THE USE OF FLASH CARDS TO IMPROVE YOUNG LEARNERS' INTEREST IN LEARNING ENGLISH

(A Classroom Action Research of the Fifth Grade Studentsof SD N 01 Tahunan Jepara in the Academic Years of 2013/2014)

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by

KRISTHA WIDYA ASTUTI
2201409095

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

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APPROVAL

This final project has been approved by the board of examiners of the English Department of the Faculty of Languages and Arts Semarang State University on 22nd, April 2015.

Board of Examiners

1. Chairperson

   Dr. Abdurrachman Faridi, M.Pd.

   NIP. 195301121990021001

2. Secretary

   Rohani, S.Pd., M.A.

   NIP. 197903122003121002

3. First Examiner

   Sri Wahyumi, S.Pd, M.Pd.

   NIP. 197104082006042001

4. Second Examiner/ Second Advisor

   Dra. Sri Suprapti, M.Pd.

   NIP. 195911241986032001

5. Third Examiner/ First Advisor

   Dra. C. Murni Wahyanti, M.A.

   NIP 195404231979032001

Approved by

The Dean of the Faculty Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum.

NIP. 196008031989011001

PERNYATAAN

Dengan ini saya,

Nama : Kristha Widya Astuti

NIM : 2201409095

Prodi : Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan bahwa skripsi yang berjudul **THE USE OF FLASH CARDS TO IMPROVE YOUNG LEARNERS' INTEREST IN LEARNING ENGLISH (A Classroom Action Research of the Fifth Grade Students of SD N 01 Tahunan Jepara in the Academic Year of 2013/2014)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ini tetap menjadi tanggung jawab saya. Jika kemudian ditemukan pelanggaran pada skripsi ini, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, April 2015

Yang membuat pernyataan

Kristha Widya Astuti

Ask and it will be given to you; search, and you will find; knock the door and it will be opened for you

(Matthew 7:7)

Dedicated to:

My beloved father and mother

My husband

My sister and brother

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ABSTRACT

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Key words: Flashcards, Young Learners, Interest.

This study dealt with teaching using flashcards to improve young learners' interest in English learning. The objective of the study is to find in what way the use of flash card can increase young learners' interest in learning English. This way, hopefully would be useful for teachers and students in language teaching and learning process.

In order to achieve the objective of this study, I used classroom action research in doing the research. The population of this study was the 26 fifth graders of SD Negeri 01 Tahunan Jepara. There were two cycles in this study. Cycle 1 was conducted in three meetings. In this cycle, the students were drilled about kinds of job. Furthermore, cycle 2 was conducted in two meetings. In this cycle, the students made simple identification of clothing.

There were three types of the test in this action research. They were pre-test, formative test, and post-test. The test was related to the kinds of cloth and kinds of job. In pre-test and post-test, the test was about kinds of job and their features. In formative test, the test was about arranging the jumbled alphabets into the right name of cloth.

The result of the study showed that the post-test scores were better than the pre-test scores and formative scores. It could be seen by comparing their means. The means of the pre-test score was 61,92. The means of formative test score was 70, 76 while the post-test score was 76,57. It means that there is a significance difference in students' scores after they were given treatments using flashcards. The increasing achievements show the increasing interest of the students.

The higher achievement of the students after being taught by using flashcards as medium indicates that the treatment was effective. So, it is recommended that the teacher can use flashcards as media in teaching young learners to increase their interest in learning English. Hopefully there would be further studies in teaching English using other technique.

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CHAPTER I

INTRODUCTION

In this chapter, I present the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, the definition of key terms, and outline of the study.

1.1 Background of the Study

Since many years ago, English has been part of the world language, not only for the native themselves, but also for the whole human in the world. English has been stated as an international language which has been used in many countries. English as an international language is becoming very important to be mastered by all people in the world even in Indonesia.

The tendency of the importance of English makes many institutes in Indonesia include English as one of prime subject. Considering that English is very important, many elementary schools in Indonesia also make English as a local content subject.

The elementary school students whose ages are generally between 6 to 11 years old are categorized as young learners. The introduction of English in elementary school is also based on the assumption that it is better to introduce English since the learners are categorized as young learners. According to researchers who observed second language learning in the context of

naturalistic input, children acquire a second language naturally, the way they learn their mother tongue.

In teaching English young learners, the most difficult thing is to keep up their motivation and interest. In SD Negeri 01 Tahunan Jepara, the problem in English learning is to keep up the students' interest, motivation and attention in the learning activity. Most of fifth grade students of SD Negeri 01 Tahunan Jepara also feel bored to learn English because they think that English is too difficult for them. According to the English teacher of the fifth grade of SD Negeri 01 Tahunan Jepara, the low interest of the students is shown by students' attitudes in teaching and learning process which become hectic in the class. Moreover, the students' achievement of English is not as good as other subjects.

The teaching of English young learners should emphasize the principle of playful learning. Children like to learn through something which makes them interested. Therefore, the teacher must create creative and interesting activities to make the students enjoy, interested and active in learning process so they will not get bored or just sit doing nothing.

According to Scoot and Yterberg (1990), children have an amazing ability to absorb language through play and other activities which make the learning activity enjoyable. It is also common sense that if an activity is enjoyable, it will be memorable and the students will have a sense of achievement which will develop motivation for further learning. There are many methods and techniques to make learning and teaching enjoyable and

interesting. Some of them are by using media such as game, picture, cards, film, song, etc.

Media that can be used by the teacher for conducting an interesting learning for young learners is flash card. A flash card is a card that is used as a learning aid. Flash cards are widely used as a learning drill which can improve young learners' interest in learning.

By using flash cards, young learners are given something simpler than other media which had been used. Moreover, young learners also can build their own imaginary from the pictures they saw. In previous research, Pasa (2006) said that the students were interested in the photograph given, so it shows that there was a significant difference to the students' achievement in mastering English as a local content subject. Through this study I want to find out the use of flash cards to improve young learners' interest in learning English.

From the reasons above, I would like to use flash cards to improve young learners' interest in learning English.

1.2 Reasons for Choosing the Topic

I choose the topic because of the following reasons:

(1) Children's world is enjoyable activities oriented. If English is taught interestingly, it may arouse their motivation in learning English.

(2) Making young learners become interested to learn is needed because they sometimes get bored in learning. Some techniques and methods are

needed in order to make a more interesting teaching-learning activity. One of them is by using flash cards as learning media.

(3) There are some young learners which have low interest to learn English. Therefore, I want to try to improve their learning interest. It is assumed that flash cards can be used to improve the students' interest to learn English.

(4) There have not been many studies on young learners' interest. Therefore, I intend to expand a research about the use of flash cards to improve students' interest in learning English.

1.3 Statement of the Problem

In this study, I limited the discussion by stating the following problem:

How far is the contribution of using flashcards to improve young learners' interest in learning English?

1.4 Objectives of the Study

The objective of the study is to explain and describe the contribution of using flashcards to improve young learners' interest in learning English.

1.5 Significance of the Study

By conducting this study, I expect that the result will have some significant contributions of teaching English.

Theoretically, I want to try to enrich the theory about the teaching for English young learners and their interest of learning. Moreover, this study is also expected to enrich knowledge in the use of flash cards as alternative learning media and their effectiveness in an effort to improve young learners' interest in learning English.

Practically, this research is expected to provide useful information for the English teachers, students, and future researchers. First, for the English teachers, this study is expected to give consideration or alternative media in improving young learners' interest in learning English by using flash cards. In addition, if flash cards are proved useful to improve young learners' interest, they can be worth trying media in teaching and learning process. Second, for the students, this study is expected to help students to learn English by using flash cards and enrich their experience in learning English. Third, for the future researchers, I hope that this study could be used as a reference for those who have interest in analyzing the use of flash cards and young learners' interest.

