

**FACILITATING EFL YOUNG LEARNERS  
VOCABULARY BY USING FLASHCARD**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor Degree in English Language Education



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## MOTTO

رَبَّنَا آتِنَا مِنْ لَدُنْكَ رَحْمَةً وَهَيِّئْ لَنَا مِنْ أَمْرِنَا رَشَدًا

*“Our Lord! Grant us mercy from Yourself and guide us rightly through our ordeal” (Qur'an surat Al Kahfi:10)<sup>1</sup>*

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<sup>1</sup> <https://quran.com/en/al-kahf/10> (accessed on 17th December 2022)

## ABSTRACT

**Ana HimmatulKhillmiyah**, 1803046110. 2022. *Facilitating EFL Young Learners vocabulary by Using Flashcard*. Thesis. English Education Department. Islamic State University of Walisongo Semarang. Advisor: Nadiyah Ma'mun, M. Pd.

This study seeks to analyze the use of flashcard in teaching vocabulary to EFL young learners. Flashcard is an appropriate media for teaching elementary students to learn English vocabulary because it can ease the students to learn new language especially English. Descriptive qualitative was used in this research. Data were collected through observation, interview, and documentation. To analyze the data obtained, the researcher used techniques of data collection, data reduction, data display, and drawing conclusions or data verification. The participant of this study was an English Teacher at the fifth grade of MI Al-Hikmah Pasir Demak Demak. The findings revealed that the teacher applied various techniques in teaching vocabulary. The result showed that the flashcard was prepared by teacher such as the size and the content of words on the flashcards. The teacher used models of teaching vocabulary using flashcards, vocabulary introduction, find the pictures, categorizing vocabulary, and flashcard memory game. And the final in getting students to practice the words they have learnt, the teacher mostly employed identifying and matching task. The result of research also showed that flashcard as a media is sufficient to improve the students' vocabulary.

**Keywords:** *Flashcard, Teaching Vocabulary, Young Learners.*

## **DEDICATION**

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my father and mother (Jawahir and Muadah) thank you is nothing compares to what you have done for me, my beloved brothers (Muhammad Aziz Nafi', Ahmad Faza Al-Yafi, and Ahmad Mustofa Al-Fahri), and my all friends who always prays, give support, motivation, and endless love for me.

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*Alhamdulillahirobbil'alamin*, all praises to be Allah SWT. Has given His blessing to the writer so that he can accomplish the writing of this thesis as a partial requirement for achieving the undergraduate degree of education in English at Teacher Training and Education of Walisongo State Islamic University of Semarang. The writer realizes that he would not have completed the thesis without much help of others. For this reason, allow the author to deliver many thanks to the honorable ones:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
3. Nadiah Ma'mun, M.Pd. as the advisor who always gives me her valuable guidance.
4. My forever support system my family, especially to my father and mother, (Jawahir and Muadah) thank you is nothing compares to what you have done for me, my beloved brothers (Muhammad Azizin Nafi', Ahmad Faza Al-Yafi, and Ahmad Mustofa Al-Fahri), who always prays, give support, motivation, and endless love for me. Thank

you for never letting me down and reminding me that I can get through it.

5. My dearest best friends, Ahda Syamila Maulidiya and Syafira Khusnul Khotimah thank you for the everlasting support.
6. All lectures of English Language Education Department.
7. All of my friends from English Education Department 2018, especially my classmates of PBI C 2018.

The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis can be useful for other researcher in particular and readers.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Vocabulary is an essential part in learning language. In terms of learning English, good mastery of vocabularies is crucial. As Coady and Huckin (1998) state, vocabulary is central to language and of critical importance to the typical language learning.<sup>2</sup> A flashcard is one of media to teach vocabulary that is suitable. The teacher nowadays must have various strategies to teach vocabulary. There are many media applied to teach students' vocabulary, such as tape recorder, word list, flashcard, etc. many researchers have conducted studies about flashcard as media to improve, teach, and learn vocabulary.

English as international language is very important to the society because English is used in several aspects such as education, social, culture etc. According to Brown says that language is a system of arbitrary of conventionalized vocal, written, or gestural symbol that enable members of

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<sup>2</sup> Kamil, M. L. and Hiebert, E. H. Teaching and Learning Vocabulary: Bringing Research to Practice, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 86.

given community to communicate intelligibly with one another.<sup>3</sup> 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.

In education, English learning is very important. Humans can think without using language, but the existence of language makes it easier to improve the ability to learn and remember, solve problems and draw conclusions. In teaching and learning, it is necessary to have good language skills to facilitate the transfer of knowledge. Language skills are able to improve the learning ability of students including remembering the subject matter, solving problems and being able to draw conclusions according to the material they are researching. Language makes it easier for teachers and students to communicate, so that learning objectives can be conveyed. English learning is found in elementary schools or Madrasah. English learning has an important

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<sup>3</sup> Douglas Brown, *Principles of language learning & teaching 4<sup>th</sup> edition*, (New York: Longman, 2000), p. 5.

role, because mastery of language from an early age facilitates communication in the future.

There are four skills in English. They are listening, speaking, writing, and reading. The students should have a good skill especially those four skills. Without those four skills, student will not be able to communicate. To be competent in those four skills students must be mastering vocabulary. Mastering English vocabulary as foreign language is not as easy as mastering Indonesia vocabulary. Students may increase vocabulary knowledge formally in the classroom and informally through communication with others and through out of class activities. Many instructional strategies were devised and utilized by language teachers develop the general and academic vocabulary of the students. When students improve their vocabulary, they are faced with some problems. Remembering is the most common problem faced by students. 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. Based on the opinion, the teacher should be creative and active.

Vocabulary acquisition is an essential component for mastering any language as words are building blocks of language. In informal learning, foreign language learners often struggle to memorize new vocabularies, and therefore new tools need to be developed to facilitate vocabulary acquisition. Vocabulary is an important aspect of language development. Cameron stated that vocabulary, as one of the knowledge areas in language, plays a main role for young learners when they are acquiring a language.<sup>4</sup> Language is an important role in life and life. Language has a tremendous influence in this life. With language, humans can communicate to convey messages and obtain information.<sup>5</sup> Language is also a means of communication to express everything that is implied in the human being and the means of daily communication between one human being and another human being. Communication will be carried out with language.<sup>6</sup> Language is one of the identities of a nation and has differences between one region and another.

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<sup>4</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 11.

<sup>5</sup> Nurul Hidayah, *Pembelajaran Bahasa Indonesia di Perguruan Tinggi* (Yogyakarta: Penerbit Garudhawaca, 2016), p. 9.

<sup>6</sup> Esti Ismawati, faraz Umayya, *Belajar Bahasa Di Kelas Awal* (Yogyakarta: Penerbit Ombak, 2016), p. 9.

Teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adult learners. It happens because different age has different needs, competencies, and cognitive skills.<sup>7</sup> These different characteristics must become teachers' main consideration in treating them differently as the teaching subject. Teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. So that, they should be creative to draw students' interest and motivation in learning.<sup>8</sup> Young learners have a short span of concentration. Therefore, teachers must use something interesting to keep their concentration longer. They can create interesting learning by exploiting the use of teaching media. Some previous studies show that pictures and games give much contribution to teaching vocabulary. The students will more active and interesting in the picture. They will more understand and easy to remember the words. The English vocabulary card is card with pictures and words.

