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Ibtidaiyah An-Nuriyah Kuala Mandor "B" in Academic Year 2012/2013

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Abstract: Conducting CAR (Classroom Action Research) was aimed at solving the students' problem on vocabulary mastery. To solve the problem, the researcher had applied Flashcards to improve the students' vocabulary mastery, particularly in common nouns of animal. The use of flashcards had affected the students' activity in learning the words during the classroom activity. For examples, guessing and matching game in pairs were also effective to make the students' motivation to learn getting better.

The form of this research is classroom action research. This research was conducted at Madrasah Ibtidaiyah An-Nuriyah Kuala Mandor "B" in the academic year 2012/2013. The subject of this research was the fourth grade students. The number of participants in this subject was 20 students. To conduct this research the writer had applied two cycles; cycle 1 and 2 within two meetings. In completing the research, the writer used the observation and measurement techniques. Then, the writer used field note observation and test item (cycle test) as the instruments of collecting the data. As a result, the students' vocabulary mastery was achieved to MLA (minimum score of achievement), 65. In this case, the use of flashcards could help the students to recognize the vocabulary of common nouns.

Key words: Improving, vocabulary mastery, flashcards

Abstraksi: Pelaksanaan CAR (Penelitian Tindakan Kelas) yang dilaksanakan ini bertujuan untuk menyelesaikan masalah siswa dalam penguasaan kosakata. Untuk mengatasi masalah tersebut, peneliti telah menerapkan pembelajaran kosa kata dengan Flashcards untuk meningkatkan penguasaan kosakata, khususnya dalam kata benda umum khususnya hewan. Penggunaan flashcards telah berpengaruh secara signifikan terhadap aktivitas siswa dalam belajar kata-kata selama kegiatan di kelas. Diantaranya adalah permainan tebak kata dan permainan mencocokkan sangat efektif untuk membuat motivasi belajar siswa menjadi lebih baik. Bentuk penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilakukan di Madrasah Ibtidaiyah An-Nuriyah Kuala Mandor "B" pada tahun akademik 2012/2013. Subyek penelitian ini adalah siswa kelas IV. Jumlah peserta dalam hal ini adalah 20 siswa. Untuk melakukan penelitian ini penulis telah menerapkan dua siklus, siklus 1 dan 2 dalam dua pertemuan. Dalam menyelesaikan penelitian ini, penulis menggunakan teknik observasi dan teknik pengukuran. Kemudian, penulis

menggunakan ceklis observasi dan soal tes (uji siklus) sebagai instrumen pengumpulan data. Hasilnya, penguasaan kosakata siswa dapat mencapai MLA (skor minimal prestasi), 65. Ini menunjukan bahwa penggunaan flashcards dapat membantu siswa untuk mengenali kosakata kata benda umum.

Kata Kunci: meningkatkan/memperbaiki, pengusaan kosa-kata, flashcard

Recently, learning English is necessary for the students in many countries including Indonesia. In the early learning of English the students are taught how to recognize the words and differentiate them based on its parts of speech. In Indonesia, the students at elementary level are expected to master the vocabulary in order to communicate in English. Mastering the vocabulary covers the ability to recognize and differentiate the words (KTSP, 2006). However, to achieve the success in vocabulary teaching is also difficult for most English teachers. For the elementary students who extremely never learnt English were difficult to have the lesson well and they even did not recognize the English words.

Moreover, when the teacher cannot facilitate the learning process with interesting teaching and learning material, the students could not understand the lesson well. For most students at elementary level, teaching aids will be more important to be developed as the way to bring the students into active learning (Clarke, 2009: 12).

Some teaching aids can be helpful to increase the students' vocabulary mastery in recognizing the words such as using picture series, cartoon pictures, comic, songs, flash cards and many more. According to Mak (2009: 3), vocabulary teaching, the use of teaching aids will enable the students particularly for elementary school to increase their vocabulary mastery.

Unfortunately, based on the researcher's experiences in teaching English to elementary school students at Madrasah Ibtidaiyah An-Nuriyah Kuala Mandor B, most the students of this level did not have good achievement on vocabulary particularly in recognizing and differentiating the words. Recognizing the word patterns means that the students are expected to know the words in form of noun, verb and adjectives both in written and spoken language production. Furthermore, the students are also introduced to the alphabetical, particularly the sounds of the letters. For example, the sound of vowels "a, i, u, e, and o" might be different when they are in single or together in a word.