1.6 Definition of Key Terms

There are two key terms in this study. They are:

(1) Interest

Based on Krapp (2002: 387), interest is defined as an interactive relation between individual and certain aspects of his/her life-space makes it possible to study the conditions for and effect on interest from

various research perspective. Besides, according to Zatan (2011: 2), interest is the active power of learning, the internal power for spurring students' enthusiasm, and runs through the whole learning process.

(2) Flash card

A flash card is a cardboard consisting of a word, a sentence, or a simple picture on it (Eslahcar, 2012: 137). Based on www.wikipedia.com flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. In this study, I limit the size of flash cards which are used. The flash cards print off onto 8,5" X 11" (21,59 cm X 27,94 cm). It is important for the flash cards to be large because they are bright, bold, attractive, and engaging. Moreover, I use 300 GSM (Gram per Square) of paper for the flash cards so that the cards can last even with regular use.

(3) Young learners

According to Brezinova (2009: 8), young learners are usually described as learners aged between 6 to 10 or 11 years old. She also said that to teach this age group means to understand them know what their attitudes, opinions and interests are.

1.7 Outline of the Study

This study consists of five chapters, those are as follows:

Chapter I includes background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study,

definition of key terms, outline of the study. Chapter II presents teaching English to young learners, learning interest, flash cards, the contribution of flash cards, types of teaching strategies by using flash cards, learning interest, classroom action research. Chapter III is method of investigation, which consists of subject of the study, research design, instruments of study, method of analyzing data. Chapter IV is data analysis, which consists of result of the study, data analysis, result of questionnaire, result of field note. Chapter V is the conclusion and some suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support this study, I do a literature review related to the topic of this study that is about teaching English as a foreign language to young learners, learning interest, flash cards, and classroom action research.

2.1 Teaching English to Young Learners

With the emergence of today's role of English as an International language and as a global lingua franca, English language education has become important in many countries. Brown (2001: 118) stated:

> English is not frequently learned as a tool for understanding and teaching US or British cultural values. English, however, has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.

Therefore, English has been taught as a local content subject in Indonesia. The students are forced to learn English as early as possible. Dardjowidjojo (2002: 27) stated if we look at the number of hours a student spends at the junior and senior high schools and hours at the elementary school, we would expect that a high school graduate would be able to use English fairly well.

English has been taught in elementary school in Indonesia as a local content subject, but in 2013 curriculum, it has been an alternative local

content of the school curriculum. However, most of elementary schools in Indonesia still include English as a local content subject as before the validation of the curriculum in 2013.

Generally, English has been taught in grade IV to VI, but some elementary schools, mostly in big cities, it is taught from grade I to VI. The function of teaching English at elementary school is to introduce English as a foreign language to the young learners in order to make them be able to communicate in simple English since they are in young age.

Reason for teaching English to young learners is also described by Nishida (2002: 83):

> It is four to eight or nine years of age, or to the beginning of the teens. Others suggest that around 10 years of age is the best time for language learning. In any event, after that age, it becomes difficult to acquire a language elementary school students are extremely interested in new things and are at a stage where they can naturally absorb other cultures through language.

Moreover, Cameron (2001: 1) stated that children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get more native-like accent. Based on those reasons, teaching English for young learners is started as early as possible. They also should be exposed to English environment as many as possible.

Furthermore, Gordon (2007: 49) also stated:

> In the context of naturalistic input, young children acquire a second language naturally, the way they learn their mother tongue. In contrast, adult second language learning is believed by some researchers to be an altogether different process, primarily because adults are not aided by their language instinct when they try to learn another language.

It can be concluded that the teaching and learning of English in elementary school provides the students' English language competencies in the golden age (the age that children can learn anything easily). In the golden age period, their brains are still flexible so that they are able to learn anything, including languages.

In English teaching and learning process, teacher also has an important role. According to Johnson (1992: 44), the English teacher often come into an English classroom conditioned by their previous educational experiences, cultural backgrounds, and social interaction, which may further shape their beliefs about English teaching.

Cameron (2001: 1) also said:

> Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

Based on those reasons, the teacher has responsibility to keep the students (young learners) motivated and interested to learn.

Moreover, the teacher must also select the teaching materials related to students' needs and arrange them from the simple to complex items. According to Richards and Rogers (2001: 10), the principles of developing teaching materials are:

a. Careful selection of what to be taught;
b. Imposing limits on what is to be taught;
c. Arranging what is to be taught in terms of the four skills;
d. Grading materials from simple to complex.

Based on the statement above, the important things that a young learner teacher has to possess that he/she can make the materials fulfill the students' needs, has to be based on the curriculum, and make them become interested and motivated in learning.

2.2 Learning Interest

In second language learning, interest has an important role. It is natural that interest is the positive factor of learning English. Teachers should pay more attention to the whole English teaching and learning. According to Zatan (2011: 2):

> Interest is the active power of English learning, and runs through the whole the learning process. So in the school education, teachers, should pay more attention to train and maintain the students' interest of English learning. Interest is also the internal power of spurring students' motivation.

Moreover, Dewey (1913) in Schraw, Floweday, and Lehman (2001: 213) also believed:

> Interest must be present in the classroom to satisfy students' intellectual and personal needs. Second, he believed that interest could be fostered by providing students with a variety of materials and educational opportunities that promoted challenge and autonomy. The teachers we have talked to about interest strongly agree with these claims.

From those statements, I conclude that interest is the power of learning that is needed by the learners for spurring their learning motivation. Interest can be increased by internal power of the learners or environment, such as varieties of learning material and the method or media that the teacher used.

In the previous study, Schraw, Floweday, and Lehman (2001: 213) stated:

(1) Interest is related positively to attention and learning.
(2) Interest varies from person to person.
(3) Interest is elicited by a variety of factors such as prior knowledge, unexpected text content, text structure, and reader goals.

It means that learning interest is important. Moreover, interesting information is learned better than less-interesting information.

Interest is nothing more than the lay term of motivation (Schiefele, 1991: 299). In addition, according to Gardner (2002: 1), there are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language. It can be concluded that interest is related to motivation which also has important role in language learning.

Robert and Wing-Por (2009: 105) stated:

> Language is fun. Learning a language should be pleasurable. Without interest and a fun element in the classroom, students can soon forget what they have learnt. On the contrary, if the learning experience is memorable, they will have a better chance of acquiring the language and be able to use it in future.

Furthermore, interest also has a significant effect in learning quality result, especially in achievement. It is proved in the previous study which was done by Schiefele (1991: 317). In his book, he stated that interested students can learn better and get better scores than the students which are not. While, Eklof (2010: 345) also stated that:

> An achievement test score can be viewed as a joint function of skill and will, of knowledge and motivation. On the other hand, without motivation – or will – students may choose not to engage in doing their best even if they possess the skills necessary. The result will be under achievement and an assessment result that reflects not only student knowledge, but also (lack of) motivation.

So that, it can be said that interest is a positive factor of learning English. Interest which has an important role in language learning is related to learning motivation and learning achievement or result.

In this study, the improving interest will be measured by the improving students' test results and the questionnaire of English learning interest. The questionnaire is intended to find out some additional information about students' interest in learning English.

The questionnaire is based on the Jurisevic and Pizorn (2012: 184) entitled Young Foreign Learners' Motivation – a Slovenian Experience. Based on Jusirevic and Pizorn, the questions of this questionnaire covered emotional and cognitive interest's perceptions of young learner's learning competence.

