

**STUDENTS' PERCEPTION ON THE MEDIA FLASHCARD
USED BY TEACHER IN TEACHING ENGLISH AT SMA
NEGERI 2 BARRU
(DESCRIPTIVE RESEARCH)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirements for the
degree of Sarjana Pendidikan*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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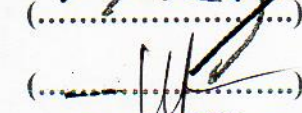
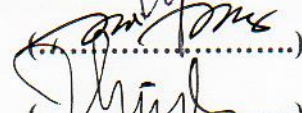
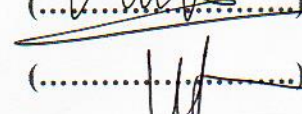
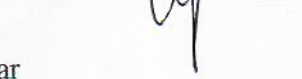
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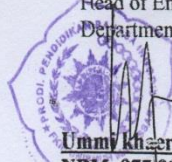
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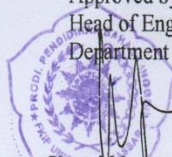
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ABSTRACT

Indah Fajariani, 2019 This final project is about *Students' Perception on the Media Flashcard Used by the teacher in Teaching English at SMA Negeri 2 Barru* in the academic year of 2018/2019. Guided by **Umami Khaerati Syam and Hj. Ilmiah**

This research aimed to find out the students' perception on the flashcard media used by teacher of SMA Negeri 2 Barru in teaching.

This research used A descriptive research. The population of this study is the second grade students of SMA Negeri 2 Barru in the academic year 2018/2019. The researcher used Purposive Sampling Technique. The techniques used for obtaining data is: collecting data from students answered the questionnaire in conclusion based on the data.

The final result of the analysis shows that there is a positive statement about using flashcard media in teaching learning by the teachers, were students' positive statement found in practically category 48.75% are students answered very good (VG), 39.11% are good (G), 2.94% are undecided, 0.29% are bad (B), and none very bad (VB). For students' negative statement found in practically category 0.29% are students answered very good (VG), 3.82% are good (G), 25.30% are undecided, 38.53% are bad (B), and 32.06% are very bad (VB). The result of mean score of the students' questionnaire are 85.26, majority of students chose good of the positive statements and chose bad in negatives one about the used of media in teaching English. Analyzed data used by likert scale.

Thus, can be conclude the flashcard media in teaching English gave benefits, such as they felt easy to understand in teaching, more serious and attract the attention of the students, active to learns, and the important one was the students were felt bored so it could create a motivation in learn.

Keywords: Perception, Flashcard, Teaching English

ABSTRAK

Indah Fajariani, 2019s Tugas akhir ini adalah tentang Persepsi Siswa Terhadap Media Kartu yang digunakan oleh guru dalam pembelajaran Bahasa Inggris di SMA Negeri 2 Barru pada tahun akadmik 2018/2019. Dipandu oleh Ummi Khaerati Syam, S.Pd.,M. dan Hj.Ilmiah, S.Pd.,M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap media kartu yang digunakan oleh guru SMA Negeri 2 Barru dalam mengajar.

Penelitian ini menggunakan penelitian deskriptif. Populasi penelitian ini adalah siswa kelas dua SMA Negeri 2 Barru pada tahun akademik 2018/2019. Peneliti menggunakan teknik sample. Teknik yang digunakan untuk memperoleh data adalah: pertama, mengumpulkan data dari siswa menjawab angket dan yang terakhir, menggambar kesimpulan berdasarkan data.

Hasil akhir dari analisis menunjukkan bahwa ada pernyataan positif tentang penggunaan media kartu dalam pembelajaran mengajar oleh guru, adalah pernyataan positif siswa yang ditemukan dalam kategori praktis 48.75% adalah siswa menjawab sangat baik (VG), 39.11% baik (G), 2.94% rata-rata, 0.29% buruk (B), dan tidak ada yang sangat buruk (VG). Untuk pernyataan negatif siswa yang ditemukan dalam kategori praktis 0.29% adalah siswa sangat menjawab sangat (VG), 3.82% baik (G), 25.30% rata-rata, 38.53% buruk (B), dan 32.06% sangat buruk (VB). Itu dibuktikan dengan hasil skor rata-rata angket siswa adalah 85.26, mayoritas siswa memilih yang baik dari pernyataan positif dan memilih yang buruk dalam pernyataan negatif tentang penggunaan media kartu dalam mengajar bahasa Inggris.

Media kartu dalam pengajaran bahasa Inggris memberikan manfaat seperti, mereka merasa mudah untuk tertarik, lebih serius dan menarik perhatian siswa dan aktif dalam, dan yang penting adalah siswa merasa tidak bosan sehingga dapat membuat motivasi belajar tinggi.

Kata Kunci: Persepsi, Kartu, Pembelajaran Bahasa

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In writing this proposal, the writer found many difficulties, so the writer realized that the proposal a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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The Writer

INDAH FAJARIANI

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CHAPTER I

INTRODUCTION

A. Background

Nowdays, the progress of information and communication technology have come to the service of education in order to change and facilitate the teaching and learning process. It provides valuable opportunities for teachers to use develop technology-based materials that contain media activities, interactive activities and engaging learning environment for creating various activities in teaching and learning process (Frey, 2010)

Language teaching is a complex activity, and this complexity derives primarily from the diversity of perception and the goals of the various participant who play a role in the teaching learning process (Tudor, 2010). According to Aminuddin (2014: 9) Perception is the process when people express their sense and experience or when the people organize their interpretation to produce a meaningful experience. Indeed, if all participant have the same perceptions about the nature and the goal of language teaching, teaching would be much clearer and easier to be undertaken than it generally is by so doing, there would be no gap between the teacher and students. Thus language teaching can be understood in term of interactions of different rationalities of the teacher and students rather than enactment of a single rationality.

As an educator, teacher always demand to create an atmosphere of learning that will positively impact the achievement of learning outcomes

optimally. Teachers must be able to teach properly, effectively and efficiently to help increase learning and improve student achievement in the learning process.

The importance of the role of teachers and educational institutions, first of all the objects in the reform is the interaction of teachers and students through interactional media, one of them media flashcard. According to AzharArsyad (2011: 120) flashcard is a small card containing images, text, or sign symbols that remind or directing students to something to do with the image. Flashcard usually measuring 8 x 12 cm, or can be customized to the size facing class.

Creativity in choosing the media flashcard is a means to discover, test and compile data need for the development of a science disciplines. In this case, the media flashcard aims to further facilitate the process the process and learning outcomes so that what has planned to achieve optimally. Instructional media flashcard will facilitate the achievement of learning goals. Teachers sough to always be creative instructional media so that it will attract more students to follow the learning process. The use of media flashcards will arouse students' motivation.

