CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Result of the Study

In this chapter, the researcher would like to describe and discuss the finding of the research. As mentioned in the previous chapter that in this research, the research wants to describe the implementation of flashcard to improve student's understanding on word order and to identify the improvement of student's understanding on word order after being taught through scrambled word on flashcard. In this research, the research uses classroom action research. It purposes to know students abilities in arranging word order. In these findings, the researcher present the result of research and the analysis of the data collected which are preliminary research and three cycles that consist of cycle I, cycle II, and cycle III. The results descriptions of all cycles are as follows:

1. Preliminary research

A preliminary research was conducted on August 4, 2010. There were 36 students as participants. In this activity, students were taught word order by using conventional method. In this case the researcher conducted at the beginning of the research. It was done by Miss. Dwi Utami as English teacher. The researcher just observed the classroom activity during the English lesson. Miss. Dwi Utami taught by using inductive method.

First, teacher asked some students randomly about their activities in the present. From the student's answer, the researcher explained about word order especially simple present tense, all at one

she gives the pattern of simple present tense. From the observation, the researcher found some facts that happen in the classroom during learning process. It could be described as follows: grammar is hard subject and can make students confused. So students looked bored, most of them didn't pay attention for the teacher explanation and could not respond the teacher question. At the beginning when teacher asked students to respond teacher question, they were confused in using auxiliary.

From the description above, it can be concluded that the students' participation activity and their understanding about word order was low during the English lesson. Then to make the students enthusiastic and easy in learning, the researcher implemented scrambled word on flashcard to improve students understanding on word order.

Then, in this section, the researcher did not give test. The researcher just collects student's English mark. Student's English mark was not satisfying yet. The researcher was aware that the most of the students in class VII F still have difficulties in English especially in arranging word order. Miss. Dwi Utami Nurul Hidayati said that the student's interest and ability toward English were low and the student's writing ability was less.

Then the student's English mark, the researcher calculated with formula below:

$$Score = \frac{\Sigma\,right\ answer}{\Sigma\,items}\,x100\%$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the student's comprehend on word order. After collect student's English mark, the researcher

intended to use scrambled word on flashcard to the next activity to make students interest and enjoy the learning process.

2. **First Cycle**

   a. Planning

        The first cycle was done on August 7, 2010. The student's English mark was not satisfied. So the researcher and English teacher decided to use scrambled word on flashcards. The treatment was focused on improvement of student's understanding on word order. Before applying scrambled word on flashcard the researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, flashcard, and student's test.

   b. Implementing

        In this activity, the researcher became a teacher and she was accompanied by the teacher as observer. In the first cycle the topic was describing things. The teacher began the class by showing them the flash cards. The teacher asked some questions related to flashcard (picture) and the students answered it. The teacher explained word order and then divided students into seven groups. The teacher gave flashcard (picture) and scrambled word. After that the students arranged scrambled word based on the picture. Then the teacher gave quiz and reviews the material. At the end of the lesson, she gave assessment test. From the result of observation in cycle I, almost of students were to be active than before.

   c. Observing

        For about 30 minutes, the teacher observed the student's condition when students arranging word order using scrambled word on flashcard. The teacher also was helped by Miss. Dwi Utami. When arranging word order, they could look up the words in the dictionary. From the first observe, some of group could not

cooperation with their friend well. And there were some students still confused about the pattern of word order especially simple present tense, so they could not respond other group answer. But students were very enthusiast and enjoy during arranging flashcards. Because the time was up, so the teacher asks the students to collect the flashcards. Then the teacher discusses the sentences with the students. During the treatment there were 4 students asked to the researcher.

After gave the treatment through scrambled word on flashcards, the teacher gave scrambled word tests to measure students score. The teacher gave 10 minute for students to do test. There 7 students that could not discipline to do the test. They tried to get the other friend's answer.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma \, right \ answer}{\Sigma \, items} x100\%$$

d. Reflecting

For observing the student's participation, it showed that students still did not respond well for learning process using flashcard to improve student's understanding on word order.

