

CHAPTER IV

DISCUSSION

4.1. The Implementation of Flashcard in Teaching Vocabulary to Young Learners

Based on the explanation in chapter III, the researcher applies Classroom Action Research (CAR) as the method in conducting this research. It is comprised in three cycles. Every cycle consists of planning, action, observation, and reflection.

4.1.1. Observation

The first observation was done on Thursday, 02 March 2017 to the English teacher. Her name is Mrs. Bastiyatun, S.Pd. It was done before conducting the research. The purpose of this observation is to know the real condition of the school includes the classroom, the students, and the problems that faced by the students and the English teacher in the teaching and learning process by interviewing the English teacher.

The interview was done by the researcher to Mrs. Bastiyatun. The researcher uses structured interview to interview her. Based on the interview that has been done, it can be concluded that many students in fifth grade have difficulties in learning English. Almost of them, do not understand what the teacher explained, have difficulties to memorize the vocabulary. Moreover, some students are difficult to control, and they always play and joke with their friend during the class. Besides that, the English teacher does not use technique in teaching the students. Even the teacher always tries to solve the problems; there is no improvement in the teaching learning process. The indicators and result of interview can be seen in the appendix page.

From the first observation, the researcher finds some data about the students at fifth grade. In academic year 2016/2017, the number of the fifth graders is 36 students; it consists of 13 male and 23 female students with the detail below:

Table 4.1

List of the fifth grade students

No.	Name	Grade
1.	Anggi Dwi Aulia	5 th Grade
2.	Ahmad Syifa Baihaqy	5 th Grade
3.	Eka Susilawati	5 th Grade
4.	M. Ifi Angga Saputra	5 th Grade
5.	Titik Parida	5 th Grade
6.	Wafiq Amriya	5 th Grade
7.	Juvirta Setya	5 th Grade
8.	Ahmad Khoiruzzad	5 th Grade
9.	Ahmad Nabil Makky	5 th Grade
10.	Amanda Listia P	5 th Grade
11.	A'tiyya Artika Izza	5 th Grade
12.	Damalia Afiyani	5 th Grade
13.	Dewi Halimatus S	5 th Grade
14.	Dwi Amelia H	5 th Grade
15.	Eka Rizqi Herlangga	5 th Grade
16.	M. Iqbal Maulana	5 th Grade
17.	Mar'atun Nafi'ah	5 th Grade
18.	Melani Dwi Puspita	5 th Grade
19.	Farid Hidayatullah	5 th Grade
20.	M. Hamdani Bika	5 th Grade
21.	M. Maulana Syahril	5 th Grade
22.	M. Nakula Amri	5 th Grade

23.	M. Sadewa Amri	5 th Grade
24.	Nabila Lailatun Nikmah	5 th Grade
25.	Nanda Roikhatul J	5 th Grade
26.	Natasya Amelia Putri	5 th Grade
27.	Niko Febrian	5 th Grade
28.	Novia Eka Amrina	5 th Grade
29.	Reza Silviana Y	5 th Grade
30.	Rizka Wahyu Amalia	5 th Grade
31.	Selvi Wulandari	5 th Grade
32.	Vivia Rahmawati	5 th Grade
33.	Zahwa Naura Veda	5 th Grade
34.	Zulfa Nur Latifah	5 th Grade
35.	Amelia Ardina Putri	5 th Grade
36.	M. Thoriq Hadad	5 th Grade

The classroom is situated between fourth and sixth grade class. This classroom has 20 tables, 42 chairs, one whiteboard, one cupboard, 3 board markers, 2 erasers, and calendar, photo of the president, photo of the vice president, clock, lamp, bookshelf, desk, rules, and pictures. The classroom looks very clean.

Before the teaching and learning activities, the class leader always leads the students to pray first in out of the class. English lesson is conducted twice in a week; these are on Wednesday and Saturday. Each student is demanded to have LKS which are provided by the school. The teacher has a very nice relationship with all the students. The English teacher is not only as a teacher, but also she is the head master of MI Miftahul Huda Batealit Jepara.

4.1.2. Cycle 1

a) **Planning**

In the planning, the researcher arranges a lesson plan on Friday, 03 March 2017. The lesson plan is arranged to do learning activity based on the syllabus. The researcher prepares flashcards as the media to teach English vocabulary. The flashcards are appropriate with the topic that will be given. In arranging the lesson plan, the researcher also discusses it with the English teacher.

b) **Action**

After making the lesson plan, the researcher applies it in the class on Saturday, 04 March 2017. There are some steps as follows:

- 1) Pre activity: it is intended to generate the motivation and focus the attention of students to participate actively in learning process.
 - Greeting
 - Warming up about the topic will be given.
- 2) Main activity
 - The researcher gives explanation about the topic and its vocabularies, the topic is CLOTHING.
 - The researcher explains the vocabulary by using flashcards (picture cards).
 - The researcher asks students to memorize the vocabulary by using flashcards individually. The researcher also gives more explanation when it is needed by the students.
 - The researcher gives a test about the topic given.
- 3) The last is post activity
 - The researcher reviews the material.
 - Closing

c) Observation

The second observation is done during the implementation of flashcards in the classroom in the cycle 1. The observation is done by the English teacher and the researcher. The observation is aimed to know the situation of the class, the students' participation, and all of the things related to the teaching learning process.

