USING FLASHCARDS TO IMPROVE STUDENTS’ WRITING SKILL
OF GRADE TEN STUDENTS OF ADMINISTRASI PERKANTORAN
CLASS AT SMK BOPKRI 1 YOGYAKARTA

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in English Language Education

By

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Rohandi, Ph.D.
Make It Happen!

I dedicated my thesis to:

Jesus Christ,
My Family,
My ‘apple of my eyes’
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, July 23, 2011

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ABSTRACT


Writing is the one of English skill. It is important for people to master, as we know that we can record everything using writing. It also happened in educational world, students need a good writing skill to compete in this global world. This research conducted to help students improving students’ writing skill at *SMK BOKPRI 1 Yogyakarta*. Students need help because they usually are taught using an old-way of teaching and without any learning media. It should be teachers’ consideration to make some improvement, so that the students become more interested in learning writing. This research, conducted to give some alternatives to teach writing using flashcards. This research projected to answer the two research questions, those are: (1) How does the flashcards improve the students’ writing skill? (2) To what extent can flashcards improve the students’ writing skill?

The classroom action research was used in this research. The learning media using flashcards were implemented through several processes of classroom activities in two cycles of this research. The cycles of classroom action research were planning, acting and observing, reflecting, and improvement. The uses of flashcards in the classroom were implemented through the activities such as drilling and group quiz. In this classroom action research, instruments to gather the data were observation sheet, interview and test. Observation sheet and interview were conducted to gather the data during the research. Test was also used in this research to get the real data of students’ improvement. The data and information during the implementation would be analyzed in order to solve the problem about the students’ writing skill.

Flashcards was using in every cycle of this classroom action research. And in every implementation, the writer made a plan about the activity which divided into three parts, those are: pre, whilst and post. The activity in the first cycle was the writer explaining about degree of comparison using old method. After that, the writer started the implementation using flashcards. The writer found that the result of the implementation of the first cycle had not successfully done. The second cycle of this research is conducted based on the improvement of the first cycle. The activity in the second cycle almost the same with the first cycle but the writer make an improvement in the technique. The result was the second cycle was successful. For the students’ improvement, the writer found that the students improved their grammar and idea development. As a conclusion, it can be concluded from the research findings that the implementation of flashcards in the classroom could help to improve students’ writing skill.

Key words: writing, flashcards, vocational high school students
ABSTRAK


Menulis adalah salah satu kemampuan dalam berbahasa Inggris. Menulis sangat penting untuk dikuasai seseorang, seperti yang telah kita ketahui bahwa dengan menulis kita dapat merekam segala sesuatu melalui tulisan. Menulis juga berlaku untuk dunia pengajaran, siswa perlu memiliki kemampuan menulis yang baik untuk dapat berkompetisi di dunia global. Penelitian ini disusun untuk membantu siswa meningkatkan kemampuan menulis mereka di SMK Bopkri 1 Yogyakarta. Para siswa tersebut memerlukan bantuan karena mereka terbiasa belajar dengan menggunakan cara yang lama tanpa menggunakan media pengajaran. Pengembangan sudah seharusnya menjadi pertimbangan guru, sehingga siswa dapat dapat lebih tertarik untuk belajar menulis. Penelitian ini disusun untuk memberikan alternative dalam mengajar menulis menggunakan flashcards. Penelitian ini ditujukan untuk menjawab dua pertanyaan: (1) Bagaimana flashcards dapat meningkatkan kemampuan menulis siswa? (2) Dalam bidang apa flashcards dapat meningkatkan kemampuan menulis siswa?


Kata kunci: menulis, flashcards, siswa SMK
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CHAPTER I
INTRODUCTION

This chapter provides background information of the research and describes the research problems which become the focus of the research. It consists of research background, problem limitation, problem formulation, research objectives, research benefits, and definition of the terms.

A. Research Background

Basically, English consists of four skills, they are reading, listening, speaking, and writing. In order to master all them, students need to study and enrich their knowledge. As mentioned above, one of the basic skills is writing. In writing we need to be very meticulous to our grammar and vocabulary. Students need to learn grammar and vocabulary to make them advance not only in writing, but also in the other skills. However, it will quite difficult to get them interested in teacher’s materials.

In Indonesia, people’s awareness about the aspects of language learning is not as big as other country. They still think that we can master a language fluently only by the speaking skill, without any other important aspects. People think that speaking is enough to make us master in English. However that statement is completely incorrect.

Nowadays, writing becomes a very important aspect in English language learning. By writing we can communicate with people in other country. People
can learn many things by writing. However teaching writing is not easy. Since teachers have been preparing and presenting writing materials in an old-fashioned way, writing is considered as one of the most boring subject for the students. Teacher should understand that not all students have good writing skill, and not all of them are interested in writing. It means that, teacher has to find another interesting and creative way to teach writing. Hopefully, it can make the students enjoy the process of learning. If the students are interested in teacher’s materials, they will automatically catch up with teacher’s explanation. And the indicators will easily be achieved.

In the curriculum of vocational school, English is given since grade ten, and sometimes the teachers teach writing without any improvement from the previous way to explain to the students. It makes bad impression of writing in students’ mind. That is why students need to learn more about writing. Students need to learn how to express their idea and also make some formal document. Those two kinds of topic cannot be done if the students do not have a good motivation in learning writing.

In this research, the writer chose SMK BOPKRI 1 Yogyakarta as the object of the research. The writer chose that school based on some consideration: Firstly because the writer did her PPL (field practice) in that school so it made the writer easier to gather the data and to get closer to the students. Secondly, based on the writer’s opinion, this school needed some improvement in the way of teaching, since students’ motivation is quite low. Based on writer’s observations, there were some problems in the classroom when the students learned English, especially in
writing. The writer found that the students had low motivation to learn English, and they tend to make noise during the class and that worsen the situation. This low-motivation made the students do not have a good comprehension in vocabulary and also grammar. The writer thought that it is not completely students’ fault. The writer realizes that it could be a problem in teacher’s media and also teacher’s way of teaching. The writer tried to give contribution to improve students’ writing skill. In this case, the writer did a classroom based action research which tried to solve the problem occurred in the classroom, in the learning activity.

The writer thought that the classroom activity needed some change in the way of teaching and also the media. The teacher needed to improve their way of teaching to make students more interested in the classroom activity. In this research, the writer chose flashcards to help students cope with their problems in classroom. The reasons of choosing flashcards to improve students’ writing skill were based on some considerations: First, the writer thought that flashcards is an interesting media to enrich students’ vocabulary. Second, the writer thought that flashcards could help student open their mind and stimulate students’ creativity to produce writing pieces. Third, the writer thought that by using flashcards student will be interested in the materials and be motivated to start learning writing. The writer thought that flashcards could help students to get out from their classic barrier in learning writing skill.

The reasons of choosing classroom based action research were based on two reasons. First, the writer was a teacher candidate, so she needed to do a Classroom
Based Action Research, so that in the future, the teachers knew about the main problem happening in the class. By doing classroom based action research, teachers can be more sensitive to the problem occurring in the classroom. If the teacher is sensitive, he/she will easily find the way to cover the problem. Second, the writer thought that by doing classroom-based action research, it will improve her teaching skill. Classroom based action research made the writer improve the creativity to collect materials for the classroom, yet it automatically improved her teaching skill. Classroom-based action research also gave true contribution to the classroom activity, and the results of the treatment were easily seen, since the researcher directly saw the process.

The writer found out a problem in a classroom. The problem was that the students were not interested in writing. Thus, their motivation in writing is low; also the students could not organize their ideas well. By seeing the problem, that was why the writer chose flashcards as the treatment used in the research. The writer’s statement supported by a theory, according to Duffy and Waller (1985:249) defined picture as “some handmade or machine-made images that relate, however distantly, to the appearances or structures of real or imaged things”. Pictures in this case are flashcards which are used as the media in teaching because students need real images or objects in order to comprehend the idea and to organize their idea into a good paragraph.

