

**THE IMPLEMENTATION OF FLASHCARD AS
THE LEARNING MEDIA IN TEACHING VOCABULARY AT
SDN KEPATIHAN 1 JEMBER IN ACADEMIC YEAR 2018/2019**

AN UNDERGRADUATED THESIS

Presented as A Partial Fulfillment of Requirements
to obtain Bachelor Degree
Faculty of Tarbiyah and Teacher Training
English Education Department



By:

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**STATE INSTITUTE OF ISLAMIC STUDIES JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTEMENT
MAY 2019**

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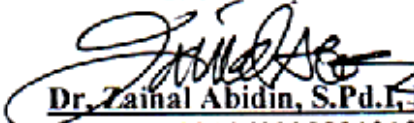
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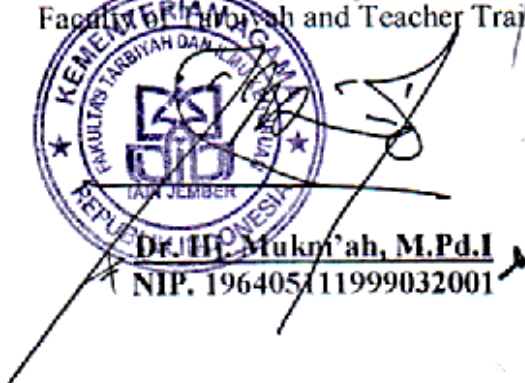
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MOTTO

“Vocabulary is more important than grammar because we can speak without correct grammar structure but we can not speak without the vocabulary”

(Kosa kata adalah lebih penting daripada tata bahasa karena kita dapat berbicara tanpa struktur tata bahasa yang benar akan tetapi kita tidak bisa berbicara tanpa kosa kata)

Esra Akdogan



DEDICATION

This paper is proudly dedicated to:

1. My Beloved Parents (Mama and Papa) Mrs. Yuli Agustrian and Mr. Mahissa Agni who has given all their love for me. Thank you for all the struggles and sacrifices that have been made. Thank you for educating me that I can be what I am now
2. My lovely Sisters, Chelsea Valiant and Jenessa Valiant. Thank you to Almh. Chelsea Valiant who gave me life lessons. And also to my sister Jenessa Valiant who always gives her love for me.
3. My Friends (English Department'15). Thank you to all of my friends who helped me in completing this thesis.



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In the name of Allah, the Most Beneficent, the Most Merciful. All praise be to Allah, Lord of the World, who has bestowed His love upon the writer in completing the last assignment or 'thesis' entitled "The Implementation of Flashcard as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019. Peace and blessing be upon to the Prophet Muhammad *shalallahu 'alaihiwassalam*, to his family and his companion.

In this occasion, the writer would like to express her deepest gratitude to her beloved parents, Yuli Agustrian and Mahissa Agni for giving the writer their love, motivation, advice, support, and pray all the time. She also would like to thank her sisters, Chelsea Valiant and Jenessa Valiant, for love to finish this thesis.

Moreover, the writer would like to give her gratitude and honor to all persons who have supported the writer in completing this thesis. Therefore, the writer would like to say thanks and express her respect and best gratitude to:

1. Prof. Dr. H. Babun Suharto,SE., MM as the Rector of State Institute of Islamic Studies Jember.
2. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of The Faculty of Tarbiyah and Teacher Training.
3. Asy'ari, M.Pd.I as the Advisor and the Chief of English Education Study Program in State Institute of Islamic Studies Jember.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. It is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtfull suggestion and critics are welcomed.

Jember, May 27, 2019

The Writer

ABSTRACT

Nafissa Tracy, 2019: *The Implementation of Flashcard as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019.*

Vocabulary is one of important part in English that should be mastered. Teaching and learning vocabulary is not easy. It needs some ways. One of them is by using media. According to Daryanto states that 82% human absorption ability is derived from the sense of sight. So the suitable media is flashcard which include as a visualization.

In this research, there are four research questions: 1) What are the goals of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember? 2) What is the material of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember? 3) How is the procedure of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember? 4) How does the evaluation in the teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember?. This research aims 1) To find out the goal of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember. 2) To find out the material in teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember. 3) To describe the the procedure of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember. 4) To figure out the evaluation of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember.

This research used a descriptive research with qualitative approach. The subject of the research are choosen by using purposive technique. The technique for validating data was triangulation technique include observation, interview, and document review. This research found that the goal of teaching are divided into two namely general goal which refers to the goal of media and spesific goal which refers to the goal of material. The material used is Public Places which divided into three namely basic vocabulary, asking location, and short dialogue. The procedure used is based on the technique namely drilling technique. The evaluation used is formative evaluation which divided into two namely written test (students' worksheet) and oral test. Teaching vocabulary by using flashcard helped and supported the students to learn new vocabulary.

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CHAPTER I

INTRODUCTION

This chapter presents a description about the background of the research. The chapter comprises research background, research questions, research objectives, significance of the study, and definition of key term.

A. Research Background

Language is foremost a means of communication, and it almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. The good communication occurs when the listener or viewer receives an undistorted and effective impression of the ideas of the writer or of the ad lib speaker, with proper emphasis on each of the parts that make up the whole.¹ Based on the statement, the researcher think that it needs a good understanding of communication to make a wider life. In order to have a lot of insight and knowledge people should create many relations. Not only in national scope but also internationally.

English holds a strong role in life since it is a unifying language or an international language. It is used as a tool for communicating between each others. English is the most dominant international language in communication, science, banking, medicine, tourism, aviation, entertainment, radio, and

¹ Teddy Resmisari, *SPEAK OUT "Panduan Praktis dan Jitu Memasuki Dunia Broadcasting dan Public Speaking"* (Jakarta:PT Gramedia Pustaka Utama, 2004),6

diplomacy. While the British Council Director, John Whitehead, states that English is an important tool for working at the world level.² Many countries use English as the second language such as Malaysia, Singapore, Finland, Denmark, Sweden, and so on. Some companies and job vacancies require English as one of the requirements. English is regarded important because by mastering English, people can have higher salary and have better opportunities.³

Based on the statement, it can not be denied that English is something that should be mastered in this era, therefore, many people in the world, particularly in Indonesia learn English. Even, English becomes a foreign language that is introduced early in the schools in Indonesia. It has been taught in all levels of education, from kindergartens, elementary schools, junior high schools, until colleges. Indeed in Article 33 paragraph 3 of Law Number 20 of 2003 states "*Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik*".⁴ Based on the previous explanation, the government legalizes education institution to use foreign languages as the language of instruction. It means that foreign language especially English is something that must be learned in order to improve the national competitiveness in global society. This indicates that the use of English can help the students to compete in the international arena.

² Moses Adenan, dkk. *The Miracle of Language* (Jakarta: PT Elex Media Komputindo, 2012), 3

³ Julia Eka Rini, "The Position of English in Indonesia", *Beyond Words*, 2(November, 2014), 23.

⁴ UU No. 20 Tahun 2003 Pasal 33 ayat 3

On the other hand, English is an expansive language that can be hard to grasp because there are some skills in English that should be learned and mastered by the students namely listening, speaking, reading, and writing. When people learn a language, the first thing that becomes a must is listening. Among of the four main language skills, listening was the most influenced one by those changing trends. In 1970s, listening, with more importance it has gained as a skill, started to take place in language teaching programs besides speaking, reading and writing.⁵ After listening people are being able to speak. Beside that, the reading activity is done the first before the writing activity. These four skills become the provision in learning a language, especially English.

In addition, there are two important components that support the four skills of a language , namely vocabulary or words and grammar or words order. All are important to be studied and mastered in English. The basic of language especially English is vocabulary. An important part of becoming fluent in English is increasing vocabulary. The more vocabulary learners learn, the more empowered the learners will be to communicate. This is because words are the building blocks for making a meaning in a language. The learners who have a wide range of vocabulary at the learners fingertips will be able to string the sentences to make themselves understood, eventhough the grammar is not

⁵ Selin and Ozgur, “The Importance of Listening in Language Learning and Listening Comprehension Problems Experienced by Language Learners”, *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 4 (November, 2016), 2095

accurate, as well as comprehend the main message of what other people say or write.⁶

Enriching the vocabularies is something that is a must for the students who want to be able to understand a book, dialogue, or article in the English language. Without having rich vocabularies, someone will have difficulty to understand a book, dialogue, and English-language articles. Because of the importance of vocabulary in language, vocabulary learning is an important concern in learning English. Learning vocabulary is not an easy thing because most of the students face the difficulties in acquiring new vocabulary. In fact, the children still have difficulties in using English vocabularies both spoken and written because it has the differences in pronunciation and writing.

At elementary school learning English is not easy. To teach English vocabulary in elementary school, teacher needs some ways or manners. One of them is by using media. The main function of media is to make students become enthusiastic about and interested in the lesson. The success of learning a language depends on how many vocabularies they know and how well they use them. It means, if the students learn a new language, they must know much the vocabulary. For that reason, the learning must be done in an interactive, inspirational, fun ways, supported by the use of media that can motivate students to participate actively in learning.

There are many techniques and ways in teaching English especially in vocabulary. Some teachers use memorizing technique, repetition technique,

⁶ Gabi Witthaus, *Win With Words Facilitator's Guide* (South Africa:Sached Books, 1999),9

demonstration technique, and drilling technique. These are the usual ways that the teachers always use in the classroom. The techniques are good enough to make the students master the vocabulary but, some techniques actually make the students feel difficulties and frustrated. For the example in memorizing technique. The teacher asks the students to memorize many words in a short time. They are able to memorize them but they last only for a while in their memory. Accordingly, memorizing technique is not good enough for the vocabulary teaching.

The real life teaching and learning processes are often confronted with the material that is abstract and outside the experience of the students so that material becomes difficult to teach by the teachers and difficult for students to understand. In psychology studies, it is believed that children will be better able to learn concrete things than abstract ones.⁷ One of the ways to make the students understand more about the materials in the learning process is visualization. According to Daryanto, 82% human absorption ability is derived from the sense of sight.⁸ Visualization is one way that can be done to concretize something abstract. Two-dimensional images or three-dimensional models are visualizations that are often carried out in the teaching and learning process. In the informatics era, visualization develops in the form of moving images (animations) that can be added to sound (audio).⁹ One of visualization media that is often used in teaching and learning English is flashcard. By

⁷ Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011), 13

⁸ *Ibid.*, 14.

⁹ Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2010), 3

flashcard it is hoped that the learning process will be effective and efficient to reach many vocabularies in English.

From the interview with the teacher in SDN Kepatihan 1 Jember, there were several students who had difficulties in learning English especially in memorizing vocabulary so the teacher tried to use flashcard as the learning media in teaching. The researcher is interested to take this school as the research site because this school is one of favorite elementary schools in Jember and the teacher promoted students “self study before studying together”. Moreover, the researcher is interested in learning about and teaching the children.

So based on these explanations, the researcher choose the research which entitled **“The Implementation of Flashcard as the Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019”**

B. Research Questions

Research questions are the fundamental core of research project, study or review of literature. According to Sugiyono, the research questions are questions that the answers will be sought by the researcher during the research.¹⁰ It is important to make the statement of the case, in order to make it easier finding any possibility of the implementation of flashcard in teaching vocabulary. According to the background of study as previously presented, researcher formulates the research questions as follows:

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta 2017), 35

1. What are the goals of teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember?
2. What is the material in teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember ?
3. How is the procedure of teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember ?
4. How does the evaluation in the teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember ?

C. Research Objectives

The purpose of this research is to discover the answers to question through the application of scientific procedures. The main aim of this research is to find out the truth which is hidden and which has not been discovered as yet. Each research study has its own spesific purpose¹¹, so based on the research question, The research objectives are :

1. To find out the goal of teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember
2. To find out the material in teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember
3. To describe the the procedure of teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember
4. To figure out the evaluation of teaching vocabulary by using flashcard at SDN Kapatihan 1 in 2018/2019 year in Jember

¹¹ Kothari, *Research Methodology: Methods and Techniques* (New York: New Age International , 2004),1

D. Significance of The Research

The result of this study is expected to be useful for the teachers and the students to give the alternative way to overcome their vocabulary problems in teaching learning process.

1. Theoretical Benefit

After conducting the research, the researcher hopes that the result will be helpful for the readers, especially to contribute ideas or enrich the concepts, theories related to flashcard learning media in teaching English.

2. Practical Benefit

a. For the teachers

The result of this study can be used to help the teachers in teaching students' vocabulary. So, the teachers can make a good, active, and communicative class condition based on the flashcard media. The media will also help the students to get the vocabularies.

b. For the students

The action of this research can be used to support and help the students in acquiring vocabularies. Teaching and learning activity will give them a lot of new experiences in order that they will be more interested and enjoy in learning vocabulary.

c. For other researchers

This research hopefully will be useful for the other researchers who are interested in research using the same theory and it is expected

to be the reference for other researchers who conducts the research of teaching vocabulary by using flashcard.

E. Definition of Key Term

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. the terms are as follows:

1. Learning Media

Learning media is all tools that can help in the learning process to achieve effective and enjoyable learning. It can be in the form of printed media, digital media, audiovisual etc. Many kind of media that used by the teachers in teaching learning process. Generally, the learning media divided into three such as visual media, audio media, and audio visual media and they have own characteristics based on the subject. Learning media is used by the teachers to make the easier learning process. By the use of it, the teachers hope that the learning media can help them to delivered the subject in effective and efficient way.

