

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of the finding and the discussion of this research.

4.1 Finding

The result divided into three parts, those are: the finding of observation, the finding of questionnaire and the finding of interview.

4.1.1 Finding from First Observation

The researcher had done the observation twice. The first observation was at 11th March, 2016. The purposes of observation were to know the flashcard used by teacher based on theory from Edwards (2006), types of flashcard used from theory Scott (1990) and the stages in teaching vocabulary by using theory from Cross (1991).

The lesson was in 90 minutes for every meeting. The lesson started from 06.30 – 08.30 a.m. In the first observation, there were 29 students of 32 students. The teacher just used flashcard as the media in teaching vocabulary. The atmosphere was very fun and the students were very interesting during teaching vocabulary by using flashcard. The teacher could handle the class very well. The students were

very active and could answer the question from the teacher as well. There are three stages in teaching vocabulary, those are: presentation, practice, and production (Cross, 1991). The three stages in teaching vocabulary by using flashcard that had done by the teacher were all completed.

4.1 Table of Finding from First Observation

Stages	Presentation	Practice	Production
Activity	The teacher showed some pictures and the students mentioned the characteristics of those pictures.	<ol style="list-style-type: none"> 1. Matching the picture with the answer in the box. 2. Playing the game. 	The students had to make simple paragraph about the picture in the flashcard that had patched in the whiteboard.
Types of flashcard	Picture cards and word cards	Card games	Picture cards

Based on Edwards (2006), flashcard is a card that has two sides, one side is picture or word and other side is the answer and a card that has one side, picture or word and the answer are in same side. In the first observation, the teacher used flashcard as the main media. Picture cards, card games, and word cards were used by the teacher. For picture cards, the researcher used one side card. She just showed the picture of famous people without giving the answer in the same side.

Actually, the answer was on the next card but to make the students were easy to understand, she patched the answer in the whiteboard. The answer was in form of word card. The word card itself was about the characteristics of the famous people had shown before.

Card games were used as well in the first observation. The teacher printed some alphabets for the students. The teacher just used one side flashcard without the answer at the same side. She just put the alphabet in the paper. Based on those explanation, the teacher used the flashcard that did not follow the flashcard such as stated in Edwards (2006). For the picture cards in the production stage, she used one side flashcard without used the answer at the same side. She just gave the pictures in the flashcard patched in the whiteboard.

4.1.2 Finding from Second Observation

In the second observation, the lesson was just in 50 minutes because at 18th March, 2016 the 12th grade had school examination. So, the 10th and 11th grade started the lesson at 10.15 until 15.20 a.m. For English lesson, the lesson started at 10.15 – 11.05 a.m. In the second observation, there were 26 students of 32 students and the six students were absence. During teaching vocabulary by using flashcard, the students were very active and interested in the lesson. The second observation was a little bit different with the second observation; the students were more interesting in the first observation rather than second observation but the teacher could handle the class very well. When there were students that did not listen to the lesson, the teacher would ask them to read the short paragraph in the power point to make them could be focus again. The teacher used just two stages in the second observation because of the limited time. Those were presentation and practice.

4.2 Table of Finding from the Second Observation

Stages	Presentation	Practice	Production
Activity	<ol style="list-style-type: none"> 1. The teacher showed a video. 2. The teacher showed some pictures and the students answered the name of those pictures. 3. The teacher showed the name of those pictures after the students answered it. 	<ol style="list-style-type: none"> 1. The students found the difficult words in the simple text given. 2. The teacher explained the meaning of difficult words. 3. The students had to found generic structure of descriptive text synonyms and antonyms of the word in the simple text given by the teacher. 	
Types of flashcard	Picture cards and word cards	Word cards	

In the second observation, the teacher used flashcard as the main media and using video also power point as additional media. The types of flashcard that the teacher used were picture cards and word cards. For the first flashcard, the teacher used two sides card, picture cards in front side and word card in behind side. In the other explanation, one side was the picture of “New 7 Wonders of the World” and the other side was the name of that picture. For the second flashcard is word card. The teacher made word cards based on the difficult words that had found in the previous short paragraph. The word is made in one side. The word and the meaning were in the same side. Based on the explanation above, the

flashcard that was used by the teacher was in accordance with Edwards' theory about flashcard.

