

**THE USE OF FLASHCARD TEACHING STRATEGY TO INCREASE
STUDENTS' ENGLISH VOCABULARY MASTERY**

**(A Classroom Action Research at the Fifth Grade Students of SDN 024
Bengkulu Utara in Academic Year 2017/2018)**

THESIS

Submitted as A Partial Requirements for the degree of *sarjana* in English Study Program



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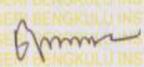
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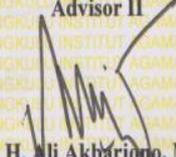
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MOTTO

Try and keep trying, stay better. Strengthen hope with prayers. I can God.

(Mencoba dan terus berusaha tetap lebih baik. Perkuat harapan dengan do'a-do'a,
In Syaa Allah bisa)

Live to give as much as possible. Not to accept as much as possible.

(Hiduplah untuk memberi sebanyak-banyaknya. Bukan untuk menerima
sebanyak-banyaknya)

DEDICATION

Bismillahirrohmanirrohim.

In the name of Allah SWT, the most gracious and merciful. All praise and gratitude to who has given strength, patience and perseverance to finish this thesis. Shalawat and shalam to our prophet Muhammad SAW., his family and friends.

This thesis was dedicated to:

- ✓ My beloved parents; my father (Chaidir), and my mother (Yarmi Yati) who had raised me so well, the ones who always pray for me to be succesful. Both of you mean the world to me.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "THE USE OF FLASHCARD TEACHING STRATEGY TO INCREASE STUDENTS' ENGLISH VOCABULARY MASTERY (A Classroom Action Research at fifth grade students of SDN 024 Bengkulu Utara in Academic Year 2017/2018)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references. If later proves that my thesis has discrepancies, i am willing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, February 2019

Stated by



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ABSTRACT

Husni Andalas. 2019, *The Use of Flashcard Teaching Strategy to Increase Students' English Vocabulary Mastery (A Classroom Action Research at the Fifth Grade Students Of SDN 024 Bengkulu Utara in Academic Year 2017/2018)*. Thesis, English Letters Study Program, Islamic Education and Tadris Faculty IAIN Bengkulu. Advisor 1: Dr. Syamsul Rizal, M.Pd; and Advisor 2: Dr. H. Ali Akbarjono, M.Pd

Key Words: *Flashcard Teaching Strategy, English Vocabulary Mastery*

The problem of this research was the students have lack of vocabulary mastery low score. The aim of this research is to improve students' vocabulary mastery skill by flascard teaching strategy as a strategy at fifth grade V of SDN 024 Bengkulu Utara in the academic year 2017/2018. This research was a classroom action research. It was aimed to explain that flascard teaching strategy can improve students vocabulary mastery skills at grade V at SDN 024 Bengkulu Utara in academic year 2017/2018. The subject in this research were 26 students consist of 16 male and 10 female. This instruments of this research were vocabulary test, students' observation checklist, and interview. The research was conducted in three cycles which include planning, action, observation, and reflection. The evaluation testwas administered at the end of each cycle. The result of this researchshows that flashcard teaching strategy was effective to improve students English vocabulary mastery skills. The mean score of the pre-assessment was 58.46 the were no students who could pass minimum completeness criteria (KKM) at the pre-assessment. The mean score of cycle I was 65.38 students who could not pass minimum completeness criteria (KKM). The mean score of cycle II 73.65 sstudents who could not pass minimum completeness criteria (KKM). The mean score of cycle III 83.08 students who could pass minimum completeness criteria (KKM). It so that flascard teaching strategy was good strategy which could improve students English vocabulary mastery skills at fifth grade of SDN 024 Bengkulu Bengkulu.

ABSTRAK

Husni Andalus. 2019, *The Use of Flashcard Teaching Strategy to Increase Students' English Vocabulary Mastery (A Classroom Action Research at the Fifth Grade Students Of SDN 024 Bengkulu Utara in Academic Year 2017/2018)*. Thesis, English Letters Study Program, Islamic Education and Tadris Faculty IAIN Bengkulu. Pembimbing1: Dr. Syamsul Rizal, M.Pd; and Pembimbing 2: Dr. H. Ali Akbarjono, M.Pd

Kata Kunci: *Flashcard Teaching Strategy, Penguasaan Kosakata Bahasa Inggris*

Masalah yang ditemukan di penelitian ini ialah, nilai dari kemampuan penguasaan kosakata bahasa Inggris yang masih rendah. Tujuan penelitian ini yaitu untuk mengetahui bagaimana *flashcard Teaching Strategy* dapat memperbaiki penguasaan kosakata bahasa Inggris siswa (penelitian tindakan kelas pada siswa kelas lima SDN 024 Bengkulu Utara di tahun akademik 2017/2018). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Yang bertujuan untuk menjelaskan bahwa *flashcard teaching* strategi bisa membantu untuk meningkatkan kemampuan penguasaan kosakata di kelas V pada SDN 024 Bengkulu Utara di tahun ajaran 2017/2018. Subjek di penelitian ini ialah 26 siswa yang terdiri dari 16 siswa laki-laki dan 10 siswa perempuan. Penelitian ini menggunakan instrument penelitian seperti vocabulary test, interview, dan observasi. Penelitian ini terdiri dari 3 siklus yang didalamnya termasuk perencanaan, tindakan, observasi, dan refleksi. Evaluasi tes telah diatur di akhir pada setiap siklusnya. Hasil dari penelitian ini menunjukkan bahwa *flashcard teaching* strategi adalah strategi yang efektif dalam membantu siswa kelas V dalam meningkatkan kemampuan penguasaan kosakata bahasa Inggris siswa. Score rata-rata dari pretest adalah 58,46 yang mana siswa belum mencapai kriteria ketuntasan minimal (KKM) di pretest. Rata-rata siswa di siklus I adalah 65,38 siswa belum mencapai kriteria ketuntasan minimum (KKM). Rata-rata siswa di siklus II 73,65 siswa belum mencapai kriteria ketuntasan minimum (KKM). Rata-rata siswa di siklus III 83,08 siswa sudah bisa mencapai kriteria ketuntasan minimum (KKM). Bisa disimpulkan bahwa *flashcard teaching* strategi adalah efektif dalam membantu meningkatkan kemampuan penguasaan kosakata bahasa Inggris siswa kelas V SDN 024 Bengkulu Utara.

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7. All of my family members.
8. My religion and my almamater

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly, and the readers generally

Bengkulu, February 2019

The researcher

Husni Andalas
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication and used communication among the nations in world. People can communicative with each other using language. People use the language to express their mind, wishes, and ideas. It has some explain by writers or speakers. The Sanggam defines language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas and negotiating with the others.¹Based on the definition and explanation above, language is a system of communication for interaction with other people to everyday, everytime and everywhere. It brings idea, opinions, thoughts and feelings. English as a foreign language in Indonesia which is important to transfer science, knowledge, and technology, art and culture, and established international relationship. Its stated that language used to communicative with each other by our organ of speech.

English language is one of the language in the world. A few nations utilized the language as national language. Heterogeneity race and country of society and this language judgment as just a single language for society. Also, a few assortments of English, like American, British, Australian, Chinese, Japanese, South African, New Zealand, Nigerian, and so forth. English language have three model use: the first as mother language/native

¹Sanggam, S. *Issues in Linguistics*. (Yogyakarta: Graha Ilmu, 2008) p.1

language (Inner Circle Countries), like England, and so forth. The second as second language (Outer Circle Countries), like Malaysia, and so forth. The last as foreign language (Expanding Circle Countries), like Indonesian, and so forth. In Indonesia, English considered as the principal outside language and instructed from elementary school into the college level. Building up the world powers us to know everything incorporate the language. As the specialist know, that language is an apparatus of correspondence. English language turns into the global language, such a large number of individuals learn English for some purpose, such about monetary reason, English instructor, tourism et cetera. Along these lines, English is imperative in correspondence process globally. The trouble of learning English is at primary school as well as at the middle school, senior secondary school and even at the college.

In learning English, there are four skills that ought to be ached. They are: listening, speaking, reading and writing. Other than that, one of the parts of language which assumes an incredible part in English capacity is vocabulary dominance. Along these lines, learn vocabulary is essential to ace the language English aptitudes. In Indonesia, English is found out since elementary school until the point when senior high school. In primary school, it is found out as investigation of remote language or nearby substance, where the understudies find out about English vocabulary. The understudies figure out how to increment and retain some English vocabularies. The English vocabulary has numerous themes to

examine about understudies' day by day life, for example names of fruits, names of foods, names of vegetables, names of animals, and others.

Vocabulary turns into a vocal of English language learning. Jack C. Richards expressed that vocabulary is a center part of dialect capability and gives much as the premise to how well students listen, speak, read and write.² Without a broad vocabulary, system, procedure for obtaining new vocabulary, students frequently accomplish not as much as their potential and might be debilitated from making utilization of language learning openings. Showing vocabulary particularly for youthful students is a critical point to accentuation in outside language learning. The vocabulary advancement is an essential component in language improvement. Besides, vocabulary advancement particularly in the early evaluations. Be that as it may, recalling vocabulary as yet being an awesome obstruction for youthful student particularly conceptual thing since youthful students are concrete students. They will be simpler to get the significance and place it in long haul memory by observing the read protest or photo of the question.

In addition, vocabulary is essential to be aced by the understudies, since it is a fundamental to listening, speaking, reading and writing English. In a roundabout way, it exposed English the educator to show English vocabulary obviously so as to influence the students to be capable perform and practice their expertise, if the understudies can learn

²Jack C. Richard. *Methodology in Language Teaching*. (New York: Cambridge University Press, 2002). p.255

numerous vocabularies. So the understudies will have the capacity to deliver many sentences and develop great correspondence. Obviously, the understudies require many words to be aced for utilizing English well. In other hand, if the stuednts simply have restricted vocabularies, they will discover any challenges in acing their language aptitude. There are some ways that understudies need to think about the arrangement of those sentences like development in noun,verb, adverb and adjective.