From the observation could be seen that student's activeness was little enough. Students still did not focus on the material; they did not listen to teacher's explanation, and there were many students were still passive in learning process. In this cycle there were students still confused to arrange a sentence using simple present tense form well. Sometime, students forget in adding do and does that appropriate with the subject.

Based on the notes above, the teacher as researcher must be more creative in delivering material by using flashcard to improve student's understanding on word order. Teacher completed the student's observation in the first cycle and then she did reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:

1) Teacher asked students to focus on study and asked students to do work by themselves.
2) Teacher asked students to be more active in learning process
3) Teacher should manage class well.
4) Teacher made class condition well to get students be more active.
5) Teacher noted all of activities in class in learning process.

From the reflecting above, it got solution of the problem of learning process by using flashcard to improve student's understanding on word order. The result from the reflecting for doing second cycle to get maximum research and repairing the third if the result of the second cycle unsatisfied.

3. Second Cycle

a. Planning

This activity was done on August 18, 2010. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher.

b. Implementing

In this cycle the topic was describing people. Then as brainstorming, teacher asked some students about someone on the

flashcard. Teacher asked Mohammad Zelda about the picture. Then the teacher asked to the students to answer in English. The teacher wrote the sentence on the blackboard. From that example, the teacher asked Rezky Febriani to make the negative form of simple present tense. She could answer well, but she did not apply "does" in the sentence, her answer was "she not sweep the floor". Then teacher asked all of students to correct it. Then, teacher asked them to change that sentence to be interrogative sentence in the simple present tense. Teacher also gave exercise in nominal sentence and students could respond it well. For about 15 minute students were given simple exercise about simple present tense. The purpose was to put in main of simple past tense pattern and function for the students.

In this cycle the teacher divided class to be 7 groups; it was different with first cycle. The teacher made these groups according to the result of test from cycle I. The teacher gave flashcard to each group. Then she asked the students to arrange scrambled word by catching on big paper. Then the researcher gave them for about ten minutes to discuss in group.

c. Observing

In the second cycle, students showed their enthusiasm and happiness too. Students paid attention for teacher explanation, there were 3 students asked the teacher related to the procedures of scrambled word technique. It was from group 2, group 3 and group 7.

When students discussed in group, they showed their cooperation each other. In this case, teacher gave permission for them to look up dictionary.

The fastest group was from third groups, that group was the first group that came forward to arrange scrambled word by catching them on big paper. For about 30 minutes they arrange

scrambled word. From the observation, when they arranged scrambled word, the problem was found that some students still confused to apply do/does in negative sentences. In this case the winner was group 3. Any way all of students could join with their group well, and they could cooperation each other.

After arranged scrambled words, the teacher gave scrambled word test to get the student's score on word order. It was content of 10 scrambled words. This cycle was followed 36 students, because no student was absent. The teacher gave 10 minutes for students to do test. There were some students did not discipline in doing the test. They tried to look up dictionary. Then teacher and English teacher forbade them looking up the dictionary and asked them to be honest and confident by themselves.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma \, right \, answer}{\Sigma \, items} x100\%$$

d. Reflecting

From the observation could be seen that student's activeness was little increase. Students more focus on the material; they listen to teacher's explanation well, and many students were active in learning process. In this cycle, students still confused to add s/es in negative and interrogative sentences. And some of them still passive in responding the other group answer.

Based on the notes above, the teacher as researcher need to be more creative in delivering material by using flashcard to improve student's understanding on word order. Teacher completed the student's observation in the second cycle and then she did reflecting and evaluating the learning activities in the

second and tried to get solution on the problem by planning some action such as below:

1) Teacher asked students to be more focus on study and asked students to do work by themselves.

2) Teacher asked students to be more active in learning process.

3) Teacher should manage class well.

