



**IMPROVING THE CLASS VII STUDENTS' VOCABULARY  
ACHIEVEMENT THROUGH FLASHCARDS AT SMP PLUS  
ROUDLOTUL ISLAM KEMUNING LOR – ARJASA  
IN THE 2011/2012 ACADEMIC YEAR**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
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**THESIS**

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

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2012**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father, Kusnin and my beloved mother, Musyarofah. Thanks for your motivation, guidance and attention. You are giving your best to take care of me. This thesis is proudly dedicated to you for your never ending love.
2. The sunshine of my life, Muhammad Nashir. Thank you for always being in my side forever and ever.
3. My sweetest baby, Nayla. You inspired me to quickly finish this thesis.
4. My honorable sister and brother, Norma and Firman. let us do our best to make our parents happy. My cousins Nununk, Lukman, Fara, Dita, Rika, Rafi, Kiki who always entertained me while I was getting bored.
5. My dearest friends: Masrur, Shohib Ridlo'i, Mr. Pinky, Rahmat, Fuad Hasan and the others. Your supports and help will be always remembered.

## **MOTTO**

"To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there."

(Kofi Annan)

## CONSULTANTS' APPROVAL

### IMPROVING THE CLASS VII STUDENTS' VOCABULARY ACHIEVEMENT THROUGH FLASHCARDS AT SMP PLUS ROUDLOTUL ISLAM KEMUNING LOR - ARJASA IN THE 2011/2012 ACADEMIC YEAR

#### THESIS

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at the English Education Program, Language & Arts Education Department,  
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## SUMMARY

**Improving the Class VII Students' Vocabulary Achievement through Flashcards at SMP Plus Roudlotul Islam Kemuning Lor – Arjasa in the 2011/2012 Academic Year;** Roudlotun Nurul Laili; 070210491144; 2012; 57 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the class VII students' vocabulary achievement through flashcards at SMP Plus Roudlotul Islam Kemuning Lor - Arjasa in the 2011/2012 Academic year. This research was begun with conducting semi-structured interview with the English teacher of the class VII students of SMP Plus Roudlotul Islam Kemuning Lor – Arjasa. It was known that the class VII students of SMP Plus Roudlotul Islam Kemuning Lor – Arjasa had problems in understanding the English lesson and the English text because they were lack of vocabulary and did not know the meaning of the words. It was shown by the percentage of the students who got good score category ( $\geq 70$ ) on vocabulary which was 54.5%.

This classroom action research was done in collaboration with the English teacher by adapting the model of action research from Lewin, as quoted by Elliot (1991:70) with a sequence of steps namely the planning of the action, the implementation of the action, the class observation and evaluation, and the data analysis and reflection. This research was carried out in two cycles, each of which was conducted in two meetings. The primary data was about the students' vocabulary achievement collected by administering vocabulary test and class observation by using observation checklist. The criteria used to evaluate the success of the actions were: 1) The mean score of the vocabulary test in each cycle was at least 70 and 75% of the students got at least good score category ( $\geq 70$ ) in the vocabulary test, and 2)

75% of the students participated actively in the vocabulary teaching learning process in every meeting.

The result of the mean score (M) of the students' vocabulary test in Cycle 1 was 71.02 but the percentage of the students who got scores at least 70 were 68.18%. Moreover, the result of observation in the first meeting of Cycle 1 showed that there were 14 of 22 students (63.6%) actively participated in the vocabulary teaching learning process. Meanwhile, in the second meeting, there were 16 of 22 students (72.7%) actively participated in the vocabulary teaching learning process by using flashcards. It showed that this research had not fulfilled the criteria of the success of the action. Therefore, the actions in cycle 2 were needed to be conducted in order to improve the students' vocabulary achievement.

The result of the actions in Cycle 2 showed the improvement. It was indicated by the mean score (M) of the students' vocabulary test that was 76.82 and the percentage of the students who got scores at least 70 was 77.27%. It was higher than the one in cycle I. Besides, the result of observation in the first meeting of Cycle 2 showed that there were 17 students of 22 students (77.27%) who were actively participated in the vocabulary teaching learning process. While in the second meeting, there were 19 students (86.36%) who were categorized as active. It means that all the target evaluation criteria had been achieved. In other words, the actions done in this cycle had been successful.