4.1.2 Finding of Questionnaire

The researcher used two questionnaires to investigate students' perception on the use of flashcard in teaching vocabulary. The first questionnaire was closed questions and the second questionnaire was fixed-choice questions. Likert Scale was used to analyze the students' perception itself and Analysis Descriptive was used to analyze the reason about the students' perception toward the use of flashcard in teaching vocabulary. The questionnaire was given to the students at March 18th, 2016. Six students were absence on that day. Therefore, there were only 26 participants.

To analyze the first questionnaire by using Likert Scale, the researcher had to know the summary of the students' answer then found Σ score of every item and all item question. After that, the researcher counted the Σ score ideal for all items which were $26 \times 5 = 130$ and counted the average. Next, the researcher made multiple between the result of average with 100% in order to make the final result became percentage. Last, the researcher interpreted the percentage became sentence. The findings from first questionnaire were:

1. 85% students strongly agreed that teaching vocabulary by using flashcard was more interesting.

2. 82% students strongly agreed that they had high motivation to learn vocabulary if flashcard was used as the media in teaching vocabulary.

3. 79% students agreed that they could more focus if flashcard was used as the media in teaching vocabulary.

4. 87% students strongly agreed that they could be easier to understand new vocabularies if flashcard was used as the media in teaching vocabulary.

5. 85% students strongly agreed that by using flashcard as the media in teaching vocabulary could make them easy to implement new vocabularies in the sentence.

There were some other findings in the first questionnaire that the researcher had been found. The complete finding of the first questionnaire (see **appendix p.55-56**)

To analyze the second questionnaire by using Analysis descriptive, the researcher had known the percentage of the data because the researcher wanted to describe the result through table in order to make the result clear an easier to understand. The researcher used formula from Purwanto (1991) to count the percentage of the data. The findings of second questionnaire were:

1. 43% students told that the factor that make them feel more interested in teaching vocabulary by using flashcard because there were some games by using flashcard as the main tools.

2. Most of students liked card games rather than the other types of flashcard.

There were 48% students who liked card games.

3. There was a students told that the factor could make them feel bored in teaching vocabulary by using flashcard because there were some repetitions of the vocabularies that already learnt before and a student told that it was too monotonous.

There were some other findings in the second questionnaire that the researcher had been found. The complete finding of the second questionnaire (see **appendix p.57-61**)

4.1.3 Finding from Interview

The researcher interviewed the teacher at April 1st, 2016 after observation and questionnaire had done. The teacher was interviewed ten questions about students' perception on the use of flashcard in teaching vocabulary. The purpose of interviewing teacher was to crosscheck the result from students' questionnaire with the result of teacher's interview.

The findings of teacher's interview were:

1. The teacher has been teaching English officially since 1987 until now. It is around 30 years. It means that she is experienced teacher.
2. She has been teaching in SMKN 3 Malang as an English teacher for 16 years, starting from December 2000.

3. Media that she used in teaching vocabulary are power point and the most interesting one is flashcard.

4. She often uses flashcard in teaching vocabulary.

5. Students' perception toward the use of flashcard in teaching vocabulary from teacher's interview were:

- They were very interesting

- They showed high motivation for studying vocabulary because using flashcard as the media could make them easier to understand and memorize vocabulary and also they were interested in the pictures.

6. They had high motivation in learning vocabulary by using flashcard. New vocabularies would be easier to understand and remember because of flashcard.

7. They were very interested in the lesson when flashcard was used as the media in teaching vocabulary rather than other media. They had more spirit and motivation because of the new games that have been created by using the card games.

8. They were more focused when flashcard was used as the media in teaching vocabulary. They had the attention to the lesson and they were more focused because of the new vocabularies in the flashcard.

9. They were easier to understand the new vocabularies when flashcard was used as the media in teaching vocabulary because flashcard provided visual link between Bahasa Indonesia and English and the lesson not only focused on English but also on Bahasa Indonesia. They tried to find the meaning of the word from English to Bahasa Indonesia, so there is a relation between Bahasa Indonesia and English.

10. The students liked card games so much because they were easier to understand the new vocabularies by using card games and they could study happily and enjoy the games that had been given.

