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AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH FLASHCARD SIMULATION GAMES AT THE FOURTH GRADER OF SDN 06 METRO UTARA

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INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH FLASHCARD SIMULATION GAMES AT THE FOURTH GRADER OF SDN 06 METRO UTARA IN ACADEMIC YEAR OF 2012/2013

Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Study Program

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INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH FLASHCARD SIMULATION GAMES AT THE FOURTH GRADER OF SDN 06 METRO UTARA

ABSTRACT

By:
NENG ARPIAH

Vocabulary mastery is one important part in learning a language, because without vocabulary, we were difficult to communicate with each other. The learner who does not master a sufficient number of vocabularies will fail in using language either in oral or written form. Moreover, students are often ignoring to vocabulary mastery. It caused several problems, such as: the students has a lack motivation in learning English, the student was difficult to remember the noun word and etc. Therefore, to increasing the students' vocabulary mastery, the writer used flashcard simulation games in learning process.

The objectives of this Classroom Action Research (CAR) are to find out how flashcard simulation games could increase the students' vocabulary mastery in learning English and how far increasing the students' vocabulary mastery through flashcard simulation games.

The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments and two post-test. The subject of this action research is the fourth grader of SD N 6 Metro Utara. The writer uses observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 54, 25; post-test 1 is 65, it was increase point 10,75 and then, the average score at post-test 2 is 76. It was increase point 11, it is better than post-test 1. While, the percentages of the student pass at pre-test is 25% of total students and at post-test 1 is 40% and then at post-test 2 is 90 % students who are able passed the exam. Based on the result above, it can be said that flashcard simulation games can increasing students' vocabulary mastery.

MENINGKATKAN PENGUASAAN KOSAKATA PESERTA DIDIK MELALUI PERMAINAN SIMULASI KARTU FLASH PADA KELAS EMPAT DI SDN 06 METRO UTARA

ABSTRAK

By:
NENG ARPIAH

Penguasaan kosakata merupakan salah satu bagian penting dalam belajar bahasa, karena tanpa kosakata, kita akan sulit untuk berkomunikasi satu sama lain. Para pelajar yang tidak menguasai cukup banyak kosakata akan gagal dalam menggunakan bahasa, baik dalam bentuk lisan maupun tulisan. Selain itu, siswa sering mengabaikan untuk penguasaan kosakata. Hal ini menyebabkan beberapa masalah, seperti: siswa memiliki motivasi yang kurang dalam belajar bahasa Inggris, siswa sulit untuk mengingat kata benda dan lain-lain. Oleh karena itu, untuk meningkatkan penguasaan kosakata siswa, penulis menggunakan permainan simulasi kartu flash dalam proses pembelajaran.

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk mengetahui bagaimana permainan simulasi flashcard dapat meningkatkan penguasaan kosakata dalam belajar bahasa Inggris dan seberapa jauh meningkatkan penguasaan kosakata siswa melalui permainan simulasi kartu flash

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas empat SD N 6 Metro Utara. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningatan nilai. Nilai rata-rata pada pre-test adalah 54, 25; post-test adalah 65, telah terjadi peningkatan sebanyak 10,75 poin. Kemudian, nilai rata-rata pada post-test 2 adalah 76, telah terjadi peningkatan sebanyak 11 poin dari post-test 1. Itu meningkatkan poin lebih baik dari post-test 1. Sedangkan, persentase lulus siswa di pre-test adalah 25% dari total siswa dan pada post-test 1 adalah 40 % dan kemudian pada post-test 2 adalah 90% siswa yang mampu lulus ujian. Berdasarkan hasil di atas, dapat dikatakan bahwa permainan simulasi kartu flash dapat meningkatkan penguasaan kosakata siswa.

APPROVAL PAGE

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The Honorable the head of Tarbiyah Departement State Islamic Collage (STAIN) of Jurai Siwo Metro

Assalamau'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Departemen in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliography mentioned.

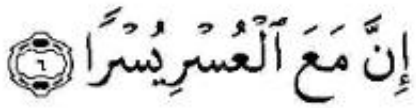
Metro, March 14th, 2013



Neng Arpiah
NPM. 0845827

MOTTO

AL INSYIRAH : 6



With Difficult is surely easy (Al Insyirah : 6)

We will never fail if we never give up (Lessing)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved parents
(Ahmadi and Aii)

My beloved young sisters and brother
(Euis Fadilah, Iin Agustin and Anang Badru)

My beloved lectures of English Education Study Program
Of State Islamic College (STAIN) of Jurai Siwo Metro

My beloved brothers and Sisters of State Islamic College (STAIN)
Of Jurai Siwo Metro

My Almamater

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The undergraduate thesis entitles "INCREASING THE STUDENTS' VOCABULARY MASTERY THROUGH FLASHCARD SIMULATION GAMES AT THE FOURTH GRADER OF SDN 6 METRO UTARA". This undergraduate thesis is arranged as fulfillment of requirement of the degree of Sarjana Pendidikan Islam (S.Pd.I) in English education study program of STAIN JURAI SIWO METRO.

The writer cannot stay alone, there were many people who contribute their meaningful hands in accomplishing this research proposal that the writer can not mention one by one. First of all, the writer would like to express her thanks to Dr. Ida Umami, S.Ag, M. Pd. Kons as the first advisor who has contributed her expertise and idea to assist the writer. The writer also wishes express her deep thank you to Mr. Johan Wibowo, M.Pd, M.Si, M.M as the second advisor who has given her knowledge and experience in finishing this undergraduate thesis. The writer also

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As human being, the writer completely realizes that this undergraduate thesis still richly needs many corrections. The writer does apologize for all mistakes she has made in writing and presentation items. All contractive comments and suggestions are extremely welcome to lighten up the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro,March 14 2013
The Writer,



NENG ARPIAH
St.N. 0845827

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CHAPTER 1

INTRODUCTION

A. Background of the study

Teaching English in our country has been developed extensively because English is an international language in the world. Therefore, Teaching English vocabulary is considered as the most important factor in increasing of vocabulary. Bambang Setiyadi explains that the people should learn English in the conditions where the language is used for communicative in their daily lives.[1]

One countries that using English as a foreign language is Indonesia. Now, Indonesian government of education applies it into national curriculum then proposes it as one of the compulsory subject of the formal education that must be learned by all students in Indonesia.

Learning of English language is not as easy as learning Indonesia language. It is caused that English has many differences being looked at from the system of structure, pronunciation and vocabulary. Learning a language is not just viewed a set of grammar rules and repetition of English sounds, but also having both knowledge is very important. Moreover, Michael state that is not enough just knows the meaning of a word.[2] Vocabulary is one important part in learning a language, because without vocabulary it is difficult to communicate with each

---

[1] Ag. Bambang Setiyadi, *Teaching English as A Foreign Language,* (Yogyakarta: Graha Ilmu, 2006),p. 20

[2] Michael Mc. Carthy, Felicity O' Dell, *English Vocabulary in Use,* (Jakarta: Erlangga, 2001), p.2

other. The learner who does not master a sufficient number of vocabularies will fail in using language either in oral or written form.

