Then Sulaiman in Widoko (1999 : 9) states that visual aids consists of pictures, model, real things ,and poster.

Based on the definition above it can be concluded that the kinds of visual aids are board, pictures, flashcards, charts, picture pockets model, map, drawing, and real things or realia.

Related to this classroom action research, visual aids that the researcher used in learning process is flashcards. The researcher chose these media because they are mostly used by English teachers in teaching and learning process. Besides this, flashcards are easily to find out. It is portable and the teacher can make them by himself.

2.3 Flashcards

One of visual aids which can be used in teaching foreign language, especially English is flashcards. They are about 18 x 25 cm in size. According to Celce (1979:313) for use in class, they should be at least 7" x 10" in size. They can be made by the teacher her / himself. Further Celce (1979 : 313) states that flashcards are simple pictures (both) mounted on posterboard – weight cards. Lee (1964 : 46) gives the definition of flashcards as any card bearing a word, phrase, or short sentence that is flash at the students. Further Lee states that the flashcards should be clear and easy to read (1964 : 48).

From the definition above, it can be concluded that flashcard is any card printed with word, phrase, sentence, and picture which can be handled easily by the teacher and can be seen and read clearly by the students in teaching and learning language.

There are two kinds of pictures that can be drawn in picture card. They are stick figures and realistic object pictures. The illustration in stick figures usually describes as a single massage, such as a certain action, certain sight, identifying something forbidden, or warning. Realistic object picture usually describes the illustration consists of more than a single massage.

2.4 The Advantage of Visual Aids in Teaching Vocabulary

There are many reasons why teachers use many visual aids in teaching and learning activities. First, they can help the students understand the instructional materials easily by the help of visualization. Sukmaantara in Widoko (1999 : 14) states that the use of visual aids is based on the assumption that the materials presented visually are more easily learnt compared the materials presented orally. Second, they can help the teacher keep his teaching and learning activities running more efficiently and effectively. Stevick (in Celce et al, 1979 : 308) states that visual aids as :" ....anything audible or visible which helps the students learn the language more quickly or more accurately ...." According to Soekartawi (1995 : 73) the advantages of visual aids are as follows : to improve the learners' motivationb, to provide some various types of learning atmosphere, to provide more systematic learning order, to provide a more comprehensible instructional materials, and to strengthen their cognition about the subject content. Furthermore, Lee and Coopen in Sudarmanto (1997 : 23) states that visual aids are helpful to a teacher of a foreign language in number of ways, namely :

    (1) they can brighten up the classroom and bring more variety and interest inb language lesson

    (2) visual aids in particular can help to provide the stimulation (context) which increase the meaning of the utterances

(3) visual aids in particular can help the teacher improve his own mastery to the foreign language and prepare more effective lesson.

(4) visual aids can stimulate students to speak the foreign language as well as to read and write it.

2.5 Action Hypothesis

Hornby (1963 : 485) states that hypothesis is idea, suggestion, put forward as a starting point for reasoning or explanation. Meanwhile Tjokrosujoso (1994 : 68) states that hypothesis comes from the word "hypo" that means "under" and "thesis" that means "the truth". So hypothesis means under the truth, the truth that is not completely true or the truth that is needed to be examined about it. Then Hadi (1980:63) states that Hypothesis adalah dugaan yang mungkin benar atau juga mungkin salah, dia akan ditolak jika salah satu palsu dan akan diterima jika data membenarkannya. (Hypothesis is predication that may be true or false. It would be refused if it is wrong and it would be accepted if the fact of approved it).

Based on the definition above, it can be concluded that hypothesis is temporary answer on research which the truth should tested based on the empirical data. In this research, the researcher proposes the hypothesis as follows :

(1) the use of flashcards are able to improve the vocabulary ability of I D students of SLTP Negeri I Tekung in the 1999 / 2000 academic year.

(2) The use of flashcards are able to motivate the students' interest in learning English nvocabulary.

CHAPTER III
RESEARCH METHOD

Research method is a set of methods or procedure which are used by the researcher in conducting the research. This chapter will discuss the subtopics as follows : research setting, research procedure, general description of the research, and details of research procedure.

3.1 Research Setting

This classroom action research was conducted in SLTP Negeri I Tekung– Lumajang. This research was carried out in Cawu III in the 1999 / 2000 academic year. The subjects of this research are class I D students. The number of the students learning English in this class were forty five students which consists of twenty seven male and eighteen female students.

The researcher decided to choose I D students of SLTP Negeri I Tekung because they have their own uniqueness. Most of them have difficulties or problems in improving their English vocabulary mastery. Very often they cannot understand the instruction given or written in English, so they cannot understand what the text Was about, because they just knew a few words written in the given text.

This classroom research was conducted collaboratively. It means that in carrying out this research, the researcher worked with another English teacher. The collaborator is Mr. Hasan who is also an English teacher of SLTP Negeri I Tekung. Both Mr. Hasan and the researcher graduated from Dipl;oma Program (D 2) of English Department Jember University. They also have finished their study on Diploma Program (D 3) by joining the equality program of Open University conducted by Depdikbud Kabupaten Lumajang. Mr. Hasan also has a lot of experiences in teaching English because he has been teaching at SLTP Negeri I Tekung for twelve years. He helped the writer observe and write the problem

happening during the teaching and learning activities. He also gave some suggestion in conducting this research.

3.2 Research Procedure

3.2.1 General Description of the Research

This classroom action research is designed by means of cycle model which consists of four stages of activities, like the following.

-Planning action

-Implementing action

-Observation

-Reflection (Kemmis in Elliot, 1991 : 70).