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<sup>7</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition*, (England: Oxford, 2001).

<sup>8</sup> Muslichah & Siti Tarwiyah, "Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizer", *Vision Journal*, (Volume 6 (2), 2017), p. 11.

Media play important roles in educational sector; however, it needs people wisdom when in the usage.<sup>9</sup> Gerlach and Erly (1971) explain that teaching media may be in the form of person, thing, or event which builds such condition to facilitate students to get knowledge, skill, or attitude. It is strengthened by Arsyad (2002) that media are graphic, photographic, or electronic instruments to catch, proceed, and reorganize visual and verbal information.<sup>10</sup> In teaching vocabulary to young learners, there are so many references of media that teachers can use in the classroom. Song, video, pictures, *realia*, miniature, and card are the examples of media that can be used in teaching vocabulary to young learners. The use of media is significant as it would help the students in understanding and learning a particular lesson. Visual media can help students to express their ideas more easily. Based 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. We are so familiar with pictures. We can find

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<sup>9</sup> Muhammad Nafi Annury, "Childhood and Literacy (a Critical Research of Media Education as Contemporary Culture)", *Vision Journal*, (Vol. 4(1), 2015), p. 76.

<sup>10</sup> Siti Tarwiyah, "Functioning Graphic Organizer as One of Literacy Media", *Vision Journal*, (Vol. 4 (1), 2015), p. 126.

many pictures in every corner of the street and our daily lives, but in classroom, we hardly ever found various pictures.

Vocabulary card is claimed as a simple and attractive card. Knowing how important teaching media to teach English to young learners, the use of teaching media should be emphasized. Yet in reality, it is found that there are still many teachers in elementary schools do not use the appropriate media to teach their students. Many of them still use traditional method to deliver the materials.

The base of English is vocabulary, which is crucial and difficult to comprehend. Students will be unable to master English without mastering vocabulary. The four skills of the language will be easier to comprehend when students have a good vocabulary. Therefore, teachers have to make creative and interesting a way teaching vocabulary. Teaching vocabulary to young learners is different from teaching vocabulary to teenagers and adult learners. It happens because different age has different needs, competencies, and cognitive skills.<sup>11</sup> In teaching and learning activity, a teacher should concern about the

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<sup>11</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Edition*, (England: Oxford, 2001).

students' motivation and interest. English vocabulary cards is a good medium to enhance students' interest and learning participation since it was rarely used in the classroom. Flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. The use of flashcards is related to the characteristics of elementary students as the children who commonly feel interested in something with attractive shapes and color. A joyful learning for young learners by using songs, games, picture, flashcard, and storytelling. Teaching based on theory and practice will encourage students to learn and continue to practice the English that has been learned.

## **B. Research Question**

The problem that is going to be discussed in this research can be stated as follows:

1. How is the implementation of flashcard in teaching English vocabulary for EFL young learners?
2. How are the students' response of using flashcard?

## **C. The Objective of the Research**

Based on the research question above, the objective of the study can be state as follows:

1. To explain the teaching vocabulary by using flashcard at the fifth grade students of MI Al-Hikmah Pasir Demak.
2. To describe students' response of using flashcard.

#### **D. Limitation of the Research**

This research is limited in order to maintain the focus of the research itself. The limitations of this study are:

1. The participants of this research are EFL at the fifth grade students of MI Al-Hikmah Pasir Demak.
2. This research focused on using flashcards as the media of facilitating in teaching vocabulary.

#### **E. Significance of the Research**

After knowing the use of flashcard in teaching vocabulary, this research hopefully will give some contributions in the teaching of English at elementary school. The result of this research are expected to be useful input for the following:

1. Theoretically

The result of this research can be used as a reference for the next researchers.

2. Practically

- a. For the students

This study is expected to be able to improve the students' vocabulary mastery in an enjoyable classroom environment.

b. For the teacher

This study is expected to give consideration or alternative for the English teacher in understanding the concept of teaching vocabulary through theories stated in this study.

c. For the school

This research hopefully can help improve the quality of English teaching in the school.

d. For other researcher

This study is expected to give other researchers a valuable experience which can be used for doing a better action research in the future.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about previous research, theoretical review, and conceptual framework.

#### **A. Previous Research**

To support this research, the writer refers to the previous research; they are:

First, a study by Novi Nuryani and Odo Fadloeli, which aims at investigating EFL teaching English by using flashcard. This study introducing and describing the preparation and utilization of the flashcards media are used by teachers in teaching English to young learners. This research was conducted at SDN Baros Mandiri 2 Cimahi. The method used in this research is the descriptive research in accordance with the case study that occurred. Observation, interviews and documentation are the data collection techniques used in this research. Interviews were conducted to obtain information from speakers as English teacher related to personal data and preparation and utilization of flashcards learning media in second grade of elementary school. Interview itself consists of formal and informal. Formal is utilized after the entire of the

perception, while the casual meeting was utilized in perception. Observation activity was carried out to retrieve real information that is adjusted to the reality in the field. The findings reveal that teachers use flashcard media according to the material to be delivered to young learners. Based on the results of the research the flashcard media can help facilitate teachers in the delivery of learning material, students are also more enthusiastic, excited and very happy to learn English and very influential in the teaching and learning process.<sup>12</sup>

Second, a study by Rahmayanti, which aims of this research is to describe the teaching vocabulary by using flashcards media at the five grade students of SDN Pasar lama 3 Banjarmasin. It is conducted to know the implementation of flash cards on the teaching English media in vocabulary with using word flashcards and picture flash cards by the teacher. The researcher will teach in V B class. . This class consist of 32 students. The research design is descriptive qualitative research. The result of research is found that the students' problem in using word flashcard media in teaching and learning process in the classroom with 32 students. There are 10 students who get score 60 or

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<sup>12</sup> Novi Nuryani and Odo Fadloeli, The Utulization of Flashcards in Teaching English to Young Learnes, in *Professional Journal of English Education*, 2021, Vol. 4, No. 2, p. 156.

average. They still have difficulty with using word flash cards. The observation, the teacher used picture flashcard media in teaching and learning process in the classroom with 32 students. The all students understand the meaning in the picture flashcard shown by the teacher. The research methodology of this study is qualitative research. In this research, the researcher used descriptive qualitative research. Descriptive qualitative research is a technique of measurement, which measures the process of observation and interview in the class that was conducted by the researcher, then the researcher will analyze the result.<sup>13</sup>

Third, a study by A. A. Putu Arsana and A. A. Putri Maharani. This study is related to the use of flashcard in learning English, especially vocabulary to improve students' understanding and vocabulary skills. The results of this study are expected to be useful and provide a good learning experience and useful information for teachers, students, and researchers. This study is a library research which aimed to describe the use of flashcard in English vocabulary learning. The method used in this research is the study of literature. The results showed that the use of the flashcard strategy in English vocabulary learning at the elementary

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<sup>13</sup> Luardini, R. A., Teaching Vocabulary by using Flashcard Media at The Fifth Grade Elementary School, *Compound Journal*, 2020, Vol. 8, No. 2, p. 120-127.

school and high school levels were preferred and interested in using flashcards equipped with various images and has a variety of colors. Moreover, flashcards also make students more active and they did not get bored easily when learning English vocabulary.<sup>14</sup>