Writer also found another related theory to support writer’s perception. Blanco and Villaneda (http://www.slideshare.edu/DIEGOFMACIAS/using-flashcards-with-young-learners, accessed on April 5, 2011) stated that in language learning,
flashcards can also help the students to exploit the visual and kinesthetic intelligence, to combine the written with the visual form of a word or sentence, and to help students memorizing the vocabulary. They also stated the advantages of the flashcards in language learning. Those are: (1) flashcards can be used with students of all ages, (2) flashcards are cheap and easy to make, (3) they can be used anywhere, (4) they will not cause eyestrain, (5) they do not break down and never go out of date, (6) they can be recognized as a fun and effective way to learn, reinforce, test and retain information, and (7) they can be used for self or group study.

Based on those two theories, the writer believed that flashcard was the right treatment to solve students’ problem in writing. The first theory says that a picture has the same appearance or structure to the real things, and this fact may ease teachers to teach writing to the students. And the second theory says that there are so many advantages in flashcards. With those advantages, the writer believed that flashcards would help students improving their writing skill. Students would easily understand the topic because they saw the real object and they could build their own imagination about it and finally, they could organize their imagination to produce a good paragraph.

B. Problem Limitation

This study focuses on using flashcards to improve students writing skill of grade ten students of Administrasi Perkantoran class at SMK BOPKRI 1 Yogyakarta.
C. Problem Formulation

This research discusses a problem which is formulated as follows:

1. How does the flashcards improve the students’ writing skill?
2. To what extent can flashcards improve the student’s writing skill?

D. Research Objectives

Based on the problem formulation, the writer formulates one objective of this study. The objectives of this study as follow:

1. To find out how flashcards can improve their writing skill better than before. They can put their idea and make a good paragraph based on the flashcards given.
2. To find out to what extent flashcards can improve student’s writing skill.

E. Research Benefits

The research is intended to give benefit for the teaching and learning process; especially for teachers and students:

For Teacher:

1. By using this learning media, hopefully can help the teacher to make students easier to understand about how to make a good paragraph in writing skill by using flashcards and make them enjoy with writing too.
2. Help the teacher simple to explain about make a good paragraph in writing skill by using flashcards.

For Students:

Students will be interested in make a paragraph, because they have given a flashcards which contains funny pictures and also words.

For Researcher:

By using this learning media, the researcher will know about how to make the students more interested in writing.

For Further Researcher:

By seeing this research, the writer hopes that the further researcher who will do the next research with the same topic, it can be a reference and get the better result.

F. Definition of Terms

There are some terms that need to be clarified in this study.

1. Flashcard

Flashcards is any of a set of cards with words, numbers, etc. on them, which are flashed one by one for quick response, as before a class in a drill (Ross, 1978: 83). Meanwhile according to Robert (1996) flashcard is a set of cards bearing information, as words or number, on either or both sides, used in classroom or in private study. Flashcards are widely used as a learning drill to aid memorization by way of space repetition.
2. Writing skill

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (Hampton, 1989).

3. Vocational School Students

Vocational school students are students who study in a school which has some skills that become the main subject of the school. The skills are accounting, electronic, multimedia, etc. The students in vocational high school divided into three stages, those are: novice, elementary, and intermediate. The participants in this research are students in the novice level.
CHAPTER II
THEORETICAL REVIEW

This chapter contains a discussion about a theoretical review. There are two major points to be discussed. The first deals with the Theoretical Descriptions, while the second discusses the Theoretical Framework which is used in this research.

A. Theoretical Description

In this section, there are three topics of instructional materials to be discussed. They are: (1) Classroom Action Research (CAR), (2) Writing and (3) Teaching Media.

1. Classroom Action Research

Based on Hopkins (1993:44) classroom action research is a kind of research which combines research procedure with substantive action. Substantive actions means an action which is done to inquire discipline or someone’s effort to comprehend what is happening and at the same time involve in a changing and repairing process. It means that the writer do a study with a correct procedure while involving the process of the research.

In the other hand, Rapoport (1970) said classroom action research is a research to help someone in handling problem which face in an emergency situation practically, to reach a goal of social science with collaborative on ethics
framework which deals together. The writer concluded that classroom action research is a research made to help someone, in this case teacher, to reach the indicators.

Kemmis (1982) had another point of view about classroom action research. Classroom Action Research is a reflective inquiry which is done by partner about the certain social situation to develop rationality and justness. Based on Kemmis, the steps of classroom action research consist of three, steps they are: plan, act and observe, and the last is reflection.

According to Ebbutt (1985, on Hopkins, 1993) action research is a systematic knowledge from improvement effort of educational practices process from teacher with doing some action on learning, based on their reflections about the result from that actions. The writer concluded that Ebbutt has the same process with Kemmis, since he stated that the implementation done based on the reflection from the previous actions.

The writer adapted the research cycle from Kemmis and McTaggart’s. The Classroom Action research Cycle by Kemmis and McTaggart can be seen in Figure 2.1 below.
2. Writing

According to *Oxford Advanced Dictionary* (2009: 516), Writing is an activity to produce a written works. For example: books, article, journals. Meanwhile, according to Brainy (1998), writing is the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs. But, based on Vivian Zamel (1982: 195-209), writing is a process of discovery meaning of something.
Alan Meyers (2005: 1-50), on his book Gateways to Academic Writing says that writing well comes from working through a process of writing. The processes of writing based on him are exploring the idea, prewriting—using one or more methods, organize, write a first draft, revise the draft, and produce the final copy. Each of these steps is important to have a successful writing. When a writer follows these steps they will achieve the goal of an interesting and successful writing. The explanation of each step will be stated below:

a. Exploring ideas
The first step of writing is exploring ideas. This step includes consider the subject, consider the purpose and consider the audience. During this step the writer develops a subject and purpose to write about and the audience who read the text. Exploring ideas is very important because it allows the writer to think of a topic then build ideas that help to clarify and define the topic.

b. Prewrite—using one or more of methods
The second step is prewriting. This part is including brainstorming, clustering and freewriting. It’s time to relax, to write quickly and to organize things in the writer’s mind. At this step, the writer doesn’t need to worry about grammar, exact word choice, spelling, or even punctuation because the writer will probably change the mind and wording. These processes on this part will be very fun because the writer can develop more everything related to the topic.
c. **Organize**

In this step, the writer selects and outlines. This step involves selecting, subtracting, and adding ideas, and then outlining them. The purpose of this step is to ease the writer when he will start writing something.

d. **Write a first draft**

The fourth step is writing a first draft. After doing all the above-mentioned steps the writer will finally write the first draft of the writing, but the work isn’t finish yet because it’s just a draft.

e. **Revise the draft**

After the writer writes the first draft, the writer will revise the draft which has been written before. Revising is the most important thing in writing because the writer will read over the text and then if the writer found the wrong sentences or misspelled word, the writer have to circle it and change it into the correct one. In this part, after the writer read through the draft then the writer can add or omit material and move material around.

f. **Produce the final copy**

The last step in writing is producing the final copy. In the beginning, the writer will edit the draft. In editing, the writer focuses on grammar, the word choice, punctuation, verb forms and then spelling. After the editing process finishes, the writer prints a clean copy and then reads carefully for errors and then makes another clean copy.
3. Teaching Media

a. Concept of Media

DR. Ashok Patil (2010) says that good teaching is good communication between teacher and learners. To conduct a good communication teachers need media to deliver the message. Media here means that everything that aid teacher to deliver the message. In conducting activity, teachers need teaching media, and it is divided into nine classifications, they are: (1) non-projected visual aids (chalk and boards, etc), (2) projected visual aids (over head projector, etc), (3) audio aids (tape recorder, etc), (4) written aids (handouts), (5) real objects, (6) 3D representation, (7) role play and simulation, (8) mass communication media, and (9) audio-visual aids. He says that the advantages of using media in classroom activity are: inaccessible processes, materials, events, objects, changes in time, speed/spaces-depicted, better acquisition of knowledge, longer retention, effective substitute for direct contact with environment, stimulation for students to gain further knowledge.

b. Flashcards

Flashcards is an educational tool to help people memorize information. Though technological advances have enhanced many learning devices, simple flashcards have remained a vital part of the learning environment. According Susan Presley (2003) they are:

1. Size

Flashcards are usually designed to be about the size of a playing card so they can be easily handled in a deck.
2. Content

The cards are designed with a question on one side and answer on the other.