Based on the research result, it could be concluded that the use of flashcards could improve the students' vocabulary achievement and their active participation in the teaching learning process since flashcards could activate the students' photographic memory and stimulate their visual memory. Besides, flashcards could gain the students' interest to pay attention on the lesson and they could stimulate the students' mind to quickly look for references to identify the flashed images. So that's why flashcards were ideal to use as educational games. Therefore, the English teacher was suggested to use flashcards as alternative media to motivate the students in



learning English vocabulary in the classroom. Besides, the students were suggested to be more active in the teaching learning process in the classroom in order to improve their vocabulary achievement. The researcher also expects that the result of the research can give valuable information to other researchers as the input or a reference to conduct a further research either with the same or different research design, like an experimental research on the effect of flashcards on the students' vocabulary achievement.

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Praise to Allah S.W.T, the most Gracious and the most Merciful, who has given me the ability to finish this thesis entitled “Improving the Class VII Students’ Vocabulary Achievement through Flashcards at SMP Plus Roudlotul Islam Kemuning Lor - Arjasa in the 2011/2012 Academic Year”.

In relation to the writing and accomplishing of this thesis, I would like to express deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of Language and Arts Education Department, Jember University;
3. The Chairperson of English Language Education Study Program, Jember University;
4. My first consultant, Drs. Annur Rofiq, M.A, M.Sc. and my second consultant, Dra. Siti Sundari, M.A. who have given me guidance and advice in finishing this thesis;
5. The examination committee;
6. The Headmaster of SMP Plus Roudlotul Islam, the English teacher, and the class VII students of SMP Plus Roudlotul Islam Kemuning Lor - Arjasa;
7. All of my friends who have supported me to finish my thesis;
8. My beloved Almamater, Jember University.

I believe that this thesis might have some weaknesses; any comment and criticism are appreciated to make this thesis perfect. Finally, I expect that this thesis is also useful for readers and the researcher.

Jember, October 2012

The Writer

## TABLE OF CONTENTS

<b>THE TITLE .....</b>	<b>i</b>
<b>DEDICATION .....</b>	<b>ii</b>
<b>MOTTO .....</b>	<b>iii</b>
<b>CONSULTANTS' APPROVAL .....</b>	<b>iv</b>
<b>APPROVAL OF EXAMINATION TEAM .....</b>	<b>v</b>
<b>SUMMARY .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER 1. INTRODUCTION .....</b>	<b>1</b>
<b>1.1 Background of the Research .....</b>	<b>1</b>
<b>1.2 The Problems of the Research .....</b>	<b>4</b>
<b>1.3 The Objectives of the Research .....</b>	<b>4</b>
<b>1.4 Significance of the Research .....</b>	<b>5</b>
<b>CHAPTER 2. RELATED LITERATURE REVIEW .....</b>	<b>6</b>
<b>2.1 Definitions of Vocabulary .....</b>	<b>6</b>
<b>2.2 Classification of Vocabulary.....</b>	<b>6</b>
2.2.1 Nouns .....	7
2.2.2 Verbs .....	8
2.2.3 Adjectives .....	9
2.2.4 Adverbs.....	10
<b>2.3 The Definitions of Flashcards .....</b>	<b>10</b>
<b>2.4 The Types of Flashcards .....</b>	<b>12</b>
<b>2.5 The Teaching of Vocabulary at SMP Plus Roudlotul         Islam .....</b>	<b>14</b>

<b>2.6 The Meaning of Text and its Types .....</b>	<b>14</b>
2.6.1 Procedure Text .....	15
<b>2.7 The Procedures of Using Flashcards in Teaching</b>	
<b>Vocabulary .....</b>	<b>16</b>
<b>2.8 The Advantages and Disadvantages of Using</b>	
<b>Flashcards in Vocabulary Teaching .....</b>	<b>18</b>
2.8.1 The Advantages of Using Flashcards .....	18
2.8.2 The Disadvantages of Using Flashcards.....	20
<b>2.9 Action Hypothesis .....</b>	<b>21</b>
<b>CHAPTER 3. RESEARCH METHOD .....</b>	<b>22</b>
<b>3.1 Research Design .....</b>	<b>22</b>
<b>3.2 Area Determination Method .....</b>	<b>24</b>
<b>3.3 Subject Determination Method .....</b>	<b>25</b>
<b>3.4 Operational Definition of the Terms .....</b>	<b>25</b>
<b>3.5 Data Collection Methods .....</b>	<b>27</b>
3.5.1 Primary Data .....	27
3.5.2 Supporting Data .....	32
<b>3.6 Research Procedures .....</b>	<b>33</b>
3.6.1 The Planning of the Action .....	33
3.6.2 The Implementation of the Action.....	33
3.6.3 The Classroom Observation and Evaluation .....	34
3.6.4 Data Analysis and Reflection .....	35
<b>CHAPTER 4. RESULTS AND DISCUSSION .....</b>	<b>37</b>
<b>4.1 The Results of the Implementation of the Action in</b>	
<b>Cycle I .....</b>	<b>37</b>
4.1.1 The Results of the Vocabulary Achievement Test in	
Cycle I .....	38
4.1.2 The Results of Observation in Cycle I.....	40

