Ciputat, 25 Juli 2008

Kepada Yth
Bapak Ketua Jurusan
Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah
dan Keguruan
Di
Tempat

Assalamualaikum Wr. Wb.

Bersama ini disampaikan bahwa :
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Semester : XIII
Fakultas : Ilmu Tarbiyah dan Keguruan,
Jurusan Pendidikan Bahasa Inggris.

Bermaksud mengajukan judul Skripsi: “Teaching Noun Countable Using Flash-Cards to SMP Students (An Experiment at the First Year of SMP Islam Al amanah Setu Tangerang)”. Sebagai bahan pertimbangan saya lampirkan:
1. Out line
2. Abstrak
3. Daftar Pustaka Sementara

Demikian pengajuan judul skripsi ini saya buat dan saya sampaikan, atas perhatiannya saya ucapkan terimakasih.

Wassalamu’alaikum Wr. Wb.

Yang Mengajukan

(ANDI RAHMADANA)
202014000996
CHAPTER II
THEORETICAL FRAMEWORK

This chapter contains theoretical framework of relevant theories concerning with; english teaching at junior high school, the curriculum and syllabus, english material at seventh grade of junior high school, role of teacher, language components, concept of countable noun and concept of flashcards.

A. English Teaching at Junior High School

SMP Al Amanah is an Islamic Junior High School which belongs to the primary education. It is under the administration of the Religion Department. The curriculum used at SMP Al-Amanah was 2004 Curriculum with additional Islamic subjects; such as Fiqh, Qur’an Hadits, Aqidah Akhlak, Islamic Cultural History and Arabic.

The English syllabus, inform that the objective of the teaching of English at SMP is that, by the end of their study, the students are expected to master the actional competences namely; listening, speaking, reading and writing which emphasizes on reading through the selected themes, which is based on the level of their competence and interest, level of vocabulary mastery (500 entry words) and the appropriate grammar (Depdiknas). Thus the linguistic competence such as grammar, vocabulary, pronunciation and spelling can be taught integrated to support the mastery of those four actional competences.

As a foreign language, English is taught at SMP as a compulsory subject, the English instructional material which is suggested in the syllabus can be developed by the teachers them selves.

English as a compulsory subject is aimed at preparing the students to develop science, technology and culture, and at making them competent and good Indonesia

citizens who are ready to participate in the national development. This subject includes listening, speaking, reading and writing should be taught equally. However, to achieve the objective of English instructional material, one or more aspects of the syllabus may be given emphasize depending on the need and the level of students proficiency.

B. The Curriculum and Syllabus

a. The Curriculum

Competency-based Curriculum is the newest curriculum that government has proposed as the formal curriculum which is used Indonesia. The government establishes it and function to replace the 1994 curriculum. It is designed on the basis of the real need in work field.

Saylor and Alexander said that the Curriculum is the sum total of the school’s effort to influence learning, whether in the classroom, on the playground, or out of the school.\(^2\)

Questing from Rodgers, Jack Richard stated that curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn it, how teachers help learn them, using what supporting materials, styles and methods of assessment, and in what kind of facilities.\(^3\)

Dr. E. Mulyana gives definition that Krikulum Berbasis Kompetensi adalah konsep kurikulum yang menekankan pada pengembangan kemampuan melakukan (kompetensi) tugas – tugas dengan standar performan tertentu, sehingga hasilnya dapat di rasakan oleh peserta didik, berupa penguasaan terhadap seperangkat kompetensi tertentu\(^4\)

(Capacity-Based Curriculum is as a concept that emphasizes developing of (competence) doing tasks with certain performances standard, so the result can be felt by the learners, it is mastering to the competency).

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\(^4\) E. Mulyana, Kurikulum Berbasis Kompetensi : Konsep, Karateristik dan Implementasi, (Bandung : Rosda Karya, 2002), p. 27
And Depdiknas stated that *Kurikulum Berbasis Kompetensi* merupakan perangkat rencana dan pengaturan tentang kompetensi dan hasil belajar yang harus di capai siswa, penilan kegiatan belajar mengajar, dan pemberdayaan sumber daya pendidikan dalam pengembangan kurikulum sekolah.  

(A set of plants and rules about the competency and the results of learning that should acquired by students, the evaluation of teaching- learning process, and the empowerment of educational resources in developing of school’s curriculum)

The competency-based Curriculum has competence which should be mastered by learners. Evalution is done based o special’s standard as a result of competency. Learning which more interest on individual’s activities, personal to master competency which have been required, student can evaluate his/her competency every time if they have been ready, and in learning student can improve relate to speed and his/her ability.

b. *The Syllabus*

One of the innovations in Competence Based Curriculum is a change for school to create their own syllabus that depends on their condition and needs.

The syllabus compiling can do by the experts and relevant institutions with some procedures include planning, implementing and revision.

1. Planning: Collect information and references. Identifying learning sources.
2. Implementing: Formulate competence and learning goal. Decide materials that have basic competence, learning goal and its indicators. - Decide methods and learning techniques - Decide score’s instrument
3. Revision: Done since compiling first draft until implementing in the classroom.