2. Flashcard Media

Flashcard Media is kind of learning media in the form of card or paper which is have pictures and many sizes based on the number of the students in the class. It usually used in the learning process for young learners. The researcher states that flashcard commonly used in primary school or elementary school level. It is not only for a language learning but also in other subject learning.

3. Teaching English to Young Learners

Teaching English to Young Learners means an activity to teach English to the students of primary school being below the age of puberty between 9-10 years old who are learning English as foreign language. They have their learning style. Young learners usually playing while learning since they classified into the active learners.

4. Teaching Vocabulary

Teaching vocabulary is an activity of teaching some words to learners. It is transfer the knowledge about words by using some methods, techniques, and media. Vocabulary is collection of words that human being used in the daily life to make a communication. There are two kind of vocabulary namely active vocabulary and passive vocabulary. Both of them are owned by everyone in different capacity based on the language acquisition. Most of people have the larger passive vocabulary than the active vocabulary.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous researches and some reviews of relevant theories and studies that are about the learning, learning media, flashcard, vocabulary, and young learners.

A. Previous Research

There are several previous research studies that have been carried out and related to this research. They are follows:

1. The thesis of bachelor degree by Brigitta Septarini Rahmasari. 2016, Institute of Teacher Training and Education Madiun entitled: “The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun”.

The results of the research in application of flashcards in teaching vocabulary for students of fourth grade are the students’ average score after the implementation of flashcards is 8.15 and the students’ average score before the implementation of flashcards is 7.40.

The difference between that research and this research which will discuss is the researcher focus on four problem. *First*, the goal of teaching vocabulary by using flashcard. *Second*, the materials in vocabulary teaching by using flashcard. *Third*, the procedures of flashcard. *Fifth*, the evaluation of learning process by using flashcards. While that research focus on examine the strengthness and the weaknessess of learning process by using

flashcards. The research of Brigitta used quantitative approach while this research use qualitative.

2. The thesis of bachelor degree by Yasinta Tri Arliana. 2017, Faculty of Teacher Training and Education Yogyakarta entitled: “Using Flashcards to Improve 7th Grade Students’ Vocabulary: A Classroom Action Research in SMP Maria Immaculata Yogyakarta”.

The results of this research showed that flashcards could improve the students’ vocabulary. It was proven by the mean score of each test. Starting from the pre-test until the post-test the mean scores have increased. The pre-test score was low (55.00). Then after conducting cycle one and two, the researcher found that the result increased (97.87). The interview result also showed that the students were happy and enjoyed the learning activity.

The difference between that research and this research, that research used some pictures and words relation with action verbs in cooking terms at the seventh grade. While in this research, the researcher focus on some pictures and words relation with name of public places in the third grade.

3. The thesis of bachelor degree by Mayristanti. 2016, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta entitled: “The Effect of Using Flashcards on Students’ Vocabulary Achievement: A Quasi-experimental Study at the Seventh Grade Students of SMPN 178 Jakarta”.

The results of this research there was significant difference between students’ vocabulary achievement by using flashcards and without flashcards.

The difference between that research and this research. The research method used in that research was quasi-experimental research that include quantitative research. While in this research, the researcher uses qualitative research.

Table 2.1
The Similarities and The Differences
between The Previous Research with The Research
Conducted by The Research

NO	Name/ Thesis Title	Similarities	Differences
1	Brigitta Septarini Rahmasari, the thesis of bachelor degree with the title “The Use of Flashcards in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun”.	<ol style="list-style-type: none"> 1. Both of the research discuss about vocabulary 2. Both of the research discuss about flashcard 	<ol style="list-style-type: none"> 1. The subject of the research is different 2. The collecting data of the research is different, the researcher used only observation and test but in this research, the researcher uses observation, interview, and documentation in collecting data. 3. The researcher focus on what are the strengthness and weaknesses of flashcards. While in this research focus on the goals of vocabulary teaching, the materials in vocabulary teaching, the procedures, and the evaluation of learning process by using flashcards as a media.
2	Yasinta Tri Arliana, the thesis of bachelor degree with the title “Using Flashcards to Improve 7 th Grade Students’ Vocabulary:	<ol style="list-style-type: none"> 1. Both of the research discuss about vocabulary 2. Both of the research discuss about flashcard 	<ol style="list-style-type: none"> 1. The subject of the research is different. 2. The method of research is different, the researcher used a classroom action

NO	Name/ Thesis Title	Similarities	Differences
	A Classroom Action Research in SMP Maria Immaculata Yogyakarta”		<p>research. While in this research, the researcher uses qualitative research.</p> <p>3. The research focus on some pictures and words relation with action verbs in cooking terms at the seventh</p> <p>4. grade. While in this research, the researcher focus on some pictures and words relation with name of public places.</p>
3	Mayristanti, the thesis of bachelor degree with the title “ The Effect of Using Flashcards on Students’ Vocabulary Achievement: A Quasi-experimental Study at the Seventh Grade Students of SMPN 178 Jakarta”	<p>1. Both of the research discuss about vocabulary</p> <p>2. Both of the research discuss about flashcard</p>	<p>1. The subject of the research is different</p> <p>2. The method of the research is different. That research used a quasi-experimental, while this research use descriptive qualitative.</p> <p>3. The researcher focus on noun and adjective vocabulary while this research focus on words relation with name of public places.</p>

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B. Theoretical Framework

1. Learning

a. Definition of Learning

Learning is the process of interaction between students and teachers and learning resources in a learning environment.¹²

According to Degeng in Hamzah states that learning is an effort to teach students.¹³ Based on the statement, the researcher states that learning is an effort to teach the students in delivering the materials by making the interaction between both of the teacher and the students.

b. Learning Components

The interaction in the learning process includes three main components involves learning methods, learning media, and the structuring of the learning environment, in order to create the learning situations that enable the creation of goals that have been planned in advance.

1) The learning objectives

Learning process always has a to be achieved. This goal must be in line with the students learning objectives. The students are expected to achieve optimal development which includes cognitive aspects, affective aspects, and psychomotor aspects. Thus, the learning objectives can be concluded as something to be achieved. To achieve this goal, the students carry out the learning

¹² Suardi, *Belajar Mengajar* (Yogyakarta: Deepublish, 2008), 7

¹³ Hamzah.B. Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2012) 2

activities and the teacher carry out the learning. Both activities must complement each other.¹⁴

According to Bloom, quoted by Munir, the learning objectives is divided into three, namely: 1. Cognitive domain, with regard to the intellectual abilities and thinking skills. 2. Affective domain, with regard to attitudes, abilities and mastery of emotional aspects (feelings, attitudes, and values). 3. Psychomotor domain with regard to a skill or physical movement.¹⁵

The learning objectives are what expected from the students as learning outcomes. According to Robert F. Meager in Sumiati and Asra (2009) gives clearer limitation about the learning objectives, namely the intent communicated through the statement that describes the expected changes from the students.¹⁶

According to Daryanto (2005) the purpose of learning is objectives that describe the knowledge, abilities, skills, and attitude that students must have as a result of learning outcomes expressed in the form of observable behavior and be measured.¹⁷ While Suryosubroto (1990) asserts that the goal learning is a detailed

¹⁴ Tim MKDK IKIP Semarang, *Belajar dan Pembelajaran* (Semarang: Departemen Pendidikan dan Kebudayaan, Institut Keguruan Ilmu Pendidikan Fak. Ilmu Pendidikan, 1996), 12

¹⁵ Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi* (Bandung: Alfabeta, 2010), 55.

¹⁶ Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 10

¹⁷ Daryanto, *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2005), 58

formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.¹⁸

2) Learning Materials

Learning materials is an important part in learning. It is considered based on the topic in the syllabus. Syaiful Bahri Djamarah et al (2006) explains the learning material is the substance that will be delivered in the teaching and learning process. Without learning material the teaching and learning process will not work.¹⁹

3) Learning Methods

Learning method is a way of doing or presenting and giving training the material content to the students to achieve a certain goal in accordance with the learning objectives. According to Sumiati and Asra (2009) the accuracy of the use of the learning method depends on the suitability of learning material, learning methods, teacher ability, student condition, source or facility, situation and condition, and time.²⁰

4) Learning Evaluation

Evaluation is one component in the learning system. According to Harjanto (2003) states that evaluation learning is

¹⁸ Suryosubroto, *Tatalaksana Kurikulum* (Jakarta: Rineka Cipta, 1990), 23

¹⁹ Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

²⁰ Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 92

assessment or assessment of growth and the progress of students towards the goals that have been set.²¹

c. Three Stages of Teaching Approach

According to David Jacobsen et al (2009) states there are three stages in the teaching approach. They are planning, implementing, and evaluating.²² The three stages are sequential and interconnected. In other words, a teacher in developing any learning activity, the stage that must be done first is to plan, then apply the plans, and finally assess the success of the activity.

1) Planning Stage

The planning stage is the first activity that should be done before the learning process. According to Kaufman (1972) in Harjanto, states that planning is a projection of what is needed in order to achieve legitimate and valuable goals. While Philip Commb's (1982) states that learning planning is a rational application of a systematic analysis in the process of the education development with the aim that education is more effective and efficient in accordance with the needs and goals of the students and the community.²³

In the planning stage, the steps in the planning are choosing the instructional strategies, organize learning activities, and collect

²¹ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 277

²² David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20

²³ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 6

supporting materials.²⁴ The benefits of planning stage are as direction of activities in achieving the goal, as a work guide for each element between the students and teacher, and as a measure of the job effectiveness.²⁵

2) Implementing Stage

The second stage of the teaching is implementing stage. After planning all the components in learning and its objectives, then the next teacher is implementing it into the learning in the classroom.²⁶ In the implementing stage, it is also divided into three stages namely pre activities, whilst activities, and post activities.

a) Pre activities

In this stage the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned.

b) Whilst activities

In this stage, the activities carried out are instilling, developing knowledge, attitudes, and skills related to the study material concerned. The core activities include four things, namely the delivery of learning objectives, delivery of material, giving guidance for students' understanding, and conducting examinations about students' understanding.

²⁴ David et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20

²⁵ Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 22

²⁶ David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 21

c) Post activities

The teacher provides confirmation or conclusions and provides an assessment of the mastery of the material given to the core activities.²⁷

3) Evaluating Stage

In the evaluating stage, the teacher evaluate the students' ability.

Based on the National Education System Year 2003 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.²⁸ Generally, it can be said that learning evaluation is an assessment of the growth and progress of students towards the goals set out in the law.²⁹

There are several kind of evaluation in the learning process, for the example are formative and summative evaluation. According to Mansyur et al (2015) states that:

a) Formative Evaluation

Formative Evaluation is the assessment whose function is to improve the teaching and learning process. This evaluation is carried out at the end of each discussion of a topic / topic, and it is intended to the extent a learning process has proceeded as planned at the beginning of the stage.

²⁷ Abdul Mujid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 104-105

²⁸ UU Tahun 2003 pasal 58 ayat 1

²⁹ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2003), 277

b) Summative Evaluation

Summative evaluation is carried out in every end of a unit of time which more than one subject is included, and it is intended to determine the extent which the students have been able to move from one unit to the next unit.³⁰

2. Learning Media

a. Definition of Learning Media

Media is the plural of medium. Literally, the word "media" means the intermediary. According to Smaldino in Andika Puspita Sari and Ananda Setiawan states that Media is a means of anything that brings information between a source and a receiver.³¹ Based on the statement, media is a mediator between the information and the learners. It can be a media in delivering some information and messages. Media is a tool that can facilitate teachers and students in the learning process, so that the role of the media occupies a place that is essential in learning. Media presence in the learning process, helps the teacher in presenting learning to the fullest. Because of the media is part of learning resources that can facilitate the learning process to improve students' understanding of learning material.

Media is everything that becomes a means of delivering information from the sender to the recipient so that what is delivered can be well received. It can be a means of communication in the form

³⁰ Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015),14-15

³¹ Andika and Ananda, "The Development of Internet-Based Economic Learning Media using Moodle Approach", *International Journal of Active Learning*, 4 (2018), 101

of visual or audiovisual, including hardware technology.³² Based on the statement, learning media can come in several different forms. Such as visual in the form of picture, diagram, and other things pictorial. Audiovisual in the form of movie, television, radio, etc, and also hardware technology such as projector and video recorder.

In Arsyad's opinion says that media can be in the form of human, material, and events, that build students' attitudes to gain the knowledge and skills. More specifically, the media in teaching and learning process interpreted as graphical, photographic, or electronic tools for process and reconstruct good visual information and verbal.³³ Based on the statement, the researcher states that media are not only in the form of tools and object but also it can be in the form of human.

From these definitions about media, it can be concluded that media is an intermediary in the learning process which exist in the form of tools, materials, events, and human.

b. The Benefits of Learning Media

Learning media is one of the important things that can support the process of achieving effective and efficient learning.³⁴ Based on the statement, the researcher thinks that learning media is not only can help the teacher to be easier in teaching but also the students can take the advantage by the using of the learning media. So the goal and the aim

³² National Education Association, *Audiovisual Instruction Department, New Media and College Teaching* (Washington DC: NEA, 1969)

³³ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011), 3

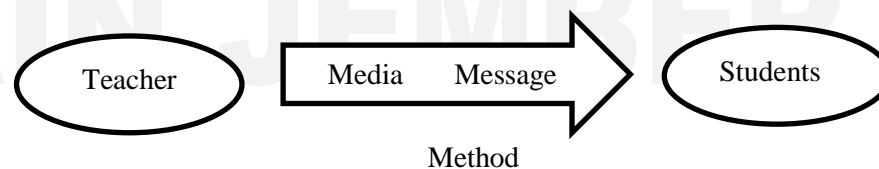
³⁴ Cepy Riyana, *Media Pembelajaran* (Jakarta Pusat: Direktorat Jenderal Pendidikan Islam Kementerian Agama RI, 2012), 3

of the learning process can be gained maximally. To support the success of learning, a learning media must be in accordance with the characteristics and components that have been determined.

