CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. **Research Findings**

The first section result of the study consist of (1) the use of flashcards in teaching English Vocabulary at *Paket* B *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka, (2) the problems faced by the tutor in using flashcards in teaching English Vocabulary at *Paket* B *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka Raya

1. The Use of Flash cards in Teaching English vocabulary at *Paket* B *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka Raya.

To know the use of flash cards in teaching English vocabulary at *Paket* B *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka Raya, the writer found out the data through the result of observation during the teaching learning process, analysis of the lesson plan, and interview with an English tutor. Before applying the flash cards, the tutor concerns to several factors that influence the use of teaching learning process. They were: the material to be taught, the time allocation, the situation and condition of the students and supporting facilities in teaching learning activity.

The findings were obtained from the direct observation while the tutor teaching English vocabulary by using flashcard, The tutor's method as follows: 1) preparing interesting flash cards in teaching learning process that have relationship with the theme. Those were fruits, animals, things in the class, profession and transportation, 2) showing the flash cards to the students and

asking them to memorize the letters of the words written, 3) asking the students to tell about pictures of flash cards orally and 4) giving the students task.

Based on the result of the observation that found that by writer about time allocation, day, and material can be seen as follow.

Table 4.1
Time Allocation, Day, and Material.

No.	Day/Date	Time	Material
1.	Wednesday, 18-september-2013	14.00-15.00 pm	Reading text
2.	Wednesday, 25-september-2013	14.00-15.00 pm	The Things
3.	Wednesday, 2-october-2013	14.00-15.00 pm	My home

Furthermore, the media used by RH was flash cards in teaching English especially vocabulary. This was showed when the writer did the observation on Wednesday, September 18, 2013. The tutor taught English by using reading skill, but she combined reading skill and vocabulary. The tutor shared a text for each student. Before the tutor explained the material, the tutor showed one of flash card to the students to brainstorm words associate with the material. That flash card was a picture of house. The tutor asked to the students about their opinion of the topics. Then, the tutor asked the students one by one to read the text that had given by tutor loudly. After each student reads the text, the tutor showed 10 flash cards which suitable with the material to the students. The 10 flash cards vocabulary consist of noun. They were door, window, chair, broom, bed, curtain, cup, plate, bowl, and refrigerator. The tutor asked the students looked at the picture. The tutor told the students how to pronounce the word in the cards one by

one and then the students repeated it. After that, Students had one minute to memorize the cards. The tutor covered the flash cards or word card with a piece of card and slowly revealed it. The tutor gave a clue in Indonesian language to the students guessing the cards easily. The students guessed flash cards which one it is. At last, the tutor asked the students to answer the question in the text that had given by tutor.

The next observation on Wednesday, September 25, 2013, at 14.00-15.00 pm. The taught material was about "Descriptive text". The tutor taught English by using writing skill, but she combined writing skill and vocabulary. Here the tutor explained the material about descriptive text. After that the students divided into two groups. There were 5 persons for each group. The tutor took a flash cards, the picture was suitable topic based on English book "Bahasa Inggris Pendekatan Tematik dan Induktif Paket B" about The Things. Tutor gave 5 flashcards for each group. First group's pictures were money, sofa, vase, clock, and necklace. Second group's pictures were lamp, laptop, television, umbrella, and camera. Tutor asked the students wrote 5 statements in Indonesian language for each picture. After each group done wrote statement about their picture then the tutor ordered one person for the first group to in front the class to described the statement about their picture and the second group try to guessed what the picture it was. The students once flip the card over very quickly so the other group just got a quick glimpse. The second group mentioned the picture in English. If all of the first group's cards that had been revealed by second group then turned one person of second group to in front the class and the first group to guessed one by one what a

second group's picture that was. After that, the tutor ordered the students wrote a descriptive text based on their flash card in a group then collected it. The tutor asked the students difficulties and guided them in order to be better. In the end of the meeting, tutor and students concluded the material together.

The next observation on Wednesday, October 2, 2013, at 14.00-15.00 pm. The material was reading text. The tutor taught English by using reading skill, but she combined reading skill and vocabulary. The tutor shared a text about 'My Home' for each student. After that the tutor asked the students read the text one by one. The tutor showed flash cards which suitable with the topic. The tutor showed the flash card one by one. The tutor have a big confident to act in some gestures in front of his students. At the time, the tutor conveyed about some verbs or activity words. The tutor conveyed a word following her gesture or body language. Some students imitated her action. The tutor mentioned the vocabulary while she acted based on the meaning of vocabulary. The students followed after him. Then she put all the flash card on the table. She mentioned one of the flash card in English and asked the students to looking for it. After that, she explained the material about main idea and supporting sentences. The students ordered by tutor to determine the main sentence and supporting sentences of text "My Room" and "My Friend and My Pet" that has shared by tutor. She suggested the students to open dictionary if found the difficult word. In the last, she and students checked the answer together. She concluded the material and advised the students to study hard. In the end, she closed the teaching learning activity and greeted the students by saying 'good bye'.