In the meantime, differentiating the words means that the students are expected to be able to differ which one determines nouns, verbs and adjectives when they are given the amounts of words in the sentences. The ability on differentiating the words is depended on the students' ability to recognize the words. This assumption might be reasonable because for most students at this school, English is new lesson. Some of them started studying English at third grade and even fifth grade.

Actually, According to Madhavan (2002: 23), "Teaching in general is conventionally understood as a set of transfering information of the student in the graderoom. It is usually equalized with transferring knowledge. The main

objective of teaching is not marely to transfer knowledge but also to help the student to respon to his environment in an effective way". From this notion, teaching can be meant as delivering the knowledge to the students. From the teaching process, the students will have knowledge that they have not got before.

Furthermore, Chauhan in Cameron (2001: 231) defines teaching as:
- To learn something from the proces of communicative interaction between two or more persons to produce an effect by their ideas.
- Facts from knowledge and imformation which is given by the learners to perform for future use.
- A process organized to achieve some pre- deteremined goal in systematic way such as learners, teachers, curricullum, and other variables. They are arranged a system that work well.
- Something that procedus an effect to motivate in learning.

In teaching English to children, particularly for vocabulary is different from adults. The teachers need effective and interesting way in order to bring their children into expected classroom behavior such as paying more attention to the lesson, involving the lesson and learning by doing the programmed activities.

According to Cameron (2001: 45), "One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience and using the visual materials." Adults (either alone or with the children should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult not only tell the children what the word means, but also to discuss its meaning. This allows the children to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the children understand the word. After pre-teaching vocabulary words, the children should read the text and also see some pictures of thing.

McCarten, J (2007: 63) argue" for the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary—words that they understand when they hear them and that they can use in their speech. During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school."

From these arguments, the students need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.

Furthermore, classroom teachers have taught us something about how to best use specific instructional strategies. Let's begin with a strategy for teaching vocabulary referred to as *the six-step process* (Marzano, 2004: 29). It involves the following steps:
a) Provide a description, explanation, or example of the new term.
b) Ask students to restate the description, explanation, or example in their own words.

c) Ask students to construct a picture, pictograph, or symbolic representation of the term.
d) Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
e) Periodically ask students to discuss the terms with one another.
f) Involve students periodically in games that enable them to play with terms.

Teachers use the first three steps when introducing a term to students. For example, assume a teacher is introducing the term *mutualism*. Instead of offering a textbook definition, the teacher describes the term or tells an anecdote that illustrates its meaning (Step 1). The teacher might explain that the crocodile and a bird called the Egyptian plover have a relationship that exemplifies mutualism. The crocodile opens its mouth and invites the plover to stand inside. The plover picks things out of the crocodile's teeth. Both parties benefit: The plover gets fed; the croc gets its teeth cleaned. While explaining this relationship, the teacher might show students images found on the Internet.

In Steps 2 and 3, students try their hand at explaining the meaning of *mutualism*. They devise an explanation or an example from their own lives (Step 2). Next, they draw an image depicting what they think *mutualism* means (Step 3). A few days later, the teacher reviews the new term using Steps 4, 5, and 6, which needn't be executed in sequence. The teacher might have students compare the meaning of *mutualism* with another previously studied term, such as *symbiosis* (Step 4). Students might pair up and compare their entries on the term in their vocabulary notebooks (Step 5), or the teacher might craft a game that students play using these terms (Step 6).

Furthermore, vocabulary development is about learning words, but it is about much more than that. Vocabulary development is also about learning more about those words, and about learning formulaic phrases or chunks, finding words inside them, and learning even more about those words (Cameron, 2001: 73). Even the idea of what counts as a 'words' starts to become confused when linguists try to produce watertight definitions (Bae, 2001: 12). However, the teacher can start from words in the recognition that infants, children and adults talk about 'word' and think in terms of a word as a discrete unit. Children will ask what a particular word means, or how to say a word in the foreign language, and, in learning to read, the word is a key unit in building up skills and knowledge.

According to Ciotkowski, L (2005: 34), for children learning the vocabulary of a foreign language, this partial knowledge issue is compounded that some of foreign language words will map on to word meanings that are already fully formed in the first language. Many of the words, however, may link to the first and foreign language words may not map straightforwardly one on to another, but may have different underlying meaning because of cultural or other differences.