3. Usage

An individual asking the questions typically holds a card up, displaying the question to a student. When the student answers correctly, the next card is displayed. Some students use flashcards on their own to quiz themselves.

4. Topics

Flashcard can be used to learn virtually any set of information. In elementary schools, they are often employed to assist students with memorization of basic math principles. When used to teach a foreign language, flashcards help students review vocabulary words and their meaning and make a good sentence based on the picture given.

5. Electronic Variations

Electronic and online flashcards are available. This makes it possible for students to study online and for educators to easily share sets of flashcards they have made with others.

By giving pictures on the flashcards as the media in teaching learning activities, the learner will not easily forget the words that they have learnt, because they already have the description about the word, even the story.
The use of flashcards in teaching writing can help the teacher in explain the materials. Using flashcards which contain pictures can also help the students to understand easier.

According to Soeparno (1987) and Suyanto (2007), flashcards are a set of cards with colorful pictures which are flashed to a class by the teacher. In this research, the writer uses flashcards as the main learning media. The writer realizes that flashcards may be use effectively in learning activity. The advantage of flashcards not only in improving students’ vocabulary, but also improve students’ skill in using vocabulary based on pattern or sequence.

Vocabulary drill has two purposes: (1) to introduce the words that will be used in patterns presented in the grammar section of the class, and (2) to expand the number of words the students can use in the grammar patterns already learned. (Kreidler, 1990, 21)

In this research, the writer uses flashcards as the main learning media to teach writing to vocational high school students, especially in the grade ten. The writer makes flashcards with some considerations, those are: size and contents. Contents in this case mean that everything is suitable with the writing topics. The size of flashcards which use by the writer is 15cm x 21cm (A5 sized). The flashcards consist of colorful picture. When making flashcards, the writer takes pictures from the internet which related with the writing topic. After the writer got the picture, she copied the picture and then printed them and laminated them.
There are so many ways to make a flashcards such as: the teacher can make flashcards with draw the picture by themselves then cut them and laminated the cards.

c. Flashcards as learning media

In learning activities, flashcards are commonly use by drilling. Kreidler (1990) said that in the early stages of language learning, vocabulary drill has two purposes: (1) to introduce the words that will be used in patterns presented in the grammar section of the class, and (2) to expand the number of words the students can use in the grammar patterns already learned.

B. Theoretical Framework

A set of learning media by using flashcards for Grade Ten Students of Administrasi Perkantoran class at SMK BOPKRI 1 Yogyakarta was made to improve students writing’s skill by using flashcards. The writer realized that there were so many theories which could help her to answer the research questions. In this research, the writer chose the theory from Kemmis and McTaggart as the main theory to conduct this research and to answer all of the questions. Furthermore, there were some theories which helped the writer in answering the research questions.

The writer realized that this research made to help students solve the problem occurred in the classroom. Based on writer observation, the main problem in the class was the students’ low writing skill. This research was
conducted to help students to improve their writing skill. To solve that problem, the writer prepared some theories that can support writer’s perception and used as the framework to conduct this research.

In conducting flashcards, the writer considered that the advantages of flashcards can help the writer to answer the research questions. Susan Presley (2003) said that flashcard can be used to learn virtually any set of information. When used to teach a foreign language, flashcards help students review vocabulary words and their meaning and make a good sentence based on the picture given. While Kreidler (1990, 21) stated that vocabulary drill has two purposes: (1) to introduce the words that will be used in patterns presented in the grammar section of the class, and (2) to expand the number of words the students can use in the grammar patterns already learned. The writer will use those theories as the basic theory to conduct flashcard as the main learning media.

After those theories above supported the writer’s perception, the writer added one more theory in conducting this research. The theory below is the main theory of this research. Since this research is classroom based action research, the writer prepared a theory of classroom action research. As it stated before, the writer used theory from Kemmis and McTaggart as the main theory. The writer makes a set of classroom based action research, adapted from Kemmis and McTaggart’s models. There were four steps in every cycle and the writer did two cycles. Those steps are: (1) Planning, (2) Acting and observing, (3) Reflecting, (4) Improvement.
Finally, the process outlined on the previous discussion will lead the writer to the further process of the research in order to achieve the best solution.
CHAPTER III

METHODOLOGY

In order to solve the problems formulated in chapter one, the process in conducting this study will be clarified. Six main points included in chapter three namely: (1) research methods, (2) subjects and respondents, (3) instruments, (4) data gathering, (5) data analysis, (6) procedure.

A. Research Method

As it has been stated in the Problem Formulation (Chapter one), this research attempted to solve one major problem. The problem was conducted to find out how the flashcards improves the students’ writing skill.

The writer used the Classroom Action Research as the method. Classroom Action Research is a qualitative research and it has same characteristics as in Initiated Research in which the characteristics are situational, collaborative, participatory and self-evaluative.

In this research, the writer using a Classroom Action Research Model by Kemmis and McTaggart (1982). They described action research as a proceeding in a spiral steps. They are planning, acting and observing and then reflecting. The reason why does the writer use this circle is because the writer thought that this is the most suitable circle to use in this research. By using this circle, the writer thought that the data can be gathered maximally and optimally without any less important thing which can be the barrier in this research. This circle is used by the
writer in the whole research as the main idea of the research. This is the core of this classroom based action research.

Based on Kemmis and McTaggart (1982), Classroom Action Research cycle divided into three steps in every cycle. Those are: (1) Plan, (2) Act and Observe, (3) Reflect. The explanation of three steps is as follows.

Step 1. Plan

In this step the writer plans about how to improve students’ writing skill. The writer plans all of the materials that might be the best media to improve students’ writing skill. The writer plans how to implement flashcards in classroom activities. The writer also preparing all equipments which can help to gather data, such as: observation sheet. This step begins after the writer conduct classroom observation used by the writer to identify the main problem of the classroom.

Step 2. Act and Observe

In this step, the writer implements flashcards in classroom activities. While implementing flashcards, the writer also observes everything happened in the classroom. The observation is used to measure whether flashcards can improve students’ writing skill or not.

Step 3. Reflect

Reflection made after the writer implement flashcards in classroom activities. The reflection is made based on classroom observation sheet. In this step the writer identifies everything which is successful and unsuccessful and then revises it to make a better treatment in the second cycle.
The Classroom Action Research also has the benefit and the weaknesses. The Benefit of Classroom Action Research is the writer can focus only in one main problem. So that the writer has a goal which to improve what happened in classroom to be a better change. And for the weakness is time consuming, because as soon as after the writer got the data, the writer has to process the data by categorize and analyze them.

Step 4. Improvement

In this part, the writer will revise from the last cycle based on the reflection in order to get better achievement.

B. Research Participant

The participants of this research are the principle, teacher, and students from grade ten of Administrasi Perkantoran class at SMK BOPKRI 1 Yogyakarta. In this research, the principle gave opportunity to the writer to do the research. Then, the teacher allowed the writer to do the research in his class. And also the students as the main participants, they play the main role of this research. Without them, the writer will not get the data.