There are some benefits of learning media by Kemp and Dayton (1985) in Daryanto as follows:

- 1) The submission of learning material can be more standardized.
- 2) Media can make the learning process more interesting.
- 3) The quality of learning can be improved.
- 4) Learning becomes more interactive by applying learning theory.³⁵

Learning media is one thing that can supports the learning process in its implementation. The presence of learning media can influence the children's behavior in the learning because with the use of the media, it can make the children more creative. In the sense that a media can develop children's creativity.³⁶ Based on the statement, the researcher think that media can stimulate the children to have great curiosity about what they see and it can make them give their ideas relate to the media itself and have their ability to develop or specify an idea (elaboration ability).



³⁵ Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011), 6

³⁶ Eliyawati,dkk. *Pemilihan Dan Pengembangan Sumber Belajar Untuk Anak Usia Dini* (Jakarta: Departemen Pendidikan Nasional, 2005), 14

Picture.1 The Function of Media in The Learning Process (resource from the Daryanto's Book)

Furthermore, according to Harjanto (2003) there are several reasons why do the learning media can give benefits:

- a) The teaching material for the students is more clearly defined so that it is more easily to be understood by the students, and it allows the students to master the teaching goals better.
- b) The method of teaching will be more varied, not merely verbal communication through the narrative of words by the teacher so that students are not bored.
- c) The students do more learning activities, because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, and so on.
- d) Teaching process will attract the students' attention so that it can foster the learning motivation.³⁷

3. Flashcard

a. Definition of Flashcard

Flashcard is a learning media in the form of a picture card measure 25 x 30 cm. The pictures are made using hands or photos, or using pictures or photos there are already attached to flashcard sheets.³⁸

From this explanation, it is known that a flashcard is a picture card media containing photos or original images of an object. On the other

³⁷ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 244

³⁸ Susilana and Riyana, *Media Pembelajaran* (Bandung:CV Wacana Prima, 2009), 95

hand, Arsyad states that flashcard usually measure 8 x 12cm or can be adjusted to the size of the class faced, the cards contain pictures (animals, objects, fruits and so on) can be used to practice spelling and enrich vocabulary.³⁹

According to Arsyad, the size of a flashcard can adjust based on the students in a class. If there are many students, with wide class conditions, a teacher can make a bigger flashcard. Vice versa, if the number of students is small and the class conditions are not broad, the teacher may use a smaller size flashcard. Dina Indriana also states that Flashcard is a learning media in the form of picture cards that are about the size of a postcard or about 25 X 30 cm.⁴⁰

From these explanation it can be concluded that Flashcard is a learning media in some sizes in the form of pictures and words that have many kind of objects based on the learning necessary.

b. The strengths and weakness of Flashcard

Teacher often make extensive use of visual images in the classroom for illustrating meaning. One further advantage of this is that our memory for visual images is extremely reliable and there is little doubt that objects and pictures can facilitate memory. Our ability to produce mental images has led to a memory technique known as the key word technique. It consist of associating the target word with a word which is pronounced or spelt similarly in the mother tongue, but is not

³⁹ Arsyad, *Media Pembelajaran* (Jakarta : Raja Grafindo Persada, 2007), 120

⁴⁰ Dina Indriana, *Ragam Alat bantu Media Pengajaran* (Yogyakarta: Diva Press, 2011), 68

necessarily related in terms of meaning.⁴¹ Based on the statement, the researcher states that a picture media can give the advantage in the learning process. It can make the students easier to memorize some words. The students are able to match the words with the real object.

Teaching English especially vocabulary by using flashcard is an effort to achieve effective and efficient learning goals because it can make the class condition become active and interesting. By using flashcard the teacher also can train the students to be a good competitor. Not only that, flashcard has some advantages such as: *first*, flashcard can enrich the vocabulary. *Second*, it is easy to bring, since it can be brought by the students or the teacher everywhere. *Third*, flashcard can stimulate the students to use the right brain and so on.

Besides some advantages of teaching vocabulary by using flashcards, there are also some disadvantages in teaching vocabulary by using flashcards. According to Leny 2006, there are some disadvantages of using flashcards in the teaching and learning process as follows:⁴²

- 1) Students can pay attention to the flashcards more than on material learned.
- 2) Small and unclear flashcards may arouse problems in the teaching-learning process since the students may misunderstand about

⁴¹ Ruth Gairns and Stuart Redman, *Working with Words "A guide to teaching and learning vocabulary"*, (Australia: Cambridge University Press, 1986), 92

⁴² <https://text-id.123dok.com/document/6zkwj49pz-the-advantages-and-disadvantages-of-using-flashcards-in-vocabulary-teaching.html> (accessed on Tuesday 23th April 2019)

pictures. However, there are some possible ways that can be used to overcome the problems as follows:

- a) The teacher should control the students' activities including their attention during the teaching-learning process.
- b) The teacher should make or choose big and clear enough pictures in order to avoid misunderstanding about the pictures.

c. The Procedures of Flashcard in Teaching Vocabulary

There are several steps in teaching vocabulary by using flashcard as follows:

1) Pre activity

The teacher opens the meeting by giving a greeting to the students. After that, the teacher explains the theme of the lesson and technique using flashcards before the teacher begins her activities. The teacher shows all of the flashcards about things in the kitchen. The teacher guides the students to understand the name of things in the kitchen and helps them recognize the kinds of things in the kitchen which they did not know before.

2) Whilst activity

In the next step, the teacher has two sets of cards. One set is for the students and the other is for the teacher. One set of cards contain several pictures. So when the teacher distributes the cards to every student, the teacher still had the same cards.

3) Post activity

After finishing the lesson, the teacher gives worksheet to know the students' ability in mastering vocabulary after using flashcards. In this step, the teacher takes the assessment based on the materials that have taught before.

4. Vocabulary

a. Definition of Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language.⁴³ Based on the statement, the researcher think that in acquiring a language whether the mother tongue language or a new language that the people learn, the first step that should be done is obtain as many vocabularies as possible for the provision in learning a language. With obtained many vocabularies the students will easier to learn listening, speaking, reading, and writing.

Many teachers during their years of teaching build up a library of pictures; these may include wallcharts, commercially-produced flashcards, home-made magazine picture flashcards, hand-drawn pictures, and of course illustration from course books and supplementary books.⁴⁴ Based on the statement, in recent times many teachers used a visual media in teaching language especially english. Teaching english by using a visual media can make the students easier to catch the words that taughts by the teachers.

⁴³ Cameron, *Teaching languages to young learners* (Cambridge: Cambridge University Press, 2001)

⁴⁴ Gairns and Redman, *Working with Words*, 103

There are some experts who give definitions of vocabulary. The first definition states that vocabulary is the collection of words that an individual knows.⁴⁵ Based on the statement, vocabulary is the words that human always use in the daily life. These vocabularies is obtained by human since the first time they lived.

Vocabulary can be defined as the words that should we know to communicate effectively.⁴⁶ In order to make a good communication or effective communication it can not be denied that vocabularies become one of important things that should people know before survive in their environment.

b. The Importance of Vocabulary

However, to master English Language is not easy. Learner must pay attention to many aspects of language knowledge such as grammar/structure, vocabulary, and so on. Among those all, vocabulary becomes one of the most important aspect of language learning. In foreign language teaching, vocabulary has for a long time been a neglected area.⁴⁷ Whereas the research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to

⁴⁵ Linse and Nunan, *Practical english language teaching: Young learners* (New York: McGraw-hill, 2005), 121

⁴⁶ Neuman and Dwyer, *Missing in action: Vocabulary instruction in pre-k* (International Reading Association, 2009), 385

⁴⁷ Linda Taylor, *Teaching and Learning Vocabulary* (Cambridge: Prentice Hall International, 1990), 1

overcome.⁴⁸ Based on the statement, though vocabulary became an important thing to use, it is still neglected. Without vocabulary the people are not able to communicate and build the relationship with others. It can be said that vocabulary holds a strong role in the daily life.

Nation (2001) in Mofareh Alqahtani describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.⁴⁹ Based on that statement it can be said that vocabulary knowledge can affect the language use as complementary and vice versa. The language use can affect the vocabulary knowledge. So that is the reason why the people should learn more about vocabulary. The language use of the people is based on how the people master the vocabulary. If the people have many vocabularies it will make them simplify in the language use.

c. Kinds of Vocabulary

Some experts divide the vocabulary into two types. The first type is active vocabulary and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but

⁴⁸ Huckin, Critical Discourse Analysis. *Journal of TESOL-France*, (1995)

⁴⁹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, 3 (2015), 22

which they will probably not be able to pronounce.⁵⁰ Based on the statement, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. In other terms, receptive vocabulary is passive vocabulary. Whereas the productive one is active vocabulary or expressive vocabulary.

Receptive vocabulary is the words we know when we listen or read the words we know when we receive thoughts from others. The receptive vocabulary is larger than the expressive vocabulary. Many words that we know when we hear or read but they do not use when we speak or write.⁵¹ Based on the statement, the receptive vocabulary is the familiar vocabulary that the people use everyday whether in the speaking or writing in order to make the understanding between the speaker and listener, or between the writer and the reader. In the sense, the receptive vocabulary is all of the words people have in each thought by listen what the people speak and write. The researcher think that the receptive vocabulary is the way to get the expressive one because before the people are able to speak and write, they should listen and read many resources. So they can apply them in the form of conversation or written.

The most important, when the learners increase their receptive vocabulary, they are also increase the potential size of their expressive vocabulary, because the words used when write and speak are the words

⁵⁰ Ibid., 25

⁵¹ James Shepherd, *College Vocabulary Skills Third Edition* (United States: Houghton Mifflin Company, 1987), 3

the learners know when they read or hear them.⁵² Based on the statement, the researcher states that there is a relation between the receptive and expressive vocabulary. The receptive vocabulary acquisition is the first way that the learners should be done before they obtain the expressive vocabulary. The more often they get vocabularies from listening and reading, the more expressive the vocabulary is since the receptive vocabulary obtained, it will be reused in expressive vocabulary.

Expressive vocabulary is the words we use when we speak or write that is, when we express our thoughts to others.⁵³ Based on the statement it can be concluded that expressive vocabulary is all the words that the people have obtained and received from other thoughts and then the people use it to express their purpose in their conversation. The more expressive vocabularies that someone obtained, it indicates that they are able to absorb and memorize vocabularies from listening and reading many sources.

5. Young Learners

a. Definition of Young Learners

According to the education system in Libya, it is stated that "*young learners' are those who are studying in basic education between six and fifteen*", while some teachers think that young learners are only those aged twelve and below. From the literature review, there is some

⁵² James Shepherd, *College Vocabulary Skills Third Edition* (United States: Houghton Mifflin Company, 1987), 3

⁵³ *Ibid.*, 15

controversy on specifying the exact age of a ‘young learner’. For example, Rixon (1999) and Phillips (1993) defined young learners as those aged between five and twelve years old.⁵⁴

b. Characteristics of Young Learners

In learning, especially learning English, it cannot be denied that children and adults have different ways. This is due to differences in character between children and adults. Not only that, the acquisition of language between children and adults is also different. There is opinion assume that the children are easier to learn something new, especially learning a language. According to Lenneberg *et al* (1967) in Diah Gusrayani states that the people who consider that children have an advantage in learning due to the theory of "critical period". Children are considered to be able to learn languages more easily than adults because their brains are still flexible.⁵⁵ Teaching English to young learners needs special approach since they have different characteristics than adults in learning. So there are some expert explains about the characteristics of young learners.

- 1) Pinter (2006) confirms “*young learners have a great curiosity to try new things and to explore concrete to abstract things.*” It is in line with Sadler (1974) who stated that children learn from concrete to abstract and also they are naturally curious and develop quickly as

⁵⁴ Shaban Aldabbus, “Teaching Young Learners (Theories and Principles)”, *Journal of Education*, 6 (2012), 1

⁵⁵ Diah Gusrayani, *Teaching English to Young Learners* (Bandung: UPI Press, 2014), 2

individuals.⁵⁶ Based on the statement, the teacher a teacher should avoid learning material that is abstract and not in accordance with the real life of learners. The materials should be concrete and easily to understand by them. One way to make the learning easily to get is by using media.

2) Cameron (2001) says “*young learners actively construct meaning from their experiences.*” Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it).⁵⁷ Based on the statement, the researcher think that flashcard media can be an alternative for the English teacher to deliver the material in the classroom. By using this media the students will see the object and hear indirectly from the teacher.

3) Slattery and Willis (2001) states “*young learners have a quite short attention span and are easy to get bored.*”⁵⁸ So based on the statement, the researcher think that the teacher should have interesting and various method in teaching English in order to make the students do not feel bored.