One of an example of creativity is the teacher ability to create a new media in each meeting. According to Wibisono (2014: 9) instructional media concludes that they must have been such collection of materials or tools and equipment that can be used effectively for transferring, conveying and learning information. So that, when the teachers can be provided the media in teaching learning process, automatically they do creativity in teaching.

To know the reality of teachers do creativity or not, we can see through observation or perception of the students. The perception can be described of students really enjoy or not studying by teachers' creativity in teaching English. Students' perception are need to know on the basic that the students as the object of the learning process. After knowing the perception of students', appropriate adjustments can be made to the success of the learning process. Thus, the research conducted a research entitled *Students' Perception on the Media Flashcard Used by Teacher in Teaching English at SMA Negeri 2 Barru*.

B. Problem Statement

Considering the background of the study above, the problem of the research can be formulated in the following question:

How is the students perception on the media flashcard used by Teachers in teaching English at SMA NEGERI 2 BARRU?

C. Objective of the Research

Based on the problem formulation above, the objectives of this research is: To know the students' perception on the media flashcards used by Teachers in teaching English at SMA NEGERI 2 BARRU in teaching.

D. Significant of the Research

In practical and theoretical research expect to have the following benefits:

1. Practically

- a. For students, a teacher who has the creativity can help the students to improve their achievement.

- b. For teacher, it provides motivation for teachers to develop creative ideas and behaviour in teaching.

2. Theoritically

- a. To increase knowledge about the students' perception on the effect of teachers' creativity in teaching learning process toward students' achievement of study English.
- b. For other research, it is expect that the result of this research will help in finding references for further research.

E. Scope of the Research

The scope of this research is the students' perception on the media used by Teachers in learning process that can be positif and negatif. However this research limited to students' at SMA Negeri 2 Barru in learning Englis process. There are many types of perception, such as person perception, and situation perception.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Findings

Some previous researcher, which study teachers' creativity and students' achievement, area as follow:

Wibisono (2014) conducted a research "*Teachers' problem in utilizing the instructional media in teaching listening at SMA Muhammadiyah Limbung (Descriptive study)*". Result of this study, there is obtained in fact the teachers actually knew the advantages of media utilizing but they didn't have enough time to prepare (practically). They also experienced problem in controlling and matching the students' character and learning condition with the media (instructional media). Having analysed the data, it can be concluded that the teachers' problems in utilizing the instructional media in listening teaching at SMA Muhammadiyah Limbung and the teachers' problems were in practicality, student appropriateness and instructional media.

Taufik, Hardiyanti (2015) conducted a research "The students' Perception of Teacher's Teaching Method and Classroom Management in Speaking class at the Second Semester of English Department in University of Muhammadiyah Makassar". This research aimed to identify the students' perception of teacher teaching method and classroom management in speaking class, it was that students' have positive perception of teachers' teaching method used in speaking class.

Haidir, Masita (2016) conducted a research “Students’ Perception towards the Effectiveness of Microteaching Subject to Support Their Teaching Skill in Teaching Practice Program”. Stated below; the study aimed to find out the students’ perception towards the effectiveness of microteaching subject to support their teaching skill in teaching practice program. Based on the findings, the students gave positive perception towards the microteaching subject to support their teaching skill in teaching practice program.

Based on the above study are similarities and differences. First, having analyze the data, it can be concluded that the teachers’ problem in utilizing the instructional media in teaching listening at SMA Muhammadiyah Limbung and the teachers’ problems were in practically, student appropriateness and instructional media. Second thesis focuses on teaching method and classroom management and the third thesis focuses on teaching skill in teaching practice program but in the researcher focus to analyze the students’ perception on the flashcard media used by the teachers in teaching English.

B. The Concept of Perception

1. Definition of Perception

Perception has a variety of sense, according to experts, among others:

Wang (2007: 1-2) Perception is a set of internal sensational cognitive process of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind.

Robbins in Muthiah (2016) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment.

Aminuddin (2014: 9) perception is the process when people express their sense and experience or when the people organize their interpretation to produce a meaningful experience.

Ramanov (2011:6) in includes sense, feelings, ideas, thoughts, theories. Concept is its “final point” and allows you to see differences. Perception is “your ability to understand the difference”.

Slameto, (1995:12) perception is process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of sense those are sense of sight, sense of hearing, sense of feeling, sense of smell, and sense of touch.

Lindsay and Norman, (1977:67) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptor in the eyes, ears, nose, tongue, or skin.

Therefore, it can be conclude that perception is process to input information in humans' brain with humans' perception that continuously make relation with environment through sense and interpretation of stimuli as established by relating it to earlier perceptual sets which may be by way of experience, exposure or any other interaction.

C. The Concept of Students' Perception

Many people believe that perception is an abstract thing is hard to define. According to Wesele (2012), the learners perceptions have been commonly associated with two targets: perceptions of person and perceptions of the learning situation. Perception of themselves have often been defined as how students understand and make sense of themselves and their own learning. While learners perception of the learning situation have included how students experience and understand aspect of the classroom, such as that in learning media activities and the behaviour of the teacher and students.

In the perceptions of the person, the aspects or the areas include students' perception regarding the preferences and the advantages of learning media activities. Students' perception regarding preference are about whether the students like or dislike learning media activities conducted in class. While the students' perceptions regarding the advantages of learning media activities us more on the students' perceptions of the benefits they get when they do the activities in class.

The second type of perceptions is the perceptions of the situation. The areas included limitations or problems of learning media activities. As the students do the activities in class, they might observe and experience some problems that may happen in learning media activities. Besides the limitations or the problems, the last and the important thing is the students' perceptions on the media flashcard used by teachers in teaching English.

D. General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against an object by Shaleh (2004) described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics are;

1. Modality

Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odor to olfaction; temperature for flavorings; sound for hearing; properties for touch surfaces and so on).

2. Dimensional Space

Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.

3. Dimensional Time

The perception world has the dimension of time, such as slow fast, young old, and others.

4. Contextual Structure

Overall fused, objects or phenomena in the world has a structure that blends observation context. The structure and context of a unified whole.

5. The Meaningful of Word

World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.

E. The Concept of Media Flashcards

1. Understanding Media Flashcard

The word comes from the Latin *media* is *medius* which literally means “middle”, “middle” or “introduction”.

According to Azhar Arsyad (2011: 3) About Gerlach and Ely media restrictions as cited, if the media is understood broadly human, material, or events that establish conditions so that students are able to acquire the knowledge, skill, or attitude. More specifically, the media in the learning process interpreted as graphics tools, photographic, or electronically to process and reconstitute both visual information or verbally.