In order to teach children successfully, it is essential to understand the basic features of young learners. In TEYL (Teaching English for Young Learners), Biemiller (2002: 23) notes that when learning a language, children have at least sixteenth apparent characters as illustrated below:

- They learn in a variety of ways – by watching, listening, imitating, or doing things.
- They cannot understand grammatical rules or explanations about the language they are studying.
- They can quickly learn any word: a notion, event, or an action they see, feel, watch, taste or smell.
- They try to make sense of situations by making use of non-verbal clues.
- They can imitate sounds they hear quite accurately and copy the way adults speak.
- They are curious about anything they see, hear, watch and smell.
- They love playing and using their imagination.
- They like routines and enjoy repetitions.
- They have quite a short attention span and so need a variety of class activities.
- They like varies activities – some quiet, some noisy, some sitting, some standing and some moving.
- They will gradually develop their grammar by adding new grammatical elements once at a time.
- When they are ready to read and write, reading comes before writing.
- They read simple and simplified English stories such as comics and games.
- After acquiring some basic language elements, children start to learn a wider range of language patterns, expressions, synonyms, etc as their model for language use.
- They love experimenting with language.

Learning from their basic characters, it is crucial to find ways which can help English teachers to teach and material developers to write their course materials suitable for Indonesian young learners. Before discussing the modules, it is vital for both the teachers and material developers to be equipped with sufficient knowledge background of various ways of enhancing child to learn language.

In the meantime, to support the vocabulary teaching, Schunk (2008: 12) argues that flashcards can be used for the children in learning. because flashcard is any of a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of space repetition. In relation to this notion, Lynch (2008: 1) says that a flashcard is a card which has a picture on one side and the word in the other side, or the picture and the word in one side. From this definition, the researcher created the flashcards that has two sides; the picture and its description in the front and the meaning in the back. The pictures are about the animals that might be familiar to the children.

METHOD

In conducting this research, the writer applied a classroom action research. According to Zuber-Skerritt in Cohen, L et al. (2005: 227), there are four strategic cycles of conducting an action research, they are:

1) Strategic planning;
2) Action, i.e. implementing the plan;
3) Observation, evaluation and self-evaluation;
4) Critical and self-critical reflection on the results of points 1–3 and making decisions for the next cycle of action research

As its name implies, classroom action research can be viewed as having two main outcomes; action and classroom research. It therefore requires two sets of procedures, one to achieve each of the outcomes. In terms of the distinction between content and process, these are both instances of process.

The different conceptions of action research can be revealed in some typical definitions of action research, for example Hopkins (1985:32) and Ebbutt (1985:156) suggest that the combination of action and classroom research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. Cohen and Manion (1994:186) define it as 'a small-scale intervention in the functioning of the real situation in the classroom and a close examination of the effects of such an intervention.

The writer used both qualitative and quantitative measurement techniques. Qualitative measurement technique refers to measure the teacher's performance in the classroom activity using observation technique and quantitative measurement technique refers to measure the students' English achievement that was taken from the cycle test.

Triangulation method was used as technique of data collecting in this research. Cohen et.al (2000: 112) say: "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior".

Balnaves and Caputi (2004: 35) identified four basic types of triangulation as follows:

a) *Data triangulation:* involves time, space, and persons
b) *Investigator triangulation:* involves multiple researchers in an investigation
c) *Theory triangulation:* involves using more than one theoretical scheme in the interpretation of the phenomenon
d) *Methodological triangulation:* involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

In this research, the researcher used *methodological triangulation* to complete the research. Therefore, the researcher used observation checklist and the cycle test (a test was given after the teaching process using flashcard in every cycle of teaching) as the technique of data collecting. The students' result of test is the students' achievement on the vocabulary that was calculated using the individual and means score formula and the observation checklist. The tools of data collecting of this research were depended on the technique of collecting data

used by the writer. To measure the data of teacher's performance, the observation technique used checklist/field note and to measure the data of students' English achievement, the writer used objective test of vocabulary, which is arranged in matching and multiple choice.