The questions of the questionnaire are:

(1) Do you like English learning?
   a. Yes.
   b. Quite.
   c. No.
(2) How much do you like English lesson?
   a. I like them very much.
   b. I quite like them.
   c. I don't like them.
(3) When do you best at English lesson?
   a. Every time.
   b. When I talk.

c. Almost never.

(4) When do you feel worst at English lesson?
   a. Almost never.
   b. When I talk.
   c. Every time.

(5) How difficult do you find learning English?
   a. It is easy.
   b. It is quite difficult.
   c. It is very difficult.

(6) How interesting do you find learning English?
   a. It is interesting.
   b. It is quite interesting.
   c. It is boring.

(7) Why do you learn English?
   a. Because English is interesting.
   b. Because we all learn it at school.
   c. To make my parents proud.

(8) How good are you in English?
   a. Very good.
   b. Quite good.
   c. I am not good at English.

(Jurisevic and Pizorn, 2012: 197-198)

This questionnaire is categorized as close questionnaire, the students just have to choose a, b, or c to answer the questions. The "a" answers in every question have been designed to represent students' high interest in learning English. "b" answers in every question have been designed to represent students' less interest in learning English. Moreover, "c" answers are represented students' low interest in learning English.

The questions of that questionnaire have been translated into Indonesia, so that the students can understand the questions and answer them easily.

2.3 Flash Cards

The range age of the Elementary School students is between six to eleven years old. Moreover, they are included as young learners. They have different characteristics and motivations from the students of junior high school, senior high school, and university. Young learners' characteristics make teaching elementary school students different with teaching adult because young learners may have low motivation and interest in learning. In this case, the teacher has a challenge to motivate an interest the elementary school students in learning something new.

Based on the previous study conducted by Sukarno (2008: 62), using media in teaching English to young learners helps the teachers create classroom situations to be more alive. Media also helps the teachers convey materials and help the students comprehend the given materials. Furthermore, Abe (1991: 266-267) also said that:

> In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. Use of these tools can free the teacher to be more the observer and facilitator and free the children to learn to use the language and learn to love the potentially fabulous experience of being able to communicate in another language to other people from around our vast word.

In this research, one learning media that I use in conducting an interesting learning for young learners is flashcard. Flashcard is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study (www.wikipedia.com).

Furthermore, Eslahcar (2012: 137) stated that:

> Flash cards are widely used as a learning drill to aid memorization by way of spaced repetition. Flash cards are useful for drilling new letters, syllables, words, and other information. They are normally used in a classroom, but can also be used more informally. A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study. Flash cards can bear vocabulary, historical dates, formulas or any subject matter that can be learned via a question and answer format.

Therefore, it can be concluded that flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it which can bear information that is useful media for teaching learning activities.

2.3.1 The Contribution of Flash Cards

I decide to use flash cards as an alternative to improve young learners' interest in learning English because young learners can build their own imaginary from the pictures they saw in flash cards. Moreover, young learners also need visuals or realia to make them interested with something they learnt.

Pictures on flashcards are valuable aid. They bring image of reality into the unnatural world of the language classroom. Joklova (2009: 19) stated:

> The picture is used in a more meaningful and 'real-life communicative' way than being just displayed for students to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

Pictures bring not only images of reality, but also function as a fun element in the class (Hill, 1990: 1). Sometimes, it is surprising, how pictures

may change a lesson, even if only employed in additional exercises or just to create the atmosphere. In addition, Moon (2000: 87) also stated:

> Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. Students are more likely to feel interested and invested in the lesson and will probably take better care of the materials.

It can be concluded that flash cards that bear picture on it can be useful to create fun class activities.

Flash cards can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners (Budden, 2004). Flash cards which have colorful pictures are interesting and can attract the young learners' interest because generally, young learners like something unique, colorful and they are also interested about many pictures. Students' visual aids such as pictures, charts, flash cards, etc are valuable to be used in the teaching learning process. Studying with those media is enjoyable and interesting.

While, Voxy ELT poll (2011) stated:

> 93% of teachers say that flash cards help students learn language. Flash cards also appeal to the young learner; in pedagogy, the focus remains on the content and the effective delivery of that content. With flash cards, we are able to set numerical targets: "How many words have I mastered today?" when we meet our goals, we are rewarded with a sense of achievement that motivates us to keep learning.

Brown (2000) as quoted by Eslahcar (2012: 134) stated that flash card can be taken almost anywhere and studied when one has a free moment.

Flash cards are fast and fun to use and they are effective since they have multi-sensory appeal and occupy only a short time within lesson.

Moreover, the result of a study conducted by Tan and Nicholson (1997: 1) showed that flashcard training groups were significantly better than the control group in speed of reading words and reading comprehension. Students said that they enjoyed their lessons and flash cards could be fun.

Furthermore, Hill (1990: 1) listed several advantages of flash cards, such as availability (one can get them in any magazines, on the internet, etc.); they are cheap, often free; they are personal (teacher selects them); flexibility – easily kept, useful for various types of activities (drilling, comparing, etc.), they are "always fresh and different", which means they come in a variety of formats and styles and moreover the learner often wonders what comes next.

Based on the reasons above, flash cards are a simple, versatile, yet often underexploited resource. I would like to use flash cards in teaching and learning activity in order to build interesting learning activity in young learners' English class.

In conclusion, I think that using flashcard may help the teacher to improve his/her teaching strategy and increase young learners' interest in learning English. Finally, the subject will be taught with enjoyable, interesting and fun atmosphere but the students still understand the material had been taught well.

2.3.2 Type of Teaching Strategies by Using Flash Cards

In teaching English by using flash cards, there are many strategies can be used. Budden (2004), in his article, have divided the strategies into the following categories: memory, drilling, identification, and TPR activities. Moreover, I will describe about the strategies that are used in this research. They are drilling strategy and identification strategy.

(1) Drilling Activities

Drilling activity can be defined as an activity that practices a particular skill and often involves repeating the same thing several times. The example activity of drilling activity is called invisible flash cards.

(a) The teacher sticks 9 flash cards on the board and draws a grid around them.

(b) The teacher uses a pen or a pointer to drill the 9 words. He/she always points to the flash card he/she is drilling.

(c) The teacher gradually removes the flash cards but continues to drill and point to the grid where the flash card was.

(d) When the first card is removed and the teacher points to the blank space, nod his/her head to encourage children to say the word of the removed flash card.

(e) Students should remember and continue as if the flash cards were still there. They seem to be amazed that they can remember the pictures.

(f) Depending on the age group then the teacher puts the flash cards back in the right place on the grid, asks the children where they go, or asks students to come up and write the word in the correct place on the grid.

(2) Identification Activities

Identification activity is the activity that provides the learners with the word that can help them to guess the word that teacher referred. The activity is called reveal the word. The following is the steps of reveal the word.

(a) The teacher covers the flash card or word card with a piece of card and slowly reveals it.

(b) Students guess which one it is.

(c) Once the card is shown, the teacher chorally drills the word with the group using different intonation and silly voices to keep it fun. The teacher varies the volume too, whispers and shouts the words. Children will automatically copy his/her voice.

(d) Alternatively, the teacher flips the card over very quickly so the children just get a quick glimpse.

(e) The teacher repeats until they have guessed the word.

In this research, I will use drilling activities in cycle 1 and identification activity in cycle 2.

2.4 Classroom Action Research

In conducting this research about "The Use of Flash Cards to Improve Young Learners' Interest in Learning English", I decided to use action research method.