In order to achieve the results of this classroom action research were two cycles implemented. Both of them were arranged to be held in the third Cawu of the 1999/2000 academic year.

3.2.2 Details of Research Procedure

a. Preparation

There are some important steps that should be done by the researcher before conducting the action, namely :

1. Prepare the theme and sub themes to be presented.
2. Prepare the materials which are related to theme and sub themes to be presented.
3. Prepare the visual aids as the teaching media.
4. Prepare the vocabulary test dealing with the selected theme and sub themes.
5. Design the procedure how to present visual aids as the teaching media.
6. Prepare the monitoring instruments as well as instruments for evaluating.
7. Prepare the formula how to score the students' results.

b. Implementation

The implementation of this research was carried out during the teaching and learning activities. In conducting this classroom action research, the researcher did not have any problems because besides he teaches at SLTP Negeri I Tekung, he also teaches in the first year. In this case he has been familiar enough with the whole class member. He has planned to hold this research based on the planned program which he has proposed.

In order to get and collect the data more completely and accurately, the researcher worked collaboratively. The researcher also got some inputs from the collaborator himself. He has given some ideas during this classroom action research activities, so this research could be conducted more effectively and efficiently.

It is hoped that by conducting the research, he would be able to improve the phenomena or condition existing in the classroom. Grundy and Kemmis in Lihawa (1996:2) state that action research has two essential aims: to improve and to involve. It aims to improve three areas, namely : (1) the improvement of practice; (2) the improvement (or professional development) of understanding or practice by its practitioners; (3) the improvement of situation in which the practice takes place.

c. Monitoring and Evaluation

The monitoring of this action was carried out by the researcher during the teaching and learning activities were going on. The monitoring was carried out by the researcher and another collaborator. To record the students' motivation in the classroom, the researcher used field note. To take the classroom observation and the data about the students' problems (difficulties) or even happening in the classroom, he carried out when the teaching and learning activities were going on. The monitoring was focused on the use of flashcards as the teaching media towards the improvement of their vocabulary ability targeted in line with the theme and sub themes required by English national curriculum of 1994. The contents of given tests, however, consist of the key words written text.

Evaluation was carried out to know whether or not the applied action, that is the use of flashcards as teaching media can improve the students' motivation in learning English or can develop their vocabulary ability. It is considered that the students will get better motivation in learning English if their vocabulary scores are better than the previous ones, and they achieve the curriculum target with the average score sixty five (Depdikbud). To avoid the subjectivity in conducting the test and to collect the data of the students' achievement on vocabulary, the researcher made the test in the form of objective test.

d. Analysis and Reflection

The analysis method used in this action is descriptive qualitative method. It means that the improvement of English learning motivation achieved by the students will be expressed in qualitative manner or description. The form of validation used in this research is self validation. It means that the researcher interprets his own practice and makes decisions about improving it based on the criteria decided previously.

To know whether or not the students have achieved better progress in their learning, the data to be analyzed are the recorded note made by the researcher during cycle one and cycle two.

If most students still have not achieved the curriculum target, the following cycle may be needed to be implemented or if the second cycle has been done but the progress of their English insufficient and if their scores are less than sixty-five.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Results

This classroom action research has been conducted in the third Cawu in the 1999 / 2000 academic year. This research has taken for a month beginning May up to June 2000. It has two cycle, cycle one and cycle two. Both cycle one and cycle two were carried out during the teaching and learning activities, mainly in the teaching vocabulary.

There are three points that will be discussed in this chapter. First, it will discuss the results of the implementation, either in the first or in the second cycle. Second, it will present the results of the observation directly done in the classroom by the collaborator and the researcher dealing with the students' learning motivation during the implementation of the action. Third, it will present the English vocabulary scores gained by the students at the end of each cycle which were taken from their vocabulary tests.

The final results of this implemented actions showed such gradually significant improvements toward the students' vocabulary ability. It means that both their learning progress and their vocabulary ability become better in comparison with their previous achievements. It may be assumed that the use of flashcards as the teaching aids can improve the students' vocabulary ability and their progress in learning English.

4.1.1 Description of Action Cycle 1

a. Classroom Atmosphere

As usual the researcher greets the students in the classroom before going on the lesson. The class looked different from the other classes before. Most students focused their attention on the flashcards which were the researcher showed to them.

Everybody was silent without disturbing any noises which usually some students made any noises at the beginning of the teaching and learning activities.

There are some steps that the researcher carried out in teaching vocabulary using flashcards. First, the researcher just showed the flashcards to the students. Second, asked them to repeat after him. Third, asked whether or not the students understand by showing some of the flashcards, then asked some of them to say or guess what the pictures were about. Fourth, the researcher showed some flashcards to the students then asked them to write the name of the flashcards on the blackboard. Of course, not all of the answers were correct. They wrote giraf, got, hos, cok, bed, eleven, ship, instead of giraffe, goat, horse, cock, bird, elephant, and sheep. To correct the wrong ones the researcher the other students to write on the blackboard. After all of the answers were correct, he gave their opportunity to copy or write on their note books.

The students even become more serious to join the lesson. They were very enthusiatic to give the needed responses to the researcher's questions. They also do all the researcher's instructions given during the teaching and learning activities. With the high motivation and eagerness, they always tried to express their ideas toward the researcher's questions.

The situation took them not too long to understand the meaning of the new given vocabularies. By paying attention to the presented flashcards, they could familiarize with what the meaning of those flashcards were about. They could guess the meaning of the pictures of flashcards showed by the researcher correctly.