As we know, the method of presentation that is well known and widely used is the lecture method, discussion, question and answer, etc. But the use of this method is considered by some to be a boring method so that it keeps students bored learning English. Observations and interviews done by the author with Nasrul as English language teachers on September 3, 2017 at SDN 024 Bengkulu Utara that the learning process using the lecture method, question and answer, and assignment were often found.³ The identified were several weaknesses of the methods implemented, namely: results the interview from the English teacher is that tha average is passive. And student motivation in English subjects is still lacking. And, the level of absorption of students towards English language learning material is still low, especially in learning vocabulary learning.

And the results of interviews for student are students feel bored because most of them in learning only use lecture and question and answer

³Nasrullah as English Teacher, Interviewed on September 13rd 2017

methods, as well as giving assignments.⁴ And the results of observations are that most teachers often dominate the time in the lesson. As well as, students often have sleepiness during the teaching and learning process.⁵ This can be seen from the average value of class V students at SDN 024 Bengkulu Utara with the number of students 26 students, obtained the average grade of 5.4 with learning completeness of 35.3%.

Based on the data above, it can be seen that the results of learning English using the lecture method, question and answer and discussion with an average score of 5.4 with learning completeness 35.3%. The Ministry of Education and Culture said classically that the teaching and learning process was said to be successful if 85% of students in the class received grades 6.5 and above. From these data it has been seen that the implementation of English learning in class V has not used Flashcard Teaching Strategy.

To overcome this, nowadays Flashcard Teaching Strategy has been developed to improve students' English vocabulary mastery. As said by Komachali and Khodareza, Flashcard is considered as a helpful strategy because of its benefits. Moreover, teachers can use flashcard also for drilling and presenting new words. And based on the results of research by Elsa Y Sitompul, it was shown that students' vocabulary mastery improved after they were taught by using flashcards and it was recommended to use flashcard as a strategy to teach vocabulary to young learners.

⁴Cenli Arya, R. as students, Interviewed on September 13rd 2017

⁵Observed on September 13rd 2017

To find out how far the use of flashcard teaching strategy can improve students' vocabulary mastery, especially in class V of SDN 024 North Bengkulu. So the researcher will prove this by doing research with the title "the use of Flashcard Teaching Strategy to increase students' English Vocabulary Mastery (A Classroom Action Research at fifth grade students of SDN 024 Bengkulu Utara in Academic Years 2017/2018).

B. Identification Of Problems

Based on the problem explain in the background above, the real problem in this research can be identified that most of English activities in the classroom are monotonous because teaching and learning strategies as well as media were not interesting for the students. The teacher did not use specific strategy which made the student's fun and comfortable during the lesson, the main activity they frequently do is doing exercises in their text books almost in every English class. It indicates that they need something different in the process of teaching and learning English in the classroom. Applying an enjoyable and challenging strategy is important recommend.

C. Limitation Of the Problem

The researcher limit the problem of this research only to investigate the use of *Flashcard teaching strategy* to increase students' English vocabulary mastery at fifth grade students' of SDN 24 Bengkulu Utara academic year 2017/2018.

D. Research Question

Based on the background above, the problem of this research is: How can *Flashcard Teaching Strategy* increase students' ability in understanding simple picture or picture card of vocabulary mastery at the fifth grade students' of SDN 24 Bengkulu Utara academic year 2017/2018.

E. Research Objective

The objective of this research is to investigate How can *Flashcard teaching strategy* can increase students' ability in understanding simple picture or picture card of vocabulary mastery fifthgrade students of SDN 024 Bengkulu Utara in academic year 2017/2018.

F. Significant of The Research

The result of this research is expected to give information to both students and teachers. The significances of the research are:

1. For the students: (a) to inform the students that vocabulary mastery skill is one of important skills in English; (b) to inform that the students that in learning vocabulary mastery skill, there are some useful strategies which can help the students to be easy in comprehending various kinds of picture, especially simple picture or picture card; (c) to support the students to increase their vocabulary mastery skill because vocabulary mastery has biggest portion in teaching and learning in the classroom.

2. For the teachers: (a) to introduce the English teacher that *Flashcard Teaching Strategy* can be used as an alternative teaching strategy in learning English vocabulary mastery skill, especially in mastering vocabulary; (b) to inform the teachers about one kind of teaching strategy especially to increase students' English vocabulary mastery; (c) to give contribution to school in developing innovative teaching strategy especially in teaching English vocabulary mastery.

G. Definition Of Key Term

In order to understanding about the research correctly and avoid misunderstanding within the research, the researcher needs to defines the terms within this research and those definition are:

1. *English vocabulary mastery* is the knowledge of menings wods. What complicates this definition is the fact that words come in at least two forms: oral and print.⁶
2. *Flashcard* is a cardboard consisting of a word, a sentence, or a simple picture on it. The teacher can present interesting pictures on the *Flashcard* to lead teacher's performance better
3. *Students' Ability* is a general word for power, native or acquired, enabling which have by students to do things well.

⁶Elfreid H. Hiebert, and Michael I., Kamil. *Teaching and Learning Vocabulary* . (London: LEA, 2005). p.3

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is more than list of language word. It means vocabulary is spoken or written unit of language as symbol of idea in foreign language for the learners. It plays an important role in the use of language because of its direct contribution and influence. Learning vocabulary is considered as one of the first steps of learning a second language. We use vocabularies to express ideas, feelings, motivation, and information to people clearly. In other words, it can be said that vocabulary enables us to use a language.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Meanwhile Hiebert and Kamil, that vocabulary is the knowledge of meanings words. What complicates this definition is the

fact that words come in at least two forms: oral and print.⁷ So, vocabulary is collecting of some words which have meaning and not used only to speak, but also to write.

Definition from WTY who said vocabulary is the sum of all words in language, which are words that are owned, known and used by someone in listening, speaking, reading, and writing.⁸ Vocabulary is the collection of words which are known by an individual, definition by Jack C. Richard. Vocabulary is a center part of dialect capability and gives much as the premise to how well students listen, speak, read and write.⁹ Thus, it can be said that vocabulary development have more meaning than increase new word. Vocabulary has big contribution in someone's writing ability. Vocabulary is necessary in learning process. It can help learner to generate, express and develop ideas in written language. It has contribution in helping learners to understand meaning of words in their writing.

Vocabulary is the total number of words in a language, all the words known to a person or used in a particular book, subject, extra a list of words with their meaning, especially one that accompanies a textbook Hornby (1995). Meanwhile, Kufaish states that vocabulary is a vehicle of thought, self-expression, interpretation, and communication. On the other hand, Kareem says that vocabulary is not syllabus, example of a list of

⁷Heibert. Ibid. p.3

⁸Widya, (et al). *Pengajaran Kosakata Bahasa Inggris dengan Media Relia dan Flashcard*. Jurnal PKM: Pengabdian Kepada Masyarakat. (: , 2018). 1(1). p.1

⁹Richard. Ibid. p.255

words that teacher prepare for their learners to memorize and learn by heart.¹⁰ In using English, one needs to have a great number of vocabularies so that she/he can easily express her/his thoughts in communication. In *Oxford Learner's Pocket Dictionary*, explained that vocabulary is; first, all the words that a person knows or uses. Second, all the words in a language. Last, list of words with their meanings.¹¹

Based on the definitions and explanation above, vocabulary may be considered as the word and its meaning which are taught as well as known by an individual, and it may be used to make the learning of foreign language is facilitated due to the fact that it may easily translated from one language to another language. English vocabulary has a remarkable range, flexibility. The periods of contact with foreign language and its readiness to coin new words into its core vocabulary from other languages. For example, alongside kingly (from Anglo-Saxon), we find royal (from French), and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

So, Vocabulary has very important role in making students understand English especially in defining what they write in their writing in brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form and usage in context of communication. It is the basic

¹⁰Kareem. Ibid. p.49

¹¹Victoria Bull (ed). *Oxford Learner's Pocket Dictionary (fourth edition)*. (Oxford University Press, 2011). p.495

knowledge that students should master first before mastering English. Vocabulary is one of the most important aspects in learning English, as it serves as a foundation to speak, read and write.

2. Types of Vocabulary

According to Montgomery there are four main types of vocabulary, namely listening, speaking, reading, and writing vocabularies.¹² A vocabulary is means both a list of words and the range of words known by one person. A person's vocabulary develops age and learning.

a. Listening Vocabulary

A person's listening vocabulary is all the words he or she can recognize when listen to speech. This vocabulary is aided in size by context and tone of voice.

b. Speaking Vocabulary

A person's vocabulary is all the word he or she can use in speech. Due to spontaneous nature of the speaking vocabulary, words are often misused. This misuse though slight and unintentional may be compensated by facial expression, tone of voice, or hand gestures.

c. Reading Vocabulary

A literate person's reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because it includes the other three, though some

¹²Judy K. Montgomery. *The Bridge of Vocabulary: Evidence Based Activities for Academic Succes.* (NCS Pearson, 2007) p.23

cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

d. Writing Vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

3. Vocabulary mastery

Vocabulary is an important part in language learning and teaching because without having knowledge of vocabulary, we cannot express our ideas and use the appropriate words in listening, reading, speaking and writing. Vocabulary mastery is easier than mastery of other components (grammar and phonology).

As it is stated Lehr and Osborn in Fajar Furqon said that first, words come in two forms; oral vocabulary and print vocabulary.¹³ They are receptive and productive vocabularies.

a. Receptive Vocabulary

The receptive vocabulary or sometimes called as the passive vocabulary, according to them, is defined as the vocabulary associated with reading and listening materials. Receptive can be used in reading and listening. Receptive is larger than productive one. A large number of items in receptive vocabulary are words of very low

¹³Fajar Furqon. *Correlation between Students' Vocabulary Mastery and their Reading Comprehension*. (Journal of English and education 2013, 2013) p.68-80

frequency. Someone doesn't need to know much the receptive the vocabularies, because someone rarely uses receptive vocabularies and it's also impossible for someone to memorize all the vocabularies of a certain language.

Receptive vocabulary involves having an expectation of what grammatical pattern the word will accrue in. Knowing a word includes the ability to recall its meaning when it was met, and also the ability to see which shade the meaning is most suitable for the context taht it occurs in. In addition , knowing the meaning of a word may include the ability to make various association with other related words.