According to Wallace (1998: 4), action research is a process which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what her future practice should be. While McNiff (1988: 1) stated that:

> Action research encourages a teacher to be reflective of his own practice in order to enhance the quality of education reflective enquiry that is now being used in school-based curriculum development, professional development, school-improvement schemes, and so on. It actively involves teacher as participants in their own educational process.

In teaching-learning process, the problems are always found. It can be a reason for teacher in conducting an action research to solve the problems and revise the teaching-learning process. Best (1981) as quoted by Kartikawati (2009: 19) wrote:

> …its purpose is to improve school practices and, at the same time, to improve those who try to improve practices: to combine the research function with teacher growth in such qualities as objectivity, skill in research process, habit in thinking, ability to work harmoniously with others, and professional spirit.

Based on the explanations above, it can be concluded that action research can be defined as a research which is done by a teacher in her/his own classroom systematically to solve the problems faced in teaching-learning process, at the same time, to increase the teaching-learning process in the future.

To do a classroom action research, some steps have to be followed. A classroom action research is conducted cycles. Based on McNiff (1988:27), a cycle consists of four steps, such as planning, action, observation, and reflection. All those four steps will be done continuously in some cycles until the researcher achieves the goal of the research. The steps can be seen in the following figure:

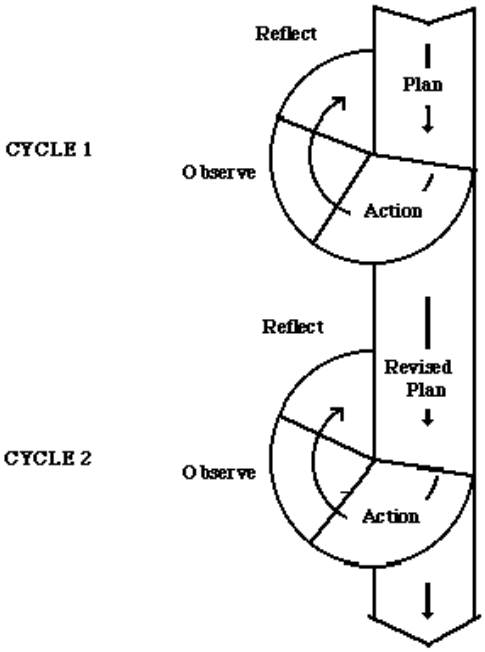


Figure 1. The steps of action research by Kemmis as quoted by McNiff (1988)

The steps above are presented below:

(1) Planning

Planning is a step to identify the issue to be changed, look elsewhere for information, develop the questions and research methods to be used, and develop a plan related to the specific environment.

Planning in the action research must be future oriented. Besides, the planner has to realize that the social research in the certain condition is unpredictable and risky, so the planning must be flexible.

(2) Action

Doing the action is the main phase of action research. In this step, the researcher has to try the change following the plan, collect and compile evidence, and also question the process and make changes as required.

(3) Observation

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. In observing, the researcher has to analyze the evidence and collate the findings, discuss the findings with co-researchers and/or colleagues for the interpretation, write the report, and also share the findings with stakeholders and peers. This stage aims in collecting data.

(4) Reflection

Reflection is to inspect what has been done. The result of reflection is used to the next research. Reflection is activity to evaluate the cycle of the process, implement the findings or new strategy, and revise the process. Therefore, the reflection is the inspection effort of the success or failure in reaching the purpose of the research.

Based on the explanations above, it can be concluded that a classroom action research is done by a teacher systematically. The research is to solve

the problems faced in teaching-learning process, at the same time, to increase the teaching-learning process in the future. By doing action research, the teacher may give contribution to herself/himself, other teachers, and the students.

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, I presented research method which consisted of subject of the study, research design, instrument of the study, and method of analyzing data.

3.1 Subject of the Study

The subjects of this study were the fifth grade students of SD Negeri 01 Tahunan Jepara in the academic year of 2013/2014. There were twenty-six students. These students were chosen to be the subject study because based on their English teacher's explanation, they had low interest in learning English that was shown by their attitudes in English class which became hectic in the class. Their English achievements were also not as good as other subject.

3.2 Research Design

A classroom action research was applied in this study. I conducted two cycles: cycle 1 and cycle 2. There were four steps in every cycle. They were planning, action, observation, and reflection. The explanation of the steps was presented more clearly as the following.

3.2.1 Cycle 1

(1) Planning

In this activity, I chose SD Negeri 01 Tahunan Jepara to be the subject of the study. I asked permission to the headmaster of the school to do a research and asked to the English teacher about the teaching and learning activity in there. Then, I designed lesson plans and tests.

(2) Action

I gave a questionnaire and pre-test to the students. The questionnaire was used to know students' interest in learning English. Moreover, pre-test was used to know the students' mastery of English, especially about English vocabulary, before they were taught by using flashcards. It was important to know about the students' interest in learning English and their mastery of English.

Then, I taught the students about some English vocabularies by using flash cards as media and drilling activity as the strategy. The topic was "Kinds of Clothing". I chose that topic based on the advice of the English teacher of SD Negeri 01 Tahunan Jepara and the curriculum used by the English teacher. The words that would be taught to the students were jacket, skirt, T-shirt, shirt, shorts, trousers, scarf, tie, shoes, socks, swimsuit, underwear, gloves, pajamas, belt, and hat. After teaching, I gave the formative test (cycle 1 test) to check the students' progress.

(3) Observation

I analyzed and collected the result of the action. The purpose was to know the result of "action" reaches in cycle 1.

(4) Reflection

I tried to find out the progress of the students before and after doing the activity in cycle 2.

3.2.2 Cycle 2

(1) Planning

From the result of reflection in cycle 1, I arranged second treatment with some revision.

(2) Action

I reviewed about the topic that was learnt in previous meeting, it was "Kinds of Clothing". Then, I taught the students by using "What is My Job?" as the topic, flash cards as media and identification activity as the strategy. The words that would be taught to the students are artist, astronaut, carpenter, cook, dancer, dentist, doctor, driver, farmer, fisherman, firefighter, musician, nurse, painter, pilot, policeman, postman, secretary, singer, and teacher. Next, I gave post-test to compare the difference of the result of the students between before and after the teaching learning activities by using flash cards and different strategies.

(3) Observation

I analyzed the students' participation in the teaching learning process to know the result of "action" reaches in conducting cycle 2. At the end of the study, I gave English learning interest questionnaire to the students. The questionnaires were distributed to identify the students' interest in learning English.

(4) Reflection

I evaluated the result of the post-test, field note, and questionnaire. Then, I tried to find out the significant progress from the first activity to the last activity during the research.

The difference between cycle 1 and cycle 2 were on the strategies used to teach and the learning topic. In cycle 1, I taught by using drilling activity as the strategy and "Kind of Clothing" as learning material.. While in cycle 2, I taught with by using identification activity as the strategy and "Kinds of Job" as learning material .

3.3 Instruments of Study

There were many techniques and methods which could be used to gather evidences in classroom action research. According to Elliot (1998), they are diaries, profiles, document analysis, tape or video recording and transcript, using an out sides observer, interviewing, the running commentary, the shadow study, checklists, questionnaire, inventories, and

analytic memos. In this study, I collected the data through test, questionnaire, and field note.

3.3.1 Test

A test was a method of measuring a person's ability, knowledge, or performances in a given domain (Brown, 2004). The tests were to measure the students' progress and result of research activity in every step. This study was carried out into two cycles. There were a test in the beginning of the cycle 1 and at the end of cycle 1 and cycle 2. They were pre-test, formative test (cycle 1 test), and post-test (cycle 2 test).

In the pre-test, the students had to answer 30 multiple choices questions about kinds of clothing and jobs. The test items can be seen in appendix 2.

In formative test, the students had to arrange the jumbled alphabets into the right word. The words were about kinds of clothing that had been taught in the cycle 1. The test items can be seen in appendix 3.

In post-test, the students had to answer 30 questions about jobs that had been taught in the cycle 2. The test items can be seen in appendix 4.

3.3.2 Questionnaire

A questionnaire was list of questions to be answered by a group of people to get information. The questionnaire was intended to get information from the students based on the needs, interest, like and dislike about teaching-learning process.

In this study, the questionnaire was intended to find out some additional information about students' interest in learning English by using flash cards. Through questionnaire, I wanted to know whether the use of flash cards could increase students' (especially for young learners) interest in learning English or not. It was given to the students twice, after they finished pre-test and cycle 2 test (post-test).

The questionnaire was based on the journal of Jurisevic and Pizorn (2012) entitled Young Foreign Language Learners' Motivation – a Slovenian Experience. I used this questionnaire because based on Jurisevic and Pizorn (2012), the questions of this questionnaire covered emotional and cognitive interest's perceptions of young learner's learning competence. The items were designed in the form of questions which was found to be a suitable way for young learners. Furthermore, the questions of that questionnaire had been translated into Indonesia to make the students understand about them.

The questions of the questionnaire are:

(9) Do you like English learning?
   d. Yes.
   e. Quite.
   f. No.

(10) How much do you like English lesson?
   d. I like them very much.
   e. I quite like them.
   f. I don't like them.

(11) When do you best at English lesson?
   d. Every time.
   e. When I talk.
   f. Almost never.

(12) When do you feel worst at English lesson?
   d. Almost never.

e. When I talk.
f. Every time.

(13) How difficult do you find learning English?

d. It is easy.
e. It is quite difficult.
f. It is very difficult.

(14) How interesting do you find learning English?

d. It is interesting.
e. It is quite interesting.
f. It is boring.

(15) Why do you learn English?

d. Because English is interesting.
e. Because we all learn it at school.
f. To make my parents proud.

(16) How good are you in English?

d. Very good.
e. Quite good.
f. I am not good at English.

(Jurisevic and Pizorn, 2012)

This questionnaire is categorized as close questionnaire, the students just have to choose a, b, or c to answer the questions. The "a" answers in every question have been designed to represent students' high interest in learning English. "b" answers in every question have been designed to represent students' less interest in learning English. Moreover, "c" answers are represented students' low interest in learning English.

To assess the students' interest, I counted the increasing of "a" answer. If the percentages of students that answer "a" in cycle 2 were increasing if it was compared with the answers in cycle 1, it meant that there is an improving interest of the students.

The form of the questionnaire that would be distributed to the students could be seen in appendix 7.

3.3.3 Field Note

The purpose of using field note, in this study, was to know the activities during the research. The fields note was based on Shin (2007). It was used to record the interaction of students in the classroom. The contents of the field note were:

(1) Numbers of students who attended the class.

(2) Numbers of students who asked questions to the teacher.

(3) Numbers of students who answered the questions of the teacher.

(4) Numbers of students who obeyed to the teacher' instructions.

Those contents were used as students' activeness indicators. I used them because based on Snow (2012), students' learning interest are related to students' activeness. He said that teacher will be able to see students interest in the subject if the students are more active in class and more willing to contribute to the class discussion. Teacher will also be able to see lack of interest if the student doesn't pay attention or become lazy with his or her work. It could be concluded that interested students are more active in the class.

3.4 Method of Analyzing data

The indicators of the success of the research referred to the increasing achievement of the students and the increasing "a" answers of the questionnaire, because the "a" answers in every question in the

questionnaire have been designed to represent students' high interest in learning English.

To find out the degree of the students' achievement in the pre-test, formative test and post test, the score of each student was counted individually by using the following formula:

$$students'scores = \frac{number\ of\ the\ correct\ answer}{number\ of\ item} \times 100$$

While to find out the average of the students' score in pre-test, formative test and post-test was counted by using the formula below:

$$average\ of\ the\ students'score = \frac{total\ of\ students'score}{number\ of\ the\ students}$$

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, I present some conclusions about this research finding that has been reported on the previous chapters. Besides, I also give some suggestions as the contribution to support the teaching-learning process, especially in teaching English to young learners.

5.1 Conclusion

After conducting the research, I found that the use of flash cards could improve young learners' interest in learning English. The improving interest was shown by students' increasing scores, the result of language learning interest questionnaire, and the result of field note.

First, the young learners' interest in learning English improves after they are taught by using flash cards. In general, the improving young learners' interest can be seen from the increasing scores from pre-test to post-test. The result of pre-test showed that the interest of the fifth grade students of SD N 01 Tahunan Jepara was poor. It was shown by the average score of pre-test was 61,92. After conducting pre-test, the students were given formative test. The average score of formative test was 70,77. Based on the result of formative test, the students' interests in English learning were improved. It can be seen by the increasing average score of the

students. After the formative test was completed, students' achievements were measured through the post-test. In post-test, the students' achievements were increased. They got 76,58.

Second, according to the result of language learning interest questionnaire, most of the students' answers present that the activities using flash cards can improve their interest in learning English. Besides, identification method that is used in cycle 2 is more interesting than drilling method that is used in cycle 1.

Third, based on the field note during the research, the students show great interest to learn English. In cycle 2, the students became more active if it is compared with cycle 1. It can be concluded that the teaching-learning using flash cards and identification method makes students more active in learning process.

Thus, the answer of the statement of the problem in this study is: flash cards are effective to improve young learners' interest in learning English. Moreover, flash cards can be more effective if it is combined with identification method as teaching method. Besides, the improving interest can increase the students' achievement in learning English.

5.2 Suggestions

Based on the conclusion presented above, I would like to offer some suggestions in order to encourage the students, especially young learners, to improve their interest in teaching-learning process.

Dealing with the result of the research that I have conducted, the teacher should be more creative and innovative in their way of teaching for example to use media that is able to attract students' learning interest, especially in teaching young learners. Flash cards can be used as alternative media in teaching process. They also can be combined with identification method as teaching method to make the young learners more active and interested. Flash cards as learning media can be used for making the teaching-learning process more fun and interesting. The more interesting media, the more students' interest we get in our teaching and learning process. When teaching and learning process gone well and all students enjoy with the process, the teacher will get better result in the teaching and learning process. Moreover, the students also will get better achievements.

Furthermore, I hope that there will be many researchers conducting about how to use flash cards in teaching-learning process more effective in the future and also about students' English learning interest, especially young learners.

I know that this study has so many weaknesses. I really appreciate for every suggestions and critics from the readers to make this study better. I also hope that this research could give other researchers some enlightenment so they can find new research, new topic, and new point of view that can be applied in real situations. I hope that this final project can give benefits for all the readers. I hope that this research can provide some information about

the use of flash cards in teaching and learning English especially how to use this media to improve young learners' interest in learning English.

APPENDICES

APPENDIX 1

FIELD NOTE

No	Students' activities	Sum of the students
1	Numbers of students who attended the class	
2.	Numbers of students who asked questions to the teacher	
3.	Numbers of students who answered the questions of the teacher	
4.	Numbers of students who obeyed to the teacher' instructions	

APPENDIX 2

PRE-TEST

Choose the correct answer by crossing A, B, C, or D.

(Pilih jawaban yang benar dengan menyilang huruf A, B, C, or D)

1. I always wear …. before I wear my shoes.
   a. Gloves
   b. Hat
   c. Shirt
   d. Socks
2. It is cool, so you must wear ….
   a. Jacket
   b. Shorts
   c. Shoes
   d. Tie
3. D – U – R – E – N – E – R – A – W
   a. DURENWEAR
   b. WAREUNDER
   c. UNDERWEAR
   d. WEARUNDER
4. My father wears …. on his neck.
   a. Hat
   b. Tie
   c. Shoes
   d. Belt
5. What is it?
   a. It is a tie.
   b. It is a scarf.
   c. It is a glove.
   d. It is a belt.

6. It is my …..

a. Underwear
b. Swimsuit
c. Socks
d. T-shirt

7. What is *'celana panjang'* in English?

a. Trousers
b. Shorts
c. Jacket
d. Shirt

8. My brother wears ….. on his head.

a. Jacket
b. Hat
c. Socks
d. Shoes

9. My mother wears her scarf on her …..

a. Head
b. Foot
c. Neck
d. Hands

10. It is ….. skirt.

a. My brother's
b. My sister's
c. My father's
d. My son's

11. T – H – I – S – R

a. SHIRT
c. THRIS
b. SHRIT
d. HIRTS

12. It is a ….

a. Shoes
c. Shorts
b. Hat
d. Swimsuit

13. My brothers wear …. when he plays with his friends

a. Shorts
c. Shoes
b. Trousers
d. Jacket

14. They are my father's ….

a. Socks
c. Shorts
b. Tie
d. Shoes

15. Sari wears them on her….

a. Neck
c. Hands
b. Foot
d. Head

16. I work for travelling in a spacecraft. When I work, I wear space suits and helmet. I am an ….

a. Astronaut
c. Pilot
b. Nurse
d. Policeman

17. Who am I?

a. Postman
c. Pilot
b. Policeman
d. Singer

18. Dentist is a person whose job is to care for people's ….

a. Foot
c. Teeth
b. Hand
d. Clothing

19. Mrs. Shinta works in a school. Every day she teaches the students. Mrs. Shinta is a ….

a. Teacher
c. Farmer
b. Doctor
d. Astronaut

20. My job is to extinguish the fire. Who am I?

a. Farmer
c. Astronaut
b. Policeman
d. Firefighter

21. R – E – N – G – S – I

a. Singer
c. Signer
b. Giners
d. Riseng

22. My father always wears white coat when he works. He works in a hospital. He helps people who are ill. My father is a ….

a. Nurse
c. Postman
b. Doctor
d. Secretary

23. Mr. Rony is my neighbor. His job is to catch fish. He is a ….

a. Fisherman
c. Policeman
b. Firefighter
d. Postman

24. I love cooking. My job is to cook meals in the restaurant. I am a ….

a. Singer
c. Dancer
b. Artist
d. Cook

25. Mr. Rony makes wooden chairs and tables. He is a ….

a. Farmer
c. Carpenter
b. Nurse
d. Postman

26. Mr. Anwar's job is to catch thief and people who do not obey the law. He also makes people feel safe. Who is Mr. Anwar?

a. Policeman
c. Pilot
b. Postman
d. Firefighter

27. S – I – N – A – C – U – M – I

a. CIAMUSIN
c. MUSICIAN
b. MISUCAIN
d. NAIMUSIC

28. My grandfather works in a farm. He grows rice-plant, corns, and soybean. He is a ….

a. Pilot
c. Doctor
b. Firefighter
d. Farmer

29. Mr. Dany's job is to paint picture. His pictures are very beautiful. He is a ….

a. Singer
c. Painter
b. Dancer
d. Doctor

30. My sister works in an office. Her job is to type letters, make telephone calls, and arrange meeting. She works as a ….

a. Secretary
c. Singer
b. Teacher
d. Carpenter

APPENDIX 3

FORMATIVE TEST OF CYCLE 1

ARRANGE THE JUMBLED ALPHABETS INTO THE RIGHT WORDS.

1. U – E – W – A – R – N – E – R – D

2. H – T – I – S – R – T

3. S – T – O – R – U – R – E – S

4. W – S – I – M – S – T – I – U

5. O – S – C – S – K

6. K – R – I – S – T

7. T – O – R – H – S – S

8. T – S – I – R – H

9. F – A – C – R – S

10. T – C – A – J – K – E

APPENDIX 4

POST-TEST

Choose the correct answer by crossing A, B, C, or D.

(Pilih jawaban yang benar dengan menyilang huruf A, B, C, or D)

1. I work for travelling in a spacecraft. When I work, I wear space suits and helmet. I am an ….

   a. Astronaut
   b. Nurse
   c. Pilot
   d. Policeman

2. He is my brother. He is a ….

   a. Pilot
   b. Firefighter
   c. Driver
   d. Painter

3. N – S – R – E – U

   a. SUREN
   b. NERSU
   c. NURSE
   d. SUERN

4. My uncle’s job is to fly a plane. Who is he?

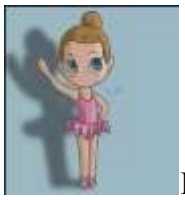
   a. Postman
   b. Doctor
   c. Pilot
   d. Policeman

5. Who am I?

a. Postman
b. Policeman
c. Pilot
d. Singer

6. Dentist is a person whose job is to care for people's ….

a. Foot
b. Hand
c. Teeth
d. Clothing

7.  Rina likes dance. She has dance show everyday. She is a ….

a. Singer
b. Nurse
c. Farmer
d. Dancer

8.

Mrs. Shinta works in a school. Every day she teaches the students. Mrs. Shinta is a ….

a. Teacher
b. Doctor
c. Farmer
d. Astronaut

9. My job is to extinguish the fire. Who am I?

a. Farmer
b. Policeman
c. Astronaut
d. Firefighter

10. R – E – N – G – S – I

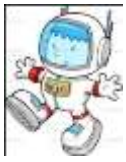
a. Singer
c. Signer
b. Giners
d. Riseng

11. My father always wears white coat when he works. He works in a hospital. He helps people who are ill. My father is a ….

a. Nurse
c. Postman
b. Doctor
d. Secretary

12. Mr. Rony is my neighbor. His job is to catch fish. He is a ….

a. Fisherman
c. Policeman
b. Firefighter
d. Postman

13.  S – T – O – R – A – U –T – A – N

a. Ostranaut
c. Nautastro
b. Astronaut
d. Otanastru

14. I love cooking. My job is to cook meals in the restaurant. I am a ….

a. Singer
b. Artist

c. Dancer
d. Cook

15. Mr. Rony makes wooden chairs and tables every day. He is a ….

a. Farmer
b. Nurse
c. Carpenter
d. Postman

16. I am a member of an army. I am in military. I am a ….

a. Doctor
b. Carpenter
c. Driver
d. Soldier

17. Mr. Anwar's job is to catch thief and people who do not obey the law. He also makes people feel safe. Who is Mr. Anwar?

a. Policeman
b. Postman
c. Pilot
d. Firefighter

18. Sari loves singing. She works as a ….

a. Dancer
b. Singer
c. Farmer
d. Painter

19. S – I – N – A – C – U – M – I

a. CIAMUSIN
b. MISUCAIN
c. MUSICIAN
d. NAIMUSIC

20. My grandfather works in a farm. He grows rice-plant, corns, and soybean. He is a ….

a. Pilot
b. Firefighter
c. Doctor
d. Farmer

21. Mr. Dany's job is to paint picture. His pictures are very beautiful. He is a ….

a. Singer
b. Dancer
c. Painter
d. Doctor

22. My sister works in an office. Her job is to type letters, make telephone calls, and arrange meeting. She works as a ….

a. Secretary
b. Teacher
c. Singer
d. Carpenter

23. Nina works in a hospital. When she works, she wears a uniform. Her uniform is white. Her job is to help the doctor to take care the patients. She is a ….

a. Secretary
b. Nurse
c. Musician
d. Teacher

24. Zakaria has a band. His job is to play music. He has a music show every evening. He is a ….

a. Singer
b. Dancer
c. Farmer
d. Musician

25. S – D – R – O – L – I – E

a. DOLSIER
b. SOLIDER
c. SOLDIER
d. RESOLDI

26. My uncle is a postman. His job is to deliver ….

a. Book
b. Mattress
c. Mails
d. Shoes

27. When I got toothache. I must see ….

a. Dentist
b. Doctor
c. Nurse
d. Astronaut

28. John is a driver. His job is to drive a ….

a. Airplane
b. Cart
c. Car
d. Bicycle

29. A fisherman usually catches fish at ….

a. Yard
b. Sea
c. Market
d. Hospital

30. Policeman's job is also to control ….

a. Road traffic
b. Traffic light
c. Surgical operation
d. Accident

APPENDIX 5

PICTURES OF “KINDS OF CLOTHING” FLASHCARDS

APPENDIX 6

PICTURES OF "KINDS OF JOB" FLASHCARDS

APPENDIX 7

QUESTIONNAIRE OF ENGLISH LEARNING INTEREST

(KUESIONER TENTANG MINAT DALAM PEMBELAJARAN BAHASA INGGRIS)

1. Apakah kamu suka belajar bahasa Inggris?
   a. Ya b. Cukup c. Tidak
2. Seberapa suka kamu dengan bahasa Inggis?
   a. Sangat suka b. Cukup suka c. Tidak suka
3. Kapan kamu merasa dapat menggunakan bahasa Inggris dengan baik?
   a. Setiap saat
   b. Ketika berbicara
   c. Hampir tidak pernah
4. Kapan kamu merasa kalau kamu lemah dalam berbahasa Inggris?
   a. Hampir tidak pernah
   b. Ketika berbicara
   c. Setiap saat
5. Menurutmu, apakah bahasa Inggris itu susah?
   a. Mudah b. Cukup susah c. Sangat susah
6. Menurutmu, apakah bahasa Inggris itu menarik?
   a. Menarik b. Lumayan menarik c. Membosankan
7. Mengapa kamu belajar bahasa Inggris?
   a. Karena belajar bahasa Inggris itu menyenangkan.
   b. Karena bahasa Inggris dipelajari di sekolah.
   c. Untuk membuat orang tua bangga.
8. Seberapa bagus kemampuanmu berbahasa Inggris?
   a. Sangat bagus b. Cukup bagus c. Kurang bagus

APPENDIX 8

LESSON PLAN OF CYCLE 1

Subject : English

Teacher : Kristha Widya Astuti

Grade/Semester : 5^{th}/1

Meeting time : 3 x 35 minutes (3 meeting)

STANDARD COMPETENCE:

Kemampuan membaca nyaring dan memahami artinya dalam konteks jenis-jenis pakaian.

BASIC COMPETENCE:

- Membaca nyaring dan memahami kata dalam konteks jenis-jenis pakaian.
- Membaca nyaring dengan memahami frasa dalam konteks jenis-jenis pakaian.

GOAL:

Students will be able to read aloud kinds of clothing fluently.

INDICATORS:

- Students are able to read aloud and spell the words.
- Students are able to read aloud and spell the phrases.

LANGUAGE FOCUS:

Words and phrases

TEACHING MATERIAL:

What is it? When do you wear it?

TEACHING MEDIA:

Word list and flash cards

TEACHING METHOD:

Drilling method

LEARNING ACTIVITIES:

DAY 1

Opening Activities

- The teacher greets the students.
- The teacher checks the attendance list
- Students pay attention to the purpose of the study described by the teacher to reach the goal.

Main Activities

- The teacher gives questionnaire of language interest to the students.
- The teacher gives pre-test to the students.

Closing Activities

- The teacher asks to the students whether there are any difficulties or not.
- Closing.

DAY 2

Opening Activities

- Greeting
- Checking the attendance list
- Students pay attention to the purpose of the study described by the teacher to reach the goal.

Main Activities

- The teacher gives explanation of clothing.

- The teacher mentions kinds of clothing by reading and spelling the name of them.
- The teacher drills some vocabularies about kind of clothing.
- The teacher shows the picture of the clothing mentioned and gives little description about clothing showed.

Closing Activities

- The teacher asks to the students whether there are any difficulties or not.
- Closing.

DAY 3

Opening Activities

- Greeting
- Checking the attendance list
- Students pay attention to the purpose of the study described by the teacher to reach the goal.

Main Activity

- The teacher gives formative test to the students.

Closing Activities

- The teacher asks to the students whether there are any difficulties or not.
- Closing.

STRUCTURE OF THE TEST:

The students have to arrange the jumbled words into the right words.

1. U – E – W – A – R – N – E – R – D
2. H – T – I – S – R – T
3. S – T – O – R – U – R – E – S
4. W – S – I – M – S – T – I – U
5. O – S – C – S – K
6. K – R – I – S – T
7. T – O – R – H – S – S
8. T – S – I – R – H
9. F – A – C – R – S
10. T – C – A – J – K – E

ASSESSMENT:

Evaluation technique: Written test

Student' score = Student's right answers

Student' maximum score = 100

Jepara, October , 2013

Known by principle,

Signature of the headmaster	Signature of the teacher trainee
Sunardi, S.Pd.	Kristha Widya Astuti
NIP.	NIM. 220140909

APPENDIX 9

LESSON PLAN OF CYCLE 2

Subject : English

Teacher : Kristha Widya Astuti

Grade/Semester : 5^{th}/1

Meeting time : 2 x 35 minutes (2 meeting)

STANDARD COMPETENCE:

Kemampuan membaca nyaring dan memahami artinya dalam konteks jenis-jenis pekerjaan.

BASIC COMPETENCE:

- Membaca nyaring dan memahami kata dalam konteks jenis-jenis pekerjaan.
- Membaca nyaring dengan memahami frasa dalam konteks jenis-jenis pekerjaan.

GOAL:

Students will be able to read aloud kinds of jobs fluently.

INDICATORS:

- Students are able to read aloud and spell the words.
- Students are able to read aloud and spell the phrases.

LANGUAGE FOCUS:

Words and phrases

TEACHING MATERIAL:

What do you do? What does she/he do?

TEACHING MEDIA:

Word list and flash cards

TEACHING METHOD:

Identification method

LEARNING ACTIVITIES:

DAY 1

Opening Activities

- The teacher greets the students.
- The teacher checks the attendance list.
- Review previous lesson.
- Students pay attention to the purpose of the study described by the teacher to reach the goal.

Main Activities

- The teacher gives explanation of kinds of jobs by showing some flash cards.
- The teacher mentions kinds of jobs by reading and spelling the name of them.
- The teacher covers the flash cards with a piece of card and slowly reveals it.
- The teacher asks to the students to guess what job in the picture is.
- The teacher flips the flash cards over quickly so the children just get a quick glimpse.
- The teacher repeats until the students guess the words.

Closing Activities

- The teacher asks to the students whether there are any difficulties or not.

- Closing

DAY 2

Opening Activities

- The teacher greets the students
- The teacher checks the attendance list

Main Activity

- The teacher gives post-test to the students.
- The teacher gives questionnaire of language interest to the students.

Closing activity

- Closing

STRUCTURE OF THE TEST:

The structure of the test is multiple choice test.

1. I work for travelling in a spacecraft. When I work, I wear space suits and helmet. I am an ….

   a. Astronaut
   b. Nurse
   c. Pilot
   d. Policeman

2. He is my brother. He is a ….

   a. Pilot
   b. Firefighter
   c. Driver
   d. Painter

3. N – S – R – E – U

   a. SUREN
   b. NERSU
   c. NURSE
   d. SUERN

4. My uncle’s job is to fly a plane. Who is he?

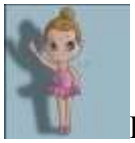
a. Postman
b. Doctor
c. Pilot
d. Policeman

5. Who am I?

a. Postman
b. Policeman
c. Pilot
d. Singer

6. Dentist is a person whose job is to care for people's ….

a. Foot
b. Hand
c. Teeth
d. Clothing

7.  Rina likes dance. She has dance show everyday. She is a ….

a. Singer
b. Nurse
c. Farmer
d. Dancer

8.

Mrs. Shinta works in a school. Every day she teaches the students. Mrs. Shinta is a ….

a. Teacher
b. Doctor

c. Farmer
d. Astronaut

9. My job is to extinguish the fire. Who am I?

a. Farmer
c. Astronaut
b. Policeman
d. Firefighter

10. R – E – N – G – S – I

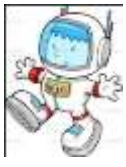
a. Singer
c. Signer
b. Giners
d. Riseng

11. My father always wears white coat when he works. He works in a hospital. He helps people who are ill. My father is a ….

a. Nurse
c. Postman
b. Doctor
d. Secretary

12. Mr. Rony is my neighbor. His job is to catch fish. He is a ….

a. Fisherman
c. Policeman
b. Firefighter
d. Postman

13.  S – T – O – R – A – U –T – A – N

a. Ostranaut
c. Nautastro
b. Astronaut
d. Otanastru

14. I love cooking. My job is to cook meals in the restaurant. I am a ….

a. Singer
c. Dancer
b. Artist
d. Cook

15. Mr. Rony makes wooden chairs and tables every day. He is a ….

a. Farmer
c. Carpenter
b. Nurse
d. Postman

16. I am a member of an army. I am in military. I am a ….

a. Doctor
c. Driver
b. Carpenter
d. Soldier

17. Mr. Anwar's job is to catch thief and people who do not obey the law. He also makes people feel safe. Who is Mr. Anwar?

a. Policeman
c. Pilot
b. Postman
d. Firefighter

18. Sari loves singing. She works as a ….

a. Dancer
b. Singer

c. Farmer
d. Painter

19. S – I – N – A – C – U – M – I

a. CIAMUSIN
c. MUSICIAN
b. MISUCAIN
d. NAIMUSIC

20. My grandfather works in a farm. He grows rice-plant, corns, and soybean. He is a ….

a. Pilot
c. Doctor
b. Firefighter
d. Farmer

21. Mr. Dany's job is to paint picture. His pictures are very beautiful. He is a ….

a. Singer
c. Painter
b. Dancer
d. Doctor

22. My sister works in an office. Her job is to type letters, make telephone calls, and arrange meeting. She works as a ….

a. Secretary
c. Singer
b. Teacher
d. Carpenter

23. Nina works in a hospital. When she works, she wears a uniform. Her uniform is white. Her job is to help the doctor to take care the patients. She is a ….

a. Secretary
b. Nurse
c. Musician
d. Teacher

24. Zakaria has a band. His job is to play music. He has a music show every evening. He is a ….

a. Singer
b. Dancer
c. Farmer
d. Musician

25. S – D – R – O – L – I – E

a. DOLSIER
b. SOLIDER
c. SOLDIER
d. RESOLDI

26. My uncle is a postman. His job is to deliver ….

a. Book
b. Mattress
c. Mails
d. Shoes

27. When I got toothache. I must see ….

a. Dentist
b. Doctor
c. Nurse
d. Astronaut

28. John is a driver. His job is to drive a ….

a. Airplane
b. Cart
c. Car
d. Bicycle

29. A fisherman usually catches fish at ….

a. Yard
b. Sea
c. Market
d. Hospital

30. Policeman's job is also to control ….

a. Road traffic
b. Traffic light
c. Surgical operation
d. Accident

ASSESSMENT:

Evaluation technique: Written test

$$Student' score = \frac{right\ answers}{3}$$

Student' maximum score = 100

Jepara, November , 2013

Known by principle,

Signature of the headmaster	Signature of the teacher trainee
Sunardi, S.Pd.	Kristha Widya Astuti
NIP.	NIM. 2201409095

APPENDIX 10

THE RESULT OF PRE-TEST

NUMBER	STUDENTS' CODE	SCORE
1	S-1	53
2	S-2	57
3	S-3	70
4	S-4	67
5	S-5	67
6	S-6	43
7	S-7	70
8	S-8	40
9	S-9	80
10	S-10	43
11	S-11	57
12	S-12	60
13	S-13	67
14	S-14	73
15	S-15	53
16	S-16	47
17	S-17	60
18	S-18	53
19	S-19	70
20	S-20	80
21	S-21	73
22	S-22	70
23	S-23	67
24	S-24	67
25	S-25	60
26	S-26	63
Σ	26	1610

APPENDIX 11

THE RESULT OF FORMATIVE TEST

NUMBER	STUDENTS' CODE	SCORE
1	S-1	60
2	S-2	60
3	S-3	70
4	S-4	80
5	S-5	70
6	S-6	60
7	S-7	70
8	S-8	70
9	S-9	90
10	S-10	60
11	S-11	70
12	S-12	70
13	S-13	60
14	S-14	90
15	S-15	70
16	S-16	60
17	S-17	60
18	S-18	60
19	S-19	80
20	S-20	80
21	S-21	70
22	S-22	90
23	S-23	80
24	S-24	70
25	S-25	60
26	S-26	80
Σ	26	1840

APPENDIX 12

THE RESULT OF POST-TEST

NUMBER	STUDENTS' CODE	SCORE
1	S-1	73
2	S-2	77
3	S-3	83
4	S-4	80
5	S-5	80
6	S-6	67
7	S-7	87
8	S-8	77
9	S-9	90
10	S-10	67
11	S-11	70
12	S-12	77
13	S-13	73
14	S-14	87
15	S-15	70
16	S-16	70
17	S-17	73
18	S-18	67
19	S-19	83
20	S-20	93
21	S-21	77
22	S-22	83
23	S-23	73
24	S-24	70
25	S-25	67
26	S-26	77
Σ	26	1991

APPENDIX 13

THE RESULT OF QUESTIONNAIRE OF LANGUAGE LEARNING INTEREST

NO.	QUESTION	NUMBERS OF STUDENTS WHO ANSWER A, B, OR C					
		CYCLE1			CYCLE 2		
		A	B	C	A	B	C
1	Do you like learning English?	11	10	5	17	7	2
2	How much do you like English lesson?	7	15	4	15	10	1
3	When do you feel best at English lesson?	3	7	16	9	10	7
4	When do you feel worst at English lesson?	2	17	7	2	19	5
5	How difficult do you find learning English?	10	12	4	14	10	2
6	How interesting do you find learning English?	13	11	2	19	7	-
7	Why do you learn English?	10	16	-	15	11	-
8	How good are you at English?	2	13	11	8	11	7
Σ		58	101	49	99	85	24

APPENDIX 14

THE RESULT OF THE FIELD NOTE

NO.	STUDENTS' ACTIVITIES	THE NUMBER OF STUDENTS	
		CYCLE 1	CYCLE 2
1	Numbers of students who attended the class	26	26
2	Numbers of students who asked questions to the teacher	7	16
3	Numbers of students who answered the questions of the teacher	13	23
4	Numbers of students who obeyed to the teacher' instructions	24	26

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