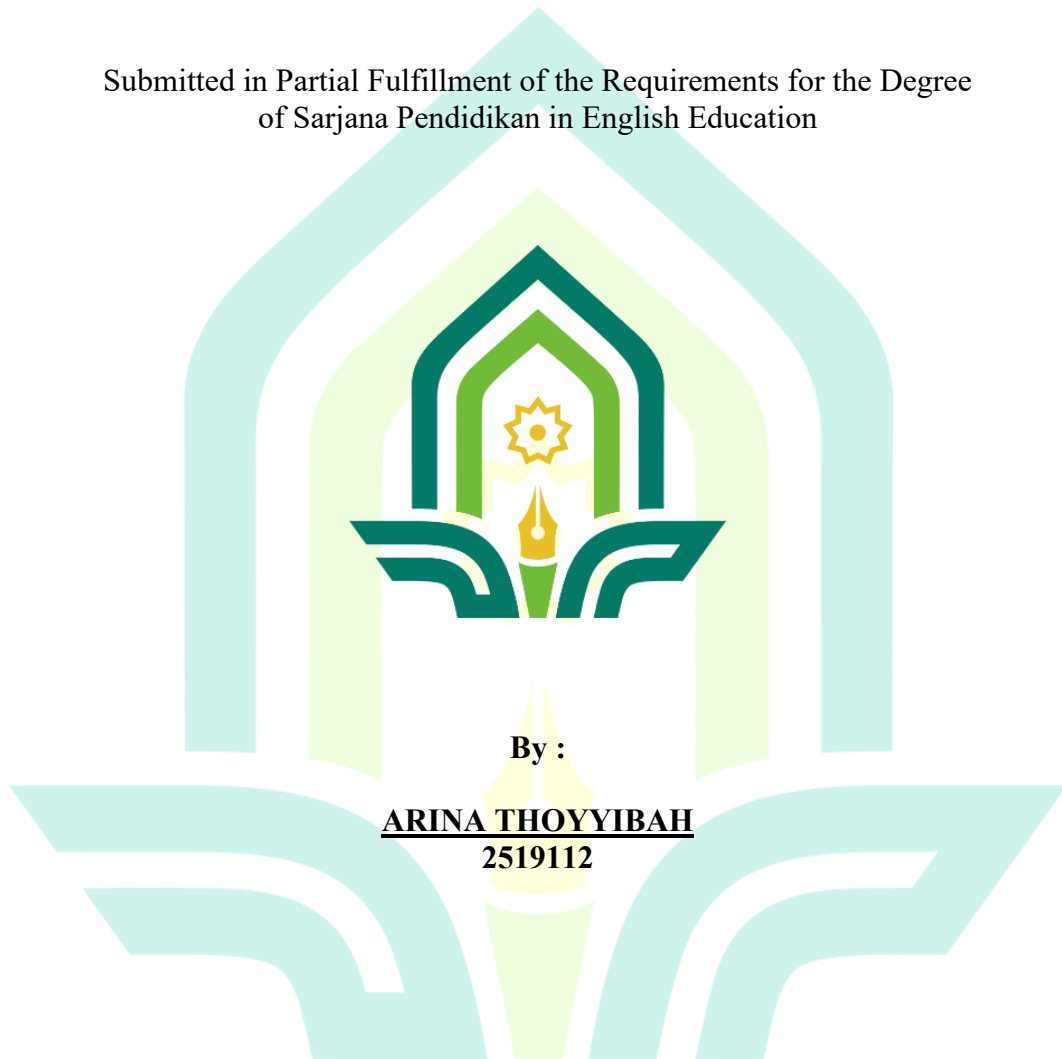


**TEACHERS' STRATEGIES OF USING FLASHCARDS TO
ENGAGE YOUNG LEARNERS IN LEARNING ENGLISH
VOCABULARY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan in English Education



By :