Fourth, a study by Muflihatun Haqiqiyah, which aims at assisting students' capabilities in studying English vocabularies to introduce new vocabularies since they are still child. Teachers are expected to be the first guidance for directing student being more valiant, more desirable and more active in conveying ideas and communicate with others. The approach of this research was qualitative data which is gotten by interview, observation and documentation. The result of the research showed that the English teacher found some problems in teaching vocabularies such as difficult took attendance for the students, difficult to make the students active in the class. The solution was the teacher should master the condition and the situation from the class, made creative in every activities using media and explained the material clearly. It can help the teacher to make students easy in understanding

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<sup>14</sup> A. A. Putu Arsana and A. A. Putri Maharani, The Use of Flashcard in English Vocabulary Learning, *Journal on Studies in English Language Teaching*, 2021, Vol. 2, No.2.

what the teacher explained in the class. The research was conducted in SDN Panglegur II Pamekasan, in Pamekasan regency, East Java. The subject of the research were the students at the fourth grade of SDN Panglegur in English lesson. So that, it will deliver the validity of data to conclude the problematic that will find by the researcher as non-participant or to observe everything that happened in the class with the goal to make teaching and learning process is running well.<sup>15</sup>

From what the teacher explained that they only teach using LKS (Daily book) makes students get bored easily. The teacher only explains the material through LKS and then ask the students to take notes. After that, the teacher usually asks students to do an exercise on the LKS. So the students did not have enough experience in learning vocabulary. It is also made the students bored and were not interested in the learning process. It can be concludes that the teachers must be creative using media in teaching vocabulary mastery.

Teaching vocabulary the teacher should be able to create some various fun activities. The teacher must create

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<sup>15</sup> Muflihatun Haqiqiyah, A Study on Teaching Vocabulary by Using Flashcards at The Fourth Grade of SDN Panglegur II Pamekasan, *Journal of Social Community*, 2022, Vol. 7, No. 1.

variety type and attractive methods for the class. What should a teacher do if their students get bored? Using a variety type of games can be an alternative solution to handle this problem. Games, as a matter of fact, can help and encourage many students to sustain their interest and work.<sup>16</sup> In my opinion, using the flashcard method is very interesting, because it is a new learning method for the students, and not boring. So, it is easier to get attention from them, besides seeing some advantages and methods that I find interesting to use in vocabulary learning for children in the flashcard method makes me choose the method to teach vocabulary.

## **B. Literature Review**

### **1. The Definition of Vocabulary**

Vocabulary is all the words that a person knows or uses, list of words with their meanings especially in a book for learning a foreign language.<sup>17</sup> Vocabulary is a list of words in alphabetical order with meaning added as a supplement to a book dealing with a particular

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<sup>16</sup> Nadiah Ma'mun, *Promoting English Vocabulary of Young Learners through Songs, Games, and Stories*, 2021, UNNES-TEFLIN National Seminar 4 (1).

<sup>17</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, (Fourth Edition: Oxford University), 2011, p. 495.

subject.<sup>18</sup> Vocabulary is one of important component in learning English language. Vocabulary is factor the first for practicing language as a way to communication. Because English language is international language in the world. So, more we know vocabulary, more ideas we get. And we will be easy communication.

According to Martin Manser, vocabulary is all the words that a person knows or uses, all the words in a language; list of words with their meanings, especially in a book for learning a foreign language.<sup>19</sup> Vocabulary refers to the words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognized in listening. Reading vocabulary refers to words we recognize or use in print or the words we need to know to understand what we read. Listening vocabulary is the words we need to know to understand what we hear. Writing vocabulary refers to the word we use in writing.

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<sup>18</sup> Chamber Times, *Learners' Dictionary*, (Printed by Singapore National Printers Pte Ltd: 1985), p. 599.

<sup>19</sup> Martin Manser, *Oxford Learner's Pocket Dictionary*, (New Ed.; New York: Oxford University Press), 1980, p.482.

The vocabulary we understand and the vocabulary we can use varies in nature and in quality from one person to another even in our native language. We can help our students by giving those ideas on how to learn vocabulary and some guidance on what to learn.

Mastery vocabulary helps express our ideas by practicing a lot of reading. Because by reading can add our vocabulary. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kinds of topics. Vocabulary much more than grammar, is the key to young learners understanding what the students hear and read in school and to communicating successfully with other people. For this reason it is very important for her to quickly build up a large store of words.

## **2. Media of Teaching Vocabulary**

Media is a main instrument in teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning

vocabulary.<sup>20</sup> In making a decision to use the media, teacher needs to ask three out of questions as the following:

- a. Is it easy to prepare?

The aids should be easy for teachers to prepare before using them in the classroom. It is worth to prepare visual aids that can be used many times in many activities with different classes.

- b. Is it easy to organize in the classroom?

Teachers have many important activities to do in the classroom, supported by the aids that is easy to use maximally.

- c. Is it interesting to the students?

The aids should be interesting for both teacher and students. Teachers should consider well whether the material and its aids will be interesting or not. Besides, teachers also provide all the things before teaching as charming as possible since they will greatly get the students attention.

Furthermore, there are many kinds of media which is described as follow:

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<sup>20</sup> Ismail Cakir, The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom, *The Turkish Online Journal of Educational Technology*, 5, 2006, p. 67.

a. Picture

Picture is photographic representation of people, place, and things. Picture can translate abstract concepts into realistic or concrete items. Teachers can get various colorful pictures from used magazine, posters, brochures, or from newspaper and calendars. Picture is simple to use because they not require any equipment and they are inexpensive. Beside they will last long and can be used in beginner level. The criteria of picture that are used to teach vocabulary are: picture should be enough to be seen by all students, the picture of individual object of people should be as simple as possible, and some of picture should contain colors. The aim of using picture in teaching vocabulary as the following:

1. To arise the student's interest in learning a foreign language.
2. We can brighten the classroom and variety.
3. Set meaningful practice and gaining new word vocabulary.
4. Keeps the student's attention.
5. Make the subject easier and clearer.

6. Encourage the student learning participation.<sup>21</sup>

Pictures have been used for long time to help in learning various aspects of foreign language. Pictures can motivate students in learning process, make the subject clearer, and illustrate general idea of language.<sup>22</sup>

b. Flashcards

Flashcard is a card with a word or words or sometimes a picture on it. Flashcards are held up for pupils as a visual aid to learning. When we use flashcards, we must consider the following questions:

1. Are they large enough for the whole class to see?
2. Does the picture convey the meaning clearly? For example, for naming an animal, an object, a size- big or small, for describing action using the present continuous, and so on. Here are the examples of flashcards.

Flashcard is often made by using picture and individual words. If it is served as the word, it should be written in clear, large letters. Picture can

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<sup>21</sup> Andrew Wright, *Pictures of Language Learning*, (London: Cambridge University Press, 2004), p. 136-137.

<sup>22</sup> Andrew Wright, *Pictures for Language Learning*, (New York: Cambridge University Press, 1989), p. 136.

also be drawn or copied. Copied picture can be colored by pupils. Picture can also cut from used magazine. Brochures and catalogues can be a useful source for finding picture.

