



**THE EFFECT OF USING FLASH CARDS IN ENGLISH TEACHING ON
VOCABULARY MASTERY OF THE SECOND YEAR STUDENTS
OF SLTPN 1 CANDIPURO LUMAJANG IN THE
ACADEMIC YEAR 2000/2001**

THESIS

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



By :

Bibit Setyo Drihatiningsih

BIG195319

**ENGLISH PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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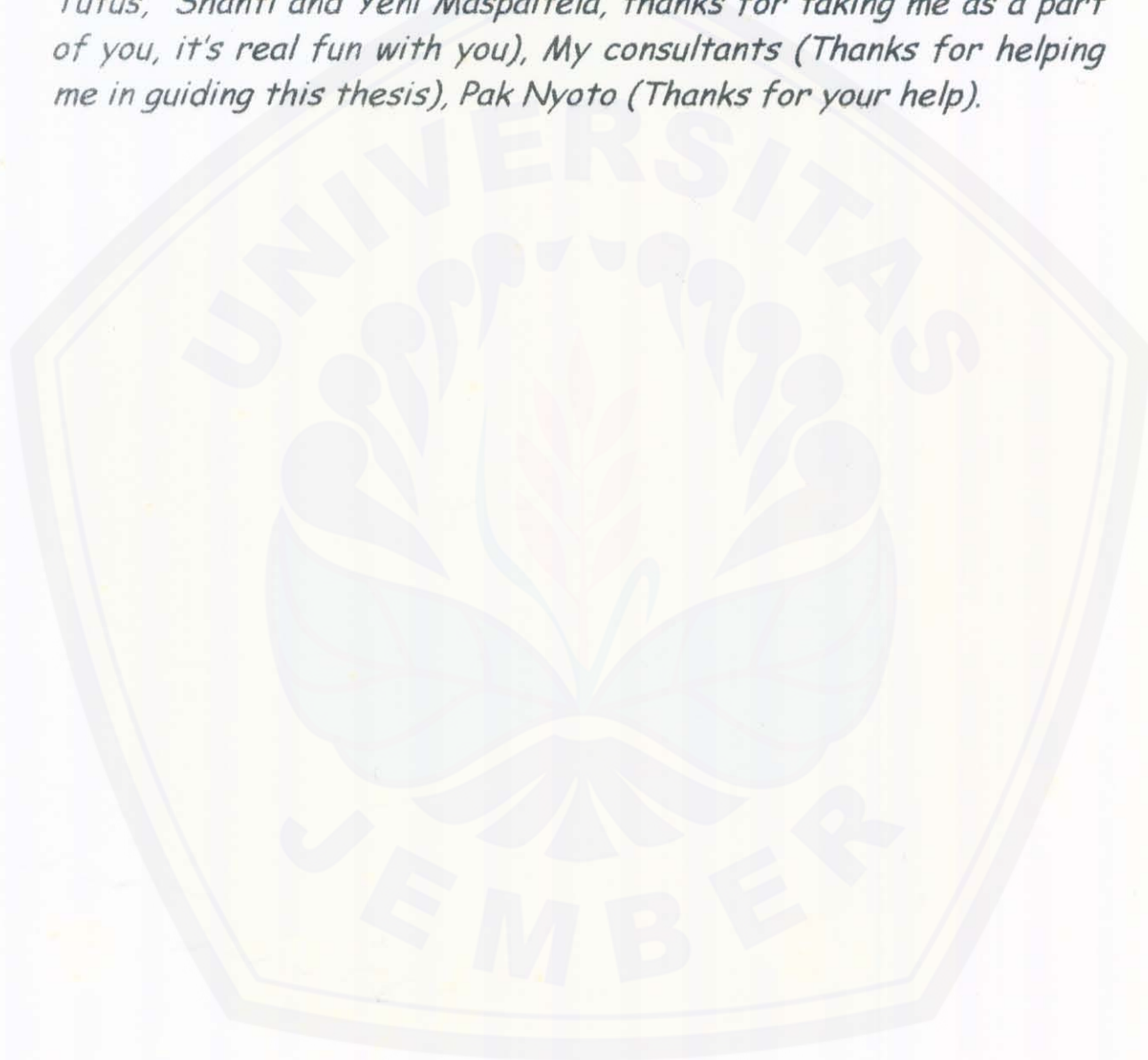
*There is a will when there is
a way*

(Anonymous)



This thesis is dedicated to:

My Mom and Dad (Thanks for your endless love), My Man (I do love being in weird world of yours, thanks for your help), My Dear son (I love you so much, thanks for supporting me), My 1995 level friends (Especially: Miftach, Memet, Sofan, Dany, Fitri, Tutus, Shanti and Yeni Maspaitela, thanks for taking me as a part of you, it's real fun with you), My consultants (Thanks for helping me in guiding this thesis), Pak Nyoto (Thanks for your help).



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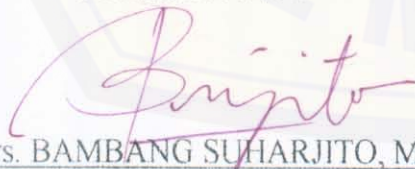
THESIS

Proposed to be defended to the examiner team as a requirement to finish the graduate study (S1) at the English Education Program of the Language and Arts Department of Faculty of Teacher Training and Education of Jember University.

NAME : BIBIT SETYO PRIHATININGSIH
IDENTIFICATION NUMBER : BIG195319
CLASS LEVEL : 1995
DEPARTMENT : FACULTY OF TEACHER TRAINING AND
EDUCATION
PROGRAM : ENGLISH PROGRAM
PLACE OF BIRTH : LUMAJANG
DATE OF BIRTH : AUGUST 26TH, 1976

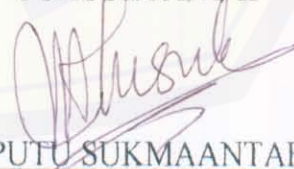
APPROVED BY:

CONSULTANT I



Drs. BAMBANG SUHARJITO, MEd
NIP. 131 832 333

CONSULTANT II



Drs. I PUTU SUKMAANTARA, MEd
NIP. 131 878 793

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This thesis is approved and received by the examiner team of the Faculty of Teacher Training and Education of Jember University.

Examined on : August 7th, 2001

Place : Faculty of Teacher Training and Education
Jember University

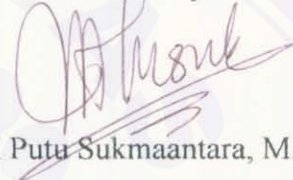
The Committee

The Chair Person,



Dra. Wiwiek Istianah, M.Kes, MEd

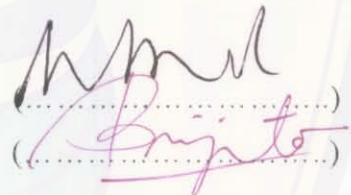
The Secretary,



Drs. I Putu Sukmaantara, M.Ed


The Members:

1. Dra. Wiwiek Eko Bindarti, M.Pd
2. Drs. Bambang Suharjito, M.Ed



The Dean




Drs. Dwi Suparno, M.Hum
NIP. 131 274 727

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Finally, I realize that this thesis is far from being perfect, but I expect it will be useful not only for me but also for the readers. I would appreciate some constructive suggestions and criticisms to make this thesis better.

Jember, August 2001

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
ABSTRACT	x
I. INTRODUCTION	
1.1. The Background of the Research	1
1.2. Problem Formulation	3
1.3. Operational Definitions of Variables	3
1.3.1. Flash Cards	4
1.3.2. Vocabulary Mastery	4
1.3.3. Students	4
1.4. Research Area	5
1.5. Research Objective	5
1.6. Research Significance	5
II. RELATED OF LITERATURE VIEWS	
2.1. Flash Cards in English Teaching	6
2.2. Vocabulary Mastery	9
2.3. Hypothesis	13
III. RESEARCH METHODOLOGY	
3.1. Research Design	14
3.2. Research Area Determination Method	15
3.3. Respondent Determination Method	15
3.4. Data Collection Method	16
3.4.1. Test	16
3.4.2. Interview	17
3.4.3. Documentation	17
3.5. Data Analysis Method	17
IV. RESEARCH RESULTS AND DISCUSSION	
4.1. Research Result	19
4.1.1. The Description of the Research Area	19
4.1.2. The Result of Interview	19
4.1.3. The Result of the Documentation	20
4.1.4. The Schedule of the Activities	21

4.1.5. The Result of the Test	22
4.2. Discussion	27

V. CONCLUSION AND SUGGESTION

5.1. Conclusion	29
5.2. Suggestion	29
5.2.1. The English Teacher	29
5.2.2. For Other Researcher	29

BIBLIOGRAPHY

APPENDICES

1. Research Matrix
2. Lesson Plan I
3. Worksheet I
4. Lesson Plan II
5. Worksheet II
6. Lesson Plan III
7. Worksheet III
8. Homogeneity Test
9. Post Test
10. Answer Key of Homogeneity Test
11. Answer Key of Post Test
12. The Name of the Respondents
13. The Scores of the Homogeneity Test
14. Guideline of the instruments
15. Surat Ijin Telah Melakukan Penelitian
16. Consultation Sheet
17. Sample of the learner work to the post test

LIST OF TABLES

NO	TABLE	NAMES OF TABLES	PAGE
1.	Table 1	Research Schedule and Activities	21
2.	Table 2	The Summary of the Data Analysis	22
3.	Table 3	The Results of ANOVA	23
4.	Table 4	The Results of the Post Test Score	24
5.	Table 5	The Results of the Data Analysis of the Post Test	25

ABSTRACT

BIBIT SETYO PRIHATININGSIH, August 2001, The Effect of Using Flash Cards in English Teaching on Vocabulary Mastery of the Second Year Students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/2001.

Thesis, English Language Program, Language and Arts Department,
Faculty of Teacher Training and Education Jember University.

Consultants : Drs. Bambang Suharjito, MEd.

Drs. I Putu Sukmaantara, MEd.

Key words: Flash Cards on Vocabulary Mastery

Learning vocabulary has been regarded difficult by many students in Indonesia. To make the teaching and learning process of vocabulary more effective and interesting, flash cards as one of visual aids can be applied. This research has been conducted to investigate whether the second year students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/20012001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not. This research is conducted at SLTP Negeri 1 Candipuro Lumajang. The respondents were determined using purposive sampling method. There were 79 respondents involved. The methods which were used to collect the data were test, interview, and documentation. To analyze the data obtained from the test, the researcher used t-test formula. The hypothesis of this research is the second year students of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not. From the data analysis and the interpretation on the hypothesis, it was found that the result of the computing value of the students' vocabulary mastery test was higher than the t-critic value with the level of significance 5%. The t-statistics value was 6.674, and the t-critics value one tail was 1.664. It was higher, it meant that the effect was significant. The effectiveness of using flash cards in English teaching on vocabulary mastery of the second year students of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001 was 40.365 %. The conclusion is the second year students of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not. From this finding, the researcher suggests that English teacher should pay more attention on vocabulary teaching learning process and uses media in it to make the teaching and learning process more effective and interesting.

I. INTRODUCTION

1.1 The Background of the Research

People say that language is very important. Language may be built up by a sentence or group of sentences where the sentences themselves consist of words or phrases. People will use the sentence or group of sentences in communication. Therefore, we should learn or understand the language if we want to be able to communicate among the people.

