

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of the Object of Research

1. Brief history of Integrated Islamic Full-Day School Ukhuwah Banjarmasin

The research has been done at An Integrated Islamic Full-Day School Ukhuwah Banjarmasin is located at Bumi Mas Raya Komplek Handayani XII No. 13 RT 62 Pemurus Baru sub-District, South Banjarmasin District, Banjarmasin City. This school was established on 2001. At the first time, it was located at Jalan Benua Anyar but since June 2004, it was moved in to a new building at a new place just like what it was stated before.

This school is also tries to combine a common regular lesson with a lesson which is related to a religion in a balance way and put in Islamic values to all aspects of study. It also gets students in to a condition which is full of Islamic atmosphere in their environment by making a school mosque as a central for ritual activity and exploiting spiritual values.

Curriculum that used in this school are: “*KTSP*”¹ and specific curriculum of Integrated Islamic Full-Day School Ukhuwah and has 9 subjects; Study of Religion,¹ civic Education,² Mathematics³, Indonesian Language⁴, Science,⁵ Sociology⁶, skill of

¹ Study of Religion in Indonesia called Pendidikan Agama Islam

² Civic Education in Indonesia called PPKN

³ Mathematic in Indonesia called Matematika

⁴ Indonesian Language in Indonesia called Bahasa Indonesia

5. Science in Indonesia called IPA

Handcraft and Art Education,⁷ Sports and Healthy Education,⁸ and Local Content (English, Computer, AlQuran, Write Arabian,) that just has 2 hours lesson in a week or 80 minutes because 40 minutes for every hour lesson.

Teaching and learning at this school is held from Monday to Friday with learning time begun at 07.30 and is over at 14.30 for class I and II. While class III, IV, V, and VI are over at 16.30. Extra curricular is held on Friday with in time is divided into: Class I and II at 11.00-12.00 and for class III to VI at 14.30-15.30.

Generally the physical condition of Integrated Islamic Full-Day School building is good and has permanent construction. The Location of the school is will be described as follows:

- a. To the North is bordered with Basket Ball and Foot Ball Field
- b. To the South is bordered with Islamic Elementary School
- c. To the West is bordered with Juniiior high school
- d. To the East is bordered with Mosque

2. Description of school facilities

Based on the observation and interview result, the writer got the data about the school facilities. To know more closely about the data, can be seen in the following table:

6. Sociology in Indonesia called IPS

7. Skill of Handcraft and Art Education in Indonesia called Pendidikan Keterampilan Tangan dan Kesenian.

8. Sports and Healthy Education in Indonesia called Penjaskes.

Table 4. 1. Description of Facilities at Integrated Islamic Full-Day School (SDIT) Ukhuwah Banjarmasin in Academic Year 2008/2009.

TABLE III

Facilities of school Integrated Islamic Full-Day School Ukhuwah
Banjarmasin

No.	Jenis Ruang		
		Jumlah	KETERANGAN
1	Ruang Kelas	19	Good
2	Ruang Perpustakaan	1	Good
3	Ruang Keterampilan	-	-
4	Ruang Serbaguna	1	Good
5	Laboratorium Komputer	1	Good
6	Laboratorium IPA	1	Good
7	Ruang UKS	1	Good
8	Koperasi / Toko	1	Good
9	Ruang Kepala Sekolah	1	Good
10	Ruang Guru	2	Good
11	WC Guru	2	Good
12	WC Murid	11	Good
13	Gudang	2	Good
14	Ruang Ibadah	1	Good

3. Description of teachers, administration staff and students

In academic year 2008/2009 An Integrated Islamic Full-Day School Ukhuwah Banjarmasin has 72 teachers people who are consisted of 32 people of male teachers and 40 female teachers that include 1 headmaster, 3 English teacher and 1 administration staff. The description can be seen in the following table:

Table 4.2. Description of Teachers and Administration Staff at Integrated Islamic Full Day School Ukhuwah Banjarmasin in Academic Year 2008/2009