According to John Haycraft, flashcards are cards on which words and/or pictures are printed or drawn.<sup>23</sup> In line with John Haycraft, Oxford Advanced Learners Dictionary explains that flashcard is a card with the word or words and sometimes a picture drawn on it. Flashcards are the cards with words and or picture that are painted or drawn.<sup>24</sup> Further, Nasr says that flashcards show picture or words. Flashcard is usually in the form of a piece of cardboard about 18 X 6 inches. In making flashcard, the lettering should be large, net and clear so that it can be seen from the rear of the room. The capital letters should also be preferred and the print should also be used since it is easy to read at a distance.<sup>25</sup>

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<sup>23</sup> John Haycraft, *An Introduction to English Language Teaching*, (London: Longman), 1978, p. 102.

<sup>24</sup> Insaniyah, *The Use of Flashcards in Teaching English for The Sixth Year Students of SDN 1 Tuntang in The Academic Year of 2002-2003*, *Thesis*, (Salatiga: STAIN Salatiga), 2003, p. 19.

<sup>25</sup> Raja T. Nasr, *Teaching and Learning English*, (London: Longman Group Limited), 1972, p. 119.

Based on the explanation above, it can be taken in general that flashcards are cards with a word or words, number, or a picture on it. They are used to help learners to learn and memorize new words. English vocabulary cards are cards containing pictures and words that can be used by teacher to enhance students' vocabulary comprehension. By using this card, it is hoped that students will have a deeper understanding of vocabulary learned. Besides that, it also can help the teacher manage the classroom well. Additionally, flashcards are cards with pictures which teachers hold them up in the class. Flashcards have various benefits as teaching tools, they can be used for presenting and practicing new words and structures and for revision.<sup>26</sup>

#### c. Puppets

Puppets are very popular among children. They have been popular for hundreds of years because they are so much fun. Some simple puppets are very easy to make. We will probably be able to make some using things around us. By using suitable vocabulary teaching techniques and supporting with

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<sup>26</sup> Adrian Doff, *Teach English: A Training Course for Teachers*, (UK: Cambridge University Press, 1992), p. 82.

appropriate teaching media, the students are motivated to learn English vocabulary effectively. The meaning of the term motivation as Dornyei stated that the definition of motivation concerns the direction and magnitude of human behavior, that is: the choice of particular action, the persistence, and the effort expended on it. In other words, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.<sup>27</sup>

### **3. Teaching Vocabulary to Young Learners**

In teaching English, as teacher we all know what we should do in our preparation before teaching in the classroom such as make lesson plan, prepare some aid for teaching and many else. Every teacher will do their own way to teaching English but basically they do the same thing like others as their method in teaching English. Taylor also stated about the method that some activities focus on spelling or word formation, while others focus on comprehension. Most follow the format below:

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<sup>27</sup> Zoltan Dornyei and Ema Ushioda, *Teaching and Researching Motivation*. (London: Pearson, 2001), p. 4.

1. Sensitization: a period of talking around the topic, introducing in a general way what is to be covered. Often, this part involves brainstorming.
2. Task: an individual, pair or group task. Sample teaching materials are provided for this.
3. Feedback: a coming together to pool ideas and report on what went on during the task.
4. Analysis and follow up: an answer sheet or native speaker response is given for discussion. Further activity may be proposed.
5. Reflection: space is given for teachers to note their impressions of how the activity progressed. Learners might also like to do this.

Teaching English to kindergarten students has a goal that they are expected to have skills of the language in simple English with emphasis on listening, writing, reading, and speaking skill using selected topics related to their environmental needs. Related to the objective above, the material for the kindergarten, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

To help the learners in learning foreign language Slaterry and Wilis suggest some ways to teach them, they are:

- a. Make English learning is enjoyable and fun.
- b. Not too worried about mistake and make sure children feel comfortable and not afraid to take action.
- c. Presenting the words with a lot of gestures, action, or pictures.
- d. Talk using English.
- e. Playing game and singing a song together.
- f. Telling short stories using pictures and acting with attractive voices.
- g. Not too worried when children use their mother tongue.
- h. Consistently recycle new language and add new things or to use words they won't know.
- i. Planning the lesson with varied activities.

In other word, to teach vocabulary for young children is not an easy way. Teaching for students of kindergarten is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too.

#### **4. Flashcard as Teaching Aids**

As foreign language, English is not used daily in society, English is considered difficult subject studied for students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject.

Teaching aids provide a means of literation lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce lesson. They can be broken down into four board categories there are: bulletin boards, charts, flashcard, manipulative and experiment.

In other words, Teaching aids are called media. Media come from Latin language “medius”. It means is middle, intermediary or companion. In Arabic, media are intermediary or message delivery from the sender to the receiver. Visual aids are one of media which make the students can be interested. Visual aids has important role in teaching learning activity. It can make students’

understanding easier and to reinforce memory. It also to develop students' interest and give connection between material and real matter. In order to more effective, visual aid should occupied on context has meaning and the students have to interact with the image convinced that created information processing.<sup>28</sup>

Media is any extension of man which allows him to affect others people who are not in face to face with him. Communication media there are letter, television, film, radio, something printed and telephone. There are three kinds of media as below:<sup>29</sup>

a. Visual Aid

Visual aid is media which can be seen and be touched by students. There are picture, photo, real object, map, miniature, and realia. Visual aid is often used by the teacher are picture, flashcards, and realia.

b. Audio Aid

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<sup>28</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada), 2002, p. 16-22.

<sup>29</sup> A. Romiszowski, The Development of Physical Skills: Instruction in The Psychomotor Domain. In C. M. Reigeluth (Ed), *Instructional-design theories and models*, Volume II, *A New Paradigm of Instructional Theory*, (Mahwah, NJ: Lawrence Erlbaum Associates), 1999, p. 100.

Audio aid is text and material recorded which used for listening skill and understanding oral discourse. It can be heard, such as radio and cassette recorder.

c. Audio Visual Aid

Audio visual Aid is media which can be heard and seen. Such as TV and film, usually it shows story, event, or condition in another place.

From some definitions above, the researcher can make conclusion that media is a tool to convey the message from the teacher to the students. And it can used to stimulate students' idea or understanding students on the material which studied by them.

There are some definitions of visual aids. Oxford Advanced Learners Dictionary of Current English explained that Visual aids are connected with sight. There are picture, video, etc. Which used to help students' understanding on the material in teaching process.<sup>30</sup> Kinds of picture are served in cards form. There are flash cards, circular cards, flip cards, etc. It is extremely help to fluent teaching learning process.

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<sup>30</sup> A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University), 1995, p. 481.

These cards can be used for individual activity, group, and classical.<sup>31</sup>

## 5. Teaching Vocabulary by Using Flashcard

Vocabulary is the basic component that must be learned and mastered. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.<sup>32</sup> It means that if we can master vocabulary, we will have good capability of all the language skills. Moreover, Osborn and Hiebert said that oral and print are two forms of knowledge from words and word meanings that mentioned as vocabulary.<sup>33</sup>

In Al-Qur'an, vocabulary is mentioned in Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

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<sup>31</sup> Kasihani K.E. Suryanto, *English for Young Learners*, (Jakarta: Bumi Aksara), 2007, p. 102.

<sup>32</sup> Jack C. Richard and Willy A. Renandya, (2002), *Methodology in Language Teaching: An Anthology of Current Practice*, USA: Cambridge University Press, p.255.