Learning English as a foreign language may be very difficult for the learners. Learners should master all four language skills; listening, writing, speaking and reading. In addition to these, they should also be able to master the language components such as pronunciation, structure, and vocabulary.

Vocabulary plays an important role in a language. We should know the vocabulary when we want to communicate or to express our idea or feeling. Napa (1991:6) says, "Vocabulary is one of the components of language and that no language exist without words." From this statement, it can be said that, learning language can be useless if the learners do not know and understand the words or vocabulary at all. Moreover, Langan (1997:452) says, "A good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener, and reader."

To fulfill the vocabulary requirement, the teacher has a responsibility in providing vocabulary for the students. The choice of the vocabulary may vary according to the topic, condition, and the level of the students where the teacher teaches, but it still concerns to the curriculum established by the government.

Experience has shown that the students of Junior High School get some difficulties in learning English, especially in vocabulary. They feel difficult in understanding the material that the teacher has explained. They cannot memorize well the meaning of words or some vocabularies that the teacher has explained

especially the new ones. They often forget some material that the teacher has explained. Sometimes, in the teaching and learning process they feel afraid of learning English because they do not understand the language. Sometimes, they also feel bored in class because the teaching and learning process is monotonous. If these conditions happen, the teaching and learning process will not run effectively. Therefore, the teacher needs some teaching strategies to avoid these conditions. One of the strategies that may be taken by the teacher to avoid these conditions is by using media in teaching and learning process. Media mean something that can help the teacher in presenting a certain concept or material in class. Therefore, the teaching and learning process become effective and efficient. Hamalik (1994:12) defines media as instrument, method, and technique that is used by the teacher to make an effective communication and interaction between the teacher and the students in teaching and learning process in the class.

Visual aids are one kind of media that may stimulate the students' interest and participation in the class activity. Finocchiaro and Bonomo (1973:162 - 174) say that among the many other visual aids which may stimulate the imagination and encourage fuller student participation are real objects, picture file, chart, the flannel or felt board, magnetic board, opaque projector, overhead projector, and transparencies, kodachrome slides, filmstrips and miscellaneous material such as maps, newspapers, books and magazines. It can be said that flash cards are one of visual aid that can be applied by the teacher in class to make the teaching and learning process run well. Nurcia (1978:313) says, "Flash card can be used for teaching or reviewing vocabulary, pronunciation of difficult sound, sound letter correspondence, etc." Nurcia's opinion shows that flash cards can be used for teaching vocabulary. The use of flash cards can stimulate or motivate the students in teaching learning process. It also makes the teaching learning process more lively and meaningful for the students.

Based on the description above the writer writes a thesis entitled, "The Effect of Using Flash Cards in English Teaching on Vocabulary Mastery of the Second Year Students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/2001."

1.2 Problem Formulation

Stating a problem is very important. According to McMillan (1992:25), there are two important reasons why stating a problem is very important. First, it provides a focus for the researcher and it is an essential initial step in the investigation. Second, it gives the reader and the user of research important information. It helps the reader decides quickly if the research is pertinent or interesting and makes the research much easier to understand.

The problems of this research are as follow:

- ◆ Do the second year students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not?
- ◆ How effective is the use of flash cards in increasing the vocabulary mastery of the second year students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/2001?

1.3 Operational Definitions of Variables

Formulating the operational definition, which relates directly to the variables of the research is very important. Variable is a type of concept that can have different values or categories. Understanding operational definitions are very essential because every researcher will use different ways of measuring or manipulating the same variable. The operational definitions of the variables for this thesis are:

1.3.1 Flash Cards

According to Hornby (1986: 126), "Card " means " a piece of stiff paper or thin card board, as used for various purposes". Flash cards in this thesis mean any kind of piece of stiff paper that could be printed with: words, pictures or numbers that are flashed to the students by the teacher in English teaching for a certain purpose.

The size of flash cards varies. It depends on the size of the class and its purpose. If the class is big, the size of flash cards should be big. Therefore, the students are able to see something that is stated in the cards. It can be 25 x 30 cm, 30 x 30 cm, etc. If it is for an individual or small class, the small size is available. It can be 8 x 12 cm, 15 x 20 cm, etc, as long as the students are able to see something that is stated in the card. The sizes of the flash cards in this research are 30 x 30 cm, 10 x 25 cm, 8 x 12 cm, 10 x 10 cm.

1.3.2 Vocabulary Mastery

Vocabulary in this thesis means English vocabulary. It refers to the number of English words or stock of English words used by class or individual to make up language. This vocabulary is based on the 1994 curriculum of SLTP.

Vocabulary mastery means the students ability in mastering the number of English words or stock of English words used by class or individual to make up language. The number of English words in this study includes noun, verb, adjective, and adverb (large reserves vocabulary).

1.3.3 Students

According to Hornby (1986:859) student is anyone who studies or who is devoted to the acquisition of knowledge. Student in this research means anyone who studies or who is devoted to the acquisition of English in the second grade of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001. Students mean the plural form of student or group of student.

1.4 Research Area

Research area refers to the place to conduct research activities from the beginning to the end of the research. In this case, the research is conducted at SLTP Negeri 1 Candipuro Lumajang.

1.5 Research Objective

According to Arikunto (1996:52), the objective of the research is a sentence formulation that shows a conclusion of the research after conducting the research activity. The objective that is intended to get from the research is to know whether the second year students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not.

1.6 Research Significance

The research is expected to be significant for:

1. The researcher
 - To get experience in applying flash cards in English teaching especially on vocabulary.
 - To get an experience for further research.
2. The English teacher
 - As an input for the teacher to apply flash cards in teaching vocabulary so as to make it more effective.
 - As an input for the teacher to motivate and lead the students to be more effectively in learning vocabulary, so as to make them easy to communicate in English.



II. RELATED OF LITERATURE VIEWS

This chapter deals with theoretical background concerning the subjects being discussed. Respectively, it discusses about 'flash cards' in English teaching; vocabulary mastery which embraces verbs, nouns, adjectives and adverbs; and the hypothesis of this research.

2.1 Flash Cards in English Teaching

Teachers can use media in transferring certain information or materials in teaching. Media will help the teachers convey or present the materials in class more easily; in addition, it will be easier for the students to grasp or to understand the materials more comprehensively, therefore, the teaching and learning process consequently, will run more effectively. Mathieson (1975) in Goodwyn (1992:24) suggests that English teachers need to take media education more seriously and adopt a systematic approach when teaching. There are many kinds of media that can be used by the teachers, one of them is visual aid. There are various types of visual aids. Finocchiaro and Bonomo (1973:162-174) mention some examples of visual aids such as real objects, picturefile, charts, flash cards, word cards, number cards, the pocket chart, the flannel or felt board, magnetic board, opaque projector, overhead projector and transparencies, kodachrome slides, film strips, miscellaneous materials such as maps, news papers, books and magazines. Flash cards are one kind of visual aids that can be applied in classroom to make the teaching and learning process run more effectively.

There are various definitions of flash cards. Arsyad (1997:119) defines flash card as a small card that consists of picture, text, or symbol that can help the students memorize the picture related to the card. Moreover, Haas and Pocker (1950:85) define flash card as small compact words approximately ten by eleven inches which are flashed before a class to bring home an idea. Although there are various

definitions of flash card, it has the same point in meaning. The point is that a card that can help the students to memorize well something stated in the card. Therefore, it will be easier for the students to understand the materials.

Using flash cards in English teaching has some advantages. Wright (1976:73) mentions some advantages of using flash cards. Those advantages are as follows:

- a. Flash cards are economical because both sides of flash card can be used.
- b. Flash cards are easy to make (or to buy in the market).
- c. Flash cards are easy to handle and to store.

Flash cards may be purchased from stationery shops. They can also be produced by the students or the teachers. It is better or more economical for the teachers to produce their own, because they will be producing exactly what they need for particular lessons. The size of flash cards also varies. Soeparno (1980:20) says that flash cards are cards which are 15 x 20 cm in size. Arsyad (1997:119) says that flash cards are usually 8 x 12 cm in size or depending on the size of the class. Finochiaro and Bonomo (1973:169) say, "The cards should be about twelve inches long and four inches wide." Wright (1976:73) describes that the sizes of flash cards vary according to the picture or text shown. Basically they are easy for the teacher to handle and to flash at the pupils. Yunus (1981:35) does not state the exact size of flash cards. However, he says, "It is very important that lettering on the cards is large enough for clear visibility from the back of the class-room."

From the ideas above, it can be seen that the size of flash cards varies depending on the size of the class and their purpose. If the class is big, the size of flash cards should also be big enough for the students in the back row, so that they can read or see something stated on the flash cards clearly. The size also depends on their purpose whether they are for individuals, pairs or for class. If they are for an individual or pairs, like in games, small size is acceptable. If they are for class, it must be large enough for the class.

In this study, flash cards are categorized into three kinds:

- a) Word flash cards
- b) Picture flash cards
- c) Number flash cards

a. Word flash cards

Word flash cards are cards printed with words. These flash cards can be used for teaching vocabulary, spelling, and structure. Finocchiaro and Bonomo (1973:169) say, "Cards with individual words (either printed or manuscript) can be prepared and filed within the same categories and in the same order as the individual pictures." The examples of word flash cards are as follows:



stop



open

b. Picture flash cards

Flash cards are useful for showing very simple pictures usually of single object or action. This kind of picture describes a simple illustration of objects that can convey a message or more about the objects dealing with people, animals, buildings, actions or anything possible that can be presented in separate piece of card. The real object pictures can be taken from magazines, news papers, advertisement, or the teacher can draw by himself. Picture flash cards can be used for teaching spelling and to enrich the student's vocabulary (Arsyad, 1997:119). The examples of picture flash cards are as follows:



c. Number flash cards

Number flash cards are cards printed with numbers. These cards can be used for the students to enrich the students' vocabulary on quantity. Here are the examples of number flash cards :



2.2 Vocabulary Mastery

Vocabulary has an important role in language. We should know the vocabulary when we are communicating or sharing an idea with other people. The term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use (Hatch and Brown, 1995:1). Vocabulary mastery means the students' ability in mastering a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. A list of words in this thesis is English words. It means that the teacher must have many ways of presenting vocabulary. One of many ways that can be used by the teacher is using flash cards.

According to William (1970:47), words are divided into two groups of part of speech; large reserve vocabularies (nouns, adjectives, verbs and adverbs) and small reserve vocabularies (prepositions, pronouns, conjunctions, interjections, auxiliary verbs and articles).

The researcher only takes large reserve vocabulary in this research because of some reasons. The first reason is that large reserve vocabulary is often used in spoken and written form. The second reason is that large reserve vocabulary is the major classes of part of speech. Hatch and Brown (1995:218) mention that the major classes of part of speech are nouns, verbs, adjectives, and adverbs. The last reason is that large reserve vocabulary is stated in the 1994 curriculum of SLTP. Here are the explanation of each kind of large vocabulary.

VERB

Verb is a word which expresses an action or a state of being (Meade et. al,1961:207). The examples of verbs which express an action are *go, run, stay, sell, tell, and cry*. Other examples of verbs which express a state of being are auxiliaries verbs such as *is, are, was, were, have, be, been, has, had, being, shall, should, must, and did*.

Thomson and Martinet (1986:89) divide verb into two classes. They are ordinary and auxiliary verbs.

a. Ordinary verbs

There are two kinds of ordinary verbs; regular and irregular verbs.

