



THE EFFECT OF TEACHING ENGLISH USING FLASHCARDS ON VOCABULARY ACHIEVEMENT OF TE FOURTH YEAR STUDENTS AT SDN KASIN MALANG IN THE 2002/2003 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain S-1 Degree at the English Education Program of Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University



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Greatly Dedication:

This thesis is honorably devoted to:

- ❖ *My beloved father, the late **Ali Abdullah** may peace in your long rest and my beloved mother **Lilik Choiriyah**.*

There is no enough room in this page, even to begin to thank for your love, affection, guidance, valuable prayer and everything given. I really love you more than I could say. May Allah bless you.

- ❖ *My beloved husband, **Yohan Ardianto** and my beloved son **Fahri SAF**.*

I love you. I am lucky to have you both.

- ❖ *My beloved brothers and sisters, **Indah, Anang, Lis, Nita, Anik, Cicik, Zakia, Pipit and Ninuk**.*

Thanks for your support

- ❖ *My parents in law, **Agus K** and **Herminiati**.*

I am truly grateful to all of you for wisely guiding my life.

- ❖ *My dearest friends, **Ninoen** and **Ime**.*

Lucky me of belonging good people like you. You have all supported me and loved me. I love you both.

- ❖ *My best friends **Rahayu** and **Agus**, thanks for the house where I can stay*

- ❖ *My fellows on '96 level*

- ❖ *My Almamater*

APPOVAL OF EXAMINER TEAM

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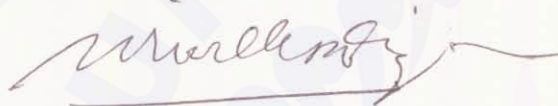
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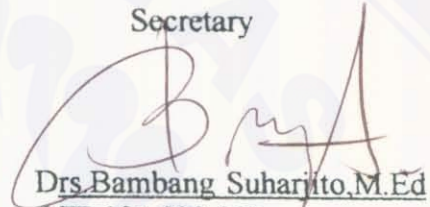
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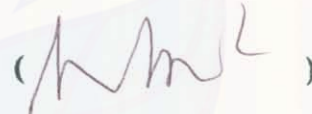
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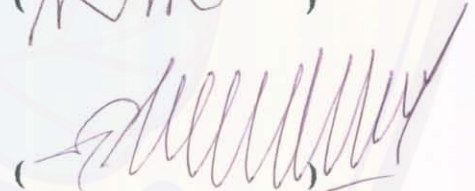
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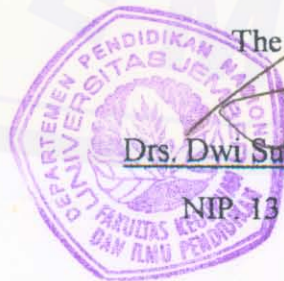
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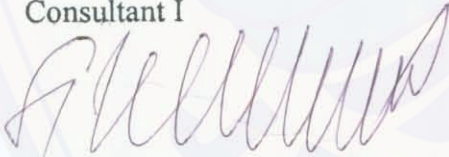
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Jember, December 2003

The Writer

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ABSTRACT

Dewi Maria, 2003. The Effect of Teaching English Using Flashcards on Vocabulary Achievement on The fourth Year Students of SDN Kasin Malang in 2002/2003 Academic Year.

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There are some factors that affect the students' vocabulary ability. Media in teaching is one of the important factors that should be applied in language teaching process in order the students get motivated and interested in the subject. It is quite possible that the teacher needs to be convinced that creating the language through an interesting and understandable way is a worthwhile goal. Through this quasi experimental research with Randomized Control Group Only Design the flashcards were used in the vocabulary teaching to the experimental group and the later result was found significantly effective. The objective of the research was to know whether the fourth year students of SDN Kasin Malang in the 2002/2003 Academic year who were taught using flashcards got better vocabulary achievement than those who were not. The research respondents were two classes of the fourth year students taken by population sampling. The two classes were determined to be the experimental group (51 students) and the control group (52 students). To achieve the research objective, an achievement of a-teacher made test was administered to collect the primary data. While interview guide and documents were used to collect the supporting data. To analyze the data, t-test formula was used with the significance level of t-table of 5%. The result showed that the statistical computation value of t-test was higher than of the critical value of t-table ($5,506 > 1,658$). It means that the fourth year students of SDN Kasin Malang in 2002/2003 academic year who were taught using flashcards got better vocabulary achievement than those who were not. Meanwhile, the degree of relative effectiveness was revealed to be 15,92%, which means that the vocabulary teaching using flashcards was 15,92% more effective than vocabulary teaching without using flashcards. Based on the result, English teachers are suggested to consider the use of flashcards in the English teaching, especially in vocabulary teaching.

Key words : Flashcards, Vocabulary Achievement

I. INTRODUCTION

This chapter presents background of the research, statement of the problems, operational definition, objectives and significance of the research.

1.1 Background of the Research

Teaching English to young children is not the same as teaching adults. Cross (1992: 5) clarifies that what is right for young students may not be best for older ones. You should experiment to find what is best for your own learners. In line with this statement, El-Helaly (1988:19) says that unlike adults, children are not self motivated and do not have an immediate need to learn English. Their world is their daily games, events that interest to them, new knowledge that they may come across, and questions that their inquisitive minds may ask. Referring to this statement teacher is challenged to know the children's world and what technique is suitable to teach them.

There are two sorts of objectives in language teaching, they are: content and attitude objectives (Halliwell, 1992:25). Content objectives are concerned with grammars, structures, vocabularies and language functions, while attitude objectives are concerned with the response of the learning in the aspects of content, pleasure and confidence in exploring language, willingness to have to, want to and dare to. Considering the characteristics of young learners in which they love to play and fun, it is reasonable that the attitude objectives becomes the objectives of teaching language for children. In the 1994 English Curriculum for the elementary school it is stated that one of the goals of teaching English at the elementary school is to make student interested in English and enjoy using in the classroom.

Furthermore, the curriculum suggests that in primary skill the student should master at least 150 words. In line with this statement, Cross (1992:5) says that a major aim of most teaching programs is to help students to gain a large vocabulary of useful words. These statements conveys meaning that teacher



should teach the students useful vocabulary in which the student are able to pick those all words during the period of teaching learning process.

Concerning with teaching vocabulary to the elementary students, however, some people consider it not easy. The problem is that the students seemed lost their interest (get bored) and lost motivation to study English when their teacher kept employing simple teaching techniques, such as giving explanation, and asking the students to answer the questions given. Usually, teacher only teaches based on the textbooks. Setiyono (1997:1) says, too much depends on one source - textbooks- in teaching English to the elementary students that follows doing the exercises will make the students boring.

To avoid the student boredom teacher should vary their teaching technique. According to Kustiati (1997:2) to determine what technique can be used in teaching young learners, we need to know who the learner is. Young learners are those who feel happy in learning by doing (by playing, singing, seeing things around them, etc). Teacher can use teaching aids to give different atmosphere to classroom situation that make the students love the subject, such as visual aids. There are many kind of visual aids; they are blackboard, real object, flashcards, pictures and charts, etc (Doff, 1993:30). They are visually important in foreign language learning especially English because they stimulate the sense of sight.

Flashcards has been used for years. Cross (1992:119) states that except for the blackboard, flashcards is probably the most widely used visual aid in language teaching. From this statements means that flashcard is so important as the media of teaching English, especially teaching vocabulary to young learners.

Further, Cross (1992:119-120) says that flashcards is just simple picture on a piece of cards or paper and it is easy to storage. However, the importance of using these visual aids is to enable teachers in giving such efficient and interesting way of vocabulary teaching.

A study by Mabruroh (1995:28) showed that the first grade Senior High School students who were taught by using flashcards drilling had an improvement on vocabulary achievement. It happened because students were able to see the

visual of certain words, phrase, sentences and pictures given through many interesting and attractive flashcards. Another researcher, Rachmadie (1995:24) found that the use of still picture (flashcards) to the students of Junior High School was not only valuable for recalling vocabulary but also for drilling the specific structural pattern of English.

Referring to the previous study, the researcher finds it is necessary that a research on the use of flashcards in English teaching especially on vocabulary achievement of the Elementary school students needs to be held. This aid is expected to provide convenient means of encouraging students to learn new vocabulary.

1.2 Statement of the Problem

Based on the background of the research the problem can be formulated as follows: Do the fourth year students of SDN Kasin Malang in the 2002/2003 academic year who are taught using flashcards get better vocabulary achievement than those who are not?

1.3 Operational Definition of Variables

The terms that are necessary to be defined operationally are flashcards, teaching vocabulary using flash cards and students vocabulary achievement.

(a) Flashcards

Flash card is a card on which a word or words are printed or written, or a card with simple picture on it. A-4 (29 x 21 cm) size of paper is used.

(b) The use of flashcards

The use of flashcards in this research means the use of flashcards as a teaching aid for vocabulary teaching, both word and picture flashcards.

(c) The Students vocabulary achievement

Students' vocabulary achievement is the students' achievement scores gained by joining vocabulary test after the teaching learning process of both groups.

1.4 Objective of the Research

. In line with the statement above, the research objective is directed to investigate whether the fourth year students of SDN Kasin in 2002/2003 academic year who are taught using flash cards get better vocabulary achievement than those who are not.

1.5 The Significance of the Research

This research is expected to give contribution to English teacher and other researchers.

(a) For the English teacher

The result of this research is expected to provide beneficial teaching input for the English teachers in increasing vocabulary achievement of elementary students at the fourth grade.

(b) For other Researchers

The result of this research is expected to give information for other researcher to conduct a further research dealing with flashcards and vocabulary achievement in another design, such as classroom action research to improve student vocabulary through flashcards.



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II. REVIEW OF RELATED LITERATURE

This chapter presents the characteristics of young learners, all about flashcards, students' vocabulary achievement, techniques in teaching vocabulary, and the benefit of the use of flashcards on vocabulary achievement, hypothesis.

2.1 The Characteristics of Young Learners

The elementary school students are considered as young learners. They have special characteristic, which differentiate them from the students of the upper levels. Some of the basic characteristics of children as young learners are as follows (Scott & Ytreberg, 1990:2-3):

- 1) Young children cannot decide for themselves what to learn.
- 2) Young children love to play, and learn best when they are enjoying themselves.
- 3) Young children are enthusiastic and positive about learning.
- 4) Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear.
- 5) Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

In addition to the children's characteristics above, Kustiati (1997:1) states that the characteristics of young learners (ten to eleven years) are as follows:

- a. They are still in process of learning their mother language.
- b. They learn more slowly compared to older ones. It happens because they also learn about everything around them.
- c. They are still egocentric. Their world is their own selves, their own family, their school, etc.
- d. Children get bored easily. Thus, to teach about a concept teacher should vary the activity and the teaching technique.

In line with those two experts, Suharjito (1997: 1) says that every child from any kinds of culture, basically, has cognitive skill that is the ability of thinking, and understanding and pondering anything surround them, including language.

The opinions above imply that students at their age still like to play and have fun instead of learning. They may find difficulties to follow purely verbal instruction and information. Teacher can overcome this by using gestures,

intonation, demonstration, etc. Therefore, English teacher has to find some other ways to motivate the students so that they feel interested in their learning.

Teaching at elementary level requires certain specifications. The teaching techniques should be in line with the students' characteristics. The suggested teaching techniques for the elementary school students are demonstrating, playing games, repeating, listening, asking and answering question (Kustiati, 1997:1).

In deciding the teaching techniques teachers have to remember that children like to learn by doing. Teachers have to build the teaching and learning process as enjoyable as possible and to create a pleasure circumstances for the children so that they will enjoy learning. It is very important that the children must have a good impression and motivation toward the foreign language, because a high motivation toward the foreign language, is commonly the key of successful learning.

In addition, teachers should consider the use of media in teaching elementary school students. Teachers have to be creative in making or finding suitable media for the children. Teachers can use real objects, dolls, pictures, flashcards, etc.

Based on the ideas above the teachers have to be creative and have enough time to think about the techniques, materials, and media because teachers take the important part on teaching learning process.

2.2 Flashcards as Media in Teaching English

Flashcard is card on which a word or words are printed or written, used as a visual aids to learning (Hornby, 1989:465). Meanwhile, Lado (1979:197) states that flashcards are set of cards with a word or phrase on one side and its meaning on the other. Flashcard is a simple picture on a piece on card or paper (Cross, 1992:119). In line with Cross, Doff (1988:129) defines flashcards as cards with simple pictures (or word or numbers) can be held up by the teacher or given out to the students to use in pair and group work.

From the definition above flashcards as one of teaching aids consist of number or word flashcards, picture flashcards, phrase flashcards and sentence flashcards, etc. This aid has an important role in English teaching especially on

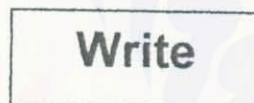
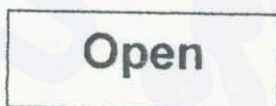
vocabulary achievement. Cross (1992, 120) states that flashcards are used mainly for presenting new lexical items. For active recall of vocabulary, the flashcards may have a picture or the native language word on one side and the second language word on the other (Lado, 1979:197).

In this study flashcards are categorized into two kinds :

- a) word flashcards
- b) picture flashcards

a) Word flashcards

Word flashcards are cards printed with words. These flashcards can be used for teaching vocabulary, spelling, and grammar (structure). The examples of word flashcards are as follows:



b) Picture flashcards

Flashcards are useful for showing very simple pictures usually of single object or action. This kind of picture describes a simple objects that can convey a message or more about the objects dealing with people, animals, buildings, action or anything possible that can be presented in separate piece of card. The real object pictures can be taken from magazines, newspapers, advertisement, or the teacher can draw by himself. The examples of picture flashcards are as follows:



2.2.1 The Advantages of the Use of flashcards

Cross (1992:120) states that flashcards provides the users with following advantages:

- ◆ It is visible for the whole class

- ◆ It can be displayed on the wall or blackboard
- ◆ It saves the class time
- ◆ It is motivating and eye catching
- ◆ It can be used many times
- ◆ The quality of the drawing is higher than that of a blackboard sketch, since it is made at home carefully.
- ◆ It is easy to storage.

The advantages are in line with five basic criteria, as the previous discussion above, offered by Wright (1983:3) dealing with the consideration of preparing visual aids. They are:

- a. easy to organize
- b. easy to prepare
- c. interesting
- d. meaningful and authentic
- e. sufficient amount of language

2.2.2 Making Flashcards

Experts offer various ways in making flashcards. Cross (1992:120) suggests teacher to use old pieces of paper as long as one side is clean. To give durability and strength, teacher should stick two sheet of paper. The paper can be used horizontally or vertically depend on the shape of the subject. Furthermore, he explains to use black felt tip pen in making simple line drawing, however colorful can be used either.

Meanwhile, Yunus (1981:13) states that flashcards which consist of: words, caption, sentences, should be written on stiff paper or cardboard, preferable white. While the lettering, she suggests to use bolds, at least 4 centimeters and printed in lower case rather than capital letters.

Example:

instead of

TABLE

It is better

Table

In making flashcards, Doff (1988:129) suggests to use half sheet of typing paper, or a piece of card; draw the picture in with a thick black pen, or cut pictures from a magazine.

The sizes of flashcards vary according to the picture or the word given. Cross (1992:120) says that teacher should use the same size of paper. It will be seen for the whole class if A-4 (29 x 21 cm) size of paper is used. According to Wahyuni (1998:23) the size of flashcards should be big enough for about 21 x 17 cm. Meanwhile, Arsyad (1997:119) says that normally the size of flashcards is 8 x 12 cm in size, however it can be made bigger depends on the need of it.

From statements above, it can be concluded that the size of the flashcards is various depending on the need of the language teaching. It can be big enough for the whole class or small ones as the students self-learning. However in this research the size of the flashcards is A-4 paper (29x21cm).

2.3 Students' Vocabulary Achievement

Vocabulary is an important part in learning language skills. Without vocabulary, it is important to produce sentences in communication. Cross (1992:50) states that a good store of words is crucial for understanding and communication. Someone cannot understand and be understood how to communicate without mastering vocabulary. Berstein and Tiegerman (1991:136) say that the acquisition of broad vocabulary will allow the child not only to understand and express more complex ideas with great facility, but also to achieve a higher degree of competency in reading and writing. It is also a fact that mastering vocabulary will help the improvement of four language skills. Webster (1981:--) defines vocabulary as a list of words that are usually arranged alphabetically. Furthermore, he defines it is a range of language or collection of words and phrases a person has. Mean while, Hornby (1995:1331) says that vocabulary means a total number of words which with rules combining them to make up a language. This means that vocabulary is amount of words that is known by an individual in a certain language. Achievement according to Hornby (1995:3) is something achieved or done successfully with effort or skill. It can be

concluded that vocabulary achievement is the collection of words recognized and understood with successful effort that is done by the students.

In this research the students' vocabulary achievement is measured by vocabulary test which include noun, verb, and adjective, and it is indicated by the scores of the test.

2.4 Classification of Vocabulary

Word in English can be divided into two groups, they are large reserve vocabulary (noun, verb, adjective, adverb) and small vocabulary (preposition, pronouns, conjunctions, articles and interjections) (William 1970:132).

In relation to the elementary level, the words investigated are focused on the words level related to nouns, verbs and adjectives. These three elements of vocabulary are the basic words that are usually introduced in the teaching learning process for beginners.

A. Nouns

Hornby (1989:843) defines a noun as a word, which can function as the subject or object of a verb or the object of preposition. There are four kinds of noun in English (Thompson and Martinet, 1986:24). They are :

- a. ^{common} common noun : dog, man, table ;
- b. proper noun : France, Madrid, Mrs. Smith, Tom;
- c. abstract noun : beauty, charity, courage, fear, joy;
- d. ^{group} collective noun : crowd, flock, group, team.

In the 1994 elementary school curriculum, those kinds of Noun are not introduced theoretically, but they are presented trough models of words and pictures. In this way only common nouns are introduced.

B. Adjectives

Adjective is word that indicates quality of the person or things referred to by a noun (Hornby, 1989: 11). There are six kinds of adjectives (Thompson and Martinet, 1986:24). They are:

- a. demonstrative : this, that, these, those;
- b. distributive : each, every, either, neither;
- c. quantitative : some, any, no, little/few, many, much, one, two;
- d. interrogative : which, what, whose;
- e. possessive : my, your, his, her, its, our, their
- f. of quality : clever, dry, fat, golden, good, heavy, square.

C. Verbs

Verb is a word or phrase indicating an action, an event or a state. There are two classes of verb (Thompson and Martinet, 1986:105). They are;

- a. The auxiliary verb : to be, to have, to do, can could, may, might, must, ought, shall, shall, should, will, would, to need, to dare, and to used.
- b. Ordinary verb

There are two kinds of ordinary verb they are :

- b.1. Regular verb : the simple past and the past participle or both formed by adding *d* or *ed* to the infinitive, the present participle and gerund are formed by adding *ing* to the infinitive, for example:

<u>V</u>	<u>work</u>
V ing	working
V s	works
V ed	worked

- b.2. Irregular verb: in the irregular verb form, its past tense and past participle are not added by *d* or *ed* . However it has no fixed rule, for example:

<u>Present/infinitive</u>	<u>past</u>	<u>pastparticiple</u>
Write	wrote	written
Go	went	gone

The elementary students still learn regular verb.

D. Adverbs

Adverbs is a word that adds more information about place, time, circumstances, manner, cause, degree etc. to a verb, an adjective, a phrase or another adverb (Hornby, 1987:14). Furthermore Thompson and Martinet (1986:47) mention that there are eight kinds of adverb. They are:

- a. Manner : slowly, happily, hard well;
- b. Place : by, down, here, up, near;
- c. Time : now, soon, yet, then, late;
- d. Frequency : always, never, twice, often;
- e. Sentence : certainly, definitely, luckily;
- f. Degree : fairly, hardly, rather, quite, too, very;
- g. Interrogative : when? Why? Where?

2.4.1 Vocabulary Materials Taught to the Fourth Year Students of the Elementary School

In the syllabus of the 1994 English Curriculum for primary school, it is stated that the objective of teaching English is the students have the basic skills in reading, listening, speaking and writing, with the level of vocabulary about 150 words. Hence, the vocabulary taught to the fourth year students of Elementary school is as follows:

- a) Greetings and Numbers
Greetings, e.g. good morning, good afternoon, good evening.
Numbers, e.g. one, two, three, four, etc.
- b) Introducing someone or family member
e.g. father, mother, his, her, my, etc.
- c) Things around the students
Things in the classroom e.g. pen, pencil, desk, table, etc.
Things in the schoolyard e.g. flag, gate, fence, etc.
- d) Parts of body
Examples: head, ear, nose, eye, hair, etc.
- e) Parts of the house and things in the house

part of the house e.g. living room, bedroom, kitchen

things in the house e.g. radio, cupboard, telephone, refrigerator, etc.

f) Family

Family member e.g. mother, father, sister, brother, uncle, etc.

g) Names of foods, fruits and drinks

Examples: rice, bread, tea, coffee, apple, orange, grape, etc.

h) Names of Animals

Examples: monkey, donkey, lion, dog, pig, elephant, etc.

i) Names of cloths and color

Examples: T-shirt, blouse, sweater, green, black, white, red, yellow, etc.

j) Days, Months and Climates

Examples: Sunday, Monday, Friday, January, February, sunny, cloudy etc.

k) Condition of Things

Examples: clean, dirty, wide, fat, pretty, clever, etc.

l) Position of Things

Example: in, on, at, under, behind, in front of, etc.

(The 1994 English Curriculum for Elementary School)

Based on the sub-themes listed above, in this research, the teaching materials of vocabulary are limited to the sub-themes which are taught by teacher, by the time the observation conducted. They were greeting, introducing someone or family member, things around the students, and family.

2.4.2 Techniques in Teaching Vocabulary

In vocabulary teaching, teachers usually ask their students to say each word after the teacher says it. Some students find it helpful and many enjoy saying the word after their teacher. Hearing the word, seeing it, and saying it, all of these may be aids to learning. However, according to Allen (1983:12) those are only parts of learning process, which need too much time and remains only a little time for more meaningful activities.

In this case, Allen (1983:15) offers some techniques in vocabulary teaching for beginners by showing the meaning of the words. Teachers can hold up things or point to objects in the classroom. Teacher could use pictures, explain it in the students' own language, and also definitions in simple English, or vocabulary that the students already know. Cross (1992:6) says that other things that can be used for this technique are real objects, and part of the body.

The second technique offered by Allen (1983:15) is giving some sorts experiences of the use of words. Vocabulary is best learned when children feel that a certain word is needed. That is why it is important to give students some experiences by the use of words they have learned for communication. By doing so, a sense of need for words in students can be created, since the students will be engaged in activities that require English words. It can be a very simple experience, but it must require the use of words the students have learned.

