



**IMPROVING VII-E STUDENTS' ACTIVE PARTICIPATION AND THEIR
VOCABULARY ACHIEVEMENT BY USING FLASHCARDS
AT SMPN 9 JEMBER IN THE 2015/2016
ACADEMIC YEAR**

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016**



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THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department Teacher
Training and Education Faculty Jember University

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2016

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. 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 qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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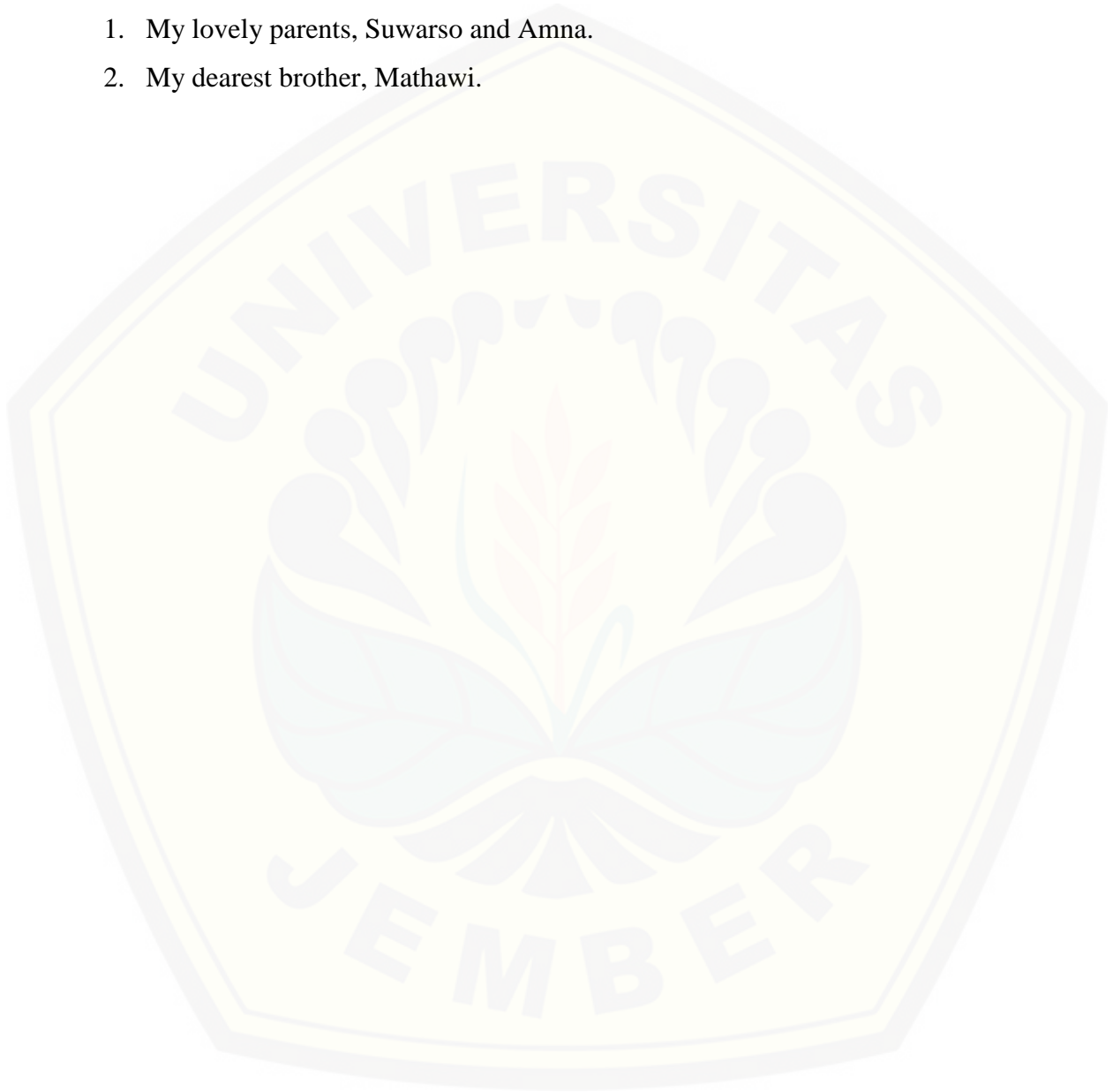
The Writer

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DEDICATION

This thesis is honorably dedicated to:

1. My lovely parents, Suwarso and Amna.
2. My dearest brother, Mathawi.



MOTTO

Sometimes, one word can make all the difference.

(Svitlana_Wild)



<http://www.ranker.com/list/notable-and-famous-vocabulary-quotes/reference> [April 28th, 2016]

CONSULTANT APPROVAL

**Improving VII-E Students' Active Participation and Their Vocabulary
Achievement by Using Flashcards at SMPN 9 Jember in the 2015/2016
Academic Year**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Program, Language and Arts Education Department, the Faculty of
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Secondly, I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
3. The Chairperson of the English Education Program for the permission of writing this thesis,
4. My academic advisor, Dr. Aan Erlyana fardhani, M. Pd for the guidance given to me so that I can finish my study,
5. My first consultant, Dra. Zakiyah Tasnim, MA and my second consultant, Eka Wahjuningsih, S.Pd, M.Pd for guiding and helping me to write this thesis,
6. The Principal, the English teacher and the students of Class VII-E of SMPN 9 Jember for their participation in this research.
7. My beloved friends Nur, Dinik, Arum, Tika, Andro, Firda, Linda, Riri who always support and help me.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

The Writer

SUMMARY

Improving VII-E Students' Active Participation and Their Vocabulary Achievement by Using Flashcards at SMPN 9 Jember in the 2015/2016 Academic Year; Heni Hanifa; 110210401017; 2016; 49 pages; English Language Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve VII-E students' active participation and vocabulary achievement by using flashcards at SMPN 9 Jember in the 2015/2016 academic year. This research was started by interviewing the English teacher of the seventh grade students in the school. The interview was intended to get the problems faced by the students in the teaching and learning process of vocabulary. Based on the interviewing, the students had more problems than the other classes in the teaching and learning process of vocabulary. The problems were the students had limited vocabulary and the class had the lowest score in vocabulary achievement. Then, based on the observation in class VII-E, the students were not active in the teaching learning process. In this case, Flashcards was chosen to help the students improve their active participation and vocabulary achievement.

This research was done in two cycles and each cycle covered four stages of activities namely; (1) the planning of the action, (2) the implementation of the action, (3) observation and evaluation of the action, and (4) reflection of the action. The evaluations conducted of this research were product and process evaluations. The product evaluation was conducted at the end of each cycle by administering a vocabulary achievement test. The process evaluation was conducted by observation in each meeting to evaluate the students' active participation during the teaching and learning process of vocabulary. In this classroom action research, the researcher and the English teacher implemented the actions collaboratively. The research targets

were 75% of the students got score at least 74 and 75% of the students actively participated in the teaching and learning process of vocabulary by using flashcards.

From the results of classroom observation in cycle 1, it was known that the percentage of the students who actively participated was 79.2%. Then, in cycle 2 there were 86.1% of the students who actively participated in the teaching learning process of vocabulary by using flashcards. The result showed that the improvement of the students' active participation from cycle 1 to cycle 2 was 6.9%. Both of the results of the students' active participation had achieved the research target requirement. It means that cycle 2 gave consistent result as the one in cycle 1.

Then, the results of the students' vocabulary achievement test in cycle 1 showed that there were 77.8% (28 students) of 36 students got score 74 or higher in vocabulary achievement. Meanwhile, in cycle 2, there were 86.1% (31 students) of 36 students got score 74 or higher in vocabulary achievement. It means that the results of the students' vocabulary achievement had achieved the research target requirement and showed that the improvement of the students' vocabulary achievement from cycle 1 to cycle 2 was 8.3%. Therefore, the result of cycle 2 was consistent with the results of cycle 1.

Based on the results above, it could be concluded that the use of flashcards was able to improve VII-E students' active participation and vocabulary achievement at SMPN 9 Jember in the 2015/2016 academic year. Therefore, it is suggested to the English teacher especially at VII-E SMPN 9 Jember to apply flashcards as alternative media in teaching vocabulary in order to attract the students' interest and motivation in learning English. It is also suggested to the students at SMPN 9 Jember to be more active in the teaching learning of vocabulary especially at SMPN 9 Jember so that their vocabulary mastery can be developed and improved and in the process of teaching vocabulary, the students pay attention to the teacher's explanation. Moreover, the future researchers who have the same problem are suggested to use the results of this action research as references to conduct the same research but in different design of research to develop students' vocabulary achievement.

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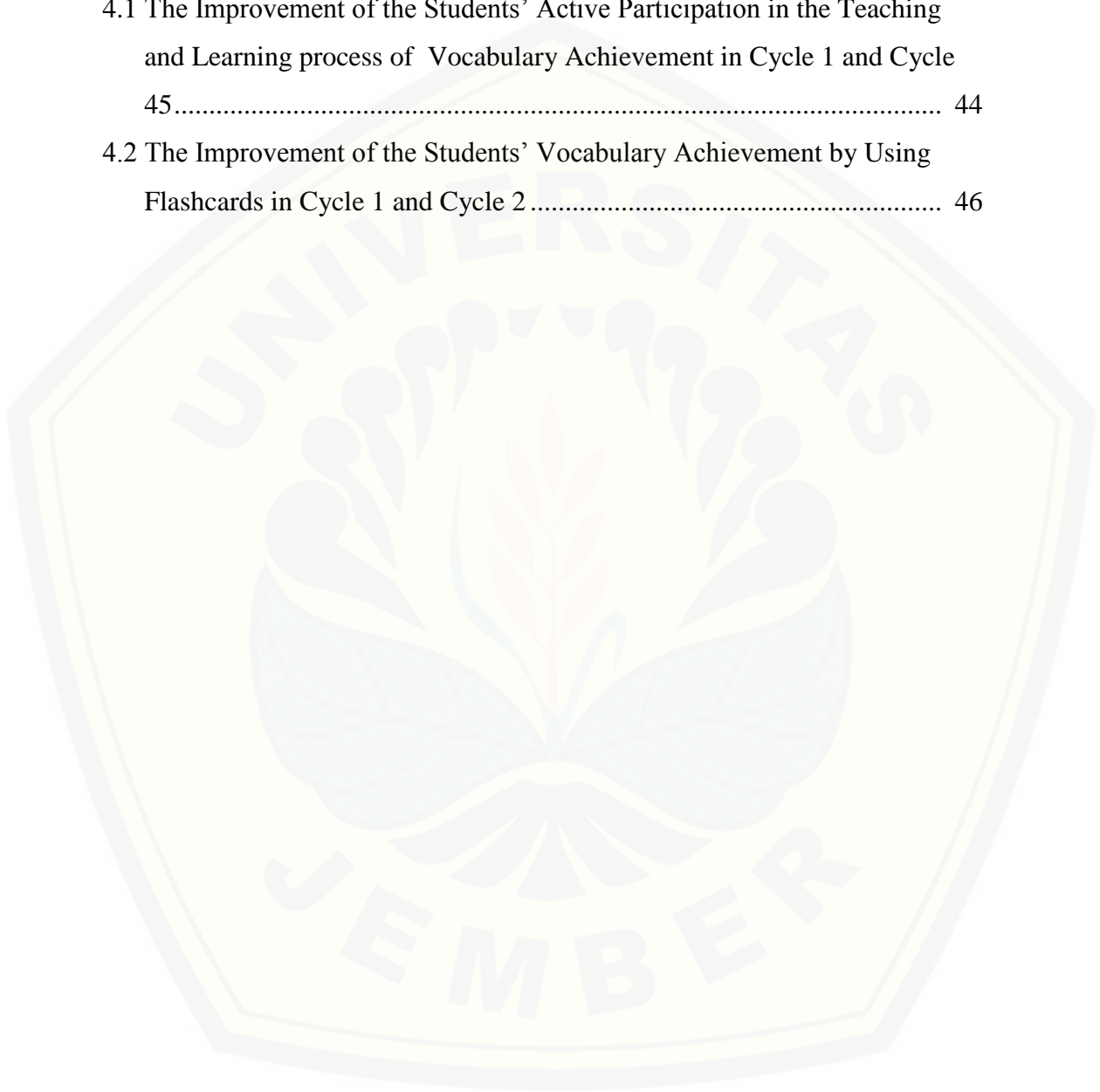
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CHAPTER 1. INTRODUCTION

This chapter presents some aspects supporting the topic of the research. They include background of the research, problems of the research, objectives of the research and significances of the research.

1.1. Background of the Research

Language is used as a means of communication. It brings ideas, opinions, thoughts, and feelings. People can communicate each other by using language such as English, Indonesian, and Spanish. In Indonesia, English has been as the first foreign language which is taught as a compulsory subject in junior high school and senior high school. The general aim of teaching English at Junior and Senior High School is to develop students' ability to communicate both in spoken and written language. In order to master English well, the students should master the four language skills, namely listening, speaking, reading and writing and the language components, namely vocabulary, grammar and pronunciation.

As the basic component of the four language skills, vocabulary has to be mastered by students. Without mastering vocabulary, it will be difficult for the students to communicate with each other. Tornbury (2002:13) states

“If you spend your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”.

It means that vocabulary as one of the language components is important to be learned in order that we can improve and master our English skills, covering listening, speaking, reading and writing. By mastering vocabulary, we can produce many sentences and also communicate with other people easily.

The preliminary study was done by doing observation and interview with the English teacher at SMPN 9 Jember. The seventh grade of SMPN 9 Jember consists of

six classes. They are A, B, C, D, E, and F. The English teacher said that VII-E faced more problems than the other classes in the teaching learning process of English, especially on vocabulary. First, the students had limited vocabulary. It was proven by the condition where most of the students did not know the meanings of English words, they could not spell the words correctly, and they often forgot new vocabulary that had been taught by the teacher. Second, the students' previous vocabulary test scores integrated with reading skill conducted by the English teacher were still the lowest one compared with the scores of the other classes. The mean score was 67.8. In this class, only 25% of the students achieved the English minimum requirement standard score of 74 and 75% of the students failed. It means that only 9 students of 36 students got good score or more.

Based on the observation in class VII-E, the students had low motivation in learning English especially vocabulary that was shown by their participation during the teaching learning process of English. Most of the students were not active in the teaching learning process. It was proven when the teacher gave chance to the students to ask some questions during the teaching learning process, no one asked questions. Then, when the teacher asked some questions, there were only two or three students answered the questions or the teacher mentioned the names of the students first to answer the questions. In addition, the teacher sometimes used video as media, even it was rarely used. The teacher usually wrote the difficult words on the whiteboard and asked the students to look up the meaning of those difficult words in their dictionary. Moreover, the teacher taught vocabulary integratedly with the reading skill and the students learned vocabulary without using any media, so that the students considered English, especially vocabulary, as a very difficult and boring subject.

The problems needed to be solved. The teacher needed to find appropriate media that could encourage the students to be active in the teaching learning process of vocabulary in order that they could improve their active participation and their vocabulary achievement. Hamalik (In Arsyad 2006:15) states that the use of media in teaching learning process can encourage the students' interest, their motivation and

influence their psychological condition. One of the media that can be used is flashcard.

Flashcard is one of visuals aids that can be used in teaching English especially vocabulary. According to Thornburry (2002:79), “Visual aids take many forms such as flashcards (published and home-made), wall charts, transparencies projected to the board or wall using an overhead projector, and board drawings”. Doff (1998:129) states “Flashcards are cards with simple pictures (or words or numbers) which can be held up by the teacher or given out to students to be used in pairs and groupworks”. In addition, flashcards can be used to teach vocabulary. Moreover, Arsyad (2006:119) states that flashcard is a card that consists of a picture, a text or a symbol that reminds or guides the students about the information given. Based on the ideas above, it can be concluded that flashcards are visual media that can be used to teach vocabulary.

Recently, there are a number of relevant researches in the same topic. For example, a Classroom Action Research entitled Improving VII-E Grade Students’ Active Participation and Their Vocabulary Achievement by Using Flashcards at SMPN 2 Tanggul Jember conducted by Pamekasari (2013) gave a good result. She (2013) proved that flashcards could improve the students’ vocabulary achievement from 77.8% in the first cycle to 83.3% in the second cycle and the students’ active participation during the vocabulary teaching learning process from 76.4% in the first cycle to 84.7% in the second cycle.

Besides, Nugroho (2012) from Sebelas Maret University conducted a Classroom Action Research entitled Improving Students’ Vocabulary Mastery Using Flashcards. He proved that flashcards could improve students’ vocabulary achievement from 45.70 in pre-test to 70.52 in post-test 1 and 80.13 in post-test 2. In addition, the students were active and enthusiastic in joining the learning activity especially in learning vocabulary. From those previous research findings, it was known that flashcards could improve the students’ active participation and increased the students’ vocabulary achievement in learning vocabulary.

In this research, flashcards was used as the media for teaching vocabulary to solve the problems faced by the students. The function of flashcards is to motivate the students to be more active and to make learning vocabulary to be more meaningful so that the students can improve their vocabulary achievement. Therefore, a classroom action research entitled Improving VII-E Students' Active Participation and Their Vocabulary Achievement by Using Flashcards at SMPN 9 Jember in the 2015/2016 Academic Year was conducted.

1.2 Problems of the Research

Based on the background above, the problems of the research are formulated as follows.

1. Can the use of flashcards improve VII-E students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember in the 2015/2016 Academic Year?
2. Can the use of flashcards improve VII-E students' vocabulary achievement at SMPN 9 Jember in the 2015/2016 Academic Year?

1.3 Objectives of the Research

The objectives of this research are formulated as follows.

1. To improve VII-E students' active participation in the teaching learning process of vocabulary by using flashcards at SMPN 9 Jember in the 2015/2016 Academic Year.
2. To improve VII-E students' vocabulary achievement by using flashcards at SMPN 9 Jember in the 2015/2016 Academic Year.

1.4 Significance of the Research

The results of this research are expected to be useful for the English teacher, the students of SMPN 9 Jember, and the future researchers.

a. For the English Teacher

The result of this research is expected to be useful for the English teacher of the seventh grade students at SMPN 9 Jember as a reference or a guide to use flashcards in the teaching learning process of vocabulary in order to improve the students' vocabulary achievement and motivate the students to learn English.

b. For the students

It is hoped that the result of this research is useful to motivate the students to learn English especially the students of VII-E at SMPN 9 Jember, especially to learn vocabulary so that they can enlarge their vocabulary.

c. For Future Researchers

It is expected that the result of this research can be used as a reference by future researchers who have a similar topic to conduct a further research by using a different research design, such as the effect of using flashcards on the seventh grade students' vocabulary achievement.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the topics of this research. It covered definitions of vocabulary, classification of vocabulary, vocabulary achievement, definitions of flashcards, types of flashcards, the meaning of text and its types, the procedures of teaching vocabulary by using flashcards, the advantages and disadvantages of flashcards of teaching vocabulary using flashcards, and the research hypothesis. Each point is presented respectively in the following sections.

2.1 Vocabulary

Vocabulary is one of the language components that is very important to be mastered in the teaching learning process of English language in order that we can communicate with other people easily. It is impossible for people to produce sentences or utterances if they do not have adequate vocabulary.

2.1.1 Definitions of Vocabulary

According to Hatch and Brown (1995:1) "Vocabulary refers to a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use". It means that vocabulary refers to the words of certain language used by a speaker in using the language. Moreover, Diamond and Guthlon (2006) define vocabulary as knowledge of words and word meaning that people must know to communicate effectively.

Based on the statement above, it can be concluded that vocabulary refers to words of certain language used by people in using the language to communicate effectively.

2.1.2 Classification of Vocabulary

According to Williams and Quirk (1970:14), vocabulary is classified into two classes, namely large vocabulary and small vocabulary. Large vocabulary covers nouns, adjectives, verbs, and adverbs, while small vocabulary covers articles, conjunctions, prepositions, and interjections.

In this research, the researcher only focused on large vocabulary because based on the preliminary study, the students were mostly taught large vocabulary and it was based on curriculum. Every classification will be explained as follows.