FINDINGS

1. The Findings of the Students' vocabulary mastery
   a. Cycle 1
   The result of cycle test 1 showed that the students' achievement of vocabulary was not achieved to the minimum level of achievement (MLA), 65 where the students' average score was 50. From this result, it indicated that the use of Flashcards as teaching media in vocabulary learning was not effective to affect the students' learning achievement. By having this result, the researcher then re-planned the action in the next cycle as the effort to achieve better improvement.
   b. Cycle 2
   Conducting the cycle 2 was caused by the score not achieved to the MLA of vocabulary in the cycle 1. As a result of cycle 2 test, the students' average score of vocabulary test was 89.3. This result indicated that the students' achievement was achieved to MLA, 65.

2. The Findings of the Use of Flashcards as Teaching media in Vocabulary Learning
   a. Cycle 1
   In cycle 1, there were four steps that were carried out concerning the aims of this research.
   1) Planning
   As the result of discussion and sharing with the collaborator after finishing the cycle of research, the researcher found that one of the students' difficulties that became the major problem was mastering the common nouns. In designing the lesson plans, it was found that after having some identification on the students' problems of vocabulary mastery, the researcher then designed the lesson plan as the guidance in teaching and learning process. Previously, the lesson plan was designed in one cycle. The researcher hoped that one cycle could give the significant changes on the students' vocabulary mastery after the treatment using Flashcards.
   To complete the procedures of treatment, the researcher selected the materials for assessment. The assessment was taken from some sources such as English guidance book for elementary school and compilation file from internet. The assessment was about the matching words to their appropriate meaning.

2) Acting

Based on the result of observation checklist, the researcher has done the following activities in the classroom as follows:

a) Exploring

The researcher explained the common nouns (vocabulary) using Flashcards. The teacher told about why this vocabulary teaching using teaching media. In this case, the researcher also explained that there were some teaching media could be used in the vocabulary teaching. One of them was using the Flashcards. Before ending the explanation, the researcher told the students what the Flashcards was. He also showed some flashcards that were brought into the classroom. After showing flashcards, the researcher explained that there was the explanation and the meaning of the things in the flashcards. So the students were asked to keep eyes the flashcards during the presentation.

b) Elaborating

In this part of the teaching process, the teacher then elaborates the explanation in the exploring session into several instructions of students' work in order to reinforce the students' vocabulary mastery. In this case, the students were asked to mention the name of animal in the flashcards. Every student was invited to mention as many as they could. Besides, the activity in supporting the flashcards was matching game. In this part, almost every student was involved to match the words and its meaning. The researcher has prepared more than 20 flashcards during the presentation. Almost similar to the matching game in the previous part, the matching game in pairs was designed to make the students interact to each other. Pair matching game was found that the students were able to recognize the words and mentioned the words and its meaning easily.

c) Confirming

After having finished the process, the researcher instructed the students to tell their difficulties during the process. There were some students told their problems in learning. The students' problems were about the way the researcher explained how to use the flashcards in vocabulary learning. The teacher then re-explained the way to use flashcard to make the students clear and the teacher highlighted some words by listing them on the blackboard to make the explanation clear enough.

3) Observing

To complete the data of the observation, the researcher used the observation checklist to observe the teacher's teaching activity using flashcards. In the process of observation, the researcher was assisted by another teacher as his collaborator of this research. As a result of observation in cycle 1, the researcher with her collaborator used the observation instruments to record the teacher's activity and the students' responses toward researcher's actions. In conducting the observation, the collaborator also used a digital camera to take some pictures of researcher's activities and also the classroom situation during the teaching process. The result of the observation became the information

for the researcher in reflection stage of this research. These pictures were used to show the researcher's real activities in the classroom during the research. At least, by having these pictures the researcher could prove that he was on the situation during the research.

4) Reflecting

After having finished some actions in cycle 1, the teacher then did some reflections concerning the results and processes in the cycle. In reflection stage, the researcher tried to list the problems of teaching and learning process using Flashcards. The researcher found that in the cycle 1 meeting using Flashcards, the students could not fully understand the mechanism and procedures of using flashcards. Some students just sat on their chairs and see the picture because they did not understand what it means. By having this problem, the researcher then designed some improvements on the explanations in using the flashcards to the students. Specifically, the researcher found that the students had difficulties in determining the words that are related to its meaning in the test. In relation to the result of test and the observation, the researcher then designed the next cycle to re-explain how to match both words and its meaning. In the other hands, from the reflection in the cycle 1, the researcher then decided to conduct the next cycle in order to achieve the objectives of learning. The reason of conducting the next cycle of research did not only from the result of test but also from the students' responses toward the researcher's actions. In this case, the researcher's actions were about the way he used the flashcards on his vocabulary teaching.

b. Cycle 2

In cycle 2, the activities were almost similar to the cycle 1. But the activities were focused on the problems or the difficulties appeared in the cycle 1.

