



**IMPROVING THE SEVENTH YEAR STUDENTS' VOCABULARY
ACHIEVEMENT BY USING FLASHCARDS
AT MTs NEGERI 2 JEMBER**

THESIS

By:
ERIESYAH ANGGANA PRATAMA
050210491052

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**



**IMPROVING THE SEVENTH YEAR STUDENTS' VOCABULARY
ACHIEVEMENT BY USING FLASHCARDS
AT MTs NEGERI 2 JEMBER**

THESIS

**Presented as one of the requirements to obtain S1 Degree at English Education
Program of Language and Arts Education Department Faculty of
Teacher Training and Education of Jember University**

**By:
ERIESYAH ANGGANA PRATAMA
050210491052**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2010**

SUMMARY

Improving the Seventh Year Students' Vocabulary Achievement by Using Flashcards at MTs Negeri 2 Jember; Eriesyah Anggana Pratama, 050210491052, 2010: 40 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 Negeri 2 Jember in the 2010/2011 academic year. 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 non 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 in Cycle 2 were bigger than in the Cycle 1.
2. The researcher and the teacher gave five times in flashing the pictures.
3. The students were asked to work in pairs to do the vocabulary exercises.
4. The researcher and the the teacher gave seven seconds to flash each picture.

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.

TABLE OF CONTENTS

TITLE PAGE.....	i
DEDICATION	ii
CONSULTANTS APPROVAL	iii
APPROVAL OF EXAMINATION COMMITTEE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
THE LIST OF TABLES	ix
THE LIST OF APPENDICES	x
SUMMARY	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research	3
1.3 Operational Definition of the Terms	4
1.3.1 Flashcards in Vocabulary Teaching	4
1.3.2 The Students' Active Participation.....	4
1.3.3 The Students' Vocabulary Achievement	4
1.4 Objectives of the Research	5
1.5 Significances of the Research	5
CHAPTER II RELATED LITERATURE REVIEW	
2.1. The Meanings of Flashcards	6
2.2. The Types of Flashcards	7
2.3. The Procedures of Using Flashcards in Teaching Vocabulary	9
2.4. The Advantages and Disadvantage of Flashcards in Teaching Vocabulary	10
2.5. The Use of Flashcards to Improve Vocabulary Achievement	11
2.5.1. Vocabulary Achievement	11

2.4.2. Classification of Vocabulary	12
2.4.3. The Use of Flashcards to Improve Vocabulary Achievement	15
2.7. Action Hypothesis	16

CHAPTER III RESEARCH METHOD

3.1. The Research Design	17
3.2. Area Determination Method	19
3.3. Subjects Determination Method	20
3.4. Data Collection Method	20
3.4.1. Primary Data	20
a. Vocabulary Test	20
b. Observation.....	22
3.4.2. Supporting Data	21
a. Interview	21
b. Documentation	22
3.5. Research Procedures	22
3.5.1. General description of the Research	22
3.5.2. The Details of the Research Procedures	22
a. The Planning of the Action	22
b. Implementation of the Action	23
c. Class Observation and Evaluation.....	23
d. Data Analysis and Reflection	25

CHAPTER IV RESEARCH RESULT AND DISCUSSION

4.1. The Results of the Action in Cycle One	28
4.1.1. The Implementation of the Action in Cycle 1	28
4.1.3. The Observation in Cycle 1	28
4.2 The Result of Observation in Cycle 1	29

4.2.1 The Result of Vocabulary Achievement Test in Cycle I	30
4.2.2 The Results of Reflection in Cycle 1	31
4.3 The Result of Action in Cycle II	32
4.3.1. The Result of Observation in Cycle II	33
4.3.2. The Result of Vocabulary Achievement Test in Cycle II	34
4.3.3. The Result of Reflection in Cycle II	36
4.4. The Results of Supporting Data	36
4.4.1. The Result of Interview	36
4.4.2. The Result of Documentation	36
4.5. Discussion	37

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1. Conclusions	39
5.2. Suggestions	39
5.2.1. The English Teacher	40
5.2.2. The Students	40
5.2.3. Future Researchers	40

REFERENCES

APPENDICES

THE LIST OF TABLES

3.1 Observation Checklist for the Students' Participation	24
3.2 The Classification of the Score Levels	25
4.1 The Observation Checklist in Cycle I	29
4.2 The Result of the Students' Vocabulary Test in Cycle I.....	30
4.3 The Observation Checklist in Cycle II	33
4.4 The Result of the Students' Vocabulary Test in Cycle II.....	35
4.5 The Revision of the Implementation of Action in Cycle 1	37

THE LIST OF APPENDICES

1. Research Matrix
2. Guide of Supporting Data Instruments
3. Lesson Plan of Cycle 1 (Meeting 1)
4. Lesson Plan of Cycle 1 (Meeting 2)
5. Vocabulary Test in Cycle 1
6. Lesson Plan of Cycle 2 (Meeting 1)
7. Lesson Plan of Cycle 2 (Meeting 2)
8. Vocabulary Test in Cycle 2
9. The Observation Checklist in Cycle 1 (Meeting 1 and meeting 2)
10. The Observation Checklist in Cycle 2 (Meeting 1 and meeting 2)
11. The Names of the Subjects