THE USE OF CUE CARD IN COOPERATIVE LEARNING FOR TEACHING VOCABULARY
The Case of Seventh Grade of SMP 41 Semarang in Academic Year of 2018/2019

a final project

submitted in partial fulfillment of the requirements for the degree

of Sarjana Pendidikan in English Language Education

by

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APPROVAL

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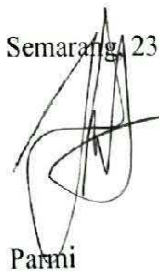
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Declare that this final project entitled The Use of Cue Card in Cooperative Learning for Teaching Vocabulary in Junior High School EFL Classroom is my work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 23 June 2019

Parmi

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MOTTO AND DEDICATION

Life is like riding a bicycle
To keep your balance, you must
Keep moving

(Albert Einstein)

With the name of love, I dedicate

this final project to:

- My dear father and mother

- My dear brother and sister

- All of My friends

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First of all, I would like to praise my highest gratitude to Allah SWT the Almighty, the Lord of the universe, for the superb blessing, health, strength, and inspiration endlessly that are given to me during my study especially during the accomplishment of this final project, so that I could finish it.

I would like to express my sincere gratitude to Puji Astuti, S. Pd., M. Pd., Ph.D., my advisor, who has led and provided invaluable and continuous guidance, advice, as well as encouragement in completing this final project. My honor goes to the Dean of Language and Arts Faculty of Semarang State University, the Head of English Department, and all my lecturers at the English Department who have taught and guided me during my study at the English Department since 2014.

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Finally, I realize that this final project is still far from perfect and still has so many weaknesses. Therefore, I would welcome any comments, criticisms, and suggestions for its improvement. Hopefully, this final project will be beneficial and useful for all readers.

ABSTRACT

Vocabulary is the basic of English that is very important and difficult to master. Without mastering vocabulary students will not be able to master English. Vocabulary will help students to master the four skills of the language. Therefore, teachers have to make creative and interesting a way of teaching vocabulary.This study concern about how cue cards and cooperative learning are used for teaching vocabulary. The subjects of this study were seven grade students of SMP N 41 Semarang. This study aims is to describe the implementation of the cue card with cooperative learning in teaching vocabulary to the students in the classroom. This study was qualitative case research. The observation, questionnaire, interview, and document analysis were used to collect the data. The questionnaire was given at the end of the study. The observation sheet was used to monitor the students and teacher's activities during the teaching-learning process. The interview was done at the end of the meeting. Based on the result, the researcher concluded that the use of cue cards for teaching English vocabulary is interesting, effective, efficient, and affordable.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English as an international language is very important to society because English is used in several aspects such as education, social, culture, etc. As Brown says that language is a system of arbitrary of conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5). Indonesian curriculum has stated that English is one of the compulsory subjects that have to be taught in Junior High School and Senior High School. Based on Curriculum 2013 Junior High School students will get English for the first time. Some of them do not get English in Elementary School.

There are four skills in English. They are listening, speaking, reading, and writing. To be competent in English, the students should have a good skill especially those four skills. Without those four skills, students will not be able to communicate and write. To be competent in those four skills students must be mastering vocabulary. Mastering English vocabulary as a foreign language is not as easy as mastering Indonesia vocabulary. The fact that English is considered as inconsistence language is very crucial since its spelling is different from its pronunciation. Besides, memorizing is also claimed as a bored and difficult activity for some Junior High School students. Based on those opinions, the teacher should be creative and active.

Vocabulary is the most important component of language because it affects the four language skills that are listening, speaking, reading, and writing. That is why students should master English vocabulary. Al-Jarf (2012) states vocabulary knowledge is an important element inthe second language (L2) acquisition. By learning newwords, students can increase their listening, speaking,reading and writing. Vocabularies can improvecomprehension and production in L2. Students may increase vocabulary knowledge formally in the classroomand informally through communication with others andthroughout of class activities. Many instructional strategies were devised and utilized by language teachers develop the general and academic vocabulary of thestudents. When students improve their vocabulary, they are faced with someproblems. Remembering isthe most common problem faced bystudents. According to Nugroho et al (2012), that matter is indicated from two indicators; first is viewed from vocabulary mastery and second is viewed from the student's motivation during the teaching-learning process. Also, I find several problems with student's vocabulary mastery such as difficulties in understanding the meaning of words, difficulties in pronouncing words correctly, and they could not spell the words correctly.

Concerning vocabulary mastery, it is also connecting to the student's motivation. According to Purnama (2016) Junior High School students are different from adults or Senior High School students. They need more motivation from the teachers to mastering vocabulary. The indicators are: a) some students were busy talking with their friends when the learning process was occurring; b) some students

were busy drawing picture to their books; c) the students were not actively involved in the learning process; they tended to be passive; d) some students ignored the teacher's instruction. Based on my experience in training practice in Junior High School 41 knows why those problems arose. One of them is that the teacher often teaching by doing the task on LKS, so the students did not have enough experience in learning vocabulary. It also made the students bored and they were not interested in the lesson. Based on the facts above, it can be concluded that the main reason causing the problem is the teacher not creative to use media in teaching vocabulary mastery.