According to Azhar Arsyad (2011: 120) flashcard is a small card containing images, text, or sign symbols that remind or directing students to something to do with the image. Flashcard usually measuring 8 x 12 cm, or can be customized to the size facing class.

According to Rudi Susilana and Cepiriyana (2008: 94) flashcard constitute learning media in the form of a card with 25 x 30 cm. Picture on flashcard a series of messages presented with the information on each image.

According to Kasihani (2007: 109) flashcards are teaching aids as picture which has 25 x 30 paper. The picture is made by hand, picture or photo roomettes is stick on the flashcard.

According to Dina Indriana (2011: 68) flashcard is learning media in the form of a picture card size postcard or about 25 x 30 cm.

Of the few opinions on the above, it can be concluded that flashcard is an effective learning card has two sides with one side of the image, a text, or a symbol and the other side in the form of definitions, captions, answer, or description help remind or directing students to something associated with the existing image on the card. Flashcard typically measuring 8 x 12 cm, 25 x 30 cm, or can be customized to the size of the class is facing.

2. Characteristics and Kinds of Media Flashcard

Flashcard is a graphics media practical and applicable of understand flashcard. The above is an effective learning cards has two sides with one side containing images, text, or sign the other side in the form of symbols and definitions, captions, answer or descriptions that help remind or directing students to something related to the diagrams in card. Thus, it can be conclude that flashcard characterized in as follows:

- a. Flashcard an effective form of picture cards.
- b. Has two sides to the front and rear.
- c. The front side contains a picture or symbol pins.
- d. The rear side contains the definitions, captions, answer, or descriptions.
- e. Simple and easy to make.

According to Rudi Susilana and CepiRiyana (2008: 95) Media flashcard is a picture card that can lead students to something related to the existing image on the card. The media flashcard practical and

applicable serving short message in the form of material according to the needs of the needs of the wearer. For example: flashcard read, flashcard counting, flashcard animals, etc.

3. Use of Media Flashcard in Learning

The use of media flashcard in learning is a process, using an effective learning cards contain images, text, or a symbol to help remind or directing students to something related to picture, text, or symbol that is on the cards, as well as stimulate students' interest in mind and improve skills introduction symbol writing materials and activities degrade symbol is up to the student activities to understand the meaning / significance contained in the board material.

According to Dina Indriana (2011: 138) measures media usage flashcard as follows:

- a. The cards that have been prepared and held at chest height facing students.
- b. Unplug cards one by one after teacher finished explaining.
- c. Give the cards that have been explained to the students the which is close to the teacher. Ask students to observe the card, subsequently forwarded to other students until all students observe.
- d. If a dish using game means:
 - 1) Place the cards randomly on a box which is located far away from the students'.
 - 2) Prepare students who will compete.

- 3) The teacher ordered students to look for a card that contains images, text, or symbols corresponding command.
- 4) After getting the card students return to the same place / start.
- 5) Students to explain the contents of the card.

F. Advantages and Disadvantages of Instructional Media Flashcards

Based on the explanation from Rudi Susilana and Cepi Riyana (2009: 95), Instructional media flashcard have some of advantages and disadvantages of instructional media flashcards, those are as follows:

1. Advantages include:

a. Easy to carry

Easy to carry with a small size, the flashcard can be stored in the bag and even in the pocket, so it do not require large space and can be use anywhere, in class or outside in the classroom.

b. The practical

Practical in terms of how they are make and their use, flashcard media is very practical, in media use the teachers don't need to have special skills, this media don't need electricity. If will use it, we just need to arrange the picture as to our wishes, surely the exact position of the picture is not upside down, and if have done use, it is save again by mean of being tied or use in a box so that it does not scatter.

c. Easy to remember

The characteristics of flashcard media are presenting short messages on each card presented. For example, recognize

letters, recognize numbers, and recognize animals. This short message presentation will make it easy for students to remember the message. The combination of images and text is easy for students to recognize the concept, to know the name of an object, can be helped by the picture, and vice versa to find out what an object or concept is by looking at the letter or text.

d. Fun

Flashcard media can be used through games. For example, students are in competition to find one object or certain names from flashcards that are stored randomly, by running a students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical).

2. Disadvantages include:

- a. Can be only used in learning of a small group.
- b. Require care to be meticulous because it's feared cards will be scattered lost.

G. The Concept of Teaching English

1. Definition of Teaching English

According to Palmer (1991) Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

According to Forzani, M.F & Ball, L.D (2009) teaching is helping others to learn particular things, is an everyday activity in which many

people engage regularly and help the students to learn and give material, teacher can teach by use combine of art, science and skill.

Hamalik,(2004) teaching is an effort to use optimally the component of teaching to from the students who have skill and knowledge. It means that teaching is a systematic way, teacher as an organizer should be creative to make learner interested in following the subject.

Grace Hui-chin,(2010) teaching English, to raise the English as well as the foreign language trainers' knowledge and capabilities in carrying out effective lessons in classroom.

Therefore, it can be conclude that teaching English is process of attending to people's needs to use optimally the component of teaching, feelings of others and intervene so that they thing learn certain.

2. Components of Teaching English

In teaching English process there are some components of teaching English:

a. The objective

Objective is the goal of education that interprets from the vision, missions, owned by an institution important as a component of teaching and it's a goal which reached after the teaching process (Hamalik,2004). Therefore, this is important as a component of teaching English.

b. The students or participant

In teaching learning process, the learners have significant roles. Students are demanded to be more active and innovative in learning process. The learners should actively look for meaning and try to find

regularity and order to the events of the world in the absence of full complete information.

c. The teacher

In the teaching English , teacher not only doing/holding the teaching process technically, but also realizing his/her work and responsibility as well as possible (Gulo,2008;14). Therefore, the effectiveness of the teaching English based on the teacher roles. The success of teaching is also based on teacher quality.