When read, it seems that we know lots of vocabulary. Those vocabularies are activated through the understanding of the next. Actually we store many items of vocabulary that not really used in daily speaking. However, when we read or listen to. When, we can understan those vocabularies.

b. Productive Vocabulary

The productive vocabulary refersto the vocabulary used as learners are learning the writing or speaking skills. Productive vocabulary is all vocabularies that we use in speaking and writing. Actually, in speaking we use limited vocabularies items. Productive vocabulary involves knowing how to pronounce the world, how to write and spell it, how to use it the read the columns of newspaper

or popular magazine or even understand newcast on the radio or television, if we don't have enough vocabulary.

In addition to the kinds of vocabulary mentioned by Kamil and Hiebert state that the productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual particularly in writing and speaking; in contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening. Moreover, Kamil Hiebert also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print vocabularies.¹⁴ In this case, the oral vocabulary refers to the words that their meanings are known in the speaking or reading orally, whereas the print vocabulary is considered as the words of which their meanings may be known in writing or reading silently.

4. Students' Vocabulary Mastery

According to UU No. 20 year 2003 explains that "*peserta didik adalah anggota masyarakat yang berusaha mengembangkan potensi diri melalui proses pembelajaran yang tersedia pada jalur, jenjang, dan jenis pendidikan tertentu*",¹⁵ which means students are part of societies who attempt to develop their potential through learning process provided in particular stripe, stage, and sort of education. It is in line with Kamus

¹⁴Heibert. Ibid. p.3

¹⁵Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003, Bab 1 tentang ketentuan umum, pasal 1 ayat 4.

Besar Bahasa Indonesia (KBBI) that explains “*murid adalah orang atau anak yang lagi berguru atau belajar*”. It means that students is child who is learning. So, it means that students is someone who tries to improve their skill and ability through learning in a institution of education both in formal or informal education.

Like the theory above vocabulary had two kinds. There were passive and active. It depended on their memorable. So, students’ vocabulary mastery were ability of the students to memorable the words that could they produce when they speaking or writing.

5. The importance of Vocabulary

According Yosran Pora, vocabulary mastery is a foundation for someone who wants to understand a reading, conversation or writing that English language.¹⁶ Without vocabulary it is impossible for us to achieve these objectives. Yosran said there are three things to note is really for learners of English to vocabulary mastery:

a. There must be a will

There is a old saying “where there’s a will there’s a way”. People who do not have a strong will to learn English, it was impossible that he could master it. The difficulties encountered in the English language will feel easy if we have the will.

¹⁶Yosran Pora. *Enrich Our Vocabulary Through Readings and Idioms*. (Yogyakarta: Pustaka Pelajar, 2003) p.7-8

b. The amount of vocabulary sufficient

Vocabulary is what you get from a variety of sources which may include reading material or results premises of your friends.

c. Use of vocabulary have been obtained

This is sometimes most often forgotten by the English language learners. They often already have a sufficient vocabulary, but consequence lazy or did not use it in various occasions, the number of vocabulary that many had lost unnecessarily. Therefore you should “use a vocabulary that you already have in many occasions”.

So, vocabulary much more than grammar, is the key to your child understanding what she hears and reads in school, and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

B. Teaching English Vocabulary

Teaching is a process to give information for people. When we learn our first language, we automatically make our own selection. We learn new words as we need them, and the more we need the more we learn them. This principle may be applied in the teaching of the foreign language. Foreign language teacher may attempt to consider this principle if the

teach new words because it is impossible to let the students to make their own selection in learning vocabulary of their language.

These procedures include the use of the native language to get meaning across. There are two ways of using the first language to convey meanings in the target language through explanation and translation. Thus, teaching is a process give information and instruction which can improve people's knowledge. Different people may teach meanings differently. Some people teach meaning through the native language, other make no use of it at all in teaching meaning. Some people use objects and action to get meaning and some use definition, translation or provide context.

In relation to teaching vocabulary of English, teaching refers to particular technique used in guiding the students in learning English vocabulary and providing them with knowledge to achieve a certain goal. Vocabulary plays an important role in mastering the four language skills, namely: reading, writing, speaking and listening. In reading, vocabulary is very important in this aspect and element English. Because it is needed by students as serves as a foundation when read in english. In writing, their vocabulary determines how clearly and accurately they can express their ideas to other. In speaking, the students' vocabulary can affect how well people understand what they say. In listening, their vocabulary influences how much they understand the lesson, speech and class discussion.

C. KTSP Curriculum

Since 2006 to 2013, Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-based curriculum has been issued by Indonesia Nasional Education Department. Based on Permen NO. 22/ 2006, BSNP develops the content standard which covers the scope of each subject matter and competency levels to achieve the standard of graduate competence in certain educational levels. The content standard includes the basic framework, the curriculum structure, competency standard (SK) and basic competency (KD) of each subject matter in each semester of each educational level.

Based on the guidelines of KTSP issued by BSNP on 2006, KTSP is developed based on the following principles: 1) Focusing on the learners' and learners' circumstances' potentials, development, needs, and interest in which learners have central position to develop their competence in order to be faithful, intelligent, intellectual, creative, independent, and responsible individuals. It implies that the learning activities must be learner-centered; 2) Diverse and integrated in which the curriculum takes the diversity of learners' characters, local condition, and educational levels into account. Learners are encouraged to appreciate religion, cultural, economic and social status, and gender differences. The curriculum covers required subject matters, local contents, and interpersonal skills which are conducted in intergrated way meaningful

interconnection and sustainability among the three elements; 3) Awareness toward science, technology, and art development in which the content of the curriculum gives learners learning experience to keep up with and make use the science , technology, and art development; 4) Relevant to learners' life needs in which the development of curriculum involves the stakeholders to guarantee the education's relevance toward the life of society, business world, and world of work. Thus, it should accomodate interpersonal, intellectual, social, academic, and vocatioanl skills; 5) Lifelong learning in which the curriculum must be oriented to the learners' development, acculturtion, empowerment process that last for the whole life. Therefore, the curriculum must reflect the interconnection among the elements of formal, non-formal, and informal education by considering teh always-progressing life demand.

KTSP sees English as means of communication both oral and written. To communicate means to comprehend and to transform information, to understand and express mind and feeling, and to improve one's repertoire of knowledge, technollogy, and culture. Such communication competence means discourse competence. That is, the ability to comprehend or to produce written and oral texts through the four language skills namely listening, speaking, reading, and writing. These four skills are used to perceive and create discourse in social life. Thus, English subject is directed to improve those skills in order to produce the

graduates who are capable of communicating and making discourse in English at certain literacy levels.

The literacy levels in the standard of content of English issued by KTSP in 2006 cover performative, functional, informational, and epistemic levels. In performative level, learners are expected to be able to listen, speak, read, and write in the target language to fulfill their daily needs such as to read newspaper, manuals, or direction. In informational level, learners are expected to be able to access information using the target language. In epistemic level, learners are expected to be able to convey knowledge in the target language.

The target of English learning in Elementary School (SD/MI) is that learners are able to achieve functional level, in which they communicate both oral and written to solve daily life problem.

D. The Concept of Flashcards

1. Definition of Flashcards

Flashcard are one of the media that can be used by teacher or educational practitioners to introduce new vocabulary to the foreign language learners, especially to the young learners. Flashcard can be used to teach and learn English vocabulary for many topics.

Iliyasu, et al states that flashcards are sets of *cards* bearing information, as words or numbers, on either or both sides, used in

classroom drills or private study.¹⁷ Related to this point, Emily et al states that flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching.¹⁸ According to Elsa Yusrika, flashcards are considered as a helpful strategy because of their benefits.¹⁹ Moreover, Maryam states that flashcards are useful for finding new letters, words, syllables, and other information. A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it.²⁰ Related to them, John Haycraft states that flashcards are cards on which words and/or pictures are printed or drawn.²¹

From some points discussed above, it can be taken a general view that flashcards are cards with a word or words, number, or a picture on it for use in the classroom by teachers and students that help to learn and memorize new words.

2. Flashcard as a Teaching Strategy

Flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it, definition by Komachali & Khodareza.²²

¹⁷Iliyasu H., Lee Ming F., Dikko S., & Abba A. A. *Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flashcards*. (International Journal of Research and Review. 2016). 3(7) p. 22

¹⁸Emily P., T. F. McLaughlin, Jennifer N., Mary E. *The Effects of Direct Instruction Flashcards with Math Racetrack with Addition Facts for an Elementary School Student with ADHD*. (International Journal of Basic and Applied Science. 2013). 2(1) p. 124

¹⁹Elsa Yusrika Sitompul. *Teaching Vocabulary Using Flashcards and Word List*. (Journal of English and Education. 2013). 1(1).p. 52-58

²⁰Maryam Eslachcard Komachali. *The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge*. (Journal Education Studies. 2012). 5(3).

²¹John Haycraft. *An Introduction to English Language Teaching*. (England, Longman. 1978). p. 102

²²Komachali. *Ibid.* p. 134-147

Flashcard is considered as a helpful strategy because its benefits. Moreover, teachers can also use flashcards for finding, assembling and presenting new words.

3. The Types of Flashcard

According to Haycraft, generally there are two types of flashcard.²³ They are as follows:

a. Word flashcard

Word flashcards are cards on which words have been printed. When practicing word order, the teacher can use a number of cards representing all the words in a sentence. The cards can be fixed to the board, or given to students, and arranged correctly either by the class as a whole or individual students. The word flashcards also can be used to practice structure.

The uses of word flashcards may be general or specific. Some general uses are as follows:

1. They can be held up to highlight a structure or function.
2. They can be used to vary substitution or work at the practice stage of a lesson.
3. They can be used for elementary vocabulary exercises.
4. Cards placed on display in random order can be used by the students to compose a sentence.