- Regular verbs. The past and past participles of regular verb are formed by adding - *d* or -*ed* to the present (Langan, 1997:341). Here are the examples of regular verbs.

<u>Present</u>	<u>Past</u>	<u>Past participle</u>
call	called	called

prepare	prepared	prepared
state	stated	stated

Here are the examples of regular verbs in the sentences:

1. They *call* me John.
 2. They *called* me John.
- Irregular verbs have irregular forms past tense and past participle. The irregular verbs are stated in English dictionary. Here are the examples of those verbs:

<u>Present</u>	<u>Past</u>	<u>Past participle</u>
choose	chose	chosen
tell	told	told
sink	sank	sunk

Here are the examples of regular verbs in the sentences:

1. They *tell* me the truth.
2. They *told* the truth.

b. Auxiliary verbs

An auxiliary verb helps other verbs to form some of their tenses. An auxiliary verb helps the main verb to make a statement, to give command, or to ask a question (Meade et.al. 1961:208). The examples of auxiliary verbs are *is, are, was, were, have, be, been, has, had, being, shall, should, must, and did*. Here are the examples of sentences by using auxiliary verb:

1. She *is* wearing a beautiful dress.
2. We *must* go there.
3. *Did* you see John?
4. *Have* you ever *been* in New York?

NOUN

Hatch and Brown (1995:219) says that noun refers to a person, place or thing. Thomson and Martinet (1986:8) divide noun into four types. They are as follows:

1. The common noun: names one of class of persons, places or things such as *captain, house, man, school, etc.*
2. The proper noun: names a particular person, place or thing such as *Captain John Smith, Mr. Jones, Central High School, Garfield Monument, etc.*
3. The abstract noun: names an idea, condition, or quality such as *kindness, heaven, wealth, poverty, ambition, etc.*
4. The collective noun: names a number of persons or things considered together as a unit such as *orchestra, army, flock, herd, jury, etc.*

Here are the examples of noun in sentences:

1. The *horse* runs very fast.
2. I see *Mr. Jones* in the office.
3. This *room* is beautiful.

ADJECTIVE

An adjective is a word that describes or limits a noun or pronoun (Meade et al, 1961:204). Thomson and Martinet (1986:15) divide adjective into six kinds. They are as follows:

1. of quality : *square, good, golden, fat, heavy, dry, clever.*
2. demonstrative : *this, that, these, those.*
3. distributive : *each, every, either, neither.*
4. quantitative : *some, any, no, few, many, much, one, twenty.*
5. interrogative : *which, what, whose.*
6. possessive : *my, your, his, her, its, your, their.*

Here are the examples of adjective in the sentence:

1. *This* is my book

2. *Some* people talk about those rumors.
3. She needs *your* book.

ADVERB

Adverbs are words which add more to the meaning of verbs, adjectives, or other adverbs (Kon, 1991:145). According to Thomson and Martinet (1986:55), there are eight kinds of adverbs. They are as follows:

1. of manner : *quickly, bravely, happily, hard, fast, well.*
2. of place : *here, there, up, down, near, by.*
3. of time : *now, soon, yet, still, then, today.*
4. of frequency : *twice, often, never, always, occasionally.*
5. of certainty : *certainly, surely, definitely, obviously*
6. of degree : *very, fairly, rather, quite, too, hardly.*
7. interrogative : *when?, where?, why?.*
8. relative : *when, where, why.*

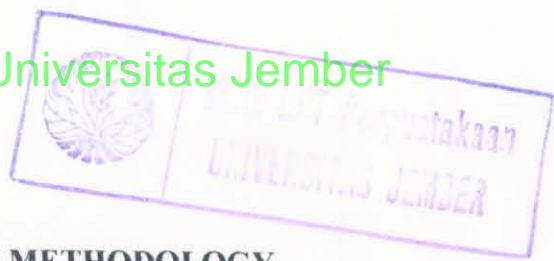
Here are the examples of adverb in the sentence:

1. The athlete runs *very quickly*.
2. I *often* come *here*.
3. The day *when* he was born.

2.3 Hypothesis

Hypothesis is the expectation or prediction of the investigator about what the results will be (McMillan, 1992:35). Based on the theory above, the researcher writes the hypothesis as follows:

The alternative hypothesis: the second year students of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not.



III. RESEARCH METHODOLOGY

The methodology of the research is discussed in this chapter. The research methodology includes research design, research area, respondent determination method, data collecting method and data analysis method.

3.1 Research Design

The research design in this study is an experimental research. According to Arikunto (1989:257), experimental research is a study to know whether there is an effect or not to the subject that is given a certain treatment. In other words, experimental research is a study to know cause and effect to a certain subject.

The design of experimental research of this study is randomized control group only design. The procedures of the research are as follows:

1. Give the homogeneity test to all of classes (four classes) or population by using ANOVA (Analysis Covariance).
2. Take two classes as respondents that have the closest mean.
3. Determine the experimental group and the control group from the two classes by lottery.
4. Give a treatment by using flash cards for the experimental group, and without using flash cards or any media for the control group.
5. Give posttest to the experimental and the control groups.
6. Calculate a significant difference on vocabulary mastery of the students between the two groups by using t-test formula.
7. Use the significant level of 5% to know whether the result of the experimental t value is significant or not.
8. Calculate the percentage of the effectiveness when the result is proved significant.

The research design above can be described as follows:

	Treatment	Posttest
E	X	O1
R		
C		O2

Where:

E: Experimental group

C: Control group

X: Treatment

O1 & O2: Posttest

(Arikunto, 1996: 86)

3.2 Research Area Determination Method

The research area of this study is SLTP Negeri 1 Candipuro Lumajang. The area is taken purposively by considering the following factors; the first, flash cards has never being used in English teaching at that school. The second, the location of that school is easy to reach by public transportation. The third, it is possible to conduct the research there, interms English is being one of the subject matters for a long time. The last, it considers the limitation of time, energy and fund (Arikunto, 1996:128).

3.3 Respondent Determination Method

There are three kinds of research based on the subject; population research, sampling research, and case research (Arikunto, 1996:115). This research is a sampling research, which means that it studies only a part of the population as a sample. Arikunto (1996:117) says that if we only take a part of the population as respondent in the research, we call it a sample research. The kind of sample research of this study is purposive sampling research. The researcher takes purposive sampling research because of some reasons. First, it was not necessary for the researcher to

take some samples as respondents from each class (class 2A, 2B, 2C and 2D). It would disturb the teaching and learning process in that school. Second, it would economize the time and it would not disturb the teaching and learning process. Third, it made easier for the researcher to conduct the research if the researcher took the two classes purposively than took some respondents from the four classes.

The four classes, they were given the homogeneity test. If the result of the homogeneity test is not significant, it means the four classes are homogenous. Then the researcher took two classes (experimental and control groups) by lottery. If the result is significant, it means there is different mean to those four classes. If it happens, the researcher took two classes that have the closest mean. After that, the researcher determines the experimental group and the control group from the two classes by lottery. The first class is experimental group and the second class is control group.

3.4 Data Collection Method

There are some methods in collecting the data in this study; test, interview, and documentation.

3.4.1 Test

Arikunto (1996:138) defines test is as a series of questions or practices used to measure skill, knowledge, intelligence and talent of individual or group. What the writer wants to measure from the test that will be given to the students is the students' mastery on vocabulary that is given.

The test used in this research is an achievement test. Hughes (1994:10) says that achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been achieving objectives. Hughes further mentions two important criteria in making test. They are the validity and the reliability. A test is said to be

valid if it measures accurately what is intended to measure. A test is said to be reliable if it has two components. Those components are the performance of the candidates from occasion to occasion, and the reliability of the scoring.

Considering the test maker, this research uses teacher-made test because the researcher was the teacher and made the test by herself.

3.4.2 Interview

Arikunto (1996:229) defines interview as a dialogue conducted by an interviewer to obtain data from an interviewee. There are three kinds of interviews; structured interview, unstructured interview and semi-structured interview. In this research, semi-structured interview is used in getting the data.

The people who become informant is the English teacher. From the teacher, the researcher wants to get the data about; the method that was used in teaching English especially vocabulary, the books that were used in teaching vocabulary, the media that were used in teaching vocabulary, whether or not the teacher used flash cards in teaching vocabulary, the teaching schedule and any supporting data.

3.4.3 Documentation

There are three kinds of documentation resources; paper, place, and people (Arikunto, 1996:148). From the documentation method, the researcher can get the data from those resources. The researcher wants to get the data about the total number of the second year students of SLTPN 1 Candipuro Lumajang and the names of the respondents from the administration staff.

3.5 Data Analysis Method

In this research the researcher applies an experimental research. The researcher uses the statistical formulation of t-test in interpreting the data to know the difference of mean between two groups; an experimental group and control group

for knowing the significance of the research. Sumanto (1995:199) says that t-test is used to know whether there is significant or not of the two different means in the level of the probability of population chosen.

The formulation of t-test is as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where:

M: Mean of scores every group

N: Total number of subject

x: Deviation of every score in posttest and pretest of X group

y: Deviation of every score in posttest and pretest of Y group

(Arikunto, 1996: 304)

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

IV. RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

The results of the research include the description of the research area, the result of interview, the result of the documentation, the schedule of the activities, the result of test.

4.1.1 The Description of the Research Area

Sekolah Lanjutan Tingkat Pertama Negeri (SLTPN) I Candipuro Lumajang is located at Jl. Jenderal Sudirman 91 Candipuro Lumajang. It was built on September 2nd, 1978 by the name Sekolah Menengah Pertama Negeri (SMPN) Candipuro. The total wide of this area is 11,090-sq. m. There were twelve classrooms in this school with four classrooms for each grade; Grade I, Grade II and Grade III. The size of each classroom is (6 x 9) m² for forty-two students. The total number of the students of this school is 491 with 25 teachers and 7 staff.

The physical condition of the building is good. However, the conditions of the classrooms are not enjoyable. The temperature of the classrooms was very hot because of few plants around the class and little ventilation. The classroom was dirty and no decoration.

4.1.2 The Result of Interview

The interview was conducted on May 4th, 2001. The researcher used a semi-structured interview with an interview guideline in getting the data and added with some questions to get the data more complete. Here are the results of the interview.

The curriculum that was used in teaching and learning English of the second year students of SLTPN I Candipuro Lumajang in the 2000/2001 academic year was the 1994 English Curriculum. The method that was used by the teacher in vocabulary teaching was the same with the method that was used by the teacher in teaching English, which was Meaningfulness Approach. Meaningfulness Approach is an

approach, which emphasizes on the learners' ability to communicate a language via motivating activities. The students' books used by the students in English teaching were "Let's Learn English 2 Curriculum 1994 for SLTP" published by PT. Edumedia Jakarta in 1996, and "Buku Kerja Evaluasi Siswa Citra, Caturwulan 3" published by local regency team CV. Arif Kurniawan Lumajang in 1997.

From the students and the teacher information, it is known that in teaching and learning process, the teacher never used some media, let alone flash cards. The teacher said that it would make him busy to make media, moreover, there was not fund for making media from the school. In other word, the teacher would not make media with his money. The teacher also did not use the media such as OHP, TV, tape recorder and cassettes that are had by the school in teaching because it would waste the time and not effective for big class. He only used the textbooks. He also used those two books in teaching vocabulary. The students were not intended to use the other books because it was not economical. Some other condition in the classroom when the teaching and learning process happen, two up to four students would not join the lesson. They came to school, but for playing around the school such as in the river, in their friend's house, in the canteen, etc. It showed that they did not have a great interest in English. This condition happened not only in English teaching, but in the other lessons as well.