Based on the action done in the first cycle, the use of visual aids, especially flashcards in teaching vocabulary has made the teaching and learning activities more effectively and efficiently.

The learning process could run more interactively. It also provided the students a lot of opportunity to share with the teacher and to arouse their encouragement (see appendix 2).

b Vocabulary Ability

From the description previously in cycle one, it can be concluded that the use of visual aids, especially flashcards help the students improve their English vocabulary and be able to get better their English scores. There were also some students in the first cycle still got the same achievement as the previous ones before the actions 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 students who have not achieved the significant improvement in their learning as it is required by the curriculum. The mean of the students' vocabulary achievement showed in the table below.

Table 1. The data of students' scores of English vocabulary test from the first Cycle

No. Respondents	The first cycle
1.	60
2.	55
3.	55
4.	60
5.	65
6.	65
7.	80
8.	65
9.	70
10.	65
11.	65
12.	55
13.	70
14.	55
15.	50
16.	75
17.	65
18.	65
19.	60
20.	55
21.	70
22.	60

23.	60
24.	65
25.	65
26.	70
27.	60
28.	75
29.	70
30.	70
31.	60
32.	60
33.	60
34.	65
35.	70
36.	70
37.	60
38.	60
39.	60
40.	65
41.	70
42.	70
43.	65
44.	55
45.	60
N = 45	Σ = 2870
M	63,78

Note : N = Number of Respondents

Σ = Total of the Students' score

M = Mean Score

Based on the students' scores above it can be concluded that there are still some of them have not got sufficient achievement because they have less vocabulary ability. They also did not study their lesson seriously. They rarely paid their attention on the presented pictures of flashcards and had less motivation in learning English. Again they did not only understand few words, they also had a little interest in learning English.

To overcome the problems above, the researcher has made some efforts to arouse the students' motivation. The researcher gave some explanation and questions relating to the sub themes to be learnt. Very often, the researcher presented the flashcards which they supposed very difficult to understand the meaning. They could catch the meaning of the given flashcards more quickly than the previous one.

4.1.2 Description of Action Cycle 2

a. Classroom Atmosphere

In the second cycle the students were also given enough opportunities to share their opinion one another. They were allowed to cooperate in groups to find out the solution of the given questions, tasks and alike. They looked more interactive.
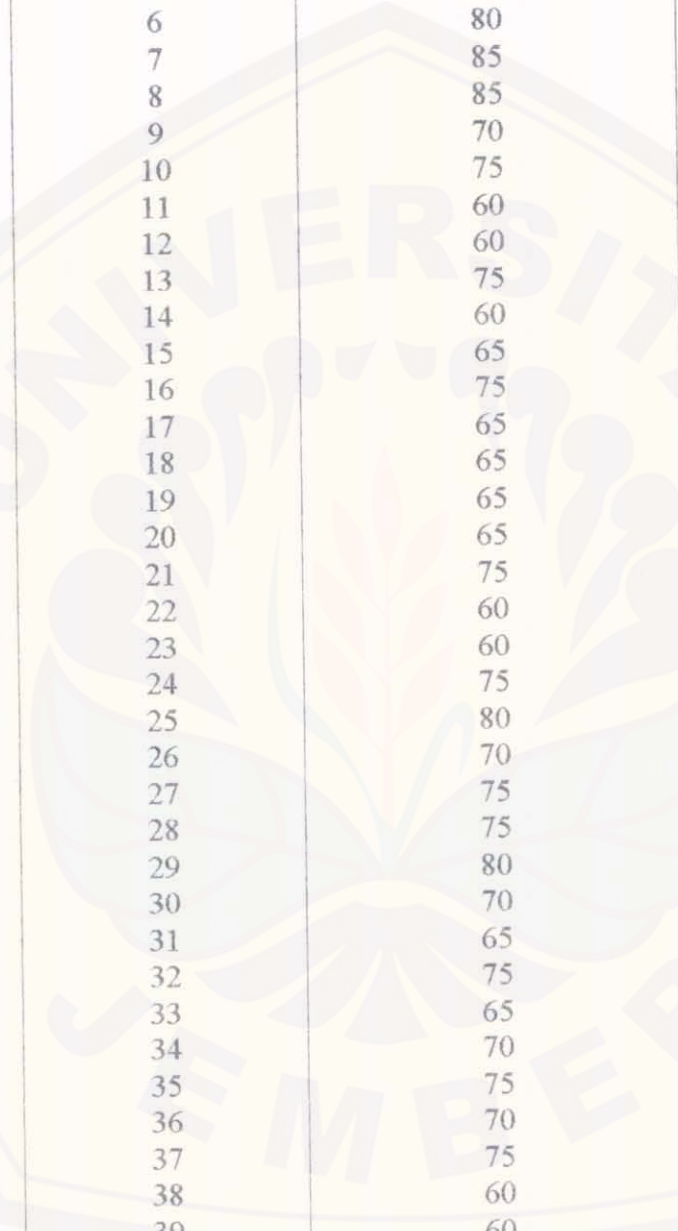
Again, the use of visual aids especially flashcards have help the students be more familiar with the things which were visualized. There were only a few mistakes made by the students in guessing what the given pictures of flashcards visualized were about. There was almost no misinterpretation too, made by them upon the presented flashcards. It may also help them easily keep in mind the meaning what those flashcards meant. They could remember than whenever they had to do the vocabulary test dealing with those words (see appendix 3).