²³John Haycraft. *Ibid.* p. 102-106

The word flashcards also can be used more specially to practice particular language item such as follows:

- a. They can be used to practice adverbial clauses.
- b. Connectives such as ‘next’, ‘soon’, ‘then’, ‘after a while’, and finally may be used on flashcards in the same way.
- c. A random collection of verbs, nouns, adjectives and adverbs can be printed on the flashcards and used for exercise in identifying part of speech.

b. Picture Flashcard

Picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities – for example, to illustrate the characters in a dialogue, to help students improve. Picture flashcards can be used as prompts for simple substitution drills. Picture flashcards are also useful for identifying verbs on action.

The pictures or illustration on the card should be attractive, a lot of fun and large enough for the whole class to see, because it will make the students interested.

4. Procedure of Picture Flashcard in Teaching Vocabulary

I have divided the activities into the following categories: Memory, drilling, identification and TPR activities.²⁴

a. Memory Activities

²⁴Joanna Budden. *Utilisation des Flash-cards Dans l'enseignement des Langues*. (Spain: British Council, 2004).

Memory Tester: First, place a selection of flash cards on the floor in a circle. Second, Students have one minute to memorise the cards. Last, in groups they have two minutes to write as many of the names as they can remember.

b. Drilling Activities

Invisible Flashcards: First, stick 9 flash cards on the board and draw a grid around them. Second, use a pen or a pointer to drill the 9 words. Always point to the flash card you are drilling. Third, gradually remove the flash cards but continue to drill and point to the grid where the flash card was. Fourth, when the first card is removed and you point to the blank space, nod your head to encourage children to say the word of the removed flash card. Fifth, students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures. Last, depending on the age group I then put the flashcards back in the right place on the grid, asking the children where they go, or I ask students to come up and write the word in the correct place on the grid. This activity highlights the impact of visual aids. It really proves that the images 'stick' in students' minds.

c. Identification Activities

Reveal the word: First, Cover the flash card or word card with a piece of card and slowly reveal it. Second, students guess which one it is. Third, once the card is shown, chorally drill the word with

the group using different intonation and silly voices to keep it fun. Vary the volume too, whisper and shout the words. Children will automatically copy your voice. Fourth, alternatively, flip the card over very quickly so the children just get a quick glimpse. Last, repeat until they have guessed the word.

d. TPR activities

Point or race to the flash cards: First, stick flash cards around the class. Second, say one of them and students point or race to it. Third, students can then give the instructions to classmates. Fourth, you can extend this by saying "hop to the cat" or even "if you have blonde hair, swim to the fish" etc. Last, you can also incorporate flash cards into a game of Simon Says. "Simon says, jump to the T-shirt" etc.

Most teachers use flash-cards in their English lessons when they have to introduce new vocabulary. Using flash-cards our students will be able to understand the new vocabulary without any kind of translation. Anyway, we have to take into account that there are lexical fields that cannot be illustrated through flash cards (abstract words such as feelings, for example). In this article, I'm going to suggest some activities with flash-cards that can be applied to any kind of vocabulary and almost any age and level. To start with, we will always choose comprehension activities. This means that the students are not required to say the new words, just to understand them. After this stage, it is good

to introduce activities which require repetitive production. Then they will be ready to develop tasks in which they have to speak without models. Finally we will have to introduce interaction activities, which involve contextualized use of the language.

E. Some Related Previous Studies

There were some studies that correlated vocabulary and. First, Agnes Krista Putri Dina Anggraini (2009) with her research's title *Designing a Set of Supplementary English Vocabulary Materials Using Flashcards for the First Grade of Joannes Bosco Elementary Schools*.²⁵ The result of this research showed that the using flashcards to designing set of supplementary vocabulary materials.

Second, Siti Inayah (2010) with her research's title *Using Flashcard to Improve Students' Understanding on Present Continuous Tense of a Classroom Action Research at Seven Grade of MTS YAMIDA Grobogan in Academic year 2009/ 2010*.²⁶ The result of this research showed that the using flashcard to improve students' understanding on present continuous tense.

Then, Kelly J. Grillo (2011) with his thesis research's title *An Investigation of the Effect of Using Digital Flash Cards to Increase Biology Vocabulary Knowledge in High School Students with Learning*

²⁵Agnes Krista P. D. A.. *Designing a Set of Supplementary English Vocabulary Materials Using Flashcards for the First Grade of Joannes Bosco Elementary School* . (Yogyakarta: USD, 2009).

²⁶Siti Inayah. *Using Flashcards to Improve Students' Understanding on Present Continuous Tense*. (Semarang: IAIN Walisongo, 2010).

Disabilities.²⁷ The result of this research showed investigation that the using digital flashcards to increase biology vocabulary knowledge.

This studies above have similarities and differences with this research. The samilarity is the studies are concernedto spesific strategies to improve students' vocabulary mastery. However, it has some differences. Firstly, Agnes Krista Putri Dina Anggraini (2009) *Designing a Set of Supplementary English Vocabulary Materials Using Flashcards for the First Grade of Joannes Bosco Elementary Schools*. Secondly, Siti Inayah (2010) *Using Flashcard to Improve Students' Understanding on Present Continuous Tense*. Then, Kelly J. Grillo (2011) *An Investigation of the Effect of Using Digital Flash Cards to Increase Biology Vocabulary Knowledge in High School Students with Learning Disabilities*. Agnes Krista Putri Dina Anggraini (2009), Siti Inayah (2010), Kelly J. Grillo (2011) tried to using flashcard teaching strategy in general. From the explain above, it is necessary to conduct a research by using flashcards strategy of teaching in order to improve or designing or investigation the students' skills and teacher professionalism. By conducting this research, it can be investigated the process of flashcard teaching strategy can increase fifth grade students' English vocabulary mastery of SDN 024 Bengkulu Utara in academic year 2017/2018.

²⁷Kelly J. Grillo. *an Investigation of Effect of Using Digital Flash Cards to Increase Biology Vocabulary Knowledge in High School Students with Learning Disabilities*. (Florida: UCF, 2011).

CHAPTER III

RESEARCH METHOD

A. Research Design

This design of this researcher is a classroom action research (CAR). Definition by Setyawan who said Classroom Action Research (CAR) has been carried out by SMP (Junior High School) and MTs (Madrasah Tsanawiyah) teachers in various provinces in Indonesia. Therefore, CAR has been recognized by teacher since 1999. After that, the teacher is in kindergarten, elementary school, high school, and also knows and implements CAR. Now CAR is even required by the government to the teacher.²⁸ CAR is a reflective process that allows for inquiry and discussion as components of the research which often as a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase students achievements definition by Ferrance.²⁹

Then, CAR can be defined as one form of applied research which draws on a range of designs and methodologies; it can provided teachers with the opportunity to examine a practical problem within a classroom or school setting that has the potential to greatly enhance both teacher professional development and school improvement

²⁸Setyawan Pujiono. *Makalah Pengabdian pada Masyarakat: Desain Penelitian Tindakan Kelas dan Teknik Pengembangan Kajian Pustaka*. (Yogyakarta, UNY. 2008). P. 1

²⁹Eileen Ferrance. *Action Research*. (USA, Northeast and Islands Regional Educational Laboratory at Brown University. 2000). P. 6

initiatives.³⁰ According, Widayati said CAR is a research activity that is class context which is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning to improve the quality and learning outcomes.³¹

From Explanation above it is clear that CAR is the most appropriate method for this research because it can find solutions to real problems of experienced in school and finding the best way to improve instruction and increase students achievement in the classroom. The researcher wants to research used this method to increase students' ability in vocabulary mastery by using *flashcard teaching strategy*. The researcher choose SDN 024Bengkulu Utara as the place to collect the data and information needed. The researcher used the fourth grade students as the object of this research in order that vocabulary mastery can be increase.

B. Time and Setting

In this research, the researcher choose the fifth grade students of SDN 024 Bengkulu Utara in academic year 2017/2018 as object of the research. The researcher took class V as respondents. The number of the students were 26 students which consist of 16 male students and 10 female students.

C. Data Collecting Technique

The researcher collected data through interview, observation, documentation, and test.

³⁰ Albert Teacher Association. *Action Research Guide*. (USA, ATA. 2003). P. 3

³¹ Ani Widayati. *Penelitian Tindakan Kelas*. Jurnal Pendidikan Akuntansi Indonesia. (Yogyakarta, UNY. 2008). 4(1). P. 88

1. Interview

Interview is held in the beginning and ending of the research to know the teacher's view of the teaching learning process, students' vocabulary mastery, and students' motivation before and after the action.

2. Observation

In this research, observation was done by the teacher. Observation are ways of finding out more about the student's responses. Students' behavior and activities were observed during English class. The observation was focused on the development of students' vocabulary mastery by using flashcard teaching strategy. A way of reporting observation can be done by keeping field notes.

3. Documentation

In this research, the researcher used some documents, they are:

a) Photographs. photographs are record of activities happening in the class. It could give real description about teaching learning process.

b) Students' answer sheet. There are two students' answer sheets: pre test and post test answer sheet.

4. Test

The researcher gave tests to know how far the result of the technique that used to improve students' vocabulary mastery. There were pre-test and post-test which were used to collect the data of the improvement.

D. Research Instrument

The instrument of this research was vocabulary test, observation checklist, interview list, and documentation. The explanation is as follow:

1. *Vocabulary Test*

The main instrument of this research was vocabulary test. In the research, test is used as a main method. The test is given to all students in fifth grade students as SDN 024 Bengkulu Utara. The items were in form of multiple choice. There were 20 items which were taken from internet. The items were discussed with the collaborator about its level and appropriateness for the respondents. The selective items became the researcher instruments. The test items of pretest are different with posttest but similar in their level.

The test will be done twice, pretest and posttest.

a. Pre-assessment test

Pretest as a test that is given to all fifth grade of students at SDN 024 Bengkulu Utara to measure they are before treatment process (teaching by using flashcard). This test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment.

b. Cycle test

Posttest is a test that is given to all fifth grade of students' at SDN 024 Bengkulu Utara after they are get treatment (teaching by using flashcard). It is done to know the fonal score

and to know the students' difference competence before and after they get treatment.

2. *Observation checklist*

This research used structural observation where the reasearcher has planned a mechanism pf teh research in form of observation sheet. The researcher has designed list of activities and students' behaviour as the focus of observation. By doing observation, the reasearcher can observe all activities and behaviour in the classroom during the implementation of cycles (action). By doing observation, the researcher obtained the data about the suitability between the implementation of action with teaching planning that has been designed before as weel as describe tha data of the students' respondenses in doing the implementation.

Table 3.1
Observation Checklist

No	Students' Preparation	Yes	No	Note
1	The students prepare themselves to learn and prepare all the things are need in learning activity			
2	Students' interest toward using Flashcard Teaching strategy and the given material			
	- Students pay attention to the explanation about vocabulary mastery			
	- Students pay attention the explanation about the steps of using Flashcard Teaching Strategy			
	- students show their interest toward using Flashcard Teaching Strategy and the given material			
	- Students give comments or ideas toward the given material			
3	Students' attitude toward using Flashcard Teaching Strategy			
	- Students give active participation during write the vocabulary			
	- Students give maximal ideas in writing a new vocabulary b using Flashcard Teaching Strategy			

3. Interview list

Interview was usefull for the reseacher for getting data by making dialogue with teacher and students as source of information or data. Interview was used to describe students' basic ccondition and problem, their learning habit, and the students' responses in implementating

flascard teaching strategy in the classroom during the research. The script of interview for students' that was used by researcher as follow:

Table 3.2
Interview List

No	Question
1	What do you think about vocabulary? Is it difficult or not for you?
2	do you understand what the teacher explain?
3	What do you think? Was the learning teaching process boring for you?
4	Can you answer the question well?
5	What do you think? Is lesson interest for you?

4. Documentation

Documentation is in the form of some picture or photos while the researcher doing the treatment. The aim of this documentation was to show the students and researchers' activities during the treatment is done.

Table 3.3
Documentation

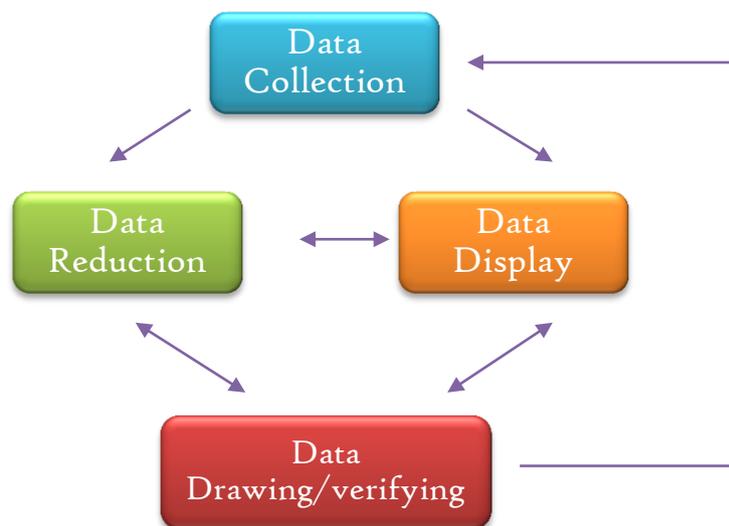
No	Documentation of activities
1	Discussion with English Teacher
2	Teacher apply flashcard teaching strategy
3	Teacher explain English material to the students
4	Students focusing during teaching learning process

E. Data Analysis

The data were obtained from the pre-assessment test and cycle tests. It used interactive model of data analysis proposed by Miles and Huberman. The data analysis consists of three main components, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion. The components above can be illustrated as the following figure;³²

Figure 3.1

Component of Data Analysis Interactive Model



- b. *Data Reduction*** : Data reduction occurs continually through out the analysis. In earlt stage, it happens through editing, segmenting and sumarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, cluster

³² Matthew B. Miles and A Michael Huberman. *Qualitative Data Analysis*. (California, SAGE Publication. 1994). P. 10

- c. s, and patterns. In the later stages, it happens through coceptualizing and explaining, since developing abstract concepts is also a way of reducting the data.
- d. *Data Display* : Data display organize, compress and assemble information. In this research, the way of displaying data through-graphs, charts, and diagrams in order to make the data clearer.
- e. *Drawing and Verifying Conclusion* : reducting and displaying the data aim to help drawing conclusion. While drawing conclusion logically follows reducting and display of data. Then, possible conclusion can be noted and need to verify.

Then, the result of the students' vocabulary test was scored based on the follow formulation below:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P : The Students' Score

F : Total Correct Answer of Tthe Students

N : Total Number of the Item

Then, the result of the students' scores was interpreted based on assessment standard of SDN 24 Bengkulu Utara. The classification is :

Table 3.4
Table of Scoring Interpretation

Category	Score Interval
Excellent	86 – 100
Good	71 – 85
Low	56 – 70
Very Low	<55

F. Research Procedure

The procedure of this research was as follow:

1. Pre – assessment

Before giving the action or treatment, the researcher gave a person assessment by asking student to answer some questions, which was vocabulary test into multiple choices. After the students finished it at all, the researcher collected the students test. Then the researcher analyzed it to know the students' mastery in vocabulary before giving the treatment.

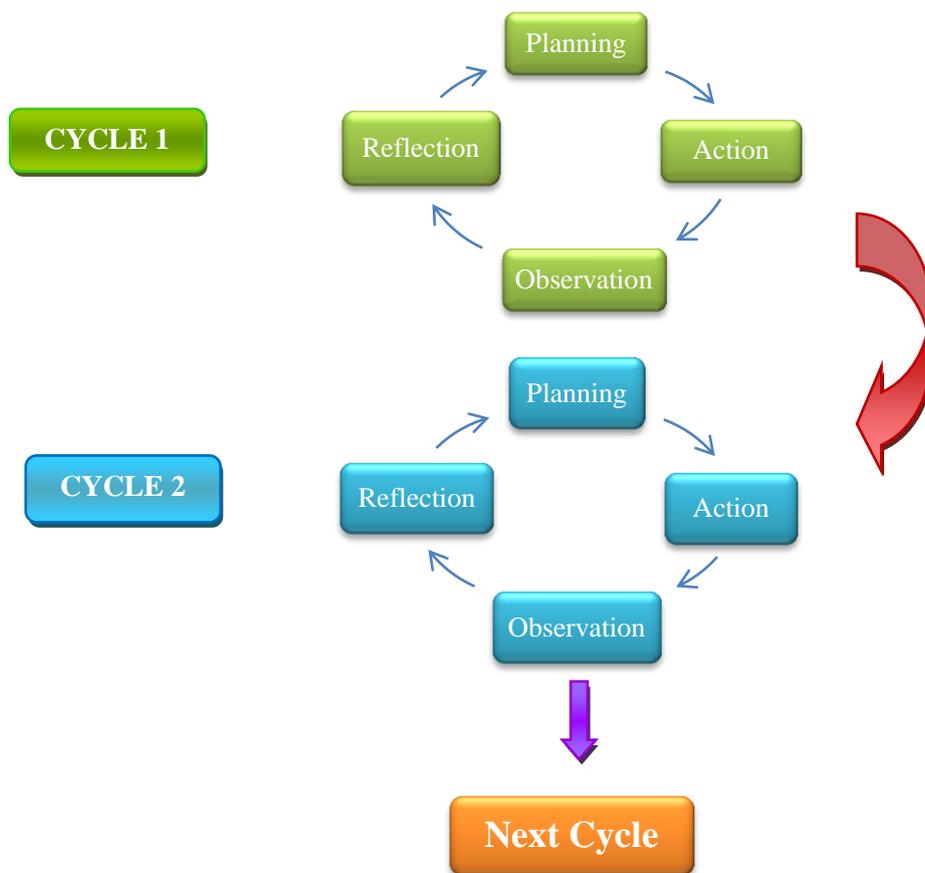
2. Cycles

Action research is essentially a series of cycles of planning, action, and reflection. Kurt Lewin in Setyawan, developed a concept for action research there are four steps: planning, acting, observing and

reflecting.³³ Therefore, this research followed this model to find out the data.

Figure3.2
Scheme of Action Research Model

Lewin in Setyawan



a. Cycle 1

1) Planning

In this step, the researcher made a plan before doing the research. The planning consist of some steps. First, the researcher made score succes in this research. So in this

³³ Setyawan, Ibid. P.3-4

research, if they got score 70 is 70%.The researcher prepared a lesson plan of flashcard teaching strategy for cycle 1. Next, The researcher made a design instrument that consist of multiple choices for re lection and exercises every cycle.The researcher prepared media that given to students.The researcher explained to the teacher aboutflashcard teaching strategy.The, the researcher prepared that use to collect the data such as observation sheet. The researcher prepared administration list such as score sheet.

2) Action

In this step, the researcher and collaboration was doing to learning process that had made in learning in learning plan that teaching vocabulary using flashcard. In teaching and learning process the researcher invited the students more active and enthusiastic. For taking the students were enjoy, the researcher said “ready” and thestudents answered “yes”. Then the researcher gave material of vocabulary. After the researcher expalined of use from material of vocabulary. the students had to say about fruit’s name or other. The researcher will invite to the students mention and said “play” and the students answered “ok”.

3) Observation

In this step, the researcher collected the data from the action planning that had been made, including all of what the students did in the classroom based on instrument that made by researcher. The purpose of the observation described what happen in action process of the research. during observation the researcher was accompanied by the independent creativity who helped the researcher to note all the changed in classroom.

4) Reflection

This was last step of the cycle. The researcher reflected on the findings to more accurately define the thematic concern. this reflection also included self-reflection by the participants Lewin in Sanjaya. In other words, the researcher needed to process all of the data from observation of students activity and score of the test in action one. It was very important to improve the competence in doing the classroom action research.

b. Cycle 2

The steps in cycle 2 were the formulation of the cycle 1. In cycle 2, the activities were similar to those in cycle 1, but there were some emphases due to the revised plans.

c. Next Cycles

Next cycles was conducted as well as the cycle two, and they was done based on the result of cycle two or previous cycle.

G. Indicators of Success

This classroom action research was successful if the use of flashcard teaching strategy would increase the English vocabulary mastery of fifth grade students of SDN 024 Bengkulu Utara in the academic year 2017/2018 with 70% of students achieving scores above the school standardization score of 75.

CHAPTER 1V

RESULT AND DISCUSSION

This chapter present the result and discussion of the research. The result showed the students' score of vocabulary mastery in Pre-assessment, Cycle I and Cycle II. The result also included the description of observation sheet, interview, and survey which support the analysis data of students' score. It is also showed whether Flashcard teaching strategy could increase the students' ability on English vocabulary mastery.

A. Result of the Research

Since it was a classroom action research, so the researcher helped by collaborator who was the English teacher of SDN 024 Bengkulu Utara in doing this research. There were four steps in each cycle of this research: they were planning, action, observation and reflection. The result of each cycle was used as reflection to make better improvements for the next cycle.

Before doing the research, the researcher collected the pre-assessment to know the students' ability and vocabulary mastery. It was about 19 of students at the fifth grade in the V class got poor score, 7 students moderate score in vocabulary mastery test. The result showed that the mean score could not reach the standard of passing grade of SDN 024 Bengkulu Utara that was 70. This result also concluded that students' ability in vocabulary test still have low. Furthermore, a new strategy or technique in teaching was needed to be applied in order to create a better

learning process and to improve the students' ability in vocabulary mastery. Therefore, the implementation of Flashcard teaching strategy was expected to solve the problems and to increase students' ability in vocabulary mastery.

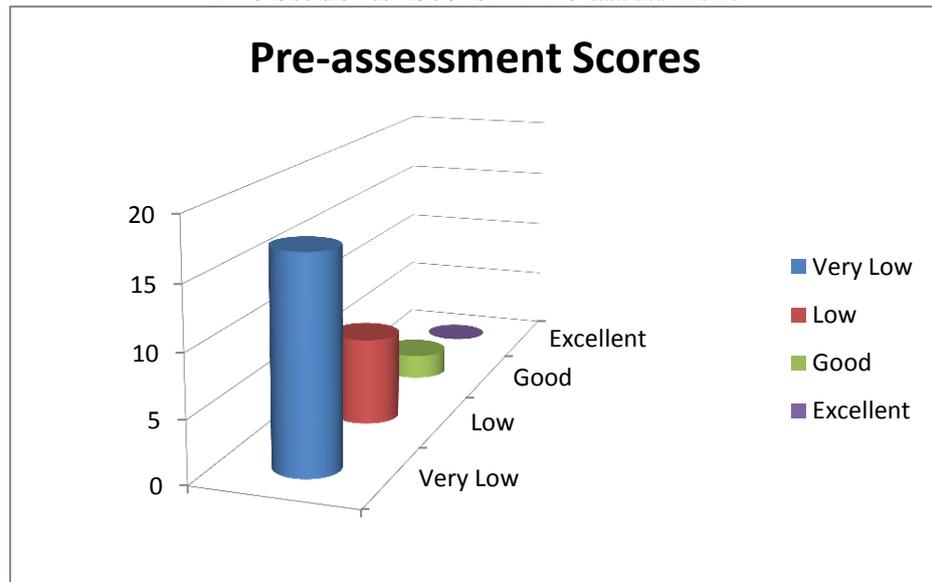
The result of data analysis of pre-assessment and every cycle showed that there was increment on students' score. It mean that Flashcard teaching strategy was effective in increasing the students' ability on English vocabulary mastery.

1. Pre-assessment

The students were given a pre-assessment (English Vocabulary Test) in order to measure their level in English vocabulary mastery. Before doing the action, the researcher applied pre-assessment to the sample in order measure the students' ability in English vocabulary mastery. It informed students' ability in English vocabulary mastery before the researcher applied Flashcard teaching strategy.

Grahically, the students' score on pre-assessment can be seen as follow:

Chart 4.1
The Students' Score in Pre-assessment



Based on figure 4.1, the students' ability in English vocabulary mastery were on poor and moderate category. It means that the researcher should increase the students' ability in English vocabulary mastery by using Flashcard teaching strategy, otherwise sould increase the students'score in English vocabulary mastery.

The score distribution on pre-assessment can be seen on table 2 below:

Table 4.1
The Presentage of the Students' Score in Pre-assessment

Score Interval	Category	Frequency	Percentage
86 – 100	Excellent	0	0%
71 – 85	Good	2	7,7%
56 – 70	Low	7	26,9%
< 55	Very Low	17	65,4%

Based on table above, the students' score on pre-assessment were low. There was 65,4% very low category (achieved by 17 students), 26,9% low category (achieved by 7 students), and 7,7% good category (achieved 2 students).

2. Description of Cycle I

Cycle I was conducted on Wenesday, 14 February 2018; Wenesday, 21 February 2018; and Wenesday, 28 February 2018. The researcher was helped by collaborator. This cycle was consisted of four steps: planning, action, observation and reflection. The brief explanation of this cycle can be seen as follows:

a. Planning

All of the elements that needed in doing this research had been completed in the plan stage. They were achedul, lesson plan, learning, material, vocabulary test, explain to using flashcard teaching strategy, students' worksheet, students' observation checklist and teachers' observation checklist. This research had been planned to be held on Wenesday, 14 February 2018; Wenesday, 21 February 2018; and Wenesday, 28 February 2018. The lesson plan and the learning material had been designed based on the curriculum and school's syllabus. However, based on the syllabus the researcher had planned to teach about vocabulary. The vocabulary test had been designed in order to see the improvment of students' ability in vocabulary mastery. Observation checklist and field notes also had been designed based on the learning strategy used in this research.

Flashcard teaching strategy was proposed as the effective strategy to solve the problem that appcared in teaching and learning process of English vocabulary. The researcher designs the teaching material which was appropriate with Flashcard teaching strategy.

b. Action

The researcher applied the action according to be lesson plan in action stage. The action on this research was consisted of twomeeting, the teacher gave the students fruits materials in this cycle. Firstly, the teacher gave apperception to the students. The

researcher gave explanation about fruits materials by using Flashcard teaching strategy. Then the researcher mentioned the fruits one by one. The teacher explained way using flashcard teaching strategy to what the students had to do.

In the second meeting, the teacher gave next material about kind of vegetables. In this meeting, teacher also gave explanation about kind of vegetables by using flashcard teaching strategy. The researcher concludes the material and reflection the teaching process about what they feel their difficult during activities. The researcher gives the students time to ask question. After that, teacher gave worksheet to the students for know the students' ability about material in cycle. The researcher gives homework, appreciation, and motivation to the students. The last meeting, the teacher closing the lesson by praying and saying good bye.

c. Observing

Beside the researcher taught the materials to the students, the researcher also did observation and monitoring during the process of action. All the data in this stage were collected by using observation checklist and field notes which filled by the collaborator. The observation checklist were consisted of students' observation checklist and teacher's observation checklist and field notes (see appendix). Furthermore, which one based on the students' observation checklist shown the students preparation all in learning

process was fair category. Beside of students' observation checklist, there was the teacher's observation checklist. Based on the teacher's observation checklist, almost all of the teacher's activity was good.

The teacher was good when delivered the material would be taught. The teacher greeted and prepared the students to learn before started the lesson. It means that the teacher cared about his students, after that the teacher gave apperception and asked the students to predict the material that would be learned. Moreover, the teacher made sure the students' background knowledge before the lesson started.

Beside of the observation checklist and field notes, the observation was also done through the result of vocabulary test which was held at the end of the cycle I.

Firstly, the interval ability category of vocabulary test result in cycle I will be presented by using the following table:

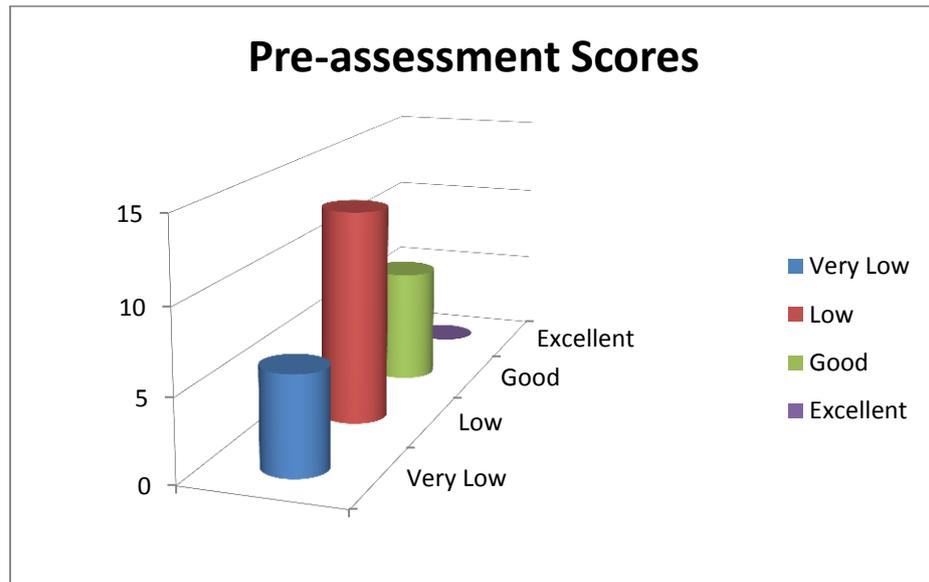
Table 4.2
The Presentage of the Students' Score in Cycle I

Score Interval	Category	Frequency	Percentage
86 – 100	Excellent	0	0%
71 – 85	Good	7	26,9%
56 – 70	Low	13	50%
< 55	Very Low	6	23,1%

Based on the table above, the category of students' score in vocabulary test consisted of 26,9% (7 students) got category good score, 50% (13 students) got category low score and 23,1% (6 students) got very low score. However, the calculation showed that there was improvement between the mean score of the mean score of pre-assessment and the mean score cycle I. The mean score in pre-assessment was 58,5 and cycle I was 65,4 of mean score. Then in cycle I showed that 7 students 26,9% of students were good category. Thus, the researcher concluded that next cycle would be held since the result of vocabulary test in cycle I was not satisfied. However, the mean score of studens' vocabulary test showed better increasing.