4) Teacher made class condition well to get students be more and more active.

5) Teacher noted all of activities in class in learning process.

From the reflecting above, it got solution of the problem of learning process by using flashcard to improve student's understanding on word order. The result from the reflecting was for doing third cycle to get maximum research and repairing the fourth cycle if the result of the third cycle unsatisfied.

4. Third Cycle

a. Planning

The third cycle was done on August 25, 2010. This activity was done based on the reflection of the second cycle. They still confused in adding s/es for negative and interrogative sentence. So, in this cycle, the teacher made verbal more than non verbal in arranging scrambled words.

b. Implementing

In this cycle the topic was still describing people. Then as a brainstorming, teacher show the picture and asked a question. The question was "Does she listen the music?" Then the students answered. Then teacher made the sentence and wrote on the black board. Then, teacher wrote the verbal simple present in pattern.

Then teacher explained students little about simple present tense pattern just to make more understood. Then teacher gave other example, to make sure their understanding.

The teacher divided students into 7 groups. Then the teacher gave flash cards to each group and explained about the procedure of scrambled word in the third cycle. The teacher asks each of group to arrange scrambled word by catching number order into correct sentence. At the end of the lesson, the researcher gave the test to measure student's ability in arranging word order.

In this case, students did not find any difficulties when arranging sentences. Each of groups were more calm and teacher looked each of students in a group was more active in their work. Teacher also allowed them to open dictionary.

Teacher and English teacher went around to observe their act and to check their answer. There was not student find any difficulties, but there were 2 students asked the teacher or researcher about their work. Immediately teacher gave explanation more to the group.

c. Observing

For about 30 minutes, students doing scrambled word technique by using different procedure of previous cycle. In this case, students were still enthusiasm. So it made the class condition to be noise. Each of group arranging word well and almost of the sentence they arranged were correct. And students more discipline and could respond when teacher checked their work one by one. They also checked their work by themselves.

After doing scrambled word, teacher conducted test. Teacher gave 10 minutes to do the test. The test consists of 10 multiple choices test. When doing the test, students were not allowed to open their dictionary and book. No body tried to look up the dictionary and ask other student's answer.

d. Reflecting

In this cycle, the student's improvement on understanding word order was more significant. The students have been not confused to add s/es in interrogative and negative sentence of the verbal sentence. They have understood with the pattern of simple present tense well. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand word order. The teacher and researcher decided to stop in this cycle Teacher and researcher concluded that students understood on word order to form simple sentence in the simple present tense more significant after being given treatment using scrambled word technique since the first cycle until the third cycle.

B. The student's improvement of understanding on word order after being taught through using scrambled word.

1. Students' Score of the Preliminary Research

After collecting student's English mark, the researcher analyzed the score by using percentage of scoring as follow:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} x100\%$$

Then the researcher used five letters: A, B, C, D and E to classify the marks of student's score level as presented on the tabel below.

Table. 4.1

The student's English mark can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1.	A- 1	7	70 %	B	Good
2.	A- 2	6	60 %	C	Fair

3.	A- 3	3	30 %	D	Less
4.	A- 4	4	40 %	D	Less
5.	A- 5	6	60 %	C	Fair
6.	A- 6	5	50 %	C	Fair
7.	A- 7	6	60 %	C	Fair
8.	A- 8	5	50 %	C	Fair
9.	A- 9	5	50 %	C	Fair
10.	A- 10	6	60 %	C	Fair
11.	A- 11	6	60 %	C	Fair
12.	A- 12	7	70 %	B	Good
13.	A- 13	5	50 %	C	Fair
14.	A- 14	7	70 %	B	Good
15.	A- 15	6	60 %	C	Fair
16.	A- 16	7	70 %	B	Good
17.	A- 17	5	50 %	C	Fair
18.	A- 18	6	60 %	C	Fair
19.	A- 19	4	40 %	D	Less
20.	A- 20	4	40 %	D	Less
21.	A- 21	6	60 %	C	Fair
22.	A- 22	8	80 %	B	Good
23.	A- 23	9	90 %	A	Excellent
24.	A- 24	6	60 %	C	Fair
25.	A- 25	5	50 %	C	Fair
26.	A- 26	9	90 %	A	Excellent
27.	A- 27	5	50 %	C	Fair
28.	A- 28	5	50 %	C	Fair
29.	A- 29	7	70 %	B	Good
30.	A- 30	4	40 %	D	Less
31.	A- 31	8	80 %	B	Good
32.	A- 32	6	60 %	C	Fair
33.	A- 33	8	80 %	B	Good
34.	A- 34	5	50 %	C	Fair
35.	A- 35	7	70 %	B	Good
36.	A- 36	5	50 %	C	Fair
Total Score		213			
Mean		5.92			