In teaching and learning activity, a teacher should concern about the students' motivation and interest. The use of media, however, would help the students to reach the objective of teaching and help the students in understanding and learning a particular lesson. According to Sofwan (2013), these strategies hoped can help students to understand the materials and to stimulate student's interest during teaching-learning activities. There are several techniques concerning the teaching of vocabulary if they want to present a newvocabulary or lexical items to their students that wantstudents to remember new vocabulary. For instance, if we want to mention the name of the animal, media like dolls, realia, pictures, and so forth might help the students in visualizing the shape of those animals easily.

Some previous studies show that pictures and games give much contribution to the teaching vocabulary. The students will more active and interesting in the picture. They will more understand and easy to remember the words. Therefore, I decided to use a cue card to teach vocabulary. The cue card is a card with pictures and words.

Budiastuti (2007) point that cue card is a card with words or pictures on, which is used to encourage the students to respond. The cue card is interesting due to its simplicity and attractiveness. The use of media is significant as it would help the students in understanding and learning a particular lesson. We are so familiar with pictures. We can find many pictures in every corner of the street and our daily lives, but in the classroom, we hardly everfound various pictures. I do so because a cue card is claimed as a simple and attractive card.

In this research, I used cooperative learning as a learning method. The cooperative learning model focuses on student's cooperative learning which meansthestudentsare accustomed to sharing their knowledge, experience, duty, and responsibility. The teacher is only the facilitator but the student is the subject of the study. Sofwan (2013) said that using cooperative learning is effective to increase the students' vocabulary. It was proved that the result of students' average score increase, from 64.1 in cycle 1 to 84.2 in cycle 2. It can be seen at result test cycle 1 and cycle 2. It can be concluded that the use of cue cards and the application of cooperative learning can improve student's vocabulary mastery, and also all students agree that using cue cards in cooperative learning as methods of teaching to increase the vocabulary of SMP N 2 Satu Atap Alian in the academic year of 2012/2013 is effective. The researcher suggests for English teachers to apply for cue cards in cooperative learning as a teaching method on the teaching-learning process.

Vocabulary is the basic of English that will help to master the four skills of the language. Junior High School students are different from adults or Senior High

School students. They need more motivation and guidance from the teachers to mastering English vocabulary. Without master vocabulary, students will not be able to mastering the four English skills. The difficulties that are faced by the students in mastering vocabulary are difficulties in memorizing and less motivation in classroom activities. Based on the background as mentioned earlier, I would like to use a cue card as learning media to take the student's attention and cooperative learning is a learning method to teachEnglish vocabulary.

1.2 Reasons for Choosing the Topic

There are three reasons why the writer choosesthe topic entitled "The Used of Cue Card in Cooperative Learning for Teaching Vocabulary; The Case of Seventh Grade of SMP N 41 Semarang in Academic Years of 2018/2019". Firstly, some students of Junior High School find difficulties in mastering vocabulary. Vocabulary is one of the school's subject matters in learning vocabulary. Without mastering vocabulary, students will not be able to communicate with others. Junior High School students are different from Senior High School students. They need something new and interest.

Secondly, visual media can help students to express their ideas more easily. Base on Curriculum 2013, the teacher is only a facilitator. The teachers should not explain to the students but they only observe and guide the learning activity. Visual media can be used to get students' attention and interest in learning. So I use a cue card as the media of learning. Based on that reason I want to socialize the use of simple and cheap media such as cue cards.

Thirdly, according to curriculum 2013, cooperative learning is used. The teacher will group the students. Cooperative learning is students-cantered. The students must be able to learn by themself. The teacher is only the facilitator which means they do not need to explain the material. The students discuss it with their group. The teachers only observe, help, and guide the students.

1.3 Research Question

I sought to answer the following question:

How are cue cards used with cooperative learning in teaching vocabulary to the students in the classroom?

1.4 Objective of the Study

From the problems above, the objective of the study is to describe the implementation of a cue card with cooperative learning in teaching vocabulary to the students in the classroom.

1.5 Scope of the Study

This study describes how to teach English vocabulary using cue cards as teaching media for seven grades of Junior high school students in SMP N 41 Semarang. Based on the curriculum 2013 students will get English for the first time in Junior High School, so the cue card is suitable for them. I choose Junior High School students as I have mentioned above they will get English for the first time. It helps them to decrease boring and confusing in remembering the new word. It also helps them in memorizing because visual media will help them to illustrate the word and remember it easily.

1.6 Significance of the Study

The results of this study are expected to be useful input for the following groups:

Theoretically, the study can be useful for the researcher of vocabulary as thiswas described how cue cards and cooperative learning were used in teaching vocabulary.Practically, especially for students of the English Education program as the future teachers, this study is expected to help them to stimulate their creativity to develop andexplore interesting media in teachingEnglish's vocabulary.Pedagogically, the study can be the guidance for the teacher in using cue cards in cooperative learning for teaching English's vocabulary.

1.7 Outline of the Research

Chapter I present the background of the study, the reason for choosing the topic, the research question, objective of the study, the scope of the study, the significance of the study, and the outline of the research. This chapter mainly is about the introduction of the topic being studied.

Chapter II reveals the review of the previous study, the review of theoretical studies, and thetheoretical framework. The review of the previous study explainssome previous studies related to my topic while theoretical studies present several important concepts in the research. Furthermore, the theoretical framework consists of a description of how my research is processed.

Chapter III discusses the research design, subjects of the study, unit of the analysis, the role of the researcher, collection methods, instruments for collecting the data, procedures of collecting data, and procedures of analyzing data and

trustworthiness. This chapter mainly explains how I get the data and analyze them based on the method which has been discussed in chapter two.