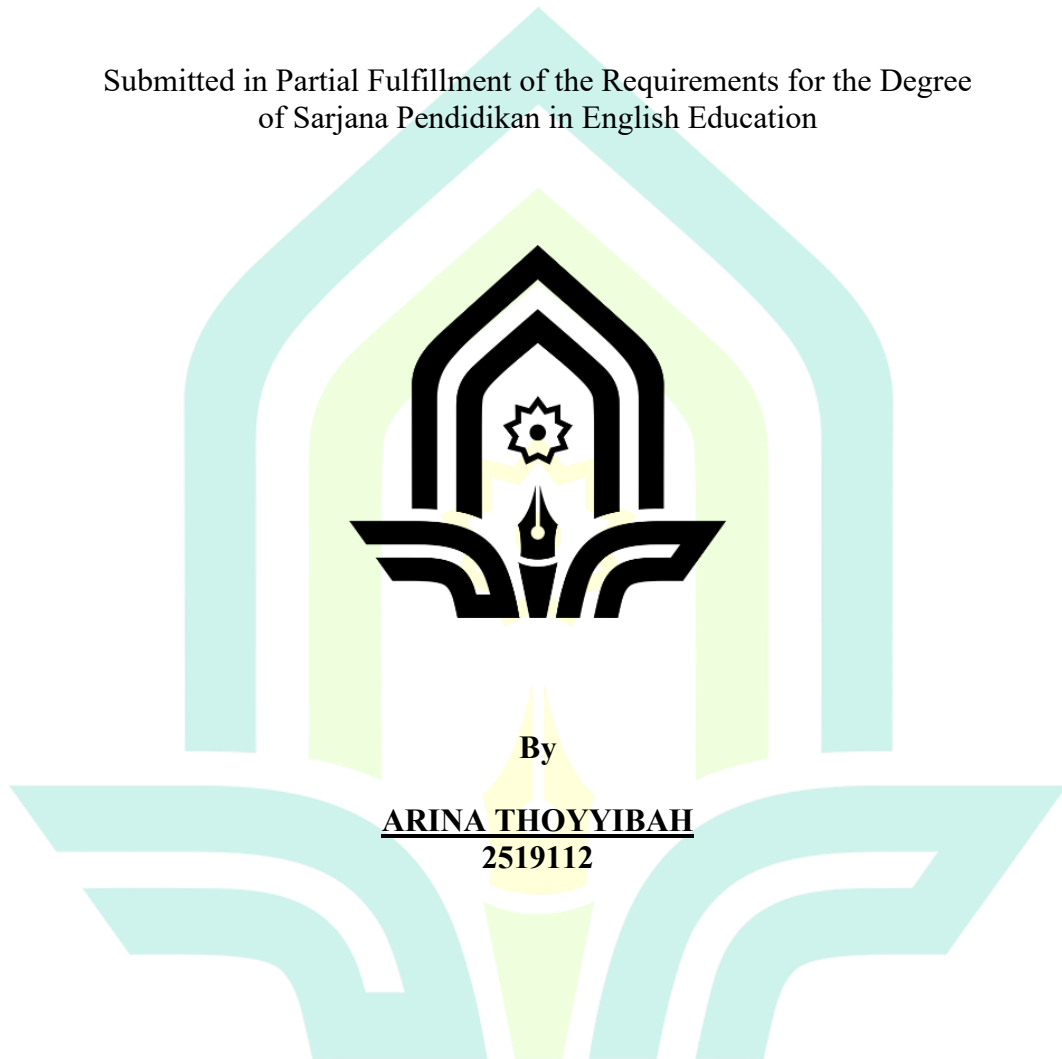
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**ENGLISH EDUCATION DEPARTMENT
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K.H ABDURRAHMAN WAHID PEKALONGAN
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Wassalamu 'alaikum Wr.Wb.

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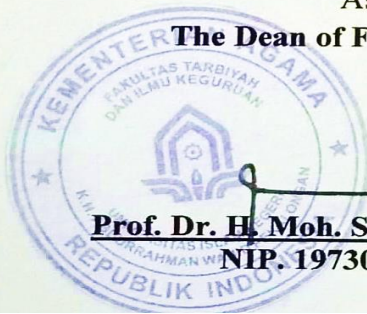
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PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Teachers’ Strategies of Using Flashcards to Engage Young Learners in Learning English Vocabulary”**. can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The head of English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan
2. Eros Meliana Sofa, M.Pd as my supervisor who has given me suggestion, guidance and time in writing this research.
3. All lecturers of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan
4. My beloved parents have given me endless support, prayer, advice and encouragement in writing this research.
5. My bestfriend who always support me and help me to finish this paper and also my friends have fought through the journey together since the very beginning.

