IMPROVING THE VII-E GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR VOCABULARY ACHIEVEMENT BY USING FLASHCARDS AT SMPN 2 TANGGUL JEMBER

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014

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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Bapak Budiyono and Ibu Sulismiyani
2. My lovely sister, Athifa Magitasari

MOTTO

It always seems impossible until its done.

(Nelson Mandela)

APPROVAL SHEET

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I certify that this research is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, May 2014

The Writer

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SUMMARY

Improving the VII-E Students' Vocabulary Achievement and Their Participation by Using Flashcards at SMPN 2 Tanggul-Jember; Liana Pamekasari; 100210401034; 2014; 53 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the class VII-E students' active participation and their vocabulary achievement by using flashcards at SMPN 2 Tanggul-Jember in the 2013/2014 academic year. This research was started by interviewing the English teacher to get the first hand information of teaching English. Based on the interview, it was revealed that the class VII-E had problems in understanding the English lesson because of some reasons, they were lack of vocabulary, they had not comprehended the sentences well, and the students did not always know the meaning of the words. It was shown by the percentage of the students who got the standard minimum score (≥75) on vocabulary comprised only 41.7%.

This classroom action research was carried out collaboratively with the English teacher. This research had been done in two cycles. Each cycle was conducted in three meetings including the time for test. There were four stages of activities in each cycle, namely planning the action; implementing of the action; observing and evaluating; and analysing the data and doing reflection the action. The evaluations conducted in this research were product and process evaluations. The process evaluation was conducted by observation was done in each meeting to evaluate the students' participation during the teaching learning process of

vocabulary by using flashcards. The product of evaluation was conducted at the end of each cycle by administering the vocabulary test. The students' active participation could be seen from the student's activity in answering the teacher's questions based on the flashcards, practicing Q-A based on the flashcards in pair, doing the vocabulary exercises, finding the meaning of the new words, and paying attention to the teacher's explanation and flashcards shown by the teacher. The students were categorized as active students if they could fulfill at least three indicators above. This research was regarded successful if 75% of the students obtain at least minimum score category (≥75) and fulfill at least three indicators of the five indicators in the observation checklist.

The average result of observation in the first cycle was 76.4% of 36 students were actively involved in teaching learning process. Then, the result of vocabulary test in Cycle 1 indicated that the percentage of the students who got scores at least 75 was 77.8% of 36 students. Both of the results of the students' vocabulary achievement and the observation met the target, however it was still necessary to continue the actions to the second cycle to ensure the consistency of the result in the first cycle.

The result of the actions in Cycle 2 showed the improvement. Both of the result of observation and vocabulary test in the second cycle were higher than those in the first cycle. The average result of observation in the second cycle was 84.7% of 36 students were actively involved in teaching learning process. Than, the result of vocabulary test in Cycle 2 showed that the percentage of the students who got scores at least 75 were 83.3% of 36 students. The improvementof participation improved as much as 8.3% while for vocabulary achivement improved 5.5%.

Based on the research result, it could be concluded that the use of flashcards was able to improve the VII-E students' active participation, as well as their vocabulary achievement in the teaching learning process of vocabulary. Therefore, it is suggested to the English teacher to use flashcards as alternative media to motivate the students in teaching learning process of vocabulary to improve their vocabulary achievement.