The third technique, which may be used in vocabulary teaching, is using context clues. Children may need help in using context clues as a means of discovering word meaning. According to Norton (1980:298) there are nine types of contextual clues. They are:

- a) Picture clues--A picture shows a concrete example of the vocabulary word. E.g. "The *andirons* were in front of the fireplace".
- b) Verbal clues--The sentences before or after the unknown word explain the meaning of the word. E.g. "It takes *specialist* for the civilization to develop. *Specialist* are people who can spend much of their time on the task".
- c) Experience clues--The reader's concrete experiences allow him to assume the meaning of the unknown word. E.g. "Susan gave the cat _____ to drink."
- d) Comparison and Contrast clues--A second word is compared to or contrasted with the first word. One word is common, but the other may not be known. E.g. "Steve was *happy* to have a birthday party, but John was *unhappy* because he missed the party."

- e) Synonym clues--A sentence employs repetition of the same idea, and uses a synonym for the unknown word. E.g. "the big elephant is *so enormous* that the cage does not fit him."
- f) Summary clues--The unknown word is a summary of several ideas. E.g. "A *car*, a *truck*, and a *bus* are forms of *transportation* used to move people and supplies on land."
- g) Definition clues--The sentence actually defines the meaning of unknown word. E.g. "A tall-stemmed drinking glass is called goblet."
- h) Mood clues--The tone of the sentence suggests the nature of the new word. E.g. "The happy boy's face was *wreathed* in smiles."
- i) Familiar Expression clues--The word can be recognized by its use in a familiar language pattern or verbal experience. E.g. "When he picked up the phone, he said, 'Hello'."

The next technique is audio presentation, which is offered by Cross (1992:10). Many words are easily presented by a tape recording than by the ways that have already been described. The noises of an argument, a jet plane, a locomotive, a horse galloping, children splashing in water, a river gurgling, and so on, are easily obtained or created. The teacher just needs to tell the class to listen to the sound of something of something in presenting this technique.

However, by using flashcards, teacher may present several techniques in vocabulary teaching. First, using flashcards to present by combining visual and verbal instruction. The students will grasp ideas, which are usually presented by using flashcards, easier. Second, involving students in learning activities --direct and concrete experiences-- which require English words as part can be done by promoting interaction among students and between students and the material displayed. Teachers may encourage their students to do exercises which are presented in sequence as students respond either orally or by using flashcards, and matching questions with answers, symbol with word, or symbol with symbol according to the lesson requirement.

2.5 The Effect of the Use of Flashcards on Vocabulary Achievement

A good store of word is crucial for understanding and communication (Cross, 1992:5). A major aim of most teaching programs is to help students to gain large vocabulary of useful words, especially for elementary students. In every lesson, teachers have to introduce new words and practice them, making clear the meaning and the ways in which each can be used.

In line with this phenomenon, learning English especially vocabulary requires an appropriate technique in order to make the students successfully master the vocabulary. In this case, a lecturing method is not effective. This is because boredom may occur since students always listen to the teacher's explanation all the time.

Pictures are undoubtedly significant in vocabulary teaching. Allen (1983:7-8) states that senses have an important role in language learning. Children will easily learn a new word when they can see an object such as picture, and touch the things such as a real object. In addition to hearing and seeing the word that names it, there is a stronger chance that the word will be learned. There is several ways in showing pictures, one of them is by using flashcards.

In vocabulary teaching, flashcards is very useful to help the students learn new words without necessarily giving long explanation about it. Some techniques of vocabulary teaching can be applied by using flashcards, such as combination of visual and verbal instruction, matching question and answer, etc.

As a result, flashcard with its kinds can make the students remember new vocabulary more easily. Furthermore, the problem of building up the students' vocabulary is on the students' motivation itself, the use of flashcards can be one of the alternative solutions to the problem. However, flashcards as other aids will be more advantageous if the teacher can use it appropriately. And the creative teacher can make flashcards as powerful tool to teach vocabulary.

2.6 Hypothesis

Based on the problems and the literature review presented above, the hypothesis can be formulated as follows: The fourth year students of SDN Kasin

Malang in the 2002/2003 academic year who are taught using flash cards get better vocabulary achievement than those who are not.



III. RESEARCH METHOD

This chapter presents the research design, research area, research respondents, research instruments and data analysis.

3.1 Research Design

The aim of this research was to know whether the students who were taught using flashcards got better vocabulary achievement than those who were not. Therefore, an experimental research was adopted. The research design used was quasi experimental with randomized control group only design. This means that unlike the true experimental, this research design cannot completely control or manipulate the control group of the extraneous variables in giving the treatment, especially when the students in the group were out of the school routine (Shelinger and Shohamy, 1989: 148-149). The extraneous variables could be for example students' motivation, the students' IQ, the environment, etc. However, in this research such variables were controlled by giving the same materials to the students of both groups, teaching the students by the same teacher, and giving the same posttest to both of the groups at relatively the same time. The design could be illustrated as follows:

	Pre-test	Treatment	Post-test
Experimental group (R)		x	T2e
Control group (R)			T2c

(Suryabrata, 1983: 43-44)

Note :

X = treatment

T2e = posttest of experimental group

T2c = posttest of control group

R = random

The procedures of the research were as follows:

- a. gave a vocabulary test to know the homogeneity of the population;
- b. analyzed the score of vocabulary test by using ANOVA. Since the result of the data showed that Total Variance Estimate test was less than Total Variance table, the result was considered non significant. This means that the English capability of the students was relatively homogeneous, and two classes were chosen randomly.
- c. gave treatment, that was, teaching vocabulary by using flashcards, which was conducted by the researcher to the experimental group, whereas the control group was taught, by using conventional teaching that was teaching the students like what the teacher usually teaches at the school. In this case, the teacher taught vocabulary without using flashcards;
- d. gave posttest to the experimental and control groups;
- e. analyzed the data by using t-test and continued by finding the relative effectiveness when it was found significant;
- f. drew a conclusion;
- g. wrote the research report (Suryabrata, 1983:43-44)

3.2 Treatment

The form of given treatment was vocabulary teaching using flashcards. It was conducted three times in the experimental group. The first treatment was on noun and verb. The second treatment was on noun, verb, adjectives. The second treatment was on noun, verb, adverb and adjective. The aim of using flash cards was to enable the students to remain new vocabulary given. The treatment chronologically presented on the lesson plan I, II, and III (see appendix 5-10)

3.3 Research Area

The area of this research was SDN. Kasin Malang. This area was taken purposively by considering the following factors: 1) flash cards were never used in

the English teaching process at the school, 2) the location of SDN Kasin was easily reached by public transportation so it could save time, and energy.

3.4 Research Respondents

Arikunto (1996:114) states that respondents are persons who are able to respond or answer the researcher's questions either in the oral or written form. Surakhmad (1982:118) states that if the number of population is a hundred until one hundred fifty persons, it is better to take all the population as the sample.

The respondents of this research were the fourth year students of SDN Kasin Malang in the 2002/2003 academic year with the number of 103 students. They were 51 students of 4A and 52 students of 4B. The respondents were determined by using population method rather than sampling method. This was because the number of the respondents was less than one hundred fifty. Those two classes were homogeneous in their English capability, so they were taken as experimental and control group.

3.5 Research Instruments

There were two kinds of data in this research: primary and supporting data. The primary data were collected by using a test. The supporting data were collected by using interview and documents.

3.5.1 Test

Test was applied to obtain the primary data of students' achievement on vocabulary after they get the materials given during the experimental treatment. In this research the test, which was constructed based on the 1994 English Curriculum. This test items covering nouns (10 items), adjectives (10 items), verbs (10 items) and adverbs (10 items) were given in the form of objective test. The time given in doing the test was 70 minutes. The test was given to the respondents on the first semester.

Dealing with the validity and reliability, Hughes (1989:22) states that a test is said to be valid if it measures what it is intended to be measured. Then, the validity

used was content validity because the test used was an achievement test, which was in line with the syllabus. Hughes (198:42) also states that a valid test must provide consistent results. Consequently, since the test was valid it was reliable as well. Therefore, the test reliability was not established.

3.5.2 Interview

Interview in this research was used to gain supporting data about the teaching vocabulary, which dealt with the teaching method, the teaching aids were used in teaching vocabulary, and the book used by the teacher.

This research used structured interview, conducted using the set of questions prepared before the process of interviewing (Arikunto, 1996:145). Furthermore, the interviewee was the English teacher of SDN Kasin Malang.

3.5.3 Documents

Documents in this research were used to gain the supporting data about the list of respondents, the personnel, and the facilities of SDN Kasin Malang.

3.6 Data Analysis

T-test was used to analyze the data and to compare the mean difference of the experimental and control group. The formula was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where

t : the coefficient of the formula

\bar{x}_1 : mean of group x_1

\bar{x}_2 : mean of group x_2

- $\sum(x_1 - x_1)^2$: the total number of individual Scores Deviation of group x_1
- $\sum(x_2 - x_2)^2$: the total number of individual Scores Deviation of group x_2
- N_1 : the number of subjects in group x_1
- N_2 : the number of subjects in group x_2 (Butler, 1985:85)

Finally, to know the significance level 5% was used to know whether the result of the experimental t value was significant or not.

If the t-test showed the significant result, the analysis would be continued by finding the relative effectiveness of the model being on the experiment compared with the control group. The formula of this analysis is as follows:

$$DRE = \frac{Mx_1 - Mx_2}{Mx_2} \cdot 100\%$$

(adapted from Masyhud, 2000:61)



IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the result of supporting data, the result of primary data, data analysis and interpretation, hypothesis verification and discussion.

4.1 The Result of Supporting Data

4.1.1 The Result of Interview

The interview was conducted in informal situation with the fourth year English teacher on July 29th, 2002 at SDN. Kasin Malang. The English teacher was only one and teaches for the whole classes. She was interviewed since the research investigated the students' vocabulary achievement in the fourth year level.

The result of the interview showed that vocabulary was taught integratedly with other skills such as reading and simple conversation (speaking). In class, vocabulary was often taught together with reading skill. The activity of vocabulary could be done by asking the students to match the words with the provided meanings. Besides this activity, there were also some other activities such as asking the students to complete sentences or a puzzle based on the provided picture, find the meaning of words, etc. Another result of the interview also showed that teaching aids were rarely used in the English teaching process. Pictures were only hung on the wall.

Dealing with the English materials, the teacher also informed that she used Let's Learn English 4 published by Erlangga (1999) as the compulsory book and Lembar Kerja Siswa Bahasa Inggris Kelas 4 published by Edumedia was used as supplementary one.

4.1.2 The Result of Documents

The documentary study was held on August 30th, 2002, and the data got through documentary study were the list of respondents and personnel and facilities of SDN Kasin Malang. The results of the documentary study are discussed in the following points.

a. Respondents of the Research

The respondents were the fourth year students of SDN Kasin in 2001/2003 academic year. There were two classes of the fourth year students, while the total number of the fourth year students was 103 students. They were divided into the experimental (IV A) and control group (IV B). The homogeneity of the students' was found by administering vocabulary test. To analyze the result of homogeneity test ANOVA was used (see Appendix 3).

b. Personnels of SDN Kasin Malang

Based on the academic data of SDN Kasin Malang in the academic year 2002/2003, the personnels who work at this school consist of the Principal, teachers, librarians, and gardener. (see Appendix 13)

c. Facilities of SDN Kasin Malang

The facilities provided in SDN Kasin Malang was used to support the teaching learning process and extra-curricular activities. The list of the facilities is provided in Appendix. 14.

