



USING FLASHCARD TO TEACH CONJUNCTION

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ABSTRACT

The objectives of the study were: (1) To describe the implementation of flashcards in teaching conjunction. (2) To find out whether students learn by using Flashcard in conjunction. The subject of study is second-grade students of Ensino Secundário Geral 20 de Setembro Metinaro, Dili - Timor Leste, and 25 students were research subjects. The method of this study is quantitative descriptions. The quantitative description research method was used. In collecting the data, the research used observation and tests. The test consisted of 40 items of multiple choices. The result of the investigation shows that there are some significant differences between before and after the teaching-learning process intervention. It can be seen in the mean scores of both tests: the pre-test is 4.64 and the post-test is 8.84. The mean score of the pre-test was lower than the mean score of the post-test. The differences in mean scores of pre-test and post-test were calculated with the formula of the t-test is $4,85 \geq$ (great than) t-table is 2,797 at the level significant-excellent with the degree of freedom is 25. The significant differences in both tests indicate that flash card is considered an innovative method that is effective in teaching English, particularly English Conjunction.

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INTRODUCTION

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Then, the conjunctions are considered to be stable grammar particles and they may or may not stand between items they touch or conjunction is an indeclinable part of speech those likings other parts of speech in company with which it has significance by classifying their meaning or relations. Murphy, R. (1986) argues that conjunctions are one of the eight parts of speech in English language study to be linked the words that link or connect two words, phrases, clauses, or sentences, either in speech or writing.

Linking to Murphy's theory, the writer understands and uses English Grammar as a developmental skills text for intermediate to advanced students of English as a second or foreign language. While focusing on grammar, promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also serves as a comprehensive reference text for students. The aims of using a variety of strategies in teaching are to make the lesson easy for the students to learn and understand. The teacher must know how to stimulate students' interest and must be able to present the lesson so that it is more interesting and relevant to the need for learning. To make sure the originality of ideas in this study, the researcher will present several relevant related studies that have relevance to these kinds of conjunction studies that the writer will be conducting with second-grade students of Ensino Secundário Geral 20 de Setembro Metinaro-Dili.

Therefore, Aldrich, C. (2009) states that the flashcard to teach in the classroom is forcing interaction and communication among students and teachers through their language usage, the students learn to the master the language to motivate the students to progress in developing a real understanding of English language learning. There is particularly through using flashcards as a part of game planning that challenges students in a manner that pushes their skill without making them feel. Concerning this. Rogan (2003) argues the knowledge base for teachers contuse to be an influential framework, and consists of the domains of content, pedagogical, and curriculum knowledge, and knowledge of learners on educational contexts end. Therefore, the writer's concept of pedagogical content knowledge is central to effective pedagogies, that is how teachers represent building knowledge in ways that students can grasp, anticipate difficulties, and build in support such as using images, verbal explanations, and relevant examples, metaphors, and actions.

Based on the National policy of Timor-Leste education and training is fundamental in enhancing teachers' qualification to deliver quality education to students through a teaching-learning process. Additionally, the classroom action research focused on the immediate application, not on the development of theory. This research is carried out within the context of the teacher's environment that is with the students at the school in which the teacher works classroom Action Research can help the researcher to know about the problem in the classroom to learn conjunction by the grammatical (Ur, P., 1996).

Schleppegrell, Mary J. (1996) argues that conjunctions are a grammatical resource for indicating within the text. Therefore, the conjunctions do not have inflection because they belong to the closed class, that is, are not flexible.

Conjunctions are one of the eight parts of speech in English. (Murphy, R. (1986). According to this, understanding and using English Grammar is a developmental skills text for intermediate to advanced students of English as a second or foreign language. While focusing on grammar, promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also serves as a comprehensive reference text for students.

English is one of the subject matters in the schools in Timor-Leste. English becomes a foreign language that has an important role in the beneficial development of the country. Therefore, the educational policy guidelines and prior research in English education propose that students are expected to communicate with their peers, teachers, and others in a clear, coherent, and logical manner in learning a foreign language. The State of Timor-Leste was decided by the constitution Republic Democratic of Timor-Leste (RDTL) in article 59 about the educational system. Based on that, the Government of Timor-Leste by Ministry of Education with any principals and standards national by the national curriculum to be ensuring the English subject is a national exam for junior high school until secondary school and specific study for the university in Timor-Leste as English is a subject essential for teaching-learning process.