Chapter IV will be presented and discussed the data of the research study in this chapter. It presents research activities administration, research findings, and discussion.Chapter V presents conclusions, suggestions, and limitations that relate to the research findings in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the previous studies, the review of theory used in this study including the definition of a cue card, teaching media, cooperative learning, vocabulary, and lastly the theoretical framework.

2.1 Review of Previous Studies

Some previous studies explore cue card, vocabulary, teaching media and cooperative learning that can be used as a reference. There are some previous researchers had conducted a study about cue cards. They had conducted a study on some techniques to improve student's vocabulary and about cooperative learning.

2.1.1 Studies on Cue Card

Some medium had been used to improve student's achievement in English language ability. The card itself is believed as the easiest and simplest method that can be used by teachers to improve student's achievement.

Cue cards for teaching speaking skills. Budiastuti (2007) conducted a study on cue cards in teaching spoken descriptive text. The study aimed to describe the process of teaching and learning spoken descriptive text by using cue cards and to find out the improvement of students' achievement in using cue cards as the teaching medium. The result of the study showed that using a cue card as a teaching medium improved the average of the students' achievement in speaking. Then, Elvita (2011)

conducted a study on cue cards in teaching spoken descriptive text. The purpose of this research is to find out the effect of using cue cards in speaking descriptive text. The result that there is a significant effect of using cue cards toward students' speaking ability during the second year of Islamic Junior High School Al-Hidayah of Islamic Centre Boarding School Kampar.

The other researchers working on this topic are Ariati (2015). She studied about improving student's speaking competence by using cue cards at grade VIII 2 of Public Junior High School 03 Bengkulu City. The research focuses on whether the cue card could improve students' descriptive speaking competence and to determine the factors involved. The result of the research indicates that vocabulary improves. Wachidah and Rahayu (2014) studied about cue card in teaching speaking descriptive text. The purpose of this study is to know how the teacher uses cue cards in teaching speaking descriptive text to students of seventh grade at SMP Negeri 26 Surabaya and how the students' responses toward the use of cue cards in teaching speaking descriptive text. This research got a finding that the teacher used the cue card in the classroom by asking the students to produce the words which were related to the cue card. This media can also stimulate the students' ideas to speak up without thinking of making mistakes.

The next study is from Sudrajad and Armeria (2016). They used the inside-outside cycle method by using a cue card for students speaking skill ability. The objective of the research is to find out whether the Inside-Outside Circle method can be effective for students' speaking ability. The results showed that the use of Inside-

Outside Circle by using the cue cards are effective for students' speaking ability at seventh graders.

Cue cards for improving students' writing skills. Wibowo (2013) conducted a study about improving student's writing ability text by using a chronological 3D picture as media. The study aims are to find out the student's difficulties in writing the narrative text, how effective chronological 3D pictures improve student's ability in writing the narrative, and why chronological 3D pictures proposed as media in teaching narrative text. From the result, it shows that chronological 3D pictures gave a significant improvement in teaching narrative text for tenth-grade students.

Purnama (2016) conducted a study of cue cards to improve students' writing skills. The research aimed to improve the students' writing ability at grade eight of SMPN 4 Yogyakarta in the academic year of 2015/2016 using a cue card. About the actions conducted in two cycles, the use of cue cards improved the students' writing ability as justified in the following results. First, the students' motivation in learning writing increased. They seemed more enthusiastic during the teaching and learning process. They also actively participated in class activities by asking some questions. Second, there was a significant improvement from some aspects of writing such as content, organization, language use, vocabulary, and mechanics. The students' writing scores also increased. It can be seen from the comparison between the means of each score from the pre-test to the post-test.

Cue cards for improving students' vocabulary. Sofwan (2013) conducted a study on cue card to improve vocabulary. The purpose of this research is how to

improve English vocabulary by using cue cards as teaching media for the seventh grade of junior high school students in SMP N 2 Satu Atap Alian. The result of this research revealed that using Cooperative Learning is effective to increase the students' vocabulary. He said that the use of cue cards and the application of cooperative learning can improve student's vocabulary mastery, and also all students agree that using cue cards in cooperative learning as methods of teaching to increase the vocabulary of SMP N 2 Satu Atap Alian in the academic year of 2012/2013 is effective.

According to those previous studies above, the cue card is effective in improving student's speaking skills, student's writing skills, and also student's vocabulary mastery. They applied the method in Junior High School. I also applied this method in Junior High School because base on Curriculum 2013 Junior High School is the first time they get English. Also, I decided to use a cue card because it is the most simple, interesting, and easiest method.

2.1.2 Studies on Teaching Vocabulary

Vocabulary improvement is one of the important elements in teaching and learning English. By mastering vocabulary people can understand what has been said and heir, how to express or telling something to people. As Weiping and Weidong (2011) stated rote memorization of word lists is popular in some cultures from which second/foreign languagestudents come, particularly Asian culture. Based on those statements, in Asian Culture, memorizing is still used by some teachers. Many media

can be applied to improve student's vocabularies such as a puzzle, wall card, picture, and flash card.