<sup>33</sup> Fran Lehr, Jean Osborn and Elfrieda Hiebert, (2004), *A Focus on Vocabulary*, Honolulu, HI: Pacific Resources for Education and Learning, p.5

*“And Allah (He) taught Adam the names, all of them. Then He laid them before the angel and said, “Tell Me the names of these, if you are truthful.”* <sup>34</sup>

According to Ibnu Katsir, this is the maqam (situation) where Allah mentions Adam's glory over angels because He has specialize it by teaching the names of all things that are not taught to the angels. That happened after they (the angels) bowed to him. Then God tells them that He knows what they don't know.<sup>35</sup> Based on the verse above the researcher concluded that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function.

Mastery vocabulary helps express our ideas by practicing a lot of reading. Because by reading can add our vocabulary. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kinds of topics. On the contrary

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<sup>34</sup> Seyyed Hossein Nasr et.al (ed.), (2015), *The Study Quran : A New Translation and Commentary*, New York: Harper One.

<sup>35</sup> Abdullah bin Muhammad bin Abdurrahman bin Ishaq Al-Sheikh. (1993), *Lubaabut Tafsir Min Ibni Katsiir*, MuAssasah Daur Al-Hilal: Kairo. Terjemahan M. Abdul Ghoffar, Abdurrahim Muthi, Abu Ihsan Al-Atsari, (2004), *Tafsir Ibnu Katsir Jilid 1*, Bogor: Pustaka Imam Asy-Syafi'I, p. 104.

if the learners do not recognize the meaning of the words use by those address them, they will unable participate in conversation, unable to express some ideas, the mastery of this element should be ensured and develop.

Thornburry as cited by Alqahtani states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words.<sup>36</sup> The vocabulary card is a card with words or pictures on, which are used to encourage the students to respond. The vocabulary card is interesting due to its simplicity and attractiveness.

Introducing vocabulary to the students helps them to understand as well as to communicate in the target language. In line with that statement, Cross argues that the aim for every language teaching is to make the students know a great number of vocabulary. If the teacher gives a high priority to vocabulary learning, it does not mean that the teaching and learning process is abandoning grammar. Rather, it gives the students the chance to learn and use grammar.

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<sup>36</sup> Alqahtani, M, (2015), The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, Volume III, No.3/2015, p. 24.

According to Cross there are three phases in teaching vocabulary. They are namely presentation, practice, and production.<sup>37</sup>

#### 1. Presentation

In this phase, there are four steps that can be followed in teaching vocabulary. They are sound and meaning, repetition, written form, and illustrative sentence.

##### a) Sound and Meanings

The teacher says the new words for their students around two or three times. The meaning of the words also can be shown to the students at the same time. The teacher needs to make sure that the entire class can listen and understand the words clearly.

##### b) Repetition

The teacher instructs the students to repeat the words a few times and also check their pronunciation. If there are any media used in this step, the teacher needs to ensure that the whole class have a clear view to it.

##### c) Written Form

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<sup>37</sup> Cross, D, (1992), *A Practical Handbook of Language Teaching*, Hertfordshire: Prentice Hall International (UK) Limited, p. 5-6.

The teacher can write down the new words on the white board, then choose one to two students to read it louder to their classmates. This step is to manage the students to associate the written form of the new words with its pronunciation.

d) Illustrative Sentence

After following the three steps above, in this stage the teacher can make an illustrative sentence to give an example for the students of the use of the new words in a sentence. He can choose the simplest sentence in order to make the students understand the new words completely.

2. Practice

In the second phase, the teacher can give the students exercise in order to make them more familiar with the words that they have learn. The teacher can ask questions to the pupils related to the new words that has been presented.

3. Production

After given some exposure to the new words, the students can be considered master the vocabulary already. Therefore, in this step the

students are expected to be able to apply the new words in the speaking and writing.

There are some guidelines suggested by Brown in relation to the teaching vocabulary. First, teachers need to allocate time to specifically learning vocabulary in the classroom.<sup>38</sup> Then, they can help the students understand the vocabulary within context. Next, the teachers also can minimize the bilingual dictionaries in the classroom. It is to reduce the temptation to find the words in the dictionary to get an instant answer, and make them recall and use the words later on. Another point is that teachers can encourage the students to develop their self- strategies for determining the meaning of words. Furthermore, the teachers need to engage in incidental vocabulary learning. From these guidelines, vocabulary teaching can be planned or unplanned by the teachers. Although games proved to be a successful method when teaching vocabulary to young learners, they give rise to some challenges for the teacher and the students. The first challenge is the noise and unorganized classroom. Children sometimes move a lot and talk too much when they are excited which makes it hard to control them.

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<sup>38</sup> Brown. H.D, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, New York: Longman, p. 377.

### **C. Conceptual Framework**

Vocabulary is important component of a language. It means that vocabulary learning is also essential in learning foreign language. Meanwhile, learning vocabulary is not easy, it is caused that English is as a foreign language which has different with their mother tongue. Therefore, teachers need to use an appropriate and enjoyable media.

One of media that can be used is flashcard. Flashcards are cards on which pictures and words are printed or drawn. Flashcard can be used for presenting and practicing vocabulary, and for a variety of games. The use of flashcard can help students in learning vocabulary in interesting way.

Teaching English has become popular recently, even English subject has been introduced from kindergarten. Mastering English become a need for students to know all of skills like reading, writing, listening, and speaking. Teaching vocabulary is the first steps to introduce English for young learners because English is new subject for them. Teacher have to give some vocabularies to make students attractive in learning English. The teacher should mix and match between material and media which is used in teaching vocabulary.

As explained in the literature review, vocabulary as the foundation of a language plays an important role for the language learners to be able to understand and communicate in the target language. In the teaching and learning process of a language, ideally, the teacher gives the students an adequate vocabulary knowledge in order to make the students be able to comprehend and express their idea without hesitation. In relation to giving the students' vocabulary knowledge, the teacher should present the new vocabulary within some interesting learning activities, so that they can motivate and engage the students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research design, the research setting, the research participants, data collection technique, and data analysis technique.

#### **A. Research Design**

The research methodology of this study is qualitative research in this research, the researcher used descriptive qualitative research. Descriptive qualitative research is a technique of measurement, which measures the process of observation and interview in the class that was conducted by the researcher, then the researcher will analyze the result. According to Kothari (2004, p.3) qualitative research deals with data that are in the form of words or picture rather than number statistic. Moreover, as the data was in the form of words and documents, so the data are analyzed qualitatively.

The researcher applied the descriptive qualitative design for this study. Merriam (1998) stated that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Based

on Merriam's statement, if the researcher uses descriptive qualitative design, the researcher can get specific information from the participants. Also, the researcher used the descriptive qualitative design to analyze and investigate the research. Creswell (2012) 7 asserted that through description, it will give detailed representation setting, people, place, and events. That way, using descriptive qualitative design could expound obviously about the setting, belief, people, perception, and place in the research being conducted in detail. Therefore, this research adopted descriptive qualitative design to explain the research. Qualitative data are about the information which gives the description of students' expression about comprehension level toward the subject, students' respond toward new method, and students' activity toward leaning a subject, their enthusiastic in learning.