4.1.3 The Result of the Documentation

SLTPN I Candipuro had 12 classrooms; 4 classes for the first grade, 4 classes for the second grade and 4 classes for the third grade. There were some facilities such as a library, teachers' office, administrative staff's office, Principal office, laboratory, parking area, canteen, toilets, Mushollah, hall center, OHP (Over Head Projector), two televisions, tape recorder, cassettes.

The total number of the second year students of SLTPN I Candipuro in the 2000/2001 academic year is 160 students. They are divided into four classes; 42

students for class 2A, 41 students for class 2B, 39 students for class 2C and 38 students for class 2D. The classes that became respondents were 2B and 2C. The names of the respondents can be seen on the Appendix 12.

4.1.4 The Schedule of the Activities

This research was conducted from May 4th, 2001 to May 28th, 2001. It was done in seven meetings. In the first meeting, the researcher asked permission to the Principal and interviewed the English teacher and the staff to get the data. Next, the researcher gave homogeneity test to all of the classes, then decided the experimental and control classes. After that, the researcher gave three treatments to the experimental and control classes. Then the researcher gave post test to both classes. Further information about these actions are presented in the table bellow.

Table 1: Research Schedule and Activities

No	Day/Date	Time	Research Activities
1.	Friday May 4 th , 2001	(18.30 – 19.30)	Asking permission to conduct a research and interview
2.	Tuesday May 8 th , 2001	(07.00 – 10.00)	Giving Homogeneity test to all the classes and deciding the experimental and control groups
3.	Thursday May 10 th , 2001	(11.15 – 12.45)	Treatment I (Noun) Class 2C
4.	Saturday May 12 th , 2001	(11.15 – 12.45)	Treatment I (Noun) Class 2B
5.	Monday May 14 th , 2001	(07.30 – 11.45)	Treatment II (Verb) Class 2B and Class 2C
6.	Saturday May 19 th , 2001	(07.00 – 10.00)	Treatment III (Adj. & Adv.) Class 2B and Class 2C
7.	Monday May 28 th , 2001	(07.30 – 09.00)	Post test Class 2B and Class 2C

4.1.5 The Result of the Test

The total items of the test instruments for homogeneity test was similar with the post test. It was 44 items. The researcher used an objective test, therefore whoever wants to calculate the score of the test instruments the result will be the same. The score for items number 1 to 10 for noun, verb, adjective and adverb was 80. The score per items was two. The score for items number 1 to 4 after adverb was 20. The score per item of it was five. The total score for the test instruments was 100.

The result of the test in this research was divided into two groups. First group discussed about the result of the homogeneity test. Second group discussed about the result of the post test and data analysis. Here the explanation about the two groups above.

A. The Result of the Homogeneity Test

As explained in Chapter III, the homogeneity test in the form of objective test was given to the four classes of the second year students of SLTPN I Candipuro in the third 'cawu' of the 2000/2001 academic year. The data were analyzed by using F-test (F_0) to know whether the mean differences of the existing classes were significant or not. The results of the homogeneity test scores and data analysis can be seen in the Appendix 13. The summary of the data can be seen in the table bellow.

Table 2: The Summary of the Data Analysis

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Class A (XA)	42	2115	50.357143	69.405923
Class B (XB)	41	1663	40.560976	81.202439
Class C (XC)	39	1406	36.051282	74.681511
Class D (XD)	38	1071	28.184211	74.424609

Then, the data was analyzed by the ANOVA formula of the Microsoft Excel in which summary of the data (ANOVA pretest analysis is presented in table 2, while the results of ANOVA is presented in Table 3.

Table 3: The Results of ANOVA

ANOVA

<i>Source of Variation</i>	Between Groups	Within Groups	Total
<i>SS</i>	10300.24537	11685.34838	21985.59375
<i>Df</i>	3	156	159
<i>MS</i>	3433.415123	74.90607936	
<i>F</i>	45.83626793		
<i>P-value</i>	2.68097E-21		
<i>F crit</i>	2.662567056		

The analysis of variances revealed that the F-empiric of the groups was 45.836, whereas the F-critical was 2.662. It is obviously seen that the value of the F-critical is lower than the F-empiric, which means that the result of the homogeneity test is significant or there is significant difference of the vocabulary scores among the classes.

Because the result of the homogeneity test was significant, the next steps was choosing two classes that had the closest mean to become respondents. Mean for Class 2A was 50.357. Mean for Class 2B was 40.560. Mean for Class 2C was 36.051. Mean for Class 2D was 28.184. The two classes that have the closest mean were Class 2B and Class 2C. Then the researcher decided the experimental group and the control group by using lottery. The class that became the experimental group was Class 2B, and the class that became the control group was Class 2C. The Experimental group was treated by using flash cards and the control group was treated without using flash cards.

The researcher took two classes that had the closest mean to become respondents because of some reasons. First, it was not necessary for the researcher to take some samples as respondents from each class (class 2A, 2B, 2C and 2D). It

would disturb the teaching and learning process in that school. Second, it would economize the time and it would not disturb the teaching and learning process. Third, it made easier for the researcher to conduct the research if the researcher took the two classes purposively than took some respondents from the four classes.

B. The Results of Post Test and Data Analysis

The post test was given on May 28th, 2001 to the two classes of the four classes that had been chosen by lottery after giving the homogeneity test. The first class (Class 2B) as the experimental group was treated by using flash cards, while the second class (Class 2C) as the control group was not treated by using pictures or any other media. It was just treated by using text book only. The treatment was given to the experimental and control groups for three sessions. It was 90 minutes per meeting, then, giving post-test to both groups. The results of post-test were analyzed by using t-test to test the hypothesis. The results of the post test to experimental and control groups are as follows:

Table 4: The Results of the Post Test Score

Experimental Group			Control Group		
Subject (NX)	Class B (X)	X ²	Subject (NY)	Class C (Y)	Y ²
1	78	6,084	1	40	1,600
2	41	1,681	2	52	2,704
3	78	6,084	3	58	3,364
4	52	2,704	4	58	3,364
5	65	4,225	5	59	3,481
6	45	2,025	6	48	2,304
7	61	3,721	7	43	1,849
8	76	5,776	8	59	3,481
9	66	4,356	9	41	1,681
10	57	3,249	10	37	1,369
11	56	3,136	11	38	1,444
12	56	3,136	12	37	1,369

13	44	1,936	13	36	1,296	
14	51	2,601	14	36	1,296	
15	44	1,936	15	35	1,225	
16	60	3,600	16	35	1,225	
17	71	5,041	17	36	1,296	
18	54	2,916	18	58	3,364	
19	46	2,116	19	36	1,296	
20	73	5,329	20	30	900	
21	55	3,025	21	41	1,681	
22	41	1,681	22	39	1,521	
23	53	2,809	23	39	1,521	
24	26	676	24	34	1,156	
25	72	5,184	25	33	1,089	
26	78	6,084	26	44	1,936	
27	64	4,096	27	40	1,600	
28	43	1,849	28	39	1,521	
29	70	4,900	29	39	1,521	
30	64	4,096	30	51	2,601	
31	48	2,304	31	53	2,809	
32	36	1,296	32	45	2,025	
33	57	3,249	33	40	1,600	
34	78	6,084	34	37	1,369	
35	62	3,844	35	38	1,444	
36	78	6,084	36	39	1,521	
37	77	5,929	37	30	900	
38	46	2,116	38	37	1,369	
39	65	4,225	Total	38	1,590	69,092
40	67	4,489				
41	54	2,916				
Total	41	2,408	148,588			

Table 5: The Results of the Data Analysis of the Post Test

	<i>Class B (X)</i>	<i>Class C (Y)</i>
Mean	58.7317073	41.8421053
Variance	179.05122	69.2716927
Observations	41	38

Pooled Variance	126.300018
Hypothesized Mean Difference	0
df	77
t Stat	6.67402595
P(T<=t) one-tail	1.7101E-09
t Critical one-tail	1.66488462
P(T<=t) two-tail	3.4203E-09
t Critical two-tail	1.9912568

The t-test analysis of the data showed that the t-statistics value was 6.674, and the t-critics value one tail was 1.664, which means that the result of the t-test analysis was significant. It proved the significant mean difference between the experimental and control group.

The mean of the score difference value of the experimental group was higher than the one belongs to the control group. It reveals that the treatment in the experimental group was more effective than that in the control one.

Because the result was significant, it is necessary to know the degree of the effectiveness of the using flash cards in English teaching by using formula bellow:

$$ER = \frac{Ma - Mb}{Mb} \times 100 \%$$

(Masyhud, 2000:12)

Where:

ER: Relative Effectiveness

Ma: Mean of the experimental group

Mb: Mean of the Control group

Thus, the effectiveness of using flash cards in English teaching can be calculated as follow:

$$\begin{aligned} ER &= \frac{58.73170732 - 41.84210526}{41.84210526} \times 100\% \\ &= 40.365\% \end{aligned}$$

From the calculation above, it is found that the degree of the effectiveness of using flash cards in English teaching is 40.365%. The result shows that using flash cards in English teaching is more effective than without using flash cards.

4.2 Discussion

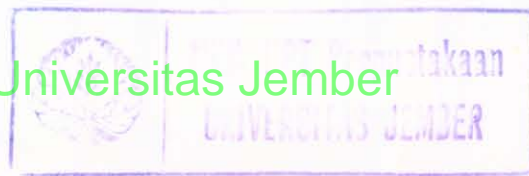
From the t-test analysis of the data showed that the t-statistics value was 6.674, and the t-critic value one tail was 1.664. Empirically, it can be seen in the result of data analysis that the statistic value is higher than the critic value. The conclusion is the second year students of SLTP Negeri 1 Candipuro Lumajang in the academic year 2000/2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not.

Based on the fact above, it is clear that the theory stated in Chapter II is applied. As stated in Chapter II that in English teaching learning process especially on vocabulary, flash cards are available to apply or use since flash cards as media have a great contribution to the students' interest and motivation, especially in motivating or increasing the students' interest in mastering vocabulary. In this research, the use of flash cards in English teaching is effective 40.365% than without using flash cards or media.

The used of flash cards or media have been empirically proven to successfully improve the vocabulary mastery of the student (especially noun, verb, adjective and adverb). The class was more active because the students were interested in something stated in the cards. Therefore, the media especially flash cards would reduce the students' bourness. The research result above is also supported by some theories that had been expressed by Rochani. Rochani did an experimental research on the use of flash card. Rochani (1997:44) says that it also has been proved that the students who

are given treatment of flash card drilling get better scores on vocabulary achievement than those who are not, since it will be easier and memorable for the students to improve their vocabulary achievement.





V. CONCLUSION AND SUGGESTION

5.1 Conclusion

It can be concluded that the second year students of SLTP Negeri 1 Candipuro Lumajang in academic year 2000/2001 who were taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not. It means that flash cards can be used in language learning for increasing the students' interests to the subject and makes the students easier in understanding the subject. The use of flash cards in increasing the vocabulary mastery of the second year students of SLTP Negeri 1 Candipuro Lumajang in academic year 2000/2001 was 40.365% more effective than teaching vocabulary without using flash cards.