2.1.2.1 Nouns

Hatch and Brown (1995:219) state that noun refers to a person, a place, or thing. Then Higgins (2000) classifies noun into seven types as follows.

- a. Common nouns refer to a general class of person, place or thing. For examples: boy, girl, woman, etc.
- b. Proper nouns are names that refer specifically to the identity of certain special nouns. Proper nouns include the names of people (Jonathan), geographical names (Australia), brand names (Kleenex), institutional names (Bank of America) as well as titles of film, literature and artwork (Deer Hunter).
- c. Collective nouns refer to a group or collection of nouns with one word. For examples: flock of geese, a suit of clothes, a class of students, etc.
- d. Abstract nouns refer to words for a concept. It is an idea that exists in our mind only. Examples of abstract nouns include hope, desire, fear, etc.
- e. Compound nouns are nouns that consist of two or more words combined. For examples: boyfriend, girlfriend, greenhouse, etc.
- f. Count nouns are nouns that can be counted in numbers. For examples: books, birds, pianos, eggs, etc.
- g. Mass nouns, also called as non-count nouns, are nouns that cannot be counted. For examples: water, rice, sugar, coffee, etc.

This research focused on common nouns and mass nouns because they were taught to the seventh grade students and were commonly used in the descriptive text.

2.1.2.2 Verbs

Hatch and Brown (1995:222) state “Verbs are words that denote to action”. It means that verbs are words that refer to act. Meanwhile, Harmer (1998:38) states that there are three important types of verbs, they are auxiliary verbs, main verbs and phrasal verbs. The classifications are as follows.

a. Auxiliary verbs

Auxiliary verbs are used with main verbs in affirmative sentences, negative sentences and question formation. Auxiliary verbs help the main verbs to make a statement, to give a command or to ask questions. The examples of Auxiliary verbs: be (is, am, are, was, were), shall, should, can, could, may, might, will, would, etc.

b. Main verbs

Main verbs are verbs that carry the main meaning. For examples: arrive, say, believe, shout, see, etc.

There are two kinds of main verbs. They are regular and irregular verbs.

1). Regular verbs

The past and past participle of regular verbs are formed by adding –d or –ed at the present. Some examples of regular verbs:

Present	Past	Past participle
Play	Played	Played
Shout	Shouted	Shouted
Work	Worked	Worked

2). Irregular verbs

Irregular verbs have irregular forms in past tense and past participle. Some examples of Irregular verbs.

Present	Past	Past participle
Know	knew	known
Get	got	gotten
Go	went	gone
Sing	sang	sung

c. Phrasal verbs

Phrasal verbs are verbs formed by adding an adverb or a preposition (or an adverb and preposition) to a verb to create a new meaning. For examples: look for, take off, pick up, etc.

This research focused on regular verbs in the simple present tense because it deals with the language features of descriptive text.

2.1.2.3 Adjectives

Hatch and Brown (1995:228) state that adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. In addition, Cyssco (2000:109-110) states that an adjectives is a word used to explain nouns and classifies it into:

- a. Qualitative adjectives, for examples: big, small, busy, tall, stupid, clever, diligent, etc.
- b. Distributive adjectives, for examples: each, every, either, neither, etc.
- c. Possessive adjectives, for examples: my, your, his, her, its, our, etc.
- d. Demonstrative adjectives, for examples: this, that, these, those, etc.
- e. Interrogative adjectives, for examples: what, which, whose, etc.
- f. Quantitative adjectives, for examples: some, any, many, much, a few, etc.

This research focused on qualitative adjectives and possessive adjectives because they were taught to the seventh grade students and were commonly used in the descriptive text.

2.1.2.4 Adverbs

Hatch and Brown (1995:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns. Furthermore, Alter (1991:108) classifies adverbs into five kinds.

- a. Manner : politely, boldly, bravely, softly, loudly, etc.
- b. Place : here, there, wherever, everywhere, inside, in the room, etc.
- c. Time : now, then, soon, already, before, today, ago, on Friday, etc.
- d. Degree : very, quite, too, almost, even, so, clearly, hardly, just, etc.
- e. Frequency : always, never, seldom, once, sometimes, twice, etc.

This research focused on the adverb of manner and the adverb of time because they were taught to the seventh grade students and were commonly used in the descriptive text.

2.1.3 The Students' Vocabulary Achievement

According to Hughes (2003:13), achievement is related to the test that is done to establish how successful individual students, groups of students, or the courses have been in achieving objectives. In this case, vocabulary achievement referred to the students' vocabulary achievement after doing test of vocabulary by using flashcards. The achievement was measured by using a vocabulary test. Therefore, the students' vocabulary achievement was defined as the students' ability in mastering vocabulary and it was shown by the scores of the vocabulary test done in the cycle. The vocabulary test materials covered verbs, nouns, adjectives, and adverbs by using flashcards.

2.2 Flashcard

Using media is important and useful in teaching learning process. According to Hamalik (1994:23) educational media are instruments, methods, and techniques used by the teacher to make an effective communication and interaction between the

teacher and the students in teaching learning process in school. In this research, flashcards were used as the media in the teaching learning process.

2.2.1 Definitions of Flashcards

Amalia (2102) states that flashcards are a set of cards in which items to be studied are written. They are “flashed” (shown quickly) one by one to the learners to elicit a quick response. It can be concluded that flashcards are a set of cards shown quickly one by one to the learners to get a quick response.

There are some definitions of flashcards based on some experts. Doff (1998:129) states that “Flashcards are cards with simple pictures (or words or numbers) that can be held up by the teacher or given out to students to use in pair and groupwork. It can be used to teach vocabulary (example: pictures of knife, fork, spoon, plate, cup)”. Furthermore, Arsyad (2006:119) states that a flashcard is a card that consists of a picture, a text or a symbol that reminds or guides the students about the information given. Komachali (2012:137) states that a flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Then, it should be noted that the letters on it must be visible and large enough for everyone sitting in front and the back of the classroom. To make sure that everyone can see the letters on the card, it is better to write words with capital letters.

Although there are some definitions of flashcards given by the experts, but they have similar meanings. A flashcard is a card consists of picture or word that can be used as media to help the students learning vocabulary as stated by Doff (1998:128) that flashcards can be used to teach vocabulary.

Arsyad (2006:120) states that flashcards are usually 8 x 12 cm in size or it depends on the size of the class. It means that the size of flashcards is varied depending on the size of the class, the need and the purpose of the language teaching. If the class is big, the size of flashcards should also be big enough for the students who sit in the back row so that they can see or read picture or words on the flashcards

clearly. Then flashcards should be flashed in a quick speed. In this research, the researcher used colorful flashcards, in which the size was A4 sheets (21 cm x 29,7 cm) and was shown in a quick speed (in five seconds).

2.2.2 Types of Flashcards

In this research, the researcher used two kinds of flashcards. They were picture and word flashcards. Each type will be explained as follows.

2.2.2.1 Picture Flashcards

Pictures can be used as media in teaching learning process. According to Wright (1989:136),

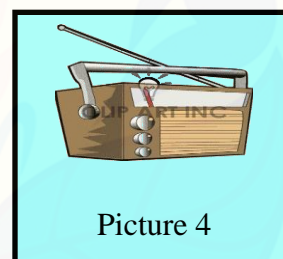
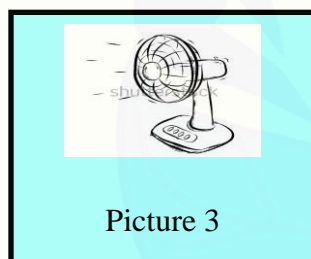
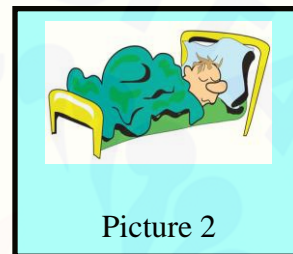
“Pictures can be used for centuries to help students understand various aspects of foreign languages. Then, he also states that the pictures have motivated the students, made the subject clearer, and illustrated the general idea and forms of an object or action which is particular to a culture”.

It means that it is easier for the students to understand the materials taught by the teacher by using pictures and it can motivate students to learn English. In this research, picture flashcards were cards that consisted of simple pictures to show single objects or actions which were printed or drawn.

Picture flashcards can be taken from magazines, advertisements, newspapers, or copied from the internet. Doff (1998:129) states “It can use half a sheet of typing paper, or a piece of card, draw the picture with a thick black pen, or cut pictures from a magazine”. Whereas the size of flashcards is various depending on your need. Arsyad (2006:120) states that flashcards are usually 8 x 12 cm in size or it depends on the size of the class. It means that the size of flashcards should be big enough to be seen from the back of a classroom. In this research, the size of flashcards is A4 sheets (21 cm x 29,7 cm)

Wright (1989:22) says that picture flashcards can be used to motivate the students and remind them of what to say. They can stimulate or motivate the students in teaching. In addition, Nugroho (2012:5) states that “Picture flashcards are useful for presenting, practicing, and revising vocabulary”. Based on Wright’s and Nugroho’s explanation, picture flashcards can be used by the teacher to teach vocabulary to the students and motivate the students in teaching learning process so that it is easier for the students to remember and understand the vocabulary taught.

The examples of pictures of flashcards are as follows:



The picture flashcards above contain a single picture on each card. Picture 1 and 2 are the examples of verbs. Picture 1 is “cry” and picture 2 is “sleep”. Picture 3 and 4 are the examples of nouns. Picture 3 is “a fan” and picture 4 is “a radio”. In this research, the researcher used single pictures in picture flashcards because single pictures only showed single objects so that they were easier to be understood by the students in learning the vocabulary.

2.2.2.2 Word Flashcards

Word flashcards are printed cards containing information in the form of words. According to Nugroho (2012:5), word flashcards are cards on which words

have been printed. The kind of word flashcards used is the modification of word cards. Based on Hinkel (2005:591), word cards are cards where the teacher writes the English word on one side of the card and its definition or synonym or pronunciation on another. According to Thornbury (2002:145), word cards are a set of cards printed with words in each side of the cards, where the second language is printed on the front side and the first language on the back side. From this definition, the researcher created word flashcards that have two sides. The word is written on the front side and the meaning is on the back side. Then, Hatch and Brown (1995:3) state that words can be divided into eight different word classes, namely (1) nouns, (2) verbs, (3) adjectives, (4) adverbs, (5) pronouns, (6) prepositions, (7) conjunctions, (8) determiner. In this research, the researcher only focused on nouns, verbs, adjectives, and adverbs that were investigated because based on the preliminary study, the students were mostly taught nouns, verbs, adjectives, and adverbs. The examples of word flashcards are as follows.

Front	Back
BEAUTIFUL	CANTIK
TOMORROW	BESOK

2.3 The Definition of a Descriptive Text and Its Social Function

According to the 2006 Institutional Level Curriculum for Junior High School, there are two types of text that should be taught to the seventh grade students. They are procedure and descriptive texts. In this research, the vocabulary taught to the students were taken from the descriptive text because it was taught to the seventh grade students in the second semester.

According to Artono (2008:115), a descriptive text is a text to describe a particular person, place or thing. The social function of descriptive text is to describe a particular person, place or thing. The generic structures of descriptive text are identification which introduces a subject or a thing that will be described, and

description which describes the characteristics of the subject. The language features of descriptive text are the use of simple present tense, adjectives, and using adverbs in the sentences.

The descriptive texts that were used in this research were adapted from the internet because the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material (Berardo, 2006:62).

In this research, the researcher did not use the descriptive texts from the internet directly, but she checked them first. If the researcher found some mistakes or errors in their vocabulary or grammar, she made some corrections on them. It was because the descriptive texts from the internet were used as the materials in teaching vocabulary integratedly with the reading skill, so the materials should be in the correct form. For that reasons, the descriptive texts were used in this classroom action research were as materials adapted from the internet with some revision or correction if it needed.

The following is the example of a descriptive text:

Sule

IDENTIFICATION

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia.

DESCRIPTION

Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently.

He also learns Javanese. Sule is very unique. His hair is long with brown and yellow color. He has an oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiles even belly laughing. Sule plays in several TV shows such as

Opera Van Java (OVJ), Awes Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Sosis (Suami Sieun Istri).

Taken from: (<http://handyrazie.blogspot.co.id/2013/11/the-example-of-descriptive-text.html>)

2.4 The Procedures of Using Flashcards in Teaching Vocabulary

Flashcards are one of media used by the English teacher in teaching English especially vocabulary. In teaching vocabulary, the teacher shows a flashcard or some flashcards and asks the students to look at them in a few seconds. Wright (1989:7) gives an example of a learning activity that is done in the class. In this case, the students are asked to work individually, to find the names of pictures or the topic. The procedures of teaching vocabulary by using flashcards in the classroom based on Wright (1989:7) are as follows.

1. The teacher prepares the flashcards based on the topic that will be discussed.
2. The teacher flashes the flashcards at quick speed.
3. The teacher asks one of the students to tell him/her something related to the flashcards.
4. The teacher flashes the flashcards again and asks another student to tell something illustrated in the flashcards.

In this research, the researcher used the procedures of teaching vocabulary by using flashcards from Wright (1989:7) with some modification because to make it suitable to teach vocabulary integratedly with the reading skill by using flashcards. The steps as follows.

1. Giving some leading questions related to the topic to the students.
2. Distributing a descriptive text.
3. Asking the students to read the text carefully by paying attention to the underlined words.

4. Explaining what a noun, a verb, an adjective, and an adverb are.
5. Flashing the picture flashcards and word flashcards related to the topic.
6. Asking the students to mention the words related to the flashcards.
7. Spelling the words on the flashcards and asking the students to repeat after the teacher to spell them.
8. Showing the flashcards again randomly and asking the students to mention the words on the flashcards.
9. Asking the students to make pairs.
10. Distributing the students' exercises.

2.5 The Advantages and Disadvantages of Using Flashcards in Vocabulary Teaching

As a media used in a class, flashcards have advantages and disadvantages. The advantages and disadvantages of using flashcards in vocabulary teaching in the classroom are presented in the following parts.

2.5.1 The Advantages of Using Flashcards

There are some advantages of teaching vocabulary by using flashcards. According to Wang (2010) flashcards can stimulate visual memory. It means that the students will remember what you see when studying this way. In addition, Lewis (2010) says that flashcards are visual aids that can help students learn materials easier and quickly. He also states some advantages of flashcards.

1. Economical

Flashcards can be one of the cheapest materials for learning. You do not need to go out and buy a set of flashcard. Teachers can make the flashcards by themselves based on the topic. Besides, they can also take flashcards from internet, newspaper, magazine, etc.

2. Making Learning Easier

Sometimes in learning process, the students try to learn too much material at the same time. It can make the learning process ineffective. By using this media, it can help the students to be more focused on the most important element of what they learn.

2.5.2 The Disadvantages of Using Flashcards

Besides some advantages of teaching vocabulary by using flashcards, there are also some disadvantages in teaching vocabulary by using flashcards. According to Leny (2006:26) there are some disadvantages of using flashcards in teaching and learning process as follows.

1. Students can pay attention on the flashcards more than on material learned.
2. Small and unclear flashcards may arouse problems in the teaching learning process since the students may misunderstand about pictures.

However, there are some possible ways that can be used to overcome the problems as follows (Leny, 2006:26).

1. The teacher should control the students' activities including their attention during the teaching learning process.
2. The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

2.6 The Use of Flashcards to Improve the Students' Vocabulary Achievement

People can master English if they have sufficient vocabulary because vocabulary is one of the language components that play a key role in four language skills: listening, speaking, reading, and writing (Fardhani, 2005:30). Therefore, without vocabulary, we cannot master English.

Nowadays, the 2013 curriculum and the 2006 curriculum (*KTSP 2006*) have been implemented by some schools in Indonesia. In Jember, SMPN 9 Jember does not choose to apply curriculum 2013, instead, it applies the 2006 curriculum (*KTSP*

2006) in 2015/2016 academic year. According to the 2006 curriculum in English for junior high school, there are four language skills that should be taught to the students namely listening, speaking, reading, and writing and three language components such as grammar, pronunciation, and vocabulary. Then, vocabulary is taught integratedly with the four language skills. Therefore, an English teacher should be creative to teach English to students and use the appropriate and interesting media in order to make students easy to master the vocabulary. One of media that can be used is flashcards.

Flashcards are very beneficial to be used for teaching vocabulary. As explained in the previous section flashcards can help students improve their vocabulary. This supports the previous researches (Wang, 2010) that flashcards can stimulate visual memory that means that the students will remember what they see while studying this way. According to Schmitt & Schmitt, in Komachali (2012:2), flashcards can help learners in acquiring vocabulary more effectively than word lists. In this case, Nugroho (2013:6) states that flashcards which consists of some pictures attract the students to know and learn vocabulary so that their vocabulary mastery develop and improve. This supports the previous research (Ervin, in Komachali, 2012:2) that showed the use of flashcards was effective in learning English as a foreign language.

2.7 The Research Hypothesis

Based on the research problems and the review of related literature, the research of hypothesis of this research are formulated as follows:

1. The use of flashcards can improve VII-E students' active participation in the vocabulary teaching learning process at SMP Negeri 9 Jember.
2. The use of flashcards can improve VII-E students' vocabulary achievement at SMP Negeri 9 Jember.

CHAPTER 3. RESEARCH METHODS

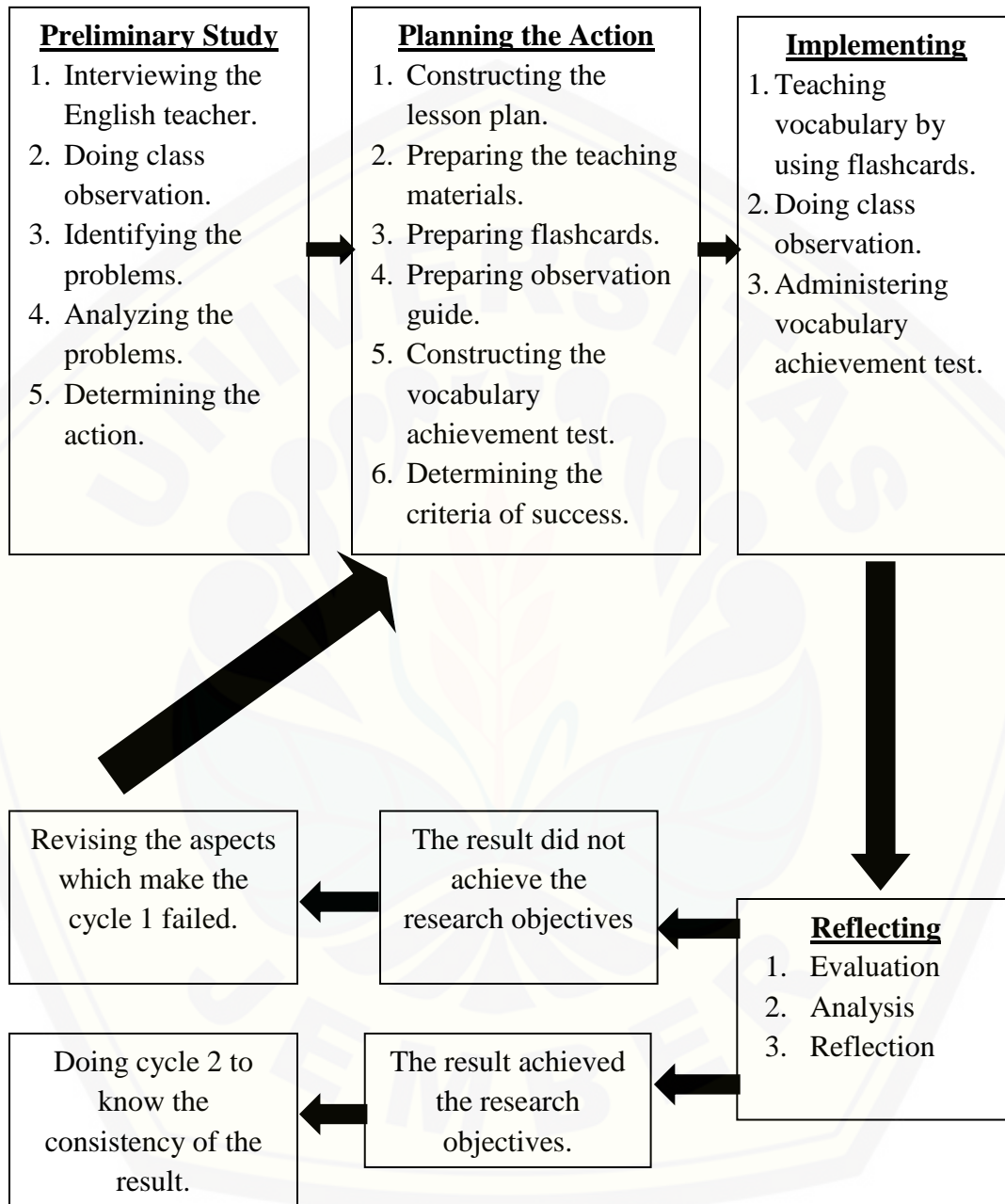
This chapter presents the description of research methods used in this research. The methods cover research design, area determination method, subject determination method, data collection method, operational definition of the key terms, research procedures, and data analysis method.