In order to help them not to make mispronunciation upon the vocabulary being taught, the researcher showed them how to pronounce, and let them to practice pronouncing by themselves. Then the researcher sometimes asked the meaning of the words in Indonesian to reinforce their understanding.

b. Vocabulary Ability

Table 1. The data of students' scores of English vocabulary test from the Second Cycle

No. Respondents	The second cycle
1	60
2	65

3	55
4	60
5	75
6	80
7	85
8	85
9	70
10	75
11	60
12	60
13	75
14	60
15	65
16	75
17	65
18	65
19	65
20	65
21	75
22	60
23	60
24	75
25	80
26	70
27	75
28	75
29	80
30	70
31	65
32	75
33	65
34	70
35	75
36	70
37	75
38	60
39	60
40	75
41	60
42	70

43	65
44	60
45	60
N = 45	Σ = 3090
M	68,67

Note : N = Number of Respondents

Σ = Total of the Students' score

M = Mean Score

4.2 Discussion

The improvement of the vocabulary ability gained by the students conducted in the first cycle and the second cycle can be seen in the following table.

Table 3. The data of the students' scores of English Vocabulary Tests in cycle 1 and 2

No. Respondents	Action Cycle 1	Action Cycle 2
1	60	60
2	55	65
3	55	55
4	60	60
5	65	75
6	65	80
7	80	85
8	65	85
9	70	70
10	65	75
11	65	60
12	55	60
13	70	75
14	55	60
15	50	65
16	75	75
17	65	65
18	65	65

|		
19	60	65
20	55	65
21	70	75
22	60	60
23	60	60
24	65	75
25	65	80
26	70	70
27	60	75
28	75	75
29	70	80
30	70	70
31	60	65
32	60	75
33	60	65
34	65	70
35	70	75
36	70	70
37	60	75
38	60	60
39	60	60
40	65	75
41	70	60
42	70	70
43	65	65
44	55	60
45	60	60
N = 45	Σ = 2870	Σ = 3090
M	63,78	68,67

Note : N = Number of Respondents

Σ = Total of the Students' score

M = Mean Score

From the table above, it can be seen that the mean score achieved by the students in action cycle 2 is higher than action cycle 1. The mean score increased from 63,78 in cycle 1 up to 68,67 in cycle 2, or there is a significant different mean

score of 4,89. It indicates that action implemented by the researcher is able to improve the students' vocabulary ability. It means that visual aids especially flashcards as teaching media in teaching English vocabulary help the students improve their vocabulary ability. Because the mean score of action cycle 2 has fulfilled the criteria of minimal score of sixty-five, so the action research can be ended up to the second cycle.
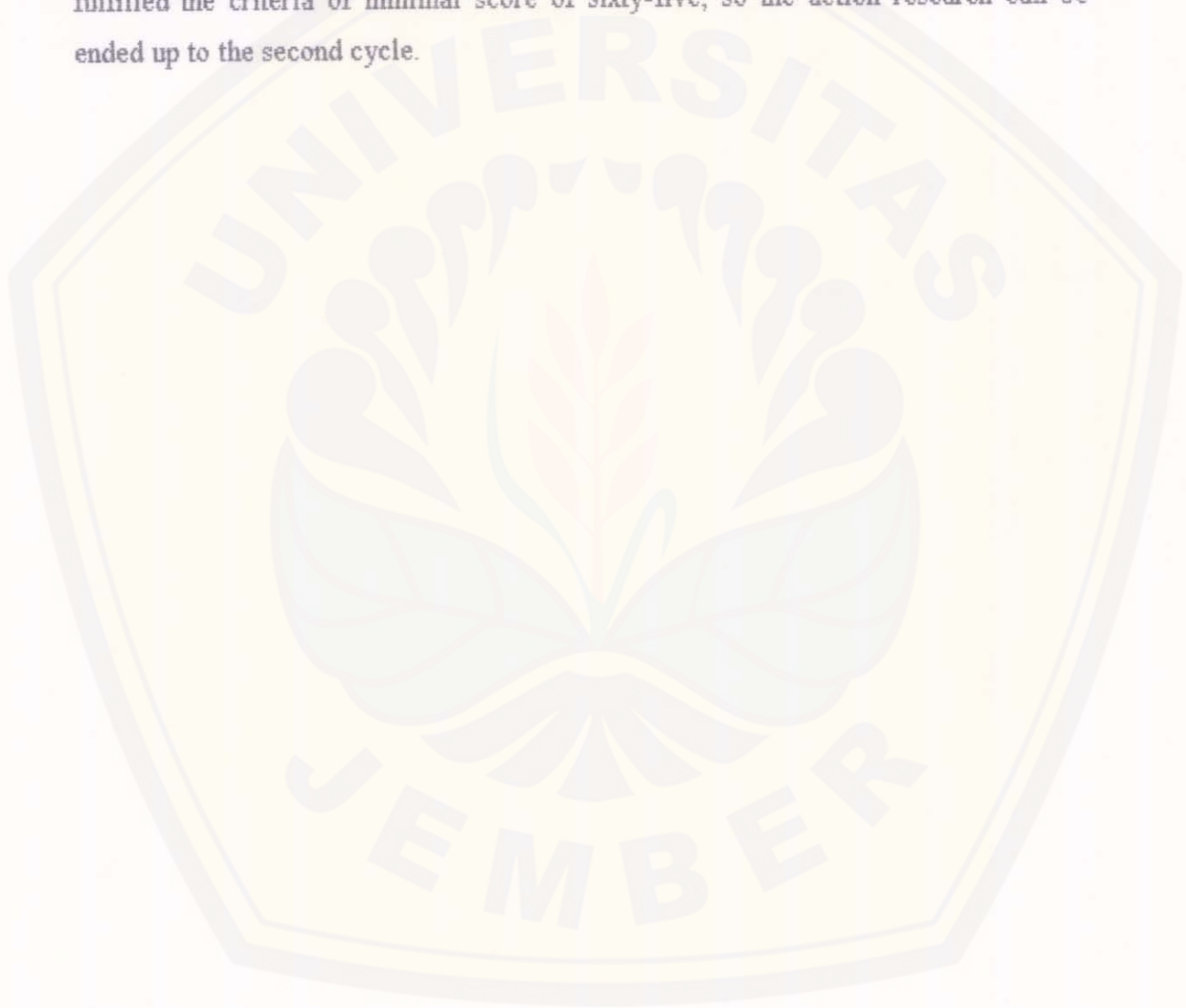
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the previous discussion of this classroom action research, it can be concluded as follows :