While according to Navila Roslidah states some characteristic of young learners as follows:

⁵⁶ Juhana, “Teaching English to Young Learners: Some Points to be Considered”, *Asian Journal of Education and e-Learning*, 2 (1st February 2014), 43

⁵⁷ Ibid., 43

⁵⁸ Ibid., 43

- a) Young learners like playing.
- b) Young learners can use logical reasoning.
- c) Young learners can use their imaginations.
- d) Young learners understand through physical word.
- e) Young learners like to pretend that they understand something than to ask about it.
- f) Young learners are enthusiastic and positive about learning.⁵⁹

There is other opinion about the characteristic of young learners. According to Diah Gusrayani states some characteristic such as :

- 1) Young learners respond to meaning quickly even though they don't understand the word per word.
- 2) Young learners usually learn a new thing indirectly. They take the information from various sides.
- 3) Young learners understanding will be built not only by explanation but also by what they see and hear.
- 4) Young learners generally show the enthusiastic to learn and curious about the environment.⁶⁰

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⁵⁹ https://www.academia.edu/5580611/The_Characteristics_of_Young_Learners accessed on May 15th 2019

⁶⁰ Diah Gusrayani, *Teaching English to Young Learners* (Bandung: UPI Press, 2014), 18

CHAPTER III

METHODOLOGY

A. Research Approach and Type of Research

The research approach is a systematic way and is used by researchers to get information or answer to the research questions. In different explanation, the research approach is a plan and research steps through broad assumptions to the specific methods in data collection, analysis, and interpretation.⁶¹ In this research, the researcher used the descriptive research with qualitative approach because the researcher wanted to obtain the information based on the research questions in this research such as want to know the materials used in vocabulary teaching by using flashcard, how the procedure, and how the evaluation in teaching vocabulary by using flashcard. After the researcher got the information, the researcher described them into description.

Bodgan and Taylor states that qualitative research methods are methods used by the researchers to obtain the descriptive data in the form of observable written or oral data.⁶² It means that qualitative research methods use the words in its explanations and do not use numbers. So this method describes a phenomenon that is examined by a researcher by digging in the meaning of an event. The researcher described the problem that become this research focus based on the reality that is in a learning process.

⁶¹ John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016), 3

⁶² Lexy J. Moleong, *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2002), 4

B. Location of The Research

This research conducted at SDN Kepatihan 01 Jember, which is located at Jl. Dr. Sutomo No.16 Jember, Kepatihan, Kaliwates, Jember Regency, East Java. The researcher took this place as the research site because SDN Kepatihan 01 Jember is one of favorite primary schools in Jember.

C. Source of Data

The availability of data sources is one of the considerations in research.

1. Primary Data Resources

A primary data source is an original data source, that is, one in which the data are collected firsthand by the researcher for a specific research purpose or project. It was obtained or collected directly by the researcher from the field. Primary data can be collected in a number of ways. However, the most common techniques are self-administered surveys, interviews, field observation, and experiments. Primary data collection is quite expensive and time consuming compared to secondary data collection. Notwithstanding, primary data collection may be the only suitable method for some types of research.⁶³

Based on the statement, the researcher select the primary data resources as follows:

- a. The third grade (3D) students of SDN Kepatihan 1 Jember
- b. The English teacher of SDN Kepatihan 1 Jember
- c. The headmaster of SDN Kepatihan 1 Jember

⁶³ <http://methods.sagepub.com/reference/encyc-of-research-design/n333.xml> (accessed on Tuesday 23th April 2019)

2. Secondary Data Sources

Secondary data is data needed by the researcher to supplement information obtained from primary data.⁶⁴ Based on the statement, the researcher took the secondary data from the notes of researcher, teacher notes, student learning outcomes, and document review.

D. Data Collecting Technique

To collect the data the researcher used observation, interview, and document review. Catherine Marshall, Gretchen B. Rossman states that in qualitative research, the data collection is carried out on natural conditions, primary data sources, and more data collection techniques on participant observation, in-depth interviews, and documentation.⁶⁵ Based on the statement, the researcher take the triangulation data in order to obtain more data in this research.

1. Observation

The data collection through observation has a special characteristics when it compared with other techniques. In Sugiyono's book, as quoted from Sutrisno Hadi, states that observation is a complex process and is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory.⁶⁶

The data collection techniques with observations are used if the research relating to the human behavior, work processes, natural symptoms

⁶⁴ Lexy. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 157

⁶⁵ Ibid., 225

⁶⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2017), 145

and if the respondents observed are not too large.⁶⁷ Based on the statement, the researcher took the observation technique to collect the data. Kinds of observations that the researcher took was non-participant observation because the researcher were not directly involved and only as independent observer. As for the data obtained using this observation technique are the picture of the class condition,

In this research, observation is done to find out the general information and specific information about SDN Kepatihhan 01 Jember. The general information that observed by the researcher were:

a. Student achievement

The researcher observed the student achievement in gaining new vocabulary in the class.

b. Facilities and infrastructure

c. Class condition

The researcher observed the activeness of the students when the teacher used flashcard as the learning media.

While in specific information the researcher observed the teaching and learning process.

2. Interview

Interviews are used as the data collection techniques that are based on self-reports, or at least on personal knowledge or beliefs.

⁶⁷ Ibid., 145

Based on the previous explanation, the researcher want to get the deeply information to the teacher about:

- a. The difficulties are faced by the student in English learning process
- b. Kinds of learning that the students like
- c. The vocabulary acquisition in the third class
- d. The goal of teaching vocabulary by using Flashcard?
- e. Materials in teaching vocabulary by using Flashcard?
- f. The procedure of teaching vocabulary by using Flashcard?
- g. The evaluation of teaching vocabulary by using Flashcard?
- h. The effectiveness and efficiency of flashcard in teaching vocabulary
- i. The strengthness and weakness of teaching vocabulary by using Flashcard

The researcher also did the interview with the Headmaster about output and input, facilities and infrastructure, and the teacher of SDN Kepatihan 1 especially in English teacher.

3. Document Review

Document review is a record of events that have passed. It can be in the form of writing, pictures, or monumental works from someone. Documents are a complement to the use of observation and interview methods in qualitative research. According to Bodgan in Sugiyono states:⁶⁸

“In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by

⁶⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2017), 240

an individual which describes his or her own actions, experience and belief”

The researcher want to obtain several data, as follows:

- a. History of SDN Kepatihan 1 Jember
- b. Profile of SDN Kepatihan 1 Jember
- c. Teacher and Employee Data of SDN Kepatihan 1 Jember
- d. Student data of SDN Kepatihan 1 Jember
- e. Teacher assessment
- f. Students’ book scoring
- g. Lesson plan
- h. Teachers journal

E. Validity of Data

Data validity is one of the important aspects that must be considered in research. This is used to make reliable and accountable research. The research is said to be valid and reliable when the data obtained are appropriate with data in the field research.

According to Creswell & Miller (2000) states that validity is one of the strengths of qualitative research. It is based on determining whether the findings obtained are accurate from the point of view of researchers, participants, or readers.⁶⁹ Based on the statement, the researcher used the triangulation to get the data validity. The researcher compared some aspects as follows:

⁶⁹ John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (Yogyakarta: Pustaka Pelajar, 2016), 269

1. The data obtained from observation with the teacher and headmaster of SDN Kepatihan 1 Jember
2. The data obtained from interview with the teacher and headmaster, and the students of SDN Kepatihan 1 Jember
3. The data obtained from the document review with the teacher and headmaster of SDN Kepatihan 1 Jember
4. The data obtained from some teachers and students
5. The data obtained from other point of view

F. Data Analysis Technique

The next step that the researcher will do after collecting the data obtained by using observation, interview, and document review is analyze the data by using technique. The researcher uses the data analysis technique developed by Miles and Hiberman 2014. They states that there are three steps of analyzing data in research: *First*, data condensation. *Second*, data display. *Third*, drawing conclusion or verification.

1. Data condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this process, the data will be stronger or lose something. The condensation processes are:

a. Selecting

According to Miles and Huberman, the researcher must act selectively, that is, determining which dimension are more important, relationships which ones might be more meaningful, and as a consequence, what information which can be collected and analyzed.

b. Focusing

Miles and Huberman states that focusing data is a form of pre-analysis. At this stage, the researcher focus on data related to the formulation of research problem. This stage is continuation of the data selection stage. The researcher only limit the data based on the formulating of the problem.

c. Abstracting

Abstracting is an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. On this stage, the collected data is evaluated, especially those have been collected and evaluated, relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this study are further simplified and transformed in various ways, namely through rigorous selection, through summary or brief description, classifying data in one broader pattern, and so on.

2. Data Display

The next step is to present the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, tables, and graphs. Thus it will be easier to understand what is happening and can plan further work based on what has been understood.

3. Drawing Conclusions

The last step is the stage of drawing conclusion based on findings and verifying data. In conclusions stage, it summarizes whether the research results support or contradict the original theory. The researcher should include key facts from the background research to help explain the results. If the researcher find the strong evidence so it can support the data collection. The process of obtaining data is data verification. If the conclusions are supported by strong evidence in the field, so the conclusions obtained are credible and accountable.

G. Systematics of Discussion

Systematics of discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is in a descriptive narrative, not as a table of contents.⁷⁰ In this research, the systematic discussion as follows:

Chapter I contains the introduction of the thesis, such as the background of study, research focus, scope of the research, research objectives, significance of the research, and definition of keyterm

⁷⁰ Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 48

Chapter II contains review of related literature, such as the previous research and also theoretical framework that related with the research conducted by the researcher

Chapter III contains a research method consisting of approaches and type of research, research location, research subject, source of data, technique of collecting data, technique of analyzing data, and validity of data.

Chapter IV contains the data display and data analysis.

Chapter V contains the conclusion and suggestion.



CHAPTER IV

DATA DISPLAY AND DATA ANALYSIS

In this chapter, the researcher presents research finding and discussion. It was intended to answer the research problem that contained in the first chapter. The research problem are (1) What are the materials in teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember (2) How is the procedure of teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember (3) How does the evaluation in the teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember (4) What are the goals of teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember.

In finding, the researcher described the process of collecting data and presents results of the data. Whereas in the discussion section the researcher will analyze the finding.

A. Overview of The Research Object

1. History of SDN Kepatihan 1 Jember

SDN Kepatihan 1 Jember is one of elementary school in Jember, East Java. Kepatihan 1 Jember Elementary School was established on July 1, 1954. At first, the school was not named as Kepatihan 1 but in another name. Until in 2006, the school name changed to SDN Kepatihan 1 Jember. Kepatihan 1 Public Elementary School Jember was established by the regional government.

In the past four years the number of students in SDN Kepatihan 1 Jember has fluctuated. Since the establishment of SDN Kepatihan 1 Jember, there have been several changes in school principals as follows:

- a. Bapak Salim
- b. Bapak Mursyida
- c. Bapak Rasmana
- d. Bapak Dwi Sisworoadi

The researcher did not find the specific information about the time period in the history of SDN Kepatihan 1 Jember.

2. Profile of SDN Kepatihan 1 Jember

- a. School Name : SDN Kepatihan 1 Jember
- b. Address : Jl. Dr. Soetomo No.16 Jember
- c. Sub-district : Kaliwates
- d. District : Jember
- e. Province : East Java
- f. Establishment Year : 1954
- g. NPSN : 20523608
- h. School Environment : Urban
- i. School Area : 4000.⁷¹

⁷¹ Document Review SDN Kepatihan 1 Jember, Tuesday 14th Mei 2019

3. Vision, Mission, and Goal of SDN Kepatihan 1 Jember

a. School Vision of SDN Kepatihan 1 Jember

“Excellent in achievement, Have the Noble Character, Insightful Environment, and Global Competitiveness”

b. School Mission of SDN Kepatihan 1 Jember

- 1) Implementing the learning and guidance effectively, efficiently according to the characteristics of completeness-oriented achievement of learning outcomes through simultaneous cognitive, affective and psychomotor development.
- 2) Objectifying of Character Education Strengthening (KDP) as the main foundation of national character building and cultivating polite, disciplined, honest, orderly, responsible, caring, confident in association and devout behavior and upholding religious and cultural values that noble.
- 3) Developing the students potential by integrating attitude values in each teaching and learning process.
- 4) Growing the students talents, students interests in all fields through curricular and extra-curricular activities in order to appreciate the achievement
- 5) Providing the basic literacy for students to apply basic daily skills such as literacy, numeracy literacy, scientific literacy, technology literacy and communication, financial literacy and cultural literacy and citizenship.

- 6) Growing a spirit of excellence, togetherness in diversity, social sensitivity and developing a quality culture intensively for all school members.
- 7) Manifesting of a caring and cultured school for the realization of a "Shining Bright" environment (Clean, Beautiful, Beautiful, Shady, Orderly, Safe, Comfortable and Calm)
- 8) Building the excellence through the achievement of education standards every year
- 9) Building global excellence and competitiveness through increasing professionalism and integrity of PTK, as well as developing information and communication technology-based learning processes
- 10) Develop a culture of harmonious cooperation that is conducive for all school members to increase their creativity and work ethic

c. Goal of SDN Kepatihan 1 Jember

1) General Purpose

- a) Realizing the excellent commitment of SDN Kepatihan 01 with systems and cultures based on law, social ethics and religion.
- b) Creating schools with disciplines, spiritual learning, and happiness.
- c) Growing the spirit of nationalism as a cultured Indonesian nation which can be cultivated and developed as school culture.

- d) Growing religious souls imbue each school's behaviors and ways of thinking.
- e) Growing personal productivity and integrity in organizational commitment.
- f) Having good, modern and sufficient educational infrastructure facilities.
- g) Having competent and highly competitive educators and education staff.

2) Specific Purpose

- a) The creation of character or behavior of school coaches (principals, teachers, and employees) which can be a role model for students and the community
- b) The creation of behavior that is polite, disciplined, honest, orderly, responsible, caring, confident in association and devout behavior and upholds the noble religious and cultural values.
- c) Providing basic life skills knowledge and skills to students as one of the independent living capital in the future
- d) Achieving the level of individual attendance in effective learning, a maximum of 98%.
- e) Achievement of conditions for the readiness of school functions with national education standards.
- f) Achieving a multidimensional learning process, meaningful and competency-based.