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5 Puskur, Krikulum Berbasis Kompetensi, (Jakarta : Balitbang, 2002), p. 1  
6 Mulyasa, E, *Kurikulum Berbasis Kompetensi: konsep Karateristik dan Implementasi*, op cit, p. 169
The development of CBC syllabus should base on selection of what competency will develop. So the information of competency that achieved is the competency needed exactly by the student.

When CBC implemented on secondary class, it needs deep understanding about competency that should student at secondary achieved.

The competency that school will achieve must be written and clearly described, which include knowledge, skill and attitude in order to do the activities as mentioned in the school goals.

C. English Material at Seventh Grade of junior high School

The curriculums objectives of English in SMP are specified into the instructional objectives of are first year, second year and third year. The objectives for each year are more specified into the objectives of listening, speaking, reading and writing.

The instructional objectives for the first year are that with the determined themes. The themes which are recommended in the English syllabus for the odd semester of the odd semester of the first year are; self identity, school life, family life and profession with each sub themes.

The government decided basic competencies and indicators in every subject, for English subject there are four basic competencies which consist of listening, speaking, reading and writing and indicators for each competence.

The basic competencies and indicators for English material based on the latest English syllabus for the first grade of SMP are stated as follows:

Table 2.1. The Distribution of English Instructional Material within the Syllabus

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indicator</th>
<th>Materi pokok</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Mendengarkan</strong></td>
<td><em>Merespon dengan benar tindak tutur di dalam:</em></td>
<td><em>Contoh materi dan ungkapan respon ragam bahasa lisan:</em></td>
</tr>
<tr>
<td><em>Memahami wacana</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


transaksional ringan (misalnya mengenalkan diri, membeli buku, intruksi guru, memberi reaksi spontan) serta monolog lisan pendek terutama yang berbentuk narrative, descriptif dan recount sederhana.

| a. Wacana transaksional interpersonal seperti: | a. Good morning / How are you?  
b. Good morning / fine tanks. Nice to meet you  
a. Thank you  
b. you are welcome  
a. I am sorry  
b. It’s ok  
a. Here you are  
b. Thanks a lot  
a. Don’t do that  
b. Why not  
a. I didn’t do it  
a. Did you come here?  
b. I came here yesterday  
a. Are you sure  
b. Well, It’s like this … contoh responya adalah: |
|------------------------------------------------|----------------------------------------------------------------------------------|
| • Sapaan dari orang yang belum / sudah dikenal | • Did you? Really?  
• Ungkapan terima kasih dari orang lain | • Oh…that one.  
• Permintaan maaf dari orang lain | • That’s good. I’m glad you enjoy it.  
• Pernyataan orang lain yang memberi informasi / jasa |  
• Perintah atau larangan | contoh perintah adalah:  
• Penyangkalan orang lain | • Draw a circle. Put  
• Permintaan dan pemberian informasi berupa fakta |  
• Permintaan klarifikasi |  
| b. Wacana monolog: |  
| • narrative (orientasi>komplikasi>resolusi > reorientasi) |  
| • recount (orientasi kejadian – kejadian nyata>orientasi) |  
| c. Merespon dengan melakukan perintah yang diucapkan guru |  
| |  
| |  

Contoh respon adalah:
<table>
<thead>
<tr>
<th>1.2 Berbicara</th>
<th>d. Menulis ungkapan – ungkapan komunikatif yang diucapkan guru (dictation) dengan ejaan dan tanda baca yang benar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memahami wacana transaksional dan Interpersonal ringan (Misalnya Mengenalkan Diri, Membeli Buku, Intruksi Guru, Memberi Reaksi Spontan) Serta Monolog Lisan Pendek Terutama Yang Berbentuk Narrative, Descriptive, dan Recount Sederhana</td>
<td>a. Melakukan berbagai tindak tattur dalam wacana lisan transaksional dan atau interpersonal seperti:</td>
</tr>
<tr>
<td></td>
<td>• menyapa orang yang belum / sudah dikenal</td>
</tr>
<tr>
<td></td>
<td>• mengungkapkan terimakasih</td>
</tr>
<tr>
<td></td>
<td>• meminta maaf kepada orang lain</td>
</tr>
<tr>
<td></td>
<td>• meminta / memberi informasi / jasa / barang</td>
</tr>
<tr>
<td></td>
<td>• menyatakan sesuatu</td>
</tr>
<tr>
<td></td>
<td>• memerintah atau melarang</td>
</tr>
<tr>
<td></td>
<td>• mengungkapkan tindak tutur yang menyertai kegiatan fisik di kelas (Language accompanying action)</td>
</tr>
<tr>
<td></td>
<td>• megungkapkan tindak tattur dalam dialog sederhana terdiri atas dua atau tiga pertukaran peran</td>
</tr>
<tr>
<td></td>
<td>• merespon secara interpersonal menggunakan is it? Do you? Aren’t you? Dsb</td>
</tr>
<tr>
<td></td>
<td>a dot in the circle</td>
</tr>
<tr>
<td></td>
<td>• Ungkapan – ungkapan yang telah dipelajari.</td>
</tr>
<tr>
<td>Contoh bahasa ragam lisan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hi…How’re you?</td>
</tr>
<tr>
<td></td>
<td>• Let’s do it</td>
</tr>
<tr>
<td></td>
<td>• Thanks a lot</td>
</tr>
<tr>
<td></td>
<td>• I’m sorry</td>
</tr>
<tr>
<td></td>
<td>• Can you help me?</td>
</tr>
<tr>
<td></td>
<td>• Here you are</td>
</tr>
<tr>
<td></td>
<td>• I like it very much</td>
</tr>
<tr>
<td></td>
<td>• Don’t do that</td>
</tr>
<tr>
<td></td>
<td>• No, it doesn’t</td>
</tr>
<tr>
<td></td>
<td>• Come on. Shall we do this? no, not like this. Come here…</td>
</tr>
<tr>
<td></td>
<td>a. May I borrow this?</td>
</tr>
<tr>
<td></td>
<td>b. Sure…</td>
</tr>
<tr>
<td></td>
<td>a. I meet her</td>
</tr>
<tr>
<td></td>
<td>b. Is it?</td>
</tr>
<tr>
<td></td>
<td>a. Where is it?</td>
</tr>
<tr>
<td></td>
<td>b. It’s here…</td>
</tr>
<tr>
<td></td>
<td>• What do you think</td>
</tr>
</tbody>
</table>
### 1.3 Membaca