Then from the result above the researcher calculated the achievement of study used this formula:

$$M = \frac{\sum X}{N}$$

M = the average of student's score

$\sum X$ = Total student's score.

N = Total of students.

Then, the researcher calculated students score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table 4.2

The Category of the Students Score and their Percentage:

No	Interval	Freq	Percentage	Category
1.	81 – 100	2	5.56%	Excellent
2.	61 - 80	9	25 %	Good
3.	41 - 60	20	55.56 %	Fair
4.	21 - 40	5	13.89 %	Less
5.	0 - 20	-	-	Poor
		36	100%	

From the data above there were 2 or 5.56% of 36 students got excellent mark. There were 9 or 25 % of 36 students got good mark, 20 or 55.56% of 36 students got fair mark and 5 or 13.89% of 36 students got less mark. To know the mean score of student's English mark researcher calculated the mean as follow:

$$M = \frac{\sum X}{N}$$

Explanation:

M = the average of student's score

$\sum X$ = Total student's score was 213.

N = Total of students was 36.

The computation of the average score was follow:

$$M= \frac{213}{36} = 5.92$$

The calculation result shows that the average of student's English mark was 5.92. The highest score was 9 and the lowest score was 3.

From the result above, the mean of students in comprehending word order was low. The result of the average score was 5.92. This score was still low from the minimum standard score (KKM), it was 6. After collecting student's English mark, the researcher intended to use scrambled word technique to the next activity to make students interest and enjoy the learning process.

2. Students' Score of The First Cycle

After the researcher used scrambled word in teaching learning process, the researcher gave test to the students. The test result of the first cycle can be seen in the table below:

Table. 4.3

The test result of first cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1.	A- 1	8	80 %	B	Good
2.	A- 2	7	70 %	B	Good
3.	A- 3	4	40 %	D	Less
4.	A- 4	4	40%	D	Less
5.	A- 5	7	70 %	B	Good
6	A- 6	5	50 %	C	Fair
7.	A- 7	6	60 %	C	Fair
8.	A- 8	Absent	Absent	Absent	-
9.	A- 9	5	50 %	C	Fair
10.	A- 10	6	60 %	C	Fair
11.	A- 11	7	70 %	B	Good
12.	A- 12	9	90 %	A	Excellent
13.	A- 13	Absent	Absent	Absent	-

14.	A- 14	9	90 %	A	Excellent
15.	A- 15	6	60 %	C	Fair
16.	A- 16	9	90 %	A	Excellent
17.	A- 17	6	60 %	C	Fair
18.	A- 18	9	90 %	A	Excellent
19.	A- 19	4	40 %	D	Less
20.	A- 20	5	50 %	C	Fair
21.	A- 21	6	60 %	C	Fair
22.	A- 22	9	90 %	A	Excellent
23.	A- 23	10	100 %	A	Excellent
24.	A- 24	7	70 %	B	Good
25.	A- 25	5	50 %	C	Fair
26.	A- 26	5	50 %	C	Fair
27.	A- 27	5	50 %	C	Fair
28.	A- 28	7	70 %	B	Good
29.	A- 29	9	90 %	A	Excellent
30.	A- 30	8	80 %	B	Good
31.	A- 31	9	90 %	A	Excellent
32.	A- 32	7	70 %	B	Good
33.	A- 33	8	80 %	B	Good
34.	A- 34	9	90 %	A	Excellent
35.	A- 35	9	90 %	A	Excellent
36.	A- 36	6	60 %	C	Fair
Total Score		235			
Mean		6.53			