Pekalongan, 16st November 2022

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MOTTO

“Sabar Tanpa Tepi, Bersyukur Tanpa Tapi”

“MAN JADDA WA JADDA”



Abstrak

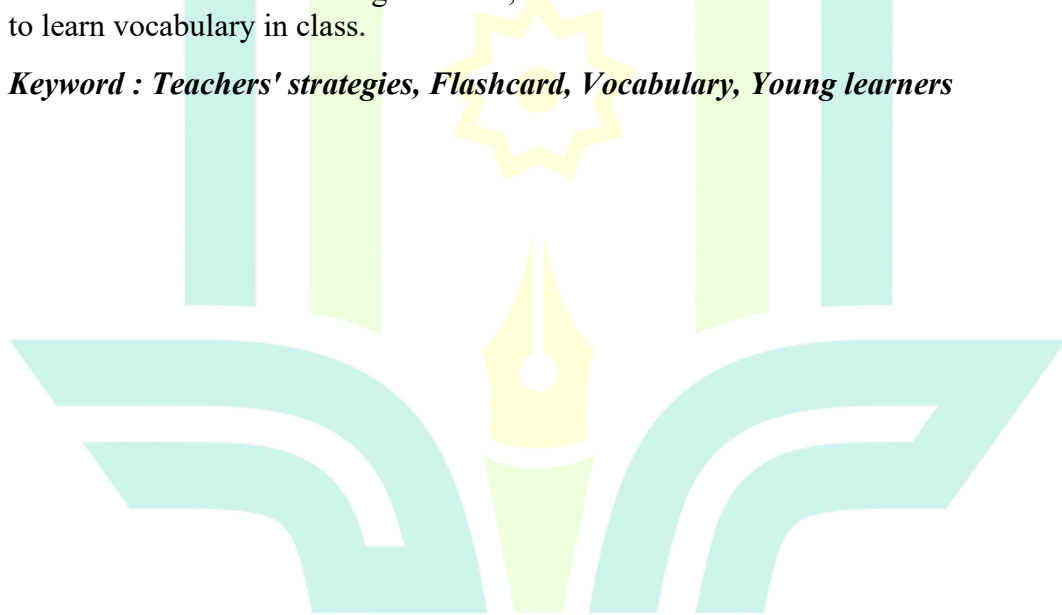
Kosakata merupakan komponen penting dalam mempelajari bahasa Inggris. Pengetahuan kosakata merupakan hal dasar yang perlu dikuasai dalam pembelajaran Bahasa Inggris. Pengajaran kosakata hendaknya dilakukan dengan pembelajaran yang menarik. Flashcard yang memberikan visual dan warna merupakan media yang menyenangkan bagi pembelajar muda untuk mengenal kosakata. Dalam bahasa Inggris, banyak penelitian telah dilakukan mengenai strategi Guru dalam menggunakan kartu flash untuk melibatkan pelajar muda dalam mempelajari kosakata bahasa Inggris. Penelitian ini bertujuan untuk melaporkan bagaimana guru menggunakan kartu flash untuk melibatkan pelajar muda dalam mempelajari kosakata bahasa Inggris. Hal lain yang penting untuk diketahui adalah apa saja kendala yang dialami guru dan siswa dalam mengenalkan kosa kata pada anak usia dini dengan menggunakan flashcard. Desain penelitian yang digunakan dalam penelitian ini adalah wacana deskriptif. Pengumpulan data dari penelitian ini menggunakan metode wawancara dan observasi. Penelitian ini diharapkan dapat memberikan gambaran kepada pembaca tentang strategi guru dalam menggunakan kartu flash dalam mengajarkan kosakata bahasa Inggris kepada pelajar muda. Dalam penelitian ini terdapat 3 strategi yang digunakan oleh seorang guru di salah satu sekolah dasar. Strategi tersebut antara lain: Kegiatan Memori, Kegiatan Pengeboran dan Kegiatan TPR. Penelitian ini juga menemukan kendala apa saja yang dihadapi guru dan siswa, antara lain: kendala pertama adalah sebagian siswa merasa malu dan kurang percaya diri, kendala kedua adalah rasa gugup dan takut melakukan kesalahan, dan kendala terakhir adalah karena keterbatasan waktu untuk belajar. belajar kosa kata di kelas.