The writer is interested to focusing her attention on the students' mastery of Vocabulary, especially in noun. To make the students interested in learning English and to be able to communicate in English, the teacher must create a good atmosphere in the class room, select relevance material and apply the suitable technique in order to make teaching learning process run well.

To strength then the problems above when pre-survey at SDN 06 Metro Utara, the writer got the data about the English score. The data can be seen as follow:

Table 1

The data of students' English score at fourth grade social study program of SDN 6 Metro Utara

No.	Grade	Frequencies	Percentage	Category
1.	66-100	4	20%	Good
2.	56-65	3	15 %	Enough
3.	0-55	13	65 %	Low
Total		20	100 %	

Source: Teacher's archived

Furthermore, from the data above, it can be seen only 7 (35%) students from 20 students have good score in English and It means that there are 13 students (64%) are failed or get low score in English, from it is we can know that most of the students get bed value. English teacher at SDN 6 Metro Utara has decided the score 60 as the completeness standard (KKM).

Bested on the result of the pre-survey at the SDN 06 Metro Utara, the writer found the difficulty by the student there, especially in vocabulary mastery on noun. The difficulty is that the student did not know more about noun, because they did not know the meaning of word in English. Noun is important element of the sentence. In teaching process the teacher is only explanation. The writer assumed it is caused the teacher did not give the variation in his teaching process.

To improve of condition, there should be some actions to do in the classroom with creating and implementing suitable technique to make the students interested in learning English, in this research, the writer want to apply the media teaching vocabulary mastery on noun. The media is called "Flashcard" be played with simulation game.

Joyce and Weil states that a simulation game is a fun game, a game with a combination of elements of reality and develop a realistic problem solving as well as full with a competitive atmosphere.[3]

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[3] http://gudangmakalah.blogspot.com/2012/03/skripsi-ptk-peningkatan-penguasaan.html

Based on explanation above, the writer assumes flashcard simulation games is applicable for teaching vocabulary in fourth grader of the elementary school, because by using flashcard simulation games, the writer hopes the student will be more interested in learning English especially in learning vocabulary, so that the students' mastery on noun can increase.

B. Problem Formulation

Based on the background of the problem above, the problem can be identified as follows:

1. Can using of flashcard simulation games increasing the students' vocabulary mastery on noun in learning English at the fourth grader of social study program of SDN 06 Metro Utara?
2. How far the increase of the students' vocabulary mastery through flashcard simulation games?

C. Problem Limitation

The researcher conducts at the fourth grader of social study program of SDN 06 Metro Utara in academic year 2012/2013. This grade is chosen because they get low score in English learning, especially in vocabulary mastery. The researcher would like to focus on increase of the students' vocabulary mastery especially on noun through flashcard simulation games.

D. Objectives And Benefits Of The Study

1. Objective of the Study

This research is aimed at:

1) Explaining that flashcard simulation games can increase the students' vocabulary mastery on noun in learning English.
2) Finding out how far the increasing of the students' vocabulary mastery through flashcard simulation games.

2. Benefit of the Study

1) For the student

   They can take some information to identify their problems in mastering vocabulary especially noun. Furthermore, they are more interested in learning noun.

2) For the English teachers

   By doing this classroom action research, the result of this research is hoped able to improve the English teachers' ability in teaching learning process.

3) For the headmaster

   It is hope that this research can give the information about the importance of using flashcard simulation games in teaching learning process. It is also expected to improve the quality of education.

CHAPTER II

THE REVIEW OF RELATED THEORY

A. Theoretical Review

1. Teaching English for Young Learners

The media that has been constructed to communicate in society is language. The human knowledge can be transited in language. Douglas Brown states that teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[1] In learning English as a foreign language, the teacher should be good model and should give correct example (doing what the teacher want student to do) and the teacher should encourage student to work by themselves, to apply and reflect their knowledge.

Kasihani state that English for young learners are the process of teaching learning English for young age. They are the children of elementary school who have English lesson as a content local of object study.[2] In generally, the student in elementary school are the first learners,

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[1]H. Douglas Bround, *Teaching by Principles,* (San Francisco: San Francisco States University, 2000), p.7

[2] Kasihani K. E. Suyanto, *English for Young Learners.* (Jakarta: Bumi Aksara, 2007), p.14

but in the process of teaching learning the teacher may not give same task the study activity, because their abilities and their skills are different.

a. Teaching English for young learners

Kasihani state that young learners are the student in elementary school between (6^{th}.12^{th} ages). They can classify in two group, younger group (6^{th}-8^{th}ages) and older group (9^{th}-12^{th}ages).[3] As we know that the foundation of the process of teaching learning in elementary school is to stimulus the proclivity of the student in English lesson.

b. The characteristics of teaching English for young learners

Kasihani states that the characteristics of teaching for young learners to be success in learning English, as follows:

1) The children in 5^{th}-7^{th} ages *the egocentric characteristics* which they have a tendency to connect what they learn or do to themselves
2) The young learners in level one (5^{th}-7^{th}ages) have difficult in to different on concrete noun and the abstract noun.
3) The children are imaginative and active. They like the lesson with games, story or songs, so they are motivated to learn English.
4) The students have low level of concentration and attention, so they are easy bored.
5) The life of children are full color and happy.
6) The children like the stories as they like games.
7) The children in 8^{th}-10^{th} ages have aware and ready about English language.
8) The children like to conversation for interaction and speak about the thinks of they have.
9) Last but not lest (*learning by doing*)[4]

[3]Ibid, p.15
[4]Ibid., p.16-20

c. The factors of teaching English for young learners

Kasihani states that the factor of teaching english for young learners, as follow:

1) First language
2) The subject of matter
3) The social interaction
4) The media of teaching
5) The background of family[5]

d. The activity of teaching english for young learners

Kasihani states that the students' activity in process teaching learning English are consist of listening, reading, writing, and speaking.[6]

The important purpose of english for young learners in teaching learning process at the elementary school is improve the proclivity of the students in studied english lessons. Based on the explenation above, the writer assumes that the students' of English young learners is more atractive and interest in the teacher use media in process teaching learning process, especialy use simulation game with flashcard. So the students' of English young learners is easily in studying English lessons.

2. Concept of Vocabulary

Vocabulary is needed in learning language. We learn vocabulary to know the meaning word. In oxford Advanced learner's Dictionary, vocabulary can be defined as follows:

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[5]Ibid., p. 21-22
[6]Ibid., p. 23

1) All the words that a person knows or uses.
2) All the words in a particular language.
3) The word that people use when they are talking about a particular subject.
4) A list of words with their meaning, especially in a book for learning a foreign language.[7]

It means that in learning language, the learners will try to create the language, the words, and the vocabulary into certain sentences in other to be able to communicate and transfer their idea. Vocabulary is the essential area of language learning. Therefore, students must learn vocabulary well so they are able to master the language. By mastering a great number of vocabularies, the student can learn foreign language easier.

Vocabulary is the knowledge of words meanings. Steven Stahl defined that vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits in to the word.[8] Vocabulary knowledge is not something that can ever be filly mastered, it is something that expands and deepens over the course of a life time. So, vocabulary is one the important part in learning language, because without vocabulary, it is difficult to communicate with other.