3.1 Research Design

The research design of this study is a classroom action research with cycle model that was intended to improve VII-E Students' active participation and their vocabulary achievement by Using Flashcards at SMPN 9 Jember. According to McMillan (1992:12), a classroom action research is a type of applied action research for the purpose of solving a specific classroom problem or making decision at a single local site. In addition, Cohen (2007:297) states that an action research is a powerful tool for a change and improvement at the local level. Some researchers did this action research because they wanted to solve problems that were faced by the students in teaching learning process. Based on the statement above, a classroom action research has the main function of solving the problem that was faced by VII-E students of SMPN 9 Jember that has the most problem in vocabulary.

This classroom action research was conducted collaboratively with the English teacher of VII-E at SMPN 9 Jember. This research was conducted at SMPN 9 Jember in the first semester. Based on Elliot (1991:70), there are four steps of conducting classroom action research. They are: (1) the planning of the action, (2) the implementation of the action, (3) the classroom observation and evaluation, and (4) data analysis and reflection of the action. The design of classroom action research is illustrated in the following diagram: (Adapted from Lewin, in Elliot, 1991:70)

The Design of the Classroom Action Research



In this research, the steps of conducting the classroom action research are adapted from Lewin, 1970, in Elliot 1991:70. Something was adapted by adding preliminary study. The preliminary study was done to know the students' problems in the classroom so that the researcher could solve the students' problems in the

classroom. That is why, classroom action research (CAR) was done because the result of this research is expected to be able to improve the students' vocabulary achievement after the actions given.

Based on the design above, the procedures of the action research in cycle 1 and cycle 2 are described as follows:

Stage 1: Preliminary Study

1. Interviewing the English teacher to get the information of the students' problems in vocabulary achievement, the teaching and learning process, and the media and materials used to teach vocabulary achievement.
2. Doing observation to all the classes to know the class situation while the teaching and learning process of vocabulary was being done by the English teacher.
3. Identifying and analyzing the problems that were investigated.
4. Finding out the appropriate action to solve the students' problems in vocabulary achievement.
5. Formulating the problems.

Stage 2: The Planning of the Action

1. Constructing lesson plans for every cycle (meeting 1 and 2).
2. Preparing the teaching materials.
3. Preparing flashcards.
4. Preparing observation guide in the form of checklist that consists of indicators of the students' participation in each meeting of each cycle.
5. Constructing the vocabulary achievement test.
6. Determining the criteria of success.

Stage 3: Implementation of the Action

1. Teaching vocabulary achievement by using flashcards in every cycle was based on the lesson plan of meeting 1 and 2. In meeting 1, the researcher taught the students and the English teacher became the observer helped by one of researcher's colleague. In meeting 2, the English teacher taught the students and the researcher became the observer and she was helped by the researcher's colleague.

Stage 4: The Classroom observation and evaluation

1. Monitoring the implementation of the action by doing observation. It was done by the English teacher in the first meeting and was helped by the researcher's colleague. The researcher observed the teaching leaning process in the second meeting helped by researcher's colleagues.
2. Administering the vocabulary achievement test.

Stage 5: Data Analysis

1. Analyzing the result of observation and the result of students' vocabulary achievement statistically in the percentage.

Stage 6: Reflecting of the Action

1. Reflecting the result of data analysis and drawing conclusion to answer the research problems. If the result of cycle 1 did not achieve the research objectives, cycle 2 was conducted by revising some aspects. Then, if the result of cycle 1 had achieved the research objectives, cycle 2 was also done to see the consistency of the result.

3.2 Area Determination Method

Area determination method is a method to determine the area or the place where the research is conducted. The area of this research is determined by using purposive method. According to Arikunto (2006:127), purposive method is a method used to determine the area of the research, which is based on a certain purpose or reason. This research was conducted at SMPN 9 Jember. The school was chosen because of some reasons. They were: (1) based on the result of the interview with the English teacher, VII-E students of the school still had difficulty in learning vocabulary, (2) the English teacher agreed to conduct a classroom action research collaboratively to improve the students' active participation and their vocabulary achievement by using flashcards because the English teacher had never used flashcards to teach vocabulary of nouns, verbs, adjectives, and adverbs, and (3) the Headmaster gave permission to conduct this classroom action research at the school.

3.3 Subject Determination Method

According to McMillan (1992:68), a subject is an individual who participates in a research study. The subject of this research was determined by using purposive method. It means that the subjects of this research were determined based on certain purposes or reasons (Arikunto, 2006:127). The subjects of this research were the students of VII-E at SMPN 9 Jember in the 2015/2016 Academic Year. The class consisted of 36 students. The class was chosen because as informed by the English teacher, the students had low achievement of vocabulary achievement test than the other classes. In this class, only 25% of the students achieved the English minimum requirement standard score of 74 and 75% of the students failed. It means that only 9 students of 36 got good scores or more. In addition, the students had low motivation in learning English especially vocabulary that was shown by passive their participation during the teaching learning process of English. Most of the students were not active in the teaching learning process of vocabulary.

3.4 Data Collection Methods

Data collection method is the method used to get the data in a research. According to Fraenkel and Wallen (1996:111), data are the kind of information which the researcher gains from the subjects of the research. In this research, there were two kinds of data, namely primary data and supporting data. The primary data were taken from vocabulary test and observation, while the supporting data were taken from interview and documentation. Each method will be explained in the following parts.

3.4.1 Vocabulary Test

The scores of vocabulary test were used as the primary data in this research because they were used to measure VII-E students' vocabulary achievement after they were taught vocabulary covering nouns, verbs, adjectives, and adverbs by using flashcards. It was done in each cycle after the action given.

Hughes (2003:11) classifies test into four kinds, namely proficiency test, diagnostic test, achievement test, and placement test. “The achievement test is used to measure how successful individual student, group of students, or the course themselves are in achieving the objective”. Among those four kinds of test, achievement test was used in this research to know how successful the individual students had achieved the goal of teaching learning process by using flashcards in vocabulary teaching covering nouns, verbs, adjectives, and adverbs.

Dealing with the test construction, Hughes (2003:50) states that a good test should have two criteria, namely validity and reliability. A test is said to be valid if it measures what is intended to be measured (Hughes, 2003:50). This research applied content validity because the content of test materials were constructed by considering the indicators which are measured, namely nouns, verbs, adjectives, and adverbs. The test materials were constructed based on 2006 Institutional Based Curriculum (KTSP) for junior high school and have been consulted to the research consultants and the English teacher before conducting the test to the students.

Meanwhile, a test is said to be reliable if it gives consistent result if the same test is administered at different time (Fraenkel and Wallen, 1996:154). If the test is reliable, it is expected that a student who receives a high score in the first time where he takes the test receives a high score again in the next time where he takes the test. The scores would probably not be identical, but they should be close.

Based on the scoring system, a test is classified into two kinds, namely objective and subjective test (Heaton, 1991:25). In this research, the researcher used an objective test in the form of multiple choice and gap filling. It was chosen because it can give a greater reliability (Hughes, 2003:22). In addition, an objective test has only one correct answer and can be scored mechanically (Heaton, 1991:25). Therefore, it is easy to score an objective test.

The vocabulary achievement test covered nouns, verbs, adjectives and adverbs. It was given at the end of each cycle. There were 25 test items. 15 test items were in the form of Multiple Choice that consisted of 5 noun items, 3 verb items, 4

adjectives items and 3 adverb items. 10 test items were in the form of gap filling that consisted of 3 noun items, 2 verb items, 3 adjective items and 2 adverb items. The score of each item in Multiple Choice and Gap filling was 4 point, so the total score of the test items was 100 point. The test was done in 30 minutes at the end of each cycle.

3.4.2 Observation

The observation was conducted during the teaching and learning process of vocabulary by using flashcards. Before the researcher did the observation by using flashcards, the researcher did the observation when the preliminary study. The observation was done at all classes to know the condition of the classes during the teaching and learning process that was done by the teacher.

When the actions were applied, the researcher did the observation helped by two observers to make it easier in taking the data. It was done in each meeting of each cycle to get the primary data about the students' active participation during the teaching and learning process of vocabulary by using flashcards. In the first meeting of each cycle, the observers were the English teacher helped by one of the researcher's colleagues. Then, in the second meeting of each cycle, the observers were the researcher and one of her colleagues. In addition, the observers used a checklist as the observation guide to observe the students' participation during the teaching and learning process of vocabulary by using flashcards. The indicators of the students' active participation were; (1) reading the text carefully by paying attention to the underlined words, (2) Making notes when the teacher is explaining about vocabulary, (3) Answering the teacher's questions based on the flashcards shown by the teacher, (4) Doing the vocabulary exercises based on flashcards shown by the teacher. This research was be successful if most of the students (about 75% the students) were actively involved in the teaching learning process of vocabulary by using flashcards. The students were considered active if they fulfilled at least 3

indicators of 4 indicators. The students were considered passive if they fulfilled only 1 or 2 indicators of 4 indicators.

3.4.3 Interview

The interview was conducted to get the supporting data. It was done directly and orally with the English teacher of SMPN 9 Jember. According to McMillan (1992:132), “interview is a form of data collection in which questions are asked orally and the subjects’ responses are recorded”. It means that interview is a dialogue between an interviewer and an interviewee to gain the data/information related to the research topic. The type of the interview of this research was semi-structured interview to get the information easily about the problems faced by the class. Based on Arikunto (1997:231-232), semi-structures interview is a dialogue that is done between an interviewer and an interviewee by preparing the questions first and developing them to get the information needed. In the interview process, the researcher used a list of questions to gain the data. This interview was conducted during preliminary study with the English teacher of VII-E class at SMPN 9 Jember to collect the data about (1) the class which had problems in vocabulary achievement, (2) the students’ problem in learning English, especially vocabulary, (3) the teaching media and technique used by the English teacher in teaching vocabulary, (4) the English curriculum used, (5) the passing grade score of the school, and (6) the English book. The data from this interview were used as the background of this research.

3.4.4 Documentation

Documentation was conducted to find out of the data needed in the form of notes, transcripts, books, newspapers, magazines, and else (Arikunto, 1997:236). In this research, documentation was used to get the supporting data about the names of the research subjects of VII-E and the students’ previous vocabulary test scores of VII-E at SMPN 9 Jember from the English teacher.

3.5 Operational Definitions of the Key Terms

The operational definitions of the key terms were intended to avoid misunderstanding between the researcher and the reader about the terms used in this research. The terms used in this research were operationally defined as follows.

3.5.1 Flashcards in the Teaching Vocabulary

Flashcards in this research were visual aids in the form of cards consist of simple pictures and words used in the vocabulary teaching. The size of the flashcards was big enough and all the students can see and read the flashcards. In this research, the size of the picture and the word flashcards were A4 sheets (21 cm x 29,7 cm). The picture flashcards were copied from the internet and the word flashcards are typed and printed on a piece of paper. The picture and the word flashcards flashed at a quick speed only in five seconds.

3.5.2 The Students' Vocabulary Achievement

In this research, the students' vocabulary achievement was defined by the scores of the students' vocabulary test covering verbs, nouns, adjectives, and adverbs by using flashcards in each cycle.

3.5.3 The Students' Active Participation

The students' active participation in this research referred to the students being active in the teaching and learning process of vocabulary in the classroom. The students were considered as active if they fulfilled at least 3 indicators of 4 indicators and they were passive if they fulfilled 1 or 2 indicators of 4 indicators. The indicators were (1) reading the text carefully by paying attention on the underlined words, (2) Making notes when the teacher is explaining about vocabulary, (3) answering the teacher's questions based on the flashcards shown by the teacher, (4) doing the vocabulary exercises based on flashcards shown by the teacher.

3.6 Research Procedures

As stated in the research design, the classroom action research was done in the cycle model. Each cycle consisted of four stages of activities including the planning of the action, the implementation of the action, observation and evaluation of the action, and data analysis and reflection of the action (Lewin, 1980, in Eliot 1991:70).

3.6.1 The Planning of the Action

The planning of the action was a preparation before doing the action in order to gain the test results. Here, the researcher collaborated with the English teacher of class VII-E. The activities were as follows:

1. Conducting the preliminary study to get the information about the classroom condition and the students' problems in learning vocabulary achievement. The preliminary study was done by interviewing the English teacher, observation, and documentation.
2. Constructing lesson plans for cycle 1 and cycle 2 (meeting 1 and 2).
3. Preparing the teaching materials.
4. Preparing flashcards.
5. Preparing observation guide in the form of checklist that consisted of indicators the students' participation in each meeting of each cycle.
6. Constructing the vocabulary achievement test.
7. Determining the criteria of success.

3.6.2 The Implementation of the Action

The implementation of the action was conducted in the classroom during the teaching and learning process of vocabulary achievement by using flashcards in the school hour. The researcher and the English teacher implemented the action collaboratively in cycle 1 and cycle 2. Each cycle consisted of 2 meetings and was followed by a test. In the first meeting, the researcher taught the students about vocabulary that covered nouns, verbs, adjectives, and adverbs by using flashcards and

the English teacher was as the observer and was helped by one of the researcher's colleagues. In the second meeting, the English teacher taught the students about the vocabulary that covered nouns, adjectives, and adverbs by using flashcards and the researcher as the observer and was helped by one of the researcher's colleagues. The implementation of meeting 1 was based on lesson plan 1 and the implementation of meeting 2 was based on lesson plan 2. After finishing the actions, the researcher and the English teacher administered the vocabulary achievement test to measure the students' vocabulary achievement.

3.6.3 Observation and Evaluation of the Action

Observation is important to know the students' active participation during the teaching and learning process of vocabulary by using flashcards. In meeting 1, the observation was done by the English teacher helped by one of the researcher's colleagues and it was done by the researcher in meeting 2. The observation guide was in the form of checklist containing the indicators that were observed. The observation checklist for the students' active participation was as follows.

Table 3.1 The Form of Observation

No	Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

Notes:

1. Reading the text carefully by paying attention to the underlined words.
2. Making notes when the teacher is explaining about vocabulary.
3. Answering the teacher's questions based on the flashcards shown by the teacher.

4. Doing the vocabulary exercises based on flashcards shown by the teacher.

Notes:

- The students were considered active if they fulfilled at least 3 indicators of 4 indicators of participation.
- The students were considered passive if they fulfilled 1 or 2 indicators of 4 indicators of participation.

The evaluation was conducted to know whether the use of flashcards could improve the students' active participation and vocabulary achievement or not. In this research, the types of evaluation used were process evaluation and product evaluation. The process evaluation was done to evaluate the students' active participation during teaching of vocabulary achievement by using flashcards and the product evaluation was done to evaluate the students' vocabulary achievement by using flashcards done after the actions was given to the subjects. This evaluation was done in each cycle. The criteria to evaluate the success of the action were as follows:

- a. It was said that the use of flashcards could improve the students' active participation, if 75% of the students participated actively in the vocabulary teaching and learning process.
- b. It was said that the use of flashcards could improve the students' vocabulary achievement if the mean score of the students' vocabulary test was at least 75 and it was achieved by at least 75% of the students.

3.6.4 Data Analysis Method and Reflection of the Action

a. Data Analysis Method

Data analysis method is a way to analyze the obtained data. In this research, the collected data were the result of the students' vocabulary achievement test and the results of observation.

The results of the students' vocabulary achievement test were analyzed statically by using this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E : The percentage of the students who got vocabulary test score of 74 or higher.

n : The number of the students who got vocabulary test score of 74 or higher.

N : The number of the students doing the test.

(Adopted from Ali, 1993: 186)

The results of the observation were analyzed by using the following formula to find the percentage of the students' active participation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of students' active participation.

n : The number of the students who are active in the vocabulary teaching learning process

N : The number of the students joining the vocabulary class.

(Adopted from Ali, 1993: 186)

b. Reflection of the Action

Reflection was done by the researcher and the English teacher. The reflection was intended to know whether the actions given were successful or not, to know whether the action given had weaknesses or strengths and to find the solution of the weaknesses in the action. The purpose of reflection itself in this research was to know whether or not there was any improvement of the students' active participation and vocabulary achievement after the steps were taught vocabulary by using flashcards. The reflection in the action of each cycle was done after knowing the result of the test and observation data analysis in each cycle. The result of reflection was used as a guide to revise the implementation of the action in the second cycle, if cycle 1 failed to achieve the research objectives. If cycle 1 achieved the research objectives, the

cycle was still continued to cycle 2 to know the consistency of the result of the first cycle.



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestion of this research. The suggestion is given to the English teacher, the students and the future researcher.

5.1 Conclusion

The use of flashcards could improve VII-E students' active participation at SMPN 9 Jember in the 2015/2016 academic year. The improvement was proved by the percentage of the students who participated actively in cycle 1 that was 79.2%. It was above the targeted criteria of 75. In cycle 2 there were 86.05% of the students who actively participated in the teaching learning process of vocabulary by using flashcards. It means that cycle 2 gave consistent result as the one in cycle 1.

The use of flashcards could improve VII-E students' vocabulary achievement at SMPN 9 Jember in the 2015/2016 academic year. It was proved by the percentage of the students' vocabulary achievement in cycle 1. There was 77.8% (28 students) of 36 students got score 74 or higher in vocabulary achievement. Then in cycle 2, there was 86.1% (31 students) of 36 students got score 74 or higher in the vocabulary achievement test. Therefore, the result of cycle 2 was consistent with the results of cycle 1.

5.2 Suggestions

Considering the result of this classroom action research which showed that the use of flashcards was able to improve VII-E students' active participation and vocabulary achievement at SMPN 9 Jember in the 2015/2016 academic year, some suggestions are proposed to the English teacher, the students, and the future researchers.

1. The English Teacher

It is suggested to the English teacher of VII-E SMPN 9 Jember to apply flashcards as alternative media in teaching vocabulary in order to attract the students' interest and motivation in learning vocabulary so that the students' active participation and their vocabulary achievement can improve.

2. The Students

The students are suggested to be more active in the teaching learning of vocabulary at SMPN 9 Jember so that their vocabulary mastery improves. Then, in the process of teaching vocabulary, the students should pay attention to the teacher's explanation.