Kata Kunci : Strategi Guru, Flashcard, Kosakata, Pembelajar Muda

Abstract

Vocabulary is an important component in learning English vocabulary. Vocabulary knowledge is the basic thing that needs to be mastered in learning English Language. Vocabulary teaching should be done use an interesting learning. Flashcards that provide visuals and colors are a fun medium for young learners to get to know vocabulary. In English, much research has been conducted on Teachers' strategies for using flashcards to engage young learners in learning English vocabulary. This study aims to report how teachers use flashcards to engage young learners in learning English vocabulary. The important thing to know is what the obstacles teachers in introducing vocabulary to young learning using flashcards. The research design used in this research is descriptive discourse. Data collection from this research used interview and observation methods. It is hoped that this research can provide readers with an overview of teachers' strategies for using flashcards in teaching English vocabulary to young learners. In this research, there were 3 strategies used by a teacher in one of elementary school. These strategies include: Memory Activities, Drilling Activities and TPR Activities. This research also found what obstacles teachers and students face, including: the first obstacle is that some students feel shy and lack self-confidence, the second obstacle is feeling nervous and afraid of making mistakes, and the last obstacle is due to limited time to learn vocabulary in class.

Keyword : Teachers' strategies, Flashcard, Vocabulary, Young learners



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Praises and gratefulness are sent to Allah, my thesis becomes reality and received various kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. Through this writing, I would like to thank my parents Mr. Fadhori and Mrs. Wasniah. With your prayer, support, and unconditional love, I can complete this thesis.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Eros Meilina Sofa, M.Pd Thank you for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, I would like to say my gratitude to my fellow English Education Department 19 students, for my best friend, and I would like to extend my gratitude to every single person who contributed toward my thesis. I apologize for not mentioning one by one, but I am very grateful for your help and support.
4. Last but not least, I would like to say thank you to myself. Thank you for always being strong and doing this thesis.

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CHAPTER 1

INTRODUCTION

1.1 Background

Vocabulary is one of the components of learning a language. People will find it complicated to express their feelings, opinions, and ideas. Without knowing the vocabulary, they will be more passive due to a lack of vocabulary (Sunarko, 2019). According to Decarico and Nation (2001), Learners who lack vocabulary knowledge will have a shoddy impact on their communication. They will find that their ability to understand and express themselves is limited due to their lack of vocabulary knowledge. In addition, Anwar and Erfansyah (2018) state that vocabulary is a crucial component of language learning because it communicates the meaning used by speakers when speaking. Therefore, students will be better able to understand the language they are learning if they have a rich vocabulary.

According to Richard (2002), Nurdini and Marlina (2017), Students must have a strong understanding of vocabulary to be proficient in language skills. Vocabulary is an important component of language proficiency and is an important part of a student's ability to speak, listen, write, and read. As a result, vocabulary mastery can reveal the quality and quantity of someone English proficiency.

Some teachers claim that teaching vocabulary is the most challenging language learning process. Vocabulary has a very comprehensive scope. It makes it difficult for second language learners to remember that much

vocabulary besides their first language. Another difficulty faced by most teachers when teaching English vocabulary is the lack of student focus when the teacher is presenting the lesson. Students are often too energetic, and silent, and do other things with their friends, so they don't pay attention to the teacher's explanation (Astuti, 2015).

Therefore, in the process of learning vocabulary, teachers must use the media to support the learning process. There are some media used by the teacher in teaching including pictures or Flashcard, Realia / Real Thing, Video, Student English Book, and Multimedia. One of them uses flashcards. Based on research by Weliam and Azmi (2018), the use of flashcards help students acquire English vocabulary can improve their vocabulary mastery skills. Flashcards make learning English vocabulary more fun and exciting because they feature clear and attractive pictures. Therefore, choosing flashcards as a medium for learning vocabulary is possible to attract students' interest. Because flashcards display simple and attractive images, it makes learning English vocabulary enjoyable. According to Harmer (2001), flashcards are particularly useful for learning vocabulary. There are various ways to use flashcards as a vocabulary teaching tool:

1. Drills can be performed frequently to help the student understand the new vocabulary.
2. Matching Activity: the students need to match the written flashcards with the pictures in face down memory game.
3. Guess the card: the students try to guess what the picture is.