The validity of the data is a standard validity of the retrieved data. Sugiyono (2007) asserted that validity is benchmark accuracy between the data that happens to an object of research with data which can be reported by researchers. Besides, the valid data are data which do not differ between the data reported by researchers with the real data object occurred on the research. The research uses descriptive analysis to analyze the qualitative data, which

consists of the observation of students' and teachers' performance during the teaching learning process.

## **B. Research Setting**

The research is conducted at MI Al-Hikmah Pasir, located in Jl. Nakulo Rt. 03 Rw. 04, Pasir, Mijen, Demak in the academic year of 2022/2023.

## **C. Research Participants**

The researcher chooses the fifth grade students of MI Al-Hikmah Pasir Demak as the subject of the research for some reasons. First, the researcher wants to improve the students' ability in English lesson. Second, there is a fact that several students are cleverer and very active. Meanwhile, the other students have low achievement in English especially on vocabulary and they are very passive in teaching learning process. Third, the researcher wants to improve the students' motivation in English learning process, so the students get high score English project. Media are needed as the mediator between teacher as the conveyor of the message and students as the receivers of the message in teaching learning process.

## **D. Data Collection Technique**

Data collection technique explain the way researcher used to gather the data related to the focus of the

research. In this study two instruments will be used for gaining data as follows:

### **1. Interview**

Interview is held in the beginning and ending of the research to know the teachers' view of the teaching learning process, students' vocabulary mastery and students' motivation before and after the action. The teacher was observed and interviewed was done by the researcher. The result of this study is in the form of description which focused more on the process than the product of the study because the objective of the study is to know the techniques used in teaching vocabulary to young learners at MI Al-Hikmah Pasir Demak. This study used the English teacher at MI Al-Hikmah Pasir Demak as the source of data and the students as the objects. The researcher and participant decided the place and time of conducting the interview. The language used in the interview and communication was Indonesian language because it was the researcher's and participants' first language. Also, it could reduce misunderstanding, and the researcher could have an easier time to communicate with participants.

The interview method is a data collection used with other instruments. Interviews in qualitative research are

in depth interviews. The interview technique used in this study was a semi-structured interview. Where researchers have interview guidelines, there are questions prepared but these questions have the possibility of developing.

## **2. Observation**

In this research, observation was done by the teacher. Observations are ways of finding out more about the students' responses. Students' behavior and activities were observed during English class. The observation can be done by keeping field notes. Observation in qualitative research is a basic technique that is commonly carried out. Researchers make preliminary observations to recognize the field, understand the problem and identify the problem that occurs. Furthermore, the researcher acts as a participant observation and is directly involved in the learning process. This is done so that researchers better know, explore and understand the problems at the research site so that the researcher is an inseparable part of the source of the observed data. The data was taken by observing the teaching and learning process, interviewing the English teacher. The observation was conducted in the attempt to identify and describe the

techniques used by the English teacher in teaching vocabulary at MI Al-Hikmah Pasir Demak.

### **3. Documentation**

Documentation is a technique of collecting data that obtained from existing documents, photos, or records as the authentication to make the research works well. The researcher needed an interview guideline, note, pen, and smartphone. The smartphone was used to record the participants' voice in the interview.

Documentation can also be called secondary data required in a study. Documentation is any written material or film, drawings and photographs prepared due to the request of a researcher. Furthermore, researchers use documentation as a data collection technique through written materials that are the object of research. Both in the form of procedures, regulations, pictures, reports of work results and in the form of photos or electronic documents (recordings).<sup>39</sup>

### **E. Data Analysis Technique**

The classroom action research analyzes the qualitative data from the result of interview, observation, and documentation. Analyzing the data intended to identify

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<sup>39</sup> Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Cet. 3; Yogyakarta: Ar-Ruzz Media, 2016), 212.

and find out the answers regarding the research questions. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. In data analysis, there are three steps:

1. Checking

In this activity, data was from observation result, interview and documentation is checked by mean to know the extent of the completeness of data needed in data server. Transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. Additionally, he also mentioned that audio recorded interviews were transcribed verbatim.

2. Organizing

The result of observation, interview and documentation were organized by the researcher to make the data gotten can be valid and can be separated.

3. Conclusion

From the data collection, all data gotten from observation, interview, and documentation as prove of

teaching and learning process did in the class when the teacher applied flashcard in teaching English vocabulary. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). Besides, Saldana (2009) mentioned that coding is a word or a short phrase which gives a bold sign or code based on the language and visual data. Those data consist of interview transcript, observation notes, journal, documents, artifacts, photographs, videos, websites, and correspondence. Therefore, code is a transition process between data collection and wider data analysis. The statement mentioned was in line with Creswell (2012) who said “coding is the process of segmenting and labeling the text to form description and broad themes in the data”. The final step in data analysis is to draw conclusions or verification. Verification or drawing conclusions is part of an activity and a complete configuration. Where, the conclusions of the conclusions are verified during the study.<sup>40</sup>

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<sup>40</sup> Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian* (Cet. 3; Yogyakarta: Ar-Ruzz Media, 2016), 242.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the teacher in teaching English vocabulary using by flashcard as learning media at the fifth grade of MI Al-Hikmah Pasir Demak.

#### **A. Findings**

The participant in this interview is one teacher who teaches the class at fifth grade of MI Al-Hikmah Pasir Demak. The researcher obtained data to answer the research questions.

##### **1. Teachers' implementation of flashcard in teaching English Vocabulary to EFL young learners**

###### **a. The teacher used flashcard for teaching vocabulary**

Flashcard is one of media to teaching English for young learners. Additionally, in elementary school flashcard was usually used as teaching media for English subject. According to the results of interview, learning process carried out in the school usually by explaining,

giving examples and then games. In the midst of the lack of facilities and infrastructure in school, it requires teachers to create their own methods or media that are in accordance with the purpose of the learning process such as the use of flashcard media as a medium in memorizing vocabulary.

Steps for implementing flashcard media:

1. The teacher prepares a flashcard-like medium about the learning topic.
2. The teacher showed flashcards one by one interactively while mentioning the English picture and the students imitated it.
3. The teacher shows the picture and vocabulary to introduce the writing of the picture.
4. Furthermore, the teacher can assess students' knowledge by showing pictures and students mentioning English according to the learning topic.
5. The teacher asked one of students to lead the class and show the picture, while the other student mentioned vocabulary of the picture.<sup>41</sup>

Based on the results of interview, it can be understood that the steps taken by the teacher in teaching English vocabulary using media made of paperboard,

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<sup>41</sup> Muadah, Teacher at Fifth Grade of MI Al-Hikmah Pasir Demak, interview by researcher, 8<sup>th</sup> July 2022.

namely flashcards, so that they can attract the attention of students. Thus the learning process will proceed according to what is expected. The teacher explained that to make the picture clearly, as a teacher, we had to upgrade the picture in flashcard and should prepare the media before teaching. Sometimes the pictures in flashcard are not clear to see, so the teacher printed the picture manually. After applying learning using flashcards as a first step to motivate students at fifth grade of MI Al-Hikmah Pasir Demak to get to know vocabulary so that it is easily memorized in learning English. so that it is easily memorized in learning English.

Teaching English vocabulary EFL young learners by using flashcards can help students in knowing, understanding and memorizing vocabulary. The vocabulary learning process means a stage of the English learning. The stages of learning through the application of flashcards are:

1. The first stage is to teach each subject matter to students. Gives a correct example of how it is pronounced and written.
2. The second stage is listening, students read examples or repeat the vocabulary that has been given. Meanwhile, the teacher pay attention and provide assistance to students who have not been able to write down the vocabulary.

3. The third stage is self-study, students learn independently the materials they have learned and ask them to be memorized in the following week as teacher evaluation material.

The existence of vocabulary in English learning at fifth grade of MI Al-Hikmah Pasir Demak expected to provide motivation to students in learning English. This is certainly influenced by the strategies and teaching methods used. In addition, of course, it is supported by the teacher's ability to provide explanations and understanding to students. Flashcard is very helpful for students to have an initial introduction to vocabulary and adjusted to the level of understanding, such as vocabulary recognition and how to read it. The material to be delivered by the teacher to students must be clear and precise so that students can easily understand it. Therefore, the material presented to students must be in accordance with the curriculum and the absorption of students' abilities.

#### **b. Techniques Used by the Teacher in Teaching Vocabulary**

In addition, the acquired data from three techniques of data collecting will be described to show of the techniques used in the teaching English vocabulary.

Based on the instruments used to collect the data, kinds of techniques used in the class were found.

Listen and Do technique was used by the teacher when she made introduction to the lesson or asked the students to do something. In this activity the teacher gave instruction and the students did what the teacher said. The teacher used this technique many times. This activity was used to know students' comprehension of the instruction and the students showed their comprehension by doing the instruction.

Listen and Repeat technique was used by the teacher to introduce new vocabulary. In this technique the teacher asked the students to repeat after the words she read. The words were read slowly and repeatedly, so the students could follow well. It was done continually and it made the students familiar with the new words. The findings showed that the most essential part was the teacher and students' voice. However the teacher made some pronunciations problem. As the model, the teacher should be careful in pronouncing the words. However, based on the observation, the teacher make some mistakes.

Modeling and Demonstration technique was only used by the teacher when she taught how to say something. For example, the teacher gave example how to pronounce

words and the students followed her. During the observation, the teacher's voice was clear and the students can hear her voice clearly. But some pronunciation problems were made by the teacher. The students don't need to be asked to imitate all the time in order to learn. They naturally catch everything they see and hear including how the teacher speaks the language.

Question and Answer technique was used by the teacher several times. Based on the observation, this technique was usually used by the teacher to make students more active and check their ready before the lesson was started. The questions that were given by the teacher successfully awakened the students' motivation to find the answers of the questions.

### **c. Media and Material Used by the Teacher in Vocabulary Teaching**

The material that taught by the teacher is appropriate with the lesson plan. Then media is the important factor in teaching-learning activities; it purposes to make the students' motivation and interest in teaching-learning activities. However, the findings about the media can be seen that different perspective between the teacher and the lesson plan.

## **B. Discussion**

Based on the data description above, the teaching of English vocabulary at the fifth grade of Al-Hikmah Pasir Demak was elaborated as follow:

**a. The Learning Objectives in Teaching Vocabulary**

The learning objective in teaching vocabulary is to make the students know the English word about the things surrounding their environment. This objective had been applied and explained by the teacher when he taught English vocabulary.

Flashcard is an effective method and has low cost to make as teaching media. Flashcard is an effective media for teaching English as the strength of using flashcard as learning media at fifth grade of MI Al-Hikmah Pasir Demak and help the teachers in teaching process. That flashcard could develop the students' vocabulary, ease the students to understand the material, create fun learning, and make the students to be more creative, have the pictures and full of color, and be effective and simple media for teaching English. Also, the flashcards can help the students in learning process because the pictures and explanations in the cards can help the students to remember new vocabularies. Using flashcard could make the students quickly understand the material. Additionally, flashcard also eased the students to understand the material in teaching learning process.

Flashcard is the ELT jargon for pictures (diagrams and words) which the teachers can show to students, and it is typically something which they can hold up when standing in front of the whole class (Scrivener, 2005). Besides, the teachers could use the flashcard as a learning media especially at elementary school. To create fun learning, flashcard is suitable media to be used. Brown as cited in Komachali and Khodareza (2012) explained that as one main advantage of flashcard, it can be taken almost anywhere and studied when one has free time. Flashcard is also able to reduce the students' boredom when learning new vocabulary because the pictures or words in flashcards are full of color.

#### **b. The Teaching Techniques in Teaching Vocabulary**

From the observation, the teaching procedures are elaborated in three stages, they are:

##### **1. Presentation Stage**

The result of the study showed that the teacher employed some techniques in presenting new words. The following tables show the result of five observations on the teacher's techniques in presenting the vocabulary. In presenting new vocabulary item, the teacher used more than one technique, instead of employed one single technique. This research confirms previous finding that teachers are

suggested to employ planned vocabulary presentation as various as possible. The findings showed that the teacher combined more than one technique to maximize the possibility of the students' understanding of the vocabulary item and to help store the vocabulary to their long term memory retention.

## 2. Production Stage

From the observation, it seemed that even there are some recommended techniques for each stages, teacher often used them in an interactive way. It means she did not necessarily use each technique for each stage separately; some techniques were mixed for a certain purpose. It can be seen in first meeting it analyzed as creation task. The teacher used picture in presenting new words. However, when it came to the stage of production stage, the teacher simply used picture for checking student's memory in order to make sure they know the word.

Otherwise teaching English vocabulary by using flashcard had advantages and disadvantages in teach speaking, but it's still good ways and recommended. Those strengths of using flashcard as learning media were developing students' vocabulary, understanding the material ease, creating fun learning, enhancing students' creativity, having pictures and color, and becoming simple

and effective media learning for English. Besides, those weaknesses of using flashcard as learning media were media only focuses on flashcard sense just vision, not all the materials is taught using the flashcard, and flashcard size trapped so hard to look clearly.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consist of two parts. The first part present some conclusion based on the data analysis and findings in the previous chapter. The second part present some suggestions based on the findings and conclusions of this research.

#### **A. Conclusion**

The application of flash card media in motivating students to memorize vocabulary in English learning process at the fifth grade students of MI Al-Hikmah Pasir Demak, namely by using this media, students find it easier to understand the vocabulary given because they can see directly the images on the flashcard. The application of flashcard media goes through several stages, namely teaching each subject matter to students and providing correct examples of how to pronounce and write, listen and independent learning. This research used qualitative research design. Creswell (2012) stated that qualitative research required looking further about students' opinion about the recent occasion. Then, the interview was required for qualitative research.

Those strengths of using flashcard as learning media were developing students' vocabulary, understanding the material ease, creating fun learning, enhancing students' creativity, having pictures and color, and becoming simple and effective media learning for English. Besides, those three weaknesses of using flashcard as learning media at elementary school were learning new vocabulary, becoming too small flashcard size, and focusing on sense visions only. The techniques used in teaching vocabulary at fifth grade of MI Al-Hikmah Pasir Demak were various. She tried to make her students understand easily by using many techniques in teaching and learning process. The selection techniques were adjusted to the level, time and theme. The teacher used simple vocabulary that was appropriate to the theme.

## **B. Suggestion**

The researcher would like to make some suggestions about this study. The researcher expects that the advice offered will be beneficial for:

### 1. Students

This study explains the learning model used by teachers in teaching English vocabulary by using flashcard, students should be able to maintain their critical think and develop solve problem ability. Students also be more creative and imaginative by played board games in

the class.

## 2. English teacher

This research can encourage and improve the ways and quality and creative of the teacher in teach speaking with variation of game based learning like board games. The learning model must be much considered by the teacher because it is affected of students attention during the learning also the quality of students in learning.

## 3. Future Researchers

The researcher realized that this research was far from perfect and had limitation. For the future researchers are expected to conduct similar studies on the application of game-based learning, especially board games at the higher education level to determine whether it is consistent with teachers' perception of the current study's findings.

### **C. Closing statement**

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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## **APPENDICES**

### **APPENDIX 1**

#### **DIARY NOTES**

Day/Date : 8th-14th December 2022

There were many problems solving that have been done by the researcher. First, the researcher made Flashcard Media that was made larger in size and in color made it easier for students to remember and understand the meaning of the vocabulary on the media flashcard. Second, After the Researcher helped the students describe the characteristics and functions of the objects on the flashcard, the students would better understand the images on the flashcard. Third the flashcard model made by the researcher was made slightly different, that is, students must complete the blank letters of the word. Meanwhile, for pronunciation, before students mention it, the teacher first tells students the correct pronunciation method. The last, the researcher found the students were more active, feel enjoy and were interested in learning using this flashcard media. Because the teacher has changed the learning system, namely students create competition activities between groups so they feel challenged and want to be winners.

## **APPENDIX 2**

### **TEXT INTERVIEW**

- 1.** How is implementing flashcard in teaching English vocabulary?
- 2.** Have you ever been got difficulties in implementing flashcard in your English class? How you handle it?
- 3.** Do you think applying flashcard one of best ways in teaching English vocabulary?
- 4.** How do you asses your students in the class after used flashcard in teaching English?

### APPENDIX 3

#### INTERVIEW TRANSCRIPTION WITH THE TEACHER

The researcher conducted an interview in one of the classes at MI Al-Hikmah Pasir Demak.

Date : 8<sup>th</sup> December 2022

Teacher's Name : Mrs. Muadah

Class Supported : 5<sup>th</sup>

Time : 09:15 am – 09:35 am

No	Question of Interview	Answer
1.	How is implementing flashcard in teaching English vocabulary?	As a teacher who teach in modern digital era, we should create attractive activity, to motivate the students as especially in teach English, I think it's boring if they just do some question on the paper or listening explanation from

		<p>the teacher. But if we combined with some games like board games it will make students more exciting learning activity. Before the class begin I prepared the flashcard games. I also created it more real and every students can see the picture. In this application I design the flashcard games based on the material. I divide some groups in the class. I give the students explanation about our lesson today. And tell the instruction how running the games in detail and clearly so students get my point.</p>
2.	Have you ever been got difficulties in implementing flashcard in your	Of course, but sometimes we need to explain the instruction clearly to the students. So they can

	English class? How you handle it?	understand and they can played together also how to put them in a work as especially in a group, how they can work together, how they can played one by one. I think we need more time to explain it, b4cause not all students can understand easily.
3.	Do you think applying flashcard one of best ways in teaching vocabulary?	I think it's one way that we can apply, now I still used manual but in the future I want to create by using digital like what application I have especially in MI Al-Hikmah Pasir Demak. We can use it in collaboration way, I want to create in digital way. Teaching English vocabulary by using flashcard its good option and recommended.

		Its support me in teach vocabulary in the class.
4.	How do you asses your students in the class after used flashcard in teaching English?	Ok, The first one of course for spoken, I give the spoken score when they try to speak up by answering the question for example in my previous activity, the question it's about "public places". So I will check how can they answer, I will take score especially for speaking skill.

## **APPENDIX 4**

### **INTERVIEW TRANSCRIPTION WITH THE STUDENTS**

The Researcher: Have you ever seen this Flashcard before when your teacher teaches you about vocabulary in the classroom?

Student 1: Never miss

Student 2: No, miss

Student 3: I never seen it.

The Researcher: What kind of the teaching technique that your teacher ever used in teaching?

Student 1: We are usually given the material and then we have to make a sentence by using the vocabulary. It same likes doing task miss.

Student 2: The technique that we used is find out the meaning of the vocabularies.

Student 3: Question and Answer miss and find it by using dictionary

The Researcher: What do you think about learning vocabulary using Flashcards?

Student 1: I really like miss, because before, it was difficult for us to remember vocabulary miss, but after using flashcard media we didn't miss anymore.

Student 2: It makes it easier for us to know what the word miss means because we can know the meaning of seeing the image miss.

Student 3: This helps us miss when using this flashcard media miss, because we don't need to be difficult to open the dictionary to find out the meaning of miss, just look at the picture.

The Researcher: In your opinion, whether Flashcard Media is suitable to be applied in Learning Flashcard Media?

Student 1: It is very suitable, miss, but miss is more colorful and size so it was faster to understand.

Student 2: Yes, miss, because it is very helpful in learning vocabulary.

Student 3: It is right miss.

The Researcher: Are you motivated in learning vocabulary when using Flashcard?

Student 1: It was very motivated and fun learning to use this flashcard media miss.

Student 2: of course miss.

Student 3: Motivated miss

**APPENDIX 5**

**PHOTOGRAPHS  
INTERVIEW'S SECTION**



## GIVING ASSIGNMENTS TO STUDENTS



## TEACHING AND LEARNING ACTIVITIES



## FIFTH GRADE OF MI AL-HIKMAH PASIR DEMAK



# FLASHCARD



## RESEARCH DOCUMENTS



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Nomor: 5764/Un.10.3/D1/TA.00.01/12/2022 Semarang,08 Desember 2022

Lamp :-

Hal : Mohon Izin Riset

a.n. : Ana Himmatul Khilmiyah  
NIM : 1803046110

Yth.  
Kepala MI Al-Hikmah  
di Pasir

Assalamu'alaikum Wr.Wb.,  
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

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Alamat: Pasir RT 01 RW 04 Mijen, Demak  
Judul skripsi : Facilitating EFL Young Learners by Using Flashcard Game

Pembimbing :  
I. Nadiyah Makmun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas.  
Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.  
Wassalamu' alikum Wr.Wb.



Dekan,  
Dekan Bidang Akademik

Tembusan :  
Dekan FITK UIN Walisongo (sebagai laporan)



**YAYASAN ISLAM AL-HIKMAH PASIR (YIAP)**  
Keputusan Menkumham RI Nomor AHU-0002354.AH.01.04. TAHUN 2015  
**MADRASAH IBTIDAIYAH AL-HIKMAH PASIR**  
TERAKREDITASI A

Alamat : Jl. Nakula R1 02 Rw 05 Pasir Mijen Demak 59583

**SURAT KETERANGAN**

Nomor : MI/ALH/PP.01/0077/XII/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Ibtidaiyah Al Hikmah Desa Pasir Kecamatan Mijen Kabupaten Demak Propinsi Jawa Tengah, menerangkan bahwa :

Nama : ANA HIMMATUL HILMIYAH  
NIM : 1803046110  
Tempat, Tanggal lahir : Demak, 27 Juli 1999  
Jenis Kelamin : Perempuan

Maha Siswa tersebut diatas benar – benar telah melaksanakan penelitian di MI AL HIKMAH  
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pasir, 12 Desember 2022

Kepala Madrasah

Siti Juwarivah, S. Pd. I

NIP.198103272007102001

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