3. The Future Researchers

The future researchers who have the same problem, are suggested to use the results of this action research as a reference to conduct the same research but in different research design to develop the students' vocabulary achievement, such as an experimental research on the effect of using flashcards on the students' vocabulary achievement to the different levels of the students at different schools.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods	Hypothesis
Improving VII-E Students' Active Participation and Vocabulary Achievement by Using Flashcards at SMPN 9 Jember in the 2015/2016 academic year.	<p>Research problems:</p> <p>1. Can the use of flashcards improve VII-E students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember in the 2015/2016 academic year?</p>	<p>Independent Variable: Teaching vocabulary by using flashcards.</p> <p>Dependent Variable: a) The students' active participation in joining the teaching learning process of vocabulary by using flashcards.</p>	<p>a) Showing the picture flashcards in five seconds</p> <p>b) Showing the word flashcards in five seconds</p> <p>a) - Reading the text carefully by paying attention to the underlined words.</p> <p>- Making notes when the teacher is explaining</p>	<p>1. Subjects: VII-E students of SMPN 9 Jember in the 2015/2016 academic year.</p> <p>2. Informant: The English Teacher of VII-E of SMPN 9 Jember.</p> <p>3. Documents: - The names of VII-E students of SMPN 9 Jember. - The students' previous</p>	<p>1. Research Design: Classroom action Research The stages of each cycle are:</p> <p>1. The planning of the action.</p> <p>2. The implementation of the action.</p> <p>3. Class observation and evaluation</p> <p>4. Data analysis and the reflection of the action.</p> <p>2. Area Determination Method: Purposive Method</p>	<p>1. The use of flashcards can improve students' active participation in the teaching learning process of vocabulary at SMPN 9 Jember in the 2015/2016 academic year.</p> <p>2. The use of flashcards can improve VII-E</p>

	<p>2. Can the use of flashcards improve VII-E students' vocabulary</p>	<p>b) The students' vocabulary achievement.</p>	<p>about vocabulary. - Answering the teacher's questions based on the flashcards shown by the teacher. - Doing the vocabulary exercises based on flashcards shown by the teacher.</p> <p>b). The students' scores of vocabulary test in each cycle that</p>	<p>vocabulary test scores from the teacher</p>	<p>3. Subject Determination Method: Purposive Method</p> <p>4. Data Collection Methods: 4.1 Primary Data - Vocabulary Test - Observation 4.2 Supporting Data - Interview - Documentation</p> <p>5. Data Analysis Method</p> <ul style="list-style-type: none"> The results of the students' vocabulary test were analyzed statistically by using this formula: $E = \frac{n}{N} \times 100\%$ E: The percentage of the students 	<p>students' vocabulary achievement at SMPN 9 Jember in the 2015/2016 academic year.</p>
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	<p>achievement at SMPN 9 Jember in the 2015/2016 academic year.</p>		<p>included</p> <ol style="list-style-type: none"> 1. Verbs 2. Nouns 3. Adjectives 4. Adverbs 		<p>who got the vocabulary test score of 74 or higher.</p> <p>n : The number of the students who got vocabulary test score of 74 or higher.</p> <p>N : The number of the students doing the test (the research subjects) <i>(Adopted from Ali, 1993 : 186)</i></p> <ul style="list-style-type: none"> • The results of observation in each meeting of each cycle were analyzed statistically by using this formula: $E = \frac{n}{N} \times 100\%$ <p>E : The percentage of the students' active participation.</p> <p>n : The number of</p>	
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					<p>the students who were active. N : The number of the students joining the vocabulary class (the research subjects). <i>(Adopted from Ali, 1993 : 186)</i></p>	
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APPENDIX B**The Results of Interview in the Preliminary Study**

Interviewee : Taslim, M. Pd

Interviewer : Heni Hanifa

Place : SMP Negeri 9 Jember

No.	Interview Questions	Interviewee's Answer
1.	What curriculum do you use in teaching English at SMPN 9 Jember?	I use the 2006 Institutional Based Curriculum (Kurikulum Tingkat Satuan Pendidikan – KTSP).
2.	How many times do you teach English in each class in a week?	I teach English 2 times in each class in a week.
3.	How long does each meeting last?	Each meeting lasts for 2 x 40 minutes.
4.	How many classes are there in each grade of SMP Negeri 9 Jember?	There are 6 classes in each grade. Therefore, there are 18 classes in this school. I teach grade 8 students.
5.	How do you teach vocabulary to the students?	By using translation from English language into Indonesian.
6.	What media do you usually use in teaching vocabulary?	I usually write some words on the board and ask the students to look up the difficult words in their dictionary.
7.	What books do you use for teaching English?	BIMA (Bimbingan Menuju Anak Cerdas)
8.	Do the students have problems learning vocabulary?	Yes, they do.
9.	What are the students' difficulties in learning vocabulary?	The students have limited vocabulary. It is proven by the condition that most of the students do not know the meaning of English words, they cannot spell the words correctly, and they often forget new vocabulary that has been taught by the teacher.

10.	How do you solve the students' difficulties in learning vocabulary?	I asked the students to find the meaning of difficult word from dictionary. If the students cannot find it, I will show them the meaning of difficult word directly.
11.	What is the English minimum requirement standard score of this school for the eighth grade students?	The English minimum requirement standard score of this school for the eighth grade students is 74.
12.	How was the students' vocabulary score?	Generally the students' vocabulary achievement is still low especially in class VII-E. In this class, only 25% of the students achieve the English minimum requirement standard score of 74 and 75% of the students fail. It means only 9 students of 36 got a good score or more.
13	May I conduct Classroom Action Research in that class?	Yes, you are permitted to conduct the Classroom Action Research in that class.
14	Will you collaborate with me in doing Classroom Action Research?	Yes of course. I would like to know my students' improvement and their active performance through this research.
15	Do you agree if I set the research success criteria is 75% of students' vocabulary achievement and active participation as the ideal requirement?	Yes, I do. This is actually the percentage we set in this school. So, it's okay with me.
16.	Have you ever used flashcards in teaching vocabulary?	No, I have not because I have no more time to prepare them.

APPENDIX C

The Guideline of Observation Checklist

No	The Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

Notes:

1. Reading the text carefully by paying attention to the underlined words.
2. Making notes when the teacher is explaining about vocabulary.
3. Answering the teacher's questions based on the flashcards shown by the teacher.
4. Doing the vocabulary exercises based on flashcards shown by the teacher.

Active: If they fulfill at least 2 indicators of 3 indicators.

Passive: If they fulfill 1 indicator of 3 indicators.

APPENDIX D

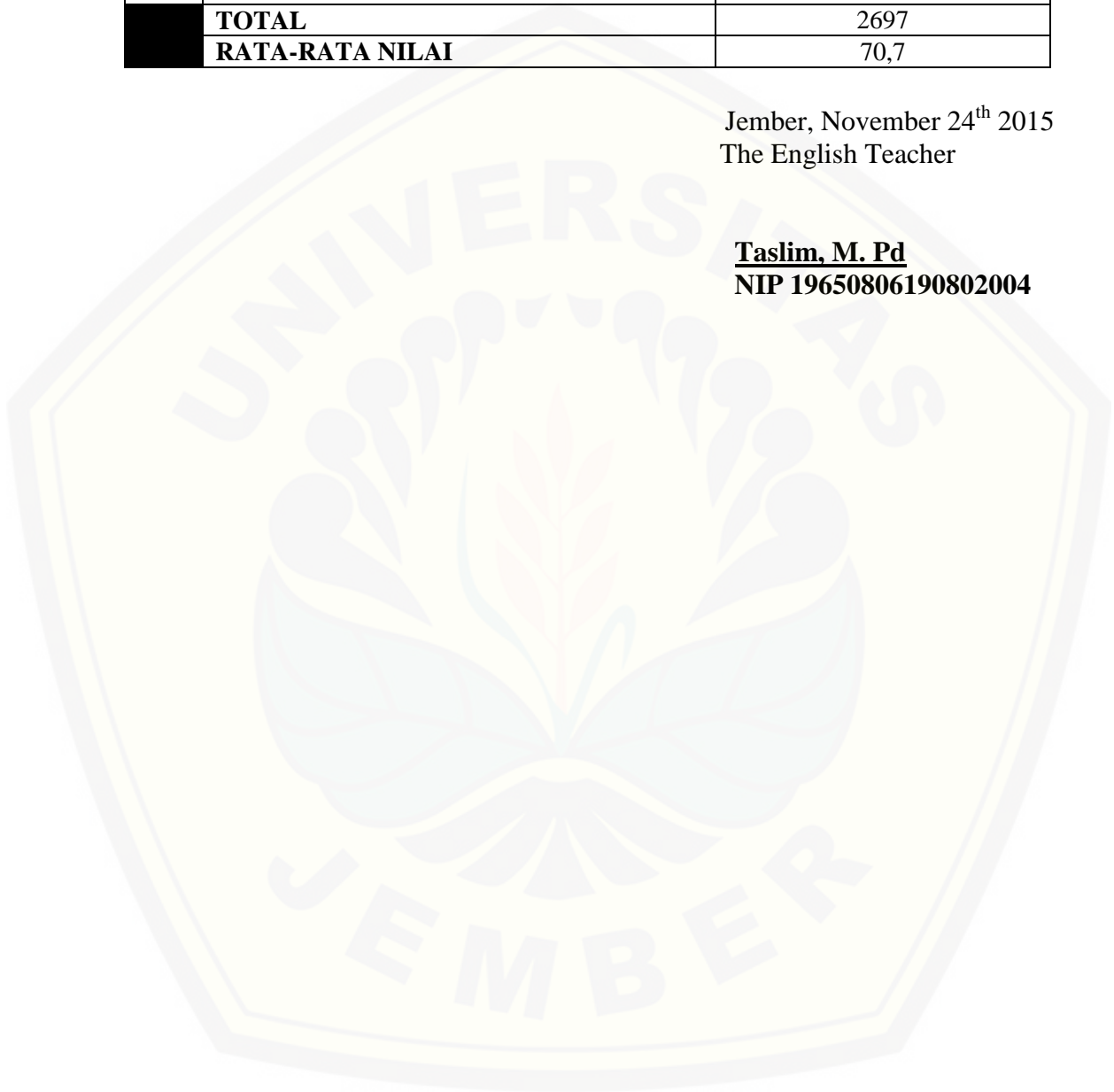
**THE VII-A STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED WITH READING SKILL IN THE 2015/2016 ACADEMIC**

No	Nama	Vocabulary scores
1	Achmad Rosidi	68
2	Alex Antasari	76
3	Anggita Septiana Dewi	76
4	Apriz Zega Safakala	68
5	As' Ari Septian	77
6	Bayu Ariya Pratama	77
7	Breni Da'i Bachtiar	66
8	Cynthia Dewi A.	66
9	Damai Vebriyani	69
10	Dewi Murni	70
11	Difa Qoriatus Azila	74
12	Fadia Arisma Aswardani	72
13	Fatmala	76
14	Ferdi Maulana M.	74
15	Fingki Ade Fatrio	74
16	If Takhul Riskha C.	67
17	Iqbal Aldiyansyah	69
18	Khotifah Ika Agustin	65
19	Luluk Nur Hidayati	72
20	M. Bustomi Ramadan	73
21	M. Gilang Firman Syah	65
22	M. Shohihul Islam	67
23	Moch. Firmansyah	77
24	Moh. Hanafi	69
25	Moh. Solehudin A.A	62
26	Muh. Ainur Rohman	74
27	Muh. Muchlis	73
28	Muhammad Rizki	69
29	Neneng Novitasari	75
30	Nira Wati	74
31	Novario Rizki Maulidi	75
32	Rahma Wati Santa	80
33	Riski Puji Julian	75
34	Salsabila Nafa Abyudaya	78
35	Siti Maimunah	66
36	Soni Yuli Kurniawan	62

37	Umi Nur Fitria	65
38	Vigo Eriyanto	62
39	Vita Meliana Sari	63
40	Yeni Novita Sari	68
	TOTAL	2697
	RATA-RATA NILAI	70,7

Jember, November 24th 2015
The English Teacher

Taslim, M. Pd
NIP 19650806190802004



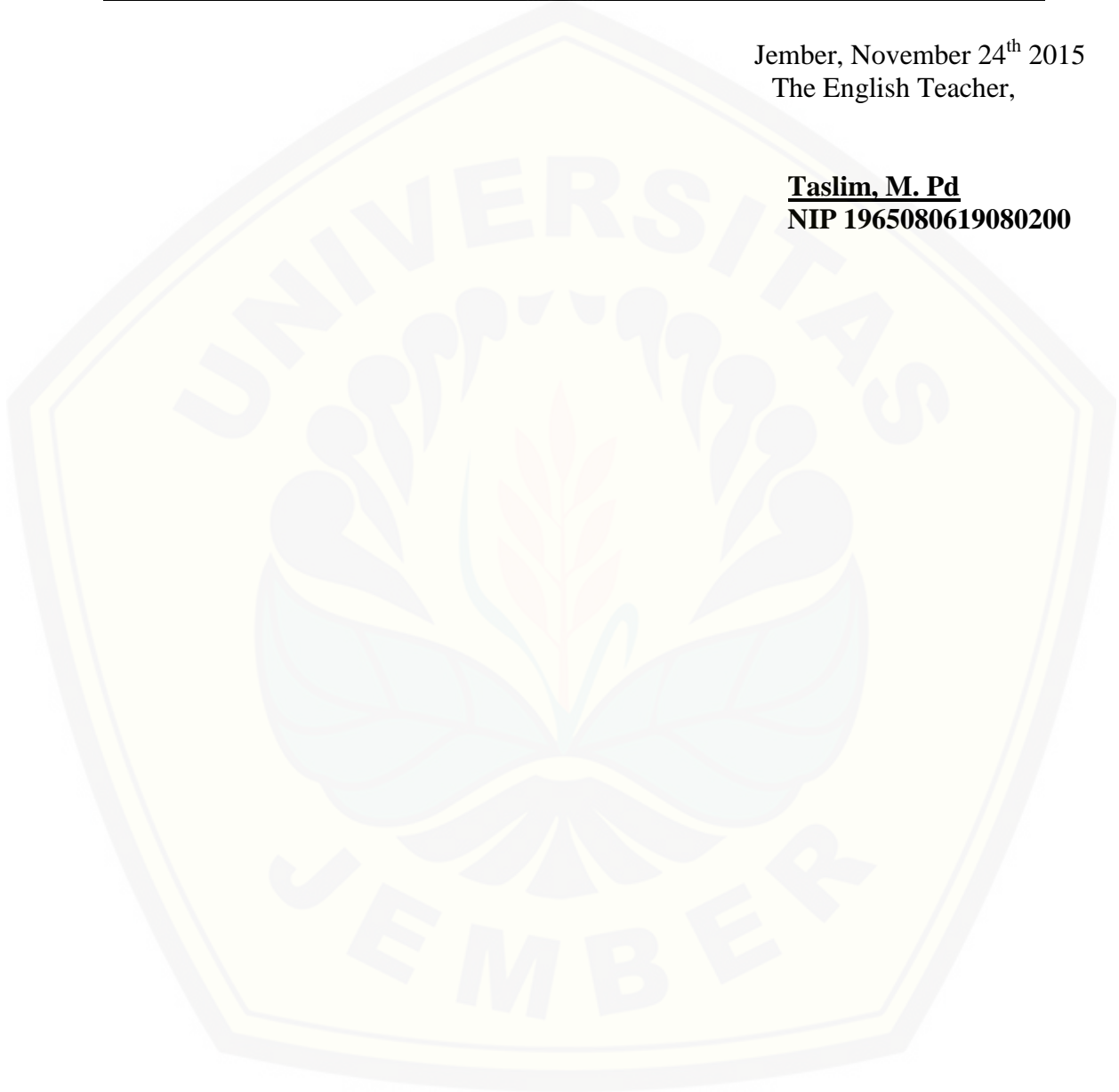
**VII B GRADE STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED READING SKILL IN THE 2015/2016 ACADEMIC YEAR**

No	Nama	Vocabulary Scores
1	Ahmad Irgihairussholah	77
2	Ahmad Ubaidilah	69
3	Ahqidah La'antika P.	76
4	Anis Gunawan	70
5	Annis Sakdiyah	80
6	Asmad Ismail	67
7	Devi Nur Febrianti	68
8	Dwiky Firya Ilham D.	74
9	Eky Firmansyah	70
10	Eri Sahriya	68
11	Faiqotul Muawwanah	75
12	Faizal Gibran P. R.	70
13	Feti Fatiyah	76
14	Ilmi Nur Romadhoni	76
15	Iva Eka Permani	74
16	Lailatul Jannah	67
17	Lutfil Hakim	70
18	Lyna Berliana Indrawati	68
19	Mashuri	74
20	Moch. Hidayatullah	72
21	Moch. Rahmatullah	66
22	Moch. Rusydi Addahili	65
23	Moch. Sutrisno Hadi	80
24	Moh. Lukman Hakim	75
25	Moh. Rafli Ardiansyah	77
26	Novi Auliya	74
27	Nur Fadhila	72
28	Nur Haini	75
29	Nurul Fitria	65
30	Pradana Akbar Raharjo	77
31	Rani Amilia Putri	80
32	Risma Prasasti N.	75
33	Saiful Ridho	75
34	Sandy Nova Ramadhan	78
35	Septa Dewi Sasih Kirani	68
36	Silvira	64
37	Sobiro	62
38	Yasmine	69

39	Yudhi Eka Hanafi	70
40	Yusril Isa Mahendra	71
	TOTAL	2879
	RATA-RATA NILAI	71,97

Jember, November 24th 2015
The English Teacher,

Taslim, M. Pd
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**THE VII C GRADE STUDENTS' PREVIOUS VOCABULARY SCORES IN
THE 2015/2016 ACADEMIC YEAR**

No	Nama	Vocabulary Scores
1	ACHMAD TEGAR MAULANA	77
2	AFRI DEWI TRISNAWATI N.	57
3	AGUNG DWI LAKSONO	67
4	AHMAD RIAN PAISAL	93
5	AHMAD SOFYAN A.	77
6	AHMAT SULAIMAN	80
7	BADRIATUS SOLEHA	60
8	BAGUS RIAN FERDIANSYAH	77
9	BELGISTA AURORA D.	63
10	BERNA DETA P.	70
11	DANIELLE NATALINO A.S	73
12	DEVITA APRILIA SAPUTRI	80
13	ERIKA NURMASARI	63
14	IBNA ZAKIYATUL FAHIROH	73
15	JEFRI SANI	77
16	LUTFIAH	60
17	M. HOLIS IQBALILAH	80
18	M. SAIFUL BAHRI	73
19	MOCH HERMAWAN H.	67
20	MOCH. YANU ADITYA	60
21	MOHAMAD SAIQ FATHAN K.	77
22	MOHAMMAD DAFFA R.	73
23	MUHAMAD SHOLEH	93
24	MUHAMAT SYAMSUL ARIFIN	70
25	MUHAMMAD ADITYA P.	70
26	MUHAMMAD JAIFUR	63
27	NADIA INTAN O.	57
28	NAFTASYA PUTRI RIANDRA	73
29	NERISA INGGRIT NURMA G.	50
30	NOVI KOMAIDAH	60
31	OKTAVIA NABILA DWI W.	73
32	REVINA DWI CANTIKA	57
33	SAINOL ROSIQIN	47
34	SINTA ANGGITA	77
35	SIQI ASTIKA MAULIDA	60
36	SITI AISAH	77
37	SITI RUKAIYAH L.	60
38	SUMIYATI	80
39	VAHRIEL UMAM M. IDRISI	68