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table. 4.4

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1.	81 – 100	10	29.41%	Excellent
2.	61 - 80	9	26.47%	Good
3.	41 - 60	12	35.29%	Fair
4.	21 - 40	3	8.82%	Less
5.	0 - 20	-	-	Poor
		34	100%	

From the data above, it could be seen that 10 or 29.41% of 34 students got excellent mark, 9 or 26.47% students of 34 students got good mark, 12 or 35.29% of 34 students got fair mark, and 3 or 8.82% of 34 students got less mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M= \frac{\sum X}{N}$$

Explanation:

M = the average of student's score

$\sum$ X = total student's score was 235

N = total of students was 34

The computation of the average score was follow:

$$M= \frac{235}{34} = 6.53$$

The researcher's analysis shows that the average of student's test result of the first cycle was 6.53. The highest score was 10 and the lowest score was 4. The average of students test result increased 61. It was from 5.92 to be 6.53. Researcher concluded that student's understanding on word order improved.

3. Student's Score of the Second Cycle

The test result of the second cycle can be seen in the table below:

Table. 4.5

The test result of second cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1.	A- 1	10	100 %	A	Excellent
2.	A- 2	7	70 %	B	Good
3.	A- 3	7	70 %	B	Good
4.	A- 4	7	70 %	B	Good
5.	A- 5	8	80 %	B	Good
6.	A- 6	6	60 %	C	Fair
7.	A- 7	8	80 %	B	Good
8.	A- 8	9	90 %	A	Excellent
9.	A- 9	6	60 %	C	Fair
10.	A- 10	8	80 %	B	Good
11.	A- 11	7	70 %	B	Good
12.	A- 12	9	90 %	A	Excellent
13.	A- 13	8	80 %	B	Good
14.	A- 14	9	90 %	A	Excellent
15.	A- 15	6	60 %	C	Fair
16.	A- 16	10	100 %	A	Excellent
17.	A- 17	6	60 %	C	Fair
18.	A- 18	10	100 %	A	Excellent
19.	A- 19	7	70 %	B	Good
20.	A- 20	5	50 %	C	Fair
21.	A- 21	6	60 %	C	Fair
22.	A- 22	9	90 %	A	Excellent
23.	A- 23	10	100 %	A	Excellent
24.	A- 24	8	80 %	B	Good
25.	A- 25	6	60 %	C	Fair
26.	A- 26	8	80 %	B	Good
27.	A- 27	5	50 %	C	Fair
28.	A- 28	7	70 %	B	Good
29.	A- 29	9	90 %	A	Excellent
30.	A- 30	9	90 %	A	Excellent
31.	A- 31	9	90 %	A	Excellent
32.	A- 32	8	80 %	B	Good
33.	A- 33	8	80 %	B	Good
34.	A- 34	9	90 %	A	Excellent
35.	A- 35	9	90 %	A	Excellent
36.	A- 36	7	70 %	B	Good
Total Score		280			
Mean		7.78			

Then from the result above the researcher calculated the percentage of achievement of study used the same with previous formula. The result was below:

Table. 4.6

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1.	81 – 100	13	36.11 %	Excellent
2.	61 - 80	15	41.67%	Good
3.	41 - 60	8	22.22%	Fair
4.	31 - 40	-	-	Less
5.	0 - 20	-	-	Poor
		36	100%	

From the table above, it could be seen that 13 students or 36.11 % of students from VII F got excellent mark, 15 or 41.67% students got good mark, and 8 or 22.22% students got fair mark,. From that result, the researcher could calculate the average (mean) of the score as below:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum$ X = Total students' score was 280

N = total of students was 36

The computation of the average score was follow:

$$M= \frac{280}{36} = 7.78$$

The result of student's average result was better than before. Although, still there were some students got score close to standard of minimum score.