C. Research Instrument

To conduct this research, writer uses some instruments in order to get a valid data. The instruments are observation sheet, interview, and test.

The writer conducted the observation to collect data. The other will be explaining on the following.
1. Observation Sheet

Observation sheet is a sheet that we use to collect data when we observed the classroom activity. Observation sheet is very important to the writer because the writer can see the observation result as the basis data. The writer uses observation sheet to gather data of the class. Before conducting thesis and also deciding the treatment, the writer needs to observe the classroom activity and identify what problem which occurred.

2. Interview

Interview is a kind of way to get information about the participants’ opinion, the action, and the interaction on this research. The interview did after the writer did the treatment. The writer used interview to gather data from the classroom activities. With interview, the writer will know the development of the class when the writer did the research, and also to record classroom activities in order to analyze whether the treatment went well or not.

3. Test

Test is an examination of a person’s ability or knowledge. Test is an experiments whether something works or not (Oxford, 2010). Test is a instrument used by the writer to measure students’ writing skill. The writer uses this instrument before and after the research to compare students’ writing skill by seeing the result of the pre-test and post-test and compare it, the writer can measure whether the research runs well or not.
D. Data Gathering Technique

The writer gathered data by using observation sheet, interview and the last is test. On this data gathering technique, the writer will explain how to use them. The writer collected the data from the beginning of the research until the end. The writer will use the data from the observation as the basis to start the research. There were three ways of gathering the data. The first is observation sheet. Observation sheet prepared before the implementation of the treatment begin. The observation sheet may contain the prediction of the researcher about what will happen which support the gathering of the data in the classroom. This instrument is done by the teacher as the partner of the writer. This instrument was used during the implementation and was prepared before it. Second is interview. In this step, the writer interviewed about the participants’ opinion. The development of the research will be written by the writer on the questions lists based on interview. Interview was used after the teaching learning processes. And the last is the test. Test is an instrument to measure whether the treatment works well or not. The writer prepared and conducted two kinds of test, those are pre-test and post-test. These instruments are done by the writer herself before and after the implementation of the action.

E. Data Analysis Technique

In this part, the writer will discuss about the data analysis technique which consists of observation sheet, interview and test (pre-test and post-test). The data from the observation sheet will be analyzed below:
The form of data in observation sheet is in a form of sentences and numeric because the content of observation sheet is about the recording of the implementation of action and in numeric type because data from the observation sheet will be change into percentage. For example: how many percent students paying attention to the teacher. The data in observation sheet later will be compared from the first cycle to second cycle, after that the writer will make the conclusion. The steps of the observation sheet will be stated below:

1. The writer summarizes the data from the first cycle.
2. The writer concludes the result of the observation (first and second cycle).
3. The writer compares the result between the first cycle and before the implementation and compares it again with the second cycle.

The data from interview will be analyzed by the writer below:

The data of the interview are almost same with the data in the observation sheet. In this part, the data will be in narration type and in a form of sentences. The interview was taken after the implementation of action. After the writer got the result from every cycle’s interview then it will be compared each other so that the writer can make a conclusion. The steps of interview will be stated below:

1. The writer records all the answers from the respondents in written form.
2. The writer collects the data about the background of the students.
3. The writer analyzes the answer from the respondents and summarizes their answer to start preparing the implementation of the action.
Meanwhile, the data from pre-test and post-test will be analyzed below:

The data of pre-test and post-test are absolutely different with observation sheet and interview. In this part, the form of data will be in a form of numeric because the final result can be seen from the students’ mark whether the result better from the first cycle or even co change, or whether the implementation succeed or not. This data was taken before and after the implementation of action. The steps of pre-test and post-test will be stated below:

1. The writer records in written form of the result of the pre-test and post-test.
2. The writer makes a comparison of the two tests to answer the question of this research.

**F. Research Procedure**

In this part, the writer will state about the procedure of the research, how the writer get the data.

1. **Planning**

   In this section the writer did six actions, the actions are:

   a. Arranging list of equipment needed to gather the data.
   b. Designing the flashcards consist of the size, the picture, etc.
   c. Making an flashcards
   d. Finding the writing material to teach the students based on the syllabus.
   e. Making an observation sheet.
   f. Making questions to interview the students.
2. Acting and Observing

Now is the part of acting and observing. This part might be more complex than the other part above because the implementation and observing will be take place and did in the same time, there are:

a. Observing the teacher way of teaching and media that he used
b. Teaching the students using flashcards.
c. Writing the student reaction, behavior, and attention in lists based on the observation sheet which did by the observer.
d. Writing all the result of observation in narration which did by the observer.
e. Marking the students’ pre-test and post-test.

3. Reflecting

This is the last part of classroom based action research. In this part, the writer did:

a. Analyzing the strengths and weaknesses of the implementation.
b. Comparing the first cycle and the second cycle.
c. Revising the implementation from the first cycle.

4. Improvement

This is the last part of every cycle of the research. In this part, the writer did:

a. Conducting an improvement to make a better implementation in the next cycle.
b. Finding an improvement which can cover the weaknesses from the first cycle.

c. Finding some ways to grasp more students’ attention.

Finally, the stages of the action research are completed. This evaluation might be used in the next cycle to get the better treatment and also better result.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the writer will present the research result and all of the research processes.

Every cycle of action research will be described in this part. There were two cycles implemented on this research. The writer divided this chapter into two big parts, those are: the implementation of flashcards and the students’ improvement.

A. The Implementation of Flashcards

1. Cycle 1

a. Planning

This action research was conducted to improve students’ writing skill at SMK BOPKRI I Yogyakarta. To solve the problem, first of all the writer did the planning process. In this process, the writer prepared everything she needed to conduct the first implementation.

As it is explained before that the writer did an observation to identify the main problem occurred in the classroom; based on the observation, the writer found that students’ writing skill is the main problem.

The planning conducted to solve the problem was based on the observation. To solve the problem, the writer used flashcards to improve students’ writing skill. During this research, flashcards will become the main learning media.
After that the writer starts to make better treatments to solve the problem, especially in writing. In this step, the writer prepared all things that she thought it can help students to improve their writing skill. When deciding the method and the learning media, the writer considered some important aspect such as students learning style, grade of the students, and things they needed to improve students’ learning enthusiasm and the theory which can solve the problem. The writer realized that as a teacher, she has to be creative in teaching so that the students can enjoy the learning activity.

Finally, after the writer passes the steps above, she decided to use flashcards as the main learning media to improve students’ writing skill. The reason why the writer chose flashcards is because by using flashcard as a learning media it will help students easier to imagine the story by seeing the picture on it, so the students can write anything more easily.

After the writer decided the best way to be implemented in a classroom, the writer planned the learning activity. The writer organizes the learning material based on the curriculum, and she considers about the students’ indicator also. That is happened in conclusion also, the writer organizes activity in the classroom based on the curriculum too but using flashcards to improve students’ writing skill. The writer always connected the curriculum while teaching writing with the materials used. In the first implementation, the writer will use a set of flashcard which is consisting of five pictures and when the cards are in the right order, they can be made as a simple short story. The flashcards will be flashed by the writer using drilling method. And the students will make a story based on the picture on
the flashcards or they can make by themselves, but the story or paragraph must use the topic given. For the implementation of the action will be explained on the next part.