4.1.3 The Result of Reflection in Cycle I .....	41
<b>4.2 The Results of the Implementation of the Action in     Cycle II .....</b>	<b>43</b>
4.2.1 The Results of the Vocabulary Achievement Test in Cycle II .....	44
4.2.2 The Results of Observation in Cycle II .....	46
4.2.3 The Result of Reflection in Cycle II .....	47
<b>4.3 The Result of Try – Out Test in Cycle I .....</b>	<b>48</b>
4.3.1 The Analysis of Difficulty Index (P) in Cycle I .....	48
4.3.2 The Analysis of Coefficient Reliability in Cycle I ....	49
<b>4.4 The Result of Try – Out Test in Cycle II .....</b>	<b>50</b>
4.4.1 The Analysis of Difficulty Index (P) in Cycle II.....	50
4.4.2 The Analysis of Coefficient Reliability in Cycle II ...	51
<b>4.5 The Results of Supporting Data .....</b>	<b>52</b>
4.5.1 The Result of Interview .....	52
4.5.2 The Result of Documentation .....	53
<b>4.6 The Result of the Students’ Vocabulary Achievement .</b>	<b>53</b>
<b>4.7 Discussion .....</b>	<b>55</b>
<b>CHAPTER 5. CONCLUSION AND SUGGESTION .....</b>	<b>58</b>
<b>5.1 Conclusion .....</b>	<b>58</b>
<b>5.2 Suggestions .....</b>	<b>59</b>
<b>REFERENCES .....</b>	<b>60</b>
<b>APPENDICES</b>	

## LIST OF TABLES

3.1	The Syllabus for the Second Semester of the Seventh Grade of Junior High School .....	28
3.2	Observation Checklist for Students' Participation .....	32
3.3	The Classification of Score Levels .....	35
4.1	The Students' Vocabulary Achievement Test Scores in Cycle I .....	38
4.2	The Results of Observation in Cycle I .....	40
4.3	The Students' Vocabulary Achievement Test Scores in Cycle II .....	44
4.4	The Results of Observation in Cycle II .....	46
4.5	The Improvement of the Students' Vocabulary Achievement.....	54
4.6	The Revisions of the Action in Cycle I.....	55

## LIST OF APPENDICES

A.	Research Matrix .....	64
B.	Guide of Supporting Data Instruments .....	66
C.	The Result of Interview .....	67
D.	Observation Checklist for the Students' Participation .....	69
E.	The Names of the Research Subjects .....	71
F.	Diagnostic Test .....	72
G.	Lesson Plan Cycle I Meeting 1 .....	79
H.	Lesson Plan Cycle I Meeting 2.....	93
I.	Vocabulary Test Cycle I .....	107
J.	Lesson Plan Cycle II Meeting 1 .....	118
K.	Lesson Plan Cycle II Meeting 2 .....	132
L.	Vocabulary Test Cycle II.....	146
M.	The Students Answer Sheet .....	157
N.	Students' Diagnostic Test Scores .....	158
O.	The Scores of Vocabulary Try – Out Items Cycle I.....	159
	O.1 Try – Out Result of Odd Numbers (X) Cycle I.....	160
	O.2 Try – Out Result of Even Numbers (Y) Cycle I.....	161
	O.3 The Divisions of Odd Even Numbers Cycle I.....	162
P.	The Difficulty Index of each Items and its Interpretation Cycle I.....	163
Q.	The Scores of Vocabulary Try – Out Items Cycle II.....	165
	Q.1 Try – Out Result of Odd Numbers (X) Cycle II.....	166
	Q.2 Try – Out Result of Even Numbers (Y) Cycle II .....	167
	Q.3 The Divisions of Odd Even Numbers Cycle II.....	168
R.	The Difficulty Index of each Items and its Interpretation Cycle II .....	169

S.	Students' Previous English Score of the Class VII of SMP Plus Roudlotul Islam Kemuning Lor - Arjasa .....	171
T.	Students' Previous English Score of the Class VII B of SMP Negeri 2 Jelbuk .....	172