4.2 The Result of Primary Data

In this research, posttest as an instrument to get the primary data was administered on September 1st, 2002. Posttest was given to both of the groups after the treatment was given (three times).

In addition, posttest was conducted in order to get the data about the significant difference between the two groups. Furthermore, the result of posttest was analyzed by using t-test and consulted to t-table to test the hypothesis. Further information about the result of posttest in each of the group could be seen on Table 1.

4.3 Data Analysis and Interpretation

In this research, the problem was: Do the fourth year student of SDN Kasin Malang in the 2002/2003 academic year who are taught using flash card get

better vocabulary achievement than those who are not? To answer this problem, t-test was used as the statistical data analysis. The formula was applied in order to know the significance of mean difference of the experimental and control groups. The data analysis could be seen in the following table:

Table 1: Recapitulation of Post tests Score of the Experimental and Control Groups on Vocabulary Achievement

Experimental group			Control Group		
The number of respondents	The Post Test Scores of Vocabulary		The number of respondents	The Post Test Scores of Vocabulary	
	X_1	X_1^2		X_2	X_2^2
1	88	7744	1	80	6400
2	74	5476	2	44	1936
3	78	6084	3	48	2304
4	80	6400	4	74	5476
5	74	5476	5	76	5776
6	82	6724	6	60	3600
7	74	5476	7	50	2500
8	90	8100	8	84	7056
9	66	4356	9	64	4096
10	80	6400	10	58	3364
11	70	4900	11	58	3364
12	82	6724	12	72	5184
13	84	7056	13	68	4624
14	82	6724	14	56	3136
15	72	5184	15	76	5776
16	64	4096	16	66	4356
17	88	7744	17	80	6400
18	70	4900	18	68	4624
19	88	7744	19	46	2116
20	68	4624	20	56	3136
21	88	7744	21	62	3844
22	80	6400	22	70	4900
23	88	7744	23	50	2500
24	82	6724	24	60	3600
25	66	4356	25	50	2500
26	68	4624	26	78	6084
27	70	4900	27	62	3844
28	80	6400	28	78	6084
29	62	3844	29	68	4624
30	60	3600	30	58	3364
31	78	6084	31	76	5776
32	68	4624	32	68	4624

33	74	5476	33	0	0
34	70	4900	34	60	3600
35	86	7396	35	62	3844
36	88	7744	36	78	6084
37	88	7744	37	66	4356
38	52	2704	38	0	0
39	58	3364	39	0	0
40	62	3844	40	68	4624
41	58	3364	41	60	3600
42	88	7744	42	52	2704
43	86	7396	43	58	3364
44	80	6400	44	68	4624
45	80	6400	45	60	3600
46	82	6724	46	78	6084
47	58	3364	47	70	4900
48	82	6724	48	72	5184
49	80	6400	49	64	4096
50	78	6084	50	64	4096
51	70	4900	51	74	5476
			52	62	3844
Total	3864	297648	Total	3180	211048

From the table above, the calculation can be presented as follows:

$$N_1 = 51$$

$$\begin{aligned}\bar{x}_1 &= \frac{\sum x_1}{N_1} \\ &= \frac{3864}{51} \\ &= 75,76\end{aligned}$$

$$N_2 = 49$$

$$\begin{aligned}\bar{x}_2 &= \frac{\sum x_2}{N_2} \\ &= \frac{3180}{49} \\ &= 64,89\end{aligned}$$

$$\begin{aligned}\sum (x_1 - \bar{x}_1)^2 &= \sum x_1^2 - \frac{(\sum x_1)^2}{N_1} \\ &= 297648 - \frac{(3864)^2}{51} \\ &= 297648 - 292754,82\end{aligned}$$

$$\begin{aligned}\sum (x_2 - \bar{x}_2)^2 &= \sum x_2^2 - \frac{(\sum x_2)^2}{N_2} \\ &= 211048 - \frac{(3180)^2}{49} \\ &= 211048 - 206375,51\end{aligned}$$

The recapitulation of statistical computation of the t-value was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{75,76 - 64,89}{\sqrt{\left(\frac{4893,18 + 4673,49}{51 + 49 - 2} \right) \left(\frac{1}{51} + \frac{1}{49} \right)}}$$

$$t = \frac{10,87}{\sqrt{(97,61)(0,04)}}$$

$$t = \frac{10,87}{\sqrt{3,9044}}$$

$$t = \frac{10,87}{1,975}$$

$$t = 5,506$$

$$t \text{ table} = 1,658$$

While the degree of the freedom was:

$$df = N_1 + N_2 - 2 = 98$$

Note: \bar{x}_1 : mean of Group x_1

\bar{x}_2 : mean of Group x_2

$\sum (x_1 - \bar{x}_1)^2$: the Total Number of Individual Scores Deviation of Group x_1

$\sum (x_2 - \bar{x}_2)^2$: the Total Number of Individual Scores Deviation of Group x_2

N_1 : the Number of Subjects in Group x_1

N_2 : the Number of Subjects in Group x_2

df : the degree of Freedom (Butler,1985:85)

4.4 Hypothesis Verification

The alternative hypothesis of this research is formulated as follows: the fourth year students of SDN Kasin Malang academic year 2002/2003 who are taught using flash cards get better vocabulary achievement than those who are not. The above hypothesis is accepted whenever t-test value is higher than t-table value. However, the hypothesis is rejected whenever t-test value was lower than t-table value.

The calculation showed that statistical value of t-test was 5,506, while the critical value of t-table with significance level of 5% and the degree of freedom (df) of 98 was 1,658. This proves that the null hypothesis is rejected, because the statistical value of t-test was higher than critical value of t-table ($5,506 > 1,658$). This means that teaching English using flashcards has a significant effect to the students vocabulary achievement of the fourth year students of SDN Kasin Malang in the 2002/2003 academic.

As the mean difference between the experimental and the control group has been revealed to be significant, then the data were analyzed by Degree of Relative Effectiveness of the method being on experiment. The analysis is as follows:

$$DRE = \frac{Mx_1 - Mx_2}{Mx_2} \times 100\%$$

Therefore, the calculation of DRE in this research is as follows:

$$\begin{aligned} DRE &= \frac{75,76 - 64,89}{64,89} \times 100\% \\ &= 15,92\% \end{aligned}$$

This means that the vocabulary teaching using flash cards is 15,92% more effective than vocabulary teaching without using flash cards. In other words, the experimental group get 15,92% higher score than those students in the control one.

4.5 Discussion

The result of data analysis in this research proves that the use of flash cards is found significantly effective on the students' vocabulary achievement. The relative effectiveness of this technique is 15,92 % compared to the vocabulary teaching without using flash cards. It means that if the score of the students in the control group is 50, then the students in the experimental group will get 15,95% higher score than those students in the control one namely $(50 \times 15,92\%) + 50 = 7,96 + 50 = 57,96$.

The classification of the score level shows that 21,56% of the students get good level. On the second place, 29,41% of the students come to more than enough level. Meanwhile very good level students reach 21,56%. Then, 9,80% of the students get enough level and only 1,96% of the students get bad level. Further information of the score level; can be found on Appendix 16.

As stated by Lado (1964:197) the use of flash cards helps the students to recall active vocabularies. This evidence can be seen through the result of posttest. From the result, it shows that the students of the experimental group got higher vocabularies scores compared to the students of control group who were taught without using flash cards.

In addition, the teacher takes a very important role in applying the aid. Teacher made it at home carefully by considering the quality of the drawing (Cross, 1992:121). In this case teacher should be creative in order to be able to present the material using flashcards. Yunus (1999:11) stated teacher can simply point to them and have the student read them. Moreover, it was proved that vocabulary teaching using flashcards arouse the students' interest and curiosity. It can be seen clearly by their great their great attention during the treatment, they give positive response orally or going to black board and answer the question. This situation surely reduced the students' boredom.

Furthermore, by applying this aid in vocabulary teaching all the factors promoting vocabulary achievement could be fulfilled without inducing boredom. The verbal capacity factor was surely fulfilled, since the flashcards were in the forms of pictures of things and words. The other affecting factor to be fulfilled

was ability to concentrate. The material given by using flashcards' positively captured the students' interest. Consequently, they had longer time to pay attention on the material. However, the purpose could also be fulfilled since the presentation using flashcards motivated students' desire to learn vocabulary.

In addition, the teacher must never put aside the principles of applying the aid. Those principles are:

- ◆ Flashcards must be visible for the whole class, and the materials used must be clearly recognizable. Writing should be readable from the viewpoint of every student.
- ◆ Simple pictures are better than the complex ones. Careful use of color can enhance presentations.
- ◆ Preserve visuals if they are to be used in future lessons; file them in labeled envelopes to keep the materials clean and fresh in appearance.

In sum, vocabulary teaching using flashcards no longer made bored and depressed for the students. On the contrary it become an activity which they look forward to. This is in line with a study by Mabruroh (1995) on vocabulary building of the senior school students that the use of flashcards proved to be an effective teaching aid in developing the first grade students' vocabulary achievement. In other words, flashcards was proved to be a versatile aid in vocabulary teaching

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the data analysis and the hypothesis verification that have been discussed and interpreted, it can be conclude that the fourth year students of SDN Kasin Malang in 2002/2003 academic year who were taught using flashcards got better vocabulary achievement than those who were not. It means that flashcards was an effective teaching aid to improve the students vocabulary achievement.

5.2 Suggestions

By considering the significant effect of flashcards on vocabulary achievement, some suggestion are given to the following people:

a. English Teacher

It is suggested that the English teacher use flashcards as the alternative teaching aid in vocabulary teaching to improve the students' vocabulary achievement. The flashcards should attract the students' attention so that they will not get bored during the teaching learning process by considering a good preparation in using aid.

b. Other Researchers

The result of this research can be used as input or reference to conduct further research dealing with a similar problem by using another design, such as a classroom action research to develop the students' vocabulary achievement using flashcards at SLTP.



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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	Hypothesis
The effect of Teaching English Using Flashcards on Vocabulary Achievement on the Fourth Year Students of SDN Kasin Malang in 2002/2003 Academic year	Do the fourth year students who are taught using flashcards get better vocabulary achievement than those who are not?	<ol style="list-style-type: none"> 1. The use of flashcards 2. Vocabulary achievement 	<ol style="list-style-type: none"> 1. (a) Teaching vocabulary using flashcards to the experimental group: <ul style="list-style-type: none"> ➢ picture flashcards ➢ word flashcards (b) teaching vocabulary by lecturing both control group topic of teaching materials <ol style="list-style-type: none"> a. parts of body b. names of animals c. clothes & colors 2. The students' vocabulary achievement by their scores of vocabulary test 	<ol style="list-style-type: none"> 1. Respondents The Fourth year students of SDN Kasin Malang in the 2002/2003 academic year 2. Informant <ul style="list-style-type: none"> - The English teacher - Administrative staff 3. Documents 	<ol style="list-style-type: none"> 1. Research design: Randomized Control Group Only design 2. Area Determination Purposive Method 3. Research Subjects : Population Method 4. Data Collection Method : <ol style="list-style-type: none"> a. Primary Data Vocabulary test b. Supporting Data <ul style="list-style-type: none"> - Interview - Documentation 5. Data Analysis Method: $t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum (x_1 - \bar{x}_1)^2 + \sum (x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$ <ul style="list-style-type: none"> t : the coefficient of the formula \bar{x}_1 : mean of group x_1 \bar{x}_2 : mean of group x_2 $\sum (x_1 - x_1)^2$: the total number of individual Scores Deviation of group x_1 $\sum (x_2 - x_2)^2$: the total number of individual Scores Deviation of group x_2 N_1: the number of subjects in group x_1 N_2: the number of subjects in group x_2 	The fourth year students of SDN Kasin Malang in the 2002/2003 academic year who are taught using flashcard get better vocabulary achievement than those who are not.