The chart below will illustrate the students' score improve in cycle I:

Chart 4.2
The Students' Score in Cycle I



From the chart above, there was a better improve from mean score of the pre-assessment 58,5 and the mean score of students' vocabulary test in cycle I 65,4. This improve point could be categorized as good but still unsatisfying since 26,9% of the students did not got good category. It means that had not significant the students' vocabulary mastery yet. Furthermore, the result of the observation checklist and field notes were fair and still need to be improve on the next cycle.

d. Reflecting

The result from the cycle I, the researcher shown that arranging flashcard teaching strategy was quite effectives to improve students' vocabulary mastery. It could be seen in the result of pre-assessment and cycle I, although still good, poor and very poor category. Based on the result above, it was improve to conduct the cycle with some increasing for the best result.

3. Description of Cycle II

Cycle II was conducted on Wenesday, 7 March 2018; Wenesday, 14 March 2018; and Wenesday, 21 March 2018. The researcher was helped by collaborator. This cycle was consisted of four steps: planning, action, observation and reflection. The brief explanation of this cycle can be seen as follows:

a. Planning

All of the elements that needed in doing this research had been completed in the plan stage. They were achedul, lesson plan, learning, material, vocabulary test, explain to using flashcard teaching strategy, students' worksheet, students' observation checklist and teachers' observation checklist. This research had been plannedto be held on Wenesday, 7 March 2018; Wenesday, 14 March 2018; and Wenesday, 21 March 2018. The lesson plan and the learning material had been designed based on the curriculum and

school's syllabus. However, based on the syllabus the researcher had planned to teach about vocabulary. The vocabulary test had been designed in order to see the improvement of students' ability in vocabulary mastery. Observation checklist and field notes also had been designed based on the learning strategy used in this research.

Flashcard teaching strategy was proposed as the effective strategy to solve the problem that appeared in teaching and learning process of English vocabulary. The researcher designs the teaching material which was appropriate with Flashcard teaching strategy.

b. Action

The researcher applied the action according to be lesson plan in action stage. The action on this research was consisted of two meeting, the teacher gave the students animals materials in this cycle. Firstly, the teacher gave apperception to the students. The researcher gave explanation about animals materials by using Flashcard teaching strategy. Then the researcher mentioned the animals one by one. The teacher explained way using flashcard teaching strategy to what the students had to do.

In the second meeting, the teacher gave next material about kind of professions. In this meeting, teacher also gave explanation about kind of professions by using flashcard teaching strategy. The researcher concludes the material and reflection the teaching process about what they feel their difficult during activities. The researcher

gives the students time to ask question. After that, teacher gave worksheet to the students for know the students' ability about material in cycle. The researcher gives homework, appreciation, and motivation to the students. The last meeting, the teacher closing the lesson by praying and saying good bye.

c. Observing

Beside the researcher taught the materials to the students, the researcher also did observation and monitoring during the process of action. All the data in this stage were collected by using observation checklist and field notes which filled by the collaborator. The observation checklist were consisted of students' observation checklist and teacher's observation checklist and field notes (see appendix). Furthermore, which one based on the students' observation checklist shown the students preparation all in learning process was fair category. Beside of students' observation checklist, there was the teacher's observation checklist. Based on the teacher's observation checklist, almost all of the teacher's activity was good.

The teacher was good when delivered the material would be taught. The teacher greeted and prepared the students to learn before started the lesson. It means that the teacher cared about his students, after that the teacher gave apperception and asked the students to predict the material that would be learned. Moreover, the teacher

made sure the students' background knowledge before the lesson started.

Beside of the observation checklist and field notes, the observation was also done through the result of vocabulary test which was held at the end of the cycle II.

Firstly, the interval ability category of vocabulary test result in cycle I will be presented by using the following table:

Table 4.3
The Presentage of the Students' Score in Cycle II

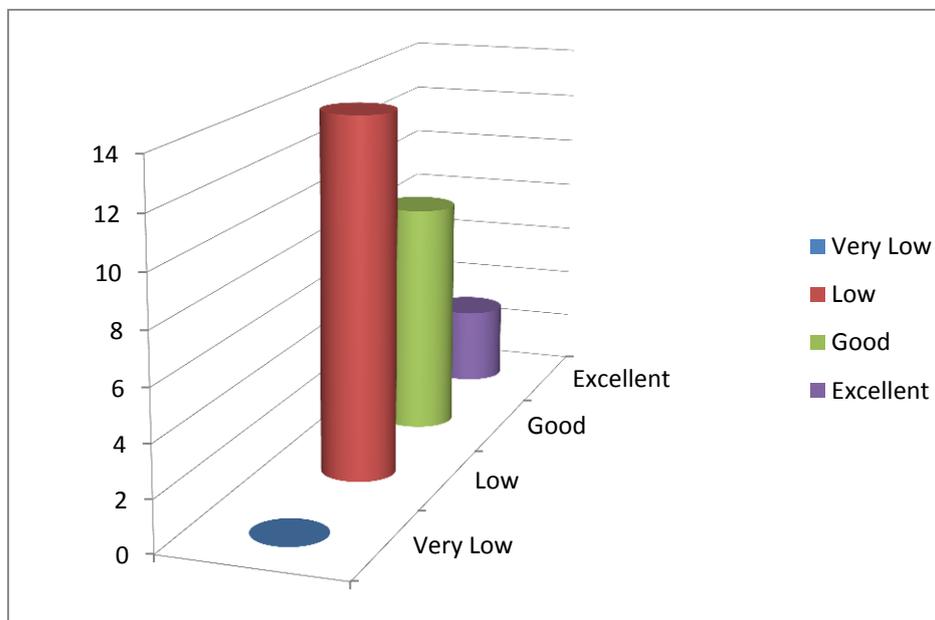
Score Interval	Category	Frequency	Percentage
86 – 100	Excellent	3	11,6%
71 – 85	Good	9	34,6%
56 – 70	Low	14	53,8%
< 55	Very Low	0	0%

Based on the table above, the category of students' score in vocabulary test consisted of 11,6% (3 students) got category Excellent score, 34,6% (9 students) got category good score and 53,8% (14 students) got low score. However, the calculation showed that there was improvement between the mean score of the mean score of cycle I and the mean score cycle II. The mean score in cycle I was 65,4 and cycle II was 73,6 of mean score. It mean tat indicator

of successful was fulfilled. Furthermore, this result also showed some increase compaed to the result of the previous cycle.

The chart bellow will illustrate the students' score improve in cycle II:

Chart 4.3
The Students' Score in Cycle II



From the chart above, there was a better improvement from mean score of the cycle I and cycle II (65,4 and 73,6). The improvement excellent score fom cycle I to cycle II (0% to 11,6%), and got good score cycle I to cycle II (26,9% to 34,6%). It mean that the young learners had improve their comprehending vocabulary mastery. Furthermore, the result of the observation checklist and field notes were fair and still need to be improve on the next cycle.

d. Reflecting

The result from the cycle II, the researcher shown that arranging flashcard teaching strategy was quite effectives to improve students' vocabulary mastery. It could be seen in the result of pre-assessment and cycle II, although still good, poor and very poor category. Based on the result above, it was improve to conduct the cycle with some increasing for the best result.

4. Description of Cycle III

Cycle III was conducted on Wenesday, 28 March 2018; Wenesday, 4 April 2018; and Wenesday, 11 April 2018. The researcher was helped by collaborator. This cycle was consisted of four steps: planning, action, observation and reflection. The brief explanation of this cycle can be seen as follows:

a. Planning

All of the elements that needed in doing this research had been completed in the plan stage. They were achedul, lesson plan, learning, material, vocabulary test, explain to using flashcard teaching strategy, students' worksheet, students' observation checklist and teachers' observation checklist. This research had been plannedto be held on Friday 2 March 2018, Tuesday 6 March 2018 and Friday 9 March 2018. The lesson plan and the learning material had been designed based on the curriculum and school's syllabus.

However, based on the syllabus the researcher had planned to teach about vocabulary. The vocabulary test had been designed in order to see the improvement of students' ability in vocabulary mastery. Observation checklist and field notes also had been designed based on the learning strategy used in this research.

Flashcard teaching strategy was proposed as the effective strategy to solve the problem that appeared in teaching and learning process of English vocabulary. The researcher designs the teaching material which was appropriate with Flashcard teaching strategy.

b. Action

The researcher applied the action according to be lesson plan in action stage. The action on this research was consisted of two meetings, the teacher gave the students foods materials in this cycle. Firstly, the teacher gave apperception to the students. The researcher gave explanation about foods materials by using Flashcard teaching strategy. Then the researcher mentioned the foods one by one. The teacher explained way using flashcard teaching strategy to what the students had to do.

In the second meeting, the teacher gave next material about kind of housewares. In this meeting, teacher also gave explanation about kind of housewares by using flashcard teaching strategy. The researcher concludes the material and reflection the teaching process about what they feel their difficult during activities. The researcher

gives the students time to ask question. After that, teacher gave worksheet to the students for know the students' ability about material in cycle. The researcher gives homework, appreciation, and motivation to the students. The last meeting, the teacher closing the lesson by praying and saying good bye.

c. Observing

Beside the researcher taught the materials to the students, the researcher also did observation and monitoring during the process of action. All the data in this stage were collected by using observation checklist and field notes which filled by the collaborator. The observation checklist were consisted of students' observation checklist and teacher's observation checklist and field notes (see appendix). Furthermore, which one based on the students' observation checklist shown the students preparation all in learning process was fair category. Beside of students' observation checklist, there was the teacher's observation checklist. Based on the teacher's observation checklist, almost all of the teacher's activity was good.

The teacher was good when delivered the material would be taught. The teacher greeted and prepared the students to learn before started the lesson. It means that the teacher cared about his students, after that the teacher gave apperception and asked the students to predict the material that would be learned. Moreover, the teacher

made sure the students' background knowledge before the lesson started.

Beside of the observation checklist and field notes, the observation was also done through the result of vocabulary test which was held at the end of the cycle III.