No	Nama	Tempat Lahir	Tanggal lahir	Pendidikan
1	Nurul Hikmah, A.Md	Banjarmasin	19 Mei 1978	D3
2	Rustomo	Ciamis	14 Juni 1979	SLTA
3	Rachmansyah, S.Pd	Martapura	19 Mei 1978	S1
4	Sarini Wahdah	Banjarmasin	5 Oktober 1982	D1
5	Sofwatul Rahmani	Banjarmasin	25 Mei 1981	S1
6	Nur Israriah, Amd	Banjarmasin	14 Juni 1979	D3
7	Yusroh, SPd	Banjarmasin	20 Pebruari 1975	S1
8	Fitriyati, SPd	Banjarmasin	19 Nop 1973	S1
9	Jamilah, S.Pd.I	Banjarmasin	26 Oktober 1975	S1
10	Khairani, S.Pd.I.	Barabai	18 Juli 1980	S1
11	Retno Lestari, S.Pd	Banjarmasin	27 Des 1979	S1
12	Rubiannur, S.Pd.I	Banjarmasin	16 Agustus 1979	S1
13	Abdul Muhsi, S.Ag	Barabai	9 Sept 1975	S1
14	Alamsyah, S.Ag	Batu Mandi	23 Jan 1975	S1
15	M. Syahril, S.Ag	Banjarmasin	8 Juni 1969	S1
16	Rafi'ah Hidayati, S.Th.I	Barabai	3 Mei 1982	S1
17	Handayani, Sp.	Banjarmasin	4 April 1979	S1
18	Noormilawati, S.Pd	Barabai	2 Juli 1981	S1
19	Muhammad Rahman,S.Sos	Palangka Raya	12 Mei 1980	SMA
20	Dian Puspa Indarwaty S.Pd	Gunung Makmur	16 Januari 1983	SMA
21	Denny Sofyan	Banjarmasin	15 Sept 1981	S1
22	Abdurrahman, S.Pd.I	Negara	30 Nop 1982	S1
23	Syaiful Mukmin, S.Pd.I	Panyaungan	20 Januari 1981	S1
24	Ahyar Rasyidi, S.Pd.I	NTB	26 Oktober 1982	S1
25	Ahmad Zam Zam, S.Ag	Lombok	19 Sept 1973	S1
26	Abdurrahman, S.Pd.I	Pagat	21 Nop 1982	S1
27	Asna	Pamarangan	3 Januari 1983	SLTA
28	Erhita Kristiana,S.Si	Tapin	30 August 1983	S1
29	Ahmad SyairajiS.Pd.	Anjir Pasar	21 Oktober 1982	S1
30	Tatiah Dhani, S.Pd	Kediri	10 Mei 1976	S1
31	Risma Yuhani, S.Pd.	Banjarmasin	18 Maret 1982	S1
32	Hadijah, S.Pd.	Banjarmasin	7 Oktober 1984	S1
33	Elisa Ruslina, S.Pd.	Banjarmasin	13 Juni 1970	S1
34	Aida Noormala S.Pd	Banjarmasin	3 Des 1985	S1
35	Sri Astuti, S.Pd.	Banjarmasin	10 Juli 1983	S1
36	Herlina, AMK	Banjarmasin	27 Maret 1981	D3
37	Muhammad Jamhuri	Banjarmasin	2 Juli 1981	SLTA
38	Hj.Aminah	Mekkah	15 Maret 1987	SLTA

Continue table 4.2 Description of Teachers at Integrated Islamic Full Day School Ukhuwah Banjarmasin in Academic Year 2008/2009