1. Flashcards as one of visual aids has a great effect or role to improve the students' vocabulary ability. For that reason, the teaching and learning activities can run efficiently and effectively.

2. Flashcards as one of visual aids is able to improve the students' motivation and increase their interest in learning English.

3. Flashcards as one of visual aids can improve the students' vocabulary ability. The improvement of the students' vocabulary ability can be seen from the mean scores of the students' vocabulary tests conducted in the first and the second cycle. The mean score has increased from 63,78 in the first cycle up to 68,67 in the second cycle.

5.2 Suggestion

In line with the conclusion of the classroom action research, some suggestions can be made for the English teacher as follows :

1. The English teacher should focus their attentions on the students' vocabulary.

2. It is hoped that the English teachers use flashcards as one of visual aids in teaching English vocabulary.

3. The other researchers are hoped to conduct the other research dealing with other teaching media in teaching and learning process.

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APPENDIX 1

OBSERVASI AKTIVITAS MINAT BELAJAR SISWA

Sekolah : SLTP Negeri I Tekung
Hari / Tanggal : 18 Mei 1999
Kelas / Cawu : I / 3
Jumlah Siswa : 45
Tema : Kegemaran
Anak Tema : Hewan Kesayangan
Nama Pengamat : Hasan

I. Kesiapan Menerima Pelajaran

NO	Aspek yang diamati	Ya	Tidak	Keterangan
1	Membawa buku paket	20	3	jumlah buku 23
2	Membawa buku referensi yang relevan	40	5	
3	Membawa buku catatan	45	-	
4	Membawa alat-alat tulis	45	-	

II. Proses Kegiatan Belajar Mengajar

NO	Aspek Yang Diamati	AK	CA	KA
1	Melaksanakan diskusi kelompok	30	10	5
2	Bekerja sama dengan kelompik	20	15	10
3	Menyelesaikan tugas mandiri	21	18	6
4	Menjawab pertanyaan	24	11	10
5	Interaksi siswa dengan guru	14	18	13
6	Mencatat hasil pembelajaran	32	11	3

Keterangan : AK : Aktif

CA : Cukup Aktif

KA : Kurang Aktif

APPENDIX 2

Data Observasi Siswa Selama Siklus ke 1

NO	Aspek yang diamati	Jumlah	
		Ya	Tidak
1	Siswa yang mengacungkan jari waktu ditanya atau menebak gambar flashcards	26	19
2	Siswa yang memberi respon lisan terhadap materi dengan bantuan flashcards	15	30
3	Siswa yang memberi respon lisan dengan benar terhadap pertanyaan / gambar yang diberikan	11	34
4	Siswa yang mengajukan pertanyaan pada guru terhadap gambar flashcards	5	40
5	Sisewa yang berani menanggapi pertanyaan siswa lain	10	35

Gambaran Verbal:

1. Suasana Kelas.

Pada awal pertemuan siswa kurang antusias dalam merespon materi yang diberikan, sehingga pengajaran kosa kata kurang begitu efektif. Namun setelah ditunjukkan gambar-gambar flashcards, siswa sedikit demi sedikit mulai bangkit dan tertarik terhadap materi yang sedang diberikan. Semakin banyak gambar flashcards yang ditunjukkan, siswa mulai memusatkan perhatianya pada gambar tersebut sambil mendengarkan ucapan guru. Siswa mulai aktif dalam merespon materi pembelajara yang sedang diberikan walaupun jumlahnya relatif sedikit.

2. Penguasaan Kosakata Siswa.

Dengan bantuan gambar flashcards siswa lebih mudah menangkap atau memahami materi pelajaran yang diberikan. Semakin banyak siswa yang serius dalam merespon pertanyaan atau gambar flashcards yang ditunjukkan dibanding awal pertemuan. Hal ini menunjukkan bahwa kemampuan siswa dalam penguasaan kosa kata semakin meningkat.

APPENDIX 3

Data Observasi siswa Selama Siklus ke 2

NO	Aspek yang diamati	Jumlah	Keterangan
1	Siswa yang mengacungkan jari waktu ditanya atau menebak gambar	28	saling berebut
2	Siswa yang memberi respon lisan terhadap materi yang sedang diajarkan	32	ditunjuk secara bergiliran
3	Siswa yang memberi respon lisan dengan benar	25	
4	Siswa yang mengajukan pertanyaan pada guru terhadap gambar flashcards	5	
5	Siswa yang berani menanggapi pertanyaan siswa lain	10	

Gambaran Verbal :

1. Suasana Kelas

Dari data di atas nampak bahwa situasi kelas lebih interaktif dibandingkan pada siklus 1. Sebagian besar siswa sudah mulai nampak keberaniannya dalam merespon pertanyaan-pertanyaan atau gambar-gambar yang ditunjukkan, walaupun masih ada beberapa siswa yang kurang aktif.dalam mengikuti pelajaran dengan serius.