Based on the result of the second observation, the situation of the students are still difficult to control, some of students do not pay attention to the material given. After the researcher shows the flashcards, the students are interested and start to focus to the material. Finally, the teaching and learning process run smoothly until the end of meeting.

d) Reflection

After analyzing the result of action in cycle 1, the researcher concludes that many students cannot pronounce the vocabulary. So, it is very important for a teacher to pay attention to the student's pronunciation, she can ask the students three or four times to repeat the words. It can be a reflection for the researcher to pay attention to the students' pronunciation in the next cycle.

In the cycle 1, the students can follow the teaching and learning well. The score of the first test is good enough. Some students get high score, some get in low score. But, the mean of the class is 76, 4. The table of score can be seen as follows:

Table 4.2
Score of the first test

No.	Name	Score
1.	Anggi Dwi Aulia	75
2.	Ahmad Syifa Baihaqy	60
3.	Eka Susilawati	65
4.	M. Ifi Angga Saputra	50
5.	Titik Parida	55
6.	Wafiq Amriya	60
7.	Juvirta Setya	85
8.	Ahmad Khoiruzzad	75
9.	Ahmad Nabil Makky	45
10.	Amanda Listia P	90
11.	A'tiyya Artika Izza	85
12.	Damalia Afiyani	95
13.	Dewi Halimatus S	75
14.	Dwi Amelia H	85
15.	Eka Rizqi Herlangga	75
16.	M. Iqbal Maulana	45
17.	Mar'atun Nafi'ah	80
18.	Melani Dwi Puspita	85
19.	Farid Hidayatullah	80
20.	M. Hamdani Bika	70

21.	M. Maulana Syahril	75
22.	M. Nakula Amri	85
23.	M. Sadewa Amri	80
24.	Nabila Lailatun Nikmah	70
25.	Nanda Roikhatul J	95
26.	Natasya Amelia Putri	80
27.	Niko Febrian	80
28.	Novia Eka Amrina	85
29.	Reza Silviana Y	80
30.	Rizka Wahyu Amalia	90
31.	Selvi Wulandari	75
32.	Vivia Rahmawati	80
33.	Zahwa Naura Veda	90
34.	Zulfa Nur Latifah	95
35.	Amelia Ardina Putri	80
36.	M. Thoriq Hadad	75
Total		2750

$$\begin{aligned}
 \text{Average score} &= \frac{\text{Total score}}{\text{Students}} \\
 &= \frac{2750}{36} \\
 &= 76,4
 \end{aligned}$$

4.1.3. Cycle 2

a) Planning

The researcher arranges the lesson plan for cycle 2 on Monday, 20 March 2017. The researcher prepares flashcards about the topic that will be given, that is HEALTHY HABIT. In arranging the lesson plan, the researcher also discusses it with the English teacher.

b) Action

After making the lesson plan, the researcher applies it in the class on Wednesday, 22 March 2017. The steps are:

1) Pre activity:

- Greeting
- To start the lesson, the researcher asks students some questions related to the material.

2) Main activity

- The researcher gives explanation about HEALTHY HABIT and its vocabularies.
- The researcher uses flashcards in order to attract students' attention in learning English vocabularies. By using flashcards (picture cards), the students will be stimulated to say something based on what they see.
- Researcher asks students to pronounce the vocabulary and repeat them 4 times.
- The researcher gives a test in order to check whether the students have already understood the material given or not.

3) Post activity

- The researcher reviews the material.
- Closing

c) Observation

The third observation is done during the implementation of flashcards in the cycle 2. The researcher is helped by the English teacher in MI Miftahul Huda Batealit Jepara to observe the students and the learning process. In the cycle 2, the researcher hopes that there is improvement for the students in learning English vocabulary by using flashcards.

Based on the result of the third observation, the situation of the class is quiet and calm. The students are more active than before when they are in the cycle 1. There are any positive changing behavior and motivation in learning English vocabulary by using flashcards. It can be seen from the situation of the class and the result of the second test. Although, some students get high scores and some get lower score. By monitoring the student's activity in the cycle 2, the researcher can see that the students can pronounce English vocabulary better, but they still have difficulty in writing the vocabulary when do the test.

d) Reflection

After analyzing the result of action and observation in the cycle 2, the researcher concludes that students can improve their vocabulary. They can follow the teaching learning process better and do the test well. The score of the second test is variation. Some students get higher score and some get lower score. However, the mean of the class in cycle 2 is higher than in the cycle 1, that is 78, 2. It is necessary for the researcher to continue in the next cycle. The table of score can be seen as follows: