

THESIS

**THE USE OF FLASH CARDS TO IMPROVE
VOCABULARY MASTERY OF THE EIGHTH GRADE
STUDENTS OF SMPN 10 KUPANG IN THE SCHOOL
YEAR 2017/2018**

**A CLASSROOM ACTION RESEARCH TO THE EIGHTH GRADE
STUDENTS OF SMPN 10 KUPANG IN THE SCHOOL YEAR
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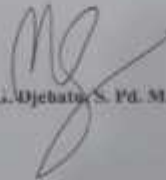
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MOTTO
“Stay Foolish Stay Hungry”
(Hardiknas Rohy)

THIS THESIS IS DEDICATED TO MY BELOVED:

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Kupang, August 2018

The writer.

ABSTRACT

This study entitled “ **The Use of Flashcards to Improve Vocabulary Mastery of The Eight Grade Students of SMPN 10 Kupang in The School Year 2017/2018**”. It was conducted to answer the following questions: (1) is the implementation of Flash Cards effective to improve vocabulary mastery of the eighth grade students of SMPN 10 Kupang in the school year of 2017/2018? (2) How is the implementation of Flash Cards to improve vocabulary mastery of the eighth grade students of SMPN 10 Kupang in the school year of 2017/2018? (3)What is the mastery level of English vocabulary of the eighth grade students of SMPN 10 Kupang in the school year of 2017/2018 after being taught by using Flash Cards?” Therefore the objectives of the study are (1)To find out whether the implementation of Flash Card effective to improve vocabulary mastery of the eighth grade students of SMPN 10 Kupang in the school year 2017/2018 (2)To find out the implementation of Flash Cards to improve vocabulary mastery of the eighth grade students of SMPN 10 Kupang in the school year of 2017/2018 (3)To find out the mastery level of English vocabulary of the eight grade students of SMPN 10 Kupang in the school year 2017/2018 after being taught by using Flash Card”.

The study belongs to the Classroom Action Research (CAR) based on the model offered by Kemmis and McTaggart and were conducted in two cycles. Each cycle consist of four stages: planning, acting, observing and reflecting. In cycle 1 planning stage including lesson plan, observation sheet, and material of teaching learning process; action stage included performed a pre-test, delivered the objective of the lesson, give an introduction about *flashcards*, taught the students about how to make the *flashcards* and how to apply and use to improve their vocabulary mastery, and the cycle 1 post-test; observation stage included monitoring students participation in the process of vocabulary teaching learning process and reflecting stage included analyzed and evaluated the data from written test and observation result. In cycle two all stages were implemented in the same ways as in the cycle 1 expect for the planning stage in which focus was on reflecting result of the previous cycle and attempted to repair the weakness that occurred before.

Based on the result of the research, here are the answer for the problem statement.(1)The implementation of flashcards is effective to improve students vocabulary mastery.(2)Teaching vocabulary to improve students' vocabulary mastery by using flashcards was implemented into two cycles. In cycle 1, the writer used flashcards for vocabulary drill. It was done individually and in groups. Flashcards were used as a media to help students in memorizing vocabulary. Post test one showed the improvement of students ability. In cycle 2, the writer used vocabulary to make sure the student's ability in mastering vocabulary given. It was done individually.Post test two showed the improvement and the writer was satisfied with the result.(3)The pre-test result was low and categorized as “below average”, in

which the average score was 59, from 20 students' only five students who passed the test.

The result of exercise in cycle 1 had an improvement and categorized "Fairly good" the average exercise in cycle 1 was 79 from 20 students, only one student's who did not pass the test, the average of post test 1 was 85 and categorized "Very good". The average of post test 2 in cycle 2 was 90 and it was categorized as "Excellent", all of the students' had passed the test. With the satisfactory result obtained in cycle 2, there was no need proceed to do the next cycle. Students had passed the standard measurement applied.

Based on this result it can be concluded that the implementation of flashcards improves vocabulary mastery of eighth grade students in SMP Negeri 10 Kupang in the school year 2017/2018. The writer suggests to the English teacher to teach vocabulary by used flashcards as a media. It can help them to attract student's attention and understanding the vocabulary. For students, it can help them to memorizing the vocabulary by well.

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