3. Concept of the Vocabulary Teaching And Learning Process

Vocabulary knowledge is used when students do not know a word. In addition Jean Brewster and Gail Ellis explain that children will go through

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[7] A S Horby, *Oxford Advanced Learner's Dictionary,* (New York: Oxford University Express, 2010), p. 1722

[8] http:// readingrockets/teaching vocabulary. Icio, (24 juni 2012)

five main stages guided by their teacher in their efforts to learn new word and attach these two words already know. The stages as follows:

a) Attending and learning the meaning of the words.
b) Attending to form vocabulary practicing, memorizing and checking activities;
c) Consolidating, recycling, extending organizing, recording and personalizing vocabulary
d) Developing strategies for vocabulary learning.[9]

They are many ways in teaching vocabulary. Scoot explains that vocabulary teaching has not always been very responsive to such problems and teacher have not fully recognized in tremendous communicative advantage on developing in extensive vocabulary.[10] We realize that in presenting the new vocabulary in English, teacher can only give the student list of words, but also must realize to the context of the words of means, to motivate them, to call the words the giving some illustrations of the words, there are practical recommendation for acquiring vocabulary. Jeremy Harmer states that teaching vocabulary is clearly more than just presenting new words.[11]

---

[9] Jean Brewster and Gail Ellis with Denis Girard, *The Primary English Teacher's Guide* (Great Britain: Penguin English, 2002), p. 85-91

[10]Scott Thornbury, *How to Teach Vocabulary,* (England: Pearson Education Limited, 2002), p. 13

[11] Jeremy harmer, *The Practice of English Language Teaching,* (United State of America: Longman Publishing, 1991), p. 159

4. Concept of Mastery

Etymologically, the word "mastery" in random house Webster's dictionary is expert skill or knowledge.[12] In edition Hornby states that mastery is great knowledge about or understanding of a particular thing.[13] It is mean that mastery is knowledge and vocabulary mastery is expert skill or knowledge of vocabulary. And to increasing the students' vocabulary mastery on noun there is many kinds, one of them is through flashcard, because the student more attractive and easily to memorize and remember the word.

5. Concept of Noun

According Hornby noun can be defined a word that refers to a person (such as Ann or a Doctor), a place (such a Paris or city), or a thing, a quality or an activity (such as plant, sorrow or tennis).[14] So that noun can used to call something.

Noun is the important element of the sentence. And then almost all of the sentences are consist of noun. It's mean that studied about noun is very important for learners to differentiate between one noun another.

Nouns are usually the first words which small children. The highlighted words in the following sentences are all nouns.[15]

---

[12] Webster, *Random House Webster's College Dictionary,* (New York: Random House, 1999),p. 815

[13] A S Horby, op.cit, p. 946

[14] A S Horby, *op, cit,* p. 1042

a. Kind of noun

1) Concrete noun; is the real noun base on formed, it can be seen, and can be felt.[16] Concrete noun can be classified into fourth form:

a) Proper noun; is the name a person, place, etc, who just special thing. Proper nouns always use the capital letters.[17]

For examples:

Nasya (the name of person), Metro (the name of city)

b) Common noun; is the noun that refers to kinds, class from things, place, etc.[18]

For the examples: Tool, bread, book, stone, city, etc.

c) Material noun; is the name that refers to the name of thing who happen alone, it isn't made by human. And then the noun who come from meaning and other basic commodity.[19]

For the examples:

Gold, water, silver, oil, paint, etc.

d) Collective noun; is the name of group who assumed or a group of its member.[20] Collective noun is who has compound meaning.[21]

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[15] http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html (05 juni 2012)

[16] John S. Hartono, *Accurate, Brief, and Clear English Grammar,* (Surabaya: Indah, 2004), p. 9

[17] Gaza Hawariry at.al, *Panduan Lengkap TOEFL,* (Yogyakarta: Venus, 2009), p.65

[18] John S. Hartono,.op. cit p. 10

[19] John S. Hartono,.op. cit p. 10

[20] Gaza Hawariry,.op. cit, p.66

For the examples:

A team, a committee, a club, a jury, parliament, etc.

2) Abstract noun; is the noun cannot be seen and felt by five senses.[22]

Abstract noun can formed from verb, adjective and other words.[23]

For examples:

Morality, quality, classification, difference, happiness, etc.

b. Inflection of Noun

Base on inflection, noun can be classified into three parts: gender, number and case.[24]

1) Gender is thing refers to gender. English does not have many problems of grammatical gender.[25]

a) Masculine gender

For example: father, grandfather, actor, host, etc.

b) Feminine gender

For examples: mother, sister, grandmother, actress, etc.[26]

c) Common gender

For examples: teacher, student, kids, child, children, etc.

d) Neuter gender

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[21] John S. Hartono, .loc. cit p. 10

[22] Gaza Hawariry .at al,. loc. cit, p. 66

[23] John Surjadi H,. loc. cit, p.8

[24] http://www.canoo.net/services/OnlineGrammar/Wort/Adjektiv/Deklinationstyp/index.html?lang=en 23 november 2012.

[25]. Michael Swan, *Practical English Usage* (China: Oxford University Press, 2009) P. 196

[26] Antony Hughes, *The Online English Grammar, 2001*.p. 247

For examples: book, river, mountain, car, etc.

2) Number

a) Singular nouns

For the examples: a book, a ruler, a cat, an apple, etc.

b) Plural nouns

For the examples: three book, four pen, six mirror, etc.

c) Countable nouns

For the examples: a pen, two pens, three pens, etc.

d) Uncountable nouns

For examples: coffee, sugar, mathematics, etc.

Eugene Ehrlich states that noun have some function in sentence:

a. Subject of verb
b. Direct object of verb
c. Object preposition
d. Object verbal (gerund, infinitive, participle)
e. Indirect object of verb
f. Complement of predicate (complement from verb copulative)
g. Modifier from other noun.[27]

6. Concept of Simulation Game

Saunders & Powel state that Simulation is popularly defined as a partial representation of reality which selects crucial characteristics of a real

[27] Eugene Ehrlich, *English grammar*, Edisi Ketiga, (Jakarta: Yuansa Nusantara,2002), p.20

situation and makes a replica of them, within an environment or place which is basically free of rich.[28].

The statement of Joyce and Weil that a simulation game is a fun game, a game with a combination of elements of reality and develop a realistic problem solving as well as full with a competitive atmosphere.[29]

Base on that statement above, the writer conclude that simulation games is a form of activity that involve cognitive, affective, and psychomotor in a pleasant atmosphere with environment engineering resembles the real conditions. In the implementation of each child must compete to achieve the goal through the games by keeping the pre-determined rules.

7. Concept of Flashcard as Media

According to Kasihani that in English class for children in process teaching learning must be followed by media, especially visuals, there are picture, flashcard, puppets, regalia, miniature, or other real something who can be bought to class.[30] Media must stimulate the students to bring them into material in the learning process.

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[28] http/www.traininggames.com/pdf/en/SimulationgameslearningTool.pdf (Friday, November 30, 2012) 03.25 p.m.