The result of observation that found by the writer in doing research can be

seen from this table.

Table 4.2
The Result of Observation

The tutor's procedures in using flash cards	Observation		
	I	II	III
Pre- Activities			
a. The tutor greets students	√	√	√
b. The tutor does brainstorming.	√	-	-
c. The tutor introduced the materials.	√	√	√
d. The tutor prepared the media.	√	√	√
e. The tutor set up classroom activities.	-	√	√
f. Guiding questions.	√	√	√
While- Activities			
a. The tutor explained the materials orally.	√	√	√
b. The tutor asked students look at the flash card.	√	√	√
c. The tutor asked students memorized the flash card.	√	-	√
d. The tutor asked students guess what picture that was.	√	√	√
e. The tutor asked students make sentences based on flash card.	√	√	√
f. The tutor helps students.	√	√	√
g. The tutor gives evaluations.	√	√	√
Post- Activities			
a. The tutor and students check the answer together.	√	-	√
b. The tutor and students conclude the material.	√	√	√
c. The tutor advises and motivates students.	√	√	√
d. The tutor closes the lesson and greets students.	√	√	√

Based on the table above, the writer classify the tutor's procedure in three

steps are pre-activities, while-activities and post-activities. That are discussed in

the following ways:

1. Pre-Activities

Based on the observation, the English tutor started the class by greeting the

students first. Then the tutor stimulated the students by invited and reminded what

the topic they had discussed in previous meeting. The writer also founds that the tutor did brainstorming first before starting the topic in order to gave stimulation for the students usually got other subject before entering the English subject.

Based on the observation, the English tutor activity in pre-activities can be seen as follow:

Table 4.3
Teaching behaviour in English lesson for pre-activities
18 September 2013

No.	Activities	
	The Tutor	**The Students**
1.	The tutor opened the teaching learning by greeting the students said "Assalamualaikum Wr. Wb. or Good afternoon"	The students answered the tutor's greeting by saying "Wassalamu'alaikum Wr. Wb. and Good afternoon together loudly".
2.	The tutor checked the presence list by mentioning the students name one by one.	The students raised their hand if they were present.
3.	The tutor introduced the material	The students pay attention to the tutor
4.	The tutor mentioned the goal of lesson then introduce the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
5.	The tutor prepared the media before teaching learning processes.	The students helped the tutor prepared the material.

Table 4.4
Teaching behaviour in English lesson for pre-activities
25 September 2013

No.	Activities	
	The Tutor	**The Students**
1.	The tutor opened the teaching learning by greeting the students said "Assalamualaikum Wr. Wb. or Good afternoon"	The students answered the tutor's greeting by saying "Wassalamu'alaikum Wr. Wb. and Good afternoon together loudly".
2.	The tutor checked the presence list the students name one by one.	The students raised their hand if they were present.

No.	The Tutor	The Students
3.	The tutor did brainstorming and asks the students several questions related to the last meeting.	The students told what they had done in previous meeting one by one.
4.	The tutor introduced the material	The students pay attention to the tutor
5.	The tutor mentioned the goal of lesson then introduce the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
6.	The tutor prepared the media before teaching learning processes.	The students helped the tutor prepared the material.
7.	The tutor divided students into two groups.	The students followed the tutor's instruction.

Table 4.5
Teaching behaviour in English lesson for pre-activities
2 October 2013

No.	Activities	
	The Tutor	**The Students**
1.	The tutor opened the teaching learning by greeting the students said "Assalamualaikum Wr. Wb. or Good afternoon"	The students answered the tutor's greeting by saying "Wassalamu'alaikum Wr. Wb. and Good afternoon together loudly".
2.	The tutor did brainstorming and asks the students several questions related to the last meeting.	The students told what they had done in previous meeting one by one.
3.	The tutor introduced the material	The students pay attention to the tutor
4.	The tutor mentioned the goal of lesson then introduce the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
5.	The tutor prepared the media before teaching learning processes.	The students helped the tutor prepared the material.