- g) Achievement of grade increase, graduation and continuing to 100% SMP.
- h) The creation of green schools as a form of love and caring for the environment
- i) Achievement of the district and provincial academic and non-academic achievements
- j) Creation of 5S culture (Smile, Greetings, Greetings, Courteous, Courteous) and 5R (Concise, Neat, Refreshing, Caring, Diligent)
- k) Achievement of 10K activities (Discipline, Order, Harmony, Cleanliness, Longing, Family, Beauty, Security, Health, and Exemplary).

4. Location of SDN Kepatihan 1 Jember

SDN Kepatihan 1 Jember is located in Kaliwates District, Jember Regency. Exactly at JL. Dr. Soetomo 16 Kaliwates Jember. The location boundaries as follow:

- a. West : Talangsari Field
- b. East : Homes
- c. North : Homes
- d. South : Shanti Furniture

5. Situation of Teachers in SDN Kepatihan 1 Jember (appendix)

6. Situation of Students in SDN Kepatihan 1 Jember (appendix)

7. Outcome of SDN Kepatihan 1 Jember (appendix)

8. Organizational Structure of SDN Kepatihan 1 Jember (appendix)

9. Facilities and Infrastructure

- a. 35 Unit Komputer Multimedia di Lengkapi Speedy, SchoolNet dan Wifi.id
- b. 2 set LCD proyektor
- c. 1 paket kaset VCD lengkap dengan buku penunjang Agama Islam
- d. 1 paket kaset VCD lengkap dengan buku penunjang Bahasa Inggris
- e. 2 paket VCD lengkap MIPA
- f. 2 paket peraga Matematika
- g. 2 globe, peta magnetik dan biasa, 3 planetarium, 2 torso tubuh, mata, telinga, paru-paru, otak dan rangkaian listrik.
- h. Alat kesenian elekton, hadroh, karawitan

B. Data Display and Data Analysis

The researcher collected the data by using interview technique, observation, and document review. Based on the result of interview, observation, and document review, the data obtained about the implementation of flashcard as the learning media in teaching vocabulary at SDN Kepatihan 1 Jember as follows:

1. The Goal of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember.

Teaching vocabulary by using flashcard is one of interesting way to do. Based on the interview that the researcher conducted, the goal of teaching vocabulary by using flashcard as follows:

“Tujuan yg utama pasti agar anak lebih interest dalam pembelajaran. Anak-anak itu suka yang berbau gambar-gambar, oleh karena itu ketika saya pake flashcard, mereka senang dan interest dalam pembelajaran. Ketika saya masuk ke dalam kelas membawa sebuah media (apapun), anak-anak selalu penasaran dan ingin tahu. Apapun yang bergambar, terutama flashcard itu bisa menimbulkan rasa ingin tahu ke anak-anak. Lalu motivasi belajar mereka juga lebih tinggi. Namun terkadang konsentrasi siswa menjadi terpecah. Mereka lebih memperhatikan gambar mencolok

yang ada di flashcard. The main purpose is making the learning process more interesting for the students. The students like everything pictured, therefore when I use a flashcard, they are happy and interested in learning. When I enter the class by carrying a media (whatever), the students are always curious. Whatever is pictorial, especially the flashcard I think it can cause the curiosity to the students. Then their learning motivation is also higher. But sometimes this media can make the students' concentration break. They pay more attention to the flashy images on the flashcard than the materials."⁷²

Accordingly, It would be better for the teacher to pay attention to the portion of the image used on the flashcard with the material to be delivered. There must be a balance between pictures and writing so that student concentration is not divided. The teacher is better to avoid using images that are too flashy and different from everyday life, using cartoon pictures for example.

Furthermore, Miss Virgi also stated about the specific goal in the English learning:

“Untuk materi Public Places yang akan saya terapkan nanti, tujuan pembelajaran yang spesifiknya pertama agar anak-anak bisa menyebutkan nama-nama tempat umum yang ada di dalam Bahasa Inggris dengan bersemangat. Yang kedua adalah agar anak-anak dapat menyebutkan arti dari nama tempat umum dengan bersemangat, yang ketiga agar anak-anak bisa mengucapkan nama tempat umum dengan benar dan bersemangat. Dan yang terakhir, agar anak-anak dapat menyebutkan aktifitas apa yang dilakukan orang pada umumnya di tempat umum dengan bersemangat. For the Public Places material that I will apply later, the specific learning objectives are first, the students can mention the name of public places in English happily. The second, the students can mention the meaning of public place names happily. The third, the students can pronounce the public place names correctly and happily. And the fourth, the students can mention what activities people do in general in public places happily.”⁷³

⁷² Miss Virgi, Interview, May 3rd 2019

⁷³ Miss Virgi, Interview, May 3rd 2019

Therefore, it would be better for the teacher to emphasized the third goal so that students could pronounce the vocabulary about Public Places. If the third goal can be achieved optimally by students, then the other points will follow.

The statement about the goal of teaching vocabulary by using flashcard is supported when the researcher did the observation in the class⁷⁴ and also in the document (lesson plan). Based on the lesson plan in point C about the goal of learning, the students are expected to be able to:

“1). Siswa dapat menyebutkan jenis-jenis tempat umum dalam Bahasa Inggris dengan bersemangat. 2). Siswa dapat menyebutkan arti dari jenis-jenis tempat umum dengan bersemangat. 3). Siswa dapat melafalkan kosa kata tentang tempat umum dengan benar dan bersemangat. 4). Siswa dapat menyebutkan kegiatan yang dilakukan orang di tempat umum dengan bersemangat. 1). Students can mention the name of public places in English happily. 2). Students can mention the meaning of the public places happily. 3). Students can pronounce the vocabulary about public places correctly and happily. 4). Students can mention activities carried out by the people in public places happily.”⁷⁵

Based on the result of interview and the document review, it can be concluded that the goal of teaching vocabulary by using flashcard is divided into two. First, the general goal that refers to the goal of media flashcard. Second, the spesific goals that refers to the goal of learning. The goal of media flashcard is to make the learning process become interesting. While the specific goals of teaching are to make : 1). Students are able to mention the name of public places excitedly. 2). Students are able to mention the meaning of public places excitedly. 3). Students are able to pronounce the

⁷⁴ Observation, 11th May 2019

⁷⁵ Document (Lesson Plan), 11th May 2019

name of public places excitedly. 4). Students are able to mention the activity that the people do in public.

2. The Materials of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember.

Based on the interview conducted by the researcher, it obtained the data about materials of teaching vocabulary by using flashcard as follows:

“Materi pembelajaran berarti segala bentuk pengetahuan yang ada di dalam buku siswa dan sudah sesuai dengan kompetensi dasar yang dibuat. Kalo untuk pembelajaran Bahasa Inggris yang menggunakan media flashcard, saya memilih materi ‘Public Places’ karena kebetulan itu adalah materi yang terakhir sebelum ujian kenaikan kelas. Learning material means all forms of knowledge that are in the student book and in accordance with the basic competencies made. For the English learning that uses flashcard media, I chose the material ‘Public Places’ because it is the last material before the final test.”

The researcher think that the learning materials are not only in the student book but also in every learning media that contains of the material for learning. One of them is flashcard which in the form of card.

Furthermore, the material in the third class (3D) at SDN Kepatihan 1 Jember according to Miss Virgi as the teacher of English explained that:

“Di materi Public Places ini, ada beberapa poin yang diajarkan. Yang pertama adalah basic vocabulary. Vocabulary yang terkait di dalam Public Places. Setelah itu yang kedua adalah materi tentang menanyakan keberadaan suatu tempat kepada orang lain. Yang ketiga adalah tentang short dialogue tentang Public Places. In this Public Places material, there are several points taught. The first is the basic vocabulary. Vocabulary related in the Public Places. The second is material about asking for the location of a public places to others. The third is about short dialogue about Public Places.”⁷⁶

⁷⁶ Miss Virgi, Interview, 3rd May 2019

Accordingly, it would be better for the teacher to develop the material about Public Places. For the example is about the second material 'asking for the location'. The teacher can develop the material to be a few more points such as 'adverb of preposition' and 'direction' so the students can get more knowledge about Public Places.

The statement about material in teaching is strengthened by the document (lesson plan) The content of lesson plan in point D about the materials of teaching are as follows:

“1) The basic vocabulary about Public Places. 2) The materials about asking the *location* of Public Places to others.3) Short dialogue about Public Places.”⁷⁷

Thus, the materials are also reinforced when the researcher did the observation. The researcher paid attention to the materials that the teacher taught in the classroom.⁷⁸

Based on the interview, the observation, and the document review, it can be concluded that the material of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember is Public Places which consist of the material about basic vocabulary of Public Places, the material about asking the location of Public Places to others, and short dialogue about Public Places.

⁷⁷ Document, 11th May 2019

⁷⁸ Observation, 11th May 2019

3. The Procedure of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember.

After conducting the research, the researcher obtained the data that learning as an activity process consists of three phases or stages. The stages of the learning process are include: planning, implementation, and evaluation stages.

As Miss Virgi stated about the three phases of learning as follows:

“Hal pertama yang harus kita ketahui sebelumnya, bahwa dalam pembelajaran itu kan ada tahapan-tahapan yang harus dilalui. Misalkan yang pertama mempersiapkan segala sesuatu yang terkait dengan pembelajaran di kelas. Entah mulai dari RPP, media pembelajaran, sumber belajar, dan lain sebagainya. Setelah itu, selanjutnya kita aplikasikan ke dalam kelas. Dan yang terakhir adalah evaluasi dari pembelajaran yang sudah dilakukan untuk mengukur kemampuan siswa dalam memahami sebuah materi. The first thing that we have to know, is that there are several stages in the learning that must be passed. The first, we should prepare everything related to classroom learning. It starts from RPP (lesson plan), learning media, learning resource, and so on. After that, we apply it to the class. And the last is an evaluation of learning that has been done to measure students' ability to understand a material.”

Thus, it would be better for the teacher to pay attention the planning stage before learning. Since it has many effects for the learning process in the classroom. If the teacher has good enough planning, then the goal of learning can be reached optimally.

Miss Virgi added the information about the procedure of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember are as follows:

“Untuk prosedur penggunaannya sama seperti pembelajaran pada umumnya yang dimulai dari kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Kegiatan pendahuluan ya sama seperti biasanya salam doa absensi dan sebagainya. Selanjutnya kegiatan inti. Pada kegiatan inti ini yang saya lakukan adalah: 1). Saya

menunjukkan flashcard kepada siswa tanpa menjelaskan apapun. Ini bertujuan agar siswa mengamati apa yang ada di hadapan mereka dan bisa mengetahui arti dari kosakata di dalam flashcard tersebut 2). Saya menunjukkan flashcard untuk kedua kali kepada siswa dan meminta siswa untuk menyebutkan kosakata apa yang saya tunjukkan kepada mereka. 3). Saya memberikan contoh pengucapan yang benar tentang kosakata yang saya tunjukkan. 4). Saya meminta siswa untuk meniru apa yang saya ucapkan terkait dengan kosa kata tentang Public Places itu. Langkah ini saya lakukan berulang-ulang sampai mereka bisa, oleh karena itu disini saya menggunakan teknik drilling. Dan yang terakhir 5). Saya meminta siswa untuk membuat kalimat terkait dengan kosakata yang sudah dipelajari. The procedure for using the flashcard is the same as learning in general which starts from preliminary activities, core activities, and closing activities. The preliminary activity is the same as the usual such as checking attendance, pray, and so on. Next is the core activity. In this core activity: 1). I show a flashcard to the students without explaining anything. This is make the students observe what is in front of them and they can know the meaning of the vocabulary on the flashcard 2). I show the flashcard to the students and asked the students to say what vocabulary I show them. 3). I give examples of correct pronunciation about the vocabulary that I show. 4). I ask students to imitate and repeat what I say related to the vocabulary about the Public Places. I do this step repeatedly until they are able to, so here I use drilling techniques. And the last 5). I ask students to make sentences related to the vocabulary that has been learned.”⁷⁹

The researcher think that the teacher did not need to do the first step of teaching because it would be wasted time, eventhough the goal of the first step of teaching is to get the attention from the students. It would be better for the teacher to do other thing that can attract the students' attention. Such as singing before learning or anything else. The step that should be done repeatedly was the fourth step namely 'drilling' the students to pronounce the words of Public Places.

⁷⁹ Miss Virgi, Interview, 3rd May 2019

The procedure of teaching vocabulary by using flashcard is supported by the document (lesson plan) in the point G:

“1). Peserta didik melihat gambar yang sudah di siapkan oleh guru. Dengan bimbingan guru, peserta didik berdiskusi mencari ‘arti’ bahasa indonesia sesuai apa yang peserta didik amati. 2). Guru memberikan gambar tentang tempat-tempat umum menggunakan flashcard yang telah dibuat. Guru meminta peserta didik menyebutkan dan menanyakan nama tempat umum dalam bahasa Inggris. 3) Guru memberikan contoh pengucapan nama dan kalimat tentang nama tempat umum yang ada digambar sambil menunjukkan gambar satu per satu kepada peserta didik. Peserta didik mengikuti dan menirukan pengucapan nama dan kalimat tentang tempat umum yang ada digambar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. 4). Dengan nama-nama tempat umum yang telah disebutkan peserta didik, guru meminta peserta didik untuk membuat kalimat tentang tempat umum yang ada digambar.”⁸⁰

Therefore, the procedure of teaching vocabulary by using flashcard is also reinforced by the observation. Overall, the teacher did what she said at the interview.⁸¹

Based on the interview, observation, and document review, it can be conclude that the procedure of teaching vocabulary by using flashcard are:

- 1). The learners see the pictures (flashcard) that have been prepared by the teacher. With the guidance of the teacher, the students discuss and searching the 'meaning' in Indonesian according to what the students observe.
- 2). The teacher gives a picture of public places using a flashcard that has been made. The teacher asks the students to mention and ask for the name of a public place in English.
- 3) The teacher gives the examples of pronunciation of public places vocabulary and the students follows and

⁸⁰ Document (Lesson Plan), 11th May 2019

⁸¹ Observation, 11th May 2019

imitate the pronunciation 4). With the names of public places that have been mentioned by the students, the teacher asks the students to make sentences about the public places that have been taught.