4. Student's Score of the Third Cycle

The test result of the third cycle can be seen in the table below:

Table. 4.7

The test result of third cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1.	A- 1	10	100 %	A	Excellent
2.	A- 2	8	80 %	B	Good
3.	A- 3	7	70 %	B	Good
4.	A- 4	7	70%	B	Good
5.	A- 5	7	70 %	B	Good
6.	A- 6	6	60 %	C	Fair
7.	A- 7	9	90 %	A	Excellent
8.	A- 8	9	90 %	A	Exellent
9.	A- 9	7	70 %	B	Good
10.	A- 10	9	90 %	A	Excellent
11.	A- 11	9	90 %	A	Excellent
12.	A- 12	9	90 %	A	Exellent
13.	A- 13	10	100 %	A	Excellent
14.	A- 14	9	90 %	A	Excellent
15.	A- 15	7	70 %	B	Good
16.	A- 16	9	90 %	A	Excellent
17.	A- 17	7	70 %	B	Good
18.	A- 18	9	90 %	A	Excellent
19.	A- 19	9	90 %	A	Excellent
20.	A- 20	7	70 %	B	Good
21.	A- 21	6	60 %	C	Fair
22.	A- 22	9	90 %	A	Excellent
23.	A- 23	10	100 %	A	Excellent
24.	A- 24	9	90 %	A	Excellent
25.	A- 25	7	70 %	B	Good
26.	A- 26	9	90 %	A	Excellent
27.	A- 27	6	60 %	C	Fair
28.	A- 28	9	90 %	A	Excellent
29.	A- 29	9	90 %	A	Excellent
30.	A- 30	9	90 %	A	Excellent
31.	A- 31	10	100 %	A	Excellent
32.	A- 32	7	70 %	B	Good
33.	A- 33	10	100 %	A	Excellent
34.	A- 34	9	90 %	A	Exellent
35.	A- 35	9	90 %	A	Excellent
36.	A- 36	8	80 %	B	Good
Total Score		312			
Mean		8.33			

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study. The result was below:

Table. 4.8

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1.	81 – 100	22	61.11%	Exellent
2.	61 - 80	11	30.56%	Good
3.	41 - 60	3	8.33%	Fair
4.	31 - 40	-	-	Less
5.	0 - 20	-	-	Poor
		36	100%	

From the table above, the result of student score increased significantly. There were 22 or 61.11% of 36 students got excellent mark, 11 or 30.56% of 36 students got good mark, and 3 or 8.33% of 36 students got fair mark. Then researcher calculate the average (mean) of the score as below:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 300

N = total of students was 36

The computation of the average score was follow:

$$M = \frac{300}{36} = 8.33$$

From the researcher's analysis, it shows that the average of student's test result of third cycle was 8.33 with the highest score was 10 and the lowest score was 6. There were improvements from one

cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one, although still there were three students that got minimum score they were Bambang Nur Iswanto (60), Karenina Kumara (60) and Nova Tri Loka. The researcher concluded that the students' difficulties in understanding on word order were solved enough through the use of scrambled word on flashcard.