Table 4.1
Design of first cycle’s implementation

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Pre-Activity</strong></td>
</tr>
<tr>
<td></td>
<td>a. Building background knowledge: Learners are listening teacher’s explanation about degree of comparisons without flashcards.</td>
</tr>
<tr>
<td></td>
<td>b. Learners are doing the pre-test.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Whilst activity</strong></td>
</tr>
<tr>
<td></td>
<td>a. Pre-writing: Learners are asked by the teacher to state the words based on the flashcards stuck in the blackboard.</td>
</tr>
<tr>
<td></td>
<td>b. Pre-writing: Learners are asked to state the words on the flashcards by using drilling technique.</td>
</tr>
<tr>
<td></td>
<td>c. Writing activity: Learners are given an example of comparison paragraph and asked to make their own paragraph (post-test) by the teacher.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Post Activity</strong></td>
</tr>
<tr>
<td></td>
<td>a. Make sure that learners can make a good paragraph using the learning media given: Summarizing what learners have learnt.</td>
</tr>
</tbody>
</table>
b. Acting and Observing

The second step of first cycle on this research is acting and observing. In this step the writer only did one thing in one time. And the other was done by the writer’s partner, on this case the English teacher of SMK BOPKRI 1 Yogyakarta. When the writer did the implementation, the writer’s partner was observing. Both things above did in the same time. Firstly, the writer will explain about the implementation of the action.

The implementation of the action of the first cycle was conducted on the 5th of May 2011. The implementation was 90 minutes each on every Thursday. At the first implementation, the writer decided degree of comparison as the sentences pattern. The writer used this topic because it was included on the curriculum of SMK and it was not too difficult to connect between the curriculum and the flashcard as a learning media in writing. Before the writer taught the students, she prepared everything that she needed including the flashcards.

Firstly, the writer explained the degree of comparison using old-fashionale way of teaching after that she gave the students pre-test using degree of comparison to measure the students’ writing skill before the implementation of action. After the pre-test finished, then the writer started the implementation of action. The writer taught the students with the topic of degree of comparison but by using the real flashcards. At the first time, the writer stuck the flashcards on the blackboard in sequence. After that, the writer asked the students to state the verbs existed in the flashcards one by one until the end. And then, the writer flashed the flashcards to the students using drilling method and asked the students to mention
the verbs which were stated before. Then, after the writer finished flashing the cards, she asked the students to make a good comparison paragraph based on the picture given or based on their own idea. At the end, the paragraphs they made were used by the writer as a post-test of the first cycle.

Secondly, the writer will explain about observation. The observation was done at the same time with the implementation but it was done by the English teacher of SMK BOPKRI 1 Yogyakarta as the writer’s partner. When he did the observation, he brought an observation sheet consisted of some question about the students’ reaction while the writer taught them. The result from the class observation was quite interesting: almost all of the students paid attention and they are very active. They were interested in the topic and with the new way of teaching the writer suggested. They were very actively answering the questions. If the result of observation is converted into percentage, the result is that 80% students were paying attention for the writer’s explanation and all of them followed all of the activities, 20 % students did nothing or busy with their own activity maybe because the situation was so cold. The result of the implementation in the first cycle was different from the result before the implementation of first cycle is done. Before the writer did the implementation of first cycle, almost all of the students were not interested with the topic even when they were asked to make a paragraph. But, after the writer did the implementation, most of the students were interested with the classroom activity.
The observation result:

In the first implementation, almost all students were not ready to follow the classroom activity. It happened until the pre-test. However, when the flashcards were shown to the students, they seemed very interested and paid attention to the writer, but there were some students who were still busy with themselves. The students who followed classroom activity can develop their idea and made a good paragraph.

The result of interview:

The writer realized it is not enough to conduct the research if she just relies on the observation’s result as the data to answer the research question. That is the reason why she conducted an interview. The writer interviewed three students. The interview was conducted to support the result of observation. The explanation of the interview’s result will be explained below.

First of all, the writer needed to know about the background of the students. Two students came from low-end family and they did not have any awareness to study and to think about their education. For them, education is not important because their parents were not well-educated. The other student came from middle family. He came from well-educated family background, but he have low awareness of education, and him way of thinking affected by their friends.

Secondly, the writer would like to know about students’ motivation in learning something. In this part, the writer found similar answers from the three students. The answer itself was not exactly the same, but the writer concluded that it has same meaning. The students do not have any motivation to learn something.
They were not interested to learn anything. They thought that they did not need anything to learn.

And then, the writer needed to know about the students’ experience in their learning activity, especially in English. First two students answered that they did not have any favorite subject in the school. They thought that they like to play and sleep more than studying something. One students said that they liked TIHK (Information Technology and Communication), they liked this subject because they liked browsing the internet. The writer then asked the students some questions to know their experience in learning English. In this part they had the same answer; they did not have any interesting experience in learning English. They thought that English was not interesting because they did not know the meaning of the words.

Since the writer interviewed some students who did not follow the activity, she needed to know the reason why they did that. The result of this interview can also help the writer to conduct the improvement in the next cycle. In this part, the students said that they did not like English. They said that they liked the learning media given by the writer, but the students still thought that they did not like English. It made the students do not care about the classroom activity.

<table>
<thead>
<tr>
<th>No</th>
<th>Lists of summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The writer implemented the action appropriate with the design</td>
</tr>
<tr>
<td>No</td>
<td>Lists of summary</td>
</tr>
<tr>
<td>----</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>planned.</td>
</tr>
<tr>
<td>2.</td>
<td>The writer implemented the action and her partner observed the students.</td>
</tr>
<tr>
<td>3.</td>
<td>The partner observed students’ behavior while the action implemented.</td>
</tr>
<tr>
<td>4.</td>
<td>More than a half of all students active in the classroom.</td>
</tr>
<tr>
<td>5.</td>
<td>To support the observation result, the writer conducted an interview.</td>
</tr>
<tr>
<td>6.</td>
<td>The writer interviewed passive students.</td>
</tr>
</tbody>
</table>

c. Reflecting

1) Result of Reflection

After the writer finished with the implementation of action of first cycle, the writer collected the data to make a reflection. The writer made a reflection based on the result of the observation and the interview which were done after the implementation of first cycle. When the writer collected the data from the interview, she asked the students who did not pay attention in the classroom and the students who did not make the assignment given. The result from the interview was not surprising the writer, because the students said that they were too lazy to study English and they felt sleepy. The students were lazy to study English because they thought that English will not be useful in their daily life. After the writer got the result, the writer thought that she had to improve the
technique when teaching writing, so that the students could be more interested and enthusiastic in every class activity.

Based on the observation and the result of the pre-test and post-test, the implementation in the first cycle can answer the question research but has not optimal yet because there is still 20% students who did not pay attention and did not follow all of the activity. Even though the method and learning media are interesting, the writer needs to improve them to gather more students’ attention. And the 20% students, who did not give their attention, will be interested in the classroom activity. The conclusion of pre-test and post-test is that the implementation of action can improve students’ writing skill. The reason why the writer said that statement is because the results of pre-test and post-test are very different. In the result of pre-test, almost of the students did the assignment, but they cannot develop their idea. But in the result of post-test they are able to make a better paragraph and they can develop more their idea. This reflection’s result will be made to make an improvement. And the improvement will be explained below.

2) Summary of Reflection

<table>
<thead>
<tr>
<th>No.</th>
<th>List of Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The writer conducted the reflection based on the previous step.</td>
</tr>
<tr>
<td>No.</td>
<td>List of Summary</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
</tr>
<tr>
<td>2.</td>
<td>In this part, the writer analyzed the data gathered from the previous step.</td>
</tr>
<tr>
<td>3.</td>
<td>The writer found that there are 80% students were interested in the learning media given.</td>
</tr>
<tr>
<td>4.</td>
<td>The students, who paid attention to the learning activity, can finish the assignment by themselves.</td>
</tr>
<tr>
<td>5.</td>
<td>The writer analyzed data from the interview to make an improvement for the second cycle.</td>
</tr>
</tbody>
</table>

**d. Improvement**

After the writer did all of the steps in the first cycle, the writer arrange an improvement to be implemented in the second cycle. The improvement made based on the reflection. The improvement used to make a better implementation in the second cycle. As we know that in the first cycle there were some students who were not following the classroom activity. The writer tried to get their attention and improve their writing skill. To get the students’ attention, the writer will improve the method used in the implementation of second cycle. The writer tried to cover the weaknesses from the first cycle. The writer believes that if the weaknesses covered, the research will be succeeded.