39	Muhammad Noor	Gambut	20 Des 1983	SLTA
40	Lina Liana,S.Pd	Banjarmasin	6 Juni 1979	S1
41	Yuriani	Banjarmasin	14 Juli 1981	SLTA
42	Mazhan Hanafi	Banjarmasin	21 Nop1989	SLTA
43	Saidi, S.Pd.I	Tatah Bangkal	7 Juni 1981	S1
44	Suroto, S.Pd	Sragen	10 Agustus 1982	S1
45	Maulidi Rahman, S.Pd	Banjarmasin	26 Des 1982	S1
46	Nurul Hikmah ST	Barabai	9 Nop 1982	S1
47	Djoko Soegiyanto, S.Pi	Banjarbaru	7 Nop 1977	S1
48	Siti Hafizah, S.Pd	Pagatan	19 Des1983	S1
49	Walidah Ariyani, SP	Bi'ih	1 Des 1985	S1
50	Nur Halimah, S.Pd	Tulung Rejo	26 Januari 1984	S1
51	Risfannor	Banjarmasin	06 Des 1985	SLTA
52	Ahmad Fauzi Rahman	Pandawan	21 Mei 1988	SLTA
53	Hamzatul Maidani	Banjarmasin	18 Oktber 1987	SLTA
54	Mahyuni	Banjarmasin	01 Juni 1980	SLTA
55	Tri Martini,S.Pd	Roworejo	06 Maret 1985	S1
56	Rahmayana S.Pd.I	Sungai Tabuk	13 Agustus 1985	S1
57	Syamsiah, S.Pd, I	Banjarmasin	23 April 1985	S1
58	Purnamayani	Pemarang	27 Des 1985	S1
69	Pratiwi Purnama	Banjarmasin	16 Mei 1986	S1
60	Hj.Mahmudah	Banjarmasin	17 Juli 1983	S1
61	Helmi Faridy,S.Pd.I	Rantau	22 Juli 1983	S1
62	Khairillah,S.H.I	Banjarmasin	6 Mei 1979	S1
63	Rohmah Khasanah	Kediri	8 Desember 1984	S1
64	Noor Hafizah, S.Pd	Sungai Tuan	22 Juni 1984	S1
65	Hairiah	Banjarmasin	02 Juni 1983	S1
66	Rudiyanto	Bawahan	25 Mei 1983	S1
67	Syaiful Rahman, S.Pd.I	Banjarmasin	08 Sept 1976	S1
68	Nor Hayati	Kertak Hanyar	06 Juni 1987	D3
69	Rahman Effendi	Kandangan	05 Maret 1986	D3
70	Syarifah Bulqis S.Pd.I	Banjarmasin	19 Sept1985	S1
71	Ihda Rahmawati	Banjarmasin	08 Des 1984	S1
72	Maita Damayanti	Tegal sari	11 Mei 1988	SLTA

The English teacher taken as subject in this research is Mrs. Retno Lestari S.Pd,. She is an English teacher for class 3 at Integrated Islamic Full Day School Ukhuwah Banjarmasin. The English teacher of the third grade students at Integrated Islamic Full Day School Ukhuwah Banjarmasin was graduated from Lambung

Mangkurat University Banjarmasin; the writer found that the English teacher has been teaching English for two years.

For the year 2008/2009 the total numbers of students at Integrated Islamic Full Day School Ukhuwah Banjarmasin students at are 642 students. They are consist of 135 from class I, 137 students are from class II, 136 students from class III, and 99 students are from class IV and 69 students are from class V and 66 students for class VI. So the class which is being observed in this research is the third grade Integrated Islamic Full-Day school Ukhuwah Banjarmasin. To be clearer it can be seen in this following table:

Table 4. 3. Description of Students of Integrated Islamic Full Day School Ukhuwah Banjarmasin in Academic Year 2007/2008

TABLE II

**Students' of Integrated Islamic Full-Day School Ukhuwah Banjarmasin
Academic Year 2008/2009**

No	Class	Gender		Total
		Male	Female	
1.	I	75	65	135
2.	II	72	65	137
3.	III	78	58	136
4.	IV	51	48	99
5	V	28	41	69
6	VI	36	30	66
Total		340	302	642

Source: Documents of administration staff of Integrated Islamic Full-Day School Ukhuwah Banjarmasin

B. Data Presentation

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, interview, and documentary. Those data will be presented in table from which given category based on framework of research, and then the table will be explained. They were conducted from 27 October to 27 December 2008.