Therefore, grammar is the way or roles of language that words can be put together to make sentences. The learners' don't have mastery of the basic rules of grammar a particular grammar is a particular theory that is intended to explain the rules of a language. Concerning this, the conjunction modifies or gives more information on the head and how to use the conjunction of the preceding sentences. Concerning this, the writer doing his research on secondary education as such to know the students mastering and student's levels understanding and difficulties of student's ability in learning English grammar in generally and specifically of conjunction proposed.

THEORETICAL FRAMEWORK

Conjunction

Collins (1996) defines conjunction as a word or group of words that joins together words. This definition is reinforced by Betty (2002) in her article "*Understanding and Using English Grammar*" about conjunctions are words that link or connect two words, phrases, clauses, or sentences, either in speech or in writing. Leung, C. (2005) says that conjunctions perform the following functions: to link two or more words, groups, or clauses, to link two clauses, especially those in or independent and the dependent or subordinate, to link two identical words or phrases to emphasize the degree of something or to suggest that something continues or increase over a while. A conjunction is a word that connects elements of a sentence, such as words, phrases, or clauses. The three types of conjunctions are: subordinating conjunctions, coordinating conjunctions, and correlative conjunctions, (Sahebkhair, F. and Aidinlou, AN. A., 2014). According to Roberts (2011), conjunctions perform the function of joining any two or more sentences together to form another coordinate sentence or conjunction stands between two words, phrases, or clauses and links them.

Betty, (1999) conjunction is a word that connects elements of a sentence, such as words, phrases, or clauses. The three types of conjunctions are: subordinating

conjunctions, coordinating conjunctions, and correlative conjunctions. This is true because whenever the word conjunction, being a part of speech in a language, is mentioned, the first thing that comes to main traditionally is that it is a linker, a connector, or a joiner. There is joining with similar grammatical elements: noun or pronoun, verb to verb, adjective to adjective, adverb to adverb, preposition to preposition, phrase to phrase, and clause to clause. Examples of phrases to the phrase are: the dog wagged his tail *and* panted excitedly, the results were undeniably intriguing *yet* ultimately inconclusive and she usually studies in the library *or* at a cafe. And then, the clause is a group of words that contains at least a subject and a verb. An independent clause can stand on its own as a full sentence, expressing a complete thought. Example: Today João Soares is one of the most widely read English novelists, but he achieved little fame during her lifetime. In the sentence beside, the coordinating conjunction creates a relationship between two independent clauses. Notice that the two clauses also work as sentences in their use.

Lester (1990) argues that correlative conjunctions are similar to coordinating conjunctions. The descriptions of the types are:

- (1) The Coordinating Conjunctions: The conjunctions are used to join together clauses of equal rank. In other words, they generally connect sentence elements of the same grammatical class such as nouns with nouns, adverbs with adverbs, phrases with phrases, and clauses with clauses. Coordinating conjunctions are single words that connect similar parts of a sentence, such as adjectives, nouns, and clauses. The acronym FANBOYS is often used to refer to coordinating conjunctions. The example above is based on the acronym FANBOYS below Table:

Table 1 the list of Coordinating Conjunction

FANBOYS		
F	=	For
A	=	And
N	=	Nor
B	=	But
O	=	Or
Y	=	Yet
S	=	So

- (2) The Subordinating Conjunctions

A subordinating conjunction connects a main clause and a subordinate clause. A subordinate clause is dependent on the main clause because it doesn't make sense on its own. When main clauses and subordinate clauses are used together to form a sentence, it is called a complex sentence, or subordinating conjunctions break sentences into word clusters called dependent or subordinate clauses, (Leila, 2013). A subordinating conjunction is simply the word/words that are used to join a subordinating clause to another clause or sentence. Below is the list of subordinating conjunctions: after, although, as, as soon as because, before, by the time, even if, even though, every time, if, in case, now that, once, since, so that, then, the first time, unless, when,

whenever, whether or not, while and why. Below is a list of Subordinating Conjunction