Firstly, the interval ability category of vocabulary test result in cycle III will be presented by using the following table:

Table 4.4
The Presentage of the Students' Score in Cycle III

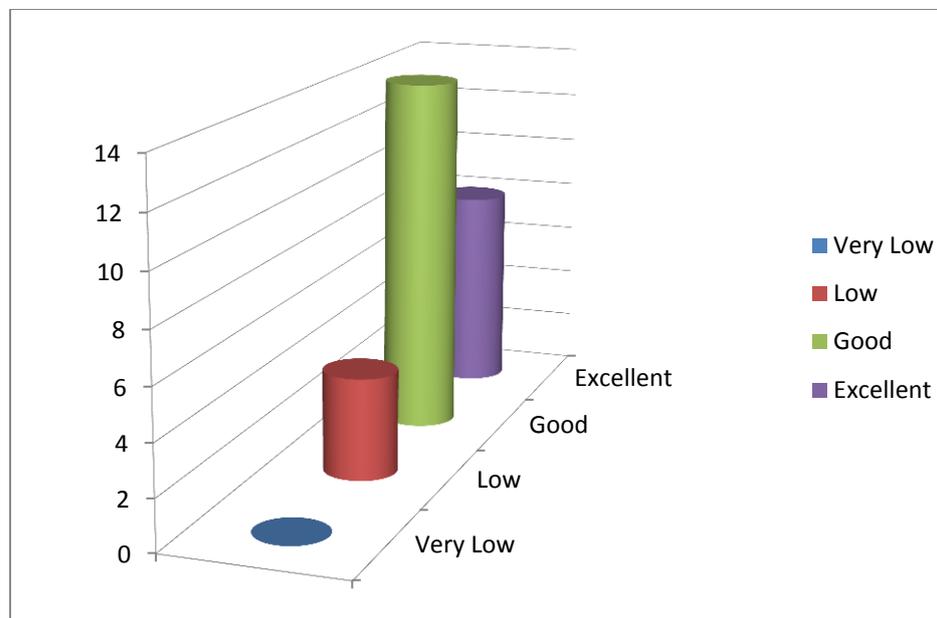
Score Interval	Category	Frequency	Percentage
86 – 100	Excellent	8	30,8%
71 – 85	Good	14	53,8%
56 – 70	Low	4	15,4%
< 55	Very Low	0	0%

Based on the table above, the category of students' score in vocabulary test consisted of 30,8% (8 students) got category Excellent score, 53,8% (14 students) got category good score and 15,4% (4 students) got low score. However, the calculation showed that there was improvement between the mean score of the mean score of cycle II and the mean score cycle III. The mean score in cycle II was 73,6 and cycle III was 83,1 of mean score. It mean that

indicator of successful was fulfilled. Furthermore, this result also showed some increase compaed to the result of the previous cycle.

The chart bellow will illustrate the students' score improve in cycle III:

Chart 4.4
The Students' Score in Cycle III



From the chart above, there was a better improvement from mean score of the cycle II and cycle III (73,6 and 83,1). The improvement excellent score fom cycle II to cycle III (11,6% to 30,8%), got good score cycle II to cycle III (34,6% to 53,8%) and got low score cycle II to cycle III (53,8% to 15,4%). It mean that the young learners had improve their comprehending vocabulary

mastery. Furthermore, the result of the observation checklist and field notes were fair and still need to be improve on the next cycle.

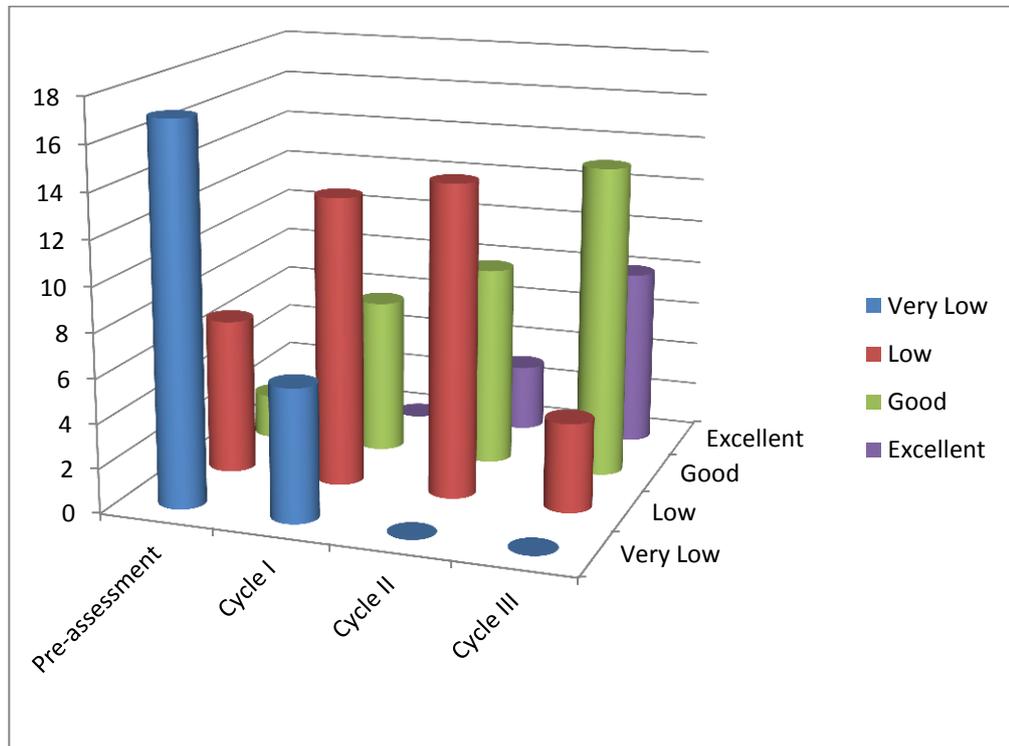
d. Reflecting

The result from the cycle III, the researcher shown that arranging flashcard teaching strategy was quite effectives to improve students' vocabulary mastery. It could be seen in the result of pre-assessment and cycle III, although still good, poor and very poor category. Based on the result above, it was improve to conduct the cycle with some increasing for the best result.

5. Result

The result based on te date analysis above, the researcher found that the result of this research have been answered the research that flashcard teaching strategy was effective. Te chart bellow will illustrate the students' mean score improve from the pre-assessment, cycle I, cycle II and cycle III.

Chart 4.5
The Students' Score from the Pre-assessment, Cycle I, Cycle II, and
Cycle III



B. Discussion

The result of this research was compared to some theories and ideas explained in chapter II. The improvement of students' mean score in cycle I and cycle II was significant. The students' mean score in cycle I 65,4 increase into 73,6 in cycle II and score in cycle II 73,6 improve into 83,1 in cycle III. It was also looked by the improvement of the students' percentage category that 26,9% or 7 students which got good category in cycle I increased into 9 students got good category or 34,6% in cycle II. Mean score in cycle II got 3 students excellent category or 11,6% and 9 students got good category or 34,6% improve into 30,8% or 8 students got excellent category and 14 students got good category or 53,8% in cycle III.

Based on the increasing of each cycle, using flashcard teaching strategy did improve students' vocabulary mastery. Furthermore, the result of this research also confirms some theories and ideas from the expert. For the first, by using flashcard teaching strategy improve toward students' academic achievement. Finally, from the discussion above, the researcher concludes that using flashcard teaching strategy was effective to improve students' vocabulary mastery and also facilitate the students to be creative and being motivated in teaching and learning process.

From the chart above, it can be seen that there were significant improvement between the result in pre-assessment, cycle I, cycle II and cycle III. Based in the test result, there were mean score of pre-assessment 58,5; mean score in cycle I 65,4; mean score in cycle II 73,6; and mean score in cycle III 83,1. Furthermore, percentage score showed in pre-assessment: 0% to excellent category, 7,7% to good category, 26,9% to low category, and 65,4% very low category. Percentage score in cycle I: 0% to excellent category, 26,9% to good category, 50% to low category, and 23,1% very low category. Percentage score in cycle II: 11,6% to excellent category, 34,6% to good category, 53,8% to low category, and 0% very low category. And Percentage score in cycle III: 30,8% to excellent category, 53,8% to good category, 15,4% to low category, and 0% very low category.

Besides having the result of the improvement on students' vocabulary test which were held at the end of each cycle, the researcher also found that improvement toward using flashcard teaching strategy was influenced two factors:

The first factor was the material chosen, based on the observation, checklist and field notes, it was found the atmosphere of teaching learning process through implementation flashcard teaching strategy by using some interesting material. Interaction, attention, and respect among the students were good. Moreover, based on the observation checklist and field notes, it

was showed that the students were looked enthusiast to use flashcard teaching strategy since it was their first time.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the result of the research.

A. Conclusion

Before Flashcard teaching strategy was applied in the fifth grade students of SDN 024 Bengkulu Utara, they did not have much vocabulary. Because their teachers there was not special strategy to teach vocabulary. So that the teachers applied Flashcard teaching strategy in SDN 024. Flashcard teaching strategy could help them to memories vocabulary and enthusiastic when they accepted lesson.

Based on the result of the data analysis, it is concluded that Flashcard teaching strategy can increase the students' vocabulary mastery. This strategy is effective to increase vocabulary mastery of the fifth grade students at SDN 024 Bengkulu Utara in academic year 2017/2018. Flashcard teaching strategy could increase the students' interest in learning English especially for English vocabulary mastery. Though this strategy, the students' seemed enjoy and enthusiastic as long as the process of teaching and learning English vocabulary in the classroom. so that they were easier in increasing their vocabulary mastery. Their score English is also increase.

B. Suggestion

Based on the result and conclusion of the research, the researcher would like so suggest as the teacher of English should use Flashcard teaching strategy as the alternative strategy in teaching English especially vocabulary because it can help to memorize vocabulary and also enthusiastic in the classroom. this startegy can build the students' motivation to learn English, for the students, the researcher suggests to memorize vocabulary using Flashcard teaching Strategy, in order to make them easier in studying English. And also this research is hoped taht this research can be used as the information for further research in vocabulary mastery.

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