1) Planning

In accordance with results of reflection in the cycle 1, re-planning the action was highly recommended in order to create better results and students' behaviors toward learning. In the planning for the cycle 2, the teacher did some recommendation from the reflections of cycle 1. As a result, the design of lesson was a little bit different from the cycle 1. The changes were on the length of time to use flashcards and also the students' exercises on vocabulary. Then the quota of exercise was about the matching exercise of words to the meaning. The vocabulary meaning aspect seemed the highest difficulties among the other aspects such as matching the picture into the words.

2) Acting

In the action, the result of observation checklist showed that the researcher almost did not change the stage of the action. The action here referred to the teacher's activities in vocabulary teaching such as exploring, elaborating and confirming as discussed in the action of cycle 1. However, the action was focused on the problem appeared in the cycle 1, which the

students did not understand to determine the words with its meaning in the matching exercise. As the result of observation, the researcher tended to focuses on the exercise in matching the meaning to the English words.

3) Observing

Based on the result of observation in the cycle 2, the researcher almost did the same activities in the cycle 1. The researcher/teacher did all the stages of action in the cycle 2 which has three basic phases such exploring, elaborating and confirming of the vocabulary building. The observation instruments were also used to record the data during the action, specifically in the planning, acting, observing and reflecting. From the result of observation, the researcher has done all the stages in CAR and the procedures of vocabulary teaching using flashcards. The difference of the activities in this cycle was in the drilling process on the words meaning. In this case, drilling process was to give more exercises on word meaning such as giving them several words and their pictures and the students were asked to mention the meaning of the words. In this activity, at least every student was given five three to five words for their turn. Because of the drilling process, the students showed the better improvement on the words meaning ability or understanding the meaning of words.

4) Reflecting

After having the entire process in CAR, the reflection stage was used to measure whether the process was fully solved or not. In this cycle 2, the researcher made some analysis based on the findings of observation from the cycle test 2. The analysis was on whether the process of vocabulary teaching was appropriately done by the researcher or not and to analyze the students' responses by tabulating the result of the cycle 2 test. This meant that the results of this research could also be influenced by researcher's action to perform the flashcards in vocabulary teaching. If the researcher has done some mistakes in applying the procedures of flashcards in vocabulary teaching, the students' achievement of vocabulary might be influenced too. From the result of the test, the students' score achievement improved from the cycle 1 test. It meant that the problem occurred in the cycle 1(understanding the meaning of words) has been revised regarding the needs.

From the results of observation, the researcher did not find the problems significantly on the process of using Flashcards. The treatment process using drilling technique to make the students understand the meaning of words finally succeeded to improve the students' vocabulary mastery and it was revealed that their achievement score was better than previous results.

DISCUSSIONS

After having the results of this research, the researcher discussed some findings concerning the process of CAR. There are two major findings of this research, they are:

1. The students' achievement of material/lesson given was increase.

Table 1.1 The Students' Achievement Score of Vocabulary Test

Aspects of Students' Achievement	Cycle 1		Cycle 2	
	Number of students	%	Number of students	%
≤ 65	30	100	0	0
≤ 65	0	0	30	100
Average Score	50		89.3	

From the results are presented in table 1.1, Madrasah Ibtidaiyah An-Nuriyah Kuala Mandor "B" determined that the minimum level achievement score criterion of English subject was 65. In pre cycle, the researcher gave the students test as a diagnostic test of students' vocabulary mastery. In the pre-cycle, the students who have score of ≤ 65 were 30 persons and score of ≥ 65 were 10. This result indicated that the students' achievement score of vocabulary mastery was low. From this result, the teacher/writer planned the CAR as the way to solve the students' problem of vocabulary.

In conducting the CAR, the researcher has done two major cycles that was divided into four meetings (two meetings for treatment in the cycle 1 and 2 and two meetings for the cycle test). This meant that every meeting has ended by one meeting for cycle test. As a result of this research, the students' achievement score of vocabulary mastery found increase from each cycle.. From the table 4.1, it showed that the students who have score of ≥ 65 were increase and the students' average score also determined having the significant change from every cycle.