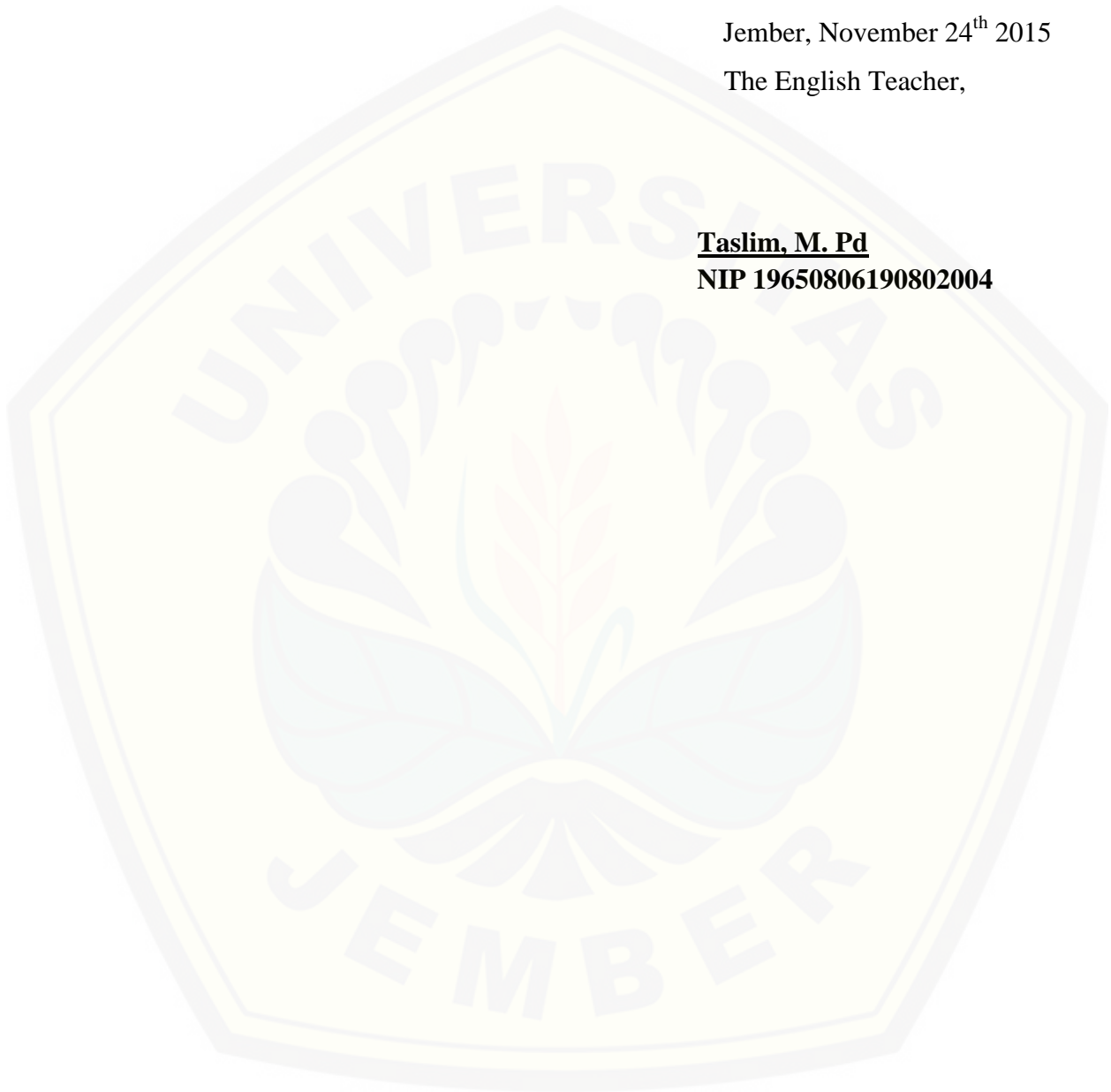
TOTAL	2644
RATA-RATA NILAI	69,54

Jember, November 24th 2015

The English Teacher,

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**THE VII D GRADE STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED WITH READING SKILL IN THE 2015/2016 ACADEMIC
YEAR**

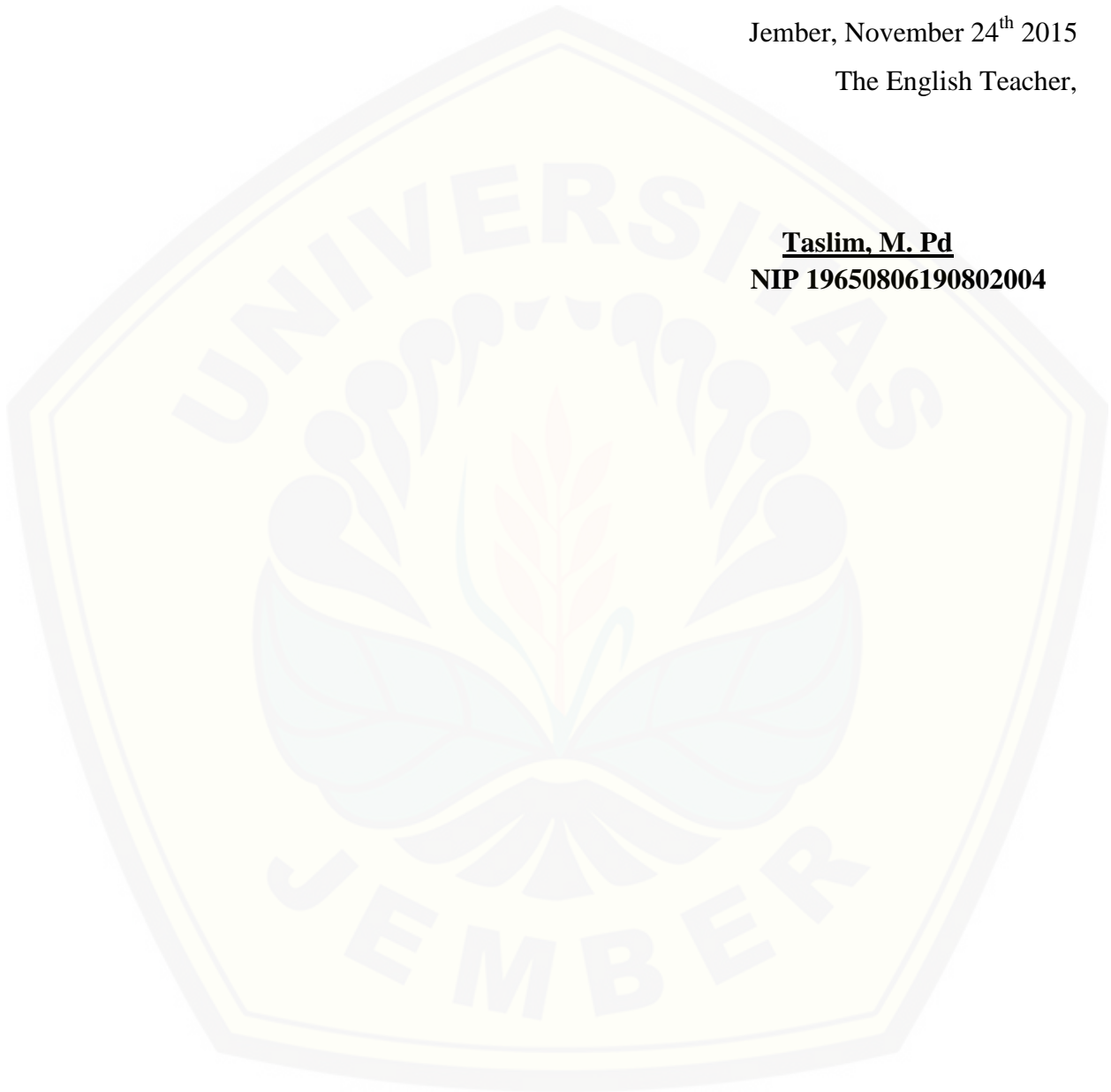
No	Nama	Vocabulary Scores
1	ABD MAJID HAMID	80
2	AGUS BUDIANTO	77
3	AHMAD ARIF MAULANA	70
4	AHMAD IRFAN	80
5	AHMAD MIFTAH WILDAN	67
6	AYU WULANDARI	93
7	BETHA AULDINA	97
8	DANIL PRAMANDA	77
9	DINI LAILATUS S.	67
10	DINI NUR ISMY S.	77
11	DITA AINUR ROHMAH	63
12	DWI ANA APRILIA	83
13	EKO SAPUTRO	77
14	ELOK MAHARANI R.	70
15	FIRMANSYAH	57
16	ICHTIAR SYAHRU R.	80
17	LOKAHITA DWI W.	83
18	M. IQBAL RIZKY S.	60
19	MAYSAROH	63
20	MOH. KELVIN O.	77
21	MUHAMMAD FAISOL H.	70
22	MUHAMMAD ILHAM A.	70
23	MUHAMMAD JADID A.	80
24	MUHAMMAD RAFI P.	93
25	MUHAMMAD SANDI P.	90
26	NABILAH ALFIYANI D. S. J	60
27	NATASIA MAHARANI K.	63
28	NINDI AMEYLA VONIK	50
29	NUR RIZQI UMAROU'L M.	57
30	RANI EKA WULANDARI	63
31	REGA MAULANA	70
32	RIZAL ALFANANI	77
33	RIZKI	80
34	SABIKA BASMA	83
35	SABRINA SETIA NINGRUM	77
36	SANG SURYA	60
37	SITI AGUSTIN	60
38	WIDIANTI	73

TOTAL	2744
RATA-RATA NILAI	73

Jember, November 24th 2015

The English Teacher,

Taslim, M. Pd
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**THE VII E GRADE STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED WITH READING SKILL IN THE 2015/2016 ACADEMIC
YEAR**

No	Nama	Vocabulary Scores
1	AHMAD HAYDAR HILMI	81
2	ADZRA DWI KAMILAH S.	77
3	AHMAD FERI KURNIAWAN	57
4	AJIE IKMAS PERDANA	53
5	BALGIS VIRA ZUROIDAH	70
6	BALIGO ABDUS SOMMAD	67
7	BRILIANT ERVINA DEWI	77
8	DAMAR RAWUH SARJITO	60
9	DINA WULANDARI SUKO W.	77
10	FAJRIANI ROFIATUL S.	80
11	FANI RIZKI TINUS	57
12	FAUZI BAGUS PRATAMA	53
13	FINA RIZKI TINUS	63
14	GEA AYU PUTRI AMANDA	73
15	HALIMATUS SA'DIYAH	53
16	HARI JADI SYAFAAT HADI S.	53
17	HARI OKTAVIANTO	73
18	INDAH DWI PUTRI LESTARI	85
19	IVAN RAFI ARYASUTA	67
20	KAKA ADE VERDIANSYAH	60
21	KEVIN ADE PERDANA	73
22	MOCH ALFI FIRDAUS	77
23	MOCH. IBNU TAKBIRULLAH	80
24	MUH. KHOIRUR RIZQI	73
25	MUHAMMAD NUR BINTANG	70
26	NUR JANAH	63
27	NURGITA KUMALA SARI	80
28	NURUL DWI MAULI AZIZAH	70
29	OKY RAMA SAPUTRA	50
30	REZA ALFIYAN L	60
31	RIZAL WAHYU SUMARDI	77
32	ROSA SYIFA NUR SILFANI	73
33	SHAKILA ARARUNA	77
34	SITI KHARISMA	70
35	VIONANDA ANGGRAINI	47
36	WINA NUR NABILA	67
36	YULIANA	68
	TOTAL	2443
	RATA-RATA NILAI	67,8

Jember, November 24th 2015

The English Teacher,

Taslim, M. Pd

NIP 19650806190802004



**THE VII F GRADE STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED WITH READING SKILL IN THE 2015/2016 ACADEMIC
YEAR**

No	Nama	Vocabulary Scores
1	NANANG KOSIM	70
2	ACHMAD FADHILATUR R.	77
3	AFRI FANDI IQBAL	83
4	AJI KRISNA	60
5	ALZA NAUFAL AQIL	63
6	ARDIAN RIZKI R.	100
7	BABAN BISTA INTI P.	77
8	BAGUS PERMANA	80
9	DEVITA AYU INDRIANI	77
10	DIKY PUTRA EFENDY	73
11	DWI VIRA SAFITRI	63
12	EKA YENI KUSUMA W.	87
13	FAIZ BILHAQQI RIDHO M.	73
14	FAJAR MULYONO	57
15	FARAH DINAFA A.	70
16	FIRDA DWI AGUSTIN	83
17	FITRIA AYU MARDANI	60
18	GALELA YUDHA O.	63
19	HESTI VALENTINA F.	80
20	INTAN AYU P.	73
21	M. DWICKY CHANDRA	80
22	MOCH. GUFRON	73
23	M. DICKY IRAWAN	80
24	MOH. FARASEHAN	97
25	M. IQBAL ALAMSYAH	77
26	MUHAMMAD RIZKY	63
27	M. MAHARDIKA	50
28	M. ZULFAN H. A.	77
29	NADIA ZULFA SYAHANIA	67
30	NARA SEKAR S.	57
31	NERIZONA WILDAN P.	77
32	NUARIK KOSAY	78
33	PUTRI AYU DWI YUNIAR	80
34	PUTRI DIANA	83
35	QORIATUS ZULFA	60
36	REZA ADITYA P.	73
37	SADDAM FAKIH ASLAMI	80
38	SANDI YUDHA HIDAYAT	57

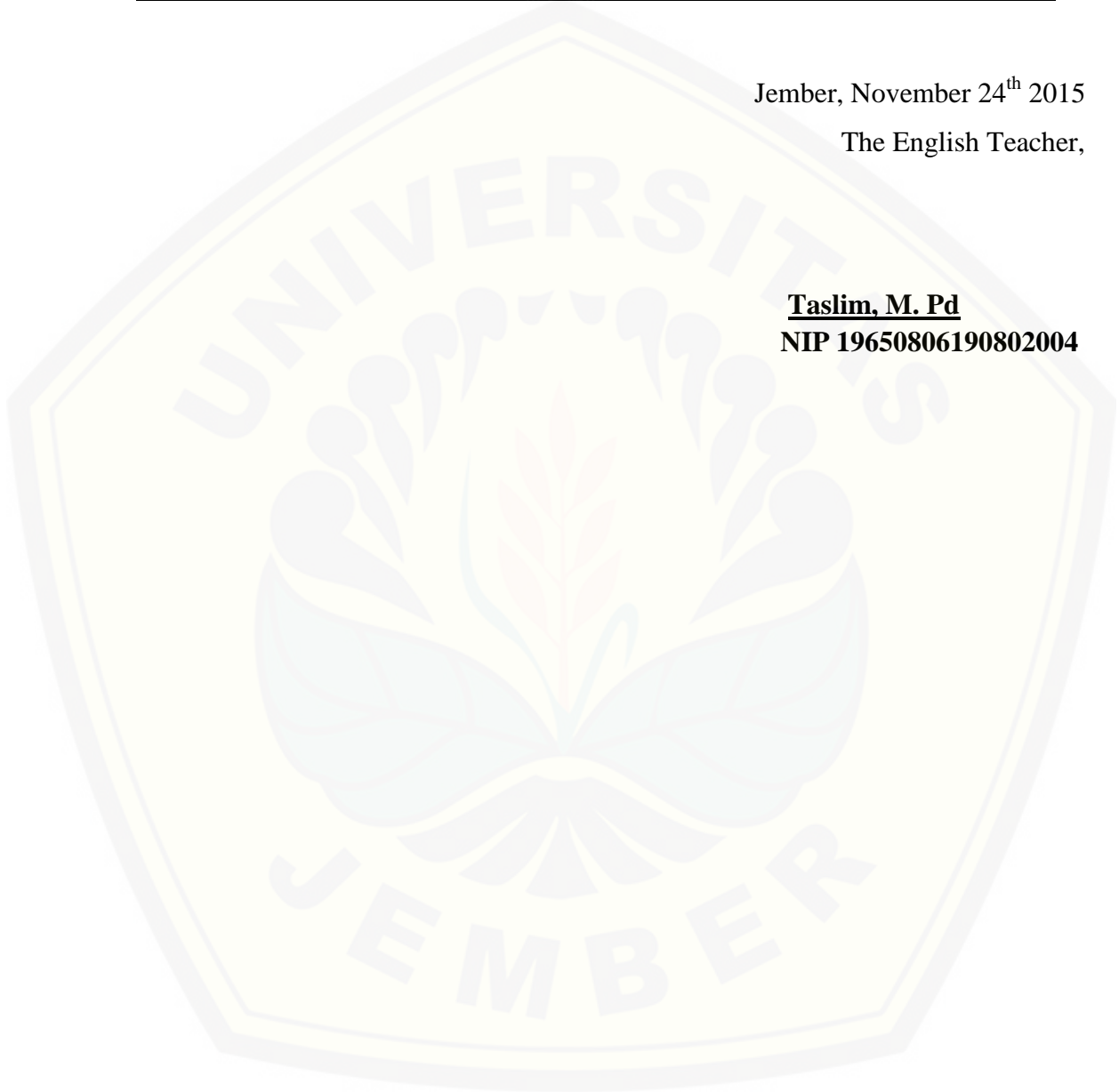
39	SASKIRANI TRUFI W.	50
40	TANIA T. O.	73
	TOTAL	2778
	RATA-RATA NILAI	73,11

Jember, November 24th 2015

The English Teacher,

Taslim, M. Pd

NIP 19650806190802004



**THE VII GRADE STUDENTS' PREVIOUS VOCABULARY SCORES
INTEGRATED WITH READING SKILL IN THE 2015/2016 ACADEMIC
YEAR**

NO.	CLASS VII	THE MEAN SCORE
1.	A	70,7
2.	B	71,97
3.	C	69,54
4.	D	73
5.	E	67,8
6.	F	73,11

The English Teacher,

Taslim, M. Pd

NIP 19650806190802004

APPENDIX E**LESSON PLAN 1**
(Cycle 1, Meeting 1)

School	: SMPN 9 Jember
Subject	: English
Grade/Semester	: VII/2
Language Component	: Vocabulary (Integrated with Reading Skill)
Genre of the Text	: Descriptive Text
Theme	: My Family
Time	: 2 x 40 Minutes

I. Standard of Competence

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

III. Indicators**Cognitive Product**

- 3.1 Finding the word meaning by selecting the best answer of multiple choice test items.
- 3.2 Using appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive Process

- 3.3 Reading the text carefully by paying attention to the underlined words.
- 3.4 Making notes while the teacher is explaining about vocabulary.
- 3.5 Answering the teacher's questions based on the flashcards shown by the teacher.
- 3.6 Doing the vocabulary exercises based on flashcards shown by the teacher.

IV. Learning Objectives**Cognitive product**

- 4.1 The students are able to find the word meaning by selecting the best answer of multiple choice test items.
- 4.2 The students are able to use appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive process

- 4.3 The students are able to read the text carefully given by the teacher by paying attention to the underlined words.
- 4.4 The students are able to make notes while the teacher is explaining about vocabulary.
- 4.5 The students are able to answer the teacher's questions based on the flashcards shown by the teacher.
- 4.6 The students are able to do the vocabulary exercises based on flashcards shown by the teacher.

V. Learning Materials

Enclosed

VI. Teaching and Learning Strategies

Approach : Contextual Teaching and Learning

Method : Discussion

VII. Teaching and Learning Activities

No.	Teacher's activities	Students' activity	Time
I.	Set Induction:		
	Greeting the students	Responding greeting	5'
	Checking the students' attendance	Responding	
	Showing the picture related to the material	Paying attention	
	Asking some leading questions related to the topic	Answering the leading questions	
	Stating the learning objectives	Paying attention	
II.	Main Activities:		70'
	Distributing a descriptive text	Receiving the text	1'
	Asking the students to read the text carefully by paying much attention to the underlined words (task 1).	Reading the text	5'
	Explaining what a noun, a verb, an adjective, and an adverb are.	Paying Attention and making notes	10'
	Flashing the picture flashcards and the word flashcards related to the topic.	Paying attention to the flashcards	3'
	Asking the students to mention the words related to the flashcards	Mentioning the word related to the flashcards	10'
	Asking the students to pronounce the words (taken from the text) on the flashcards after the teacher.	Pronouncing the words	5'
	Showing the flashcards again randomly and asking the students to mention the words on the flashcards.	Paying attention and mentioning the word on the flashcards	5'

	Asking the students to make pairs.	Making pairs	1'
	Distributing the students' worksheet.	Receiving the worksheets	1'
	Asking the students to put the underlined words of the text into noun, verb, adjective, or adverb column in pairs (task 2).	Putting the underlined words of the text above into noun, verb, adjective, or adverb column	10'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually (task 3).	Writing the appropriate words	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to match the words in table A based on the word flashcards shown by the teacher in table B individually (task 4).	Matching the words in table A	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to complete the sentences based on the pictures with the appropriate words flashed by the teacher individually (task 5).	Completing the sentences	3'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
III.	Closure		
	Guiding the students to draw conclusion	Drawing conclusion	5'
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. Flashcards
2. Whiteboard
3. Board marker
4. Students' worksheet.

Sources:

1. <http://jhanuarpratama.blogspot.co.id/2014/11/contoh-descriptive-text-tentang-orang.html>
2. Artono, Wardiman. 2008. *English in Focus*. Jakarta: Pusat Pebukuan Depatemen Nasional

IX. EVALUATION

1. Process Evaluation (done during the teaching leaning process)

a. Instrument: Observation Checklist

The Guideline of Observation Checklist of Students' Characters

No	The Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

b. Indicators:

1. Reading the text carefully by paying attention to the underlined words.
2. Making notes while the teacher is explaining about vocabulary.
3. Answering the teacher's questions based on the flashcards shown by the teacher.

4. Doing the vocabulary exercises based on flashcards shown by the teacher.

2. Product evaluation (done after teaching and learning process)

- a. **Instrument** : vocabulary written test in the form of multiple choice and gap filling
- b. **Scoring guide:** Each correct item was scored 4 points
- c. **The successful criteria:** 75% of students could gain standard score of 74 or higher and the students' mean score was 75 or higher

Jember, October 26th 2015

English Teacher

Trainee Teacher

Taslim, M. Pd
NIP 19650806190802004

Heni Hanifa
NIM. 110210401017

Enclosure**Learning Materials****Set Induction****a. Showing the pictures related to the topic****b. Leading Questions**

- Do you have parents?
- Do you live with them?
- Can you mention the characteristics of each of them?
- Can you guess what we are going to study?

Main activities**a. Verbs**

Verbs are words that refer to act. Example: read, cook, play, go, etc.

b. Nouns

Nouns refer to a person, a place, or thing. Example; boy, girl, book, etc.

c. Adjectives

Adjectives modify a noun or a pronoun by describing, identifying, or quantifying words. Example: thin, handsome, beautiful, etc.

d. Adverbs

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences. Example: slowly, on foot, yesterday, etc.

The Students' worksheet

Task 1: Read the text carefully and pay much attention on the underlined words!

My Beloved Parents

I have two parents of my family. They are my father and my mother. They live in a beautiful city and a beautiful house. (1) Their house is near with the church. They go to the church by (2) bicycle (3) on Sunday. They often travel abroad by (4) airplane.

My father is a doctor. His name is Indra. He is 45 years old. She has a (5) long face, short (6) hair, a (7) pointed (8) nose, a broad (9) shoulder, and blue eyes. He is (10) tall, but he is a bit (11) shorter than me. He likes eating much rice and (12) meat. When he comes home, he always (13) plants and (14) waters flowers in front of the house because his hobby is planting flowers. He can prepare a dinner when my mother is not at home. His cooking and his meals are very (15) tasty. My father has a bad habit. The habit is eating (16) greedily. He can speak Sundanese (17) fluently.

My mother's name is Lukita. She is 40 years old. She is a (18) nurse. She always takes care of her family and (19) speaks to everyone (20) politely. She has a long face, long and curly hair, a pointed nose, a broad shoulder, beautiful small eyes, and sexy lips. She (21) wears (22) glasses that makes her so beautiful. She likes to (23) eat vegetables, fruits, a bit rice, and grilled (24) fish. She also likes cooking. She gets up early to (25) cook for us every day. She will be (26) angry when someone disturbs her cooking.

(Adapted from: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>)

Task 2: Put the underlined words of the text above into nouns, verbs, adjectives, or adverbs column in pairs! No 1 is done for you as the example.

No.	Nouns	Verbs	Adjectives	Adverbs
1.			Their	
2.				

No.	Nouns	Verbs	Adjectives	Adverbs
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

Task 3: Write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually! No 1 is done for you as the example.

bicycle	plane	cook	hair	nose	water
shoulder	meat	nurse	glasses	fish	plant
speak	eat	wear			

- | | | |
|---------|-----|-----|
| 1. Fish | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

Task 4: Match the words in table A based on the word flashcards shown by the teacher in table B individually! Number 1 is done for you as the example.

No.	A	B
1.	Panjang	Long
2.	Mancung	
3.	Tinggi	
4.	Lebih pendek	
5.	Lezat	
6.	Marah	
7.	Minggu	
8.	Dengan rakus	
9.	Dengan lancar	
10.	Dengan sopan	
11.	Punya mereka	

Task 5: Complete the sentences based on the pictures with the appropriate words flashed by the teacher! No 1 is done for you as the example.

1. I will beangry..... when you call me.



2. He is eating the noodle



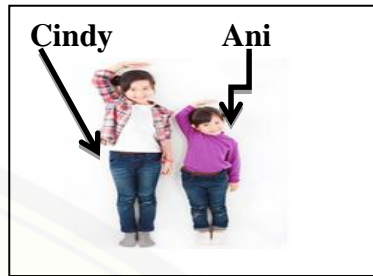
3. My family and I go to Singapore by



4. The chicken is very.....



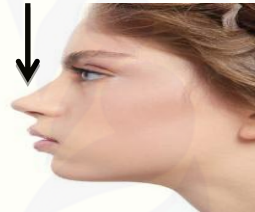
5. Ani is than Cindy.



6. I food twice a day.



7. The girl has a nose.



8. The woman likes to have curly and hair.



9. The man is speaking in front of audience very



10. I have a dream to be a



Answer Key**Task 2**

No.	Nouns	Verbs	Adjectives	Adverbs
1.			Their	
2.	Bicycle			
3.				On Sunday
4.	Plane			
5.			Long	
6.	Hair			
7.			Pointed	
8.	Nose			
9.	Shoulder			
10.			Tall	
11.			Shorter	
12.	Meat			
13.		Plants		
14.		Waters		
15.			Tasty	
16.				Greedily
17.				Fluently
18.	Nurse			
19.		Speak		
20.				Politely
21.		Wear		
22.	Glasses			
23.		Eat		
24.	Fish			
25.		Cook		
26.			Angry	

Task 3

1. Fish
2. Hair
3. Shoulder
4. Nurse
5. Cook
6. Water

7. Plant
8. Eat
9. Wear
10. Glasses
11. Meat
12. Plane
13. Nose
14. Speak
15. Bicycle

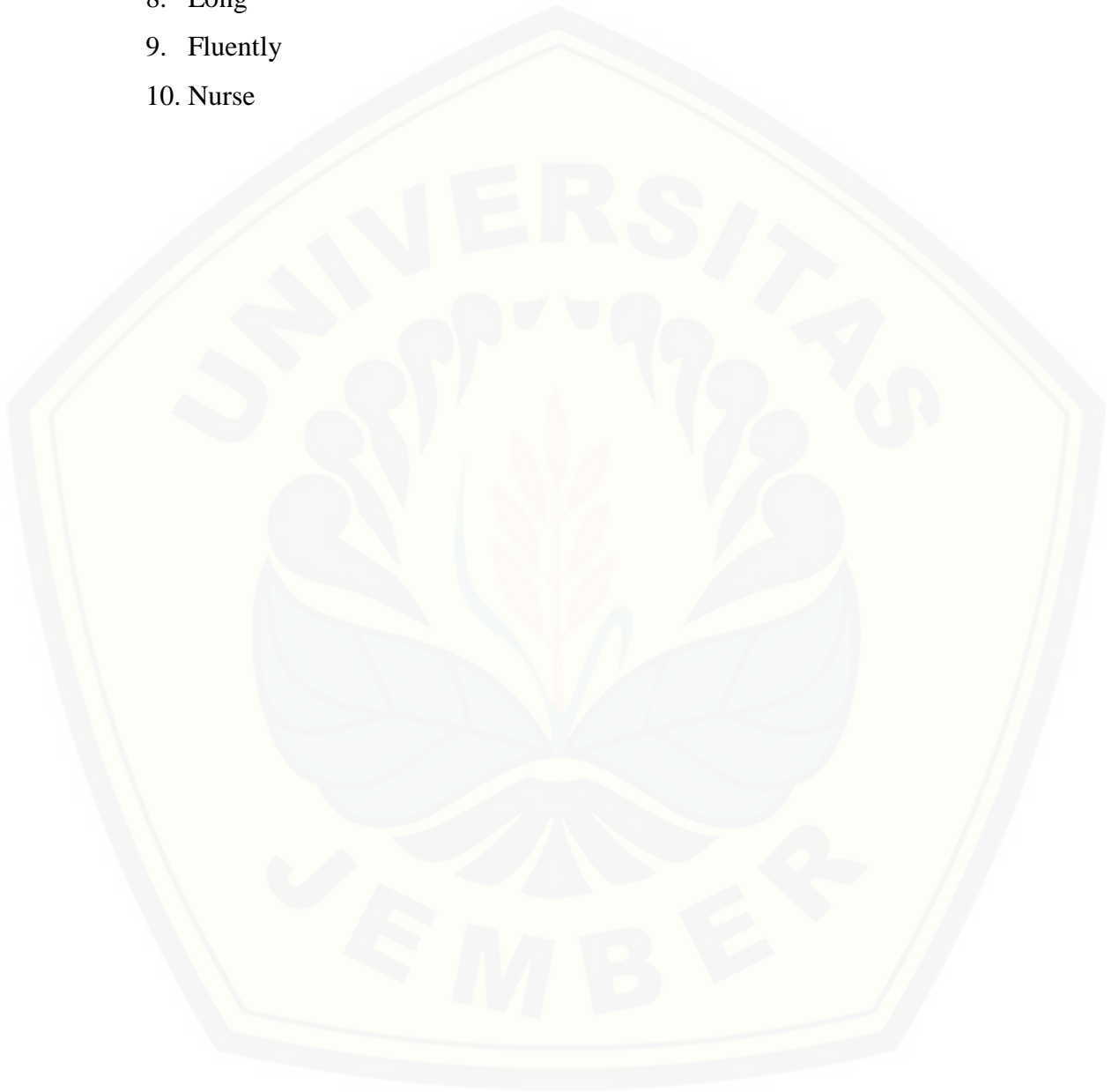
Task 4

1. Long
2. Pointed
3. Tall
4. Shorter
5. Tasty
6. Angry
7. On Sunday
8. Greedily
9. Fluently
10. Politely
11. Their

Task 5













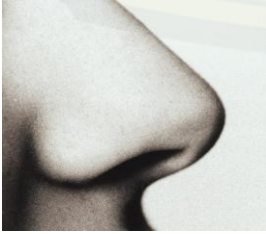


1. Angry
2. Greedily
3. Airplane
4. Tasty
5. Shorter

6. Cook
7. Pointed
8. Long
9. Fluently
10. Nurse



Teacher's note

Task 3: The picture flashcards shown by the teacher

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 

Task 4: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	LONG	PANJANG	6.	ANGRY	MARAH
2.	TASTY	LEZAT	7.	POLITELY	DENGAN SOPAN
3.	FLUENTLY	DENGAN LANCAR	8.	SHORTER	LEBIH PENDEK
4.	GREEDILY	DENGAN RAKUS	9.	TALL	TINGGI
5.	POINTED	MANCUNG	10.	ON SUNDAY	MINGGU
11.	THEIR	PUNYA MEREKA			

Task 5: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	ANGRY	MARAH	6.	POINTED	MANCUN
2.	FLUENTLY	DENGAN LANCAR	7.	AIRPLANE	PESAWA
3.	NURSE	PERAWAT	8.	COOK	MEMASA
4.	LONG	PANJANG	9.	SHORTER	LEBIH PENDEK
5.	GREEDILY	DENGAN RAKUS	10.	TASTY	LEZAT

The Table of Vocabulary Items

Task 2

No .	Indicators	Numbers of Items
1.	Common Nouns	2, 4, 6, 8, 9, 18
2.	Mass Nouns	12, 22, 24
3.	Regular Verbs (V ₁)	13, 14, 19, 21, 23, 25
4.	Qualitative Adjectives	5, 7, 10, 11, 15, 26
5.	Possessive Adjectives	1
6.	Adverbs of Manner	16, 17, 20
7.	Adverbs of Time	3

Task 3

No .	Indicators	Numbers of Items
1.	Common Nouns	2, 3, 4, 12, 13, 15
2.	Mass Nouns	1, 10, 11
3.	Regular Verbs (V ₁)	5, 6, 7, 8, 9, 14

Task 4

No .	Indicators	Numbers of Items
1	Qualitative Adjectives	1, 2, 3, 5, 6
2.	Possessive Adjectives	11
3.	Adverbs of Manner	8, 9, 10
4.	Adverbs of Time	7

Task 5

No .	Indicators	Numbers of Items
1.	Common Nouns	3, 10
2.	Regular Verbs (V ₁)	6
3.	Qualitative Adjectives	1, 4, 5, 7, 8
4.	Adverbs of Manner	2, 9

APPENDIX F**LESSON PLAN 2**
(Cycle 1, Meeting 2)

School	: SMPN 9 Jember
Subject	: English
Grade/Semester	: VII/2
Language Component	: Vocabulary (Integrated with Reading Skill)
Genre of Text	: Descriptive Text
Theme	: My House
Time	: 2 x 40 Minutes

I. Standard Competence

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

III. Indicators**Cognitive Product**

- 3.1 Finding the word meaning by selecting the best answer of multiple choice test items.
- 3.2 Using appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive Process

- 3.3 Reading the text carefully by paying attention to the underlined words.
- 3.4 Making notes while the teacher is explaining about vocabulary.
- 3.5 Answering the teacher's questions based on the flashcards shown by the teacher.
- 3.6 Doing the vocabulary exercises based on flashcards shown by the teacher.

IV. Learning Objectives**Cognitive product**

- 4.1 The students are able to find the word meaning by selecting the best answer of multiple choice test items.
- 4.2 The students are able to use appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive process

- 4.3 The students are able to read the text carefully given by the teacher by paying attention to the underlined words.
- 4.4 The students are able to make notes while the teacher is explaining about vocabulary.
- 4.5 The students are able to answer the teacher's questions based on the flashcards shown by the teacher.
- 4.6 The students are able to do the vocabulary exercises based on flashcards shown by the teacher.

V. Learning Materials

Enclosed

VI. Teaching and Learning Strategies

Approach : Contextual Teaching and Learning

Method : Discussion

VII. Teaching and Learning Activities

No.	Teacher's activities	Students' activity	Time
I.	Set Induction:		
	Greeting the students	Responding greeting	5'
	Checking the students' attendance	Responding	
	Showing the picture related to the material	Paying attention	
	Asking some leading questions related to the topic	Answering the leading questions	
	Stating the learning objectives	Paying attention	
II.	Main Activities:		70'
	Distributing a descriptive text	Receiving the text	1'
	Asking the students to read the text carefully by paying much attention to the underlined words (task 1).	Reading the text	5'
	Explaining what a noun, a verb, an adjective, and an adverb are.	Paying Attention and making notes	10'
	Flashing the picture flashcards and the word flashcards related to the topic.	Paying attention to the flashcards	3'
	Asking the students to mention the words related to the flashcards	Mentioning the word related to the flashcards	10'
	Asking the students to pronounce the words (taken from the text) on the flashcards after the teacher.	Pronouncing the words	5'
	Showing the flashcards again randomly and asking the students to mention the words on the flashcards.	Paying attention and mentioning the word on the flashcards	5'

	Asking the students to make pairs.	Making pairs	1'
	Distributing the students' worksheet.	Receiving the worksheets	1'
	Asking the students to put the underlined words of the text into noun, verb, adjective, or adverb column in pairs (task 2).	Putting the underlined words of the text above into noun, verb, adjective, or adverb column	10'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually (task 3).	Writing the appropriate words	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to match the words in table A based on the word flashcards shown by the teacher in table B individually (task 4).	Matching the words in table A	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to complete the sentences based on the pictures with the appropriate words flashed by the teacher individually (task 5).	Completing the sentences	3'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
III.	Closure		
	Guiding the students to draw conclusion	Drawing conclusion	5'
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. Flashcards
2. Whiteboard
3. Board marker
4. Students' worksheet.

Sources:

1. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
2. Artono, Wardiman. 2008. *English in Focus*. Jakarta: Pusat Pembinaan Departemen Nasional

IX. EVALUATION

1. Process Evaluation (done during the teaching learning process)

a. Instrument: Observation Checklist

The Guideline of Observation Checklist of Students' Characters

No	The Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

b. Indicators:

1. Reading the text carefully by paying attention to the underlined words.
2. Making notes while the teacher is explaining about vocabulary.

3. Answering the teacher's questions based on the flashcards shown by the teacher.
4. Doing the vocabulary exercises based on flashcards shown by the teacher.

2. Product evaluation (done after teaching and learning process)

- a. **Instrument** : vocabulary written test in the form of multiple choice and gap filling.
- b. **Scoring guide:** Each correct item was scored 4 points.
- c. **The successful criteria:** 75% of students could gain standard score of 74 or higher and the students' mean score is 75 or higher.

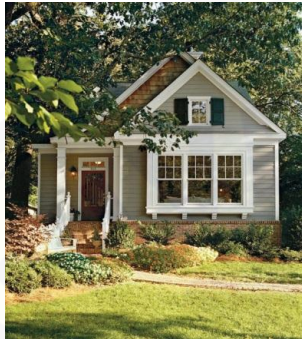
English Teacher

Taslim, M. Pd
NIP 19650806190802004

Jember, October 26th2015

Trainee Teacher

Heni Hanifa
NIM. 110210401017

Enclosure**Learning Materials****Set Induction****a. Showing the pictures related to the topic****b. Leading Questions**

- Do you live with your parents?
- Is your house big or small?
- How many rooms do you have?
- Can you mention the things of them?
- What materials did you learn last week?
- Could you explain what verbs, nouns, adjectives and adverbs are?

Main activities**a. Verbs**

Verbs are words that refer to act. Example: read, cook, play, go, etc.

b. Nouns

Nouns refer to a person, a place, or thing. Example; boy, girl, book, etc.

c. Adjectives

Adjectives modify a noun or a pronoun by describing, identifying, or quantifying words. Example: thin, handsome, beautiful, etc.

d. Adverbs

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences. Example: slowly, on foot, yesterday, etc

Students' worksheet

Task 1: Read the text carefully and pay much attention on the underlined words!

My Small House

I live in a (1) small house. It's located in Candi street Ampel, Boyolali. There is a large (2) yard in front of my house. On the right side of my house there is a garden. My mother likes gardening in this garden. There are kinds of flowers, such as: (3) rose, dahlias and the others. (4) Her favorite flower is a rose. On the back side there is a (5) banana(6) tree which is planted by my father. The tree is (7) tall.

In living room there are 3 chairs, a lamp, a (8) fan, a television, and flowers on the table. Then, I can do everything such as (9) sitting, (10) watching television, etc.

My bedroom is next to the living room. In my room there are a (11) cupboard, a large (12) bed, a table, etc. I like (13) reading novels in this room, because no one will (14) disturb me. I also can (15) sleep in this room. Then, I can sing a song (16) loudly in this room.

On the right side of my bedroom is my parents' bedroom. There are a (17) map, a bed, a dressing a table, a chair and a cupboard. This room is as (18) large as my bedroom.

The family room is in front of my parents' room. There are a carpet, small table, and television. My parents I and always have a (19) talk in this room. We usually gather (20) in the afternoon and I always share my activities with them. Besides that, I can (21) study here.

We have two kitchens. The first is located between the bathroom and my parents' room. The function of this kitchen is to cook with modern equipment, such as (22) gas stove, blender, and there is a (23) refrigerator in this room. The other kitchen is behind the first kitchen next to the bathroom. My mother usually uses this kitchen to cook traditional food by using (24) wood in the earthen stove. The bathroom is behind the first kitchen.

(Adapted from: <http://ujiklifeline.blogspot.co.id/2013/01/example-of-description-text-about-my.html>)

Task 2: Put the underlined words of the text above into noun, verb, adjective, or adverb column! No 1 is done for you as the example.

No.	Nouns	Verbs	Adjectives	Adverbs
1.			Small	
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				

Task 3: Write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually! No 1 is done for you as the example.

Rose	banana	tree	fan	bed
Study	read	sit	sleep	watch
Wood	refrigerator	gas stove	Cupboard	Map

- | | | |
|---------|-----|-----|
| 1. Rose | 6. | 11. |
| 2. | 7. | 12. |
| 3. | 8. | 13. |
| 4. | 9. | 14. |
| 5. | 10. | 15. |

Task 4: Match the words in table A based on the word flashcards shown by the teacher in table B individually! No 1 is done for you as the example.

No.	A	B
1.	Kecil	Small
2.	Punyanya dia perempuan	
3.	Tinggi	
4.	Dengan nyaring	
5.	Pagar	
6.	Mengganggu	
7.	Lebar	
8.	Sore	
9.	Berbicara	

Task 5: Complete the sentences based on the pictures with the appropriate words flashed by the teacher! No 1 is done for you as the example.

1. I see the sunset.....in the afternoon.....



2. There are a big orange and a orange.



3. hair is long.



4. There is a in the classroom.



5. Two children about their hobby.



6. The boy the blue book.



7. I have a banana in my garden.



8. I always sleep on my



9. My friends and I like singing a song



10. My mother bought me the



Answer Key**Task 2**

No.	Nouns	Verbs	Adjectives	Adverbs
1.			Small	
2.	Yard			
3.	Rose			
4.			Her	
5.	Banana			
6.	Tree			
7.			Tall	
8.	Fan			
9.		Sit		
10.		Watch		
11.	Cupboard			
12.	Bed			
13.		Read		
14.		Disturb		
15.		Sleep		
16.				Loudly
17.	Map			
18.			Large	
19.		Talk		
20.				In the afternoon
21.		Study		
22.	Gas stove			
23.	Refrigerator			
24.	Wood			

TASK 3

1. Rose
2. Banana
3. Cupboard
4. Bed
5. Fan
6. Three
7. Map

8. Gas stove
9. Refrigerator
10. Study
11. Watch
12. Sit sleep
13. Read
14. Wood

Task 4









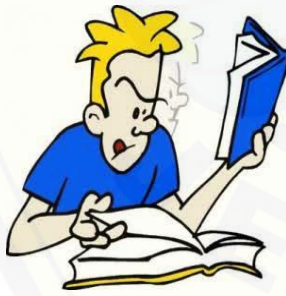





1. Small
2. My
3. Tall
4. Loudly
5. Yard
6. Disturb
7. Large
8. In the afternoon
9. Talk

Task 5

1. In the afternoon
2. Small
3. My
4. Map
5. Talk
6. Reads
7. Tree
8. Bed
9. Loudly
10. Fan

Teacher's Note

Task 3: The picture flashcards shown by the teacher

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 

Task 4: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	SMALL	KECIL	6.	LARGE	LEBAR
2.	LOUDLY	DENGAN NYARING	7.	YARD	PAGAR
3.	MY	AKU	8.	DISTURB	MENGGANGGU
4.	TALL	TINGGI	9.	TALK	BERBICARA
5.	IN THE EVENING	SORE			

Task 5: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	IN THE EVENING	MALAM	6.	MAP	PETA
2.	SMALL	KECIL	7.	TALK	BERBICARA
3.	FAN	KIPAS ANGIN	8.	READS	MEMBACA
4.	LOUDLY	DENGAN NYARING	9.	TREE	POHON
5.	MY	AKU	10.	BED	TEMPAT TIDUR

The Table of Vocabulary Items

TASK 2

No .	Indicators	Numbers of Items
1.	Common Nouns	2, 4, 5, 6, 8, 11, 12, 17, 22, 23
2.	Mass Nouns	24
3.	Regular Verbs (V ₁)	9, 10, 13, 14, 15, 19, 21
4.	Qualitative Adjectives	1, 7, 18
5.	Possessive Adjectives	13
6.	Adverbs of Manner	16
7.	Adverbs of Time	20

Task 3

No .	Indicators	Numbers of Items
1.	Common Nouns	1, 2, 3, 4, 5, 6, 7, 8, 9,
2.	Mass Nouns	15
3.	Regular Verbs (V ₁)	10, 11, 12, 13, 14

Task 4

No .	Indicators	Numbers of Items
1.	Common Nouns	5
2.	Regular Verbs (V ₁)	6, 9
3.	Qualitative Adjectives	1, 3, 7
4.	Possessive Adjectives	2
5.	Adverbs of Manner	4
6.	Adverbs of Time	8

Task 5

No .	Indicators	Numbers of Items
1.	Common Nouns	4, 7, 8, 10
2.	Regular Verbs (V ₁)	5, 6
3.	Qualitative Adjectives	2
4.	Possessive Adjectives	3
5.	Adverbs of Time	1
6.	Adverbs of Manner	9

6. The boy is a television on the armchair.

- a. talking
- b. painting
- c. taking
- d. watching



7. I have curly and hair.

- a. long
- b. short
- c. straight
- d. wavy



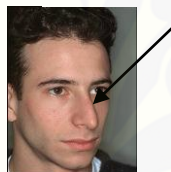
8. She always buys in the market.

- a. sausage
- b. meat
- c. chili
- d. carrot



9. I like a boy who has a nose.

- a. flat
- b. pointed
- c. small
- d. big



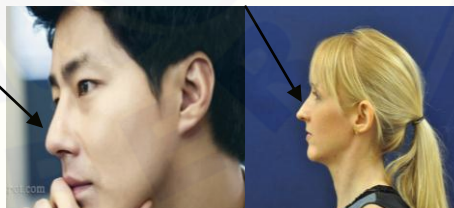
10. She has a in the house.

- a. mouse
- b. bed
- c. toothbrush
- d. towel



11. nose is pointed.

- a. their
- b. my
- c. mine
- d. them



12. The woman shouts

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



13. She is eating the hamburger

- a. slowly c. clearly
- b. softly d. greedily



14. There is a car free in my town square

- a. on the way c. at 7 am
- b. on Sunday d. at 9 am



15. I have a big and a watermelon.

- a. few c. small
- b. new d. large



II. Complete the missing words in the blank spaces by using appropriate words provided in the boxes!

- a. Shorter b. Tasty c. Airplane d. Fish
- e. Cook f. Sleep g. Her h. Map
- i. Fluently j. In the afternoon

1. I am happy to enjoy the sunset



2. I always buy a pizza in Alexandria's restaurant because it is so



3. I think Dea is than Andi.



4. She arrives at my house from Pontianak by



5. The girls talk by using English



6. There is a in the classroom.



7. She likes to look after



8. I often at 12 am every day.



9. I usually every Sundays.



10. smile is so beautiful.



Answer Key**I. Multiple Choice**

1. D 6. D 11. A
 2. C 7. A 12. C
 3. C 8. B 13. D
 4. C 9. B 14. B
 5. C 10. B 15. C

II. Gap Filling

1. In the afternoon 6. Map
 2. Tasty 7. Fish
 3. Shorter 8. Sleep
 4. Airplane 9. Cook
 5. Fluently 10. Her

The Distribution of Vocabulary Achievement Test Items**Multiple Choice**

No.	Indicators	Numbers of Items	Total Items	Score each item	Total Score
1.	Common Nouns	1, 3, 10	3	4	12
2.	Mass Nouns	2, 8	2	4	8
3.	Regular Verbs (V ₁)	4, 5, 6,	3	4	12
4.	Qualitative Adjectives	7, 9,15	3	4	12
5.	Possessive Adjectives	11	1	4	4
6.	Adverbs of Manner	12,13	2	4	8
7.	Adverbs of Time	14	1	4	4
Total			15		60

Gap Filling

No.	Indicators	Numbers of Items	Total Items	Score each item	Total Score
1.	Common Nouns	4, 6	2	4	8
2.	Mass Nouns	7	1	4	4
3.	Regular Verbs (V ₁)	8, 9	2	4	8
4.	Qualitative Adjectives	2, 3	2	4	8
5.	Possessive Adjectives	10	1	4	4
6.	Adverbs of Manner	5	1	4	4
7.	Adverbs of Time	1	1	4	4
Total			10		40

The total score = The total score of multiple choice + the total score of gap filling

$$= 60 + 40 = 100$$

APPENDIX H**LESSON PLAN 3**
(Cycle 2, Meeting 1)

School	: SMPN 9 Jember
Subject	: English
Grade/Semester	: VII/2
Language Component	: Vocabulary (Integrated with Reading Skill)
Genre of Text	: Descriptive Text
Theme	: My Bedroom
Time	: 2 x 40 Minutes

I. Standard Competence

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

III. Indicators**Cognitive Product**

- 3.1 Finding the word meaning by selecting the best answer of multiple choice test items.
- 3.2 Using appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive Process

- 3.3 Reading the text carefully by paying attention to the underlined words.
- 3.4 Making notes while the teacher is explaining about vocabulary.
- 3.5 Answering the teacher's questions based on the flashcards shown by the teacher.
- 3.6 Doing the vocabulary exercises based on flashcards shown by the teacher.

IV. Learning Objectives**Cognitive product**

- 4.1 The students are able to find the word meaning by selecting the best answer of multiple choice test items.
- 4.2 The students are able to use appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive process

- 4.3 The students are able to read the text carefully given by the teacher by paying attention to the underlined words.
- 4.4 The students are able to make notes while the teacher is explaining about vocabulary.
- 4.5 The students are able to answer the teacher's questions based on the flashcards shown by the teacher.
- 4.6 The students are able to do the vocabulary exercises based on flashcards shown by the teacher.

V. Learning Materials

Enclosed

VI. Teaching and Learning Strategies

Approach : Contextual Teaching and Learning

Method : Discussion

VII. Teaching and Learning Activities

No.	Teacher's activities	Students' activity	Time
I.	Set Induction:		5'
	Greeting the students	Responding greeting	
	Checking the students' attendance	Responding	
	Showing the picture related to the material	Paying attention	
	Asking some leading questions related to the topic	Answering the leading questions	
	Stating the learning objectives	Paying attention	
II.	Main Activities:		70'
	Distributing a descriptive text	Receiving the text	1'
	Asking the students to read the text carefully by paying much attention to the underlined words (task 1).	Reading the text	5'
	Explaining what a noun, a verb, an adjective, and an adverb are.	Paying Attention and making notes	10'
	Flashing the picture flashcards and the word flashcards related to the topic.	Paying attention to the flashcards	3'
	Asking the students to mention the words related to the flashcards	Mentioning the word related to the flashcards	10'
	Asking the students to pronounce the words (taken from the text) on the flashcards after the teacher.	Pronouncing the words	5'
	Showing the flashcards again randomly and asking the students to mention the words on the flashcards.	Paying attention and mentioning the word on the flashcards	5'

	Asking the students to make pairs.	Making pairs	1'
	Distributing the students' worksheet.	Receiving the worksheets	1'
	Asking the students to put the underlined words of the text into noun, verb, adjective, or adverb column in pairs (task 2).	Putting the underlined words of the text above into noun, verb, adjective, or adverb column	10'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually (task 3).	Writing the appropriate words	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to match the words in table A based on the word flashcards shown by the teacher in table B individually (task 4).	Matching the words in table A	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to complete the sentences based on the pictures with the appropriate words flashed by the teacher individually (task 5).	Completing the sentences	3'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
III.	Closure		
	Guiding the students to draw conclusion	Drawing conclusion	5'
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. Flashcards
2. Whiteboard
3. Board marker
4. Students' worksheet.

Sources:

1. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
2. Artono, Wardiman. 2008. *English in Focus*. Jakarta: Pusat Pebukuan Depatemen Nasional

IX. EVALUATION

1. **Process Evaluation** (done during the teaching leaning process)

- a. **Instrument:** Observation Checklist

The Guideline of Observation Checklist of Students' Characters

No	The Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

- b. **Indicators:**

1. Reading the text carefully by paying attention to the underlined words.
2. Making notes while the teacher is explaining about vocabulary.

3. Answering the teacher's questions based on the flashcards shown by the teacher.
4. Doing the vocabulary exercises based on flashcards shown by the teacher.

2. **Product evaluation** (done after teaching and learning process)

- a. **Instrument:** vocabulary written test in the form of multiple choice and gap filling
- b. **Scoring guide:** Each correct item is scored 4 points
- c. **The successful criteria:** 75% of students can gain standard score of 74 or higher and the students' mean score is 75 or higher

English Teacher

Taslim, M. Pd
NIP 19650806190802004

Jember, October 26th 2015

Trainee Teacher

Heni Hanifa
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Enclosure**Learning Materials****Set Induction****a. Showing the pictures related to the topic****b. Leading Questions**

- Do you know what picture it is?
- What is the color of the bedroom?
- Can you mention things in the bedroom?
- What materials did you learn last week?

Main activities**a. Verbs**

Verbs are words that refer to act. Example: read, cook, play, go, etc.

b. Nouns

Nouns refer to a person, a place, or thing. Example; boy, girl, book, etc.

c. Adjectives

Adjectives modify a noun or a pronoun by describing, identifying, or quantifying words. Example: thin, handsome, beautiful, etc.

d. Adverbs

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences. Example: slowly, on foot, yesterday, etc.

The Students' worksheet

Task 1: Read the text carefully and pay much attention on the underlined words!

My Bedroom



(1) My bedroom is a place for me to rest, relax and sleep. My bedroom is big enough for me, there is a brown (2) door of my photos and two (3) windows with blue (4) curtains. The (5) floor is black. The walls are brown, because I like brown. In my bedroom there is one yellow fluffy beds are comfortable with two (6) pillows, one (7) bolster and one (8) blanket. Above the bed there is a place for my (9) dolls are (10) cute. There is also a brown cupboard with two doors with large mirror. The cupboard is a place to store all my clothes. In my bedroom there is also a (11) desk for my study. Inside of desks there is a bookshelf. There are a many books, like my books from my junior high school, senior high school, my college books and many other books. I put the book (12) neatly. There are also my favorite foods and drink. It is a lot of snack and a glass of (13) water that I put on the table in this room. Then, there are also many paintings on the wall. I (14) paint them by myself. I always (15) sweep my bedroom (16) quickly (17) every day. I love the clean bedroom. I keep my beautiful bedroom (18) happily. And I am happy and (19) comfortable in my bedroom. When I am (20) tired after I returned home from school, I will take a rest in this room. I can (21) sing a song, (22) shout and (23) listen to music in this room. I can also (24) sew some clothes in this room because I like sewing. I always turn on the lamp at my bedroom (25) at night when I am sleeping.

(Adapted from: http://riniandriani24.blogspot.co.id/2012/09/my-bedroom-descriptive-text_20.html)

Task 2: Put the underlined words of the text above into nouns, verbs, adjectives, or adverbs column in pairs! No 1 is done for you as the example.

No.	Nouns	Verbs	Adjectives	Adverbs
1.			My	
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

Task 3: Write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually! No 1 is done for you as the example.

Door	window	curtain	floor	pillow
Bolster	blanket	doll	sew	desk
Water	paint	sweep	sing	shout
Listen				

- | | | | |
|------------|-----|-----|-----|
| 1. Blanket | 6. | 11. | 16. |
| 2. | 7. | 12. | |
| 3. | 8. | 13. | |
| 4. | 9. | 14. | |
| 5. | 10. | 15. | |

Task 4: Match the words in table A based on the word flashcards shown by the teacher in table B individually! Number 1 is done for you as the example.

No.	A	B
1.	Mungil	
2.	Aku	
3.	Nyaman	
4.	Lelah	
5.	Dengan rapi	
6.	Setiap hari	
7.	Dengan senang	
8.	Dengan cepat	
9.	Malam hari	

Task 5: Complete the sentences based on the pictures with the appropriate words flashed by the teacher! No 1 is done for you as the example.

1. The baby is I like her.



2. The book puts



3. I am so I have to take a rest.



4. I run



5. I accept my present from my mother



6. I am happy to see the moon and the stars



7. I am so to sleep on the bed.



8. She is closing the



9. She is drinking a glass of



10. She the floor.



Answer Key**Task 2**

No.	Nouns	Verbs	Adjectives	Adverbs
1.			My	
2.	Door			
3.	Window			
4.	Curtain			
5.	Floor			
6.	Pillow			
7.	Bolster			
8.	Blanket			
9.	Doll			
10.			Cute	
11.	Desk			
12.				Neatly
13.	Water			
14.		Paint		
15.		Sweep		
16.				Quickly
17.				Everyday
18.				Happily
19.			Comfortable	
20.			Tired	
21.		Sing		
22.			Shout	
23.		Listen		
24.		Sew		
25.				At night

Task 3

1. Blanket
2. Window
3. Door
4. Bolster
5. Pillow
6. Floor

7. Curtain
8. Doll
9. Paint
10. Shout
11. Sing
12. Listen
13. Sweep
14. Sew
15. Water
16. Desk

Task 4

1. Cute
2. My
3. Comfortable
4. Tired
5. Neatly
6. Everyday
7. Happily
8. Quickly
9. At night

Task 5

1. Cute
2. Neatly
3. Tired
4. Quickly
5. Happily
6. At night

7. Comfortable
8. Window
9. Water
10. Sweeps



Teacher's note

Task 3: The picture flashcards shown by the teacher

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 
<p>16.</p> 		

Task 4: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	CUTE	MUNGIL	6.	COMFORTABLE	NYAMAN
2.	QUICKLY	DENGAN CEPAT	7.	EVERYDAY	SETIAP HARI
3.	AT NIGHT	MALAM HARI	8.	TIRED	LELAH
4.	MY	AKU	9.	NEATLY	DENGAN RAPI
5.	HAPPILY	DENGAN SENANG			

Task 5: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	NEATLY	DENGAN RAPI	6.	WINDOW	JENDELA
2.	SWEEP	MENYAPU	7.	TIRED	LELAH
3.	WATER	AIR	8.	HAPPILY	DENGAN SENANG
4.	QUICKLY	DENGAN CEPAT	9.	COMFORTABLE	NYAMAN
5.	CUTE	MUNGIL	10.	AT NIGHT	MALAM HARI

The Table of Vocabulary Items

TASK 2

No .	Indicators	Numbers of Items
1.	Common Nouns	2, 3, 4, 6, 7, 8, 9, 11
2.	Mass Nouns	5, 13
3.	Regular Verbs (V ₁)	14, 15, 20, 21, 23, 24
4.	Qualitative Adjectives	10, 18, 19
5.	Possessive Adjectives	1
6.	Adverbs of Manner	12, 17, 22
7.	Adverbs of Time	16, 25

Task 3

No .	Indicators	Numbers of Items
1.	Common Nouns	1, 2, 3, 4, 5, 7, 8, 16
2.	Mass Nouns	6, 15
3.	Regular Verbs (V ₁)	9, 10, 11, 12, 13, 14,

Task 4

No .	Indicators	Numbers of Items
1.	Qualitative Adjectives	1, 3, 4
2.	Possessive Adjectives	2
3.	Adverbs of Manner	5, 7, 8
4.	Adverbs of Time	6, 9

Task 5

No .	Indicators	Numbers of Items
1.	Common Nouns	8
2.	Mass Nouns	9
3.	Regular Verbs (V ₁)	10
4.	Qualitative Adjectives	1, 3, 7
5.	Adverbs of Time	6
6.	Adverbs of Manner	2, 4, 5

APPENDIX I**LESSON PLAN 4**
(Cycle 2, Meeting 2)

School	: SMPN 9 Jember
Subject	: English
Grade/Semester	: VII/2
Language Component	: Vocabulary (Integrated with Reading Skill)
Genre of Text	: Descriptive Text
Theme	: My Elder Brother
Time	: 2 x 40 Minutes

I. Standard Competence

11. Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

II. Basic Competence

- 11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

III. Indicators**Cognitive Product**

- 3.1 Finding the word meaning by selecting the best answer of multiple choice test items.
- 3.2 Using appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive Process

- 3.3 Reading the text carefully by paying attention to the underlined words.
- 3.4 Making notes while the teacher is explaining about vocabulary.
- 3.5 Answering the teacher's questions based on the flashcards shown by the teacher.
- 3.6 Doing the vocabulary exercises based on flashcards shown by the teacher.

IV. Learning Objectives**Cognitive product**

- 4.1 The students are able to find the word meaning by selecting the best answer of multiple choice test items.
- 4.2 The students are able to use appropriate words provided in the box by completing the missing words in the blank spaces.

Cognitive process

- 4.3 The students are able to read the text carefully given by the teacher by paying attention to the underlined words.
- 4.4 The students are able to make notes while the teacher is explaining about vocabulary.
- 4.5 The students are able to answer the teacher's questions based on the flashcards shown by the teacher.
- 4.6 The students are able to do the vocabulary exercises based on flashcards shown by the teacher.