H. Conceptual Framework

The conceptual framework, it has to be the basic from the research visualize in figure shows the students' perception on the instructional media Flashcard used by the teachers in teaching English. The component of figure describe as follow:

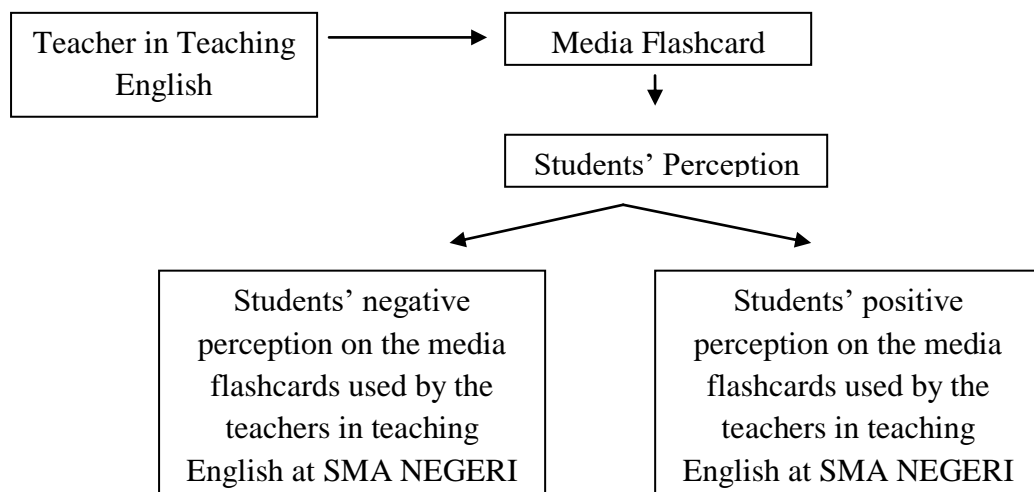


Figure 1. Conceptual Framework

The conceptual framework is the basic from this research. This research conducted in SMA Negeri 2 Barru. The researcher focus on two types of.

Students' perception on the media flashcard; the first type is students' negative perception on the media flashcards used by the teachers in teaching English and the second type is students' positive perception on the media flashcards used by the teachers in teaching English. The students asked to know their perception about the use media flashcard in teaching English from teacher and students through filling in the questionnaire.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research was used a descriptive quantitative method, where the researcher try to looked for the reasons or students' perception on the media flashcards used by the teacher in teaching English at SMA Negeri 2 Barru.

B. Population and Sample

1. Population

The population of this research was the students' at SMA Negeri 2 Barru in academic year 2018 – 2019. The number of the students were 208 students, it consisted of six class (3 of X IPA and 3 of X IPS).

2. Sample

This research usedpurposive sampling technique. The students of the X IPA 1 class taken as samples which consisted of 34 students at SMA Negeri 2 Barru.

C. Research Instrument

The researcher collect the data by using one instrument:

1. Questionnaire

The questionnaireredistributed to the students in order to identify the advantage and disadvantage of media flashcards that the teachers used in teaching and learning process. There are twenty items that the students

answer with which consisted of ten positive statement and ten negative statement.

D. Procedure of Data Collection

Data collection is the procedure used by the research to collect data. In conducted the test in the classroom, the research hasdone the following procedure:

1. The researcher asked permission to the teachers first in order to join in the class.
2. The researcher give the explanation to the students' about the purpose of the questionnaire and how to answer the test.
3. The researcher informs the objectives of the questionnaire after distributed them to the participants.
4. The sample participants of the research answer the questionnaire in the answer sheet and they have 30 minutes to answer the questionnaire. The questionnaire with positive and negative statement are responded by the students whether Very Good (VG), Good (G), Undecided (UN), Bad (B), and Very Bad (VB) .

Table 1 Point value assigned to responses the positive and negative statements.

| Items | VG | G | UN | B | VB |
|---------------------|-----------|----------|-----------|----------|-----------|
| Positive statements | 5 | 4 | 3 | 2 | 1 |
| Negative statements | 1 | 2 | 3 | 4 | 5 |

(Sugiyono, 2012:135)

Table 2 Interval score of the students' responses on the questionnaire.

| Interval Score | Category |
|-----------------------|-----------------|
| 0-20 | Very Bad |
| 21-40 | Bad |
| 41-60 | Undecided |
| 61-80 | Good |
| 81-100 | Very Good |

(Sugiyono, 2012:137)

After collecting the data, the researcher analyzed the category of questionnaire through the interval score.

E. Technique of Data Analysis

The data obtainable from the test and analyzed by likert scale procedures indicated whether one Very Good (VG) , Good (G), Undecided (UN), Bad (B), Very Bad (VB) with each statement. Each response associated with point value an individual. Score had done determine by summing the point value of each statement.

In analyzed the data from the questionnaire classify the kinds of flashcard media. Therefore, the research identify and choose the data, i.e. the teacher use of instructional media flashcard, which is relevant to the research topic, so that the analysis will focus on the data which is suitable to the research questions is formulate.

The data reduce and describe that classify into specific groups based on the research focus. Moreover, the focus of the research is referred to the kinds of

flashcard media. As addition, in the teacher is used the kinds of flashcard media in the class.

To analyzed rate percentage of students perception on the flashcard media used of teachers in teaching and learning process, the following formula use:

$$P = \frac{F}{N} \times 100 \%$$

Where: P = Rate percentage

F = Frequency of the correct answer

N = The total number of the students (Sudjana and Ibrahim, 2001:129).

To analyze the mean score of the responses, as following:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = Mean

$\sum x$ = Total Raw Score

N = Total number of the students (Gay, 1981:298).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research deals with the scoring classification of the students' questioner.

Table 3 total classification of students' questionnaire, positive and negative statements for all items.

| Items | VG | G | UN | B | VB | Total |
|---------------------|-----------|----------|-----------|----------|-----------|--------------|
| Positive Statements | 196 | 133 | 10 | 1 | 0 | 340 |
| Negative Statements | 1 | 13 | 86 | 131 | 109 | 340 |

Based on from the total classification of students' questionnaire shows that most of students chose Very good and good in positive statements that media flashcard is important in learning process because it give benefits for them, and they chose most bad and very bad in negative statements because the they felt learning by using monotonous method makes them difficult to understand the material.

Based on the table 3 the researcher used a likert scale formulate table 4 to recounted the point of students answered questionnaire, where the point of student answered positive statement.

Table 4 the point value assigned to response the positive statements for negative statements.

| Items | VG | G | UN | B | VB |
|---------------------|-----------|----------|-----------|----------|-----------|
| Positive Statements | 980 | 532 | 30 | 2 | 0 |
| Negative Statements | 1 | 26 | 258 | 524 | 545 |
| Total Score | 2899 | | | | |

Based on the point of the table 4 from 34 students, total score of the questionnaire are 2899, the mean score is:

The calculation above shows that the mean score of students' perception on the flashcard media used of the teachers are 85.26 indicated that the students had a positive perception on the flashcard media used of teachers in teaching English.

This is the classification of students' questionnaire for each item:

- Item 1

Table 5 What do you think about learning English in the classroom by using the media ?

| No | Opinion | Frequency | Percentage (%) |
|-----------|----------------|------------------|-----------------------|
| 1 | Very Good | 27 | 79,41 |
| 2 | Good | 7 | 20,59 |
| 3 | Undecided | 0 | 0 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 5 shows that 27 (79.41%) out of students chose very good (VG), 7 (20.59%) chose good (G), none chose undecided (UN), bad (B), and very bad (VB). It means most students think learning English in the classroom by using the flashcard media is very good, because flashcard media help them to know the media as specific.

- Item 2

Table 6 What do you think about the role of flashcard media and learning to improve the effectiveness of learning in the classroom?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 23 | 67,65 |
| 2 | Good | 11 | 32,35 |
| 3 | Undecided | 0 | 0 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 6 shows that 23 (67.65%) out of students chose very good (VG), 11 (32.35%) chose good (G), none chose undecided (UN), bad (B), and very bad (VB). It means most students think the role of flashcard media and learning to improve the effectiveness of learning in the classroom is very good. So, they felt flashcard media is one of tools that help them to know the material.

- Item 3

Table 7 Do you think the flashcard media in teaching English is good because related to the needs of students in the classroom?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 16 | 47,06 |
| 2 | Good | 15 | 44,12 |
| 3 | Undecided | 3 | 8,82 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 7 shows that 16 (47.06%) out of students chose very good (VG), 15 (44.12%) chose good (G), 3 (8.82%) chose undecided (UN), non chose bad (B), and very bad (VB). It means most students think the flashcard media in teaching English is very good because related to the needs of students in the classroom. Students felt bored if they learn English by using one media for all skill in English

- Item 4

Table 8 What do you think about the use of school facilities and infrastructure as a media of learning English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 16 | 47,06 |
| 2 | Good | 16 | 47,06 |
| 3 | Undecided | 2 | 5,88 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 8 shows that 16 (47.06 %) out of students chose very good (VG), 16 (47.06 %) chose good (G), 2 (5.88%) chose undecided (UN), none chose bad (B), and

very bad (VB). It means most students think about the use of school facilities and infrastructure as a flashcard media of learning English is very good. The school facilities and infrastructure as a flashcard media is affective to help the students to know about language.

- Item 5

Table 9 What do you think about the teachers used of media on teaching English in the classroom?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 14 | 41,12 |
| 2 | Good | 20 | 58,82 |
| 3 | Undecided | 0 | 0 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 9 shows that 14 (41.12%) out of students chose very good (VG), 20 (58.82%) chose good (G), none chose undecided (UN), bad (B), and very bad (VB). It means most students think about the teacher used of flashcard media on teaching English in the classroom is good. The teacher in teaching English usually using some kinds of flashcard media in teaching English.

- Item 6

Table 10 What do you think about the teacher’s ability to master the flashcard media in learning is already good?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 15 | 44,12 |
| 2 | Good | 17 | 50 |
| 3 | Undecided | 2 | 5,88 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 10 shows that 15 (44.12%) out of students chose very good (VG), 17 (50%) chose good (G), 2 (5.88%) chose undecided (UN), none chose bad (B), and very bad (VB). It means most students think about the teacher’s ability to master the flashcard media in learning is good.

- Item 7

Table 11 Do you think about the teacher’s ability to customize the use of flashcard media and the material in the classroom are good?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 19 | 55,88 |
| 2 | Good | 14 | 41,18 |
| 3 | Undecided | 1 | 2,94 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 11 shows that 19 (55.88%) out of students chose very good (VG), 14 (41.18%) chose good (G), 1 (2.94%) chose undecided (UN), none chose bad (B), and very bad (VB). It means most students think about the teacher’s ability to

customize the use of flashcard media and the material in the classroom is very good.

- Item 8

Table 12 What do you think about the teacher's ability to understand the materials to students by used instructional media in the classroom?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 19 | 55,88 |
| 2 | Good | 15 | 44,12 |
| 3 | Undecided | 0 | 0 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 12 shows that 19 (55.88%) out of students chose very good (VG), 15 (44.12%) chose good (G), none chose undecided (UN), bad (B), and very bad (VB). It means most students think about the teacher's ability to understand the materials to students by used flashcard media in the classroom is very good.

- Item 9

Table 13 Do you think about teaching learning process flashcard media to help understand in learning English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 24 | 70,59 |
| 2 | Good | 9 | 26,47 |
| 3 | Undecided | 0 | 0 |
| 4 | Bad | 1 | 2,94 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 13 shows that 24 (70.59%) out of students chose very good (VG), 9 (26.47%) chose good (G), none chose undecided (UN),1 (2.94%) bad (B), and none chose very bad (VB). It means most students think teaching learning process flashcard media to help understand in learning English is very good, because they felt enjoy in learn.

- Item 10

Table 14 What do you think about the flashcard media role in improving learning achievement of learning English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 23 | 67,65 |
| 2 | Good | 9 | 26,47 |
| 3 | Undecided | 2 | 5,88 |
| 4 | Bad | 0 | 0 |
| 5 | Very Bad | 0 | 0 |
| Total | | 34 | 100 |

Table 14 shows that 23 (67.65%) out of students chose very good (VG), 9 (26.47%) chose good (G), 2 (5.88%) chose undecided (UN),none chose bad (B), and very bad (VB). It means most students think about the flashcard media role in improving learning achievement of learning English is very good.

- Item 11

Table 15 What do you think about learning English used by recording all the material then work on the problem that are provided in the book of your packages?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 5 | 14,70 |
| 3 | Undecided | 2 | 5,88 |
| 4 | Bad | 17 | 50 |
| 5 | Very Bad | 10 | 29,41 |
| Total | | 34 | 100 |

Table 15 shows that none out of students chose very good (VG), 5 (14.70%) chose good (G), 2 (5.88%) chose undecided (UN), 17 (50%) chose bad (B), and 10 (29.41%) chose very bad (VB). It means most students think about learning English used by recording all the material then work on the problems that are provided in the book of your packages is bad.

- Item 12

Table 16 What do you think about the increase of effectiveness in learning English performed by recording the material, it capable to?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 0 | 0 |
| 3 | Undecided | 8 | 23,53 |
| 4 | Bad | 12 | 35,29 |
| 5 | Very Bad | 14 | 41,18 |
| Total | | 34 | 100 |

Table 16 shows that none out of students chose very good (VG), good (G), 8 (23.53%) chose undecided (UN), 12 (35.29%) chose bad (B), and 14 (41.18%)

chose very bad (VB). It means most students think about learning English and performed by recording the material, it capable to increase the effectiveness of learning in the classroom is very bad.

- Item 13

Table 17 Do you think about learning English without flashcard media?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 0 | 0 |
| 3 | Undecided | 11 | 32,35 |
| 4 | Bad | 16 | 47,06 |
| 5 | Very Bad | 7 | 20,59 |
| Total | | 34 | 100 |

Table 17 shows that none out of students chose very good (VG), good (G), 11 (32.35%) chose undecided (UN), 16 (47.06%) chose bad (B), and 7 (20.59%) chose very bad (VB). It means most students think learning English without media is bad.

- Item 14

Table 18 What do you think about teaching learning process used by monotonous way?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 5 | 14,70 |
| 3 | Undecided | 10 | 29,41 |
| 4 | Bad | 7 | 20,59 |
| 5 | Very Bad | 12 | 35,30 |
| Total | | 34 | 100 |

Table 18 shows that none out of students chose very good (VG), 5 (14.70%) chose good (G), 10 (29.41%) chose undecided (UN), 7 (20.59%) chose bad (B), and 12 (35.30%) chose very bad (VB). It means most students think about teaching learning process used by monotonous way is very bad.

- Item 15

Table 19 What do you think about the teachers understood the students without flashcard media?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 1 | 2,94 |
| 3 | Undecided | 13 | 38,24 |
| 4 | Bad | 13 | 38,24 |
| 5 | Very Bad | 7 | 20,58 |
| Total | | 34 | 100 |

Table 19 shows that none out of students chose very good (VG), 1 (2.94%) chose good (G), 13 (38.24%) chose undecided (UN), 13 (38.24%) chose bad (B), and 7 (20.58%) chose very bad (VB). It means most students think the teachers understood the students, it without media is bad.

- Item 16

Table 20 What do you think about the teachers cannot be understand the media used in teaching English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 1 | 2,94 |
| 2 | Good | 0 | 0 |
| 3 | Undecided | 5 | 14,70 |
| 4 | Bad | 15 | 44,12 |
| 5 | Very Bad | 13 | 38,24 |
| Total | | 34 | 100 |

Table 20 shows that 1 (2.94%) out of students chose very good (VG), none chose good (G), 5 (14.70%) chose undecided (UN), 15 (44.12%) chose bad (B), and 13 (38.24%) very bad (VB). It means most students think the teachers cannot be understood the flashcard media used in teaching English is bad.

- Item 17

Table 21 What do you think about the teachers cannot be used flashcard media in teaching English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 1 | 2,94 |
| 3 | Undecided | 19 | 55,88 |
| 4 | Bad | 10 | 29,41 |
| 5 | Very Bad | 4 | 11,77 |
| Total | | 34 | 100 |

Table 21 shows that none out of students chose very good (VG), 1 (2.94%) chose good (G), 19 (55.88%) chose undecided (UN), 10 (29.41%) chose bad (B), and 4 (11.77%) chose very bad (VB). It means most students think the teachers cannot be used flashcard media in learning process is bad.

- Item 18

Table 22 What do you think about the students' serious in learning without media?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 0 | 0 |
| 3 | Undecided | 3 | 8,82 |
| 4 | Bad | 14 | 41,18 |
| 5 | Very Bad | 17 | 50 |
| Total | | 34 | 100 |

Table 22 shows that none out of students chose very good (VG), good (G), 3 (8.82%) chose undecided (UN), 14 (41.18%) chose bad (B), and 17 (50%) chose very bad (VB). It means most students think the students' serious in learning without media is very bad.

- Item 19

Table 23 Do you think monotonous teaching methods help to understand in learning English?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 0 | 0 |
| 3 | Undecided | 8 | 23,53 |
| 4 | Bad | 16 | 47,06 |
| 5 | Very Bad | 10 | 29,41 |
| Total | | 34 | 100 |

Table 23 shows that 27 none out of students chose very good (VG), good (G), 8 (23.53%) chose undecided (UN), 16 (47.06%) chose bad (B), and 10 (29.41%) chose very bad (VB). It means most students think monotonous teaching methods help to understand in learning English is bad.

- Item 20

Table 24 What do you think about the role of monotonous teaching methods to improve learning achievement in the classroom?

| No | Opinion | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1 | Very Good | 0 | 0 |
| 2 | Good | 1 | 2,94 |
| 3 | Undecided | 7 | 20,59 |
| 4 | Bad | 11 | 32,35 |
| 5 | Very Bad | 15 | 44,12 |
| Total | | 34 | 100 |

Table 24 shows that none out of students chose very good (VG), 1 (2.94%) chose good (G), 7 (20.59%) chose undecided (UN), 11 (32.35%) chose bad (B), and 15 (44.12%) chose very bad (VB). It means most students think about the role of monotonous teaching methods to improve learning achievement in the classroom is very bad.

B. Discussion

This research was conducted in SMA Negeri 2 Barru with population class X IPA 1. The objectives of this research is to know the students' perception on the flashcard media used by English teacher.

Teaching English through the used of flashcard media is an effective approach to improve students vocabulary (Fitriani Pugar,2017; Mayristanti ,2016; Eva Wulansari, 2014; Mackenzie E. Savaiano,2017) this research was conducted used of flashcard, believed can make dyslexic students and achievement students,attracted in learning English vocabulary, learning writing or efficacy in Braille and learning activity done maximally, so that the vocabulary for dyslexic student and achievement students, mean that there is positive effect in teaching, learning writing or efficacy in Braille and learning vocabulary by using flashcard.

Students' perception about used media in teaching English (Safitri Nuaralia, 2016 & Wibisono, 2014) the result of this research conducted that teaching English by used media has been proved effective in learning, more serious and students active in the class XI IPA and XI IPS of Madrasah Aliyah Muhammadiyah Limbung. Utilizing media has given a positive perception. It

could concluded that using media enough time to prepare, very practically and students appropriate in teaching.

Kara Sage, Joseph Rausch (2016) in journal with the title “Flexibility in Learning words from Flashcard”. The result of this research conducted that used flashcard was very optimal for digital learning, digital platforms can be equally successful in helping students learn in the domain of used flashcard.

The description of the data collection through the test as explained in the previous section showed that the students’ perception used flashcard media was better after giving instrument by questionnaire that the students’ mean score data was 85.26

According to Sadiq (2007), learners with positive conditions can regulated the work of the organs in order to receive a stimulus in getting ideas or consideration. Instead learners’ negative conditions to be achieved difficulty of stimulation, the idea or consideration. Reinforced by Ramanove (2011: 6) perception is feelings, ideas and thoughts. However, the fact that there was in class X IPA 1 has a positive condition and a very good perception of doing the learning in class.

In used flashcard media in teaching English gave students many benefits as they understand the more serious and active in class. Therefore, the implemented of flashcard media can students motivation in learning. Motivation is one needed in learning. According Mulyasa (2003), motivation is the driving or towing force that causes their behaviour towards a particular goal. Students

high motivation not difficult experienced of learning while, students who have low motivation difficulty experienced in learning.

The teacher must choosing a good learning media use in the classroom to help students motivate to learn. One suitable to improve students motivate is flashcard media. This flashcard media have advantages, according to Susilana and Cepi Riyana (2009: 95):

1. Easy to carry

Easy to carry with a small size, the flashcard can be stored in the bag and even in the pocket, so it do not require large space and can be use anywhere, in class or outside in the classroom.

2. The practical

Practical in terms of how they are make and their use, flashcard media is very practical, in media use the teachers don't need to have special skills, this media don't need electricity. If will use it, we just need to arrange the picture as to our wishes, surely the exact position of the picture is not upside down, and if have done use, it is save again by mean of being tied or used in a box so that it does not scatter.

3. Easy to remember

The characteristics of flashcard media are presenting short messages on each card presented. For example, recognize letters, recognize numbers, and recognize animals. This short message presentation will make it easy for students to remember the message.

The combination of images and text it easy for students to recognize the concept, to know the name of an object, can be help by the picture, and vice versa to find out what an object or concept is by look at the letter or text.

4. Fun

Flashcard media can be use through games. For example, students are competition to find one object or certain names from flashcard that are store random, by running students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical).

Based on the discussion above, it could argued that the used of media flashcard in X IPA 1 at SMA Negeri 2 Barru has given a positive perception. Further, the researcher concluded that used media flashcard in learning can make students more active, enjoy and motivated in teaching learning. It means that the media flashcard can be used as one of the alternative to English teacher in teaching

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two section, the first section dealt with the conclusion on findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion:

The second year students of SMA Negeri 2 Barru had positive perception on the flashcard media used by the teacher in teaching English. The mean score of student's questionnaire is 85.26 which mean that the majority of students chase good in the positive statements and had bad in the negative statements by using flashcard media in learning English.

The used flashcard media in learning English gave the students many benefits, such as they felt understand, more serious and active in the class. Therefore, if the teachers in teaching prefer to apply the method and flashcard media of teaching, so that students motivate to learn and teachers notice in the classroom. This have an impact on the result of the high student learn English at school and learning objectives are achieve. The important one was the students were not felt be bored so it could create a strong motivation in learn.

B. Suggestion

Based on the conclusion above, there are some suggestion given as follows:

1. The teachers' English of SMA Negeri 2 Barru should be achieving creative to find a way to improve the students' ability. One of them is teaching English by using flashcard media.
2. The other researcher, it is expect that the result of this research will help in finding references for further research.

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Appendix 1
The Score of students' questionnaire

| Subject | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 | Item 9 | Item 10 | Item 11 | Item 12 | Item 13 | Item 14 | Item 15 | Item 16 | Item 17 | Item 18 | Item 19 | Item 20 | total | Ket |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-----------|
| 1 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 2 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 83 | Very Good |
| 2 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 2 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 80 | Very Good |
| 3 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 83 | Very Good |
| 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 84 | Very Good |
| 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 88 | Very Good |
| 6 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 2 | 5 | 5 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 86 | Very Good |
| 7 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 93 | Very Good |
| 8 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 97 | Very Good |
| 9 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 88 | Very Good |
| 10 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 84 | Very Good |
| 11 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 83 | Very Good |
| 12 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 80 | Good |
| 13 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 80 | Good |
| 14 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 87 | Very Good |
| 15 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 93 | Very Good |
| 16 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 87 | Very Good |
| 17 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 84 | Very Good |
| 18 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 84 | Very Good |
| 19 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 82 | Very Good |
| 20 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 82 | Very Good |
| 21 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 81 | Very Good |
| 22 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 79 | Good |
| 23 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 90 | Very Good |
| 24 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 84 | Very Good |
| 25 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 84 | Very Good |
| 26 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 90 | Very Good |
| 27 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 85 | Very Good |
| 28 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 90 | Very Good |
| 29 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 86 | Very Good |
| 30 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 86 | Very Good |
| 31 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 88 | Very Good |
| 32 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 81 | Very Good |
| 33 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 73 | Good |
| 34 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 94 | Very Good |

Notes : Very Good = 29 Students
 Good = 5 Students
 Undecided = -
 Bad = -
 Very Bad = -

Appendix II

The percentage of students' questionnaire

| STATEMENTS | RESPONSES | | | | |
|----------------------------|---------------|---------------|--------------|--------------|-----------|
| | VG | G | UN | B | VB |
| Positive statements | | | | | |
| 1 | 27 | 7 | 0 | 0 | 0 |
| 2 | 23 | 11 | 0 | 0 | 0 |
| 3 | 16 | 15 | 3 | 0 | 0 |
| 4 | 16 | 16 | 2 | 0 | 0 |
| 5 | 14 | 20 | 0 | 0 | 0 |
| 6 | 15 | 17 | 2 | 0 | 0 |
| 7 | 19 | 14 | 1 | 0 | 0 |
| 8 | 19 | 15 | 0 | 0 | 0 |
| 9 | 24 | 9 | 0 | 1 | 0 |
| 10 | 23 | 9 | 2 | 0 | 0 |
| Total | 196 | 133 | 10 | 1 | 0 |
| Percentage | 57.64% | 39.11% | 2.94% | 0.29% | 0% |
| Negative Statements | | | | | |
| 11 | 0 | 5 | 2 | 12 | 10 |
| 12 | 0 | 0 | 8 | 12 | 14 |
| 13 | 0 | 0 | 11 | 16 | 7 |
| 14 | 0 | 5 | 10 | 7 | 12 |

| | | | | | |
|-------------------|--------------|--------------|---------------|---------------|---------------|
| 15 | 0 | 1 | 13 | 13 | 7 |
| 16 | 1 | 0 | 5 | 15 | 13 |
| 17 | 0 | 1 | 19 | 10 | 4 |
| 18 | 0 | 0 | 3 | 14 | 17 |
| 19 | 0 | 0 | 8 | 16 | 10 |
| 20 | 0 | 1 | 7 | 11 | 15 |
| Total | 1 | 13 | 86 | 131 | 109 |
| Percentage | 0.29% | 3.82% | 25.30% | 38.53% | 32.06% |

Appendix III

The score of response categories of the questionnaire

| Types of Statements | | Score of the response categories | |
|---------------------|--------------|-------------------------------------|--------------|
| | | Calculating the score of statements | Score |
| Positive | VG | 196 | 980 |
| | G | 133 | 532 |
| | UN | 10 | 30 |
| | B | 1 | 2 |
| | VB | 0 | 0 |
| | TOTAL | | 1544 |
| Negative | VG | 1 | 1 |
| | G | 13 | 26 |
| | UN | 86 | 258 |
| | B | 131 | 524 |
| | VB | 109 | 545 |
| | TOTAL | | 1354 |
| TOTAL SCORE | | | 2899 |
| MEAN SCORE | | | 85.26 |

$$\text{Mean Score : } \bar{x} = \frac{\sum x}{N} = \frac{2899}{34} = 85.26$$

Appendix IV

Percentage of total score in questionnaire

| Types of Statements | | The percentage of the response categories | |
|---------------------|--------------|---|-------------|
| | | Total Score | (%) |
| Positive | VG | 980 | 63.47% |
| | G | 532 | 34.46% |
| | UN | 30 | 1.94% |
| | B | 2 | 0.13% |
| | VB | 0 | 0 |
| | TOTAL | 1544 | 100% |
| | | | |
| Negative | VG | 1 | 0.08% |
| | G | 26 | 1.92% |
| | UN | 258 | 19.05% |
| | B | 524 | 38.70% |
| | VB | 545 | 40.25% |
| | TOTAL | 1354 | 100% |

Appendix IV









**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 BARRU**

Alamat : Jl. Paccekke No. 8 Mangkoso. Kode pos 90752

**SURAT KETERANGAN SELESAI PENELITIAN
NOMOR 421/ 097.UPT.SMA.02/Barru/Disdik**

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 2 Barru Kabupaten Barru menerangkan :

Nama : **INDAH FAJARIANI**
Nomor Pokok : 10535601214
Program Study : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S.1)
Alamat : Jl.Sultan Alaudin NO. 259 Makassar

Benar saudari tersebut di atas telah melaksanakan penelitian di SMA Negeri 2 Barru pada Tanggal 19 September 2018, dalam rangka penyusunan Tesis Program S1 dengan judul :

“STUDENTS PERCEPTION ON THE MEDIA FLASHCARD USED BY TEACHER IN TEACHING ENGLISH AT SMA NEGERI 2 BARRU

Demikian surat keterangan ini di berikan kepadanya dan dapat di pergunakan sebagaimana mestinya,-

Mangkoso, 17 Oktober 2018
Kepala UPT SMAN 2 Barru

Drs. H. Abdul Majid Rahmat, M.Pd
NIP. 195712311980031151





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 6229/S.01/PTSP/2018
Lampiran : -
Perihal : Izin Penelitian

Kepada Yth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2322/Izn-5/C.4-VIII/IX/37/2018 tanggal 12 September 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **INDAH FAJARANI**
Nomor Pokok : 10535 601214
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sit Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" **STUDENTS PERCEPTION ON THE MEDIA FLASHCARD USED BY TEACHER IN TEACHING ENGLISH AT SMA NEGERI 2 BARRU** "

Yang akan dilaksanakan dari : Tgl. **15 September s/d 15 Oktober 2018**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 14 September 2018

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN SE, MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar,
2. *Pertinggal.*



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

Jl. Perintis Kemerdekaan Km. 10 Tamalanrea Makassar Telepon 585257, 586083, Fax 584959 Kode Pos. 90245

Makassar, 12 September 2018

Nomor : 867/3044/P.PTK-FAS/DISDIK
Lampiran :

Kepada
Yth. Kepala **SMA NEGERI 2 BARRU**
di
Barru

Dengan hormat, berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan No. 6229/S.01/PTSP/2018 tanggal 4 September 2018 Perihal Izin Penelitian oleh Mahasiswa Tersebut dibawah ini :

Nama : **INDAH FAJARANI**
Nomor Pokok : 10535 601214
Progran Studi : Pend. Bahasa Inggris
Pekerjaan / Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alaudin No.259 Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di **SMA NEGERI 2 BARRU**, dalam rangka penyusunan **Skripsi** dengan judul :

“STUDENTS PERCEPTION ON THE MEDIA FLASHCARD USED BY TEACHER IN TEACHING ENGLISH AT SMA NEGERI 2 BARRU”

Pelaksanaan : 15 September s/d 15 Oktober 2018 ✓

Pada Prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n **KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PPTK FASILITASI PAUD,
+ DIKDAS, DIKTI DAN DIKMAS**



MELYIN SALAHUDDIN, SE, M.Pub.& Int.Law.Ph.D

Pangkat : Penata Tk. I

NP. 191750120 200112 1 002

Tembusan:

1. Kepala Dinas Pendidikan Prov.Sulsel (Sebagai Laporan)
2. Kepala Cabang Dinas Pendidikan Wilayah VIII Pare-pare-Sidrap-Barru
3. Peringgal



UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : INDAH FAJARIANI
 NIM : 10535601214
 Judul Penelitian : "STUDENTS' PERCEPTION ON THE MEDIA FLASHCARD USED BY
 TEACHER IN TEACHING ENGLISH AT SMA NEGERI 2 BARRU"
 Tanggal Ujian Proposal : 4/9/2018
 Tempat/Lokasi Penelitian : SMA NEGERI 2 BARRU

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru | Paraf Guru |
|----|--------------------|--|--|------------|
| 1 | Rabu, 19-09-2018 | Membawa surat untuk sekolah | YAKUB, S.Pd, M.Pd | |
| 2 | Kamis, 20-09-2018 | Bertemu dengan guru pengampu | Yakub, S.Pd, M.Pd | |
| 3 | Jum'at, 21-09-2018 | Membagi angket untuk siswa | Yakub, S.Pd, M.Pd | |
| 4 | Rabu, 17-10-2018 | Mengambil surat keterangan selesai Penelitian | H. SALEMUNDIAW, S.SOSI H. K. T. U. S. M. A. 2 | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Rabu, 17 Oktober 2018

Mengetahui,

Ketua Jurusan,

 Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 977807

Pimpinan/Ketapa sekolah,

 Dr. H. Abdul Majid Rahmat, M.Pd
 NIP. 196005161986021008



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT-

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 2322/Izn-5/C.4-VIII/IX/37/2018

02 Muharram 1440 H

Lamp : 1 (satu) Rangkap Proposal

12 September 2018 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPM D Prov. Sul-Sel

di-

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1039/FKIP/A.1-II/IX/1440/2018 tanggal 12 September 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **INDAH FAJARIANI**

No. Stambuk : **10535 601214**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Students' Perception On The Media Flashcard Used By Teacher in Teaching English at SMA Negeri 2 Barru"

Yang akan dilaksanakan dari tanggal 15 September 2018 s/d 15 Oktober 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziiraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

CURRICULUM VITAE



Indah Fajariani was born on December 10th, 1996 in Bone. She is the three daughter of Mr.Mirsan and Mrs. Sitti Nurwahida. She has two sisters and one brother. She started her study at SDN Takkalasi in . She continued her study at SMPN 1 Balusu and graduated in 2011. And then she studied in SMAN 1 Soppeng Riaja and finished in 2014. She is now a student of Makassar Muhammadiyah University, majoring in English Education, Faculty of Teacher Training Education.