2. The use of flashcards was effective to improve the students' vocabulary mastery.

In accordance with the results of the students' achievement score from the cycle 1 and 2, the increase of the achievement score was not separated from the successful of applying the flashcards presentation in teaching vocabulary. Although in applying the flashcards should be modified from the cycle 1 to the cycle 2, the researcher was convinced that flashcard was really useful for the students' vocabulary achievement. In CAR, the strategy that will be applied should be applicable and easy to be understood by the students. In language practices, vocabulary mastery was very important because without understanding and having the words the students cannot practice their language skills.

In many researches on vocabulary mastery, some strategies and media of teaching have been successfully applied to increase or to improve the students' vocabulary mastery. For examples, songs, games, storytelling, pictures series, semantic mapping and many more. However, in this CAR the researcher has proposed and applied teaching media in form of flashcards as a strategy in increasing the students' vocabulary mastery. The ideas of applying this teaching media were based on the assumption that through flashcards the

students could directly practice their vocabulary in language skill and the teacher could boost the students during the lesson.

Furthermore, flashcards gave more experiences and challenging for the students when they guess the words and its meaning or in matching game. The students had low motivation to see the dictionary in order to enrich their vocabulary but using flashcards, the students could enjoy the process of learning because they had lots experiences during the interaction with the pictures. The experiences of using flashcards for the students could be in learning the words through the pictures. They learnt the words through the pictures that they never done before. Using flashcards also gave the students challenge such as in guessing the words by recognizing the pictures and their explanation or meaning in English. For the students at this school, using flashcards was something new for them in learning English words. Therefore, this activity can be said as their new experience and challenges in learning English.

In relation to the above statement, the researcher also did two vocabulary task activities to prompt the students' understanding on the use of flashcards such as guessing the meaning and mentioning the words in the flashcard both individual and small group activities. As mentioned in the previous part, the researcher also did the task by drilling the procedure. Since the tasks were done appropriately based on the procedure of drilling process in vocabulary teaching using flashcards, it could be proved that the students' vocabulary mastery increased from the cycle 1 to the cycle 2.

The improvement of the students' difficulties was on the ability to recognize and differentiate the words. From this research, the students at least had the improvement in recognizing the words. From the flashcards, the students could see the pictures and their explanation so that they could recognize it one by one. The students were more familiar with some vocabularies and they could remember them. The next improvement was on the students' ability to differentiate the words. Of course, when the students recognize the words, they could not only differentiate the words but also they could mention the words meaning. From these two improvements, recognizing the word and its meaning was the aspect that really improved. It was proved that the students could achieve 89.3 of the cycle test 2. Based on this achievement score, the research problem on "how well flashcard can improve the students' vocabulary mastery" could answered. Well improvement here meant that the students had ability to understand the meaning of words by recognizing and differentiating the words. Well improvement was also on the learning process that the way the students used the flashcards.

CONCLUSIONS AND SUGGESTIONS
A. Conclusions

After having the entire processes of the research, the writer would like to point out some conclusions. The conclusions consist of the general findings and the teaching learning process. The students' vocabulary achievement significantly

improved after the teaching and learning process successfully using flashcard. This statement was proved by the result of both cycle 1 and cycle 2 tests increased. The role of flashcards proved that the students' achievement on vocabulary can be increased from the cycle 1 to cycle 2 and they are familiar with pictures of thing. Furthermore, this technique can lead the students to improve their bank of vocabulary and recognize the words based on its pictures.

B. Suggestions

After having conducted this research, the researcher found several findings and to support the conclusions by giving some suggestions. First, to have better result of students' mastery on vocabulary, the teacher should design the flashcard into reasonable size or bigger in order to encourage the students' interest to see the flashcard. Second, to keep the students' motivation in learning process, the activity should involve such kind of game or competition in the classroom activity. The competition can be arranged in group or pairs competition. The competition of flashcard presentation can be conducted among the students' group which contains the picture guessing activity. The group that has the most correct answer will be the winner. Finally, in practicing the flashcards, the teacher should consider the duration of time consumed when s/he moves the flashcards from one to another because not all the students can see the pictures better in short time. It can be done about 3 – 5 seconds per move.

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