By observation, interview, and written test techniques it is known more about how media flashcards is used by the teacher at the classroom and then the effect of using flashcard towards the students English vocabulary achievements. By using documentary technique it is known about data like the amount of the teachers, the students and the facilities of school.

Presenting this data is classified in turn that is suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

1. The use of flashcard by teacher in teaching English vocabulary.

Passing through observation and interview to the English teacher at the third grade Students of Integrated Islamic Full-Day School Ukhuwah Banjarmasin, in observing the class, the writer here not only observed the use of flashcard by the teacher. But also the materials used in her teaching strategies and the steps that she use in teaching flashcard, so that the data here can be completed one, in other words the writer wants to know about how the use of flashcard in teaching English subject

by teacher and how the effect of using flashcard for student achievement of vocabulary.

Based on first observation on November 12th 2008 and November 27th,2008 can be seen from the teaching learning process doing by the third grade teacher of SDIT Ukhuwah Banjarmasin with her flashcard can be seen from the following description,

- a. English teacher skill and knowledge in using media flashcard.

Based on observation and interview to English teacher at SDIT Ukhuwah Banjarmasin in get data result, got data about the use of flashcard by teacher at the English subject. During the writer observes the teacher uses media flashcard twice.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning objectives based on “KTSP “and curriculum that developed. From the KTSP, the teacher knows the learning objectives for every topic.

Before teaching and learning by using media flashcard teacher prepares several ingredients those are a set of color card consists of pictures and a set of another consists of word/words from pictures that be taught before. Form of media flashcard that taught consists of single picture and color, big size and clear for student. In teaching and learning by using flashcard the teacher used several methods such as group discussion, games and repetition drill.

b. The teacher ability in using flashcard with varies technique and methods.

Based on observation and interview the English teacher used various method and technique in teaching English. From observation directly when the teaching and learning process. The teacher using various methods namely repetition drill, games, and group discussion and the technique that used are matching the picture with the card, guessing the meaning of the card. The teacher says the use of various method and technique of course accustomed with the learning goal that want achieved in teaching and learning process.

The steps that will be taken in this research, it consists of several steps in using media flashcard namely: warming up activity, delivering information or content of the materials and the last evaluation.

Warming up activity covers motivation and apperception that is asks about lesson material before. Teacher always do several steps to make student enjoy and interested in lesson. Based on observation November 12th, 2008, in warming up activity teacher begins to speak to student, pray and give instruction about learning activity and continued with question and answer upon which apperception, and always sing a song to inspire student in learning, then she ask students to sing the song that they have memorized together. Song often used in every meeting and the students sing a song with body movement. And in second observation on November 27th, 2008 warming up activity that were done by teacher same to the first observation is invited singing to connect lesson that be studied on that day, teach pronunciation

and also for happiness the student were ordered to lump their hand while strike table and while sang.

Delivering information or content of lesson materials that is concept development and applications (practice, exercises) form of the activity. Based on observation on November 12th, 2008 the main activities that done by teacher are varieties, In using media flashcard teacher divides student to several groups, at first observation teacher is teaching through quartet game or dominoes, in this game that the teacher put all the flash-cards on the blackboard. Then point to a series of four or five cards. The students have to pay attention and try to memorize the flash-cards. She asks them one by one to put the four words in the right order, and the students who is quickest put the right flashcard to the white board is the winner. After finished teacher invites student to translate the meaning of flashcard on the whiteboard, and teacher tries to give several sentences to student then their read it together and the last the teacher ordered one of group to come to the front of class to match sentences with the suitable flashcard

For second observation on November 27th,2008 the main activities that was done by the teacher is the same with the first observation where student was divided per each group but in this second activity student were ordered to distinguish word sound agrees with the meaning of word and to identify picture according to pronunciation that student heard. Then the teacher put all the flash-cards and show them one by one and students have to memorize the flashcard, so the teacher put all the cards upside down. Then she pointed to one of the cards and she asked one

student 'What is this?' and she or he will try to guess. If she or he got right the teacher pointed to another card and so on. When she or he failed teacher turned upside down the cards and started the series again with another student

3) Evaluation.

Based on observation writer did saw the activities that done by teacher those are conclusion of lesson, giving assignment or emphasizing or matter reinforcement likes to give test based on the lesson material. At the end of teaching learning process, the teacher asked her student to do the test. She usually gives test after lesson (one theme) like matching between picture and sentence.

Based on observation class, the writer has known in daily teaching English that the teacher shows the flashcards every time they are needed. The form of participations the students do in the media flashcards, to hold and to show the media flashcards to the class or to merely observe the media from seats, they feel more enthusiasts, interested and get more spirit when teaching English using flashcard.

In other time, it was held through interview with English teacher about the use of flashcards, the report of data taken from the writer's interview are:

1. The third grade teacher of SDIT Ukhuwah Banjarmasin uses audio visual such us flashcards, picture, DVD/LCD player, real object, as her media in teaching.
2. Criteria flashcards that she used are colorful, and illustration of flashcards must be clear, seeing from many places in the class or in the corner and the last when using picture thing must one thing kind except for situation.

3. The flashcard is suitable for any material like clothes, food, transportation, home furniture, etc but focused only on vocabulary.
 4. The students' responses are more enthusiast, interested, and get more spirits to study English more, and satisfy, because that picture brings many messages even less that media is colorful bring long time memory for students.
 5. Flashcard is not the best media, but it is really suitable for teaching vocabulary.
 6. Reason of the teacher in using flashcards :
 - a. Easier in explanations and teaching
 - b. More interesting for students
 - c. Easier to memorize by students because visualization will make easy student to understand the lesson and easy for teacher to teach English.
 7. The steps of teacher in using flashcards are:
 - a. she use it various example prepare a set of pictorial card and a set of
 - b. usually flashcard used fast and in a flash,
 - c. In curriculum KBM flashcard can be used by other supporting media.
2. About how the effect of using flashcard towards the students' English vocabulary Achievement by using objective tests.

After teaching and learning process by using flashcard, the writer carries out three times of test to know the effect of using flashcard towards the student' achievement of vocabulary at the third grade of integrated Islamic Full-Day School Ukhuwah Banjarmasin. Before doing the test writer has done several times

observations and based on interview the teacher says often to use flashcard and during observation the teacher uses flashcard twice.

Generally based on the observation that the writer has been done the teacher been success in increasing student vocabulary by using flashcard this test result can be seen from three times test namely: in first test writer does involved 20 items for multiple choice and fill in the blank and for the second test 20 items for matching and completion, which students choosing the suitable words according to the picture and the last test is with 30 items for multiple choice which the students required to answer the items by choosing one appropriate options according to the picture on the flashcard and the last test. And written test result by using media flashcard can be seen in this following table:

Table 4. 4. The Written Test Result of the Research Subject.

NO	NAME	A	B	D
1	2	F t	T1	T2
1	Aisha Nadya Putri	75.5	87.5	93.3
2	Alyaa Afifah	75.5	87.5	80
3	Ana Salsabila	73.3	92.5	83.3
4	Atika Shinta Pratiwi	68.8	70	90
5	Averina Ayshia Annisa	80	92.5	93.3
6	Diva Nur Inayah	86.6	92.5	96.6
7	Fahira Ramadhani	84.4	65	93.3
8	Fikri Wilman	75.5	92.5	93.3
9	Gina Sonia Kamila Azidin	75.5	92.5	76.6
10	Gusti Muhammad Salimi	91.2	92.5	90

Continue of the Table 4.5. The Written Test Result of the Research

1	2	3	4	5
11	Lulu Safiroh	80	97.5	93.3
12	Mahesa Andika Atalarik Lihu	80	85	86.6
13	Muhammad Azmil Ridho Fasya	91.2	92.5	83.3
14	Muhammad Fadhil	77.7	77.5	73.3
15	Muhammad Farhan Radifan	95.5	100	83.3
16	Muhammad Farist Annaba	91.2	87.5	93.3
17	Muhammad Iqbal Fadhillah	77.7	92.5	93.3
18	Muhammad Najib Alfatih	95.5	100	90
19	Muhammad Naufal Adi Nugraha	95.5	100	100
20	Muhammad Naufal Azhar	80	85	96.6
21	Mushlih Hafizh Madani	86.6	100	90
22	Muthi'ah Atqiya	77.7	92.5	86.6
23	Saifurrahman	75.5	77.5	86.6
24	Shofiyah Tsabitah	80	80	83.3
25	Siti Umriyyah	68.8	67.5	96.6
26	Ahmad Shidqi Qushayyi	100	100	100
27	Aulia Shafira	75.5	87.5	96.6
28	Dimas Restu Aji Santoso	77.7	80	80
29	Gusti Nida Lathifa Aulia	80	90	100
30	Ibrahim Zaidan	100	82.5	93.3
31	Leilani Putri Dewa Yani	100	100	100
32	Lolita Widyasti	95.5	100	96.6
33	Mirza Maulana Ahmad	95.5	100	96.6
34	Muhammad Al Amin Rachman	64.4	50	76.6
35	Muhammad Ananda Azmi	91.2	82.5	93.3
36	Muhammad Azzam Bagaswara	75.5	95	80
37	Muhammad Fuadi	91.2	100	90
38	Muhammad Hafidz Anshary	95.5	100	96.6
39	Muhammad Haykam Imama	80	82.5	93.3
40	Muhammad Imaduddin	71.1	55	83.3
41	Muhammad Rahil Afkar Gafar	84.4	92.5	93.3
42	Muhammad Ridho Wicaksono	77.7	80	83.3

43	Muhammad Yusfian Azhar	75.5	96.6	85
44	Muhammad Zaidan Naufal	77.7	83.3	97.5
45	Nada Salsabila Putri	71.1	82.5	96.6
46	Rafly Alaya Noorhuda	68.8	75	86.6
47	Rizka Rahma Zuhaira	80	92.5	93.3
48	Rosandy Zain Ilmi	95.5	100	96.6
49	Vania Rizka Amalia	77.7	90	93.3
50	Wafiq Azizah	91.1	92.5	100
51	TOTAL	4111.9	4389.9	4527.5
52	MEAN	82.2	87.8	90.5

Note :

T1= first test

T2 = second test

T3 = Third Test

Based on the table above, it is known to the written test result by using flashcard at the third grade of Integrated Islamic Full-Day School Ukhuwah Banjarmasin that consist of three times test, for first test involved with 20 items for multiple choice and fill in the blank with total score 4111.9 and mean of the first test 82.2 it can be categorized excellent. And for the second test is for matching and completion which students choosing the suitable words according to the picture with total score 4389.9 and mean of the second test result is 87.8.(excellent) And for last test with 30 items for multiple choices which the students required to answer the items by choosing one appropriate options according to the picture on the flashcard with total score 4527.5 and mean of the second test is 90.5(excellent)

According to the written test result of students' achievement of vocabulary in using media flashcard, it's get the frequency distribution of the achievement of vocabulary by using flashcards of Integrated Islamic Full-Day School Ukhuwah Banjarmasin in academic year 2008/2009 e is showed in the following table:

Table 4. 6. Frequency Distribution of the Students' achievement of vocabulary by using flashcards at the third grade students' of Integrated Islamic Full-Day School Ukhuwah Banjarmasin in academic year 2008/2009.

A. The First Test

NO	SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	80 -100	Excellent	28	56%
2	70 - <80	Good	18	36%
3	60 - <70	Good enough	4	8%
4	50 - <60	Poor	-	-
5	0 - <250	Very Poor	-	-
TOTAL			50	100

B. The Second Test

NO	SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	80 -100	Excellent	42	84%
2	70 - <80	Good	4	8%
3	60 - <70	Good enough	2	4%
4	50 - <60	Poor	2	4%
5	0 - <50	Very Poor	-	-
TOTAL			50	100

C. The Third Test

NO	SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	80 -100	Excellent	47	94%
2	70 - <80	Good	3	6%
3	60 - <70	Good enough		
4	50 - <60	Poor	-	-
5	0 - <50	Very Poor	-	-
TOTAL			50	100

Based on table above, it can be described about student achievement of vocabulary by using flashcard. It is known for the first test 28 students (56%) get value between 80-100 (excellence) and 18 students (36%) get value 70-<80 (good) and 4 students (8%) get score 60-<70 (good enough) and for second test 42 students (84%) get value between 80-100 (excellence) and 4 students gets value 70-<80

(good) with percentage (8 %) (good), 2 students or get score 60-<70 (good enough) and 2 students gets score 50 -<60 (poor). and for the last test gets 47 students (94%) get score 80-100 (excellent), only 3 students (6 %)student gets score 70-<80 % (good) it means that there is increasing students' value in achievement the test.

C. Data Analysis

The data is gotten by writer from written test, observation, interview, and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the use of flashcard in teaching English by the teacher and the effect of using flashcard for students' achievement of vocabulary by using flashcards at the third grade students' of Integrated Islamic Full-Day School Ukhuwah Banjarmasin.

1. The use of flashcard by the teacher in teaching English Vocabulary.

In the teaching and learning process, previously teacher prepares the lesson plan which states the learning objectives based on “KTSP “and curriculum that developed. On the lesson plan the teacher states learning objectives and also chooses the media which are able to use in teaching English. .

a. The English teacher skill and knowledge in using media flashcard.

Based on data presentation and interview, it can be known that English teacher skill and knowledge to use media flashcard is good. Basically, English teacher in Integrated Islamic Full-Day School Ukhuwah Banjarmasin have known and understood enough about the importance of teaching media, especially flashcard.

Before starting the class, the teacher prepares flashcard in accordance with the learning material, time allocation, learning goal and students' condition. It is known the teacher before teaching and learning by using media flashcard, the teacher prepares several ingredients those are a set of color card consists of pictures and a set of another consists of word/words from pictures. Beside the teacher also made simple media if there is no suitable media in school.

From description above, it can be conclude that English teacher's skill and knowledge in teaching media flashcard is good enough and run well. Generally, the use of flashcard is suitable to the material and learning goal, and it have run well and effectively.

b. The teacher ability in using media flashcard with varies technique and methods.

The various methods and techniques in using flashcard is very needed to improve and actualize teaching and learning media flashcard to reach certain goal in order to create and interesting learning process. So the students' interest and motivation to learn will increase too.

Based on data presentation above showed that English teacher English teacher ability in using flashcard y using various method and technique is good, and it accordance with time allocation and learning material.

The techniques to use flashcard is a bundle from some methods such us group discussion, repetition drill, games. These methods are quite easy to be used by teacher. Choosing and using these some kinds methods influenced by the students' it self or elementary school, such as disturbance, students' exhaustion. The teacher

should have to prepare to handle that students' problem. English teacher in Integrated Islamic Full-Day School Ukhuwah Banjarmasin have thought well, she can use various kinds of technique and methods in accordance with students' condition, by using the techniques and methods can helps teacher to explain the material subject easily and also make students more easily to understand the material. The teacher can give some exercise and tasks in listening and speaking skill

In elementary school, the learning program only wanted to introduce a foreign language as the first learning experience for the students not to make students fluent in English. Generally it only to implant students' response and a little knowledge of language, the main purpose of teaching and learning English language at Elementary School are not only to give students' some skills like listening and speaking but also to get students' consciousness to the culture.

Based on data presentation above, it can be analyze that teacher use some steps in teaching and learning flashcard, such as warming up activity, delivering information, and evaluation.