4.2 Discussion

The researcher collected the data from observation, questionnaire for students and interview for the teacher. For the observation, the researcher observed the class twice about teaching vocabulary by using flashcard in SMKN 3 Malang especially for students in X-APH 2 class majoring in hotel accommodation. During teaching vocabulary, the teacher used flashcard as the main media in teaching vocabulary. Based on Edwards (2006), flashcard is a card that has two sides, one side is picture or word and other side is the answer and a card that has one side, picture or word the answer are in same side. There are three types of flashcard; those are: picture cards, card games, and word cards (Scott, 1990). In teaching vocabulary, the teacher used three stages. Those stages are presentation, practice, and production (Cross, 1991).

In the first observation, the teacher used flashcard as the main media. The flashcard used by the teacher in the first observation was one side card only. Yet, the teacher used one side card just for picture or word and there were no answer or name of the picture at the same side. So, the flashcard used by the teacher in the first observation did not follow the flashcard such as stated in Edwards (2006).

Picture cards, card games, and word cards were used by the teacher.

The teacher had done all the three stages in the first observation. She did presentation, practice and production in teaching vocabulary by using flashcard.

The teacher completed those three stages in 90 minutes. In the presentation stage, she used flashcard as the media and she showed three pictures in the picture cards of famous people in the picture cards. She asked the students about the name and the characteristics of the people in the picture. The characteristics of those people were on the word cards that had been patched in the whiteboard. The students were so active as well to answer the questions from the teacher.

In the practice stage, the teacher gave an exercise to match the people in the picture and the characteristic of the people and to play a game by using card games. There are ten questions in the exercise. For playing games, the teacher divided them into 4 groups. Every group consists of 7 – 9 students. Each group had to come in front of the class. A student got a big picture of an alphabet. Then, the teacher jumbled their position and the students had to close their eyes. After that, the students had to arrange those alphabets into a good word with their closed eyes. So, the students spoke aloud with their group to find the right position to arrange the word. The lesson was so fun and they felt very happy

during the games. They also could remember easily the new words from the card games.

In the production stage, the teacher showed three pictures in the picture cards again and patched it in the whiteboard. They had to choose one among those three pictures to be described. They had to produce a simple paragraph based on the picture that had chosen before.

In the second observation, the teacher used flashcard as the main media, video and also power point as additional media. The flashcard used by the teacher in the second observation was in accordance with the flashcard in theory from Edwards (2006) because the teacher used two sides cards which picture in the first side and the other side was the answer. For one side card, the teacher gave some difficult vocabularies and the meanings of it were in the same side. The types of flashcard that the teacher used were picture cards and word cards.

The teacher had done just two stages because of the limited time. She had done presentation and practice stage in 50 minutes. At that time, there was school examination for 12th grade in SMKN 3 Malang. Therefore, every lesson had 50 minutes. In the presentation stage, the teacher played a short video about “New 7 Wonders of the World”. Then, she showed the pictures of “New 7 Wonders of the World” in the picture cards. The students were so enthusiastic to see those pictures and they were active to answer the teacher’s question about the name of those pictures. After that the teacher gave a short paragraph to the students about “The Great Wall of China”. Some of them read the short paragraph.

In the practice stage, they had to find the meaning of the difficult word in the paragraph in their own dictionary. The teacher allowed the students to use printed or electronic dictionary. Actually, the teacher had prepared some difficult words in the word cards. After they found the meaning of a word, the teacher explained the word in the word card. The next exercise was that they had to find generic structure, the synonym and antonym of the short paragraph that had been given before to the students. In the last meeting and in the beginning of the second paragraph the teacher had explained about the definition, generic structure, purpose, and the language features of descriptive text. There was no production stage in the second observation.

After observation had done, the researcher continued to distribute questionnaires to the students. The questionnaires were used to investigate students' perception on the use of flashcard in teaching vocabulary. Based on Daryanto (2010), perception is process of accepting stimulation from the environment then response it through opinion and feeling. So, after the students got stimulate about teaching vocabulary by using flashcard in the classroom, they response it through their opinion and feeling. The researcher used two questionnaires for the students to answer about their opinion and feeling on the use of flashcard in teaching vocabulary. First questionnaire used closed questions consisting of five questions to investigate students' perception on the use of flashcard in teaching vocabulary. Second questionnaire used fixed choice questions consist of ten questions to investigate the reason related to their perceptions. There are 26 students that participated to answer the questionnaires.