Appendix 2

Guideline of Instruments

The guide of interview

No.	The data taken	Data resources
1.	What methods do you apply in vocabulary teaching?	English Teacher
2.	What books do you use in vocabulary teaching?	English Teacher
3.	Do you ever use any teaching aids in vocabulary teaching?	English Teacher
4.	Do you ever use flashcards in vocabulary teaching?	English Teacher

Documents

No.	Data required
1.	List of Respondents
2.	Names of The Personnel of SDN Kasin Malang
3.	Total Number of The Students of SDN Kasin Malang
4.	Facilities of the School

2 THE LIST OF RESPONDENTS

No	The Name of Experimental Group	The Name of Control Group
1.	Zahrotun Nadhiro	Amrullah M.
2.	Citra Alfa Riya D.D	Arjuno S.
3.	Anggi P. Bramantya	Faris Firmansyah
4.	Annisya Firdausa	Walid syahrir
5.	Faizal Qurni	Wahyu Ramadhan
6.	Ifan Ardi Setiawan	Wijaya Fka
7.	Juwita Respati	Rizal Hidayat
8.	Lutfi Rahmawati	Agung F.A
9.	Miftahul Huda	Alfira Nugraheni
10.	Fusvilla Ayu Mauluda	Angga Priyo
11.	Muhammad Ilzam Afandi	Awang Winardi
12.	M. Radintia Putra W.	Bayu M.
13.	M. Sofyan Arif	Bingar Violita
14.	Nadia Putri Amalia	Canrda Ekadari
15.	Nayni Indah	Debrita Aditya
16.	Nur Amaha	Erik Nugroho
17.	Renzy Ismi Wijayanti	Fahrul R.
18.	Rizki Rona Zulfikar	Fery D.S
19.	Utari Rindarwati	Irwan Rusandi
20.	Wahyu Sofyan A.H	Kharismadhan
21.	Winda Rahma	M. Fahmi Ganda
22.	Ekssel Rio T.W	Prilda Bagus P.
23.	Dimas Gagah	Rifki Fahmi
24.	Lola Abidin	Wilda Fitria
25.	Fahmi Firdaus	Dzulfikih DJ. Dj
26.	Aden P.N	Rizal A.
27.	Adinda Purnamasari	Abdul Hafid
28.	Aini Dita P.	A. Malik F.
29.	Dian Novita A.	Dandy S. R.
30.	Dhia Rosanti	Mustafidah
31.	Eka Aprilia P.	Amrullah Firdaus
32.	Henggardi	Arantia Aulia
33.	Indri Rosdiana	Bambang Affan
34.	Krisna Bagus P.	Cahya Mawarni
35.	Mada Purba Santi	Dewi Tamrifah
36.	Melinda ayu	Dwi S. I. S
37.	Rahmad Rizki	Eva Suryana
38.	Ria Ninasti M.	Khalimatus Sa'diyah
39.	Rahmad Rizki	M. Candra Y.
40.	Ria Novita Sari	Mega Ismansari
41.	Sintya Dewi	M. Faruq Yanuar
42.	Thufail	M. Ilzam
43.	Ulfah Hidayah	Rayzal N. A
44.	Yani A	Safitri Achadiyah
45.	Awang Winardi	Safitri Yurike Arsinta
46.	Chusnul Selvian	Sofyan Ali D.
47.	Resti Liatiani	Tsaniaji Bagus S.
48.	Muhammad Fikri Arif	Dimi Wurianti
49.	Tyas Ayu K.	Reno Prada
50.	Farrel Razak	Debby Herawati
51.	Thoriq	Okki Mahendra
52.		Achmad Choironi

Vocabulary test

Subject : English (vocabulary)

Class/Semester : IV / I

Time : 70'

1. An elephant is animal.

- a. very big b. long c. small

2. My sister is her skirt.

- a. washing b. buying c. giving

3. I with my mouth.

- a. eat b. see c. walk

4. I with my hand.

- a. walk b. write d. see

5. I a bag to school.

- a. buy b. bring c. wear

6. The skirt is



- a. green
b. black
c. red

7. My uniform is

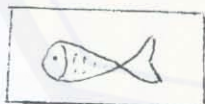
- a. black and white b. blue and white c. red and white

8. What does the monkey eat?



- a. ice cream c. banana
b. cheese

9. What does the cat eat? The cat eats



- a. fish c. banana
b. carrot

10. The bird fly

- a. in the air b. in the water c. in the jungle

11. The tiger lives

- a. in the box b. in the water c. in the jungle

12. The cat is sleeping



- a. on the table
- b. in the box
- c. under the table

13. The horse is eating grass



- a. under the table
- b. behind the door
- c. in the yard

14. The mouse is



- a. under the table
- b. behind the door
- c. in the yard

15. The giraffe is a animal.

- a. tall
- b. short
- c. small

16. This is a dress.

- a. pink
- b. yellow
- c. grey



c. see

17. I with my eyes

- a. drink
- b. write

18. I with my leg.

- a. run
- b. smell
- c. write

19. The crocodile in the river.

- a. writes
- b. swims
- c. buys

20. Father a hat for Roni.

- a. buys
- b. wears
- c. writes


II. Match the words below with the right answer

- 1. blue
- 2. small
- 3. under the table

- 4. yellow.
- 5. Belt
- 6. Hat
- 7. Rabbit
- 8. In the air
- 9. Brown
- 10. Deer

- a. kelinci
- b. biru
- c. di udara
- d. di bawah meja
- e. rusa
- f. kuning
- g. kecil
- h. topi
- i. coklat
- j. ikat pinggang
- k. celana

III. Fill in the blanks with correct answer in the box!

1.  The ball is

- a. mouth.
- b. chicken
- c. ears
- d. white
- e. wear
- f. in the air
- g. in the box
- h. black
- i. in the water
- j. eating
- k. drinking

2. The bat flies

3. Ia blue jacket.

4.



What is it?

This is a

5.



The sock is

6.



Is it a?

Yes it is.

7. I have two



8. The fish lives

9. My hair is ...

10. The cat isa mouse.

Appendix 5

Lesson Plan I

Subject : English
 Language Focus : Vocabulary
 Topic : Parts of The Body
 Class/Semester : IV/ I
 Time : 2 x 40'

I. General Instructional Objectives

Students have knowledge and understand the material about the parts of the body

II. Specific Instructional Objectives

- Students are able to mention part of the body based on the picture given
- Students are able to mention the function of the part of the body.
- Students are able to mention the amount of the part of their body

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experimental	Time
5'	Introduction	Introduction	5'
7'	- Greeting - Giving motivation	- Greeting - Giving motivation	7'
15'	Main Activity - starting the class by showing parts of the body	Main Activity - Starting the class by showing parts of the body by using flashcards	15'
20'	- asking the students to	- Asking the students to	20'

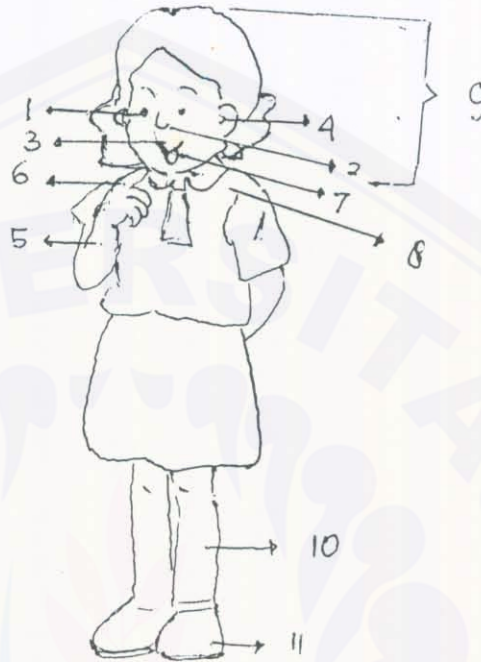
15'	<p>mention part of the body</p> <ul style="list-style-type: none"> - asking the students to mention the function of the part of the body 	<p>mention part of the body based on the picture given</p> <ul style="list-style-type: none"> - Asking the students to mention the function of the part of the body by using flashcards 	15'
10'	<ul style="list-style-type: none"> - Asking the students to mention the amount of the parts of their body <p>Closing</p>	<ul style="list-style-type: none"> - Asking the students to mention the amount of the parts of their body using flashcards <p>Closing</p>	10'
5'	<ul style="list-style-type: none"> - Conclude the material without using flashcards 	<ul style="list-style-type: none"> - Conclude the material using flashcards 	5'
3'	<ul style="list-style-type: none"> - Parting 	<ul style="list-style-type: none"> - Parting 	3'

Appendix 6

Worksheet I

I am Nina

1. This is my eye
2. This is my nose
3. This is my mouth
4. This is my ear
5. This is my hand
6. This is my finger
7. This is my tongue
8. This is my shoulder
9. This is my head
10. This is my leg
11. This is my foot




A. Answer the question below

1. What is it? It is a 

2. What is it? It is an 

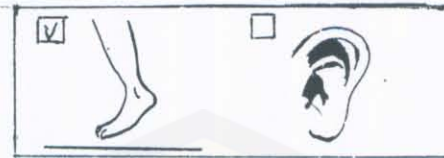
3. What is it? It is a 

4. What is it? It is an ... 

5. What is it? It is a 

B. Put a check (V) on the right picture

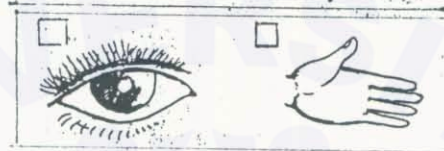
1. I walk with my feet.



2. I smell with my nose.



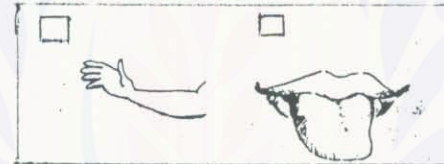
3. I see with my eyes.



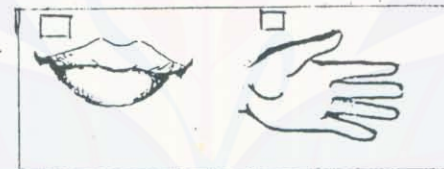
4. I listen with my ears.



5. I write with my hand



6. I speak with my mouth.



C. Count each part of your body and fill in the blanks

1. I have one nose
2. I have eyes.
3. I have hands.
4. I have mouth.
5. I have ears.
6. I have fingers.
7. I have legs.
8. I have head.
9. I have shoulder.
10. I have tongue.