The next study is from Alqahtani and Davoudi. Alqahtani (2015) conducted a study on the important of vocabulary in language learning and how to be taught. In this article, he summarizes importance research on the impotence of vocabulary and explaining manytechniques used by English teachers when teaching English, as well as my personal view of these issues. Davoudi and Chavosh (2016) studied in vocabulary strategy use by EFL learning across proficiency levels. The results of statistical analyses revealed that both advanced and intermediate language learners used mental linkages, memory strategies and auditory strategies as the most frequent vocabulary learning strategies respectively.

Based on Zheng (2012), enhanced awareness of cultural differences, metaphorical competence, and learners' autonomy in vocabulary acquisition will effectively facilitate vocabulary learning. The greater the strategy awareness of learners, the more likely they will be to use task-appropriate learning strategies that help them overcome their general learning style limitations, and the more likely that these strategies will assist in processing, retrieving, and using a new language information.

The other researchers are from Nosratinia, Zaker, and Divani (2013). They studied about Language Learners' Internal Factors and Practical Applications. The aimed of the research is to investigate the relationship among EFL learners' Autonomy (AU), Critical Thinking (CT), Personality Type (PT), and use of

Vocabulary Learning Strategies (VLS). The results revealed the existence of a statistically significant relationship between AU and CT, AU and overall use of VLS, among the components of VLS and AU, CT and overall use of VLS, and among the components of VLS and CT. However, no significant relationship was observed between PT and other variables of concern.

Improving student's vocabulary using self-selection strategy. Masoudi (2017) conducted a study about the effect of vocabulary self -selection strategy and input enhancement strategy on the vocabulary knowledge of Iranian EFL learners. The results show the positive effects of both strategies on the vocabulary knowledge of Iranian EFL learners. It could be concluded that Iranian EFL learners who practiced Vocabulary Self-Selection strategy outperformed those who practiced Input Enhancement. Vocabulary Self-Selection strategy fostered vocabulary learning. Khondary (2017) studied using the vocabulary self-collection strategy plus to develop university EFL students' vocabulary learning. The results revealed that a statistically significant difference was found between the mean scores of the experimental group and the control group on the post VAT in favor of the experimental group. The results also showed that a statistically significant difference was found in the mean scores of the experimental group between the pre and post VAT in favor of the post VAT.

Improving student's vocabulary using puzzle. Profita, Susilohadi, Sarosa (2014) conducted a study on vocabulary mastery by using a crossword puzzle. The aim is to find out the improvement of the students' vocabulary mastery through a crossword puzzles and the effect of the teaching-learning process when teaching

vocabulary by using accrossword puzzle is implemented. The research result shows the improvements in students' vocabulary mastery and gives a good effect in teaching learning process. There were a good effects in the teaching-learning process such as the students were more active in following the lesson; the students became less noisy; the students were not ashamed to answer the question, and the students could focus more on the lesson. Sulistyowati, Sarosa, Martono (2014) conducted a study of vocabulary mastery by using puzzles. The objectives of the research are to know to what extent of the students' vocabulary mastery improvement by using a puzzle in the sixth grades-students' class and to identify the class situation. The research finding shows that the use of puzzle improves the students' vocabulary mastery in four aspects and English class situation.

Improving student's vocabulary using flashcards. Nugroho, Nurkamto, Sulistyowati (2012) studied vocabulary mastery using flashcards. This research aimed to improve students' vocabulary mastery and students' motivation using flashcards. When flashcards are used, in the first and the second cycle, students are active and enthusiastic in joining learning activity. The result of the research implies that English teachers need to choose the appropriate media in teaching vocabulary; one of them is flashcards. Then, Widiastuti (2012) conducted a study of vocabulary mastery using a flash card. This paper aimed to find out whether and to what extent the use of flashcards can improve students' vocabulary and to describe the strengths and weaknesses of using flashcards to teach vocabulary. The result of the research shows that the use of flashcards can improve the students' vocabulary mastery. Using

flashcards could make the students pay attention to the lesson properly. It also improved students' participation in learning vocabulary. They were not shy anymore and highly motivated to join the teaching and learning process. After that, Chien (2015) conducted study onanalysis the effectiveness of three online vocabulary flashcardwebsites on L2 learners' level of lexical knowledge. The study has the following two findings. First, these three online vocabulary flashcard websites mainly offered freshmen with the word knowledge in terms of form and words' meaning. Second, participants held positive attitudes toward learning and improving their vocabulary abilities via online flashcards and their related activities.

Improving student's vocabulary using wall cards. Maharani, Gunarso, Pudjobroto (2012) studied students vocabulary mastery through the use of wall charts in elementary students. The objectives of this research are to find out whether wall charts can improve the English vocabulary mastery of the fifth grade elementary students and students' motivation when wall chart is used in teaching vocabulary. The research findings show that wall charts can improve students' vocabulary mastery and students' motivation.

Improving student's vocabulary using mapping. Nilforoushan (2012) conducted a study about the effect of teaching vocabulary through semantic mapping on EFL Learners' awareness of the affective dimensions of deep vocabulary knowledge. This study focused on the effect of teaching vocabulary through semantic mapping on the awareness of two affective dimensions, evaluation and potency dimensions of deep vocabulary knowledge as well as the general vocabulary

knowledge of EFL students. Results showed that teaching collocations have a great influence on the students` general vocabulary knowledge.