**Memahami Wacana Transaksional dan**

1. **Mengidentifikasi main ideas**

- meminta da memberi informasi factual
- meminta dan memberi pendapat atau persetujuan

*b. Mendeskripsikan benda, orang atau tempat secara sederhana.*

c. **Melakukan monolog dalam bentuk:**
   - **Narrative** (orientasi>evaluasi>komplikasi>resolusi)
   - **Deskriptif** (klasifikasi umum>deskripsi)
   - **Recount** (orientasi kejadian – kejadian nyata>reorientasi)

---

<table>
<thead>
<tr>
<th>of this?</th>
<th>A. May I join?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. Why not / Sorry, you are late</td>
</tr>
</tbody>
</table>

**Orientasi:**

I read this story called Cinderella.

**Evaluasi:**

It’s good you know. This girl was pretty, smart and loving.

**Komplikasi:**

But she lived with step mother and three stepsisters. They were all so mean to her. Well, she was all like a like house maid in the family.

**Resolusi:**

But, fortunately…she met this handsome prince. The prince is rich, right? And he fell in love with her.

**Reorientasi:**

So you ca guess…she lived happily ever after.

Contoh ragam bahasa tulis:

**Orientasi:**
Interpersonal Ringan (misalnya Mengenalkan Diri, Membeli Buku, Intruksi Guru, Memberi Reasi Spontan) Serta Monolog Lisan Pendek Terutama Yang Berbentuk Narrative, Deskriptif, Dan Recount Sederhana

1.4 Menulis

Memahami Wacana Transaksional dan Interpersonal Ringan (misalnya Mengenalkan Diri, Membeli Buku, Intruksi Guru, Memberi Reasi Spontan) Serta Monolog Lisan

2. Mengidentifikasi supporting details
3. Mengidentifikasi informasi factual
4. Mengidentifikasi langkah – langkah retorika (Interpersonal Meaning) di dalam wacana – wacana berikut:
   • Narrative (orientasi>evaluasi>komp likasi>resolusi>reorientasi)
   • Deskriptif (klasifikasi umum descriptive)
   • Recount (orientasi kejadian – kejadian nyata>reorientasi)

Once, there was a little girl called Cinderela

Evaluasi:
She was pretty, clever and loving

Komplikasi:
But she was very poor, her step mother and three stepsisters were very mean

Resolusi:
Fortunately, she met a handsome prince, and he fell in love with her

Reorientasi:
The Cinderella became a princes.

7 Depdiknas, Standar Kompetensi…,p. 179

a. Menulis kalimat fungsional sederhana.
b. Menulis pean, pengumuma singkat dan sederhana, dan kartu ucapan.
c. Menghasilka teks berbentuk:
   • Narrative
   • Recount

• Contoh jenis teks dapat dilihat pada lampiran
• Contoh pesan pendek:
  - Back in 5 minutes
  - Happy birthday!
  - Have a nice trip
  - Dan lain - lain
Pendek Terutama
Yang Berbentuk
Narrative, Deskriptif,
Dan Recount
Sederhana

- Descriptive

Adapted from SMP/Mets English syllabus 2004.p.179

The materials will be more meaningful for the students if they are related to the students’ needs, interests, and their future. Therefore, these should be consideration for the teacher in deciding teaching learning activities. The teacher should be creative in ordering materials, selecting instructional resources, and applying instructional strategies.