Lesson Plan II

Subject : English
 Language Focus : Vocabulary
 Topic : Clothes & Color
 Class/Semester : IV/ I
 Time : 2 x 40'

I. General Instructional Objectives

Students have knowledge and understand the material about animals

II. Specific Instructional Objectives

- Students are able to complete vocabularies about clothes and color
- Students are able to complete the dialogue with correct answer based on picture given
- Students are able to arrange the jumble words

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experimental	Time
5'	Introduction	Introduction	5'
5'	- Greeting - Giving motivation	- Greeting - Giving motivation	5'
10'	Main Activity - Asking the students to read the text about clothes and colors	Main Activity - Asking the students to read the text about clothes and colors	10'
10'	- Explain and give the	- Explain and give the	10'

	meaning of kinds of clothes and colors which has stated in the text	meaning of kinds of clothes and colors which has stated in the text by using flashcards	
15'	- Asking the students to complete the net words based on the text	- Asking the students to complete the net words based on the text by using flashcards	15'
13'	- Asking the students to complete the dialogue based on the picture given	- Asking the students to complete the dialogue based on the picture given	13'
15'	- Asking the students to arrange the jumble words into correct sentences	- Asking the students to arrange the jumble words into correct sentences	15'
	Closing	Closing	
5'	- Conclude the material without using flashcards	- Conclude the material using flashcards	5'
2'	- Parting	- Parting	2'



Worksheet II

My name is Mary, I am a student.

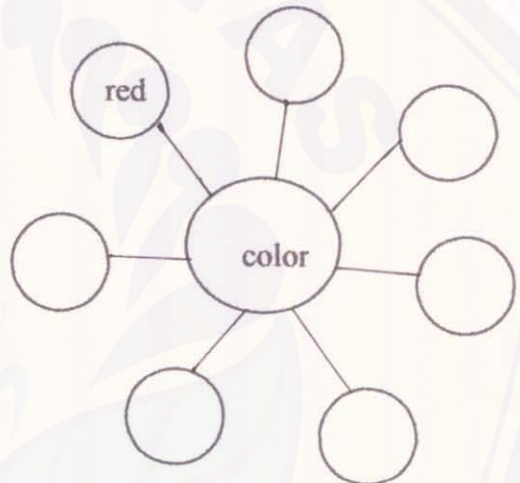
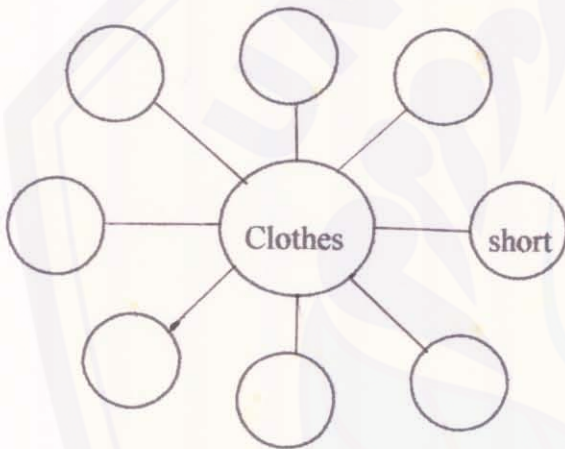
I wear uniform to school. My skirt and my tie are red.

My shirt and my socks are white. My shoes and my belt are black.

I bring a blue handkerchief and a yellow jacket.

My bag is pink and purple.

A. Complete the net words



B. Complete the dialogue below.

a.

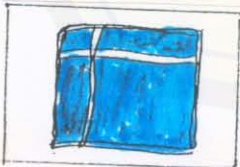


A. Is it a brown belt?

B. Yes it is

It is a brown belt

b.



A. Is it a yellow handkerchief ?

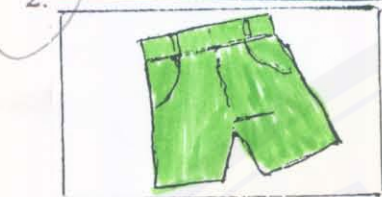
B. No it is not

It is a blue handkerchief



A. Is it a red dress?

B.



A. Is it a pair of black shorts?

B.



A. Is it a brown skirt?

B.



A. Is it a white shirt?

B.



A. Is it a pair of black socks?

B.

C. Arrange the jumble words below.

1. dress – mother – buys – my – red – a

2. give – she – a – hat – does – you – ?

3. a pair of – wears – Romi – shoes

4. a – brings – she – jacket

5. her – wash – my – skirt – sister

Lesson Plan III

Subject : English
 Language Focus : Vocabulary
 Topic : Animals
 Class/Semester : IV/ I
 Time : 2 x 40'

I. General Instructional Objectives

Students have knowledge and understand the material about animals

II. Specific Instructional Objectives

- Students are able to mention the kinds of animals
- Students are able to match the word underlined with the correct answer given in the box
- Students are able to mention the position of the animals
- Students are able to fill in the blanks with the correct answer given in the box
- Students are able to complete the dialogue given

III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experimental	Time
5'	Introduction	Introduction	5'
5'	- Greeting - Giving motivation	- Greeting - Giving motivation	5'
10'	Main Activity - Asking the students to mention kinds of animals	Main Activity - Asking the students to mention kinds of animals	10'

15'	that they already knew - Asking the students to match the word underlined with correct answer in the box	using flashcards - Asking the students to match the word underlined with correct answer in the box by using flashcards	15'
15'	- Asking the students to mention the position of the animals	- Asking the students to mention the position of the animal using flashcards	15'
15'	- Asking the students to fill in the blanks with correct answer given in the box	- Asking the students to fill in the blanks with correct answer given by using flashcards	15'
10'	- Asking the students complete the sentences with correct answer given	- Asking the students to complete the sentences with correct answer given	10'
7'	Closing - Conclude the material without using flashcards	Closing - Conclude the material using flashcards	7'
3'	- Parting	- Parting	3'

The personnels of SDN Kasin Malang

Name	Rank	Job Distribution
1. Dra. Hj Mudrikah	IV/a	Principal
2. Juni Indrawati S.Pd	III/d	Teacher of I A
3. Ida Dwi Wulandari	-	Teacher of I B
4. Endang H. BA	IV/a	Teacher of II A
5. Yunani	-	Teacher of II B
6. Fatmawati	II/d	Teacher of III A
7. Drs. Suharno	IV/a	Teacher of III B
8. Drs. Puji Wahyono A	III/b	Teacher of IV A
9. Siti Fatimah, A. Ma. Pd.	III/c	Teacher of IV B
10. Estuti Sudariati, SPd.	III/d	Teacher of VA
11. Djoko Santoso, BA	III/c	Teacher of V B
12. Drs. Priyo Hadi W	III/a	Teacher of VI A
13. Bettin Juniaria	III/d	Teacher of VI B
14. Ali mustofa, SPd.	III/c	Religion Teacher
15. Drs. Sugeng	III/c	Sport & health Teacher
16. Suyana	I/b	Gardener
17. Zubaidah	-	Chief of administration
18. Setiono	-	Administration staff
19. Soehartatik	-	Art teacher
20. Okto Fajar	-	PPKn Teacher
21. Eny Sudariyah	-	Javanese teacher
22. M. Soleh	-	Security guard
23. Suryono	-	Gardener
24. Cicik Santi Yuiniati	-	English teacher

Worksheet III

I. Mention kinds of animal you already knew

II. Translate the underlined words with the correct answer on the right

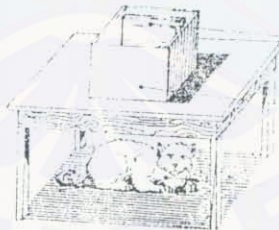
- | | |
|--|------------|
| 1. The <u>lion</u> lives in the jungle. | a. gajah |
| 2. The <u>duck</u> swims in the water | b. tupai |
| 3. The <u>giraffe</u> has a long neck. | c. singa |
| 4. The <u>elephant</u> is a big animal. | d. bebek |
| 5. The <u>squirrel</u> climbs on the tree. | e. jerapah |
| 6. The <u>bird</u> flies in the air. | f. semut |
| | g. burung |

III. Answer the question bellow

- | | |
|----------------------------|-----------|
| 1. What does a cow eat? | a. carrot |
| 2. What does a cat eat? | b. fish |
| 3. What does a mouse eat? | c. grass |
| 4. What does a monkey eat? | d. cheese |
| 5. What does a rabbit eat? | e. banana |
| | f. corn |

IV. Where are the animals?

1. The cat is the table



2. The birds are the cage



3. The horse is the yard



4. The crocodiles are swimming the water



5. The mouse is the door



IV. Mention the size of the animal.

- | | |
|------------------------------------|----------|
| 1. The snake is a animal . | a. small |
| 2. The elephant is a animal. | b. long |
| 3. The ant is a animal. | c. big |
| 4. The giraffe is aanimal. | d. tall |
| 5. The frog is a animal. | e. tiny |

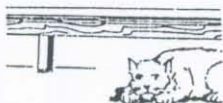
Appendix 11

Post Test

Subject : English (vocabulary)
Class / Semester : IV / I
Time : 70'

I. Fill in the blanks with correct answer.

1. An ant is a animal.
a. very big b. long c. tiny
2. Mother a dress in Matahari Department Store.
a. washes b. buys c. gives
3. I with my mouth.
a. walk b. see d. speak
4. I with my ears.
a. listen b. run c. write
5. I with my nose
a. see b. smell c. walk
6. I with my feet
a. walk b. write c. hear
7. I with my eyes
a. smell b. see c. hear
8. What does the mouse eat? The mouse eats
a. cheese b. ice cream c. banana
9. What does a rabbit eat? The rabbit eats
a. corns b. fishes c. carrots
10. The lion lives
a. in the jungle b. in the water c. in the air
11. The fish lives
a. in the jungle b. in the water c. in the air
12. The cat is sleeping
a. on the table b. in the box c. under the table



13. The birds are

- a. in the yard
- b. in the cage
- c. under the table



14. The monkey is climbing

- a. on a tree
- b. behind the door
- c. in the river



15. The giraffe has neck.

- a. short
- b. long
- c. small

16. This is a hat.



- a. red
- b. yellow
- c. brown

17. Tony is going to school. He is white shirt and red short.

- a. washing
- b. buying
- c. wearing

18. The jacket is

- a. white
- b. black
- c. green



19. What color is your uniform?

- a. pink and white
- b. blue and white
- c. red and white

20. The cow is grass

- a. eating
- b. climbing
- c. swimming

II. Match the words bellow with the right answer

21. White

a. di belakang pintu

22 short

b. putih

23 in the box

c. ungu

24 behind the door

d. pendek

25 handkerchief

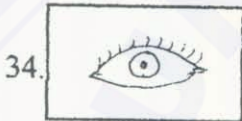
e. dasi

- 26 tie
- 27 shoes
- 28 swims
- 29 purple
- 30 snake

- f. ular
- g. sepatu
- h. di dalam kotak
- i. Saputangan
- j. berenang
- k. memanjat

III. Fill in the blanks with the correct answer in the box

- 31. They some tigers in the zoo.
- 32. My sister is beautiful. She has hair.
- 33. Where does the duck swim? The duck swims



This is an



This belt is



37. I have ten



38. I with my hand.

39. The butterfly flies

40. The book is



- a. on the river
- b. see
- c. write
- d. on the table
- e. long
- f. eye
- g. nose
- h. yellow
- i. fingers
- j. on the air

ANSWER KEY

- | | | | |
|----------|--------|----------|-------|
| I. 1. C. | 11. b. | II 21. b | 31. b |
| 2. b. | 12. c. | 22. d | 32. e |
| 3. c. | 13. b. | 23. h | 33. a |
| 4. a. | 14. a. | 24. a | 34. f |
| 5. b. | 15. b. | 25. i | 35. h |
| 6. a. | 16. c. | 26. e | 36. g |
| 7. b. | 17. c. | 27. g | 37. i |
| 8. a. | 18. b. | 28. j | 38. c |
| 9. c. | 19. c. | 29. c | 39. j |
| 10. a. | 20. a. | 30. f | 40. d |