Improving student's vocabulary using the picture. Rizki, Rukmini, Sutopo (2013) conducted about improving students motivation in learning vocabulary by using picture game. This research aims at investigating the use of picture games used by the English teacher in learning vocabulary in the classroom of State Elementary School 01 Rancawuluh. This research focused on the problems faced by students in learning vocabulary, picture games applied, students' motivation, students' achievement in learning vocabulary. The result of the study indicates that the use of Picture Games, the students felt happy so that the motivation and students" achievement was improved.

According to those previous studies, some students had difficulties in learning vocabulary, less motivation and bored in remembering. Learning vocabulary is difficult when you remember without illustrating and understanding the meaning you will forget it in three days. They also have less motivation to learn vocabulary because they feel bored and confused. Based on the previous studies above there was some medium that had applied to improve students vocabulary such as a puzzle, wall card, picture, and flashcard. I decide to use a cue card as media to improve vocabulary because cue card is simple and easy to make. In the cue card, there is a picture with word explanation.

2.1.3 Studies on Cooperative Learning

Base on the curriculum 2013, we should use cooperative learning in a classroom activity. Students are the canter of learning activity and the teacher is the facilitator. Fekri (2016) studied about cooperative learning in improving vocabulary. The current study investigated the effect of cooperative and competitive learning strategies on the acquisition of English vocabulary development by Iranian EFL intermediate learners. Besides, it explored what type of theses strategies was more effective. The obtained results were analyzed via one-way ANOVA and independent sample t-test. The findings indicated that the performance of the experimental group via a cooperative strategy was better than their counterparts in the experimental group who was taught via competitive strategy. Then Chen (2011) had conducted a study about structuring cooperative learning in teaching English pronunciation. Results showed thatthe difference between the improvement of the CL (experimental) group and the control group was not significantenough to claim that CL was a major differential factor. Factors affecting the implementation of CL in ELLclassrooms are discussed.

Naeimi and Foo (2014) studied about a comparison of vocabulary learning strategies of Iranian EFLuniversity students: repeating versus cooperating with peers. This paper reports the results of a study that aimed to investigate the effect ofrepeating as a direct vocabulary learning strategy versus cooperating with Peers as an indirect vocabularylearning strategy teaching on the improvement of word knowledge on reading comprehension skills of Iranianundergraduate students. The results showed that there was a considerable difference between the two experimental

groups under analysis in terms of their vocabulary improvements. The outcomes revealed that Repeating as a direct vocabulary learning strategy can cause to higher accomplishments of word storage in reading comprehension skill of Iranian pre-intermediate EFL undergraduate learners.

Tuan (2010) studied about infusing cooperative learning into an EFL classroom. This study sought to investigate students diversities in terms of learning styles and linguistic competence, and theextent to which students change as regards participation, interaction, and achievement through CooperativeLearning activities embracing their diversities. The findings substantiated that Vietnamese learners are open to change and Vietnamese EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individualistically in the classrooms.

The next research is from Bilen and Zekiye (2015). They conducted a study on the effects of cooperative learning strategies in vocabulary skill. The findings revealed that there was a significant difference between the results of the experimental group and the control group on the post-test. Lastly, the analysis of the teacher interview confirmed that the students' positive attitudes towards cooperative learning strategies during the study were genuine.

Meng (2017) studied about an empirical study on the application of cooperative learning tocomprehensive English classes in a Chinese independent college. This research investigated a comparison between the effect of cooperative learning and lecture teaching on comprehensive English classes in a Chinese

independent college. Test results also indicate students from experiment class who excelled in competency test outnumbered those from control class, revealing that cooperative learning has positive impacts especially on students at a relatively higher academic level. Questionnaire results show that students are most inclined to agree they have more chances to practice the language in a cooperative environment. Li (2017) studied about Networking for English Literature Class: Cooperative Learning in Chinese Context the results indicated that it was an effective instructional practice with benefits in academic study, accountability and social skills. The results indicated a strong relationship between networking cooperative learning method and students' improved attitude to English Literature study.

Cooperative learning is effective for teaching language. Grouping will help students to share and change the lesson. It has been proved by some researchers in many countries including Indonesia. From those previous studies, we know that cooperative learning is effective and useful for teaching English.

2.1.4 Gaps Identification

From those all of the previous studies, we know that the cue card is useful for teaching and learning English. We can use a cue card for teaching speaking skills, writing skills, and also vocabulary. Most of the previous researchers use a cue card for Junior High School because of Curriculum 2013. Based on Curriculum 2013 Junior High School is the first time they get English. Moreover, based on Curriculum 2013, we should apply cooperative learning. Cooperative learning is students-centered. Some of them claim that cue card is the most simple and easiest method.

Vocabulary is an important part of teaching-learning English. Some previous researchers have conducted about vocabulary because of some reasons. The first, students have difficulties in remembering. The second, students have less motivation in memorizing. The third, the teachers do not use an interesting method in teaching. The last, the students feel bored and confuse about how to read and write.

I view the areas that have been explored by the other researchers are the effect of cooperative learning in improving vocabulary skills and the use of cue cards to improve students speaking skills/ writing skills. They applied the techniques for Elementary school or Junior High School. However, the studies that combine cue cards and cooperative learning have not been done extensively. Besides, studies about cue cards for teaching students vocabulary also have not been commonly done. Therefore, I decided to conduct a study about the useof cue cards in cooperative learning for teaching vocabulary.The study was conducted in the seventh grade of Junior High School 41 Semarang.

2.2 Review of Theoretical Studies

This section presents several important concepts in this research: teaching media, cue cards, cooperative learning, and vocabulary.