D. Role of the Teacher

The roles of teacher in the learning – teaching are very important in determining the success or failure of teaching English. The teacher has responsibility to create classroom activities in such a way that the instructional objectives that have been formulated before can be achieved successfully. To know whether the determined objectives have been achieved or not, the teacher should conduct evaluation. Thus, the teacher’s duty is not just conveying or teaching materials to the students, but he should also design what will be done in the classroom and evaluate the result. Therefore, the teacher’s roles can be as designer of instruction, implement in the classroom and evaluator of instruction.

In communicative Language Teaching, as described by Jeremy Harmer, he explained that there eight roles that must be done by English teacher namely: (a) Controller,( b) Organizer, (c) Assessor, (d) Prompter, (e) Participant, (f) Resource, (g) Tutor, and (h) Observer.
For good teaching the teacher have the role, the roles of the teacher are:

**Controller**, when teachers act as controllers they are in charge of the class and of the activity taking place in away that is substantially different from situation where students are working on their own in groups. Controllers take the roll, tell to student some things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher in front of the class.

**Organizer**, it is one of the most important roles which teacher have to perform is that organizing students to do various activity. This often involves giving the student some information, telling them how they are going to do that activity, put them into pairs or make some groups, and at least closing things down when the time is up.

**Assessor**, one of things that students expect from theirs teachers is an indication of whether or not they are getting their English right. This is where we have to act as and assessor, offering feedback and correction and grading students in various way.

**Prompter**, when the teacher prompt he she needs to do it sensitively and encouragingly all about, with prudently. If he or she too adamant he or she risks taking initiative away from the student. If, on the other hand, he or she is too retiring, he or she may not supply the right amount of encouragements.

**Participant**, the danger of teachers as participant, certainly is that the teachers can easily dominate the proceedings. This is hardly surprising since the teacher usually have more English at their disposal that their students do.

**Resource**, students might ask some thing that how to say or write something a word or phrase means. They might want to know some information in the middle of an activity about that activity or they might want some information about where to look for something a book or web site for example. This is where we can be one of the most important resources they have. When the teachers are acting as a resource they will want to be helpful and available, but at the same time we have to resist that argue to spoon feed their students so that the students become over reliant of them.

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Tutor, when students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, the teachers can act as a tutor, working with groups or individuals, pointing them in directions they have not yet thought of taking. In such situations the teachers are combining the roles of prompter and resource, acting as a tutor.

Observer, when observing students the teachers should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time. Above all the teachers should avoid drawing attention to themselves since to do so may well distract them from the task they are involved in.

However, a teacher is a facilitator of learning activity, and now language teacher must manipulate much more information in several different areas of any knowledge.

E. Language Components

In teaching language we have another terms” Language Proficiency” includes both accuracy and fluency. Accuracy refers to mastering language component; Vocabulary, Pronunciation and Grammar. Whereas fluency refers to mastering language skill; Listening, Speaking, Reading and Writing.

There are three kinds of language components they are: Vocabulary, Pronunciation and Grammar.

Vocabulary, vocabulary is the sum of words used by, understood by, or at the command of a particular person, social group, profession, trade or the like. When someone talk about vocabulary, the first thing come to one’s mind is a group of word in a certain language. As a part of teaching – learning foreign language, vocabulary cannot be simply defined as a group a word it is more than that. To know it deeply, the writer takes some definitions about it.

There are various kinds of vocabulary. They are:

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a. Kinds of vocabulary based on the characteristic of the words and the kind of acquiring skill.

b. Dealing with the user of the language.

c. Based on it is from and function.

According to Jo Ann Aeborsold and Mary Lee field, vocabulary is divided into two kinds on the characteristic of the words and the kind of acquiring skill, they are:

a. Active vocabulary

It refer to put items, which the learners can use appropriately in speaking and writing. It is also called as productive vocabulary.

b. Passive vocabulary

It refer to language items that can be recognized ad understood in the context of reading and listening. It is also called as receptive vocabulary.

Pronunciation, someone who studies English is demanded to listen English pronunciation, furthermore he or she is expected to reproduce the foreign sounds, words and expressions. "Word are merely combination of sounds and the printed page is a graphic representation of sound sequences". To give clear understanding about pronunciation, the writer starts from definition of pronunciation.

There are definitions of pronunciation that might be useful to support this writing. R.L Trask said that" Pronunciation is the manner in which speech sounds, especially connected sequences, are articulated by individual speakers or by speakers generally".Meanwhile A.C Gimson stated that" The pronunciation is the actual living from a word, that is ,the word it self……".

From all definitions above, the writer may conclude that pronunciation is the way produce the sound become the word or sentences in order to make the hearer understand what the speaker said.

Grammar, For most people, the essences of language lies in grammar. It enables us to make statement about how to use our language:

10 Jo Ann Aeborsold and Mary Lee Field, From Reader to Reading Teacher, (New York:Cambridge University Press,1997), p. 248
Cobbet wrote:

Grammar……teaches us how to make use of words. That is to say, it teaches us how to make us of them in the proper manner….to be able to choose a words, which ought to be placed, we must be acquainted with certain principles and rules constitute what is called grammar.(Cobbett, 1819). Is description of the structure of a language and the way in which Linguistic units such as words and phrase are combined to produce sentences in the language.