Based on the table above, it be known that the tutor did brainstorming to began the lesson by giving question. In this case, the tutor showed one of flashcard which word associate with the topic.

2. Whilst-Activities

In while activity, the first thing did by the tutor shown flashcards and the tutor told the students how to pronouncing the word and then the students repeated what the tutor said. The tutor asked to the students to memorized that cards. Students had one minute to memorized the cards. After one minute, the tutor covered the flash cards or word card with a piece of card and slowly revealed it. While the tutor revealed card slowly the tutor gave clue to make easy to the students to guessed the cards. The tutor asked the students to guessed flash cards which one it was. The students who know that card can raised their hand and mentioned the cards. In the last, the tutor gave assignment to the students to make sentences based on the flash cards.

Based on the observation, the tutor teaching activity in while activity could be seen as follow.

Table 4.6
Teaching behaviour in English lesson for whilst-activities
18 September 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor shared a text for each student.	The students received the text.
2.	The tutor asked the students to read the text.	The students read the text that had given by tutor.
3.	The tutor shown the flash cards as a media in teaching English and told the students how to pronounce that words in flash cards.	The students looked at the flashcards and repeated the tutor how to pronounce the words.
4.	The tutor gave one minute to memorise the flash cards.	The students memorized the flashcards.

5.	The tutor covered the flash cards or word card with a piece of card and slowly reveal it.	The students prepared to guess the flashcard.
6.	The tutor gave clue and described the flash card which one it is.	The students who can guessed flash card to raised their hand and guessed the word in English.
7.	The tutor asked the students to answered the question in the text that had given by the tutor	The students answered the question in the text that had given by tutor.
8.	The tutor asked the students to collect task they had done.	Students gathered their task.

Table 4.7
Teaching behaviour in English lesson for whilst-activities
25 September 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor gave 5 flash cards for each group	Each group received 5 flash cards
2.	The tutor ordered the students wrote 5 statements for each picture in Indonesian language.	The students wrote 5 statements for each picture in Indonesian language.
3.	The tutor ordered for the first group to in front the class to described their flashcards and second group guessed it.	The first group described their flashcards and second group guessed it.
4.	The tutor ordered for the second group to in front the class to described their flashcards and first group guessed it.	The second group described their flashcards and first group guessed it.
5.	The tutor asked the students wrote a descriptive text for each picture based on their flashcards.	The students wrote a descriptive text.

Table 4.8
Teaching behaviour in English lesson for whilst-activities
2 October 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor shared a text for each student.	The students received the text.
2.	The tutor asked the students to read the text.	The students read the text that had given by tutor.
3.	The tutor shown the flashcards as a media in teaching English.	The students looked at the flashcards.
4.	The tutor mentioned the vocabulary while she acted based on the meaning of vocabulary and asked the students followed after him.	The students repeat the tutor how to pronounce the words.
4.	The tutor gave one minute to memorise the flashcards.	The students memorized the flashcards.
5.	The tutor put the flashcard on the table	The students look at the flashcards
6.	The tutor mentioned the flashcards and ordered the students found it.	The students tried to found the flashcard that had mentioned by the tutor.
7.	The tutor asked the students did assignment in the text that had given by the tutor.	The students did assignment in the text that had given by the tutor.

3. Post-activities

At the last activity, the tutor ordered the students to submit their task. After that the tutor review the material with giving questions that would conclude their teaching learning that day. The class was closed by saying "Wassalamualaikum Wr.Wb. or Good Bye"

Based on the observation, the tutor activity in the post-activity can be seen as follow:

Table 4.9
Teaching behaviour in English lesson for post-activities
18 September 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor and students answered together the question in the text that had given by the tutor.	Students corrected their answers.
2.	The tutor provided motivation and advised the students to always keep learn and asked the students don't be lazy to open dictionary if found the difficult words and then memorize it.	Students received advice from the tutor.
3.	The tutor closes the class by saying "Wassalamualaikum Wr. Wb. or Good bye".	Students answered the greetings of tutor.

Table 4.9
Teaching behaviour in English lesson for post-activities
25 September 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor provided motivation and advised to the students to always keep learn and asked the students didn't be lazy to open dictionary if found the difficult words and then memorized it	Students received advice from the tutor.
2.	The tutor closed the class by saying "Wassalamualaikum Wr. Wb. or Good bye".	Students answered the greetings of tutor.