5.2 Suggestion

In order to increase the students' mastery especially on vocabulary, the researcher would like to suggest these following people:

5.2.1 The English Teacher

1. Hopefully, the English teacher is suggested to use the alternative media in this research that have been proven to be effective to improve the vocabulary mastery of the students in the teaching and learning process. By using flash cards, the students will become more interested in joining the class and the students' boredom can be avoided.
2. I hope that the English teacher will develop other kind of media in teaching vocabulary or other language aspects.

5.2.2 For Other Researchers

There are still vast area of language aspects and skills as well as much kind of media. Therefore, hopefully, other researchers will conduct more researches on

media and language learning that are suitable with the students and language aspects or skills.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Using Flash Cards in English Teaching on Vocabulary Mastery of the Second Year Students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000 / 2001	Do the Second Year Students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000 / 2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not?	1. Flash Cards in English Teaching 2. Vocabulary Mastery	1. Word flash cards 2. Flash cards 3. Number flash cards	1. Respondent: The Second Year Students of SLTP Negeri 1 Candipuro Lumajang 2. Informants: The English Teacher • The administrations staff 3. Document 4. References	1. Research Design: Randomized control group only design 2. Research Area Determination Method: • Purposive Sampling Respondent Determination Method • Purposive sampling Data Collection Method • Test • Interview • Documentation 5. Data Analysis: $Mx - Mx$ $\frac{\sum N^2 + \sum x^2}{N^2 + N - 2} \left[\frac{1}{N} + \frac{1}{N} \right]$	The second year students of SLTP Negeri 1 Candipuro Lumajang in the Academic Year 2000 / 2001 who are taught vocabulary using flash cards in English teaching get better vocabulary mastery compared to those who are not.

LESSON PLAN I

Subject	: English
Level/Cawu	: II/3 SLTP
Theme	: Animals
Skill	: Reading and Listening
Language focus	: Vocabulary (Noun)
Time	: 2 x 45'

I. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level \pm 750 words and grammar which are suitable with the theme and subtheme that have been chosen, the students are able to read, to listen, to speak and to write.

A. Reading

- To find a certain information.
- To predict the meaning of word, phrase, and sentence based on the context.

B. Listening

- To identify something that is mentioned by the teacher.

II. Specific Instructional Objective

- The students are able to find the name of animals based on the reading text.
- The students are able to answer the questions based on the text.
- The students are able to mention some vocabulary about animals and the meaning of them.
- The students are able to complete the missing letters about animals.

III. Teaching Learning Process

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
5'	I. INTRODUCTION i. Greeting. ii. Giving leading questions.	I. INTRODUCTION i. Greeting. ii. Giving leading questions.	5'
75'	II. MAIN ACTIVITY i. Give the text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Ask the students to find the name of animals in the text and find the meaning of them. iv. Ask the students to do the task II and discuss them without using flash cards. v. Ask the students to do task III and discuss them.	II. MAIN ACTIVITY i. Give the text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Ask the students to find the name of animals in the text and find the meaning of them. iv. Ask the students to do the task II and discuss them by using flash cards. v. Ask the students to do task III and discuss them.	75'
10'	III. CLOSING i. Review the name and the meaning of some vocabularies about animal without using flash cards. ii. Parting.	III. CLOSING i. Review the name and the meaning of some vocabularies about animal by using flash cards. ii. Parting.	10'

IV. Sources

Media: TextBook and Flash cards.

V. Evaluation: written test



WORKSHEET I**BUTTERFLIES AND MOTHS**

If there were only one kind of butterfly and one kind of moth, it would be easier to tell them apart. As it is, there are many kinds of butterflies and moths, belonging to different groups. However, we can describe butterflies and moths generally.

Butterflies usually have long, thin bodies with knobs at the end of their feelers. They fly during the day; and when they rest, they raise their wings until they touch or almost touch at the tips. They are very brightly-colored. You have probably seen them among the flowers in your garden.

Moths are almost the opposite in many ways. You can recognize them by their thicker bodies and sharp-pointed feelers. Moths usually fly after sunset, although a few do fly during the day. They spread out their wings when they are resting. Moths are not so brightly-colored as butterflies, but some moths do have quite beautiful wings.

Butterflies and moths are four-winged insects. You may have to examine them closely to see the second pair of wings.

(Adapted from Guided English Skills Primary I)

I. Answer the following questions based on the reading text!

1. What animals are mentioned in the text?
2. Are they insects?
3. Tell what you know about the bodies of butterfly?
4. When do they fly?
5. How do butterflies rest?
6. Are butterflies dully-colored?
7. How can you recognize a moth?
8. When do moths usually fly?
9. How many pairs of wings do moths and butterflies have?

II. Mention some others animals that you know!

The words bellow are some examples of animals. Study these words and find the meaning of them!

Shark	Tiger	Pigeon
Crocodile	Pig	Cat
Horse	Duck	Dog
Lion	Rabbit	Monkey
Goose	Mouse	Chicken
Turtle	Crow	Spider
Eagle	Snake	Elephant
Ostrich	Parrot	Shell fish
Camel	Deer	Ant

III. Read the sentences, then fill in the missing letters in the boxes!

1. It loves to climb trees.

M N E

2. It is called the striped horse.

Z B A

3. It has black feathers.

C O

4. It is a tall animal with very long neck.

G R F E

5. It is a poisonous animal.

S A E

LESSON PLAN II

Subject	: English
Level/Cawu	: II/3 SLTP
Theme	: Animals
Skill	: Reading
Language focus	: Vocabulary (Verb)
Time	: 90'

I. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level \pm 750 words and grammar which are suitable with the theme and subtheme that have been chosen, the students are able to read, to listen, to speak and to write.

A. Reading

- To find a certain information.
- To predict the meaning of word, phrase, and sentence based on the context.

II. Specific Instructional Objective

- The students are able to answer the questions based on the reading text.
- The students are able to find some verbs that are used in the reading text.
- The students are able to identify regular and irregular verb with their meaning.
- The students are able to use regular and irregular verbs in sentences.

III. Teaching Learning Process

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
5'	I. INTRODUCTION i. Greeting. ii. Giving leading questions.	I. INTRODUCTION i. Greeting. ii. Giving leading questions.	5'
75'	II. MAIN ACTIVITY i. Give the text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Teacher explains about regular and irregular verbs without using flash cards. iv. Ask the students to do the task II and discuss them without using flash cards. v. Ask the students to do task III and discuss them. vi. Teacher summarizes the explanation without using flash cards.	II. MAIN ACTIVITY i. Give the text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Teacher explains about regular and irregular verbs by using flash cards. iv. Ask the students to do the task II and discuss them by using flash cards. v. Ask the students to do task III and discuss them. vi. Teacher summarizes the explanation by using flash cards.	75'
10'	III. CLOSING i. Ask the students to do task IV and discuss them. ii. Parting.	III. CLOSING i. Ask the students to do task IV and discuss them. ii. Parting.	10'

IV. Sources

Media: TextBook and Flash cards.

V. Evaluation : Written test



WORKSHEET II**WHAT DOES A FLY EAT?**

Flies do not eat solid food because they cannot bite. Instead, they suck up liquid food. Their mouths are made for sucking. What we call the fly's tongue is actually a trunk. At the end of this trunk there are two lobes through which the liquid food is passed.

How does a fly eat dry things then? Well, when it lands on a lump of sugar, the fly spreads saliva on it. This makes the sugar melt a little, so the fly is able to suck the liquid sugar.

Houseflies do not bite people, but they are dangerous because they carry germs. A housefly's body and legs are covered with tiny hair. The fly has a sticky tongue, too. Therefore, dust and dirt cling easily to the fly. When the housefly looks for food in the rubbish bin, the germs in these places stick to the fly's body, legs and tongue. By settling on the food that we eat, the fly passes these germs on to us.

(Adapted from Guided English Skill Primary I)

I. Answer these questions based on the reading text!

1. Can flies eat solid food?
2. What do they eat instead?
3. Describe in one or two sentences how the mouth of fly is made for sucking.
4. How does a fly eat dry things?
5. Why are flies dangerous to people?
6. Why do dust and dirt cling easily to the body of the fly?
7. What happens when the housefly looks for food in rubbish bins?
8. How can it pass the germs on to us?

II. Write some verbs that are used in the reading text and write the meaning of them! Then identify which one is regular and irregular verbs by giving a tick (v)! Look at the example!

Verb	Meaning	Regular Verb			Irregular verb		
		V1	V2	V3	V1	V2	V3
Eat	Makan						
Passes	Melalui	v	passed	passed	v	ate	Eaten

III. Make three sentences of each verb above by using V1, V2 and V3!

For example : eat.

- John eats an apple.
- John ate an apple last week.
- John has eaten an apple.

IV. Find eight verbs from the box bellow! It could be V1, V2 or V3.

P	R	E	R	T	L	F	G	T	H
W	E	R	E	S	I	W	U	E	L
U	S	L	E	E	P	R	G	D	H
E	C	U	I	E	K	I	Y	W	E
B	A	T	U	N	M	T	O	A	A
U	P	O	N	N	K	E	L	L	R
S	E	L	L	S	I	N	G	K	T
O	D	L	O	E	A	I	U	E	H
E	L	T	C	L	I	M	B	D	E
Z	D	E	F	U	N	N	Y	T	T

LESSON PLAN III

Subject	: English
Level/Cawu	: II/3 SLTP
Theme	: Animals
Skill	: Reading and Listening
Language focus	: Vocabulary (Adj and Adv)
Time	: 90'

I. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level \pm 750 words and grammar which are suitable with the theme and subtheme that have been chosen, the students are able to read, to listen, to speak and to write.

A. Reading

- To find a certain information.
- To predict the meaning of word, phrase, and sentence based on the context.

B. Listening

- To do some instructions that are given by the teacher.
- To get a certain information from a short-dialogue text.

II. Specific Instructional Objective

- The students are able to answer the questions based on the dialogue text.
- The students are able to find some adjectives and their meaning from the dialogue text.
- The students are able to find some adverbs and their meaning from the dialogue text.
- The students are able to memorize the meaning of adjectives and adverbs that are given.
- The students are able to pronounce the number.

III. Teaching Learning Process

Approach: Meaningfulness Approach

Method : Discussion

Procedure:

Time	Control Group	Experimental Group	Time
3'	I. INTRODUCTION i. Greeting. ii. Giving motivation.	I. INTRODUCTION i. Greeting. ii. Giving motivation.	3'
72'	II. MAIN ACTIVITY i. Give the dialogue text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Teacher explains about adjectives and adverbs without using flash cards. iv. Ask the students to do the task II and discuss them. v. Ask the students to do task III and discuss them. vi. Ask the students to do task IV and discuss them. vii. Ask the students to do task V and discuss them. viii. Teacher explains how to pronounce number without	II. MAIN ACTIVITY i. Give the dialogue text and ask the students to read it. ii. Ask the students to answer the questions and discuss them. iii. Teacher explains about adjectives and adverbs by using flash cards. iv. Ask the students to do the task II and discuss them. v. Ask the students to do task III and discuss them. vi. Ask the students to do task IV and discuss them. vii. Ask the students to do task V and discuss them. viii. Teacher explains how to pronounce number by	72'

15'	using flash cards. ix. Ask the students to do the task VI and discuss them. III. CLOSING i. The teacher mentions some numbers and the students write them. ii. Parting.	using flash cards. ix. Ask the students to do the task VI and discuss them. III. CLOSING i. The teacher mentions some numbers and the students write them. ii. Parting.	15'
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IV. Sources

Media: textbook and Flash cards.