Table 2. the list of Subordinating Conjunction

Subordinating Conjunction		
after	in case	that
although	so that	unless
as	insofar as	until
as	just as	when
as if	no matter how	whenever
as long as	now that	where
as soon as	Once	whereas
as though	provided that	wherever
because	rather than	Whether
before	Since	While
even if	so that	Why
even though	Than	
how	Though	
if	Till	

(3) The Correlative Conjunctions

Sahebkeir & Aidinlou, (2014) expressed about correlative conjunctions are pairs of words that work together to connect two parts of a sentence that hold an equal value, or correlate with one another. Below is the table of correlative conjunction:

Table 3 The list of Correlative Conjunction

Correlative conjunction	
Both/and	rather/than
either/or	If/then
neither/nor	hardly/when
not only/but also	scarcely/when
so/as	what with/ and
as much/as	Such/that
No sooner/than	So/that

The Flash Card as Aids for Teaching

There are some definitions of the flashcard. Kasihani, (1994) flashcards are cards that have big size; usually, it uses paper rather thick, and stiff. It contains pictures and words. It is classified based on the kind and the class such as the flashcards of food, fruits, vegetables, household, transportation, and clothes. To avoid misunderstanding the pictures on flashcards, the teacher should try or show the flashcards to others before it uses to teach the students. Furthermore, it is used for all of the class. Usually, the teacher holds and moves some flashcards in a pile of flashcards to the front side. The movement of cards quickly, maybe it is the reason, why does it call by flashcard. Flash is quickly, or a flash, in Indonesia language means "*sekilas*". For certain activities, for describing things, the flashcards can be

stocked on board by using blue tack to, but not damage the picture. The picture's color is more interesting because the student likes the colorful picture.

Relation to Aznar Aryan (2002) explained that Flashcards means small cards containing pictures, text, or symbols to remind and stimulate the students on certain something. Based on the picture, flashcards usually have 8 x12 cm or they can be adapted by big or small classes such as alphabet can be used to practice spelling (in Arabic or English). In language, teaching flashcards is a card with words, sentences, or pictures to teach grammar. It is used as an aid or cue in a language lesson. Based on Jeremy Harmer, Flashcards are smallish cards that we can hold up for our students to see. Flashcard is a card with words or numbers of pictures that are flashed to a class by the teacher. A flashcard is a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic.

Usually, each flashcard is simply an index card or sheet of paper that has the question, problem, or situation to consider on one side of the card and the answer to the question or Problem or the evaluation of the situation on the other side of the card. As a result, flashcards are a very simple but very effective way for an individual to study a particular topic. There are key advantages to using flashcards in studying for an exam, interview, or another similar purpose. It is conducted by Sarah Phillips; Flashcards are picture cards which an invaluable way of introducing and revising vocabulary and they can use to drill simple structures and functions. From some definitions above, a flash card is a card bearing picture and word given by the teachers when they are explaining the material to their students. It helps the teacher to handle and teach the material to the students easily in learning grammar activity in language study.

Using flashcards requires considerable attention to the way they handle and moves the students attending in grammar learning based on the three things: (1) Flashcard should be visible and is big and clear enough so that all students can see detail, (2) The picture on flashcard has to convey the message clearly, not confuse or describe something that confused,

The Way of Use Flashcard Must be Correct.

English teachers should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, be creative, and be able to adapt when they are teaching students in the teaching and learning process. If the teachers use one method, students are bored with the subject. Ur, P. (2002) a good aid is like a window, it should not call attention to itself. It should just let in the light. Teaching aids provide a means of lite rating lessons and allow learning in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce the lesson. They can be broken down into four board categories; there are bulletin boards, charts, flashcards, manipulative, and experiments.

In other words, teaching aids are called media. Media come from the Latin language "mediums". It means is middle, intermediary, or companion. In Arabic, media are intermediary or message delivery from the sender to the receiver.

From some definitions above the researcher can conclude that media is a tool to convey the message from the teacher to the students. And it can be used to

stimulate students' ideas or to understand students on the material studied. In English class, the teaching-learning process should use aid, especially visual aid, there are pictures, flashcards, dolls, puppets, regalia, miniature, or something is real which can bring in the class. According to *Kasihani*, (2007) kinds of pictures are served in card form. There are flashcards, circular cards, flip cards, etc. It is extremely helpful to the fluent teaching-learning process. These cards can be used for individual activities, groups, and classical.

Flash cards can make creative activities in the teaching-learning process, flashcards can give motivation to the students in their learning, flashcards can help the students to memorize English words well, flash cards make the students active in class and reduce the students' boredom, flashcards help the students to give a brief description about the things that are being taught, and flashcards are an excellent learning tool for the students.

There are some weakness of flashcards as follow: the price of flashcards are too expensive, if the teacher wants to make flashcards itself, she or he needs time, and if the picture on the flashcards is not clear and big enough, the students will misunderstanding about the teacher's explanation when they see flashcards, so the goal that is planned cannot be achieved.

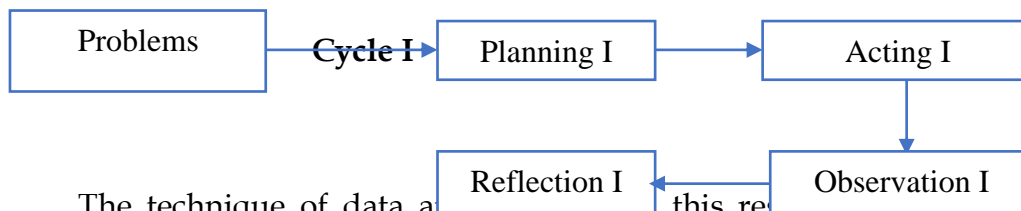
Flashcards are visual aids that can give motivation and stimulation in the teaching-learning process. It can help the students to motivate students to Learn in conjunction. Below are several applications of Flashcard as a teaching aid to teach conjunction: in using the drills for this type can be used with all the flashcards on this site.

METHOD

Data description consists of observation before implementation of the action, Pre-test, correction of the questions, program intervention for teaching-learning process in using the Flashcard to motivate students learning on conjunction at Second Grade of Ensino Secundário Geral 20 de Setembro Metinaro-Dili. In conducting this research, the researcher is using the Classroom Action Research to find out the data. A side of that is a technique of data collection, techniques of data analysis, method of presenting the result, and time used for research.

In this research Procedure, the researcher has divided into three parts of data description before the implementation of the action, to know the obstacles of teaching-learning in using Flashcard to motivate students learning on conjunction in selectively, those are data of observation, delivery of questionnaires for Pre-test, analysis the result of Pre-Test and create the program for Post-Test by intervening for classroom action.

The classroom action research using Arikunto, S., (2009) design consists of four phases within one cycle. Those are planning, acting, observation, and reflection. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problem yet. It is necessary to continue the second cycle in line with the same concept of the first cycle. In this research, there are two cycles in which each cycle consists of four steps, among other things: planning, acting, observing, and reflecting. Cycles in this research are diagramed as follows: The Cycles Diagram of Action Research is:



The technique of data analysis used in this research is descriptive analysis percentage (%) and the analysis of qualitative data used in this study is the observation of student's activities during the teaching-learning process and observation before and after-action research and teacher's activity in the classroom and the situation of the classroom. In completing the numeral data, the writer tries to get the average of students' ability in learning conjunction before the implementation and every cycle to know how well the technique of using Flash Card motivates students learning on teaching conjunction at Second Grade Students of Ensino Secundário Geral 20 de Setembro Metinaro-Dili.

RESULT

Based on the pre-test done by the researcher was administered as the initial as to know the English conjunction before using the flash card as a strategy to teach English Conjunction. The test just knew the usual method of the local English teacher.

Table 4. presents the students' whole scores in Multiple Choice.

No	Students' Code/name	Test Item	Correct Answer	Incorrect Answer	Score Pre-Test	Correct Answer	Incorrect Answer	Score Post-Test
1	ADJB	40	20	20	5	34	6	9
2	AAG	40	20	20	5	37	3	9
3	AJXP	40	21	19	5	37	3	9
4	DAMDCO	40	20	20	5	36	4	9
5	EOCS	40	16	24	4	26	14	7
6	ES	40	13	27	3	37	3	9
7	FMS	40	21	19	5	37	3	9
8	GDC	40	25	15	6	40	0	10
9	GDCS	40	18	22	5	34	6	9
10	IAO	40	15	25	4	32	8	8
11	ISA	40	20	20	5	37	3	9
12	IDSC	40	20	20	5	34	6	9
13	JSS	40	15	25	4	37	3	9
14	JXDL	40	22	18	6	36	4	9
15	JLG	40	21	19	5	36	4	9
16	JFDD	40	18	22	5	38	2	9
17	JC	40	10	30	3	37	3	9
18	LDS	40	20	20	5	36	4	9
19	MADS	40	10	30	5	37	3	9
20	MDS	40	17	23	4	36	4	9
21	MML	40	18	22	5	35	5	9

22	MSM	40	22	18	5	33	7	8
23	ODC	40	18	22	4	37	3	9
24	SDCB	40	16	24	4	32	8	8
25	VVR	40	17	23	4	37	3	9
Total					116			212
Mean					4,5			8,9

Table 5 presents the mean score for the Pre-Test

No	Students' Code/Name	Test Item	Correct Answer	Wrong Answer	Pre-Test
01	ADJB	40	20	20	5
02	AAG	40	20	20	5
03	AJXP	40	21	19	5
04	DAMDCO	40	20	20	5
05	EOCS	40	16	24	4
06	ES	40	13	27	3
07	FMS	40	21	19	5
08	GDC	40	25	15	6
09	GDCS	40	18	22	5
10	IAO	40	15	25	4
11	ISA	40	20	20	5
12	IDSC	40	20	20	5
13	JSS	40	15	25	4
14	JXDL	40	22	18	6
15	JLG	40	21	19	5
16	JFDD	40	18	22	5
17	JC	40	10	30	5
18	LDS	40	20	20	5
19	MADS	40	10	20	3
20	MDS	40	17	13	3
21	MML	40	18	12	5
22	MSM	40	22	18	6
23	ODC	40	18	22	4
24	SDCB	40	16	24	4
25	VVR	40	17	23	4
Total					116

The calculation of the mean score of Pre-Test = 4,64. The mean score pre-test is 4,64 shows that this score did not achieve the passing grade but to be compared with the local school standard of measurement is they failed. This is why the researcher taught again the students the English conjunction through the flash card as a strategy.

Then, the next day, the researcher administered again the post-test which the same 40 numbers of multiple-choice test of English conjunction as the following score post-test below:

Table 6 presents the mean score Post-Test

No	Student initial	CA	WA	Score
01	ADJB	34	6	9
02	AAG	37	3	9
03	AJXP	37	3	9
04	DAMDCO	36	4	9
05	EOCS	26	16	7
06	ES	37	3	9
07	FMS	373	3	9
08	GDC	40	0	10
09	GDCS	34	6	9
10	IAO	32	8	8
11	ISA	37	3	9
12	IDCS	34	6	9
13	JSS	37	3	9
14	JXDL	36	4	9
15	JLG	26	4	9
16	JFDD	38	2	9
17	JC	37	3	9
18	LDS	36	4	9
19	MADS	37	3	9
20	MDS	36	4	9
21	MML	35	5	9
22	MSM	33	7	8
23	ODC	37	3	9
24	SDCB	32	8	8
25	VVR	37	3	9
				221

The mean score of the post-test is 8.84 which are indicated that this score achieved the passing grade. So, the flash card is considered a good strategy to teach English Conjunction to the English Foreign Language students.

Table 7 presents the differences scores between pre-test and post-test.

No	Students Code/Name	Pre-Test	Post-Test	D	D ₂
01	ADJD	5	9	4	16
02	AAG	5	9	4	16
03	AJXP	5	9	4	16
04	DAMACO	5	9	4	16
05	EOCS	4	7	3	9
06	ES	3	9	6	36
07	FMS	5	9	4	16
08	GDC	6	10	4	16
09	GDCS	5	9	4	16
10	IAO	4	8	4	16

11	ISA	5	9	4	16
12	IDSC	5	9	4	16
13	JSS	4	9	5	25
14	JXDL	6	9	3	9
15	JLG	5	9	4	16
16	JFDD	5	9	4	16
17	JC	3	9	6	36
18	LDS	5	9	4	14
19	MADS	3	9	6	36
20	MDS	4	9	5	25
21	MML	5	9	4	16
22	MSM	6	8	2	4
23	ODC	4	9	5	25
24	SDCB	4	8	4	16
25	VVL	4	9	5	25
				106	468

The result of the t-test is 4.85 with the level significance is ($\alpha = 0.5$) through the degree of freedom is 25 which is indicated in the t table is 2,797. There, it is decided that the *t-test* is 4,85 \geq than the t table was 2,797. The interpretation is based on the data result with a data analysis above with the t-test with the level of significance, the writer can conclude that t-test is 4,85 greater than \geq t-table was 2,797. It is meant that there are some significant differences between before and after the implementation of using the flash card to teach English Conjunction to the Second Grade of Ensino Secundário Geral 20 de Setembro de Metinaro.

After comparing between results of the mean score of the pre-test and post-test could be seen that the differences in the score of students got increased. In other words, it could be suggested to all the English teachers of Second Grade Students in Ensino Secundário Geral 20 de Setembro de Metinaro-Dili could consider flash cards as a useful method for teaching English Conjunction skills.

DISCUSSION

Based on the several tables presented above, here the writer would like to discuss every table detailed; table 1 presents the result of students' whole scores in Multiple Choice by students Second Grade Students' in Ensino Secundário Geral 20 de Setembro de Metinaro-Dili. The table shows that there are differences between the score of the *pre-test* and *post-test*. And table presents the mean score of *pre-test* by the Second Grade Students in Ensino Secundário Geral 20 de Setembro de Metinaro-Dili. Before the implementation of teaching English Conjunction through the flash card was the strategy. In the pre-test, the researcher administered the 40 numbers of multiple-choice tests to the Second Grade students' in Ensino Secundário Geral 20 de Setembro de Metinaro-Dili and the mean score of the *pre-test* was 4,64.

Based on the national education National curriculum of the Republic of Democratic of Timor-Leste (RDTL) standard of measurement that is being used in the Ensino Secundário Geral 20 de Setembro Metinaro-Dili, the mean score of pre-test 4,64 is considered a fail score which means the score does not achieve the standard of

a passing grade. This way, the researcher intervened by implementing flashcards to teach English Conjunction based on the lesson plan which was planned for both part local school of English teachers and the researcher which is expected with a real atmosphere of the local school refers. Concerning that, the researcher administered again with another test 40 numbers of the multiple-choice test as the post-test in the following presented table discussion.

The mean score of post-test by the student's second grade Ensino Secundário Geral 20 de Setembro Metinaro-Dili after the implementation of teaching English Conjunction by using the flash card as a strategy. The mean score of the post-test got increased to 8,84 are classified at Excellent Level. As the National Education Curriculum Standard of Management (NECM) a score of 8,84 is considered an Excellent Level which has achieved a passing grade. So, it does not need any more teaching and testing for the next cycle of Classroom Action Research (CAR).

Based on the result of both tests showed that the mean score for the post-test is 8,84 which is greater than the mean score pre-test 4,64. It could be concluded that using the flashcards as a strategy to teach English Conjunction is a very helpful strategy for the local English teachers and students' teaching and learning process that occurs in class. The result of the t-test is 4,64 which was applied with calculated with the level of significance based on the degree of freedom is 4,64 could be met the t-table is 2,797. It is concluded that the score of the t-test is $4,85 \geq$ (which is greater than) t-table is 2,797. Therefore, it is indicated that there is some significant difference between before and after the implementation of teaching English Conjunction by using flash cards. And flashcards can be used as an effective method to teach English Conjunction.

CONCLUSION

The result of the studies have been analyzed and discussed through the several tables above, the conclusion can be drawn that Flash Card can be considered an innovative method to teach English Conjunction in the class. The result indicated that there are some significant differences between the mean score of the pre-test is 4,64 and the mean score of the post-test is 8,84. The differences between the mean scores of pre-test t and post-test were calculated with the formula of the t-test is 4,85 which is greater than the t-table is 2,797. It is decided that the flash card is a very helpful strategy or innovative method for teaching English Conjunction in the Ensino Secundário Geral 20 de Setembro de Metinaro-Dili because after the intervention by using the flashcards to teach English Conjunction, the students' scores got increased. This is why the result of the research was indicated that there some significant differences between the mean score of pre-test before using the flash card to teach English Conjunction was 4,85 and after using the flash card to teach English Conjunction got increased as the means score of post-test was 8,84.

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