Test items distribution

Indicators	Vocabulary test items numbers
Nouns	1,4,5,8,10,15,26,28,35,40
Adjectives	2,9,18,19,22,25,27,30,32,37
Verbs	3,6,12,17,20,21,23,31,33,39
adverbs	7,11,13,14,16,24,29,34,36,38

Appendix 13

The personel of SDN Kasin Malang

Name	Rank	Job Distribution
1. Dra. Hj Mudrikah	IV/a	Principal
2. Juni Indrawati S.Pd	III/d	Teacher of I A
3. Ida Dwi Wulandari	-	Teacher of I B
4. Endang H. BA	IV/a	Teacher of II A
5. Yunani	-	Teacher of II B
6. Fatmawati	II/d	Teacher of III A
7. Drs. Suharno	IV/a	Teacher of III B
8. Drs. Puji Wahyono A	III/b	Teacher of IV A
9. Siti Fatimah, A. Ma. Pd.	III/c	Teacher of IV B
10. Estuti Sudariati, SPd.	III/d	Teacher of VA
11. Djoko Santoso, BA	III/c	Teacher of V B
12. Drs. Priyo Hadi W	III/a	Teacher of VI A
13. Bettin Juniaria	III/d	Teacher of VI B
14. Ali mustofa, SPd.	III/c	Religion Teacher
15. Drs. Sugeng	III/c	Sport & health Teacher
16. Suyana	I/b	Gardener
17. Zubaidah	-	Chief of administration
18. Setiono	-	Administration staff
19. Soehartatik	-	Art teacher
20. Okto Fajar	-	PPKn Teacher
21. Eny Sudariyah	-	Javanese teacher
22. M. Soleh	-	Security guard
23. Suryono	-	Gardener
24. Cicik Santi Yuiniati	-	English teacher

Appendix 14

Facilities of SDN Kasin Malang

No	Description	Total
1.	Classroom	24
2.	Principal's room	1
3.	Administration room	1
4.	Teacher's room	1
5.	Clinics room	1
6.	Art room	1
7.	Music room	1
8.	Library	1
9.	Laboratory	1
10.	Kitchen	2
11.	Canteen	1
12.	Storage place	1
13.	Parking Area	1
14.	Basket ball court	1
15.	Toilet	8

THE RESULTS OF DATA ANALYSIS OF THE HOMOGENEITY OF THE STUDENTS' VOCABULARY TEST

Table 3: The score of vocabulary test

NO	IVA		IVB	
	XA	XA ²	XB	XB ²
1	80	6400	80	6400
2	66	4356	42	1764
3	68	4624	-	-
4	70	4900	72	5184
5	52	2704	74	5476
6	74	5476	58	3364
7	66	4356	48	2304
8	82	6724	82	6724
9	86	7396	62	3844
10	70	4900	56	3136
11	62	3844	56	3136
12	76	5776	70	4900
13	78	6084	78	6084
14	74	5476	76	5776
15	66	4356	76	5776
16	50	2500	66	4356
17	-	-	80	6400
18	64	4096	68	4624
19	82	6724	46	2116
20	60	3600	56	3136
21	84	7056	62	3844
22	72	5184	70	4900
23	82	6724	42	1764
24	70	4900	68	4624
25	54	2916	-	-
26	52	2704	74	5476
27	60	3600	58	3364
28	74	5476	74	5476
29	58	3364	66	4356
30	50	2500	58	3364
31	70	4900	74	5476
32	60	3600	66	4356
33	66	4356	36	1296
34	62	3844	-	-

35	80	6400	60	3600
36	84	7056	76	5776
37	82	6724	64	4096
38	44	1936	56	3136
39	38	1444	48	2304
40	58	3364	50	2500
41	46	2116	66	4356
42	80	6400	62	3844
43	70	4900	72	5184
44	72	5184	86	7396
45	72	5184	70	4900
46	76	5776	62	3844
47	34	1156	60	3600
48	74	5476	70	4900
49	72	5184	56	3136
50	68	4624	58	3364
51	66	4356	70	4900
52			74	5476

Notes:

XA : The homogeneity test score of IVA

XB : The homogeneity test score of IVB

Table 4: The analysis Variant Computation

	IV A	IV B	Σ (Total)
n	50	49	99
ΣX	3356	3154	6510
ΣX^2	232696	209108	441804
x	67,12	64,36	-

Notes:

n : Number of respondents

X : The homogeneity Scores

x : Mean of group

The students' score of vocabulary test were analyzed by applying ANOVA formula to know the homogeneity of the population. In addition, the following was the formula of ANOVA:

$$F = \frac{S_b^2}{S_w^2}$$

Where :

- F : Total Variance Estimate
- SS_t : Total sum of Squares
- SS_b : Sum of Squares Between Groups
- SS_w : Sum of Squares Within Group
- S_b² : Variance Estimate Between Groups
- S_w² : Variance Estimate Within Groups
- dfb : Degree of Freedom Between Groups
- dfw : Degree of Freedom Within Groups
- K : Number of groups
- N : Total number of subject (Butler,1985: 129-134)

Thus the computation of the score in ANOVA was as follows:

$$\begin{aligned} 1) SS_t &= \sum x^2 - \frac{(\sum x)^2}{n} \\ &= 441084 - \frac{(6510)^2}{99} \\ &= 441084 - 428081,81 \\ &= 13722,19 \end{aligned}$$

$$2) SS_b = \left(\frac{(\sum xA)^2}{NA} + \frac{(\sum xB)^2}{NB} \right) - \frac{(\sum x)^2}{N}$$

$$\begin{aligned}
 &= \left(\frac{(3356)^2}{50} + \frac{(3154)^2}{49} \right) - \frac{(6510)^2}{99} \\
 &= (225254,72 + 203014,61) - 428081,81 \\
 &= 428269,33 - 428081,81 \\
 &= 187,52
 \end{aligned}$$

$$3) SS_w = SS_t - SS_b = 13722,19 - 187,52 = 13534,67$$

$$4) S_b^2 = \frac{SS_b}{K-1} = \frac{187,52}{2-1} = 187,52$$

$$S_w^2 = \frac{SS_w}{N-K} = \frac{13722,19}{99-2} = \frac{13722,19}{97} = 141,47$$

$$5) dfb = K-1 = 2-1 = 1$$

$$6) dfw = N - K = 99 - 2 = 97$$

$$\text{So: } F = \frac{S_b^2}{S_w^2} = \frac{187,52}{141,47} = 1,326$$

The analysis showed that F-test was 1,326 whereas the F-table with significance level of 5% and dfb of 1 and dfw 97 showed 3,94. Therefore, F-test was less than F-table. This means that there was no significant difference of the English capability among the two classes of the fourth year students of SDN Kasin Malang in 2002/2003 academic year. In other words, the two classes can be taken as the research respondents. Class IV was the experimental and the control group was IVB.

THE CLASSIFICATION OF THE SCORE LEVEL

Table 7: The classification of the score level

No.	Score	Level	Kulifikasi
1.	96-100	Excellent	Luar Biasa
2.	86-95	Very Good	Sangat Baik
3.	76-85	Good	Baik
4.	66-75	More Than Enough	Lebih dari Cukup
5.	56-65	Enough	Cukup
6.	46-55	Bad	Kurang
7.	36-45	Very Bad	Sangat Kurang
8.	<25	Poor	Buruk

(Adapted from Depdikbud, 1990:10)

Then the result of the data analysis was classified based on the above classification of the score level.

Table 8: The classification of Students' Vocabulary Achievement after Teaching Learning Process using Flashcards

No.	Level	Kulifikasi	Frequency	Percentage
1.	Excellent	Luar Biasa	-	-
2.	Very Good	Sangat Baik	11	21,56%
3.	Good	Baik	19	37,25%
4.	More Than Enough	Lebih dari Cukup	15	29,41%
5.	Enough	Cukup	5	9,80%
6.	Bad	Kurang	1	1,96%
7.	Very Bad	Sangat Kurang	-	-
8.	Poor	Buruk	-	-
	Jumlah		51	100

Based on the analysis on table 8 above, it can be conclude that average vocabulary achievement of the students was categorized on good level. The conclusion was taken based on the fact that most of the students' score were on the good level.

Appendix 17

Table 5 The *F* distribution

The table gives the critical values of *F* for different numbers of degrees of freedom (*df*) in the numerator and in the denominator of the expression for *F*. For each entry, two values are given. The upper value is the critical value for the $p < 0.05$ level in a one-tailed/directional test, and for the $p < 0.10$ level in a two-tailed/non-directional test. The lower value is the critical value for the $p < 0.01$ level in a one-tailed/directional test and for the $p < 0.02$ level in a two-tailed/non-directional test.