2. Penguasaan kosa kata siswa

Kemampuan kosa kata siswa pada siklus ke dua ini nampak lebih meningkat Hal ini terlihat bahwa ada sebagian besar siswa yang merespon atau menjawab pertanyaan dengan benar.Kemampuan merespon pertanyaan lebih cepat dibandingkan pada siklus pertama. Sering mereka mengacungkan jari untuk berebut merespon atau menjawab setiap pertanyaan yang diberikan.

PROGRAM RENCANA PENGAJARAN

Mata Pelajaran	:	Bahasa Inggris
Tema	:	Kegemaran
Anak Tema	:	Hewan Kesayangan
Kelas / Cawu	:	I / 3
Waktu	:	2 x 45 Menit

I. Tujuan Pembelajaran Khusus.

Siswa dapat :

1. Mendapatkan informasi tertentu dengan menjawab pertanyaan-pertanyaan tentang kegemaran.
2. Menyebutkan jenis-jenis binatang
3. Mendiskripsikan jenis-jenis hewan tertentu.

II. Bahan Kajian

1. Anak Tema : Hewan Kesayangan
2. Sumber : Let's Learn English 1
3. Alat Peraga : Flashcards
   Kamus Berganbar

III. Kegiatan Pembelajaran

Langkah-Langkah :

1. Kegiatan Awal :
   a. Salam dan tegur sapa.
   b. Mengabsen siswa.
   c. Memberi motivasi siswa.
2. Kegiatan inti :
   a. Menjawab pertanyaan tentang kegemaran.
   b. Siswa memperhatikan gambar tentang macam-macam hewan.
   c. Siswa menjodohkan kata-kata dengan gambar yang disediakan.
   d. Siswa memperhatikan flashcards yang ditunjukkan sambil menirukan ucapan guru.
   e. Siswa menebak flashcards yang ditunjukkan guru.
   f. Siswa menuliskan nama-nama binatang di papan tulis.
   g. Siswa mendiskripsikan jenis-jenis hewan tertentu.
3. Kegiatan Akhir :
   a. Guru memberi kesempatan bertanya kepada siswa.
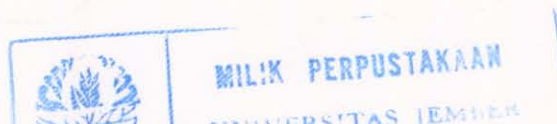   b. Guru memberi tugas tambahan berupa Pekerjaan Rumah (PR)

IV. Penilaian

a. Prosedur Penilaian : Penilaian Proses
b. Alat Penilaian : Tugas-tugas dan latihan

V. Catatan

Mengetahui
Kepala SLTP Negeri I Tekung

Dra. IN SARTINAH
NIP. 130325813

Guru Mata Pelajaran

SUBANDI

APPENDIX 5

PROGRAM RENCANA PENGAJARAN

Mata Pelajaran	:	Bahasa Inggris
Tema	:	Kegemaran
Anak Tema	:	Hewan Kesayangan
Kelas / Cawu	:	I / 3
Waktu	:	2 x 45 Menit

I. Tujuan Pembelajaran Khusus.

Siswa dapat :

1. menemukan informasi rinci tentang gambar-gambar binatang..
2. menyebutkan nama-nama binatang kesayangan
3. menggunakan kata-kata yang berhubungan dengan hewan kesayangan dalam kalimat.

II. Bahan Kajian.

1. Anak Tema   : Kegemaran
2. Sumber   : Let's Learn English 1
3. Alat Peraga   : Flashcards
                     Kamus Bergambar

III. Kegiatan Pembelajaran

Langkah-langkah :

1. Kegiatan Awal :
   a. Salam dan tegur sapa.
   b. Mengabsen siswa.
   c. Memberi motivasi siswa.

2. Kegiatan Inti :
   a. Siswa menjawab pertanyaan / menyebutkan gambar-gambar yang ditunjukan guru secara lisan.
   b. siswa menuliskan nama-nama binatang sesuai dengan gambar di papan tulis.
   c. Siswa mendiskusikan jawaban yang ada di papan tulis secara kelompok (berpasangan) dan diberi kesempatan untuk membetulkan jawaban yang salah.
   d. Siswa melengkapi kalimat dengan nama-nama binatang yang telah dipelajari.
   e. Siswa menuliskan jawaban di papan tulis dan didiskusikan bersama.

3. Kegiatan Akhir.
   a. Guru memberi Kesrempatan bertanya pada siswa.
   b. Guru memberi tugas tambahan berupa pekerjaan rumah.

IV. Penilaian

a. Prosedur Penilaian   : Penilaian Proses
b. Alat Penilaian   : Tugas dan latihan

