IMPROVING THE SEVENTH GRADE STUDENTS' VOCABULARY ACHIEVEMENT BY USING FLASHCARDS AT SMP NEGERI 3 LUMAJANG

THESIS

Presented as one of the Requirements to Obtain S1 Degree of the English Education Program of the Language and Arts Education Department of Faculty of Teacher Training and Education Jember University

By

NURUL KHOMARIYAH

NIM 080210401010

ENGLISH EDUCATION PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

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DEDICATION

This thesis is honorably dedicated to :

1. *My beloved parents, H. M. Baijuri S.Pd and Hj. Atniyah. Thank you so much for everything that you have given to me. This thesis is proudly dedicated to you for your endless love.*
2. *My beloved brother, Andi Kusuma. Thank you for your support*.

MOTTO

"Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited future"

(Jim Rohn)

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, December 2013

Writer

TABLE OF CONTENTS

COVER ii

STATEMENT OF AUNTHENTICITY……. iii

CONSULTANT'S APPROVAL iv

APPROVAL OF THE EXAMINATION COMMITTEE v

DEDICATION vi

MOTTO……... vii

ACKNOWLEDGMENT viii

TABLE OF CONTENTS ix

LIST OF APPENDICES xii

LIST OF TABLES xiii

SUMMARY xiv

CHAPTER 1 INTRODUCTION…… 1

1.1 Background of the Research……..... 1

1.2 Problem of the Research…….……. 3

1.3 Objectives of the Research…….…. 4

1.4 Significances of the research……...…….. 4

CHAPTER 2 REVIEW OF RELATED LITERATURE…….……. 6

2.1 The Definition of Vocabulary……. 6

2.2 Classification of Vocabulary…… 6

2.2.1 Nouns……..…… 7

2.2.2 Verbs……...…… 9

2.2.3 Adjectives……..…… 10

2.2.4 Adverbs…… 10

2.3 The Definition of Flashcards…….…….. 11

2.4 The Types of Flashcards…….. 12
2.4.1 Picture Flashcards…… 12
2.4.2 Word Flashcards…….…… 14
2.5 The Meaning of Text and Its Types…… 15
2.5.1 Descriptive Text …….…… 15
2.6 The Procedures of Using Flashcards in Teaching Vocabulary……. 16
2.7 The Advantages and Disadvantages of Using Flashcards in .Vocabulary Teaching…… 17
2.7.1 The Advantages of Using Flashcards ……...……..…… 17
2.7.2 The Disadvantages of Using Flashcards ……...…….…… 18
2.8 Action Hypothesis……. 18
CHAPTER 3 RESEARCH METHOD……. 19
3.1 Research Design……... 19
3.2 Area Determination Method……..……. 22
3.3 Subject Determination Method…….……. 22
3.4 Operational Definition of the Terms…….. 23
3.4.1 Flashcards in the Vocabulary Teaching……23
3.4.2 The Students' Active Participation……...……23
3.4.3 The Students' Vocabulary Achievement…….…….. 24
3.5 Data Collection Method……... 24
3.5.1 Primary Data…… 24
a. Vocabulary Test……..…….… 24
b. Observation……...…… 26
3.5.2 Supporting Data……...…… 26
a. Interview……26
b. Documentation……...… 27
3.6 Research Procedures……..…….. 27
3.6.1 General Description of the Research……..…… 27
3.6.2 The Details of the Research Procedures…….……...… 27

a. The Planning of the Action……27
b. The Implementation of the Action……... 28
c. Classroom Observation and Evaluation……..... 28
d. Data Analysis and Reflection of the Action…… 30

CHAPTER 4 RESULTS AND DISCUSSION…… 31
4.1 The Results of the Action in Cycle 1…….. 31
4.1.1 Implementation of the Action in Cycle 1…… 31
4.1.2 The Results of Observations……..... 32
4.1.3 The Results of Vocabulary Test in Cycle 1……... 34
4.1.4 The Results of Reflection in Cycle 1……..… 36
4.2 The Result of the Action in Cycle 2……...…. 37
4.2.1 Implementation of the Action in Cycle 2……..…. 37
4.2.2 The Results of Observations……...…. 39
4.2.3 The Results of Vocabulary Test in Cycle 2……..….. 41
4.2.4 The Results of Reflection in Cycle 2……... 43
4.3 Discussion……..…… 45
CHAPTER 5 CONCLUSION AND SUGGESTIONS……..…….. 49
5.1 Conclusion …… 49
5.2 Suggestions..... 50
REFERENCES…….…….. 51
APPENDIXES