V. Evaluation: Written test

WORKSHEET III**TOM'S PET**

The dialogue bellow happens in Tom's house. Tom asks John to see his pet, and they give it some food.

Tom : John, I have something that I want to show you.

John : What is it, Tom?

Tom : Come on, follow me quickly! I have a beautiful pet. Here it is!

John : Oh, It's so funny rabbit. What its name?

Tom : I call it "Brandy".

John : Brandy..... It's wonderful name. Look! It moves its ears beautifully. Where do you get this animal?

Tom : My old brother gives me in my birthday.

John : Oh, he is good brother I think.

Tom : Sure. Well.... Let's give Brandy a carrot, John!

John : OK!

I. Answer these questions based on the dialogue above!

1. Where does the dialogue happen?
2. Who does speak to Tom?
3. What is Tom's pet?
4. What is Tom's pet name?
5. Who does give Tom a rabbit?

II Write some adjectives and adverbs that are used in the dialogue above! Write the meaning of them, and then use them in sentences!

Adjective	Meaning

Adverb	Meaning

III Mention some other adjectives and adverbs that you know!

IV The words bellow are some examples of adjectives and adverbs.
Find the meaning of them!

Adjective	Meaning	Adverb	Meaning
Beautiful		Beautifully	
Quick		Quickly	
Slow		Slowly	
Fast		Smoothly	
Difficult		Easily	
Easy		Wonderfully	
Wonderful		Sweetly	
Sweet		Heavily	
Heavy		Politely	
Small		Patiently	
Big		Rudely	
Patient		Happily	
Sad		Silently	
Happy		Carefully	
Large		Strongly	
Silent		Seriously	
Weak		Famously	
Strong		Loudly	
Hungry		Calmly	
Famous			
Loud			
Calm			

V Fill in the blanks with the words in the box!

short	difficult	heavily	slowly	starving
-------	-----------	---------	--------	----------

1. It rains in Lumajang, so I cannot go to anywhere.
2. The old man walks to the chair.

3. The test is I cannot do it.
4. Tono is tall, but Jimmy is
5. The beggar feels hungry. The word that has the same meaning with the word underlined is

VI Saying Numbers

Try to pronounce the numbers bellow and write how to read them!

1:	11:	110:
2:	12:	112:
3:	13:	113:
4:	20:	200:
5:	30:	1,000:
6:	40:	2,000:
7:	41:	2,500:
8:	43:	32,550:
9:	100:	24,850:
10:	101:	49,678:

VII Listen what the teacher has been mentioned about numbers, then write them!

HOMOGENEITY- TEST

Subject : English
 Level / Cawu : II / 3 SLTP
 Year : 2000/2001
 Language Focus : Vocabulary
 Time : 90'

NOUN

I. FILL IN THE BLANKS BASED ON THE PICTURES!

1. The is soft, furry animal with long ears.



2. The swims in the water happily.



3. We can find a in Sumbawa.



II. CIRCLE THE CORRECT ANSWER!

4. John's pet is a ...
 a. lion
 b. tiger
 c. bird
 d. crocodile
5. I saw a deer in the field. 'Deer' means ...
 a. kuda
 b. anjing
 c. rusa
 d. singa
6. The "shark" breaks the ship. Shark means ...
 a. Large and dangerous sea fish
 b. Long crawling reptile which is poisonous
 c. Small, soft animal with a spiral shell
 d. Kind of amphibian animal
7. All these animals bellow are wild animals. They are ...
 a. chicken, rabbit, bird
 b. lion, snake, crocodile
 c. horse, dog, cat
 d. turtle, frog, duck

8. Which picture shows "tiger"?



9. This animal is like a horse. The skin colour of this animal is black and white. This animal eats grass and drinks water. It lives in the savannah. What is it?

a. zebra

c. cow

b. rabbit

d. bull

10. A : Do you know my Kitty?

B : Yes, it is a beautiful cat. It runs away from the house.

X : What is Kitty?

a. a dog

c. a street

b. a cat

d. a cow

VERB

I. **FILL IN THE BLANKS WITH THE WORD BASED ON THE PICTURE!**

1.



He ... a letter for his girl friend yesterday.

2.



The baby has ... for two hours.

3.



They ... football yesterday.

II. **CIRCLE THE CORRECT ANSWER!**

4. The lions ... from the zoo last week.

a. escapes

c. escaped

b. escape

d. escaping

5. Tom has ... ice cream in the restaurant.

a. eat

c. ate

b. eaten

d. eating

6. They many kinds of foods in the supermarket everyday.
 a. sell
 b. sale
 c. ate
 d. eating
7. The verbs below are in order from V₁-V₂-V₃.
 a. do-done-did
 b. come-come-came
 c. buy-bought-bought
 d. see-seen-saw
8. The monkey can climb the tree very well. The past verb for "climb" is....
 a. climbs
 b. cloud
 c. clown
 d. climbed
9. Arrange this verb in to the right order from V₁-V₂-V₃: saw-seen-see
 a. seen-see-saw
 b. saw-seen-see
 c. see-seen-saw
 d. see-saw-seen
10. John and Tommy ... to Ani's house this morning.
 a. go
 b. gone
 c. went
 d. goes

ADJECTIVE

I. CIRCLE THE CORRECT ANSWER!

1. Rini is a girl
 a. beautiful
 b. beatifully
 c. beauty
 d. beautifullness
2. A : Andi has a black cat.
 B : What colour is Andi's cat?
 a. white
 b. black
 c. brown
 d. blue
3. The tiger is very strong, but the butterfly is very...
 (The antonym of strong)
 a. wild
 b. smooth
 c. weak
 d. soft
4. The beggar feels starving. The word that has the same meaning with the underlined word is....
 a. hungry
 b. happy
 c. full
 d. sad

5. A spider is small, but an elephant is...



- a. big
b. smart
c. beautiful
d. clean

6. A : Tom has blue jeans, and so does Jimmy, but John has black jeans.
B : What colour are Jimmy's jeans?

- a. black
b. white
c. blue
d. grey

7. The price of this cloth is Rp 35,500,00.
How to read this number: 35,500?

- a. Thirty-five thousand and five hundred
b. Thirty-five thousand and five
c. Thirty-five thousand and fifty
d. Thirty-five thousand and fifty-five thousand

8. Iwan Fals is a ... singer from Indonesia.

- a. fame
b. famed
c. farmer
d. famous

9. I drove my car 165 kms per hour.

How to read this number: 165?

- a. one hundred and sixty-five
b. one thousand and sixty-five
c. one hundred and sixty
d. one hundred and sixty-five hundred

10. Tom is a clever student in this class. Clever means...

- a. low thinking
b. stupid
c. lazy
d. smart

ADVERB

I. CIRCLE THE CORRECT ANSWER!

1. The kangaroo runs very quickly, but the duck runs very ...

- a. slowly
b. quick
c. fast
d. high

2. They speak ... so I can hear their voice.

- a. slowly
b. silently
c. loudly
d. badly

3. Tom speaks politely to his mother. The opposite meaning of the underlined word is ...

- a. loudly
b. calmly
c. slowly
d. rudely
4. It rains ... today that I cannot go to anywhere.
a. heavy
b. bright
c. heavily
d. shiny
5. I did the test easily. The word that has the same meaning with the underlined word is ...
a. not with great effort
b. too hard to do
c. having much energy
d. full of happiness
6. He moves that picture carefully. Carefully means ...
a. safely
b. taking fast
c. careless
d. with full of care
7. He is waiting for you ... for two hours. He is a patient man.
a. agrily
b. carefully
c. patiently
d. geniously
8. Tomy was very brave. He entered the dark house himself. Which one is the adverb form of the word underlined?
a. bravely
b. bravery
c. braveful
d. bravely
9. I touch the pigeon's feather smoothly. The word that almost has the same meaning with the underlined word is ...
a. calmly
b. hard
c. strongly
d. succesfully
10. The ducks swim happily in the water. Happily means ...
a. full of happiness
b. no voice
c. full of sorrow
d. has a large size

II. **FILL IN THE BLANKS WITH THE SUITABLE WORD PROVIDED IN THE BOX!**

giraffe	seriously	borrow	buffalo
soundly	wild	return	tame

1. A tiger is a animal that lives in the jungle.
2. means give something back to someone.
3. Do the test or you will fail the test
4. is an animal with very long neck and has a tall body. It eats grass and leaf.

DO YOUR BEST!

POST TEST

Subject : English
 Level / Cawu : II / 3 SLTP
 Year : 2000/2001
 Language Focus : Vocabulary
 Time : 90'

NOUN

I. FILL IN THE BLANKS BASED ON THE PICTURES!

1.



The.....'s feathers can be used as shuttlecock.

2.







The.....swims in the river.

3.




The.....has colourful wings.

II. CIRCLE THE CORRECT ANSWER!

4. Tommy's pet is a.....
 a. bear
 b. tiger
 c. dog
 d. crocodile
5. Ana sees a deer behind the tree. "Deer" means ...
 a. rusa
 b. anjing
 c. kuda
 d. singa
6. Rini is looking for a shell fish in the beach. Shell fish means...
 a. kind of amphibian animal
 b. large and dangerous sea-fish
 c. small, soft animal with a spiral shell
 d. kind of reptile animal with poison
7. All the animals bellow are wild animals. They are
 a. bat, dog, tiger
 b. wolf, lion, crocodile
 c. bird, buffalo, bat
 d. turtle, frog, duck
8. Which picture that shows "a dinosaour" ?
 a. 
 b. 
 c. 
 d. 

9. This animal is small. It has four legs and two long ears. It eats grass, vegetables like carrot, cabbage, and fruit. It is a
- a. rabbit
b. bull
c. cat
d. cow
10. A : Don't play on that path, Tom! I saw a cobra there.
B : Oke
Cobra means.....
- a. a kind of bird
b. a kind of ox
c. kind of snake
d. a kind of sea animal

VERB

- I. **FILL IN THE BLANKS WITH THE WORD BASED ON THE PICTURE!**
1.  Jimmy.....a business letter this morning.