V. Catatan

Mengetahui
Kepala SLTP Negeri I tekung

Dra. IN SARTINAH
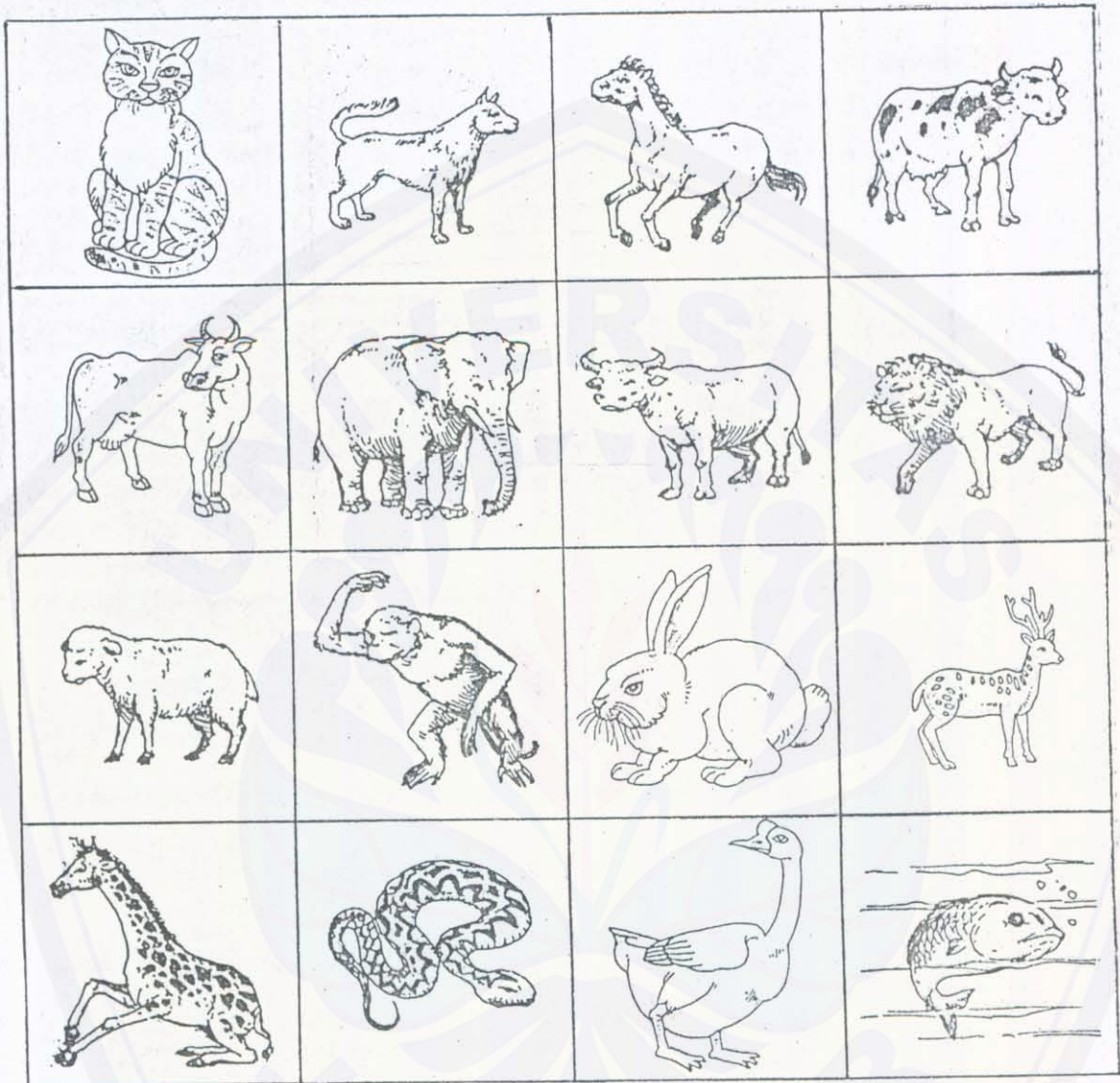NIP. 130325813

Guru Mata Pelajaran

SUBANDI

APPENDIX 6

PICTURES OF FLASHCARDS

APPENDIX 7

VOCABULARY TEST IN CYCLE 1

SUBJECT   : BAHASA INGGRIS
THEME   : HOBBY
SUB THEME   : PETS
CLASS/CAWU   : I / 3
TIME   : 45 MINUTES

I. CHOOSE THE BEST ANSWER , A, B, C, or D

1. My uncle has a pet. It is .... It can sing sweetly.
     a. a bird   c. a rabbit
     b. a cat   d. a dog

2. Andre   : Come here Nita, I have a puzzle.
   Anita   : What is it ?
   Andre   : It is an animal. It is very big. It has a very long nose. What is it ?
   Anita   : It is very easy. It is ....
     a. an elephant   c. a goat
     b. a girraffe   d. a bear

3. .... is like a goat but it is wooly.
     a. A donkey   c. A buffalo
     b. A sheep   d. A zebra

4. These animals belong to fowl :
     a. goat, zebra, sheep   c. goose, duck, rooster
     b. bird, bear, cat   d. buffalo, cow, horse

5. Yeni   : Why do you call it a pet ?
   Dhita   : Because it is not wild and I ....
     a. actually hate it   c. am not keen on it
     b. like it very much   d. like its meat

II. Match these description with the pictures provided.

1. It is like a tiger. It has long hair in its head.
   It has a long tail and eats meat.
2. It has four legs and a tail. It eats grass. It can run very fast.
3. It has no legs. It lives in water.
4. It is big. It has four legs and a tail. It has large ears and long trunk.
5. It has four legs and a tail. It eats grass. It gives us milk.
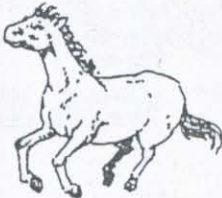
a   b   c   d   e

III. Guess what animal it is. Read the riddles.

1. It has four legs. It has a very long neck. It eats grass.   g _ _ _
2. This animal is poisonous. It has no legs. It is very long.   s _ _ _ _
3. It has two legs. It can swim in the river. It gives us eggs.   d _ _ _
4. It looks like a horse, but it is smaller.   d _ _ _ _
5. It has four legs and a tail. It can climb the tree.   m _ _ _ _ _
   It likes bananas very much.