The knowledge of grammar is very important to express what we want to say and interpreting correctly not only the basic meaning of what someone has been said also to force the utterance of piece of writing.

F. Concept of Countable Noun

1. The meaning of countable noun

There are two definitions about Countable Noun: Countable Noun; are things you can count, such as chairs and people. And a countable noun is a noun that has both a singular and a plural form. The plural is normally made by the addition of ”-s”, example: A horse two horses. Nouns that do not have form are called.

2. The forming of countable noun:

To form countable noun. It is needed some rules:

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14 David Nunan, Second Language Teaching on Learning ( New York:Heinle & Heinle Publisher, 1999), p. 97
15 Ibid. p. 97
17 Glossary, Using English Component :
Table 2.1

Forming plural noun by adding “s”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hand</td>
<td>hands</td>
<td>s</td>
</tr>
<tr>
<td>2</td>
<td>pen</td>
<td>pens</td>
<td>s</td>
</tr>
<tr>
<td>3</td>
<td>book</td>
<td>books</td>
<td>s</td>
</tr>
</tbody>
</table>

Table 2.2

Forming plural noun by adding “es”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>glass</td>
<td>glasses</td>
<td>es</td>
</tr>
<tr>
<td>2</td>
<td>box</td>
<td>boxes</td>
<td>es</td>
</tr>
<tr>
<td>3</td>
<td>brush</td>
<td>brushes</td>
<td>es</td>
</tr>
</tbody>
</table>

Table 2.3

Forming plural noun by adding “ies”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>duty</td>
<td>duties</td>
<td>ies</td>
</tr>
<tr>
<td>2</td>
<td>fly</td>
<td>flies</td>
<td>ies</td>
</tr>
<tr>
<td>3</td>
<td>lady</td>
<td>ladies</td>
<td>ies</td>
</tr>
</tbody>
</table>

Table 2.4

But if the final Y is preceded by a vowel as ay, ey or oy the plural is forming by adding “s”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>plural</th>
<th>Add-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>boy</td>
<td>boys</td>
<td>s</td>
</tr>
<tr>
<td>2</td>
<td>key</td>
<td>keys</td>
<td>s</td>
</tr>
</tbody>
</table>
Table 2.5
If the noun ends in o and o is preceded by a consonant, the plural is forming by adding “es”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-es</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hero</td>
<td>heroes</td>
<td>es</td>
</tr>
<tr>
<td>2</td>
<td>potato</td>
<td>Potatoes</td>
<td>es</td>
</tr>
<tr>
<td>3</td>
<td>buffalo</td>
<td>buffaloes</td>
<td>es</td>
</tr>
</tbody>
</table>

Table 2.6
But if the o is preceded by vowel the plural is forming by adding “s”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bamboo</td>
<td>bamboos</td>
<td>S</td>
</tr>
<tr>
<td>2</td>
<td>studio</td>
<td>studios</td>
<td>S</td>
</tr>
<tr>
<td>3</td>
<td>radio</td>
<td>radios</td>
<td>S</td>
</tr>
</tbody>
</table>

Table 2.7
Forming plural noun by adding “ves”

<table>
<thead>
<tr>
<th>No</th>
<th>Singular</th>
<th>Plural</th>
<th>Add-ves</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>thief</td>
<td>thives</td>
<td>Ves</td>
</tr>
<tr>
<td>2</td>
<td>loaf</td>
<td>loaves</td>
<td>Ves</td>
</tr>
<tr>
<td>3</td>
<td>wife</td>
<td>wives</td>
<td>ves</td>
</tr>
</tbody>
</table>

G. Concept of Flash Cards

1. The meaning of flash cards

A teacher can use many kinds of teaching techniques in the classroom. One of teaching technique can be used is flash card. Flashcards are simple and flexible. They
have been used for years in teaching and easy to make them or can be bought easily in the store.

There are many definitions about flashcards. According to Robert Lado “Essentially, flashcard are set of cards with a word or phrase on one side and its meaning – usually in translation – on the other”. In the Herritage Illustrated Dictionary, “flashcards are a set or integrated series of card used for brief, usually successive, display; especially such a card used by a teacher in a drill”. Another meaning of flashcards is “Cards with simple picture (or word or numbers can be held up by the teacher or given out to students to use in pair and group work”.

From definition above, it seems that flashcards are cards which are flashed by the teacher to make the lesson more realistic, communicative and attractive.

2. **Advantage of using flash cards**

   The using flash – cards as a visual – aids in teaching English, especially in teaching vocabulary, such picture have certain advantages, as follows:

   The advantages of showing the pictures are:

   1. They cost little or nothing,
   2. They are available even in places where no other pictures can be found,
   3. They do not require space for storing and filling as pictures from other sources do,
   4. Sometimes students who are poor language-learners can draw well,
   5. When someone has drawn a picture of a scene, he knows the meanings of the English words that the teacher will use while talking about parts of his scene.

   The advantage of using pictures are indisputable. The add variety, providing a change of pace important in maintaining a high level of interest, every teacher should

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find activities which make the students feel comfortable in learning English. The flashcards is effective form of practice, because they are easy to learn, easy to remember and they can be simple to prepare it.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in the study. It includes research design, place and time of the research, unit of the analysis, the research instruments, technique of data collecting, technique of data analysis.

A. Research Design

The design of this study is English in a form of descriptive evaluative research about teaching countable noun by using flash cards of junior high school Tangerang. The study is designed to obtain the current status of phenomena that is directed toward determining the nature of situation as it exists at the time of study in SMP Al-Amanah Setu Tangerang.

This study is about teaching countable noun by using flash cards at seventh grade of SMP Al-Amanah Setu Tangerang. And it is also called a quantitative research because the writer uses some numerical data analyzed statically.

This study is aimed at describing and evaluating about (a) the student in learning countable noun by using flash cards (b) the problem faced by English teacher in teaching countable noun by using flash cards and (c) the students improvement after learning countable noun by using flash cards.

To avoid bias, the researcher tries to evaluate the real condition as objectively as possible. The researcher takes a position as outsider who sees the objective condition of SMP Al-Amanah Setu Tangerang without involving himself as a member or English teacher of the school.
B. Place and Time of the Research

In writing this skripsi the writer did both library research and field research. The field research carried out at SMP Al-Amanah Setu Tangerang.

The field research started on April 2009. On April 14th 2009, the writer did an observation and asked for permission to the school principal. Later he did an interview with the English teacher of the school to obtain data to be analyzed. The interview is taken on April 2009 and has been analyzed for six days.

C. Population and Samples

The subject includes the English teacher as a main subject and the students of the seventh grade of SMP Al- Amanah Setu Tangerang. There were 680 students who studied at SMP Al-Amanah Setu Tangerang which consist of 16 classes, namely 6 classes for seventh grade, 5 classes for eighth grade, and 5 classes for ninth grade. There were 269 students in the seventh grade which is divided into 6 classes, whereas, the researcher took one class as a sample namely; 7-1 which is known as plus class.

There were three English teachers in that school, namely ;Drs. Oman Rohmanudin,m.m who teach seventh grade, Shodikin Nizan who teach eighth and ninth grade and Deasy Mariatul Qibtiyah who teaches seventh and eighth grade at SMP Al-Amanah Setu Tangerang. However, the English teacher observed namely Drs. Oman Rohmanudin,m.m.

D. Research Instruments

To complete the research, the writer used instruments to gather the data are:

1. Test
The writer gave 20 questions to 40 students at SMP Al-Amanah Setu Tangerang as the test to gather the data.

2. Interview

The writer also interviewed the teachers at SMP Al-Amanah Setu Tangerang as instrument to gather the data.

E. Technique of Data Collecting

There are two techniques in collecting data applied in study; they are interview and test.

1. Interview

This technique was in the form of semi-structure interview which means that the researcher held the interview guide containing the main points as the of the researcher, the topic of interview could be developed in constant with responses of the interview subject.

2. Test

It was used to find out the effectiveness of using flash cards in teaching countable noun. It was in the form of essay. This test is given on the last meeting – learning process. The form of the test can be seen in the appendix.

F. Technique of Data Analysis

The data analysis was conducted by arranging data obtained systematically, this was done to make it easier for the researcher to write the research report.
The raw data obtained through interview and tests were analyzed in some ways as follow;

1. Data from interview

The data obtained from interview covered qualification of English teacher teaching preparation made by him. The researcher analyzed whether the English teacher had the suitable educational background that is graduated from the English department and kinds of training he had related to his profession. The researcher also analyzed how well the teaching preparation made by him.

1 Data from test

The data obtained from the test used to know effective learning countable noun by using flash cards.

To obtain data is analyzed to find out the students improvement after learning countable noun by using flash cards. To test the hypothesis, the writer applies the Product Moment Correlation:

\[
    r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}
\]

Notes:
- \( r_{xy} \) = correlation index score
- \( N \) = number of cases
- \( \sum xy \) = total number of x multiplied by y
- \( \sum x \) = total score of x
- \( \sum y \) = total score of y

Criteria:
- Rejected Ha when \( r_{xy} < t_t \)
- Accepted Ha when \( r_{xy} > t_t \)

---

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter is used to answer all research questions for this study. It consists of three kinds of data namely: (1) the data of students in learning countable noun by using flash cards, (2) the problems faced by the teacher in teaching countable noun by using flash cards and (3) the data of students improvement after learning countable noun by using flash cards.

A. Findings

1. The Data of Students in Learning Countable Noun by Using Flash Cards at SMP Islam Al-Amanah Setu Tangerang

On this occasion the teacher didn’t use flash card to teach countable noun to his students. The students’ score in learning countable noun using flash card can be presented in the table below.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>The Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>89</td>
</tr>
<tr>
<td>5</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
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<tr>
<td>7</td>
<td>62</td>
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<tr>
<td>8</td>
<td>63</td>
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<tr>
<td>9</td>
<td>53</td>
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<tr>
<td>10</td>
<td>57</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
</tr>
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<td>13</td>
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<tr>
<td>14</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>75</td>
</tr>
</tbody>
</table>

Continue to the next page
2. Problems Faced by the Students Learning Countable Noun by Using Flash Cards

The teacher’s problems in teaching countable noun by using flash cards are:

2.1. The teacher was difficult to make flash card that appropriate with theme.

2.2. Teaching learning process time was too short so the student can not receive a lot of countable noun using flash card that teacher has explained.
1 Data of Students Improvement After Learning Countable Noun by Using Flash Cards

1.1 Data description

Having field research about student improvement after learning countable noun by using flash cards of 40 students of SMP Islam Al-Amanah Setu Tangerang. The writer took the scores of 40 students randomly and analyzed those score in order to find out whether there is any correlation between student’s learning countable nouns by using flash cards.

In this chapter the writer gives the report concerning the data description. The data of students’ score before and after in learning countable noun by using flash cards can be seen on the following tables in the data analysis.

1.2 Data analysis

Table 4.2
Students Score in Learning Countable Noun Before by Using Flash Cards

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>The Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>89</td>
</tr>
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<td>5</td>
<td>76</td>
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<tr>
<td>6</td>
<td>63</td>
</tr>
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<td>7</td>
<td>62</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
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<td>9</td>
<td>53</td>
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<td>17</td>
<td>86</td>
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<tr>
<td>18</td>
<td>69</td>
</tr>
</tbody>
</table>

Continue to the next page
Table 4.2
Students Score in Learning Countable Noun After by Using Flash Cards

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>The Score</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>8</td>
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</tr>
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<td>9</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
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<tr>
<td>11</td>
<td>60</td>
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<tr>
<td>12</td>
<td>80</td>
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<tr>
<td>13</td>
<td>70</td>
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<td>39</td>
<td>57</td>
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<tr>
<td>40</td>
<td>77</td>
</tr>
</tbody>
</table>
Table 4.3
The Result Calculation of Student Test in Learning Countable Noun by Using Flash Cards

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>$X^2$</th>
<th>$Y^2$</th>
</tr>
</thead>
<tbody>
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<td>5776</td>
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<td>6400</td>
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<td>5600</td>
<td>4900</td>
<td>6400</td>
</tr>
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<td>7921</td>
<td>6400</td>
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<td>3780</td>
<td>3969</td>
<td>3600</td>
</tr>
<tr>
<td>9</td>
<td>53</td>
<td>60</td>
<td>3180</td>
<td>2809</td>
<td>3600</td>
</tr>
</tbody>
</table>
\[ \sum X = 2745 \quad \sum Y = 2860 \quad \sum XY = 197910 \quad \sum X^2 = 191865 \quad \sum Y^2 = 207000 \]

\[ r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}} \]

\[ = \frac{40.197910 - (2745)(2860)}{\sqrt{40.191865 - (2745)^2} \sqrt{40.207000 - (2860)^2}} \]

\[ = \frac{7916400 - 7850700}{\sqrt{7674600 - 7535025} \sqrt{8280000 - 8179600}} \]

\[ = \frac{65700}{\sqrt{139575} \sqrt{100400}} \]

\[ = \frac{65700}{11837791} \]

\[ = 0.555 \]

c. Data Interpretation

After the writer counting the formula and has been found out the result of the correlation, the next level is to going the interpretation of the 'r' score \( r_{xy} \).

From the correlation above appeared that the correlation index between \( x \) variable and \( y \) variable is positive. It means that between both variables, there is positive correlation. To give simple interpretation toward the correlation index ‘r’ product moment \( r_{xy} \) can be done by noting the following table\(^1\)

By noting to the result of the formula of $r$ (0.555), it is found out that the index is in the interval of 0.40-0.70 which means that between $x$ variable and $y$ variable there is a medium correlation. The next step to test the hypothesis is after the data obtained from analyzed and calculated by using t-test formula. The result of calculation, it is obtained the value of the $r_{xy}$ is 0.555. The degree of freedom (df) is 40-1=39. In the table of significance of 1% it is obtained 0.408 and of 5% is 0.316. After comparing the value of $r_{xy} = 0.555$ and $t_r$ 0.408 and 0.316, the writer eventually made the assumption of the hypothesis $r_{xy}$ is bigger than $t_r$ or $0.408 < 0.555 > 0.316$.

So, for the first year of SMP Islam Al-Amanah Setu Tangerang, the score of correlation between students’ motivation and their achievement is 0.555 it means every 100 points of students’ motivation in learning English will increase 55.5 points of their achievement in learning English.

If $r_{xy}$ is bigger than $t_r$ the alternative hypothesis (ha) is accepted and the null hypothesis (ho) is rejected. It means that here is a significance correlation between students improvement after learning countable noun by using flash cards.
Write the plurals of these countable nouns

1. person
2. bird
3. bus
4. box
5. tomato
6. lady
7. boy
8. proof
9. woman
10. teacher
11. glass
12. radio
13. library
14. knife
15. pencil
16. eraser
17. class
18. toy
19. mango
20. table
ABSTRACT

Mastering English vocabulary is very important, because vocabulary will make the learner easier to master language skills of target language; listening, speaking, reading and writing are generally called the four language skills.¹

Everyone who wants to master English should have a large number of vocabularies. By studying vocabulary, the form and meaning of words can find out the meaning of many unfamiliar words.²

There are many teaching-aids in teaching vocabulary, such as a picture, photograph, flash - cards, table, chart, and so on. In this paper it will be discussed how to use flash – cards in teaching vocabulary.

Flash – card is a card with words, sentences, or pictures on it. Used as an aid or cue in language lesson.³ The flash – cards are simple and interesting teaching-aids that is made from the thick paper, they are consisted a series of cards where on one side of the card, show an illustration of target items and on the other side the name.

The data will be collected by testing the population of students at junior high school at the first year. The research will be done at SMP ISLAM Al amanah on Setu Tangerang, The research will begin on first semester in 2008 – 2009.

Techniques of collecting data applied in this study are observation, evaluation and book study. After getting the data from observation and evaluation, they are processing

and analyzing by using statistic calculation of the ±- test with significance degree, as follow:

\[
T_0 = \frac{M}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}
\]

\(M\) = the average of score the result of learning from each student’s group,

\(X_1\) = experiment class,

\(X_2\) = control class,

\(N\) = total of students

\(X\) = the value deviation of \(T_1\) and \(T_2\)

\(Df\) = Degree of Freedom

= \(N + N - 2\)
CHAPTER V

CONCLUSION AND SUGGESTIONS

This is the last chapter of study. It presents the conclusion and some suggestion.

A. Conclusion

Teaching vocabulary by using flash cards is good enough. The students can demonstrate teacher’s instruction very well, they can practice it orally, and they can write it.

If we look from the result of the test above, the students can master almost all the vocabulary given by the teacher. So, it means that the goal of teaching learning process has been achieved.

B. Suggestions

There are some suggestions that can be given in relation to the writer’s conclusion. The suggestions are as follows;

1. English the teacher should be creative in developing the teaching learning activities in classroom and making the class alive especially in learning vocabulary that usually make bored the students. To help the students in mastering vocabulary, the teacher can use cards as an alternative technique in teaching English.

2. The English teacher should not only focus on the grammatical form, but also to use the word in communication.
3. In order to make students easier to understand the new vocabulary they learn, so the teacher should use card, such as realia, picture and other.

4. The teacher should make a good teaching learning atmosphere in the classroom, so that the students feel comfort in learning English especially in learning vocabulary.

5. The English teacher should give the students the opportunities to be active in learning English vocabulary, so the teacher should be like a facilitator in learning process.

Those are some suggestions to the teacher as an addition to complete the way of teaching learning process in the classroom.
Andi rahmadana was born in Pekanbaru on July 8th, 1983. He was the last son from four brothers Rahamat yafis and Rahmawati (alm). He grew up in the good neighborhood with the Islamic environment.

The writer’s educational background began from the elementary school namely SDN 03 Pekanbaru from 1992 until 1997. He continued his study to the junior high school it was SLTPN 56 Jakarta from 1997 until 1999. From 1999 until 2002, he studied at SMUN 46 Jakarta. And he increased his knowledge by studying in Syarif Hidayatullah State Islamic University from 2002 until 2009.
TEACHING SINGULAR AND PLURAL COUNTABLE NOUN USING
THE FLASH CARDS
AT THE SEVENTH GRADE OF SMP ISLAM AL – AMANAH
SETU TANGERANG

"A SKRIPSI"

Presented to the Faculty of Tarbiyah and Teachers Training
In Partial Fulfillment of the Requirements
for the Degree of S.Pd in English Language Education

By:
ANDI RAHMADANA
NIM: 202014000996

Approved by

Dra. Hidayati, M.Pd
NIP. 19601027-198703-2-003

DEPARTMENT OF ENGLISH EDUCATION
FACULTHY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2010
BIBLIOGRAPHY


ENDORSEMENT SHEET

The examination of the Faculty and Teachers’ Training certifies that the ‘skripsi’ entitled “TEACHING SINGULAR AND PLURAL COUNTABLE NOUN USING THE FLASH CARDS AT THE SEVENTH YEAR OF SMP ISLAM AL AMANAH SETU TANGERANG” written by andirahmadana, student’s registration number 202014000996 was examined by the committee on September 16th, 2010 and was declared to have fulfilled one of the requirements for the degree of S.Pd in English Language Education at the Department of English Education.
Jakarta, September 16th, 2010

Examination Committee

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Acknowledgment by:
Dean of Tarbiyah and Teacher' Training

Prof. Dr. Dede Rosyada, MA
Nip.
BIBLIOGRAPHY


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3. bus
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5. tomato
6. lady
7. boy
8. proof
9. glass
10. teacher
11. library
12. radio
13. woman
14. knife
15. child
16. tooth
17. man
18. foot
19. sheep
20. leaf
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