The writer recommendation for the next researcher in conducting the first cycle is preparing everything well so that the next researcher can handle unpredictable situation happened in the classroom.
Conclusion of the first cycle:
The conclusion of the first cycle is the research has not optimal yet. This statement made based on the observation sheet’s result. The writer said that it has not optimal because there are still some students who did not give their attention. However, almost all of the students gave their attention and they can develop their idea to make a good paragraph. The writer believes that the students have a good imagination, but they do not know how to develop it into a good paragraph. The improvement happened when the writer teach the students using flashcards, because the flashcards was so interesting. The writer planned to make a better implementation in the second cycle. The implementation of the second cycle will be explained after the recommendation for the next researcher when doing the first cycle.

2. Cycle 2
a. Planning

In this second cycle step, the writer did the implementation on 12th Mei 2011. The implementation was 90 minutes. In this second cycle implementation, the writer did not need to identify the problem anymore because the main problem have found in the beginning of the first cycle. The planning on the second cycle will cover the weaknesses of the first cycle, but still based on the theory used. In this part, the thing that the writer will do is just begin to make a plan about the improvement in the second cycle. The most important thing that will be improved in second cycle is about the technique while using the method when the writer
teaching writing. The writer improved the method because as the writer’s explanation in the first cycle reflection, there are some students who did not pay attention and busy with their own activity. In the second cycle, the writer will use the same method like in the first cycle but she adds a new technique. The technique is a competition. The writer chooses competition because she thinks that this technique will arouse students’ enthusiasm and students’ attention to follow all of the activity. The writer will also change the picture on the flashcards, so the story will be different with the first cycle. In the first cycle, the writer made a story about holiday to the beach and the sentences pattern used is degree of comparison. But, in the second cycle, the writer will make a story about the family activity and the sentences pattern used is a present continuous. In the second cycle, the writer still connected the topic with the curriculum which is used. The reason why the writer change the picture and the writing topic is because the she wants to make sure that the students really understand even the topic and picture is changed, the writer will also wants to make the result from the research valid. The explanation about the implementation will be explained below.

Table 4.4
Design of second cycle’s implementation

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activity</td>
</tr>
<tr>
<td></td>
<td>a. Building background knowledge: Learners are listening teacher’s</td>
</tr>
<tr>
<td>No.</td>
<td>Activities</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 2.  | explanation about the sentence pattern that will use to make a paragraph.  

**Whilst activity:**  
a. Pre-writing: Learners divided into two groups.  
b. Pre-writing: Learners state the verbs based on the flashcards stuck on the blackboard.  
c. Pre-writing: Learners have to make a good sentence as quick as possible based on the flashcards flashed by the teacher.  
d. Writing activity: Learners read the example of paragraph given and asked by the teacher to make their own paragraph.  

| 3.  | **Post-activity**  
a. Make sure that the learners can make a good paragraph using the learning media given: Summarizing what learners have learnt. |

b. **Act and Observing**

The act and observing on this second cycle is almost same with the first cycle. The writer did the implementation and the writer’s partner did the observation in the same time. In this second cycle, the writer did the same implementation but, she makes an improvement while using the method, in this research drilling method. The writer will explain about the implementation first.
In conducting the implementation of the second cycle, the writer decided to use present continuous as the sentences pattern. But, she use family activity as the story on the picture on flashcards. In the beginning of the class, the writer asked the students to make a group which is consists of 10 students, so there were two big groups in the classroom because there will be a group competition. After the writer divide students into two big groups, she sticks the flashcards on the blackboard for a while; the writer asked the students to state the verbs like in the first cycle. After that, the writer asked the students to join with their group. When the students join to their group, the writer takes the flashcards from the blackboard, and then she told to the students about the rule of the competition. The rule is when the writer choose the cards and drill it fast, the two groups have to make a sentence orally using a present continuous based on the activity on the picture. The fastest group which can make the sentence will get 1 score. The group who got the biggest score will be the winner. Then, after the competition has finished, the writer asked the students to make a good paragraph using the picture on the flashcards or their own idea. The paragraph must be in present continuous. The result from the assignment is used by the writer as the students’ post-test.

Second, is about the observation. The observation on this second cycle is done by the writer’s partner; he is the English teacher of SMK BOPKRI 1 Yogyakarta. The implementation and the observation did in the same time. When the writer’s partner did the observation, he brings the observation sheet. There are some questions here. The English teacher observes the students’ characteristic, the
students’ behavior, the students’ attention and all of the change of the students’ which is happened while implementation. The result of the observation is very good. There are 93% students follow all of the activity, there are so attractive while join the competition. They can make a right sentence even the writer drill the flashcard so fast. And only 7% students who did not pay attention and did not follow the activity well.

The result of observation:

In this second implementation, the writer found that almost all students were ready to follow the classroom activity. They were very interested to the learning media given by the writer. Some students who did not follow the first implementation follow the activity in the second cycle. The writer thinks that the improvement really helped to grasp students’ attention. Especially when the writer conducted the quiz, the class became very crowded, but they busy with the quiz. However, there was one student who did not pay attention. He was busy himself and sometimes, he slept in the classroom.

The result of interview:

In the second cycle, the interview’s questions are simpler than the first cycle. This interview conducted to get the students’ point of view from the learning media, and also to get students’ opinion about the improvement. The result of the interview might support the data, and help the writer to know whether the improvement worked or not.

Same with the result of the first interview, this writer asked the students who did not pay attention to the classroom activities. The writer found that they like
the implementation in the second result. The students said that the second implementation has better activities than the first. However, they did not follow the classroom activities because they still think that they do not need to learn English and they do not like English because they do not understand the language.

<table>
<thead>
<tr>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>The writer implemented the action appropriate with the design of the second cycle.</td>
</tr>
<tr>
<td>2.</td>
<td>The writer added some improvement to make students more active.</td>
</tr>
<tr>
<td>3.</td>
<td>The writer invited the students to be more active.</td>
</tr>
<tr>
<td>4.</td>
<td>The writer saw some improvements from the students.</td>
</tr>
<tr>
<td>5.</td>
<td>Almost all students are active.</td>
</tr>
<tr>
<td>6.</td>
<td>Same with the first cycle, the writer also conducted interview.</td>
</tr>
</tbody>
</table>

c. Reflecting

1) Result of Reflection

The reflection on the second cycle is made by the writer based on the interview result and the observation result. After the writer conducted the implementation, she interviewed some students who are not following and join the classroom activities. There are 7% students who did not follow the activities. The students said that they did not follow because they do not want to study anymore,
they feel lazy and they do not care about their future anymore. Based on the interview result, the writer thinks that the learning media is already interesting but if the students have the kind of behavior, the writer needs a longer time to do the research. If the writer can conduct a longer research, the writer believes that she can help the students since the writer can make a better approach. The result of the observation will be explained below.

The result of the observation is almost perfect, because the students were ready to follow all of the classroom activities and the students can also follow the activities and they are able to reach the indicator. These statements can be concluded that the second cycle implementation was success.