2.2.1 Teaching Media

Media would help establish the condition for the learners to identify or describe someone or something. Some experts are giving their opinions dealing with media. Gerlach and Ely (1980) state that media is any person, material, or event that

establishes condition which enables the learners to acquire knowledge, skills, and attitude. Moreover, Hamalik (1989) media are used to motivate students in learning.

Rao (2014) stated that media can act as a facilitator in the teaching-learning process. The use of media is significant as it would help the students in understanding and learning a particular lesson. For instance, if we want to mention the name of animals, media like dolls, realia, pictures, and so forth might help the students in visualizing the shape of those animals easily. Rao (2014) also stated that many language experts claim that introducing the real world into the classroom automatically prepares them for the natural use of the language in umpteen different situations in life. And when the students can visualize it, they will be able to remember it. In deciding the media used, besides knowing the characteristics of the students, the teacher should pay much attention to choosing the media to make a better result of teaching.

2.2.2 Cue Card as Medium for Improving Vocabulary

Media are often neglected in a very predictable way in the classroom, usually as a starting point for teaching speaking, thus they can also be a key toimportance in the communicative and interactive classrooms. Here, the use of pictures is suggested by Jeremy Harmer. Harmer (2001) state that pictures can be in the form of flashcards (smallish card which we canhold up for our students to see), large wall pictures (big enough foreveryone to see detail), cue cards (small cards which students use in pairor group work), photograph, or illustrations, typically in a textbook.

We are so familiar with pictures. We can find many pictures in everycorner of the street and our daily lives, but in the classroom, we hardly everfound various pictures. Harmer (2001) states that there are myriad types of a picture as amedia in teaching; they are motion pictures and still picture. A motion pictureincludes film, cartoon movie, etc, whereas still, the picture includes flashcards, wallpicture, and cue cards. Again, according to Harmer (2001) cue card is cards with wordsor picture on that, which are used to encourage the students to respond in pair orgroup work.

There are several advantages of using pictures in teaching English: 1) Pictures help to reduce preparation time. Sets of pictures can be re-used; especially it can be laminated and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.2). When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

Mora (1994) states that cue card is a card with picture and it has cue word to help students initial conversation. It shows that cue cards help students describe something or someone in the picture. In line with this definition, Harmer (2007) stated that cue cards are is a card with word and picture on them, which students use in pair or group work. Cue cards also make the students speak up on the spot or particular word or phrases in a conversation or sentence. Bazo (2007) stated that the cue card is small cards with photos or pictures in an envelope. Cue cardscan be used in a simple activity such as students work in pairs.

The cue card is a card with words or pictures on, which are used to encourage the students to respond. The cue card is interesting due to its simplicity and attractiveness. The use of media is significant as it would help the students in understanding and learning a particular lesson.

2.2.3 Vocabulary

Mastering English is not aseasy as mastering our nativelanguage because English iscompletely different from the Indonesianlanguage that is from the system ofstructure, pronunciation, andvocabulary. Burns and Broman (1975)in the state the definition of vocabulary in general. They say that vocabulary may be defined as the stock of words uses by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different. From those aspects,vocabulary is one of the aspectsplaying an important role in the fourEnglish language skills, namelylistening, speaking, reading, andwriting.Without vocabulary, no one cannotcommunicate effectively or expressour ideas in both oral and writtenform even in the first language andforeign language.

Taylor (1990) stated that vocabulary is central to language teaching and learning. Therefore,vocabulary must be known first inlearning a foreign language. It is thefirst aspect that can help the learnersin mastering all of the English skills. For example: in speaking skills, people cannot start to communicate if they do not have the vocabulary. People need the vocabulary to arrange sentences to express our idea. Without vocabulary, no one knows what has to say. People need and use vocabulary to communicate in their first language. Therefore, they also need a vocabulary to

learn a new language as a foreign language that is English. However, English vocabulary and our first language are different. Because of the differentiation, it is very important to learn English vocabulary to be able to master the language.

2.2.4 Cooperative Learning

There are some models in teaching and learning activities. Harmer (2001) state about different models which people have used to describe teaching such as PPP (presentation, practice, and production), task-based learning (which puts first and language study last) and communicative language teaching (with its twin emphasis on appropriate language and Activation methodology). It means that models in teaching such as cooperative learning are more active to improve the student's vocabulary. Based on curriculum 2013, we need cooperative learning as a learning method. The implication is to provide the students with life skills, theskills enabling the students to independently communicate in the target language. Mastering vocabulary can prepare the students to communicate well in English because vocabulary is the basic of four skills that arelistening, speaking, reading, and writing.

According to Li and Lam (2005) cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its learning and the learning of all group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter to solve a problem, complete a task or achieve a goal. The teacher must be creative to take the students attention. According to Larsen and Freeman, cooperative

or collaborative learning essentially involves students learning from each group. The teachers teach students social skills so that they can work together more effectively.

Kagan (2009) presents at least three roles of the teachers in using the Cooperative Learning technique; they are modeling, praiser and helper or observer.

a. Modeling

The teachers should explain and show a good model on how to do the steps of types of Cooperative Learning that the ss are going to use because they might not be familiar with those techniques.

b. Praiser

The teachers should praise or give reinforcement to their students based on their efforts. By giving reinforcement, praising or saying pleasant things to the students will make them happy and they are motivated to learn well.

c. Helper and Observer

The teachers can move around to help and observe their students' attitudes when they start to work with their friends in a group. By the end of the group discussion, the teachers can share their observation results and give some feedback to the students.