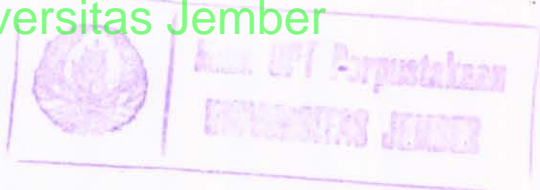
Df in denominator	Df in numerator															
	1	2	3	4	5	6	7	8	9	10	12	15	20	30	50	∞
1	161 4 052	200 5 000	216 5 403	225 5 625	230 5 764	234 5 859	237 5 928	239 5 981	241 6 022	242 6 056	244 6 106	246 6 157	248 6 209	250 6 261	252 6 303	254 6 366
2	18.5 98.5	19.0 99.0	19.2 99.2	19.2 99.2	19.3 99.3	19.3 99.3	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.4 99.4	19.5 99.5	19.5 99.5	19.5 99.5
3	10.1 34.1	9.55 30.8	9.28 29.5	9.12 28.7	9.01 28.2	8.94 27.9	8.89 27.7	8.85 27.5	8.81 27.3	8.79 27.2	8.74 27.1	8.70 26.9	8.66 26.7	8.62 26.5	8.58 26.4	8.53 26.1
4	7.71 21.2	6.94 18.0	6.59 16.7	6.39 16.0	6.26 15.5	6.16 15.2	6.09 15.0	6.04 14.8	6.00 14.7	5.96 14.5	5.91 14.4	5.86 14.2	5.80 14.0	5.75 13.8	5.70 13.7	5.63 13.5
5	6.61 16.3	5.79 13.3	5.41 12.1	5.19 11.4	5.05 11.0	4.95 10.7	4.88 10.5	4.82 10.3	4.77 10.2	4.74 10.1	4.68 9.89	4.62 9.72	4.56 9.55	4.50 9.38	4.44 9.24	4.36 9.02
6	5.99 13.7	5.14 10.9	4.76 9.78	4.53 9.15	4.39 8.75	4.28 8.47	4.21 8.26	4.15 8.10	4.10 7.98	4.06 7.87	4.00 7.72	3.94 7.56	3.87 7.40	3.81 7.23	3.75 7.09	3.67 6.88
7	5.59 12.2	4.74 9.55	4.35 8.45	4.12 7.85	3.97 7.46	3.87 7.19	3.79 6.99	3.73 6.84	3.68 6.72	3.64 6.62	3.57 6.47	3.51 6.31	3.44 6.16	3.38 5.99	3.32 5.86	3.23 5.65
8	5.32 11.3	4.46 8.65	4.07 7.59	3.84 7.01	3.69 6.63	3.58 6.37	3.50 6.18	3.44 6.03	3.39 5.91	3.35 5.81	3.28 5.67	3.22 5.52	3.15 5.36	3.08 5.20	3.02 5.07	2.93 4.86
9	5.12 10.6	4.26 8.02	3.86 6.99	3.63 6.42	3.48 6.06	3.37 5.80	3.29 5.61	3.23 5.47	3.18 5.35	3.14 5.26	3.07 5.11	3.01 4.96	2.94 4.81	2.86 4.65	2.80 4.52	2.71 4.31
10	4.96 10.0	4.10 7.56	3.71 6.55	3.48 5.99	3.33 5.64	3.22 5.39	3.14 5.20	3.07 5.06	3.02 4.94	2.98 4.85	2.91 4.71	2.85 4.56	2.77 4.41	2.70 4.25	2.64 4.12	2.54 3.91
11	4.84 9.65	3.98 7.21	3.59 6.22	3.36 5.67	3.20 5.32	3.09 5.07	3.01 4.89	2.95 4.74	2.90 4.63	2.85 4.54	2.79 4.40	2.72 4.25	2.65 4.10	2.57 3.94	2.51 3.81	2.40 3.60
12	4.75 9.33	3.89 6.93	3.49 5.95	3.26 5.41	3.11 5.06	3.00 4.82	2.91 4.64	2.85 4.50	2.80 4.39	2.75 4.30	2.69 4.16	2.62 4.01	2.54 3.86	2.47 3.70	2.40 3.57	2.30 3.36
13	4.67 9.07	3.81 6.70	3.41 5.74	3.18 5.21	3.03 4.86	2.92 4.62	2.83 4.44	2.77 4.30	2.71 4.19	2.67 4.10	2.60 3.96	2.53 3.82	2.46 3.66	2.38 3.51	2.31 3.38	2.21 3.17
14	4.60 8.86	3.74 6.51	3.34 5.56	3.11 5.04	2.96 4.69	2.85 4.46	2.76 4.28	2.70 4.14	2.65 4.03	2.60 3.94	2.53 3.80	2.46 3.66	2.39 3.51	2.31 3.35	2.24 3.22	2.13 3.00
15	4.54 8.62	3.68 6.36	3.29 5.42	3.06 4.89	2.90 4.56	2.79 4.32	2.71 4.14	2.64 4.00	2.59 3.89	2.54 3.80	2.48 3.67	2.40 3.52	2.33 3.37	2.25 3.21	2.18 3.08	2.07 2.87
16	4.49 8.53	3.63 6.23	3.24 5.29	3.01 4.77	2.85 4.44	2.74 4.20	2.66 4.03	2.59 3.89	2.54 3.78	2.49 3.69	2.42 3.55	2.35 3.41	2.28 3.26	2.19 3.10	2.12 2.97	2.01 2.75
17	4.45 8.40	3.59 6.11	3.20 5.18	2.96 4.67	2.81 4.34	2.70 4.10	2.61 3.93	2.55 3.79	2.49 3.68	2.45 3.59	2.38 3.46	2.31 3.31	2.23 3.16	2.15 3.00	2.08 2.87	1.96 2.65
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.34	2.27	2.19	2.11	2.04	1.92

Statistical tables

19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.31	2.23	2.16	2.07	2.00	1.88
20	8.18	5.93	5.01	4.50	4.17	3.94	3.77	3.63	3.52	3.43	3.30	3.15	3.00	2.84	2.71	2.49
25	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.28	2.20	2.12	2.04	1.97	1.84
30	8.10	5.85	4.94	4.43	4.10	3.87	3.70	3.56	3.46	3.37	3.23	3.09	2.94	2.78	2.64	2.42
35	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.16	2.09	2.01	1.92	1.84	1.71
40	7.77	5.57	4.68	4.18	3.85	3.63	3.46	3.32	3.22	3.13	2.99	2.85	2.70	2.54	2.40	2.17
45	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.09	2.01	1.93	1.84	1.78	1.62
50	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.07	2.98	2.84	2.70	2.55	2.39	2.25	2.01
55	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.04	1.96	1.88	1.79	1.70	1.56
60	7.42	5.27	4.40	3.91	3.59	3.37	3.20	3.07	2.96	2.88	2.74	2.60	2.44	2.28	2.14	1.89
65	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.00	1.92	1.84	1.74	1.68	1.51
70	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.89	2.80	2.66	2.52	2.37	2.20	2.06	1.80
75	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	1.97	1.89	1.81	1.71	1.63	1.47
80	7.23	5.11	4.25	3.77	3.45	3.23	3.07	2.94	2.83	2.74	2.61	2.46	2.31	2.14	2.00	1.74
85	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.95	1.87	1.78	1.69	1.60	1.44
90	7.17	5.06	4.20	3.72	3.41	3.19	3.02	2.89	2.78	2.70	2.56	2.42	2.27	2.10	1.95	1.68
95	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.92	1.84	1.75	1.65	1.56	1.39
100	7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.50	2.35	2.20	2.03	1.88	1.60
105	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.88	1.79	1.70	1.60	1.51	1.32
110	6.96	4.88	4.04	3.56	3.26	3.04	2.87	2.74	2.64	2.55	2.42	2.27	2.12	1.94	1.79	1.49
115	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.85	1.77	1.68	1.57	1.48	1.28
120	6.90	4.82	3.98	3.51	3.21	2.99	2.82	2.69	2.59	2.50	2.37	2.22	2.07	1.89	1.74	1.43
125	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.83	1.75	1.66	1.55	1.46	1.25
130	6.85	4.79	3.95	3.48	3.17	2.96	2.79	2.66	2.56	2.47	2.34	2.19	2.03	1.86	1.70	1.38
135	3.84	3.00	2.60	2.37	2.21	2.10	2.01	1.94	1.88	1.83	1.75	1.67	1.57	1.46	1.35	1.00
140	6.63	4.61	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.18	2.04	1.88	1.70	1.52	1.00

Statistical tables

JEMBER



Appendix 18

Table 6 The *t*-distribution

The table gives critical values of *t* for significance at various levels, in a two-tailed/non-directional or a one-tailed/directional test, for different numbers of degrees of freedom. These critical values are the values beyond which lies that proportion of the area under the curve which corresponds to the significance level.

Degrees of freedom	Significance level: two-tailed/non-directional				
	0.20	0.10	0.05	0.02	0.01
	Significance level: one-tailed/directional				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

Appendix 19



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 234 / J.25.I.5/PP.7/2002
Lampiran : 1 (satu) bendel
Perihal : SEMINAR PROPOSAL SKRIPSI

20 AUG 2002

Kepada : Yth.
Dosen FKIP Universitas Jember
di-
JEMBER

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Ibu/ besok pada :

Hari/Tanggal : Jumat, 23 Agustus 2002
Jam : 08.00
Acara : Ujian Seminar Proposal Skripsi
An. Dewi Maria
NIM. 960210401035
Jurusan/Program : PBS..... / B.Inggris
Judul : A. Descriptive Study of Using Flash cards on Vocabulary Achievement on The Fourth Year Students on SDN Kasin Malang in 2002/2003 Academic year
Tempat : Gedung III

Demikian atas perhatian dan kehadirannya disampaikan terima kasih.

An. DEKAN
Pembantu Dekan I
Kabag Tata Usaha,


NIP. 13 060 074

Tembusan Kepada Yth. :

J. Ketua Jurusan FKIP.....



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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kptak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 12 9 8 7 /J25.1.5/PL5/2002

Jember, 24 AUG 2002, 2002

Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala
SDN. Kasin Malang
di - Malang

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Dewi Maria
Nim : 960210401035
Jurusan/Program : PBS/B.Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A Descriptive Study of Using Flashcards on Vocabulary Achievement on the Fourth Year Students of SDN Kasin Malang in 2002/2003 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. HAMISNO AL, M.Pd
NIP. 130 937 191



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SD NEGERI KASIN
KECAMATAN KLOJEN

Jl. Yulius Usman No. 58 - 60 Telepon (0341) 353975 Malang

SURAT KETERANGAN

Nomor: 422/74/428.312/03/2002

Yang bertanda tangan di bawah ini:

Nama : Dra. Hj. Mudrikah
NIP : 130 314 759
Jabatan : Kepala Sekolah SDN Kasin

Menerangkan bahwa:

Nama : Dewi Maria
NIM : 960210401035
Jurusan/Program : PBS/ Bahasa Inggris
Perguruan Tinggi : FKIP UNIVERSITAS JEMBER

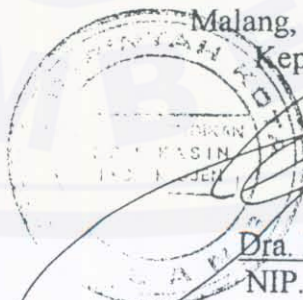
Telah selesai melaksanakan penelitian dikelas IV SDN Kasin Malang Tahun ajaran 2002-2003 dengan judul :

THE EFFECT OF USING FLASH CARD ON VOCABULARY ACHIEVEMENT OF THE FORTH YEAR STUDENTS OF SDN KASIN MALANG IN THE 2002/2003 ACADEMIC YEAR

Terhitung mulai tanggal 4 Oktober sampai dengan 19 Desember 2002

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 20 Desember 2002
Kepala Sekolah











Dra. Hj. Mudrikah
NIP. 130 314 759

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

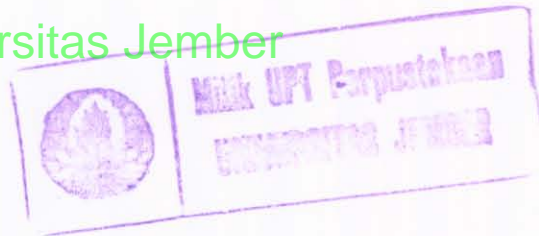
N a m a : DEWI MARIA
 NIM/Angkatan : 960210401035 / 1006
 Jurusan/Program Studi : PBS / B. INGGREIS
 Judul Skripsi : The Effect of Teaching English using Flashcards
 on vocabulary Achievement of The Fourth Year
 Students at SDN Fasin Malang in The 2002/2003
 Academic year
 Pembimbing I : Drs. Sulthon MPd
 Pembimbing II : Drs. Bambang S. MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 04-06-2002	Matriks	
2.	Senin, 24-06-2002	Matriks & Bab I	
3.	Kamis, 11-07-2002	Bab I & II	
4.	Kamis, 1-08-2002	Bab I, II & III	
5.	Jum'at, 16-08-2002	Bab I, II & III (Revisi)	
6.	Jum'at, 23-08-2002	Seminar on Thesis proposal	
7.	Jum'at, 28-08-2003	Bab IV & V	
8.	Rabu, 10-09-2003	Bab IV, V	
9.			
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- CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Dewi Maria
NIM/Angkatan : 960210401035 / 1996
Jurusan/Program Studi : PBS / Bahasa Inggris
Judul Skripsi : The Effect of Teaching English Using Flashcards on Vocabulary Achievement of the Fourth year Students at SDN Kasin Malang in The 2002/2003 Academic Year
Pembimbing I :
Pembimbing II : Drs. Bambang Suharjo MEd.

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 5-6-2002	Matri x	
2.	Senin, 29-7-2002	Bab I & II	
3.	Selasa, 13-8/2002	Bab I, II & III	
4.	Senin, 19-8-2002	Bab I, II & III (Revisi)	
5.	Jumat, 22-8-2002	Seminar on Thesis proposal	
6.	Senin, 21-9-2003	Bab IV & V	
7.	Senin, 7-10-2003	Bab IV & V	
8.	Senin, 20-10-2003	Bab IV, V (Revisi)	
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi