USING FLASH CARDS
FOR IMPROVE VOCABULARY

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Abstract
The aim of this research is to improve students vocabulary at MTS Hidayatul Islam Tanjungharjo. The researcher used flash cards to improve students vocabulary. The researcher used flashcards as one of teaching media is an interesting aid in teaching to activate the students in learning process and most of them are interested. The method used in this research was Classroom Action Research (CAR). The classroom action research design applied in this research is collaborative classroom action research means that the researcher worked with the English teacher. The Classroom Action Research (CAR) was done based Kemmis and MC Taggrats design, it was done in two cycles in each cycle consist of planning, acting, observing, and reflecting. The researcher used test, observation, questionnaire to collect the data. To analyze the data, the researcher used descriptive quantitative analysis; it is to present the result of study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students vocabulary.The writer shows that using flash cards is an interesting media because it could attract the students interest and it can improve students vocabulary. The writer hopes this thesis can be used an additional reference, there will be a further researcher with different discussion which can make a revision within development of this flash cards.
Keyword:flash cards, vocabulary, Classroom Action Reasearch (CAR)

Abstrak
Tujuan dari penelitian ini adalah untuk meningkatkan kosakata siswa di MTS Hidayatul Islam Tanjungharjo. Peneliti menggunakan kartu flash untuk meningkatkan kosakata siswa. Peneliti menggunakan flashcard sebagai salah satu media pembelajaran yang merupakan alat bantu pengajaran yang menarik untuk mengaktifkan siswa dalam proses pembelajaran dan sebagian besar dari mereka tertarik. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Desain penelitian tindakan kelas yang diterapkan dalam penelitian ini adalah penelitian tindakan kelas kolaboratif artinya peneliti bekerja sama dengan guru bahasa Inggris. Penelitian Tindakan Kelas (PTK) dilakukan berdasarkan desain Kemmis dan MC Taggrats, dilakukan dalam dua siklus dalam setiap siklusnya terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Peneliti menggunakan tes, observasi, angket untuk mengumpulkan data. Untuk menganalisis data, peneliti menggunakan analisis deskriptif kuantitatif; yaitu menyajikan hasil belajar dalam bentuk deskriptif eksplanasi. Analisis statistik digunakan untuk menganalisis data tentang peningkatan kosakata siswa. Penulis menunjukkan bahwa menggunakan kartu flash adalah media yang menarik karena dapat menarik minat siswa dan dapat meningkatkan kosakata siswa. Penulis berharap skripsi ini dapat dijadikan referensi tambahan, akan ada peneliti selanjutnya dengan pembahasan yang berbeda yang dapat melakukan revisi dalam pengembangan flash card ini.
Kata kunci: flash card, kosakata, Penelitian Tindakan Kelas (PTK).

INTRODUCTION

The aim of teaching and learning English for this level is to improve the four English language skills. In high school, vocabulary is one of the components of English that must be taught to students.

So vocabulary is one of the most important components of language. By learning vocabulary first, students will be able to communicate in English. According to Edward stating that vocabulary is one of the important factors in language teaching, students must continuously learn words as they learn structure and as they practice sound grammar. Therefore, vocabulary is one of the important aspects in language teaching.

The role of English teachers in secondary schools is very important because they have the task of providing a basic introduction to the first foreign language. The teaching and learning process of language cannot be separated from the curriculum and syllabus based on the curriculum, the purpose of teaching English in Indonesia is so that students can master the four skills.

RESEARCH METHOD

This method used in this research is Classroom Action Research (CAR). According to Wina Sanjaya (2013: 149) Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher needs to identify any problems real found in the classroom before implementing the CAR.

The model of Classroom Action Research (CAR) as state by Kemmis and Mc Taggart (in Burns, 1993:32) who state that the model of Classroom Action Research is consist of four steps. They are namely:

planning (identify the problems), acting (collect the data), observing (analyse and interpret data), reflecting (develop an action). All these aspects are made a cycle:
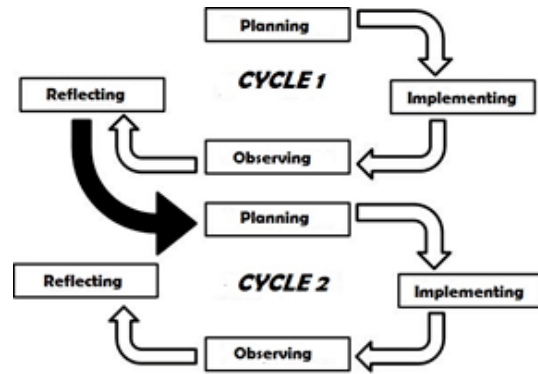

Figure 1 Action Research Cycle

In the application of "learning media using flash cards" The Researcher used two tests to the research, that's pretest and posttest.

a. Pre-Test
Pre-test is a test which is done to measure the students ability in the first time. Pre-test is done before treatment processes. The researcher took the score to get first information. The group got once pretest.

b. Post-Test
Post-test is a test which is done after teaching process. Because the researcher only uses one class, so the group (as a control and experimental group) got one post-test

RESULT AND DISCUSSION

The subject of this study was students of VIII , where the total number 26 students.

a.   The Analysis of pre cycle
Pre-Cycle test is given to know the students ability in mastering vocabularies before applying the flash cards.

Pre-Cycle has done. There were 23 students coming to in the class and 2

students absent that day because of sickness and 1 student absent that day because permission .