2.  The baby hasfor three hours.

3.  Hebaseball long time ago.

II. **CIRCLE THE CORRECT ANSWER!**


4. The tigersfrom the zoo last week.
a. escaped
b. escapes
c. escape
d. escaping
5. The crocodile has ...a slice of meat from the visitors.
a. eating
b. ate
c. eaten
d. eat
6. Those restaurants ...many kinds of seafoods everyday.
a. sale
b. sell
c. shall
d. shell
7. The verbs below are in order from V₁-V₂-V₃.
a. done-do-did
b. come-came-come
c. bought-buy-bought
d. seen-see-saw

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8. Anton can climb the coconut tree very well. The past verb for "climb" is....
 a. cloud
 b. climbs
 c. climbed
 d. clown
9. Arrange this verb in to the right order from V₁-V₂-V₃: sang-sing-sung
 a. sung-sing-sang
 b. sing-sang-sung
 c. sing-sung-sang
 d. sing-sung-sang
10. The students ... to the zoo this morning.
 a. gone
 b. went
 c. go
 d. goes

ADJECTIVE

I. CIRCLE THE CORRECT ANSWER!

1. Mrs Harsono is a..... woman
 a. beauty
 b. beautiful
 c. beautifully
 d. beautifulness
2. A : John buys a red shirt.
 B : What colour is John's shirt?
 a. black
 b. blue
 c. red
 d. green
3. The kitten is very weak, but the buffalo is very.....
 (The antonym of weak)
 a. strong
 b. wild
 c. powerless
 d. big
4. The dog is hungry. The word that has the same meaning with the word underlined is....
 a. angry
 b. starving
 c. weak
 d. strong
5.  The horse is big, but the frog is.....
 a. large
 b. strong
 c. weak
 d. small
6. A : Anang wears grey trousers, and so does Tommy, but Dodik wears-
 blue trousers.
 B : What colour is Tommy's trousers?
 a. blue
 b. grey
 c. white
 d. black

7. The prize of this cloth is Rp 25,500,00
How to read this number: 25,500?
a. two thousand and five hundred
b. twenty-five thousand and five hundred
c. twenty-five hundred and five thousand
d. twenty-five thousand and five
8. Dewa is a musical band from Indonesia.
a. farmer
b. fame
c. farmed
d. famous
9. The length of this table is 478 cms.
How to read this number: 478?
a. Four hundred and eighty-seven
b. Four hundred and seven-eight
c. Four hundred and seventy-eight
d. Four hundred and seventeen-eight
10. The test is too difficult. "Difficult" means.....
a. easy
b. not easy
c. simple
d. able to do

ADVERB**I. CHOOSE THE CORRECT ANSWER!**

1. The penguin runs slowly, but the horse runs very...
a. calmly
b. quickly
c. smoothly
d. slowly
2. He speaks to his mother ... because his mother does not hear his voice.
a. loudly
b. darkly
c. brightly
d. safely
3. Our parents forbid us to talk because it is not polite.
a. calmly
b. slowly
c. rudely
d. smoothly
4. The sky is dark. It will rain
a. heavily
b. shiny
c. bright
d. carefully

5. I can solve that problem easily. The word that has the same meaning with the underlined word is...
- a. too hard to do
b. having much energy
c. full of hapiness
d. not with of great effort
6. Ana moves the bottle carefully. "Carefully" means...
- a. careless
b. with full of care
c. safely
d. taking fast
7. The patient nurse takes care of the patient...
- a. angrilly
b. lately
c. patiently
d. soundly
8. Tom is a serious boy. He never makes a joke when doing something. The adverb form of the word underlined is...
- a. serious
b. seriousness
c. seriousfull
d. seriously
9. My mother moved this picture smoothly. The word that has the same meaning with the word underlined is...
- a. hard
b. strongly
c. calmly
d. succesfully
10. She accepts this present happily. Happily means...
- a. full of sorrow
b. with happiness
c. full of joke
d. no voice

II. FILL THE BLANKS WITH THE SUITABLE WORD PROVIDED IN THE BOX!

steal	Tame	crow	pegeon
difficultly	Borrow	wild	seriously

- The has black feathers that symbolizes death.
- You will be successful If you learn something
- is get something or use something that is returned.
- animals are dangerous because they can eat us.

DO YOUR BEST!

ANSWER KEY

HOMOGENEITY-TEST

NOUN:

- I. 1. Rabbit
- 2. duck
- 3. horse
- II. 4. c
- 5. c
- 6. a
- 7. b
- 8. a
- 9. a
- 10. b

ADJECTIVE:

- 1. a
- 2. b
- 3. c
- 4. a
- 5. a
- 6. c
- 7. a
- 8. d
- 9. a
- 10. d

VERB:

- I. 1. wrote
- 2. slept
- 3. played
- II. 4. c
- 5. b
- 6. a
- 7. c
- 8. d
- 9. d
- 10. a

ADVERB

- I. 1. a
- 2. c
- 3. d
- 4. c
- 5. a
- 6. d
- 7. c
- 8. d
- 9. a
- 10. a
- II. 1. wild
- 2. return
- 3. seriously
- 4. giraffe

ANSWER KEY

POST TEST

NOUN:

- I. 1. cock/rooster
- 2. swan/goose
- 3. butterfly
- II. 4. c
- 5. a
- 6. c
- 7. b
- 8. b
- 9. a
- 10. c

ADJECTIVE:

- 1. b
- 2. c
- 3. a
- 4. b
- 5. d
- 6. b
- 7. b
- 8. d
- 9. c
- 10. b

VERB:

- I. 1. writes
- 2. slept
- 3. played
- II. 4. a
- 5. c
- 6. b
- 7. b
- 8. c
- 9. b
- 10. c

ADVERB:

- I. 1. b
- 2. a
- 3. c
- 4. a
- 5. d
- 6. b
- 7. c
- 8. d
- 9. c
- 10. b

- II. 1. crow
- 2. seriously
- 3. borrow
- 4. wild

The Name of the Respondents

No	Class 2B	No	Class 2C
1.	Agus Waluyo	1.	Andik Dwi Pranomo
2.	Anna Maria	2.	Andisah
3.	Bagus Idi Basuki	3.	Anik Irawati
4.	Cieilia Maria E.P	4.	Bayu Anugraha
5.	Devid Ardecco A	5.	Didik Asnabi
6.	Dhian Nur Anisah	6.	Didik Siswanto
7.	Dian Puspitasari	7.	Didik Suwanto
8.	Eka Hendra Wahyudi	8.	Dim Suryani
9.	Febby Sakti Eka F	9.	Endang Mujiati
10.	Fitria Utami	10.	Endang Susiati
11.	Fitria Yuni Astutik	11.	Evi Nur Azizah
12.	Ida Agustina	12.	Fridawati
13.	Ida Sundayani	13.	Hariyati
14.	Ika Sepdyaningrum	14.	Kartini
15.	Ika Suryati	15.	Leni Retno Indayani
16.	Irawati	16.	Mahfud
17.	Irawati Mayniar D	17.	Mauludiyah
18.	Lilik Andriani	18.	Milil Ulfah
19.	Lina Ayu Fauzi	19.	Mistamah
20.	Meirina Dewi Pratiwi	20.	Mustain
21.	Natalia Nyla Candi	21.	M. Nur Fitrianto
22.	Nungki Indah R.W	22.	Novan Dwiyanto
23.	Nurchayani	23.	Nurhayati
24.	Nurhidayati	24.	Nurul Rahmawati
25.	Rahmat Nugroho	25.	Patmowati

26.	Roni Dwi Ardiyansyah	26.	Pratiwi Wulandari
27.	Ria Erita Raharjo	27.	Rio Sugianto
28.	Seneti Anggraeni	28.	Slamet Efendi
29.	Senetram	29.	Slamet Suwijiono
30.	Setyasih	30.	Siti Retno Indriyani
31.	Siti Muhfarida	31.	Suhariyati
32.	Sumiati	32.	Suhariyanto
33.	Susiono	33.	Suliati
34.	Syaiful Arifin	34.	Titik Widyanti
35.	Syaiful Rushadi	35.	Titin agus Wulandari
36.	Tri Agus Sasmito	36.	Tri Nurdiana
37.	Ummul Hujroh	37.	Vivit Handayani
38.	Via Elita Mahmud	38.	Wahyu Utami
39.	Weni Wijayanti		
40.	Wiwin Sholekah		
41.	Yuli Wulandari		

The Scores of The Heterogeneity test

nA	Class A (X_A)	X_A^2	nB	Class B (X_B)	X_B^2	nC	Class C (X_C)	X_C^2	nD	Class D (X_D)	X_D^2
1	45	2025	1	61	3721	1	28	784	1	24	576
2	51	2601	2	32	1024	2	26	676	2	31	961
3	41	1681	3	34	1156	3	49	2401	3	50	2500
4	63	3969	4	43	1849	4	34	1156	4	18	324
5	54	2916	5	50	2500	5	51	2601	5	22	484
6	53	2809	6	41	1681	6	45	2025	6	43	1849
7	60	3600	7	41	1681	7	34	1156	7	20	400
8	35	1225	8	46	2116	8	16	256	8	18	324
9	47	2209	9	38	1444	9	59	3481	9	30	900
10	49	2401	10	28	784	10	43	1849	10	25	625
11	35	1225	11	42	1764	11	39	1521	11	36	1296
12	60	3600	12	36	1296	12	26	676	12	19	361
13	43	1849	13	37	1369	13	36	1296	13	10	100
14	54	2916	14	34	1156	14	33	1089	14	22	484
15	38	1444	15	37	1369	15	34	1156	15	26	676
16	57	3249	16	33	1089	16	30	900	16	18	324
17	52	2704	17	48	2304	17	38	1444	17	30	900
18	35	1225	18	31	961	18	37	1369	18	35	1225
19	49	2401	19	30	900	19	51	2601	19	27	729
20	55	3025	20	62	3844	20	22	484	20	40	1600
21	57	3249	21	36	1296	21	32	1024	21	22	484
22	48	2304	22	39	1521	22	38	1444	22	31	961
23	60	3600	23	36	1296	23	43	1849	23	35	1225
24	39	1521	24	34	1156	24	39	1521	24	29	841

25	54	2916	25	46	2116	25	24	576	25	25	625
26	52	2704	26	34	1156	26	33	1089	26	32	1024
27	60	3600	27	54	2916	27	39	1521	27	40	1600
28	37	1369	28	35	1225	28	40	1600	28	18	324
29	56	3136	29	37	1369	29	40	1600	29	20	400
30	49	2401	30	45	2025	30	26	676	30	30	900
31	55	3025	31	38	1444	31	43	1849	31	22	484
32	58	3364	32	24	576	32	37	1369	32	41	1681
33	51	2601	33	30	900	33	31	961	33	35	1225
34	45	2025	34	49	2401	34	30	900	34	21	441
35	60	3600	35	45	2025	35	36	1296	35	25	625
36	36	1296	36	43	1849	36	43	1849	36	31	961
37	48	2304	37	64	4096	37	30	900	37	40	1600
38	56	3136	38	41	1681	38	30	900	38	30	900
39	58	3364	39	35	1225	39	41	1681			
40	60	3600	40	46	2116						
41	41	1681	41	48	2304						
42	59	3481									
42	2115	109351	41	1663	70701	39	1406	53526	38	1071	32939

The Guideline of Instruments

A. Interview Guide

No	Asking questions about	Data Resources
1	The method that is used in teaching vocabulary	English teacher
2	The books that are used in teaching vocabulary	English teacher
3	The media that are used in teaching vocabulary	English teacher
4	Whether or not he/she used Flash Cards in teaching vocabulary	English teacher
5	The teaching schedule	English teacher

B. Documentation Guide

No	Asking Questions About	Data Resources
1	The total number of the second year students of SLTPN 1 Candipuro Lumajang.	The Administration Staff
2	The names of the respondents	The Administration Staff



DEPARTEMEN PENDIDIKAN NASIONAL
SLTP NEGERI 1 CANDIPURO
JALAN JEND. SUDIRMAN 91 CANDIPURO
LUMAJANG 67373
Telp. (0334) 571452

SURAT - KETERANGAN

Nomor : 330 / 434 . 33 . 677 / KP / 2001

Yang bertanda tangan dibawah ini, kami selaku Kepala Sekolah Lanjutan Tingkat Pertama Negeri 1 Candipuro Kabupaten Lumajang, menerangkan bahwa :