THE LIST OF APPENDICES

Page

Appendix A. Research Matrix……. 54
Appendix B. Supporting Data Instruments…….…. 55
Appendix C. The Results of Interview……..... 56
Appendix D. Students' Names List……...…….. 57
Appendix E. The Students' Previous Score…… 58
Appendix F. Lesson Plan 1 Cycle 1…… 59
Appendix G. Lesson Plan 2 Cycle 1…… 72
Appendix H. Vocabulary Achievement Test Cycle 1…….. 85
Appendix I. Lesson Plan 1 Cycle 2……..…… 95
Appendix J. Lesson Plan 2 Cycle 2……. 108
Appendix K. Vocabulary Achievement Test Cycle 2……. 121
Appendix L. Table of Vocabulary Achievement Test Scores Cycle 1…… 130
Appendix M. Table of Vocabulary Achievement Test Score Cycle 2..…... 131
Appendix N. Table of the Result of Observation Meeting 1 Cycle 1…….. 132
Appendix O. Table of the Result of Observation Meeting 2 Cycle 1…….. 133
Appendix P. Table of the Result of Observation Meeting 1 Cycle 2..……. 134
Appendix Q. Table of the Result of Observation Meeting 2 Cycle 2…….. 135

THE LIST OF TABLES

List of Table	Page
Table 3.1 The Specification of the Test	26
Table 3. 2 Table of the Students' Active Participation Checklist	29
Table 4.1 The Results of Observation Cycle 1	34
Table 4.2 The Results of The Students' Vocabulary Test in Cycle 1	36
Table 4.3 The Result of Observation Cycle 2	41
Table 4.4 The Results of The Students' Vocabulary Test in Cycle 2	43

SUMMARY

Improving The Seventh Grade Students Vocabulary Achievement by Using Flashcards at SMP Negeri 3 Lumajang ; Nurul Khomariyah: 080210401010; 2013; 50 pages; English Education Program; Language and Arts Education Department; the faculty of Teacher Training and Education; Jember University

This classroom action research was intended to improve the seventh grade students' vocabulary achievement at SMP Negeri 3 Lumajang. The subjects of this research were class VII D. 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: 1) at least 75% of the students got score ≥73 (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 (≥73) was 62.5% (20 students). The cycle of this research was considered successful if 75% of the students got score ≥73 (good score category). It means that the target percentage of the students gaining ≥73 (good score category) had not been achieved yet. The observation was conducted by using the observation checklist containing some indicators, namely: 1) The students pay attention to the lesson 2) The students raised their hands when the teacher gave oral questions about the flashcards, 3) The students answered the teacher's oral question, 4) The students did the vocabulary exercises. In Cycle I, the results showed that there were 22 students or 68.75% who were actively participated in the teaching learning process of vocabulary in the first meeting and there were 23 students or 71.87% who actively participated in the teaching learning

process of vocabulary in the second meeting. Therefore, the actions were contained in Cycle II, by revising the teaching techniques in Cycle I. The revising teaching techniques were:

1. The pictures were made bigger.
2. The researcher and the teacher improved the frequency of showing flashcards into five times.
3. The teacher and the researcher added the period of time to flash the picture into eight second.

Having conducted the action in cycle II, the results of vocabulary test showed that the percentage of the students who got scores ≥73 increased from 62.5% (20 students) in Cycle I to 78.12% (25 students) in Cycle II. In Cycle II for the first meeting, there were 26 students of 32 students (81.25%) who were actively participated in the teaching learning process. In the second meeting, there were 27 students of 32 students (84.37%) 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 participation in the teaching learning process. It is suggested that the teacher vary their teaching techniques 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.