Table 4.9
Teaching behaviour in English lesson for post-activities
2 October 2013

No.	Activities	
	Tutor Activities	**Students Activities**
1.	The tutor and students answered together the question in the text that has given by the tutor.	Students corrected their answers.
2.	The tutor provides motivation and advises to the students to always keep learn and asks the students	Students receive advice from the tutor.

	don't be lazy to open dictionary if find the difficult words and then memorize it.	
3.	The tutor closes the class by saying "Wassalamualaikum Wr. Wb. or Good bye".	Students answer the greetings of tutor.

Based on the table above, it can be known that the tutor gave motivation and advised to study hard and did not be lazy to open dictionary if the students found the difficult words then memorize it to improve their English vocabulary.

The students' English vocabulary score before taught by using flash card, there were 9 students from 10 students who got score less than 70. After taught by using flashcard, there were 8 students who got score more than 70.

Table 4.10
The students' English vocabulary score before using flash cards

No.	Initial Name	Score	Criteria	
			Passed	Failed
1.	DSN	55		√
2.	SPR	35		√
3.	DRS	60		√
4.	KHR	65		√
5.	MHM	45		√
6.	LNW	55		√
7.	YHD	80	√	
8.	SCI	60		√
9.	RO	40		√
10.	YLI	45		√
	TOTAL	535	1	9
	AVERAGE	53,5		
	PERCENTAGE		10%	90%

Table 4.11
The students' English vocabulary score after using flash cards

No.	Initial Name	Score	Criteria	
			Passed	**Failed**
1.	DSN	75	√	
2.	SPR	60		√
3.	DRS	80	√	
4.	KHR	85	√	
5.	MHM	70	√	
6.	LNW	80	√	
7.	YHD	95	√	
8.	SCI	90	√	
9.	RO	65		√
10.	YLI	75	√	
TOTAL		775	8	2
AVERAGE		77,5		
PERCENTAGE			80%	20%

Based on the data above. It can be described the score of each student who passed and failed, it can be seen that for students' English vocabulary score before using flash cards, the student's highest score was 80 and the student's lower score was 35. The percentage of the students passed based on score achievement were 10% or only 1 student, and 90% or about 9 students were failed. For the students' English vocabulary score after using flash cards, there were 8 students passed and only 2 students were failed. The student's highest score was 95 and the student's lowest score was 60. The percentage of the students passed was 80% and 20% students were failed. It meant that, after the tutor applied flashcards there were

most students' score vocabulary was greater or equal 70 and there were only few

students were still did not pass.

2. The problems faced by the tutor in using flash cards in teaching English Vocabulary at *Paket* B *Pusat Kegiatan Belajar Masyarakat* (PKBM) Tilung Raya of Palangka Raya.

There some problems faced by the Tutor in using flash card in teaching vocabulary. It could be seen the result of interview below:

> *"kalau untuk kendala – kendalanya itu karena perbedaan pemahaman tiap siswa. Ada yang cepat paham ada juga yang lambat paham. Ketika saya menunjukan kartu gambar kepada mereka, mereka itu tau aja itu gambar apa dalam bahasa Indonesia tapi mereka tidak tau bahasa inggrisnya itu karena mereka masih lemah penguasaan kosa katanya. Kemudian ada juga masalah karena keterbatasan waktu untuk mengajar bahasa inggris yang hanya 60 menit per 1 kali pertemuan selama seminggu sekali yang saya rasa masih kurang cukup untuk menyampaikan materi yang mau saya ajarkan. Klo saya ngajar bahasa inggris untuk paket B setiap hari rabu jam 2 siang sampai jam 3."[1]*

It is related to the result of the problems gotten by RH consist of two problems as follow:

1. The proportion time in teaching English is not enough.

   The time available in the learning process will affect the use of instructional media. If the time available for using instructional media is not enough will affect the use of that media be not maximal. Based on interview, the tutor's statement one of problem in using flashcard in teaching vocabulary is on the proportion time. The proportion time for each subject included English subject is 60 minutes/meeting in a week.

2. Different understanding of student.

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[1] Based on interview with the tutor on Thursday, 3 0ctober 2013 at the office

One of the factors that can influence the effectiveness of teaching learning is form the learner. In teaching vocabulary, the tutor find that some of students is easier to understand the lesson in learning English, meanwhile other students still get difficult to understand, it become the problems for the tutor in teaching. It is caused by different of students' cognitive aspect in their ability learning English.

In solving the problems of using flash cards in teaching vocabulary, the writer found that the tutor had solutions did in the class so that the students can learn easier. Although not all the problems above can be solve only by using these solutions, but it did not mean the tutor did not do anything to help students increasing their vocabulary mastery.