Nama : BIBIT SETYO PRIHATININGSIH
N I M : B1G195319
Fakultas : KIP - Universitas Jember
Jurusan/Program : PBS/ Pendidikan Bahasa Inggris

telah mengadakan penelitian tentang kegiatan belajar mengajar Bahasa Inggris di sekolah kami pada tanggal 4 Mei sd 28 Mei 2001 dengan judul " The Effect of Using Flashcards in English Teaching on Vocabulary Mastery of the Second Year Students of SLTPN 1 Candipuro Lumajang in the Academic Year 2000/2001 "

Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : BIBIT SETTO PRIHATININGSIH
 Nim / Jurusan / Angkatan : B16195319 / PEND. B. INTEGRIS / 1995
 Judul Skripsi : THE EFFECT OF USING FLASH CARDS
 IN ENGLISH TEACHING ON VOCABULARY
 MASTERY OF THE SECOND YEAR STUDENTS OF SLTPN I
 CAMOIPURO LUMAJANG IN THE ACADEMIC YEAR 2000/2001
 Pembimbing I : Drs. BAMBANG S, MEd
 Pembimbing II : -

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	SENIN, 4 DES 2000	RESEARCH MATRIX	
2.	SENIN, 11 DES 2000	CHAPTER I	
3.	SENIN, 18 DES 2000	CHAPTER I, II dan III	
4.	SELASA, 20 MAR 2001	CHAPTER I, II dan III	
5.	RABU, 28 MAR 2001	CHAPTER I, II dan III	
6.	SENIN, 16 APR 2001	LESSON PLAN, WORKSHEET, HOMOGENEITY TEST & POST TEST	
7.			
8.	RABU, 25 APR 2001	CHAPTER I, II, III; LESSON PLAN; WORKSHEET; HOMOGENEITY TEST & POST TEST	
9.			
10.			
11.	RABU, 23 MEI 2001	CHAPTER I, II, III; LESSON PLAN; WORKSHEET; HOMOGENEITY TEST & POST TEST	
12.			
13.			
14.	SELASA, 19 JUNI 2001	CHAPTER IV & V	
15.	JUMAT, 27 JULI 2001	CHAPTER IV, V; ABST; ACK; BIB	

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : BIBIT SETYO PRIHATININGSIH
 Nim / Jurusan / Angkatan : B16195319 / PEDD. B. INGGRIS / 1995
 Judul Skripsi : THE EFFECT OF USING FLASH CARDS IN
 ENGLISH TEACHING ON VOCABULARY
 MASTERY OF THE SECOND YEAR STUDENTS OF SLTPN I
 CANTIDURO LUMAJANG IN THE ACADEMIC YEAR 2000/2001
 Pembimbing I :
 Pembimbing II : DRS. I. PUTU .S, MED
 KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	SENIN, 4 DES 2000	RESEARCH MATRIX	
2.	SENIN, 11 DES 2000	CHAPTER I	
3.	SENIN, 29 JAN 2001	CHAPTER II	
4.	SENIN, 15 JAN 2001	CHAPTER I	
5.	SENIN, 29 JAN 2001	CHAPTER III	
6.	RABU, 21 MAR 2001	CHAPTER I, II, III	
7.	RABU, 18 APR 2001	CHAPTER I, II, III; LESSON PLAN;	
8.		WORKSHEET; HOMOGENEITY TEST	
9.		& POST TEST; BIB	
10.	RABU, 25 APR 2001	CHAPTER I, II, III; LESSON PLAN;	
11.		WORKSHEET; HOMOGENEITY	
12.		TEST & POST TEST; BIB	
13.	RABU, 20 JUNI 2001	CHAPTER IV, V	
14.	JUMAT, 27 JULY 2001	CHAPTER IV, V; ABST; ACK;	
15.		BIB	

- CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

English NAME: SYAHRUL ARIFIN
 II / 3 SLTP KLS: II B
 2000/2001 NO: 34
 Vocabulary
 90

Subject
 Level / Cawu
 Year
 Language Focus
 Time

78

NOUN

FILL IN THE BLANKS BASED ON THE PICTURES!
 The shuttlecock has feathers can be used as shuttlecock



The crocodile swims in the river



The Butterflies has colourful wings






II. CIRCLE THE CORRECT ANSWER!

1. Tommy's pet is a
 a. bear
 b. dog
 c. tiger
 d. crocodile
2. Ana sees a deer behind the tree. "Deer" means
 a. rusa
 b. kuda
 c. anjing
 d. singa

3. Rini is looking for a shell fish in the beach. Shell fish means
 a. kind of amphibian animal
 b. large and dangerous sea-fish
 c. small, soft animal with a spiral shell
 d. kind of reptile animal with poison

4. All the animals bellow are wild animals. They are
 a. bat, dog, tiger
 b. bird, buffalo, bat
 c. wolf, lion, crocodile
 d. turtle, frog, duck

5. Which picture that shows "a dinosaur" ?
 a. 
 b. 
 c. 
 d. 

6. This animal is small. It has four legs and two long ears. It eats grass, vegetables like carrot, cabbage, and fruit. It is a
 a. rabbit
 b. bull
 c. cat
 d. cow

7. A : Don't play on that path, Tom! I saw a cobra there.
 B : Oke
 Cobra means
 a. a kind of bird
 b. a kind of ox
 c. kind of snake
 d. a kind of sea animal

I. FILL IN THE BLANKS WITH THE WORD BASED ON THE PICTURE!
 Jimmy woke up a business letter this morning

The baby has cried for three hours

He played baseball long time ago

II. CIRCLE THE CORRECT ANSWER!

4. The tigers from the zoo last week
 a. escaped
 b. escapes
 c. escape
 d. escaping
5. The crocodile has a slice of meat from the visitors
 a. eating
 b. ate
 c. eaten
 d. eat
6. Those restaurants many kinds of seafoods everyday
 a. sale
 b. sell
 c. shall
 d. shell

7. The verbs below are in order from V₁-V₂-V₃
 a. done-do-did
 b. come-came-come
 c. bought-buy-bought
 d. seen-see-saw

8. Anton can climb the coconut tree very well. The past verb for "climb" is
 a. cloud
 b. climbed
 c. climb
 d. clown

9. Arrange this verb in to the right order from V₁-V₂-V₃ sang-sing-sung
 a. sing-sing-sang
 b. sing-sung-sung
 c. sing-sung-sang
 d. sing-sung-sing

10. The students to the zoo this morning
 a. gone
 b. went
 c. go
 d. goes

ADJECTIVE

1. **CIRCLE THE CORRECT ANSWER!**
 Mrs Harsono is a woman
 a. beauty
 b. beautiful
 c. beautifully
 d. beautifulness

2. A : John buys a red shirt.
 B : What colour is John's shirt?
 a. black
 b. red
 c. white
 d. blue

B = 29

- the sky is dark. It will rain...
 heavily
 b. shiny
 c. bright
 d. carefully
5. I can solve that problem easily. The word that has the same meaning with the word is...
 a. to hard to do
 b. having much energy
 c. full of happiness
 d. not with of great effort
6. Ana moves the bottle carefully. "Carefully" means...
 a. careless
 b. with full of care
 c. safely
 d. taking fast
7. The patient nurse takes care of the patient:
 a. angrily
 b. lately
 c. patiently
 d. soundly
8. Tom is a serious boy. He never makes a joke when doing something. The adverb form of the word underlined is...
 a. serious
 b. seriousness
 c. seriously
 d. seriously
9. My mother moved this picture smoothly. The word that has the same meaning with the word underlined is...
 a. hard
 b. strongly
 c. calmly
 d. successfully
10. She accepts this present happily. Happily means...
 a. full of sorrow
 b. with happiness
 c. full of joke
 d. no voice

II. FILL THE BLANKS WITH THE SUITABLE WORD PROVIDED IN THE BOX!

steal	tame	crow	pegeon
difficulty	borrow	wild	seriously

- The Crow has black feathers that symbolizes death.
- You will be successful if you learn something difficulty.
- borrow is get something or use something that is returned.
- wild animals are dangerous because they can eat us.

DO YOUR BEST!

- b. wild
 c. powerness
 d. big
4. The dog is hungry. The word that has the same meaning with the word underlined is...
 a. angry
 b. starving
 c. weak
 d. strong
5. The horse is big, but the frog is...
 a. large
 b. strong
 c. weak
 d. small
6. Anang wears grey trousers, and so does Tommy, but Dodik wears...
 a. blue
 b. grey
 c. white
 d. black
7. The prize of this cloth is Rp 25,500,00. Which one is the correct spelling of 25,500?
 a. two thousand and five hundred
 b. twenty-five thousand and five hundred
 c. twenty-five hundred and five thousand
 d. twenty-five thousand and five
8. Dewa is a musical band from Indonesia.
 a. farmer
 b. fame
 c. farmed
 d. famous
9. The length of this table is 478 cms. Which one is the correct spelling of 478?
 a. Four hundred and eighty-seven
 b. Four hundred and seven-eight
 c. Four hundred and seventy-eight
 d. Four hundred and seventeen-eight
10. The test is too difficult. "Difficult" means.....
 a. easy
 b. not easy
 c. simple
 d. able to do

ADVERB

I. CHOOSE THE CORRECT ANSWER!

- The penguin runs slowly, but the horse runs very...
 a. calmly
 b. quickly
 c. smoothly
 d. slowly
- He speaks to his mother ... because his mother does not hear his voice.
 a. loudly
 b. darkly
 c. brightly
 d. safely
- Our parents forbid us to talk because it is not polite.
 a. calmly
 b. rudely



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR REVISI/PERBAIKAN SKRIPSI

NAMA MAHASISWA : Bibit Setyo Prihatiningsih
 NIM : BIG195319
 JUDUL SKRIPSI : The Effect of Using Flash Cards in English Teaching on Vocabulary Mastery of the Second Year Students of SLTPN 1 Candipure Laj in the Academic Year 2000/2001.
 TANGGAL UJIAN : 7 Agustus 2001
 PEMBIMBING : 1. Drs. Bambang Suharjito, M. Ed
 2. Drs. I Putu Sukasantara, M. Ed

MATERI PEMBETULAN/PERBAIKAN

NO	HALAMAN	HAL-HAL YANG HARUS DIPERBAIKI
1.	3	1.2 Problem Formulation
2.	4	Ditambah keterangan 1.3.3 Students
3.	4	Research Objective
4.	13	Hypothesis
5.	23	Ditambah mean keempat kelas
6.	27	Discussion
7.	29	Conclusion and Suggestion, Bibliography

PERSETUJUAN TIM PENGUJI

JABATAN	NAMA TIM PENGUJI	TANDA TANGAN DAN TANGGAL
Ketua	Dra. Wiwiek. I, MKes, MEd	(Signature) 18/8/01
Sekretaris	Drs. I Putu .S, MEd	(Signature) 18/8/01
Anggota	1. Dra. Wiwiek Eko.B, IPd	(Signature) 18/8/01
	2. Drs, Bambang. S, MEd	(Signature) 18/8/01
	3.	

Mengetahui, Menyetujui,
Pembimbing I

(Drs. Bambang. S, MEd)
NIP. 131 832 333

Pembimbing II

(Drs. I Putu. S, MEd)
NIP. 131 878 793

Jember, 18 Agustus. 2001
Mhs yg bersangkutan

(Bibit Setyo.P)
NIM. BIG195319

Mengetahui,
Ketua Jurusan P. Bahasa dan Seni

(Dra. Wiwiek Eko. B, MPd)
NIP. 131 479 844