4. The Evaluation of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember.

Based on the observation and interview result, the researcher got the data about the evaluation of teaching vocabulary by using flashcard. The interview conducted by the researcher as follows:

“Untuk evaluasi saya biasanya menggunakan tes tulis. Jadi saya hanya memberikan soal-soal terkait dengan materi public places. Biasanya ya ambilnya di LKS itu. Ada yang berbentuk essay dan ada juga yang pilihan ganda. Untuk portofolio saya juga memberikan pekerjaan rumah kepada siswa dengan cara mencari di internet. Tapi selain itu saya juga menggunakan evaluasi lisan, memorizing vocabulary setelah itu anak-anak saya absen satu per satu untuk menyetorkan vocabulary tentang public places itu. For the evaluation, I usually use written tests. So I only give the questions related to public places material. I take it on the students’ worksheet (LKS). There are essays and there are also multiple choices. For the portfolio, I also give the students homework by searching the picture of public places in the internet. However, I also use oral evaluation, so the students have to memorize vocabularies.”

Accordingly, the teacher would be better to make her own material for the evaluation since sometimes the material in the book is not accordance with the material that the teacher gave to her students.

Furthermore, Miss Virgi as the English teacher of SDN Kepatihan 1 Jember stated that:

“Secara lebih rinci banyak aspek yang dinilai dalam pembelajaran dengan menggunakan scientific approach ini. Mulai dari penilaian mengamati, menanya, mendengarkan, menirukan, dan mempresentasikan hasil pekerjaan siswa. In more detail, many

aspects are assessed in the learning by using the scientific approach. Starting from the assessment of observing, asking, listening, imitating, and presenting the results of student work.”⁸²

It cannot be denied that learning must be adjusted to the expected basic competencies. So that it makes the teacher feel not free in teaching. But in some cases, it's good for the teacher not to be too rigid in learning. As exemplified in the scientific approach there are many things that must be achieved. The researcher considered that this may not be done. At least the teacher has been able to teach the material and students are able to achieve the learning goals.

The evaluation of teaching vocabulary by using flashcard is reinforced by the document (lesson plan) in point H.⁸³ And also supported by the observation that the researcher conducted on Saturday in the third grade (3D) of SDN Kepatihan 1 Jember⁸⁴ and also reinforced by the student (PN) stated:

*“Biasanya Miss Virgi pake LKS. Kadang hafalan.”*⁸⁵

Accordingly, the teacher has various ways of evaluating students. This is very well done to achieve optimal learning. Moreover, it would make the students did not feel bored when the teacher gave them assignment.

Furthermore, Miss Virgi also stated:

“Saya melakukan evaluasi karena untuk mengukur sampai dimana kemampuan anak-anak dalam menyerap materi yang saya ajarkan.”

⁸² Miss Virgi, Interview, 3rd May 2019

⁸³ Document (Lesson Plan), 11th May 2019

⁸⁴ Observation, 11th May 2019

⁸⁵ Student (PN), Interview, 3rd May 2019

Dari sini saya bisa mengetahui apakah sudah efektif cara mengajar saya. Jika belum efektif maka saya akan membuat sesuatu yang lain untuk menunjang perkembangan pengetahuan anak-anak. I did an evaluation because it was to measure the ability of the students in absorbing the material I was teaching. Here I can find out whether my teaching method is effective. If it is not effective then I will make something else to support the development of the students' knowledge.”⁸⁶

Thus, this should indeed be done by the teacher in learning. This is a reflection that was very useful for future learning. If the method or media used does not affect student achievement, then the teacher can change methods and media so that students can achieve the learning goals optimally.

Based on the interview, document review, and observation, it can be concluded that the evaluation of teaching vocabulary by using flashcard was formative evaluation which consist of written test and oral test. The written test was in the form of students' worksheet. Oral test was done by asked the students to memorize the vocabulary, then the teacher called the students one by one.

C. Research Finding

Table 4.1
The Results of Research Finding

Research Focus	Research Finding
1. What are the goals of teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember?	The goals divided into two, generally and spesifically. The general goals refers to the learning media. While the spesific goals refers to the objectives of the learning. The general goals are making the learning process become interesting

⁸⁶ Miss Virgi, Interview, 14th May 2019

Research Focus	Research Finding
	public places that have been taught.
4. How does the evaluation in the teaching vocabulary by using flashcard at SDN Kepatihan 1 in 2018/2019 year in Jember ?	The evaluation used by the teacher is written test in the students' worksheet which consist of multiple choice, essay, short dialogue. The teacher also use orally test about the Public Places vocabularies.

D. Finding Discussion

1. The Goal of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember

Teaching vocabulary by using flashcard is one of interesting way to do in the third grade (3D) of SDN Kepatihan 1 Jember. It is proven, the students were interest in the learning because they like to learn by using everything pictured as like as flashcard. They were also curious about the learning. This is in line with Pinter (2006) who states that young learners have a great curiosity to try new things and to explore concrete to abstract things.⁸⁷ By using flashcard, the students have a higher motivation in learning. The same statement comes from Harjanto (2003) who states that the learning media will attract the students' attention so that it can foster the learning motivation.⁸⁸ This is proven by the students when the learning process. Most of the students became active and happy. This is in line with Kemp and Dayton (1985) who states that media can make the learning process more interesting.⁸⁹

⁸⁷ Juhana, "Teaching English to Young Learners: Some Points to be Considered", *Asian Journal of Education and e-Learning*, 2 (1st February 2014), 43

⁸⁸ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 244

⁸⁹ Daryanto, *Media Pembelajaran* (Bandung: PT Sarana Tutorial Nurani Sejahtera, 2011), 6

For some reason, flashcard media can give benefits in the learning process. The benefits are: flashcard makes the learning become interesting, the students motivation is increase, and make the students easy to understand the material. On the other hand, flashcard can break down the students concentration. The students pay attention not on the material but on the interesting picture. Usually flashcard is not suitable with a class in a large number of the students since the flashcard is a small learning media. These statements are in line with Leny (2006).⁹⁰

Overall, the students were able to mention the name of public places in Indonesian and English. They were able to pronounce the vocabulary in the 'Public Places' materials and able to mention the activities usually people do in public. Eventhough, some students got the difficulty in pronouncing the words. The students can enjoy the learning process. It means that the learning objectives can be achieved by the students. Most of them were able to master the materials about Public Places. However, Suryosubroto (1990) asserts that the goal learning is a detailed formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.⁹¹

2. The Materials of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember

The materials is all the learning materials or knowledge in the form of information that must be mastered by students in order to achieve the

⁹⁰<https://text-id.123dok.com/document/6zkwj49pz-the-advantages-and-disadvantages-of-using-flashcards-in-vocabulary-teaching.html> (accessed on Tuesday 23th April 2019)

⁹¹ Suryosubroto, *Tatalaksana Kurikulum* (Jakarta: Rineka Cipta, 1990), 23

standard competencies which previously set in the lesson plan in teaching and learning process. It is in line with Syaiful Bahri Djamarah et al (2006) who explains the learning material is the substance that will delivered in the teaching and learning process.⁹²

The teacher used the 'Public Places' materials for teaching vocabulary in the third grade of SDN Kepatihan 1 Jember. She explained about the materials include These are include the basic vocabulary about Public Places, the materials about asking the location of Public Places to others, and the short dialogue about Public Places.

3. The Procedure of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember

There are three stages in the learning process. The first stage is planning, the second stage is implementing, and the third stage is evaluating. This statement is in line with the opinion of David Jacobsen (2009) who states that there are three stages in teaching approach namely planning, implementing, and evaluating.⁹³

The procedure of teaching vocabulary by using flashcard specifically is the same as learning in general which starts from preliminary activities, core activities, and closing activities. This is in line with Abdul Mujid (2005) who states that there are three activities in the implementation stage of learning.⁹⁴ The preliminary activity is the same as the usual such as

⁹² Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

⁹³ David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20

⁹⁴ Abdul Mujid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 104-105

checking attendance, pray, and so on. Next is the core activity. In this core activity:

- a. The teacher show a flashcard to the students without explaining anything. This is make the students observe what is in front of them and they can know the meaning of the vocabulary on the flashcard
- b. The teacher show the flashcard to the students and asked the students to say what vocabulary the teacher show to them.
- c. The teacher give examples of correct pronunciation about the vocabulary.
- d. The teacher ask the students to imitate and repeat what she say related to the vocabulary about the Public Places. The teacher do this step repeatedly until they are able to pronounce correctly. The teacher use drilling techniques.
- e. The teacher ask the students to make sentences related to the vocabulary that has been learned.

4. The Evaluation of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember

There are two kind of evaluation. They are formative and summative. This is in line with Mansyur (2015) opinion.⁹⁵ In evaluation, the teacher evaluate the result of learning. She want to measure the students' ability. By measuring process, the teacher were able to know the achievement of the students in understanding the materials that have been

⁹⁵ Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogjakarta: Pustaka Pelajar, 2015),14-15

taught. The teacher used test as the instrument of evaluation namely LKS or the students' worksheet. In the worksheet evaluation consist of multiple choice, essay, and short dialogue for Public Places materials.

The evaluation is also in line with the goal of teaching in the previous stage. The teacher evaluate the students' ability in mentioning the name of 'Public Places' in Indonesian and English. She also evaluate the students' ability in pronouncing the words. This is in line with Harjanto (2003) states that evaluation learning is assessment or assessment of growth and the progress of students towards the goals that have been set.⁹⁶



⁹⁶ Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 277

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of qualitative research with observation techniques, interviews and documentation carried out at SDN Kepatihan 1 Jember about The Implementation of Flashcard as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019, the conclusions are presented as follows:

1. Based on the data obtained, the goal of teaching vocabulary by using flashcard divided into two goals. The first is the general goals that refers to the learning media. Whereas the second goal is the spesific goals that refers to the learning process. The general goals are making the learning process become interesting and fun in order to attract the students' attention. It will make the higher motivation. Whereas in the spesific goals are: students are able to mention the name of public places happily, students are able to mention the meaning of public places excitedly, students are able to pronounce the name of public places correctly and happily, and students are able to mention the activities usually do by the people in public excitedly.
2. Based on the data obtained, the materials used in teaching vocabulary by using flashcard is 'Public Places' materials. There were three sub material

in Public Places namely basic vocabulary, asking for location about Public Places, and short dialogue about Public Places.

3. Based on the data obtained, the procedure of teaching vocabulary by using flashcard divided into three stages namely planning stage, implementing stage, and evaluating stage. In the planning stage the teacher prepare all elements in the learning process namely lesson plan, learning media, learning resources and so on. In the implementing stage the teacher implemented the learning which consist of three stages such as pre activities, whilst activities, and post activities. In the evaluating stage the teacher evaluate the students' learning results by using formative evaluation.
4. Based on the data obtained, the evaluation of teaching vocabulary by using flashcard. In the evaluating stage the teacher evaluate the students' learning results by using formative evaluation. The evaluation used in the form of test especially in the students' worksheet.

B. Suggestion

Based on the results of the research, it found the several problems, so the researcher put forward some suggestions. The suggestion are as follows:

1. For school, it is recommended to facilitate the teacher in making the learning media. So that the learning objectives that have been designed by the teacher can be achieved optimally.
2. For the teacher should pay attention to the learning media used. Teacher must be able to reconsider the media that will be used in the learning

process. Considering in terms of the shape, size, and resilience of a media.

So that learning objectives can be achieved optimally.

3. Teacher should use various teaching techniques and teaching media, flashcards for instance, which are interesting, enjoyable, and meaningful by considering various aspects such as size of class, time allocation, and students' character.
4. For further researcher, it is hoped to increase the attention to the activities of teacher and students to get more detailed learning.