In this second cycle can be seen that the implementation went well. In the second cycle, the students can make a good story or paragraph after the writer flash the flashcards to the students and they are also able to use present continuous tense in their paragraph. The writer thinks that the improvement works well because the students’ result from the post-test is increasing. In the second cycle, the students became more active because of the improvement. From the result above the writer concluded that the result of the implementation can answer the research question.
2) The summary of Reflection

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<th>No.</th>
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</thead>
<tbody>
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<td>1.</td>
<td>The writer found that the improvement worked.</td>
</tr>
<tr>
<td>2.</td>
<td>Almost all students gave their attention and followed the learning activity. More than 90% of the students.</td>
</tr>
<tr>
<td>3.</td>
<td>The students were very active.</td>
</tr>
<tr>
<td>4.</td>
<td>The writer found that there was one student who was busy with himself.</td>
</tr>
<tr>
<td>5.</td>
<td>The reflection in this second cycle made to conduct a better implementation for the next researcher.</td>
</tr>
</tbody>
</table>

d. Improvement

This research finished at the second cycle. However, this research still needs some improvement. The improvement need to be done because as the time goes by the students will also change their way of thinking and different students may have different learning style. This research might be answer the research questions, but it still needs to improve since there are some students who still need more guidance, so that they will have a spirit to study again. The improvement in this cycle used to every researcher who wants to conduct a research in the same field. In this cycle, the improvement might be in the time on the research. The time in conducting the research need to be improved since the writer need to do a
better approach. If the writer did a better approach, she believed that the research will get a better result. As we know that when a better approach conducted, the writer will know everything that students need in their learning activity and other things that they need to reach the indicator. The writer hopes for the next research which is done by the next researcher will do a better research and get a better result.

From the implementation on the second cycle, the writer can conclude that the implementation was successfully done. The number students who followed classroom activity are increasing. The writer saw that almost all students became more active and they can develop their idea into a good paragraph. In the second cycle, the improvements from the first cycle were really help the writer to answer the research questions. The writer done the improvements as planned before, and the students seemed more interesting and they became more active.

3. Conclusion of the First Cycle and the Second Cycle

From the implementation which was done, the writer will explain about the both result. The result from the first cycle is not too different with the result from the second cycle. The writer will explain about the result of the first cycle and the result of the first cycle on the next paragraph.

First, the result of the first cycle is quite good. Quite good because 80% students are paid attention to the writer when she conduct the implementation and 20 % students who are busy and did not paid attention to the writer. The reason of the 20% students was about they are too lazy to learn English because they think
that English is not useful in their daily life. From the result of pre-test and the post-test in the first cycle, generally they can make a good story or paragraph. Before the writer conduct the implementation they feel difficult to find and develop the idea, but after the writer conduct the implementation the students can make a better story or paragraph because the picture on the flashcard and the drilling method help them more when finding the idea.

Second, the result of the second cycle is very surprising. In the second cycle there are 93% students who are paid attention and follow all of the activity in the classroom. And there are only 7% students who did not join and did not follow the classroom activity. The reason why the 7% students did not want to join the activity is because they did not have spirit to study anymore, they feel lazy, and they do not even care about their final result whether they will pass the examination then go up to the next grade or even failed. The most interesting time when the writer conducted the implementation is when the competition of two big groups begins. The students are so attractive to join the activity. They can make good sentences using present continuous based on the activity on the picture orally. And from the post-test result, the score of the students are better from the first cycle. The students can make a better story or paragraph after the writer conduct the second implementation. They can develop more their idea because they learn writing with a new-way and it is interesting.

From the result above, it can be seen that the implementation can answer the research question. By using flashcards as the learning media in writing it can improve students’ writing skill. Although it is not 100% students who are follow
the activity, but the result from the beginning until the end of the research is going better and the students can increase their writing skill. And from the good result, the writer can say that this research is success.

B. The Students' Improvement

1. General Improvement

After the implementation finished, the writer got the data of tests’ result. It will be used to measure whether the students improved their skill or not during the research’s implementation. The writer concluded that flashcards can help students to develop their ideas. By using flashcards, students can arrange sentences into a good paragraph and the idea of a paragraph they made did not jump, they can make it in sequence. In conclusion, flashcards can help students to arrange a good paragraph.

The comparison of the tests’ result below will support writer’s statement. To make the result of this research clear, the writer would like to present a comparison of the result from the test and result of the mean, median, and modus from all tests.
Chart 4.1
Chart of Students’ Test Result

Chart 4.2
Mean Chart

pre-test, 6.84
post-test 1, 6.94
post-test 2, 7.62
Chart 4.3
Median Chart

Chart 4.4
Modus Chart
2. Grammar Improvement

Flashcards can also improve students’ grammar when they conduct a paragraph. With flashcards students can easily memorize the grammar pattern because they already know the verbs that they are going to use. All that they need to do is put that verbs into the pattern given by the teacher. To make this statement clear, the writer would like to present the result of students’ grammar from pre-test, post-test 1, and post-test 2. Based on the result of the analysis, the improvement of the students’ grammar is increased. The mean’s result still increased, even though there are two students who did not increase, and six students who have the same result between first and second post-test. In conclusion, the writer said that flashcards can improve students’ grammar.

Chart 4.5
Result of Students’ Grammar
Chart 4.6
Grammar’s Mean

post-test 2, 7.2
post-test 1, 6.9
pre-test, 6.5

Chart 4.7
Grammar’s Median

post-test 2, 7
post-test 1, 7
pre-test, 7
3. The Improvement of Idea Development

The idea development helps writer to now students’ writing skill. If the students can develop their idea well, their paragraph will be better and their writing skill will automatically improve. In this research, flashcards can improve students’ idea development. Flashcards helps students to develop their idea and conduct a good paragraph also.

Different from the one in the grammar, the result of the idea development is better. The students can improve their idea development from the pre-test until the second post-test. In the grammar result there are some students who have same tests result, but in this part all students are increasing their mark. Below are the charts of students’ idea development result.
Chart 4.9
Students' Idea Development

Chart 4.10
Students' Mean
Chart 4.11
Students’ Median

Chart 4.12
Students’ Modus
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer will present two parts: conclusion and suggestions.

A. Conclusion

Before the conclusion projected, the writer will state two research questions which explained before in the first chapter. The first research question was how does the flashcards improve students’ writing skill? And the second question was to what extent can flashcards improve students’ writing skill? The conclusion will be explained in the next paragraph.

Since the first research question asked about how the flashcards can improve students’ writing skill, the writer will explain the implementation of action. The writer conducted the implementation of action using flashcards as the main learning media to teach writing to the students. The writer used drilling method to teach writing using flashcards. By using flashcards students became more interested in the learning activity. Students thought that flashcards were interesting and fun, so they could learn something in unusual way. The writer found that using drilling method flashcards could improve students’ writing skill. Students could develop their idea to make a good paragraph. From the first cycle, there were some weaknesses. The writer found that some students did not pay attention to the learning media, they were very passive. That was the reason why the writer improved the implementation in the second cycle. The writer still used
different technique of drilling method. The writer conducted some group quiz to make students more interested in the learning media. With the improvement, the students became more active and they, who did not give their attention in first cycle, gave their attention in the second cycle. That is the process how the flashcards can improve students’ writing skill. And the explanation of the answer of second research question will be explained below.

The second research question was answered by using the result of first and second cycle’s post-test. The writer conducted post-test to measure whether the implementation could help students or not. The result of the test has been explained in the chapter four. The writer found observed three aspects of students’ skill. The first was general writing skill. The result of this part was total from the students’ grammar result and students’ idea development result. The students’ general writing skill was increasing from the pre-test until the second post-test. The detail result of the improvement can be seen in the chapter four. The result of students’ grammar and idea development also increased. By seeing the result of the whole tests, the writer concluded that flashcards could improve students writing skill, especially in grammar and idea development.

Based on two explanations above, the writer concluded that flashcards can help students to improve their writing skill. The flashcards can improve students’ writing skill because the result of the post-test was increasing. The result of the second cycle’s test was better than the first cycle’s. It means that the implementation can help students to improve their writing skill. By seeing the result of the test, the writer concluded that flashcards can help students to develop
their idea in making a paragraph. Flashcards can also help students to arrange sentence into a good paragraph.