4. Guess the word: one of the students is asked to act out the word and the other guess the word.

Based on the results of the pre-survey and mini-interviews that the researchers conducted with the informants, the informants stated that teaching English vocabulary is not easy to do, especially for young learners. The teacher experienced several difficulties in teaching vocabulary, namely the ethics of determining vocabulary where English vocabulary has a wide scope, taking the attention of students and how to explain the vocabulary so that it can have a long memory effect on students. To overcome these difficulties, the resource persons used flashcards in the vocabulary learning process. Based on the experiences of the informants, flashcards are a simple and effective medium for explaining English vocabulary to students. Flashcards are able to attract the attention of learners in the learning process. The simple and flexible form of flashcards can be utilized and involved in several teaching methods or games so that the learning process is more interactive and enjoyable.

The introduction of English vocabulary should be done early, because in this time for learning something is more effective. Early childhood is an ideal time to learn and develop a language other than the mother tongue. Following Chomsky (1959) and Fachraini (2019), this period is the most receptive brain and cognitive development. Myklebust (in Alam and Lestari, 2019) claims that learning "language" from "found children" is through the experience of young learners listening to the closest environment. Jones (2005) states that teaching English vocabulary to young learners is very important because it equips them

with English skills at a golden age and the age where children can learn anything easily.

By choosing the title "Teacher's Strategies of Using Flashcards to Engage Young Learners in Learning English Vocabulary," the researcher hopes to find out how teachers use flashcards to engage students in the process of learning English vocabulary and what the obstacles teachers and students experience. In the future, this study could be used as a reference for teachers on how to use flashcards to teach English vocabulary, especially to young learners.

Although various previous studies have examined the use of flashcards for teaching English, such as those carried out by Husni (2019) and Yasin (2011), this research will provide something different. This research will focus on how teachers involve young students in learning English vocabulary using flashcards. In addition, it also highlights what challenges teachers and students face during the English vocabulary learning process and how they overcome them.

1.2 Formulation the Problem

Based on the statement on the background above, the research has 2 focuses in this research.

1. How does the teacher use flashcards as a strategy to teach English vocabulary to young learners?
2. What the obstacle when used this strategy in vocabulary learning?

With this formulation, the researcher hopes to find out how a teacher uses flashcards, the difficulties of teachers and students in the learning process, and

strategies for overcoming them in learning English vocabulary using flashcards as a medium.

1.3 Operational Definition

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study allows:

1.1.1 Flashcards

Flashcard are cardboard with simple words, sentences, or pictures printed on them. (Khomachali and Khodareza, 2012)

1.1.2 Young Learners

Young Learners is a learners ages between five and twelve years old. Based on the age, young learners can be categorized the students of elementary school. (Cameron,2001)