There some solutions used by tutor to solve problems. It could be seen in the research finding of the interview below:

> *"dalam mengajar mengajar kosa kata bahasa inggris ini saya menggunakan gerak-gerak yang sesuai dengan kosa kata yang saya ajarkan. begini, misalnya saya ingin mengajarkan kata 'sad',,ketika saya menunjukkan kartu gambar 'sad' saya akan mengekspresikan wajah saya seperti orang yang sedih sambil mengucapkan 'sad', ketika saya menunjukkan kartu gambar 'happy' saya akan mengekspresikan wajah orang yang bahagia sambil mengucapkan 'happy'. Selain itu saya juga menyuruh mereka untuk membuka kamus apabila menemukan kata yang sulit dan juga menanyakan kepahaman mereka terhadap materi yang telah saya ajarkan, klo mereka masih kurang mengerti ya sebisa mungkin saya bantu sampai mereka benar-benar mengerti"[2].*

 In setting the class activities, the students usually given different materials in teaching vocabulary, such as students were given instruction to read text, describing pictures etc. so, the students feel not boring to learn vocabulary.

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[2] Based on interview with the tutor on Thursday, 3 0ctober 2013 at the office

Moreover, the tutor sometimes asks the students to do their assignment alone or in group discussion.

B. DISCUSSION

The findings were obtained from the direct observation while the tutor opened English teaching in the class till close the class. The goals of the research were to find the real fact that happened. The tutor's planning action supposed with some steps as follows: 1) preparing interesting flash cards in teaching learning process that have relationship with the theme. Those were fruits, animals, things in the class, profession and transportation, 2) showing the flash cards to the students and asking them to memorize the letters of the words written, 3) asking the students to tell about pictures of flash cards orally and 4) giving the students task. That is suitable with Edgar Dale's method of using flash cards in teaching vocabulary (Chapter II page 39). The criteria of success of this study is 70 based on the school standart. The criteria of success was successfully if the mean score of the student's vocabulary test was greater than and equal to 70. Based on the data students' English vocabulary before and after using flashcards that had gotten by the writer. It can be described the score of each student who passed and failed. It can be seen that for students' English vocabulary score before using flashcards, the student's highest score was 80 and the student's lower score was 35. The percentage of the students passed based on score achievement were 10% or only 1 student, and 90% or about 9 students were failed. For the students' English vocabulary score after using flashcards, there were 8 students passed and only 2 students were failed. The student's highest score was 95 and the student's lowest

score was 60. The percentage of the students passed was 80% and 20% students were failed. Based on that the data, it was mean that the students vocabulary score was increase after they were taught by using flashcards. So, the criteria of success was successfully reached. The results supported by theory of Nana Sudjana and Ahmad Rivai (Chapter II p. 30) about the reasons why teaching media could increase students' learning process. The first reason is about the advantage of media in learning process, such as: teaching process will be more interesting; the materials clearly in meaning; the teaching method will be more variatif, not only verbal communication by the teacher; students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc. The writer believed that using flash cards make the students easily to learn, practice the language clearly and have wide vocabulary. The use flashcards as teaching media made the student's more interested in the lesson and they can get the lesson well. And the last, more better if the flashcards are clear, colorful flexible and can be taught to all of the students.

Based on interviewed with the tutor, there were some reason why she applied flashcards in teaching English vocabulary. First, the students of paket B are needed to focus on learning activity, so the the tutor needs media that can help the students. In this case, the tutor choose flashcards as her media because the flashcards can be used for consolidating vocabulary, flashcards are effective that can be used for any level students, and flashcards also can be used for practicing structure and word order or for a variety of games. Second, the tutor used

flashcards because it's easy to find in the market, easy to use, and also the cost of flashcard is cheap.

The findings showed that tutor prepared the instructional design, the preparation of media, material, procedures and the other sources. It has purposed as the guideline of teaching learning and reach the goal or purposes in teaching it self effectively and efficiency. The prepared instructional design made the tutor felt more confident when face the students in teaching English at the class. According to Merrill, instructional design is the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.[3]

The tutor did brainstorming before gave the material. According to slavin brainstorming is an excellent teaching strategy to generate ideas on a given topic. Brainstorming helps promote thinking skills.[4] When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. All to often, a child with special learning needs will say they don't know. However, with the technique of brainstorming, the child says what comes to mind as it relates to the topic. Brainstorming promotes success for students with special needs as there is no one right answer. Brainstorming is an excellent strategy to tap into prior knowledge, give all students a chance to express their ideas, eliminate

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[3] Merrill, M.D. *Reclaiming Instructtional Design,* New Jersey: Educational Technology, 1996, p. 5.
[4] Slavin. *Educational Psycology Theory and Practice*. Boston: Allin and Bacon. 1997. P. 45.

fear of failures, show respect for each other, try something without fear, tap into individuality and creativity, and eliminate the fear of risk taking.

Preparing the media and medium, the tutor must be prepared the media to support in teaching learning in classroom. In this case, Shirley Biagi stated that media "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched.[5] It is mean that, media could increase students' imagination to develop their whole skills when teaching English. Media provide tutor and students with creative and practical idea.

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. The study classroom environment has been widespread across nearly all subspecializations of educational psychology. Studies about class size have examined how class size influences student and teacher behaviors. In general, smaller classes are associated with students who are less stressed and are more frequently on-task with fewer reported behavior problems than students in larger classes. Although teachers tend to use similar instructional strategies whether teaching large or small classes, there is some evidence to suggest that more class time is spent on administrative tasks for larger classes, leaving less time available for instruction. Some research has suggested that

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[5] Shirley Biagi, *Media Impact : An Introduction to Mass Media,* North York: Wadsworth, 2011. p. 63.

differences in academic outcomes based on class size are due to differences in student behaviors.

Every picture kind has different excess and flaws each other. There are some kinds of picture which is able to use as teaching and learning media, one of them is flashcard. In teaching learning process, the tutor uses flashcards as a media in teaching writing skill and reading skill but she combines with vocabulary. The tutor used flashcard in teaching English vocabulary because this media is easy to used and it's cheap. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. One writes a question on a card and an answer overleaf. Flashcards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition. John Haycraft said that flash flashcards are cards on which words and/or pictures are printed or drawn. Flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games.[6]

Both the tutor and students believed that using flashcards make lesson more enjoyable and memorable. The tutor felt that flashcards attract the students and deepen their understanding of word, the tutor also felt that when students associate new word with flashcards they find it easier to remember the meaning of the word. These positive views about the role of flashcards in teaching vocabulary.

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[6] Haycraft, Jhon, *An Introduction to English Language Teaching.* London: Longman, 1978. P.102.

In the study, the tutor set up classroom activities by instructing students to do assignment alone and sometimes making groups work discussion in small group.

Before ending the lesson, the tutor usually suggest students to study hard. Besides suggestion, the tutor also gives students motivation. Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits,controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal. Motivation is the purpose or psychological cause of an action. Ehrman and Dornyei stated that motivation underpins keeping the emotional, intellectual, and physical effort needed to achieve change.[7] It is mean that, suggestion and motivation must be given by the tutor to students so that they spirit and fun when finished activity in classroom.

The problems that faced by tutor in teaching vocabulary by using flashcards at paket B PKBM Tilung Raya are the proportion time in teaching English is not enough and the different cognitive aspect of students. Piaget said students under eleven years of age (puberty) and continues into adulthood has ability to think abstractly, reason logically, and draw conclusions from the information available. All students grow and progress through the same sequence, but the growth of it takes place at different speeds it make the students have different cognitive

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[7] Dornyei, Z. *The Psychology of Language Learner: Individual differences in second language acquisition,* New Jersey: Lawrence Erlbaum. 2005, 0. 207.

development.[8] To solve problems the tutor did gesture in teaching learning English vocabulary by using flashcards. The tutor conveyed a word following by his gesture or body language. The tutor mentioned vocabulary in flashcard while she acted based on the meaning of vocabulary. According to Beattie that speech and gestures are not separate, while it has also been claimed that "Gestural information is even more important than verbal, without gestures, human life would become a cold and mechanical process".[9] According to Darn "gestures reduce unnecessary teacher talking time and increase learner participation; this in turn develops learners' confidence. In addition, gestures reduce fear of silence, make teachers' instructions clear and help the teacher in classroom management. Furthermore, they improve performance in group work and pair work as well as self and peer correction. Gestures also help in avoiding misunderstandings. In the English classroom, teachers' gestures can scaffold learners' understanding of the language. Gestures can be used to support different aspects of language such as vocabulary and grammar.[10]

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[8] Piaget, Jean. *Handbook of Child Psychology. 4th edition. Vol. 1.* New York: Wiley. 1983, p. 62.

[9] Beattie, G. *The new psychology of body language-visible thought,* London: Routtedge, 2004. P. 91.

[10] Darn, S. *Aspects of non-verbal communication,* 2005, p. 161