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https://www.academia.edu/5580611/The_Characteristics_of_Young_Learners

IAIN JEMBER

DECLARATION OF AUTHENTICITY

I, the undersigned below :

Name : Nafissa Tracy
Student's Number : T20156014
Study Program : English Department
Institution : IAIN Jember

Declare that this thesis entitled “The Implementation of Flashcard as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019” is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 29 Mei 2019

I declared



Nafissa Tracy
NIM: T20156014

RESEARCH MATRIX

Title	Variable	Indicator	Source of Data	Research Method	General Question:
<p>THE IMPLEMENTATION OF FLASHCARD AS THE LEARNING MEDIA IN TEACHING VOCABULARY AT SDN KEPATIHAN 1 JEMBER IN ACADEMIC YEAR 2018/2019</p>	<p>Teaching vocabulary by using Flashcard</p>	<ol style="list-style-type: none"> 1. The goals of teaching vocabulary by using flashcard 2. The material of teaching vocabulary by using flashcard 3. The procedure of teaching vocabulary by using flashcard 4. The evaluation of teaching vocabulary by using flashcard 	<p>Primary Data</p> <p>Resources :</p> <ol style="list-style-type: none"> 1.The third grade of SDN Kepatihan 1 2.The teacher of SDN Kepatihan 1 Jember 3.Test <p>Secondary Data</p> <p>Resources :</p> <ol style="list-style-type: none"> 1. Research notes 2. Teacher notes 3. Student learning outcomes 4. Document review 	<ol style="list-style-type: none"> 1. Approach and kinds of research <ol style="list-style-type: none"> a. Qualitative b. Descriptive 2. Data collection method <ol style="list-style-type: none"> a. Observation b. Interview c. Document review 3. Data analysis technique : Data condensation, data Display, and Drawing Conclusion 4. Validation of data : triangulation technique 	<ol style="list-style-type: none"> 1. What are the goals of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember? 2. What is the material in teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember? 3. How is the procedure of teaching vocabulary by using flashcard at

Title	Variable	Indicator	Source of Data	Research Method	General Question:
					SDN Kepatihan 1 Jember? 4. How does the evaluation of teaching vocabulary by using flashcard at SDN Kepatihan 1 Jember?

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B.2759/tn.20/3.a/PP.00.9/04/2019
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Izin Penelitian**

13 April 2019

Yth. Kepala SDN Kepatihan 1 Jember
Jl. Dr. Soetomo No. 16, Kecamatan Kaliwates, Kabupaten Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Nafissa Tracy
NIM : T20156014
Semester : VIII (Delapan)
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Implementation of Flashcard as The Learning Media in Teaching Vocabulary at SDN Kepatihan 1 Jember in Academic Year 2018/2019 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

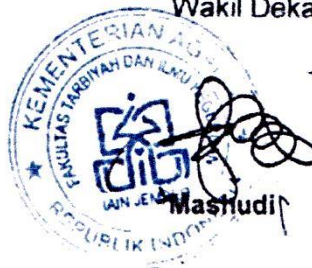
1. Kepala Sekolah
2. Guru
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan

Wakil Dekan Bidang Akademik,





PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN KECAMATAN KALIWATES

SD NEGERI KEPATIHAN 01

Jl. Dr. Sutomo No. 16 Jember Telp. (0331) 485745 – 482689

Email : sdn_kepatihan_satu@ymail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3/178/413.01.20523608/2019

Yang bertanda tangan di bawah ini :

Nama : DWI SISWOROADS.Pd
NIP : 19660618 198703 1 007
Jabatan : Kepala Sekolah SDN Kepatihan 1 Jember
Unit Kerja : SDN Kepatihan 1 Jember

Dengan ini menerangkan bahwa mahasiswa berikut:

Nama : Nafissa Tracy
NIM : T20156014
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Jurusan : Tadris Bahasa Inggris
Universitas : IAIN Jember

Telah selesai melakukan penelitian di SDN Kepatihan 1 Jember Kecamatan Kaliwates Kabupaten Jember selama kurang lebih 30 hari terhitung mulai tanggal 30 April 2019 sampai dengan 29 Juni 2019 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **“The Implementation of Flashcard as The Learning Media at SDN Kepatihan 1 Jember in Academic Year 2018/2019”**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Jember, 29 Juni 2019
Kepala SDN Kepatihan 1 Jember
Kecamatan Kaliwates

DINAS PENDIDIKAN
KECAMATAN KALIWATES
KABUPATEN JEMBER

DWI SISWOROADS.Pd

NIP: 19660618 198703 1 007

INTERVIEW GUIDELINES

For English Teacher of SDN Kepatihan 1 Jember:

- A. The Goal of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember
 1. Mengapa digunakan media Flashcard dalam pembelajaran?
 2. Apakah tujuan pembelajaran dengan menggunakan media Flashcard secara umum?
 3. Apakah tujuan pembelajaran yang ingin dicapai dengan menggunakan Flashcard secara khusus?
 4. Apakah siswa merasa senang dengan pembelajaran yang menggunakan media Flashcard?
- B. The Materials of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember
 1. Apakah yang dimaksud dengan materi pembelajaran?
 2. Materi apakah yang digunakan dalam pembelajaran menggunakan media Flashcard?
 3. Materi apa sajakah yang diajarkan dalam pembelajaran menggunakan media Flashcard?
- C. The Procedure of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember
 1. Apa sajakah yang perlu dipersiapkan dalam pembelajaran menggunakan media Flashcard?
 2. Bagaimanakah prosedur pembelajaran menggunakan media Flashcard?
- D. The Evaluation of Teaching Vocabulary by Using Flashcard at SDN Kepatihan 1 Jember
 1. Jenis evaluasi apakah yang digunakan dalam pembelajaran menggunakan media Flashcard?

For Headmaster of SDN Kepatihan 1 Jember:

1. Bagaimanakah sejarah berdirinya SDN Kepatihan 1 Jember?
2. Apakah visi SDN Kepatihan 1 Jember?
3. Apakah misi SDN Kepatihan 1 Jember?
4. Bagaimanakah kondisi guru SDN Kepatihan 1 Jember? Ada berapa jumlahnya?

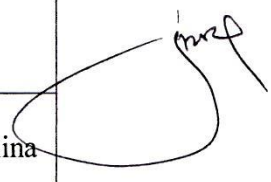
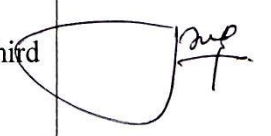

5. Bagaimanakah kondisi siswa SDN Kepatihan 1 Jember? Ada berapa jumlahnya?
6. Bagaimanakah outcome SDN Kepatihan 1 Jember?
7. Apa sajakah sarana dan prasarana yang ada di SDN Kepatihan 1 Jember?

For the students of SDN Kepatihan 1 Jember (3D students)

1. Media apa yang digunakan Miss Virgi dalam mengajar?
2. Apakah kamu suka saat pembelajaran menggunakan media tersebut?
3. Bagaimanakah cara Miss Virgi menilai di dalam kelas?



**RESEARCH JOURNAL
SDN KEPATIHAN 1 JEMBER
ACADEMIC YEAR 2018/2019**

NO	Day & Date	Activity	Informant	Signature
1	Saturday, April 13 th 2019	<ul style="list-style-type: none"> Giving permission letter Doing interview with Ms. Virgi as An English Teacher at SDN Kapatihan 1 Jember (pre-observation) 	Ms. Virgi	  
2	Monday, April 30 th 2019	<ul style="list-style-type: none"> Confirming permission Doing field observation, Doing interview with Mrs. Erlina as Homeroom Teacher 	Mr. Dwi Sisworoadi, Ms. Virgi, and Mrs. Erlina	
3	Friday, May 3 rd 2019	<ul style="list-style-type: none"> Field observation (take documentation) Interview with some students of SDN Kapatihan 1 Jember Interview with Ms. Virgi 	Ms. Virgi and Some students of SDN Kapatihan 1 Jember (third grade and fifth grade)	
4	Thursday, May 9 th 2019	<ul style="list-style-type: none"> Field Observation (take documentation) 		
5	Saturday, May 11 th 2019	<ul style="list-style-type: none"> Class Observation 	Ms. Virgi	
6	Tuesday, May 14 th 2019	<ul style="list-style-type: none"> Field Observation (take documentation) Doing interview with Ms. Virgi 	Ms. Virgi	
7	Friday, May 17 th 2019	<ul style="list-style-type: none"> Field observation and complete the lack of data 	-	
8	Saturday, May 18 th 2019	<ul style="list-style-type: none"> Doing interview with Ms. Virgi Doing Interview with Mrs. Erlina Doing interview with Mr. Dwi 	Ms. Virgi Mrs. Erlina Mr. Dwi	
9	Monday, May 27 th 2019	<ul style="list-style-type: none"> Letter retrieval 	Mr. Dwi Ms. Virgi	

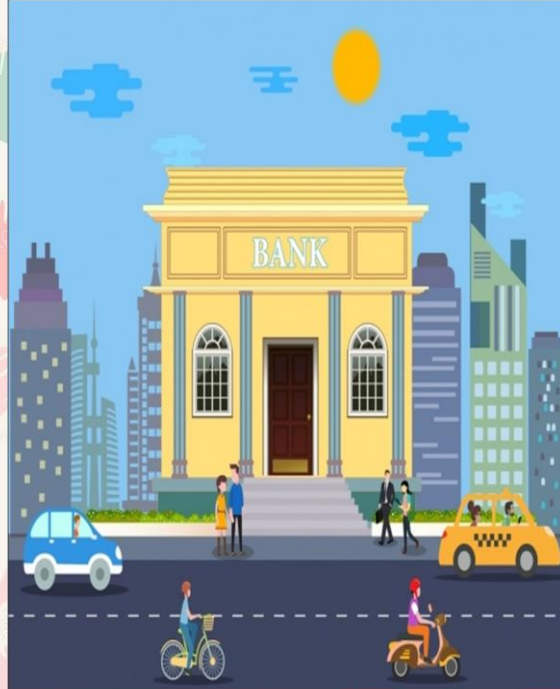
Jember, 27 Mei 2019
Kepala SDN Kapatihan 1 Jember


Dwi Sisworoadi, S.Pd
NIP: 19660618 198703 1 007

HOSPITAL



BANK



SCHOOL



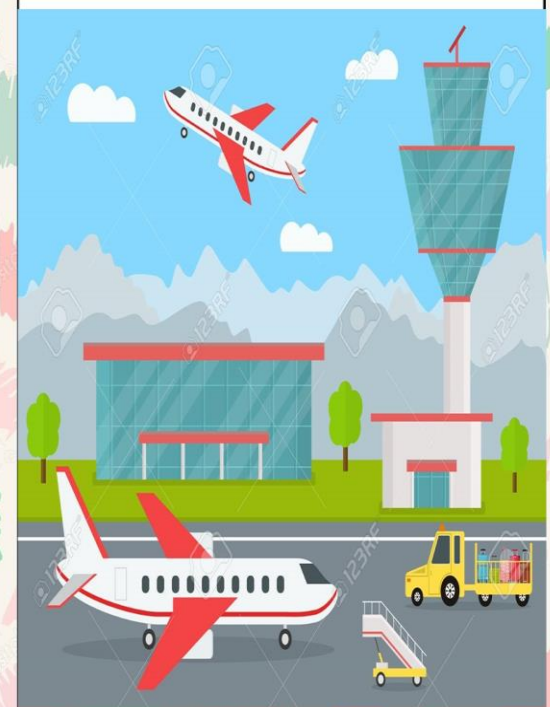
MARKET



PARK



AIRPORT



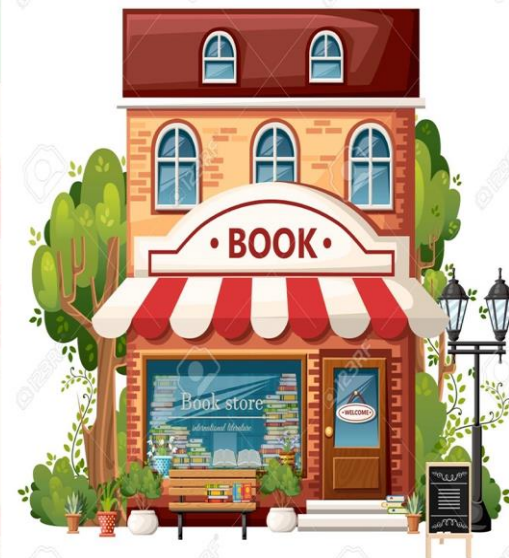
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BOOKSTORE



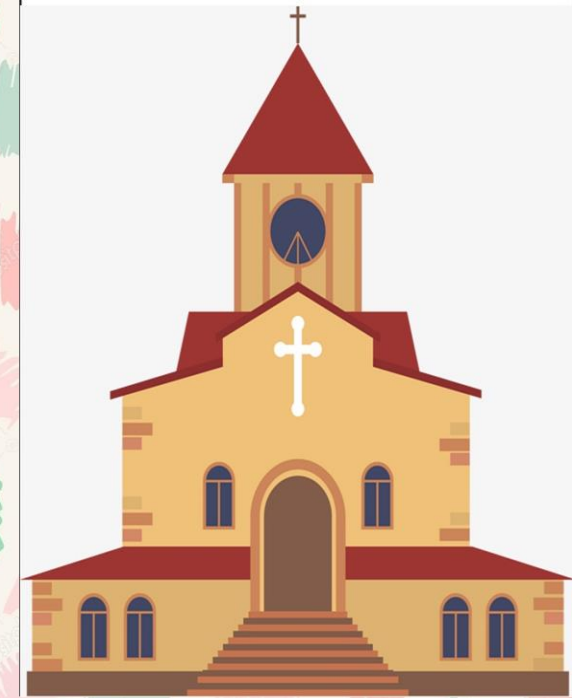
LIBRARY



GAS STATION



CHURCH



MOSQUE



POST OFFICE



FOTO DOKUMENTASI



Picture 1.1 Interview with Miss Virgi as An English Teacher of SDN Kepatihan 1 Jember



Picture 1.2 The Students' Condition Before the Learning Activity



Picture 1.3 The Process of Learning by Using Flashcard



Picture 1.4 The Evaluation of Learning by Using Flashcard

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Picture 1.5 The Evaluation of Learning by Using Flashcard