(Kagan, 2009)

Kagan (1999) pointed out that there are several disadvantages of cooperative learning. First, lack of social skills, students who do not know how to work together will put each other down, boss each other around, and fail to resolve basic task conflicts. Second, team projects which have a group grade create resentments and are

unfair. Third, a lack of diverse skills, once heterogeneous teams are formed the high achiever looks across the table at the lowest achiever in the class. Fourth, avoidance of failure, a student is afraid to appear dumb in front of his peers and masks the fear of failure by not participating. Fifth, there is team competition and only the best teams receive recognition or rewards. Sixth, tournaments are set up so the highest achievers go to the highest tournament table, and the lowest achievers go to the lowest tournament table. Seventh, students take so much time and effort that cooperative learning occurs only occasionally, and the benefits of cooperative learning are not reaped. Eighth, cooperative learning methods are adopted which require special methods and materials. Ninth, there is a dependency, students work almost exclusively in teams. They become dependent on their teammates and do not want to work alone. Tenth, off-taskbehavior. Students are working in the teams; one mentions a bit of hot gossip, the students get completely off task.

To avoid these disadvantages, there are some keys to successful cooperative learning according to Kagan (1999) mentioned some keys to make cooperative learning successfully used in the classroom. The keys are teachers should know how to form the teams, how to create the will among students to work together, how to manage the cooperative classroom, how to foster social skill, how to make sure there is Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction (PIES), and how to structure the social interaction within groups to maximize different types of positive outcomes.

To construct a lesson in cooperative learning model, the following 5 principles and elements should be included:

1. Positive interdependence

   Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success.

2. Individual accountability

   All students in a group must be accountable for contributing their share of the work and mastering all of the material to be learned to the group's success.

3. Face-to-face promotive interaction

   Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one anotherto reach the group's goals.

4. Appropriate use of social, interpersonal, collaborative and small-group skills

   Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing

   Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify

changes they will make to function more effectively in the future. (Johnson & Johnson, 1999)

Systematically structuring those basic principles into group learning situations helps ensure cooperative efforts andenables the disciplined implementation of cooperative learning for long-term success. According to Johnson (1991), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students exert their effort to have each other information to enhance learning. They learn together and show what they have learned with all members of the group.

2.2.5 Summary

From the review discussed above, it can be summarized that mastering English is not aseasy as mastering our nativelanguage because English iscompletely different from the Indonesianlanguage that is from the system ofstructure, pronunciation, andvocabulary. In those aspects, vocabulary is one of the aspectsplaying an important role in the fourEnglish language skills, namelylistening, speaking, reading, andwriting.

Cooperative learning is collaborative learning in which students interact and work together with their friends in the learning process. There are three rules for using cooperative learning. There are five principles and elements should be included. The picture is an effective medium in the teaching-learning process. It is a visual media that can be used in improving student's vocabulary.

2.3 Theoretical Framework

I used Nation (2011)'s theory of learning vocabulary. According to this theory, vocabulary items play a vital role in all language skills (i.e. listening, speaking, reading, and writing). Vocabulary is central to language teaching and learning English. Therefore, vocabulary must be known first inlearning a foreign language. It is thefirst aspect that can help learnersin mastering four English skills.

I will also use a theory about cooperative learning defined by Johnson (1991) that cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students exert their effort to have each other information to enhance learning. They learn together and show what they have learned with all members of the group. Teachers should know how to form the teams, how to create the will among students to work together, how to manage the cooperative classroom.

In this study, I also use the theory of Harmer (2007) cue card is a card with words and pictures on them, which students use in pair or group work. The cue card is interesting due to its simplicity and attractiveness. The use of media is significant as it would help the students in understanding and learning a particular lesson. They can function to help learners in remembering vocabulary better because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. It shows that a picture or visual cue card will help students to easily remember the word.

From the theories above, I assume that cue card and cooperative learning are considered as interesting alternative techniques in teaching vocabulary. The cue card is a card with a picture. So, it is considered as the easiest method in teaching vocabulary. Also, cooperative learning is effective to teach language because it makes students communicate with their friends.

Cue Card	Cooperative Learning

Cue card is card with words or picture on, which students use in pair or group work. (Harmer, 2007)	Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. (Johnson, 1991)

- Teacher as facilitator
- Student work in groups
- Exchange student's vocabulary mastery