IV. Give the names of the following pictures.

1. ....
2. ....
3. ....
4. ....
5. ....
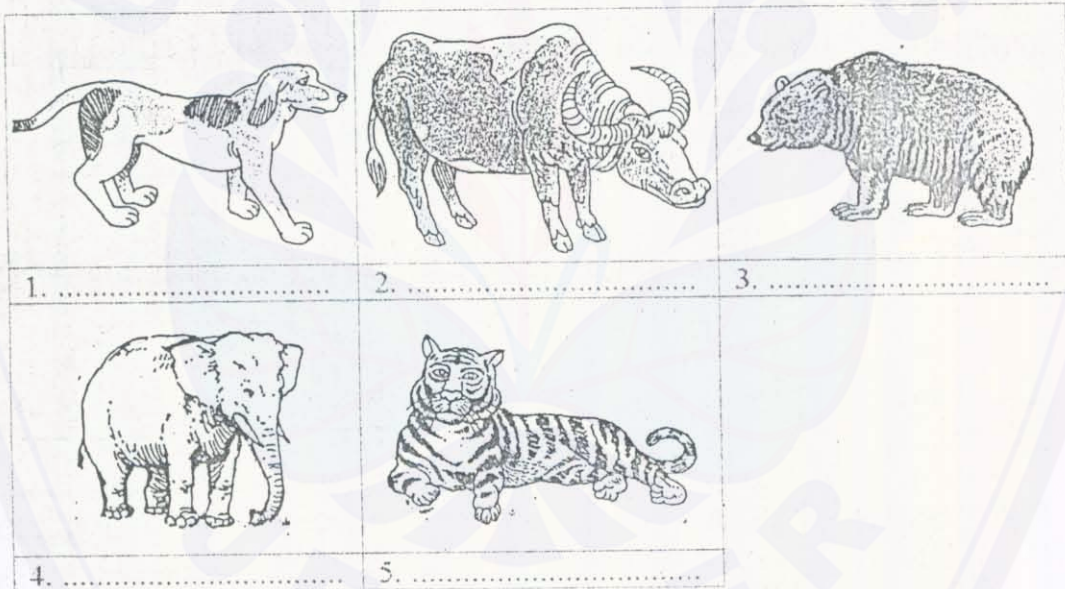
APPENDIX 8

VOCABULARY TEST IN CYCLE 2

SUBJECT   : BAHASA INGGRIS
THEME   : HOBBY
SUB THEME   : PETS
CLASS/CAWU : I / 3
TIME   : 45 MINUTES
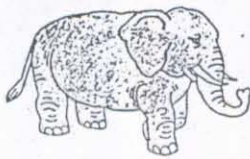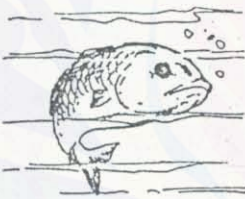
I. CHOOSE THE BEST ANSWER ; A, B, C, or D

1. Tomy has an animal at home. It looks like a horse but smaller. It is ....
    a. a monkey   c. a dog
    b. a donkey   d. a goat

2. Mr Heru has a pet. It is a bird. It can speak and imitate someone's voice.
   It is ....
    a. an eagle   c. a parrot
    b. a pigeon   d. an owl

3. .... has four legs and a tail. It gives us milk.
    a. A buffalo   c. A horse
    b. A goat   d. A cow

4. It looks like a goat and we can make wool from its fur. It is ....
    a. a sheep   c. a monkey
    b. a goat   d. a lion

5. Everyday Rian helps his father look after the birds. He cleans the cage and
   .... them every afternoon.
    a. feeds   c. sells
    b. puts out   d. brings

6. It has no legs. It is poisonous. It is ....
    a. a bee   c. an eel
    b. a snake   d. a fish

7. A giraffe has a long neck, four legs, and a tail. It eats ....
    a. meat   c. fruit
    b. grass   d. peanut

8. A cat is a .... animal. Everybody likes it very much.
    a. protected   c. tame
    b. wild   d. dangerous

9. These animals belong to wild animals.
    a. goose, duck, cock   c. deer, cat, sheep
    b. goat, monkey, cow   d. lion, tiger, wolf

10. Look at this picture.
   What is he doing ?
   a. He is feeding the chicken
   b. he is putting out the chicken.
   c. He is taking the chiken
   d. He is bringing the chicken.

II. GIVE THE NAMES OF THE FOLLOWING PICTURES.

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....
7 ....
8 ....
9 ....
10 ....

Appendix 9

Answer Key Test Cycle 1

I. 1. A
   2. A
   3. B
   4. C
   5. B

II. 1. B
    2. E
    3. C
    4. A
    5. D

III. 1. giraffe
     2. snake
     3. duck
     4. donkey
     5. monkey

IV. 1. dog
    2. buffalo
    3. bear
    4. elephant
    5. tiger

Scoring : I = 5 x 5 = 25
          II = 5 x 5 = 25
          III = 5 x 5 = 25
          IV = 5 x 5 = 25
          Total Score = 100

Appendix 10

Answer Key Test Cycle 2

I. 1. B   6. B
   2. C   7. B
   3. D   8. C
   4. A   9. D
   5. A   10. A

II. 1. horse   6. lion
    2. goat   7. giraffe
    3. monkey   8. dog
    4. elephant   9. fish
    5. cow   10. duck

Scoring   : I = 10 x 5 = 50
                  II = 10 x 5 = 50
                  Total Score = 100