The table show the result of the pre-cycle score

Pre - Cycle Mean Score

N	SUM	Mean
23	1490	65

So the score mean of the students in the pre cycle was 65. It means the students score in pre cycle could be categorized as poor. The researcher concluded that the treatments in each cycle were necessary to improve the students result.

a. The Analysis of Cyle - 1

There were 26 students coming to in the class and no student absent that day. In this cycle the teaching and learning process was begun. The researcher prepared the flash cards. The teacher told them that during the lesson they had to listen to the lesson carefully.

Although there were not all of students did the good job in their task. There were 26 students who accomplished the task. Most of students being enthusiastic when played the flash cards, because they never played it before. There were 20 students enthusiastic when played flash cards. The test result of first cycle could be seen in the table :

Cycle - 1 Mean Score

N	SUM	Mean
26	1870	72

But it was unsatisfied yet, because 14 students still got less category and the Criterion of Achievement Evidence (KKM) in the school stated that a students could be said to pass the test if he or she could solve 75 of the whole problem, so the researcher continued to the next cycle.

b. The Analysis of Cycle - 2

After the second cycle, students showed their improvement comparing to the first cycle. It could be seen from the observation stage done by the collaborator. There were about 26 students had higher attention than the first cycle. It could be happened because there were students knowing and be familiar with the flashcard material.

Cycle – 2 Mean Score

N	SUM	Mean
26	2140	82

So the average (mean) achievement of the students in the second cycle was 82 or good mark. The result of second cycle was better than the previous cycle, there was more increase in this cycle. It told that flashcard could improve students understanding on vocabulary.

The result of the test from the pre cycle until cycle 2 briefly could be seen in the table below:

From the table above, the use of flash cards in teaching vocabulary can improve students vocabulary achievement.

The Total of Score	1490	1870	2140
Mean	65	72	82
Low Score	50	60	70
High Score	80	90	100

So, this classroom action research of the use flash cards to improve students vocabulary at MTs Hidayatul Islam Tanjungharjo Kapas Bojonegoro was success.

CONCLUSION

The achievement of student's before and after using flashcards is that students are from pre-observation, the situation of the class was not conducive for teaching-learning activities. Students did not focus on the learning process, they still like to talk with their peers, student's looked bored and felt sleepy. Moreover, they tended to be passive and ignore the teacher instructions. From the pre-cycle score student's get an average score of 65, it shows that student's abilities are still very low in learning, while the KKM at the school is 75.

After doing it again in cycle 1, the researcher began the class by explaining about kinds of profession with flashcard. Students showed an increase until they got a score of 70, it was a sign that student's had increased even though they still could not meet the existing KKM. The researcher continued in cycle 2, and the students showed a very high average score increase of 80, indicating that the score was sufficient for the KKM. The increase in value continues to occur because each learning researcher always tries to convey the material repeatedly and in a different way from before. Always invites student's to be active in every learning that takes place. From Haycraft (1978:102), and Schmitt and McCarty (1997: 215), they concluded that flashcard can motivate student's in learning English.

According to Sarah Phillips (2001: 69) Flashcards are picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function. According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. Based on definition above, it can be taken a general view that flashcard are cards with a word or words, number, or a picture on it for use in the classroom by teacher and student's that help to learn and memorize new words. Beside it, flashcard is one of visual aids which are used to make the student's more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

The improvement of student's vocabulary mastery, from the result of the tests (pre-test and post-test) in the cycle 1 and cycle 2 showed improvement of the student's vocabulary mastery. This improvement could be seen from the increase of the mean student's vocabulary score. It is summarized in table below:

Table 1 . Table of the finding result.

Kinds of Test	Pre-Cycle	Cycle 1	Cycle 2
The Total of Score	1490	1870	2140
Mean	65	72	82
Increasing of student's mean score		7	10

As whole meetings have run well, there was some significant improvement from cycle 1 and cycle 2. In the pre-test, most of students not active and enthusiast in the lesson and score of pre-test is 65. In the cycle 1, the researcher uses the flashcards and the students be more active and interested. It could be seen in mean score of the post-test in the cycle 1, that is 72 . After that, in the cycle 2, the mean score was 82. It was higher than the pre-test. The teaching learning process in the cycle 1 and the cycle 2 was used the same steps, that is planning, action, observation and reflection.

Most of the students also gave their high attention to the learning process. All activity in this cycle run well. It could be terminate that there was some improvement from the pre-test until the last post-test. This can be interpreted that individually, learning with flash card media has a significant influence on the learning outcomes of vocabulary mastery. It was proven by the increase of the student's score. The students were happy and enjoy the learning process with using flashcards. The flashcards very helpful to improve the student's vocabulary. Therefore, this research of the improvement the student's vocabulary using flashcard was successful.

From the data of observation and questionnaire the researcher knows the responses from students of MTs Hidayatul Islam Tanjungharjo Kapas Bojonegoro when participating in spending using flashcards were very interested and students were very enthusiastic when participating in games that were carried out during learning, although previously there were some students who were interested in learning to use flashcards by researcher but always tried to attract student's interest and attention. Based on Cross (1991: 120) they concluded that flashcards can motivate students in learning English. Flashcards themselves have good power to motivate and simulate students. The student's words-spelling and pronunciation also increased. Moreover, in the end of second cycle, the interview to the two chosen student's showed that they had good respond to this learning type using task and enjoyed learning this way.

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