1.1.3 Vocabulary

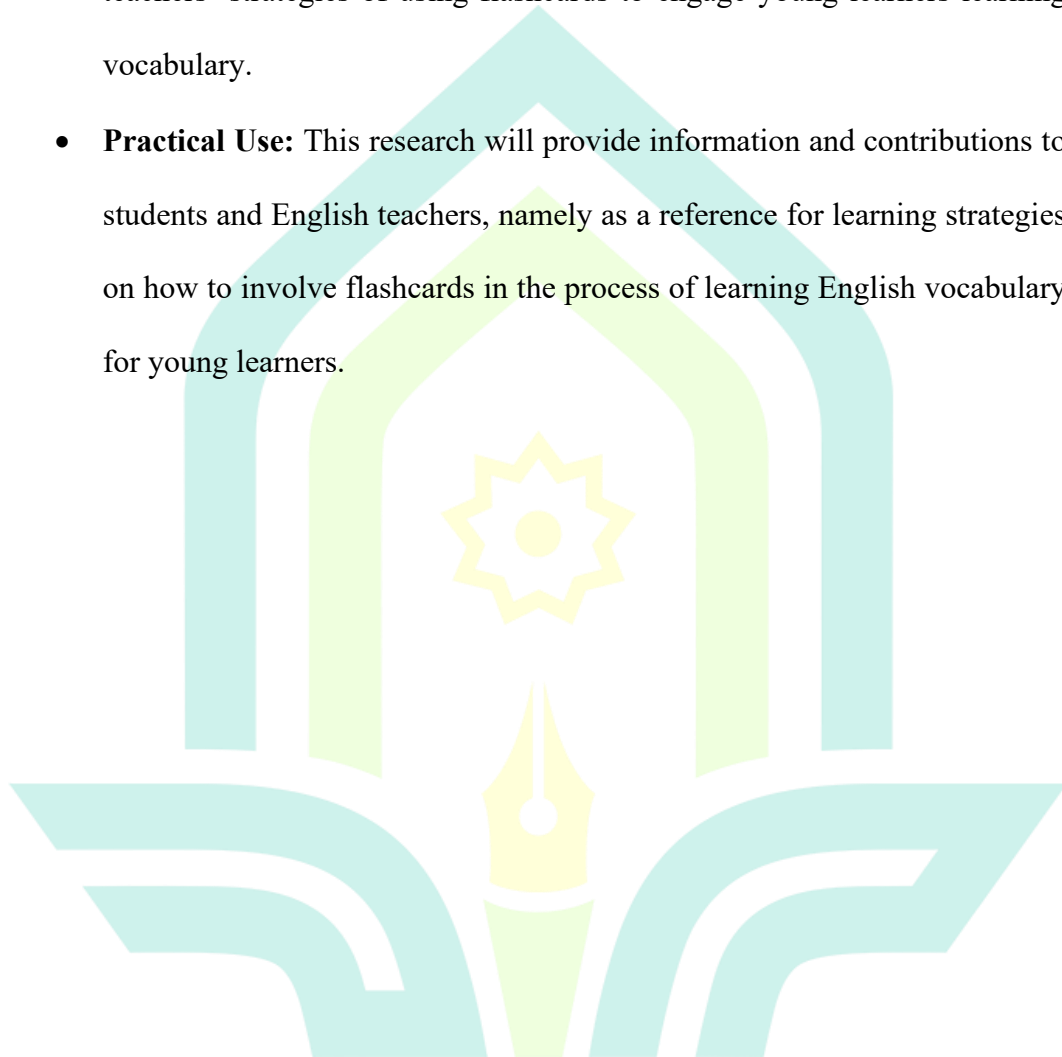
Vocabulary defined as all the words that are known or used by someone to speak a particular subject and a particular language (Hornby, 2006)

1.4 Aims of the Study

This study aims to review the teaching strategies used by an English teacher in teaching English vocabulary using flashcards to young learners and to find out the obstacles faced by teachers and students during the teaching process.

1.5 Significance of the Research

- **Theoretical Use:** This research was contributed to Budden's theory and support theories related to teaching vocabulary using flashcards.
- **Empirical Use:** This research was provided an empirical use of the how teachers' strategies of using flashcards to engage young learners learning vocabulary.
- **Practical Use:** This research will provide information and contributions to students and English teachers, namely as a reference for learning strategies on how to involve flashcards in the process of learning English vocabulary for young learners.



CHAPTER V

CONCLUSION

5.1 Summary of Findings

Investigation strategy used by the teacher in one elementary school is based on research entitled Teachers' Strategies for Using Flashcards to Engage Young Learners in Learning English Vocabulary. In this study, the researcher observed the strategies used by the teacher in teaching English vocabulary to young learners with flashcards as a medium and the obstacles in implementing these strategies. The strategies implemented by the teacher in one of the elementary schools in Pekalongan Regency are Memory Activities, Drilling Activities and TPR Activities. With the strategies provided by the teacher, it is hoped that students can actively participate in English learning and increasing students' vocabulary knowledge.