Based on the previous paragraph, there were five questions in the first questionnaire which indicated students' perception on the use of flashcard in teaching vocabulary. From the first questionnaire, every question reached more than 75% of students. It could be proven that 85% of students strongly agreed that teaching vocabulary by using flashcard was more interesting, 87% students said through questionnaire that they were easier to understand new vocabularies when flashcard was used as the media in teaching vocabulary, 85% of students strongly agreed that using flashcard as the media in teaching vocabulary could make them easy to implement new vocabularies in the sentence. It means that flashcard really helped them to remember new vocabularies which have gotten and it could make them easy to implement in the sentences. From the explanation above, it could be concluded that most of the students had good perception on the use of flashcard in teaching vocabulary because more than half of students strongly agreed about every statement in the first questionnaire which indicated students' perception.

Second questionnaire indicated the reason why the students interested in the lesson, neutral or even bored when flashcard was used as the media in teaching vocabulary. From this second questionnaire, 81% or 21 students were interested in the lesson, 11% or 3 students were neutral or they did not feel interested in the lesson and they did not feel bored as well, and 8% or 2 students felt bored. Most of students which were interested in the lesson when flashcard used as the media in teaching vocabulary because there were some games by using card games as the main tool that could make the lesson was very fun. It could be proven that most of students liked card games rather than other types of flashcard. They also

thought that there were new vocabularies which easier to understand if flashcard used was the factor why they had high motivation and they could be more focus in the lesson. The students could easily transferred the vocabularies from pictures card, word card, or card games into Bahasa Indonesia because flashcard provided visual link between English and Bahasa Indonesia. Therefore, the students were easier to remember and understand new vocabularies from flashcard.

Yet, it was different from the other five students. The three students were neutral. They did not feel interested and bored as well. They just felt that it was just ordinary thing when the teacher used flashcard as the media in teaching vocabulary. For the two other students, they felt bored. They did not get the interest if flashcard was used in teaching vocabulary. Those two students said that flashcard was monotonous and the repetition of vocabulary that had gotten before were the factor which made them felt bored and less focus also made him/her lazy to study.

Based on the explanation above it can be concluded that not all of students had good perception on the use of flashcard in teaching vocabulary because three of them were neutral and two of them were felt bored. Yet, most of students which were 81% or 21 students had good perception on the use of flashcard in teaching vocabulary. It could be proven from the result of first and second questionnaire.

The last step was interviewing the teacher. The purpose was to crosscheck the result from students' questionnaire with the result from teacher's interview. The

questions for the students in questionnaire were almost the same with the questions of interview with the teacher because the researcher wanted to validate whether students had the same opinion or not with the teacher about the use of flashcard in teaching vocabulary.

As the researcher had explained in the finding of the interview, the teacher has been teaching for about 30 years. It means that she is an experienced teacher.

She often uses some media for teaching such as using flashcard in teaching vocabulary. It is different from the new teachers nowadays, they just use book for teaching and rarely use media. Therefore, the researcher chose the teacher to be interviewed about students' perception on the use of flashcard in teaching vocabulary because of her experiences also she still uses flashcard as the media in teaching vocabulary.

Based on the result of interview with the teacher as well, the main point was students were more interested in teaching vocabulary by using flashcard. It was related to the result of students' questionnaire that 21 students also agreed that the use of flashcard in teaching vocabulary made them more interested in the lesson.

The teacher said that she used power point, flashcard and other media to teach vocabulary. But, the teacher told that flashcard was the favorite one especially card games. Same with the students, they said in the questionnaire that most of students liked card games as well. The reason why card games became favorite one because they could enjoy and felt happy during teaching and learning process.

Therefore, they had high motivation and could more focused in the lesson. It could be proven as well in the questionnaire that more than 75% students agreed

that the use of flashcard in teaching vocabulary made them more focused, had high motivation, and easier to understand new vocabularies.

According to teacher's opinion, the reason why the students could be easier to understand new vocabularies because flashcard provided visual link or there was a relation between Bahasa Indonesia and English. So, the students could directly relate the vocabularies which had prepared by the teacher from picture, word, and games in the flashcard to Bahasa Indonesia. After they looked at the picture, they could transfer it in Bahasa Indonesia then they mentioned those vocabularies in English.

Based on the explanation above, the result of students' questionnaire and teacher's interview had same opinion that teaching vocabulary by using flashcard was more interesting; students had high motivation and could be more focus when flashcard was used in teaching vocabulary and most of students liked card games because they could study happily and enjoyed the games.