So, the improvement of result test score from the category of preliminary to cycle III can be seen as follow:

Table. 4.9

The Result of Test from the First Cycle until Third Cycle as Follow:

No	Students Code	Preliminary	Cycle I	Cycle II	Cycle III
1	A- 1	7	8	10	10
2	A- 2	6	7	7	8
3	A- 3	3	4	7	7
4	A- 4	4	4	7	7
5	A- 5	6	7	8	7
6	A- 6	5	5	6	6
7	A- 7	6	6	8	9
8	A- 8	5	Absent	9	9
9	A- 9	5	5	6	7
10	A- 10	6	6	8	9
11	A- 11	6	7	7	9
12	A- 12	7	9	9	9
13	A- 13	5	Absent	8	10
14	A- 14	7	9	9	9
15	A- 15	6	6	6	7
16	A- 16	7	9	10	9
17	A- 17	5	6	6	7
18	A- 18	6	9	10	9
19	A- 19	4	4	7	9
20	A- 20	4	5	5	7

21	A- 21	6	6	6	6
22	A- 22	8	9	9	9
23	A- 23	9	10	10	10
24	A- 24	6	7	8	9
25	A- 25	5	5	6	7
26	A- 26	9	5	8	9
27	A- 27	5	5	5	6
28	A- 28	5	7	7	9
29	A- 29	7	9	9	9
30	A- 30	4	8	9	9
31	A- 31	8	9	9	10
32	A- 32	6	7	8	7
33	A- 33	8	8	8	10
34	A- 34	5	9	9	9
35	A- 35	7	9	9	9
36	A- 36	5	6	7	8
	Mean	5.92	6.53	7.78	8.33

C. Discussion

After the researcher implemented scrambled words technique in teaching word order, she got the data. There were improvements from the student's understanding on word order. Students were being enthusiastic in teaching and learning process by using scrambled word technique. Most of students were active in respond to students or teacher question. And students also could add s/es in verbal sentence well. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Table. 4.10

Preliminary research	Cycle I	Cycle II	Cycle III
5.92	6.53	7.78	8.33

It was the result of student's average score from preliminary cycle to cycle 3. From the table above we can see that there was improvement of students' understanding on word order.

There were many factors that influenced the result of study. One of the factors was teaching aid or media. When a teacher employs an appropriate teaching aid or media that is suitable with the method, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using flashcard as a teaching media in the process of learning English at VII F student's of SMPN 23 Mijen Semarang could improve student's understanding on word order. Actually, the use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Learning used interesting technique is effective to courage student's ability. It can stimulate student's to be active. Scrambled word technique was not only appropriate to teach word order but also it was appropriate for teaching spelling, vocabulary and writing. Scrambled word technique stimulates student's mind and it is one way to encourage student's understanding in arranging a sentence. Thus, in fact flashcard as media in scrambled word technique was effective media to improve students' understanding on word order.

D. The Advantages and Disadvantages of Flash Cards

1. The Advantages of Flashcards

Flashcards are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. There are some advantages of flashcards as follow: flashcards can make creative activity in teaching learning process, for example: arranging scrambled words using flashcard by catching scrambled word in big paper. Flashcards can give motivation to the students in their learning, for example: when the teacher used picture in arranging scrambled word, the students asked to arrange scrambled word based on the picture; it makes students more interest in

their learning. Flashcards can help the students to memorize English sentence pattern, for example: when the teacher explain simple present tense pattern using big paper, the students more enthusiast than just used blackboard. It can be seen that using flashcards in teaching English word order is more interesting to the students. Flashcards make the students active in class, flash cards can reduce student's feeling of boredom, and stimulate students who have low motivation; also there is an improvement on student's score from one cycle to another cycle.

2. The Disadvantages of Flashcards

There are some weaknesses of flashcards as follow: the price of flash cards are too expensive, the writer spends about thirty thousand rupiah to make flashcards. If the teacher want make flashcards itself, she or he need much time, the writer need about twelve hours to make them. It can be seen from the writer's experience in using flashcard to teach word order need much money and much time to make flashcards. And if the pictures of flashcards are not clear and big enough, the students will misunderstand about the teacher's explanation when they see flashcards, so the goal that is planned cannot be achieved. For example when the teacher used big papers some of students still asked to their friend because they can not see the paper clearly. And to avoid misunderstanding of the students about the material, the writer made bigger flashcard to explain it.