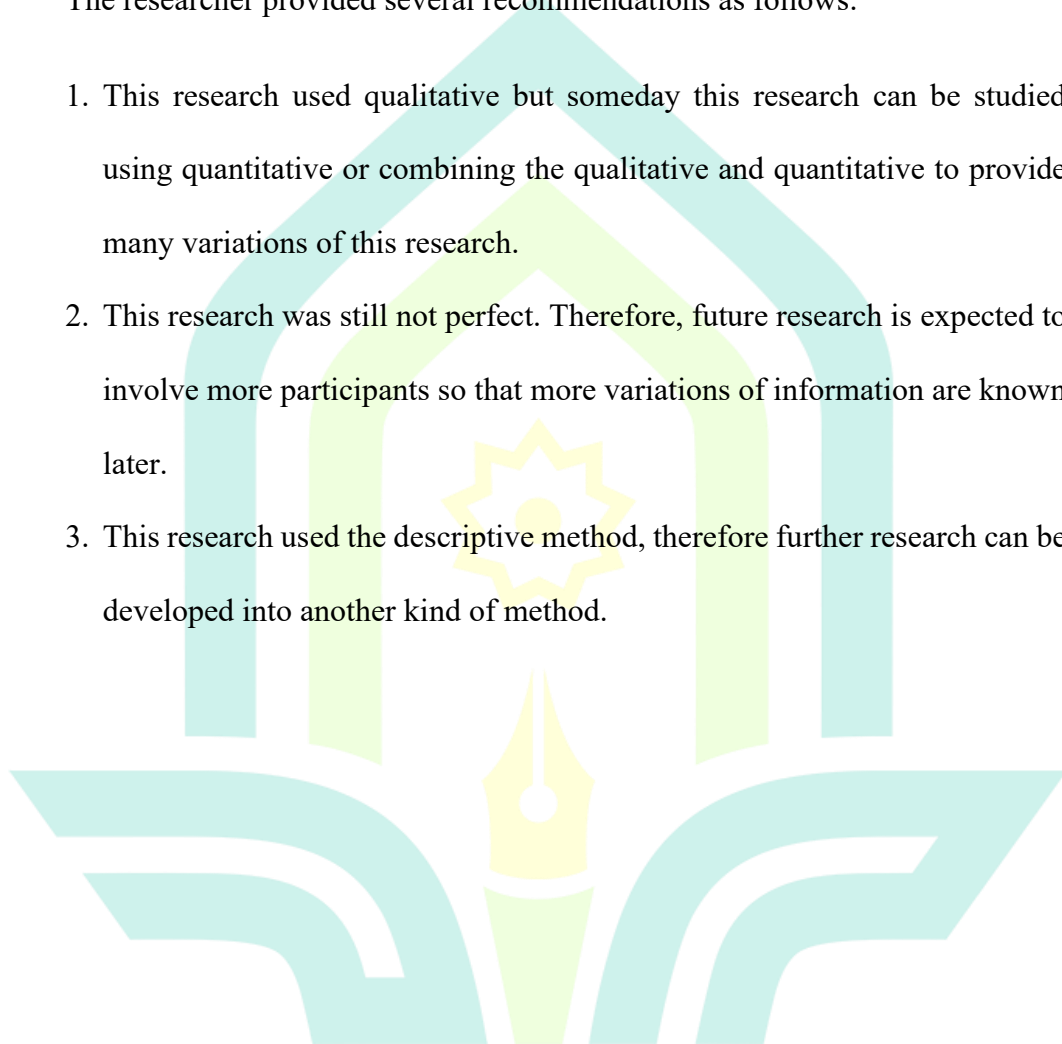
In the learning process of using flashcards as a strategy for teachers to teach English vocabulary to students, teachers and students also encounter several obstacles. Based on the results of interviews and observations, the obstacles who faced include: the first obstacle is that some students feel shy and lack self-confidence, the second obstacle is feeling nervous and afraid of making mistakes, and the last obstacle is due to limited time to learn vocabulary in class. Nevertheless, teachers still provide motivation and encouragement to students, through motivation or providing stimulus to express ideas, be confident in speaking, don't make assumptions about anyone so you don't feel embarrassed when speaking in front. Apart from that, teachers also give

appreciation to students so that students are not afraid to make mistakes. Motivation, stimulation and appreciation from teachers are gradually able to overcome or reduce these obstacles in teaching English vocabulary.

5.2 Recommendation

The researcher provided several recommendations as follows:

1. This research used qualitative but someday this research can be studied using quantitative or combining the qualitative and quantitative to provide many variations of this research.
2. This research was still not perfect. Therefore, future research is expected to involve more participants so that more variations of information are known later.
3. This research used the descriptive method, therefore further research can be developed into another kind of method.



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