V. Learning Materials

Enclosed

VI. Teaching and Learning Strategies

Approach : Contextual Teaching and Learning

Method : Discussion

VII. Teaching and Learning Activities

No.	Teacher's activities	Students' activity	Time
I.	Set Induction:		
	Greeting the students	Responding greeting	5'
	Checking the students' attendance	Responding	
	Showing the picture related to the material	Paying attention	
	Asking some leading questions related to the topic	Answering the leading questions	
	Stating the learning objectives	Paying attention	
II.	Main Activities:		
	Distributing a descriptive text	Receiving the text	1'
	Asking the students to read the text carefully by paying much attention to the underlined words (task 1).	Reading the text	5'
	Explaining what a noun, a verb, an adjective, and an adverb are.	Paying Attention and making notes	10'
	Flashing the picture flashcards and the word flashcards related to the topic.	Paying attention to the flashcards	3'
	Asking the students to mention the words related to the flashcards	Mentioning the word related to the flashcards	10'
	Asking the students to pronounce the words (taken from the text) on the flashcards after the teacher.	Pronouncing the words	5'
	Showing the flashcards again randomly and asking the students to mention the words on the flashcards.	Paying attention and mentioning the word on the flashcards	5'

	Asking the students to make pairs.	Making pairs	1'
	Distributing the students' worksheet.	Receiving the worksheets	1'
	Asking the students to put the underlined words of the text into noun, verb, adjective, or adverb column in pairs (task 2).	Putting the underlined words of the text above into noun, verb, adjective, or adverb column	10'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually (task 3).	Writing the appropriate words	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to match the words in table A based on the word flashcards shown by the teacher in table B individually (task 4).	Matching the words in table A	5'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
	Asking the students to complete the sentences based on the pictures with the appropriate words flashed by the teacher individually (task 5).	Completing the sentences	3'
	Checking the students' answers and giving feedback to the students' work.	Paying attention	2'
III.	Closure		
	Guiding the students to draw conclusion	Drawing conclusion	5'
	Parting the students	Parting the teacher	

VIII. Media and Sources

Media:

1. Flashcards
2. Whiteboard
3. Board marker
4. Students' worksheet.

Sources:

1. <http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html>
2. Artono, Wardiman. 2008. *English in Focus*. Jakarta: PusatPebukuanDepatemenNasional

IX. EVALUATION**1. Process Evaluation** (done during the teaching leaning process)**a. Instrument:** Observation Checklist**The Guideline of Observation Checklist of Students' Characters**

No	The Students' Names	Indicators				Score	Active	Passive
		1	2	3	4			
1.								
2.								
3.								

b. Indicators:

- a. Reading the text carefully by paying attention to the underlined words.
- b. Making notes while the teacher is explaining about vocabulary.

- c. Answering the teacher's questions based on the flashcards shown by the teacher.
- d. Doing the vocabulary exercises based on flashcards shown by the teacher.

2. Product evaluation (done after teaching and learning process)

- a. **Instrument** : vocabulary written test in the form of multiple choice and gap filling
- b. **Scoring guide:** Each correct item was scored 4 points
- c. **The successful criteria:** 75% of students could gain standard score of 74 or higher and the students' mean score is 75 or higher

English Teacher

Taslim, M. Pd
NIP 19650806190802004

Jember, October 26th2015

Trainee Teacher

Heni Hanifa
NIM. 110210401017

Enclosure**Learning Materials****Set Induction****a. Showing the pictures related to the topic****b. Leading Questions**

- Do you have a brother?
- Can you mention his characteristics?
- What food does he like?
- Last week, what materials did you learn?
-

Main activities**a. Verbs**

Verbs are words that refer to act. Example: eat, fly, push, hug, etc.

b. Nouns

Nouns refer to a person, a place, or thing. Example; boy, father, pillow, etc.

c. Adjectives

Adjectives modify a noun or a pronoun by describing, identifying, or quantifying words. Example: thin, handsome, beautiful, etc.

d. Adverbs

Adverbs are similar to adjectives, they typically assign attributes to verbs, to clauses, or to entire sentences. Example: slowly, on foot, in the morning, etc.

The Students' worksheet

Task 1: Read the text carefully and pay much attention on the underlined words!

My Older Brother

I have a (1) brother. (2) His name is Riski Kurniawan. He is 20 years old. He has short hair, a pointed nose, a narrow shoulder, brown eyes, and a (3) dimple on his (4) cheek like my mother. He is shorter than me. His favorite foods are (5) roasted chicken, (6) hamburger, (7) chips, (8) pasta, (9) fruit salad, (10) bread, etc. He does not like a (11) pineapple. His favorite sport is baseball. He plays it (12) every Monday (13) at 07.30 pm with his friends. He is (14) smart. Right now he is studying English and also knows Arabic and Mandarin. He often speaks English (15) well to my father because my father can speak English too. Meanwhile I cannot speak English well. When they speak English, I just listen to them. My brother goes to study English by train. He is a quite person. He does not like a (16) crowded place. He likes painting. There are many (17) paintings in his bedroom. My brother is very kind to me. He always (18) teaches me new things like (19) swimming, (20) riding motorcycles and much more. He always makes me (21) laugh when I (22) cry and I am (23) sad. On holiday, he will (24) dive with his friends in the see because it makes him happy. He really does not like (25) rainy weather. It makes him (26) shivering.

(Adapted from: <http://www.caramudahbelajarbahasainggris.net/2015/01/contoh-descriptive-text-brother-dan-artinya.html>).

Task 2: Put the underlined words of the text above into nouns, verbs, adjectives, or adverbs column in pairs! No 1 is done for you as the example.

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Brother			
2.				
3.				
4.				
5.				
6.				

No.	Nouns	Verbs	Adjectives	Adverbs
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

Task 3: Write the appropriate words from the boxes based on the picture flashcards shown by the teacher individually! No 1 is done for you as the example.

Brother	roasted chicken	dimple	cheek	bread
Hamburger	chip	pasta	fruit salad	pineapple
Painting	teach	swim	ride	cry
				dive

- | | | | |
|-------------|-----|-----|-----|
| 1. Painting | 6. | 11. | 16. |
| 2. | 7. | 12. | |
| 3. | 8. | 13. | |
| 4. | 9. | 14. | |
| 5. | 10. | 15. | |

Task 4: Match the words in table A based on the word flashcards shown by the teacher in table B individually! Number 1 is done for you as the example.

No.	A	B
1.	Dia laki-laki	His
2.	Pandai	
3.	Ramai	
4.	Sedih	
5.	Hujan	
6.	Setiap Senin	
7.	Jam 07.30 malam	
8.	Lancar	
9.	Tertawa	
10.	menggigil	

Task 5: Complete the sentences based on the pictures with the appropriate words flashed by the teacher! No 1 is done for you as the example.

1. I do not like weather.



2. I am very When my bag lose.



3. He hates a city.



4. My friends and I always do flag ceremony



5. I like watching Sule. He makes me



6. I do not like snow flurries. It makes me



7. My favorite fruit is a



8. I like eating a.....



9. She always



10. I often..... 3 times every week.



Answer Key**Task 2**

No.	Nouns	Verbs	Adjectives	Adverbs
1.	Brother			
2.			His	
3.	Dimple			
4.	Cheek			
5.	Roasted chicken			
6.	Hamburger			
7.	Chip			
8.	Pasta			
9.	Fruit salad			
10.	Bread			
11.	Pineapple			
12.				Every Monday
13.				At 07.30 pm
14.			Smart	
15.				Well
16.			Crowded	
17.	Painting			
18.		Teach		
19.		Swim		
20.		Ride		
21.				Laugh
22.		Cry		
23.			Sad	
24.		Dive		
25.			Rainy	
26.				Shivering

Task 3

1. Painting
2. Pineapple
3. Bread
4. Dimple
5. Cheek
6. Roasted chicken

7. Hamburger
8. Chip
9. Fruit salad
10. Pasta
11. Teach
12. Ride
13. Swim
14. Dive
15. Cry
16. Brother

Task 4

1. His
2. Smart
3. Crowded
4. Sad
5. Rainy
6. Every Monday
7. At 07.30 pm
8. Well
9. Laugh
10. Shivering

Task 5









1. Rainy
2. Sad
3. Crowded
4. Every Monday
5. Laugh

6. Shivering
7. Pineapple
8. Hamburger
9. Cries
10. Dive



Teacher's note

Task 3: The picture flashcards shown by the teacher

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 
<p>7.</p> 	<p>8.</p> 	<p>9.</p> 
<p>10.</p> 	<p>11.</p> 	<p>12.</p> 
<p>13.</p> 	<p>14.</p> 	<p>15.</p> 
<p>16.</p> 		

Task 4: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	HIS	DIA LAI-LAKI	6.	WELL	LANCAR
2.	SHIVERING	MENGGIGIL	7.	EVERY MONDAYS	SETIAP SENIN
3.	LAUGH	TERTAWA	8.	SAD	SEDIH
4.	SMART	PANDAI	9.	AT 07.30 PM	JAM 07.30 MALAM
5.	CROWDED	RAMAI	10.	RAINY	HUJAN

Task 5: The word flashcards shown by the teacher

	Front	Back		Front	Back
1.	RAINY	HUJAN	6.	HUMBURGER	HUMBURGE
2.	DIVE	MENYELAM	7.	PINEAPPLE	NANAS
3.	CRY	MENANGIS	8.	LAUGH	TERTAWA
4.	SAD	SEDIH	9.	EVERY MONDAY	SETIAP SENIN
5.	CROWDED	RAMAI	10.	SHIVERING	MENGGIGI

The Table of Vocabulary Items

Task 2

No .	Indicators	Numbers of Items
1.	Common Nouns	1, 3, 4, 5, 6, 7, 8, 9, 11, 17
2.	Mass Nouns	10
3.	Regular Verbs (V ₁)	18, 19, 20, 22, 24
4.	Qualitative Adjectives	14, 16, 23, 25
5.	Possessive Adjectives	2
6.	Adverbs of Manner	15, 21, 26
7.	Adverbs of Time	12, 13

Task 3

No .	Indicators	Numbers of Items
1.	Common Nouns	1, 2, 4, 5, 6, 7, 8, 9, 10, 16
2.	Mass Nouns	3
3.	Regular Verbs (V ₁)	11, 12, 13, 14, 15

Task 4

No .	Indicators	Numbers of Items
1	Qualitative Adjectives	2, 3, 4, 5
2.	Possessive Adjectives	1
3.	Adverbs of Manner	8, 8, 10
4.	Adverbs of Time	6, 7

Task 5

No .	Indicators	Numbers of Items
1.	Common Nouns	7, 8
2.	Regular Verbs (V ₁)	9, 10
3.	Qualitative Adjectives	1, 2, 3
4.	Adverbs of Manner	5, 6
5.	Adverbs of Time	4

APPENDIX J

NAME :

STUDENT'S NUMBER :

VOCABULARY TEST

(CYCLE 2)

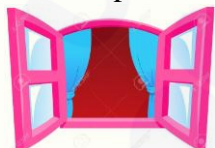
Subject : English

Class/Semester : VII/2

Time : 30 minutes

I. Choose the correct answer by crossing (X) a, b, c, or d!

1. Please, open



a. the door

c. the cupboard

b. the window

d. the suitcase

2. When I sleep, I like using the

a. bolster

c. pillow

b. bag

d. clothes



3. He in front of the classroom.

a. Teaches

c. listens

b. sits

d. shouts



4. He will on the canvas tomorrow.

a. paint

c. laugh

b. sleep

d. sit



5. I cannot sleep if I do not use the

a. pillow

c. veil

b. bolster

d. clothes



6. Do not in my ears. It disturbs me.

- a. shout
- b. sing
- c. roar
- d. meow



7. I like drinking a bottle of

- a. wine
- b. water
- c. poison
- d. milk



8. He is sweeping the

- a. wall
- b. table
- c. floor
- d. chair



9. I was so because I did not break a long day.

- a. happy
- b. sad
- c. smart
- d. tired



10. I do not like season. It makes me cannot do anything.

- a. hot
- b. warm
- c. rainy
- d. snow



11. coat is shilver.

- a. her
- b. his
- c. their
- d. my



12. My father always jokes with me. It makes me

- a. sick
- b. laugh
- c. shivering
- d. sad



13. I will put my shoes

- a. untidy
- b. mussy
- c. loudly
- d. neatly



14. The digital watch shows at

- a. 19.30 am
- b. 07.30 pm
- c. 08.00 am
- d. 07.30 pm



15. A flag ceremony is always held every

- a. Sunday
- b. Monday
- c. Saturday
- d. Friday



II. Complete the missing words in the blank spaces by using appropriate words provided in the boxes!

- a. Cute
- b. Pineapple
- c. Listens
- d. At night
- e. Doll
- f. Skin
- g. Cry
- h. Sad
- i. His
- j. Happily

1. She is very because her cat dies.



2. I like panda because they are so



3. I will buy a next 2 days.



4. She always to the music every time.



5. I always see the moon



6. My mother gave me a on my birthday.



7. I always have breakfast in the morning.



8. She hates me because I always



9. My parents invite me to Bali every holiday. It will make me



10. bag is beautiful and black. It is my present from my friend.



Answer Key**Task I**

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

Task II

1. Sad 6. Doll
2. Cute 7. Bread
3. Pineapple 8. Cry
4. Listens 9. Happily
5. At night 10. His

The Distribution of Vocabulary Achievement Test Items**Multiple Choice**

No.	Indicators	Numbers of Items	Total Items	Score each item	Total Score
1.	Common Nouns	1, 2, 5	3	4	12
2.	Mass Nouns	7, 8	2	4	8
3.	Regular Verbs (V ₁)	3, 4, 6	3	4	12
4.	Qualitative Adjectives	9, 10	2	4	8
5.	Possessive Adjectives	11	1	4	4
6.	Adverbs of Manner	12, 13	2	4	8
7.	Adverbs of Time	14, 15	2	4	8
Total			15		60

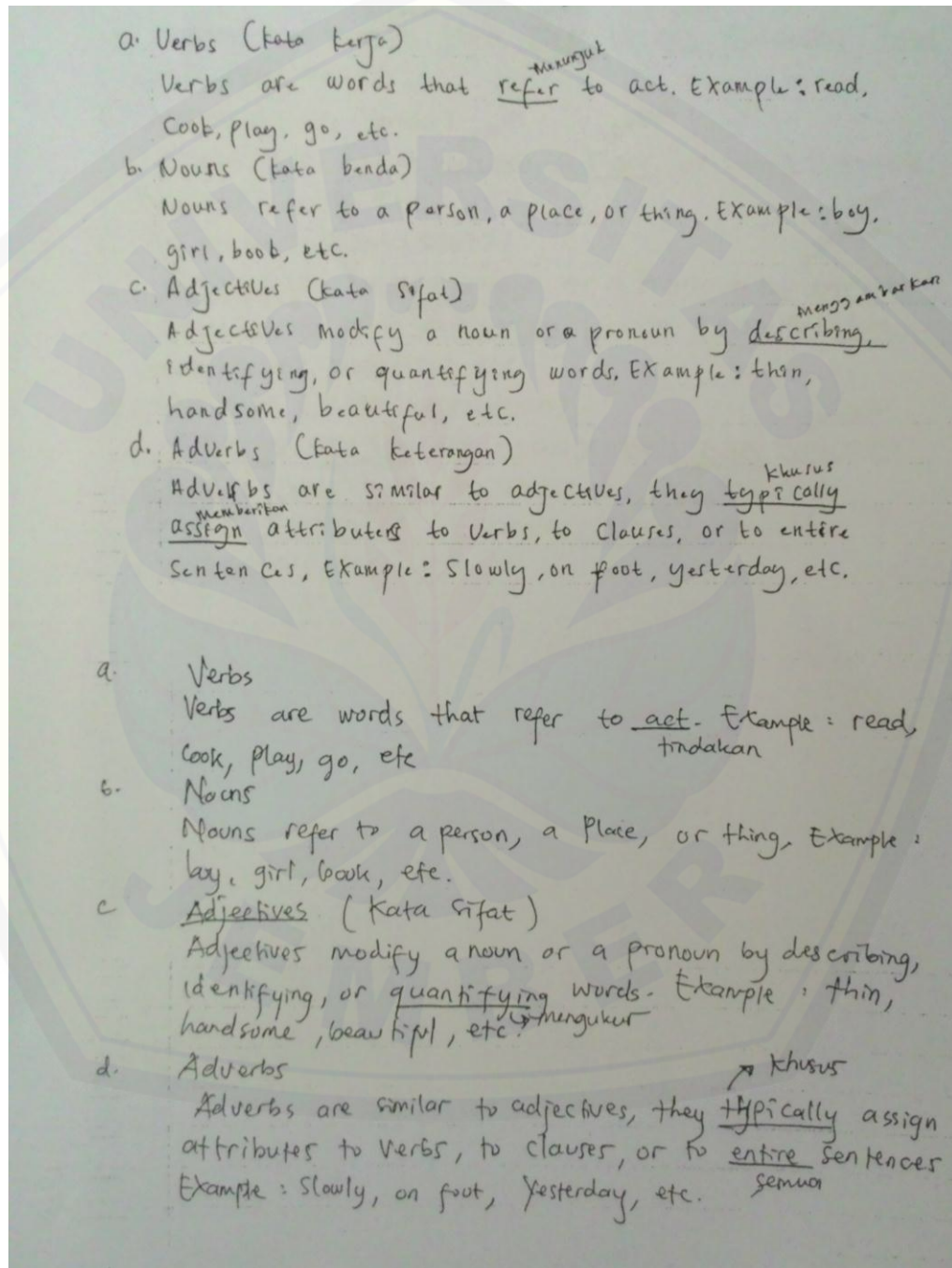
Gap Filling

No.	Indicators	Numbers of Items	Total Items	Score each item	Total Score
1.	Common Nouns	3, 6	2	4	8
2.	Mass Nouns	7	1	4	4
3.	Regular Verbs (V ₁)	4, 8	2	4	8
4.	Qualitative Adjectives	1, 2	2	4	8
5.	Possessive Adjectives	10	1	4	4
6.	Adverbs of Manner	9	1	4	4
7.	Adverbs of Time	5	1	4	4
Total			10		40

The total score = The total score of multiple choice + the total score of gap filling
= 60 + 40 = 100

APPENDIX K

The Samples of the Students' Notes in the Teaching and Learning Process of Vocabulary




a. Verbs (kata kerja)
 Verbs are words that refer to act. Example: read,
 Cook, Play, go, etc.

b. Nouns (kata benda)
 Nouns refer to a Person, a Place, or thing, Example;
 boy, girl, book, etc.

c. Adjectives (kata sifat)
 Adjectives modify a noun or a Pronoun by describing,
identifying, or quantifying words. Example: thin,
 handsome, beautiful, etc.

d. Adverbs (kata keterangan)
 Adverbs are similar to adjectives, they typically
assign attributes to verbs, to clauses, or to
entire sentences. Example: slowly, on foot,
 Yesterday, etc.

APPENDIX L



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
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Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
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Nomor **5582** UN25.1.5/LT/2015 15 OCT 2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 9
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FK Universitas Jember di bawah ini.


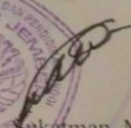
Nama : Heni Hanifa
NIM : 110210401017
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "*Improving VII-E Students' Active Participation at Vocabulary Achievement by Using Flashcards at SMPN 9 Jember.*" di Sekolah yang Saudara pimpin

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan,
Pembantu Dekan I,



Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

APPENDIX M



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH RINTISAN SSN
SMPN 9 JEMBER
 Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123



SURAT KETERANGAN

Nomor : 424 / 058 / 413.03.20523895 / 2016

Yang bertanda tangan di bawah ini :

Nama	: H. JOKO SUCAHYO, S. Pd., M. Pd.
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J a b a t a n	: Kepala Sekolah
Unit Kerja	: SMP Negeri 9 Jember

Menerangkan bahwa :

Nama	: Heni Hanifa
N I M	: 110210401017
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang “ Improving VII – E Students’ Active Participation and Vocabulary Achievement by Using Flashcards at SMPN 9 Jember “ pada tanggal 24 Pebruari – 12 Maret 2016 di kelas VII E SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 05 April 2016
 Kepala Sekolah,

M. JOKO SUCAHYO, S. Pd., M. Pd.
 NIP. 19660901 198901 1 001