B. Suggestions

There are some suggestions for the English teachers and for the next researcher:

1. For teachers:
   a. English teacher should know the students’ lacks, wants and capacity before teaching them. The reason is that suitable learning media in writing will increase their motivation and their curiosity to learn.
   b. English teachers of SMK BOPKRI 1 Yogyakarta can use the learning media made to teach the grade ten students of ADMINISTRASI PERKANTORAN class.

2. For the next researcher:
   a. It is necessary for other researchers to make integrated learning media for the students of SMK BOPKRI 1 Yogyakarta.
   b. The learning media in writing are made for grade ten students of SMK BOPKRI 1 Yogyakarta. It is more useful for other researcher to make other learning media for lower or even higher students.
REFERENCES


APPENDICES
Appendix 1: Research Permission Letter
Appendix 2: Research Instruments

A. INTERVIEW

List of questions for the interview

Cycle 1:

- Can you tell me something about you?
- What do you think about the learning media that we used to learn English?
- Do you like that?
- You seem did not interested in our activity. Why did you don’t pay attention to the learning activity?
- What are you study for?
- What subject do you like most? And why do you like it?
- What is the most interesting topic when you learn English?

Cycle 2:

- What do you think about the learning media that we used to learn English? Do you like this kind of activity?
- What do you think about the learning media? Was it better than the one in the last meeting?
- You still seem did not interested in our activity. Why did you don’t pay attention to the learning activity?
B. OBSERVATION

Result of an observation

First Cycle:

- Almost all students did not ready to follow the classroom activity in the beginning.
- The students were not interested in the pre-test.
- When the writer showed the flashcards to the students, they were very interested and paid attention to the teacher.
- Some students did not pay attention and busy with themselves.
- Some students were sleeping, and some were busy with their makeup.
- Students who followed the activity can answer the questions given and actively followed the activity.
- Students done the post-test well, however some students saw other’s work.

Second Cycle:

- Almost all students were ready to follow the classroom activity.
- The students were very interested in the learning media.
- Students, who did not pay attention in the first cycle, now followed the activity.
- Students were more active in this cycle. (The improvement worked).
- The students were very active in following the activity and answering the questions.
• One student did not pay attention to the teacher explanation. He was sleeping in the class.

• The class was very crowded, but they were busy discussing the same topic.
Appendix 3: Raw Data

The test result of pre-test:

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<th>No. Urut</th>
<th>Research Participants</th>
<th>Grammar</th>
<th>Idea Development</th>
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The test result of post-test:

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The result of second post-test:

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</table>
Appendix 4: Lesson Plan

Lesson Plan of First Implementation

Level : Vocational High School
Grade/Semester : X/2
Study Program : Administrasi Perkantoran
Subject : English
Meeting : 1 meeting
Skills : reading and writing

Standard Competence:
To communicate using English in Novice Level.

Basic Competence :
Understanding memo and simple menu, public transportation schedule, and traffic sign.

Indicators :
- Students are able to compare something using English.
- Students are able to conduct a paragraph using comparison sentences.

A. Learning purposes
At the end of the class, students are able to:
- Compare something using English correctly.
- Conduct a paragraph using comparison sentences correctly.
B. Learning media

- Grammar Corner: Degree of comparison.
- Flashcards

C. Time Allocation: 2 X 45 minutes (reading and writing)

D. Learning Method

1. Question and Answer
2. Exercise

E. Learning Activities

<table>
<thead>
<tr>
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<tr>
<td>A.</td>
<td>Pre-activity</td>
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<tr>
<td></td>
<td>a. Greetings.</td>
<td>3’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher invited students to memorize the previous meeting.</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>c. Teacher gave short explanation about topic that they will learn. The teacher explained some examples of comparison sentences.</td>
<td>10’</td>
</tr>
<tr>
<td>B.</td>
<td>Whilst activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher explained about the pattern of degree of comparison and some information about it.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher showed the flashcards to the students and stuck it into the blackboard based on the sequence of activities. And then, teacher invited them to state the words in the flashcards, and after that teacher gave them the example of</td>
<td>30’</td>
</tr>
</tbody>
</table>
c. Teacher conducted the post-test. (Teacher ask students to conduct their own comparison paragraph).

20’

C. Post activity
   a. Teacher concluded the all of the topic that students have learnt.
   b. Closing

10’

2’

Total 90’

F. Learning assessment

1. Assessment technique : performance assessment
2. Form of instruments : oral question, handout
3. Instruments : test
Lesson Plan of Second Implementation

Level: Vocational High School
Grade/Semester: X/1
Study Program: Administrasi Perkantoran
Subject: English
Meeting: 1 meeting
Skills: writing

Standard Competence:
To communicate using English in Novice Level.

Basic Competence:
To explain an activity in progress in a simple way.

Indicators:
- Students are able to conduct present continuous sentence.
- Students are able to conduct present continuous sentence into a good paragraph.

A. Learning purposes
At the end of the class, students are able to:
- Conduct present continuous sentence correctly.
- Conduct present continuous sentence into a good paragraph correctly.
B. Learning media

- Grammar Corner: Present continuous.
- Flashcards

C. Time Allocation: 2 X 45 minutes (reading and writing)

D. Learning Method

1. Question and Answer
2. Exercise

E. Learning Activities

<table>
<thead>
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<tr>
<td>A</td>
<td>Pre-activity</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Greetings.</td>
<td>3’</td>
</tr>
<tr>
<td>e</td>
<td>Teacher invited students to memorize the previous meeting.</td>
<td>5’</td>
</tr>
<tr>
<td>f</td>
<td>Teacher gave short explanation about topic that they will learn. Teacher explained some examples of</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>present continuous.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td><strong>B. Whilst activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Teacher explained about the pattern of present continuous and some information about it.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>b. Teacher showed the flashcards to the students and stuck it into the blackboard based on the sequence of activities. And then, teacher divided them into two groups and asked them to state the words as quick as possible and after that teacher gave them the example of paragraph in present continuous.</td>
<td>30’</td>
</tr>
<tr>
<td></td>
<td>c. Teacher conducted the post-test. (Teacher ask students to conduct their own present continuous paragraph).</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td><strong>C. Post activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Teacher concluded the all of the topic that students have learnt.</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>d. Closing</td>
<td>2’</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>90’</strong></td>
</tr>
</tbody>
</table>
F. Learning assessment

4. Assessment technique: performance assessment

5. Form of instruments: oral question, handout

6. Instruments: test

Giovani Bajeng Rahayu Ratri
Appendix 5: Learning Media

Flashcards for the first implementation
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Flashcards for the second implementation
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 5: Data Needed

1. How does flashcards improve the students’ writing skill?
   To answer the question, the writer will explain first about the step of implementation.

   In the first cycle, the writer uses flashcards to teach degree of comparison.
   
   - The writer explained about degree of comparison and the sentence pattern.
   - The writer stuck the flashcards to the blackboard and asked the students to say the verbs.
   - The writer flashed the flashcards to make students remember the verbs.
   - The writer gave the students example of a paragraph of comparison and asked the students to make their own paragraph based on the verbs given.

   In the second cycle, the writer used flashcards to teach present continuous with the same step.

   In conducting the implementation of action, the writer needed observation sheet.
   
   And based on the implementation, the writer will get some information to help her answering the sentence. The writer will get observation sheet as the record of everything happened, and post-test. After conducting the implementation, the writer will arrange an interview to get students’ and teacher’s opinion.

2. To what extent can flashcards improve students’ writing skill?

   To answer this question the writer will need the result of pre-test and post-test. The writer also need the result of the interview then compare them.