1) Warming up activity

In every teacher must begin the lesson with warming up activity it sign that the teaching learning process will be began then it will be followed by some next activities and the warming up activity that is usually used or applied in the beginning of teaching learning process also pays attention to every steps of opening the lesson material. The teacher does demonstration such as giving little conversation between teacher and students, bring them to sing an English song that is appropriate to

elementary school students, remaining or repeating the lesson material that were taught last meeting, and introducing the new lesson material, or song often used in every meeting and the students sing a song with body movement. Teacher can do that professionally, and the teacher has done the good steps in opening English vocabulary lesson.

Based on the teacher warming up, the writer analyze that the students' enthusiasm in singing by body movement so make them very enthusiasm before learning. It helps teacher to deliver lesson material well.

2) Delivering Information or content of lesson material by using flashcard.

In delivering information or content of material by using flashcard is the teacher use quartet game or dominoes. In this game that the teacher put all the flash-cards on the blackboard, then point to a series of four or five cards. The students have to pay attention and try to memorize the flash-cards and the right order. She asks them one by one to see if they are able to say and put the four words in the right order, and the student who is the quickest put the right flashcard to the whiteboard is the winner. The second activity of game is the teacher put all the flash-cards in a lot. Then she show them one by one and students have to memorize the order, so the teacher put all the cards upside down. Then she point to one of the cards and she ask one student '*What is this?*' and she or he will try to guess. If she or he gets right we point to another card again with another student.

Based on data presentation above it can be analyzed that game in using flashcard is one of the important technique and method to be used in teaching and

learning process because it can made the teacher explanation of the lesson material more clear and it can be understood easily by the students.

Based on observation and interview directly, in Integrated Islamic Full-Day School Ukhuwah Banjarmasin the English teacher used many kind of flashcard. In observation the writer showed the teacher used the household as kind of flashcard, it is effective because the students can know the object directly. In using flashcard, there are some technique which was used by the teacher, such as matching the picture and word, puzzle, guessing the meaning of card, while the methods which was used such as games and group discussion. And of course to use various kinds of teaching and learning methods and technique have to be accordance with teaching and learning goal in order to develop or improve the function of flashcard it self. So that, the teaching and learning process is not boring, but it should makes students were interested to learn, improving their vocabularies and mastering the lesson material. the use of media doesn't quit of the teacher in using various method and technique, Because without method and technique that used by teacher the process of teaching and learning english will be bored and less can give stimulus and comprehension although the best form of media and This can be seen from teacher profesional in using media flashcard.

The writer have analyzed that the games which was used by the teacher make the students were very enthusiasm and interest to learn and also to answer the questions, it can be known from the teacher evaluation while the teaching and

learning process, most of students answered the questions well and before closing the lesson the teacher evaluated the students' ability by giving them the tasks.

From description above, it can be concluded that English teacher ability and knowledge to use flashcard with various method and technique are good. Basically the English teacher skill in using media flashcard are good because accordance to the lesson material and teaching and learning purpose. And using flashcard in teaching and learning process effective with various method and techniques

2) How is The effect of using flashcard for student achievement of vocabulary

To know the teacher ability in teaching and learning process and to know whether there is effect of using flashcard for students' achievement of vocabulary. The writer has done about three times of the test. The first test consist of 20 items for multiple choice and fill in the blank and for the second test 20 item test for completion and matching test and for the last test 30 items multiple choices. In the last the writer add the item test to know the student ability whether increase or not by using flashcard.

From the result of the tests, it can be concluded that students' achievement of vocabulary to answer the question actually have been good enough. It can be seen from the mean of the first score test 82.2, after the writer held the second test the mean second score of students keep increasing drastic is 87.8. And then the writer held the third test to examine the significance of the first and second test. And the result show that there is significant effect between the use of flashcard for students'

achievement of vocabulary because the mean of the third test increase that is from 87.8 to 90.5.

So, it can be concluded that there is significant effect of using flashcard for students' achievement of vocabulary at the third students of Integrated Islamic Full-Day School Ukhuwah Banjarmasin.