[29] http://gudangmakalah.blogspot.com/2012/03/skripsi-ptk-peningkatan-penguasaan.html

[30] Kasihani K. E Suyanto, op, cit, p. 102

Hornby state that flashcard is a card with a word or picture on it, which teachers use during lessons.[31] With using flashcard, we can see something interesting and related to real condition. By showing picture on flashcard, the teachers help to focus the students' attention on the subject through. Flashcard is very interesting for the learners, because be able to identify the picture perfectly on flashcard. It means the teacher should present and select the flashcards which are suitable for student.

Flashcard can be use effective and increase the students' vocabulary mastery on noun and should be clear, attractive, and large enough to be seen by learners.

a. Criteria a good picture of flashcard

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. With using picture, the student more is interesting, but not all pictures on flashcard can be used in teaching English, because picture should be relevant to the material taught by the teacher. According to Arif, picture for teaching and learning vocabulary should fulfill the following criteria:

1) The picture must be clear and interesting in other the student can understand the lesson well.

[31] A S Horby, *op, cit,* p. 587

2) The picture must be appropriate to the level of the student.
3) The picture must be simple and natural.
4) The picture must be familiar. It should relationship with the students' intelligence.

5) The size of the picture must be appropriate, so that the students can see all of the pictures, although from the back or the corner of the classroom.[32]

Base on quotation above, we know that pictures can be used in English foreign language teaching. The teacher should select the appropriate picture in other to make the teaching and learning process more effective. And then the pictures should be large enough and attractive so that everyone could see them clearly, but the teacher must consider in selecting the pictures which will be used. So those, the pictures can help the students' mastery on noun in studying English lesson.

8. Class room Action Research

According to Jean McNiff explains that action research (for that matter all kind of research) is more than just doing activities.[33] It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from data, and making claims to knowledge based on conclusion drawn from validated evidence, Arikunto states systematically collecting data on your practice and analyzing

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[32]Sadiman Arif S. at.,al. *Media Pendidikan: Pengertian Media dan Pemanfaatannya*, (Jakarta: Rajawali Pers.2009).p. 29-33

[33]Jean McNiff with jack Withehead, *Action Research principles and Practice.* (London and New York: University Press, 2002), p.16

it in order to come to some decisions about what your future practice should be.[34] It's mean that the term of action research.

Moreover, Jean McNiff explains that action research is a name given to a particular way or researching your own learning.[35] It is particular way of looking at the teachers' practice in other to check whether it is as they feel it should be. If they feel that their practice is satisfactory they can explain how and why they believe this is the case; they will be able to produce evidence to support their claims. If they feel that they practice need attention in some way they will be able to take action to improve it, and then produce evidence to show in what and why to the practice has improve.

9. English Syllabus of the Fourth Graders

Base on the syllabus, the material that are taught at the fourth grader as follows: animal; vegetables; fruits; number; the calendar; hobbies; and telling the time

The noun is not through on all of the themes, but the writer only take the themes of animal, vegetables, fruits and numbers, clothes and accessories and transportation. And the writer takes the material from English book of the student with the title AKSES (Antar Kalian Sukses) by Siti Hartati, S.Pd, bahasa Inggris Untuk SD/MI kelas IV.

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[34] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 2-5
[35] Jean McNiff with jack Withehead, op. cit, p. 15

B. The Procedure of Teaching Vocabulary Mastery on Noun Trough Flashcard

Here are the steps of teaching vocabulary mastery on noun through flashcard as media. They are as follows:

No.	Pre- Activities
1.	The teacher greets the students.
2.	The teacher introduces the topic today's lesson by giving simple questions.

No.	While – Activities
1.	The teacher shows flashcard one by one to the students.
2.	The teacher gives the student some statements as clues to answer the questions. Example: Mention one kind of the fruit! a. Book b. rose c. pedicab d. apple The answer is: d
3.	The teachers show some flashcard to the students and ask to mention some words that are closely related to each flashcard (noun) as clues. The teacher just shows the flashcard and the student to response.
No.	**Post – Activity**
1.	The teacher asks the students whether they need further explanation.
2.	The teacher asks the students to do the exercise.

C. Action Hypothesis

Based on the theoretical review above, the writer formulates the hypothesis is by using Simulation games with flashcard the students' mastery on noun can increase.

CHAPTER III

RESEARCH METODOLOGY

A. Design of Research

The design of research is a quantitative research. The kind of research is classroom action research. Namely, teaching vocabulary mastery through flashcard simulation games. Jean states that action research is (for that matter all kind of research) more than just doing activities.[1] In this case Education is social practice involves the direct interaction of teacher and group of students'.

From the explanation above, classroom action research is the research conducted by teacher in the class through self-reflective, with the goal to improve teacher strategy so the result of the students' achievement will increase.

B. Setting and Subject of The Study

1. Setting the study

The setting of the action research will be done on Jl. Dirun No.2 Kel. Karang Rejo at the fourth grader of SDN 6 Metro Utara in the academic year of 2012/2013. The writer chooses this class, because they have low English

[1] Jean McNiff with jack Withehead, *Action Research principles and Practice.* (London and New York: University Press, 2002),p. 15-16

ability, especially in vocabulary mastery on noun. Mrs. Linda Noverlina, S.Pd. I as the collaborator in this research.

2. Subject the study

The subject of the study is student at the fourth grader of SDN 6 Metro Utara. This consists of 20 students namely 7 male and 13 female.

C. Object of the Study

Object of the study is something will be measured. The object in this research is increasing the students' vocabulary mastery through flashcard simulation games at the fourth grader of SDN 6 Metro Utara.

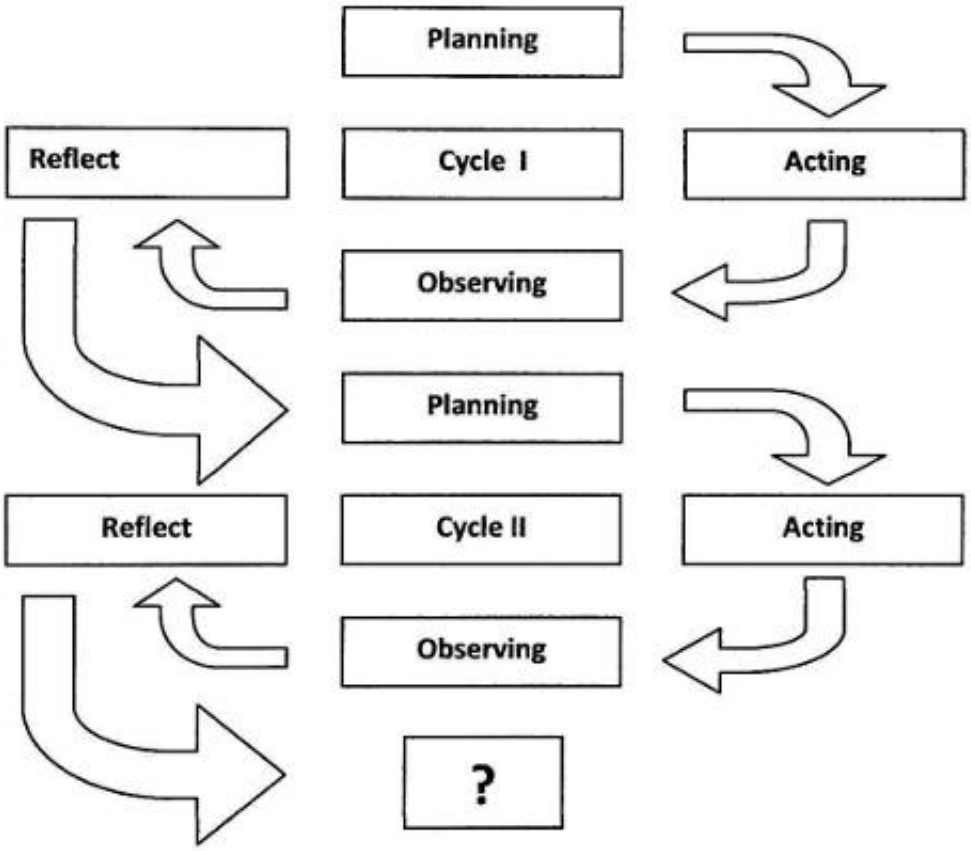
D. Action Plan

In this classroom action research, the research was conducted based on the one group pre-test and post-test design. The writer took one class where the student are given on pre-test before they are given material about noun, the student are also given post test after they are given the treatment.

There are four steps in cycle; they are planning, acting, observing and reflecting.[2] If the first cycle had fail, the cycle must be reviewed for the second cycle and so on. There is a relationship between one and other. "Lewin developed a theory of action research as a spiral of steps involving planning, fact - finding (or reconnaissance) and execution (Lewin, 1946) and

[2] Suharsimi Arikunto, et.al .*Penelitian Tindakan Kelas* (Jakarta: bumi Aksara, 2007), p.16

which later came generally to be understood as an action-reflection cycle of planning, acting, observing, and reflecting.[3] The research procedure is shown as follows:



Source: Suharsimi Arikunto (2007:16). Penelitian Tindakan Kelas

a. Cycle 1

1) Planning

Planning is the first step of this classroom action research it is prepared before the writer do the action. In this step,

[3] Jean McNiff with jack Withehead,. op.cit, p. 41

the writer explains about what, why, who, where and how the action is conducted.[4]

a) The writer prepares the lesson plan, the material and the flashcard as media.

b) The writer plans to give the takes and evaluation.

2) Acting

The second in the research in the action research is acting. It is the realization from the planning which has made by writer. The action research will be conducted at the fourth grader at SDN 6 Metro Utara. The steps are as follows:

a) Preparing

The writer observes the student in this research to know the problems in the process of learning. After getting the problems, the writer arranges a learning design with media and evaluation.

b) Process of learning

The writer uses a sheet of observation. It is use to make some notes of the activities in the process of learning vocabulary on noun through flashcard simulation games.

c) Evaluation

A pre-test is given to the students to know the early students' ability before treatment and a post-test is used to know

[4] *Ibid*, p. 17

the student ability after they are through by using simulation games with flashcard. In this case, the writer will compare the score before and after using flashcard simulation games. It is aimed to see whether the student's score increase or not.

3) Observing

Observing is the activity to record the event and action. In this research, the observation will do in a learning process. n other word, this observation will be done together with action that has been mention in action stage. The observation in teaching learning process is recorded by using note. This is to know how far the students' vocabulary mastery on noun by using flashcard simulation games as media.

4) Reflecting

In this step the data get from observation in each action. From the data can be analyzed to know the decrease in learning process. It is used to improve the students' vocabulary mastery on noun in following cycle. After comparing the score distribution of pre-test and post-test, the writer review and reflect the students' attitude and teacher performance whether it is positive or negative. The result is for evaluation material and for reflection to the second research.

b. Cycle 2

The step at the second cycle is same with the first cycle by the less action.

E. Data Collection Methods

The data is collected by using several techniques as follows:

1. Observation

The observation method focused on entire process of teaching learning vocabulary especially on noun through flashcard simulation games. Kusnadi states that observation can definitions as election, alteration, registration, and coding series of action and situation connecting with organism which is suitable with empiric purposes.[5]

Moreover, the writer uses observation as data collection method to know how teaching vocabulary mastery on noun through flashcard works in the class, how the students respond to the technique or media and how far using flashcard simulation games can help the students' vocabulary mastery on noun in learning English.

2. Test

The writer will give the students two tests, that is pre test and post test. The tests will give to know the students' achievement before and after the learning process.

a. Pre Test

Pre test will be conducted before presenting the treatments to know how far the increasing the students' vocabulary mastery on noun. The type of pre test is objective test. The writer uses objective test in the form of multiple choice, the forget noun will be easier to

[5] Edi Kusnadi, *Methodologi Penelitian,* (Metro: Ramayana Pers, 2008), p. 98

measure. Total number of the test items is twenty. The score of each item multiple choices is 5, so the total score of multiple choice are 100. The items are based on the material that was taught in the class.

b. Post Test

The post test will be conducted in order to know the progress of students' vocabulary mastery on noun by using flashcard simulation games after the treatments. The type of post test is objective test in the form of multiple choices which consists of twenty items. The score of each item multiple choices is 5, so the total score of multiple choices are 100. The items are based on the material that was taught in the class.

3. Documentation

There are many kinds of document that can help the researcher to collect the data that is relevant with the research in classroom action research, such as syllabus, lesson plan, regulation, notes of meeting, daily report and etc.[6]The researcher uses this method to get the data about the history of the school, the sum of the teachers, official employed and students at SDN 6 Metro Utara.

4. The field note

To collect the data more accurately, the writer uses the field notes; it will make the data analyzed simpler. In many professions, it is a manner of good practice to make "field notes" while actually engaged in

[6]*Ibid*, p. 185

professional. Generally, the field note is divided in two kinds they are descriptive field note and reflective field note.[7] The reflective field note is perfecting form of descriptive field data. This note has been prepared systematically and given interpretation by the research.

F. Data Validity and Reliability Procedures

Quantitative researchers have statistics media that is often used to gain the validity and reliability aspect of the data. Measurement experts (and many educators) believe that every measurement device should possess certain qualities. Perhaps the two most common technical concepts in measurement are reliability and validity. Any kind of assessment, whether traditional or "authentic," must be developed in a way that gives the assessor accurate information about the performance of the individual.

1. Validity

Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method or not? Kinds of Validity Evidence

a. Content Validity Evidence

Refers to the extent to which the content of a test's items represents the entire body of content to be measured. The basic issue in content validation is representativeness.

[7]Bambang Setiadi, *Metode Peneitian Untuk Bahasa Asing,* (Yogyakarta: Graha Ilmu, 2006),p. 250

b. Criterion-Related Validity

Refers to the extent to which one can infer from an individual's score on a test how well she will perform some other external task or activity that is supposedly measured by the test in question. That is the test score useful in predicting some future performance (predictive validity)

c. Construct Validity

Construct validity can be broken down into two sub-categories: Convergent validity and discriminate validity. Convergent validity is the actual general agreement among ratings, gathered independently of one another, where measures should be theoretically related. Discriminate validity is the lack of a relationship among measures which theoretically should not be related.

2. Reliability Procedures

Reliability is used to describe the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions.

G. The Data Analysis

After the setting of data from the result of pre test and post test the writer will analyze the data based on the limitation of the problem and objective of the research. To know whether there is any increase or not of the students' vocabulary mastery on noun through flashcard

simulation games after the students was given treatment. It can be know from the result of percentage, the formula to find out the percentage score is:

$$\%NP = \boxed{\frac{f}{n} \mathbf{x\ 100}}$$

Explanation:

NP = Number of presentation

f = The result of students activity

n = Number of students[8]

And then, to know the increase of the average score the writer used very simple statistical formula for comparing the result of pre test and post test. The result of individual subject was put in the table. Data analysis will be conducted by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Furthermore, to know the gain, the writer will compare between pre-test and post-test. Then, the result is matched by minimum standard in this school at least the score 70. The formula to find out the average score is:

$$\bar{X} = \boxed{\frac{\sum X}{N}}$$

Note:

$\bar{X}$ = Average

$\sum X$ = Total of Score

[8] Ngalim Purwanto, *Evaluasi Pengajaran*.(Bandung: PT Remaja Rosdakarya),.p.102

N = Total of Students[9]

Based on the target of learning mastery in SD is 70% for English lesson, KKM is 60 score.

H. The Indicator of the success

The Indicator of the successful takes from the process and the result of the action research. The students are called success if 70% students get 60 in learning process and the completeness standard (KKM) on state elementary school Metro Utara is 60 score.

[9] Burhan Nurgiyanto, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, Yogyakarta, Gajah Mada University Press, 2004, P.64s

CHAPTER IV

RESULT OF THE RESEARCH

A. Data Description

This classroom action research was conducted at SD N 6 Metro Utara which is located on Jln. Dirun No. 2 Karangrejo Metro Utara. The location is around the 23A field of karangrejo village. So, it is easy to reach it.

This school was building in 1938. This school had lean extent of 3960 m^2 and builds' extent of 638 m^2. Now the head master is Gunarto, S. Pd. SD N 6 Metro Utara has 22 teachers. The condition of SD N 6 Metro Utara is Good, the location is strategies, There are any: Agricultural office, 12 class, 1 library, 1 teacher room, 1 headmaster room, local clinic, storage, field, etc.. The total number students are 394 consist of 187 males and 207 females.

B. Description of the Research

This research was done in two cycles, since the research indicators had been reached at the second cycles. Starting from the first cycles was done in 17th January 2013, then the second cycle in 21nd February 2013. Each cycle consisted of planning, acting, observing and reflecting.

1. Pre-Test

The data January 10, 2013, we give pre-test in learning process vocabulary mastery of noun before the cycle 1. To know the ability of the students before giving an action, in the first meeting all of the students were given pre-test that must be done individually without explained. The writer asks them to do multiple choices questions. The total multiple choice are 20. The score of each item multiple choices are 5, so the total score are 100. The time to do the pre-test is 40 minutes before the treatments. From 20 students only 5 students who got score more than 60 and the lowest score was 15, the average score of pre-test was 54, 25. Base on the pre-test, we tried to using flashcard simulation games in learn vocabulary mastery on noun. The student seemed difficult to finish their work. There were many student complain that it was very difficult, students mostly got confuse and some of them have not finished their work yet.

2. Cycle I

a. Planning

The writer prepared ice breaker, lesson plan, the material, the flashcard as media and game, identifies the problem and finds the cause of the problem, plans to give the task, making students' observation sheet (to know the students' activities in the class during the teaching learning process and increasing of the students activities.) and evaluation.

b. Acting

The action of this cycle was conducted in three meetings.

1) The first meeting

The first meeting in the cycle 1 was done on Thursday, 17th January 2013. At this meeting, the writer was being the teacher and the collaborator was being the observer.

Here the action activities of this cycle:

The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The teacher gave subject material about animals and vegetables; the teacher shows some flashcard of thinks and then requests the students mention the name of the thinks in English. The teacher asks to the student "what is it?"After the teacher shows flashcards one by one, "it is a crocodile, it is a frog, it is dolphin, it is cheetah, and it is rabbit". And the teacher asks to the student" what is it?" the student only silent. The teacher says "it is cheetah".

The teacher asks to the student again" what is it?" some students can answer correctly. The teacher was done it until the student understood. Those are just the examples. The teacher can creatively make the questions. He/she can develop and makes more and more questions to be done by his/her students.

Times is up, ninety minutes was over, because the bell has ringed, the teacher should close this meeting. Before the meeting closed, the teacher said "we will play games next week" so all student must study hard and my student is very happy to hear that

2) The second meeting

The second meeting was conducted on Thursday, January 24th 2013. In this meeting, the writer was being the teacher. The meeting was started by greeting and asking the students condition. The teacher was checking the attendance list. Before continue the material, the teacher asked students about the last material. They said that the name of animals and vegetables is difficult to remember it.

Next, teacher led students to play the game and they played the game that teacher given. The name game is Whisper Game.

In this game the teacher prepare; several flashcard (between 10-15 card) containing a different picture each of them. Divide the students become small group (at least 4-5 per group). Divide the whiteboard in to several Colum (depend on the group) to count score.

To apply the flashcard; All groups must stand up to the whiteboard; the student is standing on the back. He / She must take a

flashcard (as soon as possible); then, student whispers what the picture had seen and it was done until the last student, and then the last student must write what has heard. After that, the students stand behind the group exchange the student in behind the group to take the next flashcard. The music will be the time keeper. So if the music stop, it means the game is over. The winner is the group that has collect many true words than the other group.

The game was adventure game. The teacher asked the students to remember the noun that in game. The students played the game happily.

After played the game, the teacher asked students about the game. Most of students like the game. They thought that the game was funny. From the game they can know and remember about animals and Vegetables.

The teacher said that in the game there are many nouns about animals and Vegetables. The teacher ensure myself that the students still remember about noun in that game so, the teacher asked some of them what is the example animals and vegetables in that game

Times is up, ninety minutes was over, because the bell has ringed, the teacher should close this meeting.

This kind of game can test the students' mastery in vocabularies. If the students you teach can answer your questions,

your game, it means that they, so far have understood and got a lot of vocabularies.

3) Third meeting

The third meeting was done on Thursday, January 31st 2013 in the end of meeting teacher and collaborator conducted post-test for cycle 1. The post-test was making question. After they finish the teacher collage the answer papers them. Time is up and teacher should close this meeting.

In the post test their vocabulary mastery seem increase because from the 20 students 11 students got >60 and 9 students got <60.

Table 2
The frequency of the students' post-test score

No.	Grade	Frequencies	Percentage	Category
1.	66-100	8	40 %	Good
2.	56-65	10	50 %	Enough
3.	0-55	2	10 %	Low
Total		20	100 %	

Furthermore, from the data above, it can be seen only 8 (40%) students from 20 students have good score in English and It means that there are 10 students (50%) are get enough score in English, from it is we can know that most of the students get bed score. English teacher at

SDN 6 Metro Utara has decided the score 60 as the completeness standard (KKM).

c. Observing

In observation of the teacher's action, the writer presented three meetings in cycle 1 of learning to find information of skill in vocabulary mastery. The student activity was observed by using the students' activity observation sheet. The result of the student activity can be seen in the appendix.

d. Reflecting

Based on the result of cycle I and observation sheet, the writer reflect that in teaching and learning process there were some students that didn't give attention, when the teacher explain in front of the class, didn't active, didn't give comments, didn't ask/answer the question from the teacher. Base on the condition, the wrier should manage the class better in the next cycle.

3. Cycle 2

After doing the reflection, so the cycle 2 will have done with the same steps, that were planning, acting, observing and reflecting.

a. Planning

Such the cycle 1, in the cycle 2 was continued by making the lesson plan, material about numbers, the flashcard as media and game.

b. Acting

After doing the reflection in the first cycle, so cycle 2 will have done.

1) The learning action at the first meeting

The first meeting in the cycle 2 was done on Thursday, February 7th 2013 at 10.45-12.00 a.m. this meeting was open by greeting, praying and checking the attendance list. Before begun the lesson, teacher ask the student about the last material and teacher always brought the last flashcard to remind my students about the last material.

The teacher gave subject material about vegetable and fruits; before teacher show the flashcard about fruits and numbers, first teacher explain what are fruits and numbers, why we must learn about them, and how we can learn about them. Next the teacher shows some flashcard of thinks and then requests the students mention the name of the thinks in English. The teacher asks to the student "what is it?"After the teacher shows flashcards one by one,

the teachers said "it is a pineapple", and the teacher ask again "what it is" so the student answer "it is a pineapple "and other.

The teacher puts flashcards on the whiteboard, for examples; the teacher puts avocado and in behind flashcard any sentence " it is a ....." ," I don't like a ....." or I like a ....." and the teacher choose one student to write his/her answer on the whiteboard. The teacher give instruction to student "give applause" so that; all of student are motivated to learn.

Times is up, ninety minutes was over, because the bell has ringed, I should close this meeting.

2) The second meeting

The second meeting was conducted on Thursday, February 14th 2013. In this meeting, the writer was being the teacher. The meeting was started by greeting and asking the students condition. Teacher was checking the attendance list. Before continue the material, teacher asked students about the last material.

Next, teacher led students to play the game and they played the game that teacher given. The name game is Write on The Back.

In this game the teacher prepare; several flashcard (between 10-15 card) containing a different picture each of them. Divide the students become small group (at least 4-5 per group).

Divide the whiteboard in to several Colum (depend on the group) to count score.

To apply the flashcard; All groups must stand up to the whiteboard; the student is standing on the back. He / she must take a flashcard (as soon as possible); then, student write on the back what the name of the picture had seen for example; the name picture is potato, so the last student must write alphabet "P" and it was done until the last student, and then the last student must write what has felt. After that, the last student wrote again alphabet "O" and so on until complete. The music will be the time keeper. So if the music stop, it means the game is over. The winner is the group that has collect many true words than the other group.

After hearing the explanation of students, the teacher explained more about the game. The teacher said that in the game there are many nouns about fruits and numbers. The teacher ensure myself that the students still remember about noun in that game so, the teacher asked some of them what is the example fruits and numbers in that game.

3) The third meeting

The third meeting was done on Thursday, February 21st 2013 in the end of meeting writer and collaborator conducted post-test for cycle 2. The post-test was making question. After they finish the teacher collage the answers paper them. Time is up, teacher should close this meeting.

The post-test was given to know the student achievement in vocabulary mastery

The teacher gives post-test to know achievement in the student vocabulary' mastery. The writer gives the post-test after finishing the cycle 1. It was done because the writer wants to know whether or not the improvement of the students scores after given the treatment. Bellow was the result of the post-test cycle 2.

Table 3
The frequency of the students' post-test score

No.	Grade	Frequencies	Percentage	Category
1.	66-100	18	90 %	Good
2.	56-65	2	10 %	Enough
3.	0-55	-	-	Low
Total		20	100 %	

The table above show that the result of post-test cycle 2 was fulfilled the minimum mastery criteria where there were 18 (90 %). Student gained the score ≥ 60 and there were 2 (10%) students gained

score < 60. The result of post test cycle 2 shows that the highest score was 90 and the lowest score was 60. The average of this post-test score was it means that the result of post-test cycle 2 was satisfactory because 90 % of all students gained score ≥ 60.

c. Observing

The writer is using flashcard simulation games in the teaching and learning process. The student activity was observed by using the students' activity observation sheet. There was increasing of the students' activities from the cycle 1 to cycle 2. The result of the student activity can be seen in the appendix.

d. Reflecting

Based on the result of the observation cycle 2. The writer reflects that there were still any some students that didn't giving attention when the teacher explains in front of the class. But in conclusion, there were increasing of the students' activity be better.

C. Discussion of The Research

1. Interpretations and Learning Result at Cycle I

Table 4:
The Students Score at Cycle I

No	Name	Pre-test score	Post-test 1 score	Increasing	Explanation
1.	AR	70	70	0	Constant
2.	AFD	55	65	10	Increase
3.	APL	45	60	15	Increase
4.	AA	50	55	5	Increase
5.	AT	50	60	10	Increase
6.	AY	60	70	10	Increase
7.	DT	35	60	25	Increase
8.	IS	55	70	15	Increase
9.	KN	50	60	10	Increase
10.	MF	70	75	5	Increase
11.	MN	60	65	5	Increase
12.	NA	70	70	0	Constant
13.	RA	45	60	15	Increase
14.	SAP	65	75	10	Increase
15.	SN	55	65	10	Increase
16.	SA	60	60	0	Constant
17.	WES	30	60	30	Increase
18.	WR	65	70	5	Increase
19.	WO	60	75	15	Increase
20.	WA	35	55	15	Increase
TOTAL		1085	1300		
AVERAGE		54, 25	65		

In this research pre-test and post-test has done individually. It is aim to know the ability of the students before and having a treatment. From the result of pre-test and post-test cycle I, we know that there was increasing from the students result score. It can be seen from average 54,25 becomes 65.

But because the result of the students' score couldn't achieve the target, so the writer decided to continue to the next cycle.

2. Interpretations and Learning Result at Cycle 2

The students' Score and students' activities in cycle 2 can we see from the table below:

Table 5
The Students Score at Cycle 2

NO	Name	Post-test 1 score	Post-test 2 score	Increasing	Explanation
1.	AR	70	80	10	Increase
2.	AFD	65	75	10	Increase
3.	APL	60	85	15	Increase
4.	AA	55	70	15	Increase
5.	AT	60	70	10	Increase
6.	AY	70	80	10	Increase
7.	DT	60	85	25	Increase
8.	IS	70	90	20	Increase
9.	KN	60	70	10	Increase
10.	MF	75	75	0	Constant
11.	MN	65	70	5	Increase
12.	NA	70	80	10	Increase
13.	RA	60	65	5	Increase
14.	SAP	75	85	10	Increase
15.	SN	65	75	10	Increase
16.	SA	60	65	5	increase
17.	WES	60	70	10	Increase
18.	WR	70	70	0	Constant
19.	WO	75	90	15	Increase
20.	WA	55	70	15	Increase
TOTAL		1300	1520		
AVERAGE		65	76		

Based on the table above, can be seen that there were increasing between post-test in cycle 1 and cycle 2. In the post-test cycle 1 was gotten average score 65 while in the post-test cycle 2 was gotten average score 76.

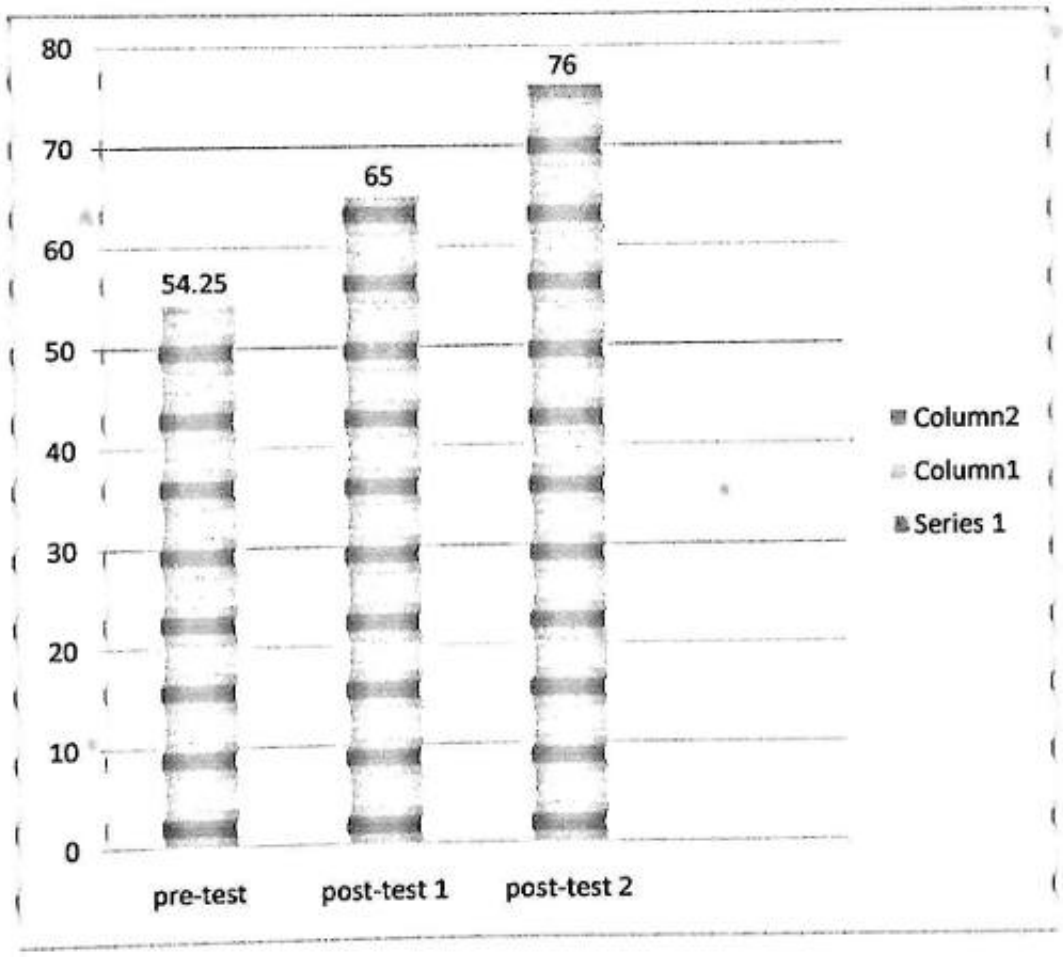
3. Interpretations and Learning Result at Cycle I and 2

Table 6
The Increasing of Students Scores at Cycle 1 and Cycle 2

NO	Name	Pre-test	Post-test 1 score	Post-test 2 score	Increasing	Explanation
1.	AR	70	70	80	10	Increase
2.	AFD	55	65	75	10	Increase
3.	APL	45	60	85	15	Increase
4.	AA	50	55	70	15	Increase
5.	AT	50	60	70	10	Increase
6.	AY	60	70	80	10	Increase
7.	DT	35	60	85	25	Increase
8.	IS	55	70	90	20	Increase
9.	KN	50	60	70	10	Increase
10.	MF	70	75	75	0	Constant
11.	MN	60	65	70	5	Increase
12.	NA	70	70	80	10	Increase
13.	RA	45	60	65	5	Increase
14.	SAP	65	75	85	10	Increase
15.	SN	55	65	75	10	Increase
16.	SA	60	60	65	5	increase
17.	WES	30	60	70	10	Increase
18.	WR	65	70	70	0	Constant
19.	WO	60	75	90	15	Increase
20.	WA	35	55	70	15	Increase
TOTAL		1085	1300	1520		
AVERAGE		54,25	65	76		

Based on the table above, can be seen that there were increasing between post-test in cycle 1 and cycle 2. In the post-test cycle 1 was gotten average score 65 while in the post-test cycle 2 was gotten average score 76.

Furthermore, the increasing score in each cycle can be seen in the graph bellow.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementing education game based on flashcard simulation games, it can be concluded that there is any significant increasing the students' vocabulary mastery through flashcard simulation games at the fourth grader of SDN 6 Metro Utara. Therefore, flashcard simulation games can be used as interesting method in teaching learning process. It makes them easier to understand the material. In other word, education flashcard simulation games can help students to remind vocabulary. It is supported by the increasing of students' score from 20 students 5 students (25%) get score more than 60 at pre-test and post-test 8 students (40 %) at cycle I and 18 students (90%) at cycle 2 get score more than 60. It means that the result of cycle 2 has already reached the indicator that is 90% students get score 60 or more. It is clear that flashcard simulation games will be able to increase the students' vocabulary mastery.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended:

1. It is suggested for English teacher to use flashcard simulation games, it effective to increase the students' vocabulary mastery.
2. By applying flashcard as media the students' vocabulary mastery can increase, so flashcard can used as an alternative way in learning process because flashcard is one media can be understood easily by students in exploring their feeling and emotion in comprehend noun.
3. By applying flashcard simulation game in learning process of the students' vocabulary mastery on noun can make the student enjoy and interest, so flashcard simulation game can increase the student motivation.
4. For the other writer, the writer suggests to conduct another quality research in this field to improve education quality in our country.
5. The last but not the least, teacher should monitor the students well while do their work. Who is lazy and cheat with their friends'. They are students who feel that they could not do the work the work which is given by teacher. Their opinion that learning English is difficult. Therefore teacher should motivate them in order to be exited in learning English.

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CURRICULUM VITAE



Neng Arpiah was born in Fajar Bulan, Way Tenong, West-Lampung on January 2nd, 1990. She is the first child of married couple Mr. Ahmadi and Mrs. Aii. She graduated from Elementary School at SDN 3 Puralaksana in 2001, her secondary school was at Junior High School 1 Fajar Bulan, in 2004, and her Senior High School was at SMAN 1 Fajar Bulan, West Lampung in 2007. She stopped her formal study to help Her Parents as a worker in the garden for a year, in the same year she followed the Esas Course about.

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