



**IMPROVING THE SEVENTH YEAR STUDENTS' VOCABULARY
ACHIEVEMENT BY USING FLASHCARDS
AT MTs NEGERI 2 JEMBER**

THESIS

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SUMMARY

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This classroom action research was intended to improve the seventh year students' vocabulary achievement at Mts Negeri 2 Jember in the 2010/2011 academic year. The subjects of this research were class VII A. This research was done in two cycles in which each cycle covered four activities namely: planning of the action, the implementation of the action, classroom observation and evaluation, analyzing the data and reflection. This primary data about the students' vocabulary achievement were collected by using vocabulary test and class observation. The collected data were analyzed statistically and non statistically. The criteria used as the main consideration to determine the success of the actions were as follows: 1) at least 75% of the students got score ≥ 70 (good score category) and 2) at least 75% of the students were actively participated in the teaching learning process of vocabulary by using flashcards. Meanwhile, the supporting data were collected by using interview and documentation.

The results of the vocabulary test after the action in the first cycle showed that the percentage of the students' who got good score category (≥ 70) was 70.83% (17 students). The cycle of this research was considered successful if 75% of the students got score ≥ 70 (good score category). It means that the target percentage of the students gaining ≥ 70 (good score category) had not been achieved yet. The observation was conducted by using the observation checklist containing some indicators, namely: 1) the students raised their hands when the teacher gave oral questions about the flashcards, 2) the students answered the teacher's oral question, 3) the students paid attention to the lesson, and 4) the students did the vocabulary

exercises. In Cycle I, the results showed that there were 15 students or 62.5% who were actively participated in the teaching learning process of vocabulary in the first meeting and there were 17 students or 70.83% who actively participated in the teaching learning process of vocabulary in the second meeting. Therefore, the actions were continued in Cycle II by revising the teaching techniques in Cycle I. The revising teaching techniques were:

1. The pictures in Cycle 2 were bigger than in the Cycle 1.
2. The researcher and the teacher gave five times in flashing the pictures.
3. The students were asked to work in pairs to do the vocabulary exercises.
4. The researcher and the the teacher gave seven seconds to flash each picture.

Having conducted the action in Cycle II, the results of vocabulary test showed that the percentage of the students who got scores ≥ 70 increased from 70.83% (17 students) in Cycle I to 87.5% (21 students) in cycle II. In cycle II for the first meeting, there were 18 students of 24 students (75%) who were actively participated in the teaching learning process. In the second meeting, there were 20 students of 24 students (83.33%) who actively participated in teaching learning process. It means that the students were more active in Cycle II than in Cycle I.

Based on the result, it could be concluded that the use of flashcards could improve the students' vocabulary achievement and their active participation in the teaching learning process. It is suggested that the teacher vary their teaching technique by using various media or teaching aids, for example flashcards to improve the students' vocabulary achievement. The students are suggested to be more active in the learning activities in the class to improve their vocabulary achievement.

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