Observation, questionnaire, interview, and document analysis are used to gather data.
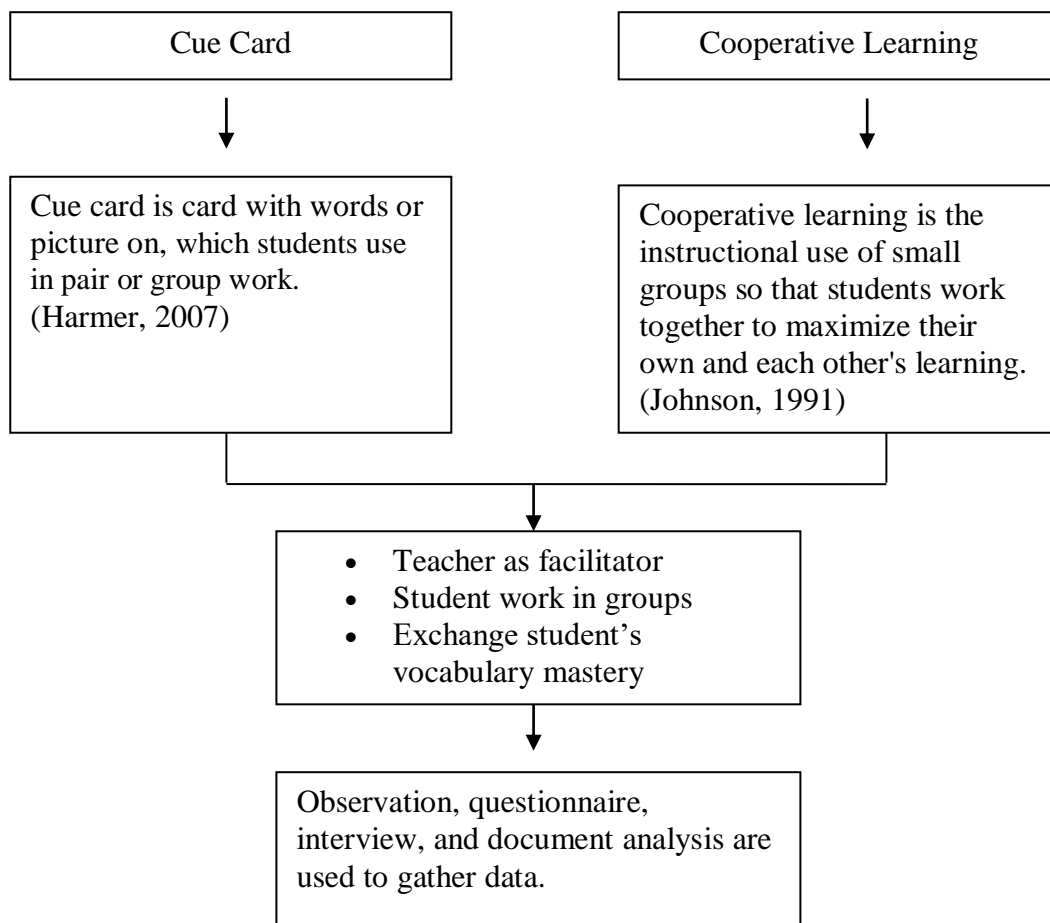
Figure 2.1 Theoretical Framework

Based on figure 2.1, I used a cue card as the media combine with cooperative learning as the method. This study focused on the teaching and learning process. I focused on three aspects that are teachers as the facilitator, students work in groups work, and exchange student's vocabulary mastery. I used observation, questionnaire, interview, and document analysis to gather data.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS

This chapter presents conclusions, suggestions, and limitations. It contains the conclusion of the study and the suggestion for students in improving their vocabulary, for teachers in teaching English vocabulary, and for next researchers in researching the use of cue cards in cooperative learning for teaching English vocabulary.

5.1 Conclusions

Based on the research findings and discussion, I draw some conclusions. Firstly, I conclude that the use of cue card for teaching English vocabulary is interesting. Based on the teacher's and student's perceptions, cue cards are effective, efficient, and affordable. It can be seen from the result of observation and questionnaire, almost all of the students were interested in teaching and learning using the cue card, therefore teaching and learning process become more interesting. Besides, the cue cards helped the students to memorize new words or expression more permanently. They will more easy to remember when they illustrate the picture. They not only know the word but also the meaning.

Secondly, I conclude that a cue card in cooperative learning can improve students' vocabulary. However, the cue card with cooperative learning waseffective, easy, and affordable to practice. Moreover, the students usually will be more confident to share their problems with their friends rather than their teachers. The

student will study to work together and try to change their minds with their friends. It meant that cue card in cooperative learning is very helpful for students.

5.2 Suggestions

The suggestion that I offer is given for students, English teachers, and the next researchers. For students, they are expected to improve their English vocabulary as vocabulary is one of the aspects playing an important role in four English language skills, namely listening, speaking, reading, and writing. They are supposed to be more confident to speak up. Relating to this study, I suggest them to practice a lot of new words or expressions using the cue card. They also should make a group in the teaching and learning process to increase their confidence.

For the teachers, they should have creative techniques, strategies, and media to make the process of teaching-learning more interesting. It can avoid students' boredom in the teaching-learning process. Therefore, I recommended them to use cue cards as teaching media and cooperative learning as a teaching method. The teacher should aware of the time arrangement because it needs a long time to make a group of studies in the classroom. There is a gap between the girls and the boys.

For the other researchers, it is expected to develop and improve this research, considering it still has some limitations. They can explore another areathat isthe cue card to increase student's motivation and interesting.

5.3 Limitations

Although this research has reached its aims and was well prepared, there was an unavoidable limitation. One limitation of this study is that this study was that the lesson plan that there were some wrong sentences in the expression. The expressions were taken from the book but some of them were taken from the internet. It is too high for seventh-grades students. I and Miss Budi released it in the last minutes before teaching and learning activity.The other limitation of this study was the questionnaire did not help much as I hope to support the finding. It is caused by some students who did not explain the provide table.

This limitation becomes the weakness of this study since it would probably decrease the trustworthiness of the report. Another impact from this limitation of the study is that I could not exactly understand the reason why they answer so. It would be better if the students explain their answers. If they do so I will get the complete data to support the finding.

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