



**IMPROVING THE SEVENTH YEAR STUDENTS' VOCABULARY
ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING
FLASHCARDS AT MTs RAUDHATUL MUTA'ALIMIN
PROBOLINGGO**

THESIS

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

Presented as One of the Requirements to Obtain the Degree of S1 of
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,

Firstly, to my beloved parents Winarno and Cuplik Rachmawati. Don't worry

Mom and Dad; I will make both of you always smile at me.

Secondly, to my beloved husband Suhartono, I called you as My Guardian Angel,

Thank You Dear.

MOTTO

Everything will be okay when you believe in God.

CONSULTANTS APPROVAL
IMPROVING THE SEVENTH YEAR STUDENTS' VOCABULARY
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Jember, May 2011

The Writer

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SUMMARY

Improving the Seventh Year Students' Vocabulary Achievement by Using Flashcards at MTs Raudhatul Muta'alimin Probolinggo; Win Rachmawati Aprilia, 050210491090, 2012: 47 pages; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the seventh year students' vocabulary achievement at Mts Raudhatul Muta'alimin Proboinggo. The subjects of this research were class VII A. This research was done in two cycles in which each cycle covered four activities namely: planning of the action, the implementation of the action, classroom observation and evaluation, analyzing the data and reflection. This primary data about the students' vocabulary achievement were collected by using vocabulary test and class observation. The collected data were analyzed statistically and none statistically. The criteria used as the main consideration to determine the success of the actions were as follows: 1) at least 75% of the students got score ≥ 70 (good score category) and 2) at least 75% of the students were actively participated in the teaching learning process of vocabulary by using flashcards. Meanwhile, the supporting data were collected by using interview and documentation.

The results of the vocabulary test after the action in the first cycle showed that the percentage of the students' who got good score category (≥ 70) was 70.83% (17 students). The cycle of this research was considered successful if 75% of the students got score ≥ 70 (good score category). It means that the target percentage of the students gaining ≥ 70 (good score category) had not been achieved yet. The observation was conducted by using the observation checklist containing some indicators, namely: 1) the students raised their hands when the teacher gave oral questions about the flashcards, 2) the students answered the teacher's oral question,

3) the students paid attention to the lesson, and 4) the students did the vocabulary exercises. In Cycle I, the results showed that there were 15 students or 62.5% who were actively participated in the teaching learning process of vocabulary in the first meeting and there were 17 students or 70.83% who actively participated in the teaching learning process of vocabulary in the second meeting. Therefore, the actions were continued in Cycle II by revising the teaching techniques in Cycle I. The revising teaching techniques were:

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

Having conducted the action in Cycle II, the results of vocabulary test showed that the percentage of the students who got scores ≥ 70 increased from 70.83% (17 students) in Cycle I to 87.5% (21 students) in cycle II. In cycle II for the first meeting, there were 18 students of 24 students (75%) who were actively participated in the teaching learning process. In the second meeting, there were 20 students of 24 students (83.33%) who actively participated in teaching learning process. It means that the students were more active in Cycle II than in Cycle I.

Based on the result, it could be concluded that the use of flashcards could improve the students' vocabulary achievement and their active participation in the teaching learning process. It is suggested that the teacher vary their teaching technique by using various media or teaching aids, for example flashcards to improve the students' vocabulary achievement. The students are suggested to be more active in the learning activities in the class to improve their vocabulary achievement.