Picture 1.6 Flashcard for Learning Activity

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SDN Kepatihan 1 Jember
Mata Pelajaran : Bahasa Inggris
Materi : Public Places (What people do)
Kelas/Semester : III/2
Alokasi Waktu : 2x35 menit

A. Standar Kompetensi :

1. Siswa mampu melakukan kegiatan sesuai dengan instruksi yang didengar dalam konteks tanya jawab tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum.
2. Siswa bisa menirukan pengucapan tanya jawab tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum yang diucapkan oleh guru.
3. Siswa mampu memahami kalimat tertulis yang berhubungan dengan tanya jawab tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum
4. Siswa mampu menyalin kata atau kalimat singkat tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum

B. Kompetensi Dasar :

1. Siswa bisa menyimak tanya jawab tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum
2. Siswa bisa melakukan tanya jawab tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum dengan baik
3. Siswa bisa membaca dengan nyaring kata atau kalimat seputar tanya jawab sederhana tentang nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum dalam bahasa Inggris dengan intonasi dan pengucapan yang benar
4. Siswa bisa menuliskan dengan benar kata atau kalimat sehubungan dengan nama tempat umum dan apa yang biasa dilakukan oleh seseorang di sebuah tempat umum

C. Tujuan Pembelajaran :

1. Siswa dapat menyebutkan jenis-jenis tempat umum dalam Bahasa Inggris dengan antusias
2. Siswa dapat menyebutkan arti dari jenis-jenis tempat umum dalam Bahasa Indonesia dengan bersemangat
3. Siswa dapat melafalkan jenis-jenis tempat umum dengan benar dan bersemangat
4. Siswa dapat menyebutkan kegiatan yang dilakukan orang di tempat umum dengan excited dan bersemangat

Karakter siswa yang diharapkan :

- Dapat dipercaya (*trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*dilligence*)
- Tanggung jawab (*responsibility*)
- Berani (*courage*)

D. Materi Pembelajaran :

Name of the Public Places :

- | | |
|-------------------|---------------|
| 1. Rumah sakit | : Hospital |
| 2. Pom bensin | : Gas station |
| 3. Kantor pos | : Post office |
| 4. Kebun binatang | : Zoo |
| 5. Sekolah | : School |
| 6. Toko Buku | : Bookstore |
| 7. Gereja | : Church |
| 8. Bank | : Bank |
| 9. Pasar | : Market |
| 10. Perpustakaan | : Library |
| 11. Pelabuhan | : Harbour |
| 12. Taman Kota | : City Park |
| 13. Masjid | : Mosque |
| 14. Bandara | : Airport |

Asking the Location of Public Places

Untuk menanyakan keberadaan suatu tempat kepada orang lain kita bisa menggunakan kalimat sebagai berikut.

a. Do you know the ?

Contoh :

A: Do you know the post office?

B: Yes, I do. It is in front of the Bank

b. Where is the ?

Contoh :

A: Where is the hospital ... ?

B: It is on Jalan Gambir

Short Dialogue

Bayu : Roni, do you know the hospital?

Roni : Yes, I do. It is in front of the post office.

Bayu : Where is the post office?

Roni : It is on Jalan Kaliwining

Bayu : Can you tell me how do I go there?

Roni : Yes of course. You just take the bus number three and stop at the hospital. It is on the right side.

E. Metode Pembelajaran :

1. Pendekatan : Scientific Approach
2. Teknik : Drilling

F. Media, Alat, dan Sumber Pembelajaran :

1. Media : Flashcard
2. Alat dan Bahan : HVS, gunting, gambar-gambar public places
3. Sumber Pembelajaran : Buku LKS, Buku Pendamping, Internet

G. Langkah-langkah Pembelajaran :

1. Kegiatan Pendahuluan

- a. Guru mengucapkan salam kepada peserta didik.
- b. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi dan buku pelajaran.
- c. Guru bertanya tentang materi sebelumnya dan mereview.
- d. Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan dipelajari.
- e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.
- f. Guru mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau materi sebelumnya.

2. Kegiatan Inti

a. Mengamati

- 1) Peserta didik melihat gambar yang sudah di siapkan oleh guru
- 2) Dengan bimbingan guru, peserta didik berdiskusi mencari 'arti' bahasa indonesia sesuai apa yang peserta didik amati

b. Menanya

- 1) Dengan bimbingan dan arahan guru, peserta didik menanyakan tentang perbedaan antara cara menyebutkan dan menanyakan nama tempat umum dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

c. Mengumpulkan Informasi/Mencoba

- 1) Guru memberikan gambar tentang tempat-tempat umum menggunakan flashcard yang telah dibuat.

- 2) Guru meminta peserta didik menyebutkan dan menanyakan nama tempat umum dalam bahasa Inggris.
- 3) Guru memberikan contoh pengucapan nama dan kalimat tentang nama tempat umum yang ada digambar sambil menunjukkan gambar satu per satu kepada peserta didik.
- 4) Peserta didik mengikuti dan menirukan pengucapan nama dan kalimat tentang tempat umum yang ada digambar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- 5) Dengan nama-nama tempat umum yang telah disebutkan peserta didik, guru meminta peserta didik untuk membuat kalimat tentang tempat umum yang ada digambar.

d. Menalar/Mengasosiasi

- 1) Guru memberikan gambar lain tentang tempat umum.
- 2) Guru meminta peserta didik untuk menyebutkan dan menanyakan tentang nama-nama tempat umum yang ada di gambar.
- 3) Guru meminta peserta didik untuk membuat kalimat tentang nama-nama tempat umum yang ada digambar.
- 4) Guru meminta peserta didik untuk mencocokkan kata tempat umum dalam bahasa Inggris dan bahasa Indonesia.
- 5) Guru meminta peserta didik untuk mengamati gambar tentang tempat umum dan meminta peserta didik untuk menyebutkan dan membuat kalimat tentang tempat umum yang ada digambar.

e. Mengkomunikasikan

- 1) Guru meminta peserta didik untuk mempresentasikan hasil deskripsi tempat umum yang ada digambar.
- 2) Guru dan peserta didik lain memberikan pendapat kepada peserta didik yang presentasi.

3. Kegiatan Penutup

- a. Peserta didik bersama guru menyimpulkan pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru

H. Penilaian :

1. Kinerja (praktek)

- a. Melakukan monolog menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan kriteria ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan.
- b. Melaksanakan kegiatan saintific (5M)

Aspek Pengetahuan	Pengetahuan	Keterampilan
Mengamati	Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama bangunan publik.	Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama bangunan publik.
Menanya	Tingkat ketercapaian	Keterampilan bertanya

	fungsi sosial menyebutkan dan menanyakan nama bangunan publik.	tentang perbedaan antara cara menyebutkan dan menanyakan nama bangunan publik dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
Mengumpulkan Informasi	Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama bangunan publik.	Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama bangunan publik dalam bahasa Inggris. Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama bangunan publik dalam konteks pembelajaran
Mengasosiasi	Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama bangunan publik.	Membandingkan ungkapan menyebutkan dan menanyakan nama bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.
Mengkomunikasikan	Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama bangunan publik.	Mempresentasikan hasil kegiatan pada aktivitas asosiasi di depan kelas.

Rubrik Penilaian Kerja (Performance)

KRITERIA	D	C	B	A
Mengamati	Tidak jelas pelaksanaannya	Kegiatan jelas namun tidak rinci	Beberapa kegiatan jelas dan rinci	Semua kegiatan jelas dan rinci
Menanya	Kalimat kurang bisa dipahami	Kalimat jelas namun ada beberapa unsur bahasa yang belum tepat	Kalimat jelas dengan struktur dan unsur bahasa yang sederhana	Kalimat dengan struktur sesuai dan unsur bahasa yang tepat serta pengucapan lancar
Melakukan monolog	Membaca script, kosa kata terbatas, dan tidak lancar	Sesekali melihat teks, kosa kata terbatas tapi lancar	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai.
Menyebutkan dan menanyakan nama bangunan publik.	Penggunaan kata, kalimat, dan struktur tidak sesuai	Fungsi sosial tercapai, struktur tepat dan unsur kebahasaan kurang tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi.
Presentasi	Membacakan hasil tanpa media dan tidak lengkap	Membacakan hasil menggunakan media	Menggunakan media tanpa membaca namun kurang lancar	Menggunakan media tanpa membaca dan lancar

2. Penugasan/ Ulangan Harian

LKS Rahardjo

3. Observasi (Terlampir)

4. Portofolio

Rubrik Portofolio

Nama Peserta Didik :

Kelas :

Guru :

NO	Aspek	Kriteria			
		SB	B	C	A
1	Ada kumpulan catatan kemajuan belajar.				
2	Ada catatan tentang bangunan publik				

	Ada kumpulan karya peserta didik yang mendukung proses penggunaan bangunan publik berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi				
3	Ada kumpulan hasil tes dan latihan				
4	Ada catatan penilaian diri dan penilaian sejawat				

Speaking Rubric

Student's name: _____

Class: _____

NO	Aspect	Score			
		1	2	3	4
1	Fluency				
2	Language				
	a. Pronunciation and intonation				
	b. Grammar				
	c. Vocabulary and content				
3	Performance (<i>eye contact, facial expression, gesture</i>)				
Total Score		20			
Maximum Score					

Note:

1 = Not Competent

2 = Competent Enough

3 = Competent

4 = Very Competent

Task 4 (Listen and Complete the Dialogue!)



A : Where are we?

B : We are in

A : Can we save our money there?

B : Yes,



A : Where are we?

B : We are in

A : Can we visit the sick person?

B : Yes,



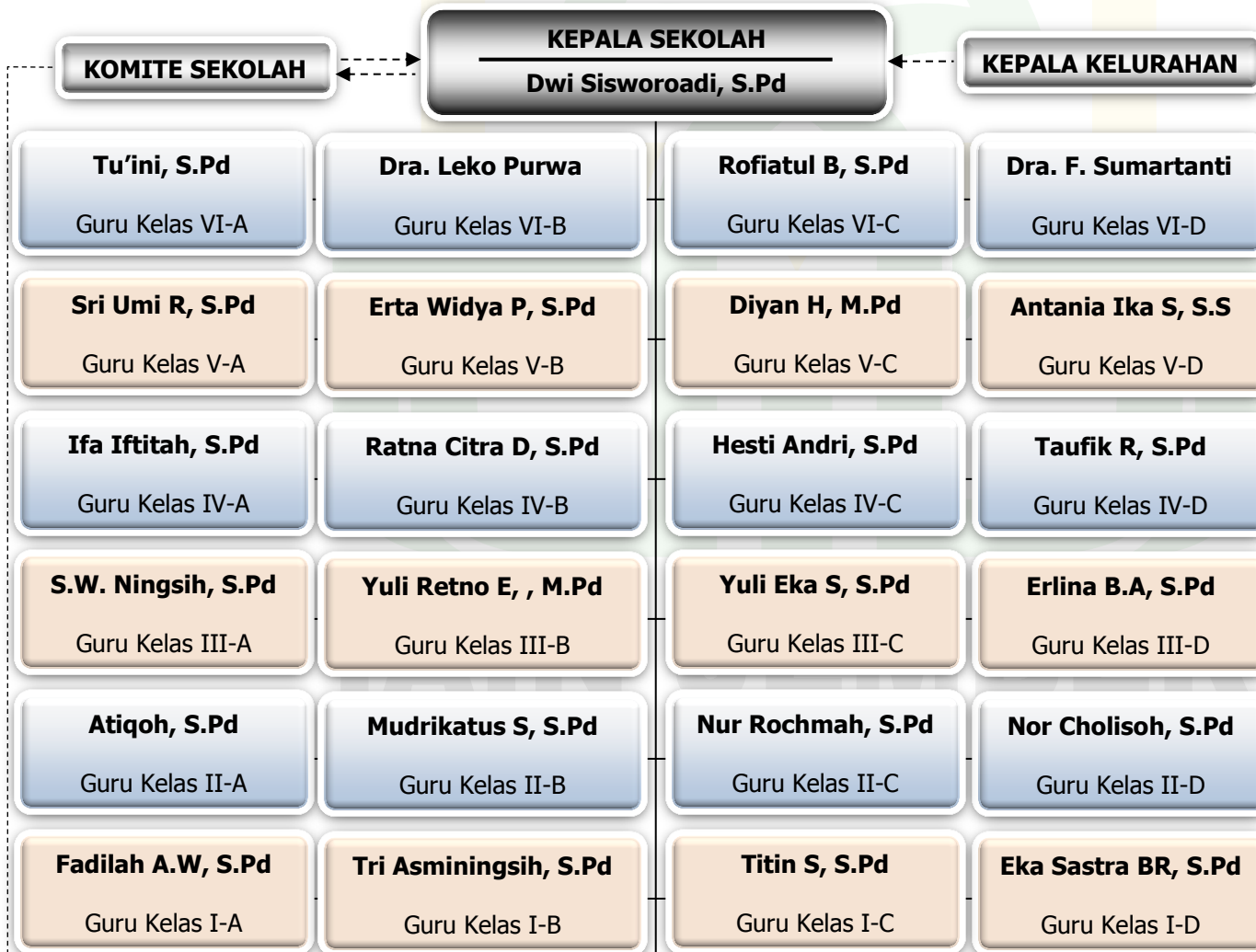
A : Where are we?

B : We are in

A : Can we meet the airplane?

B : Yes,

STRUKTUR ORGANISASI DAN MEKANISME KERJA



Nurul F, S.PdI Guru Mapel PAI	Guyup R.K, S.PdI Guru Mapel PAI	Ahmad Lutfhi, S.PdI Guru Mapel PAI	Nanda D.P, S.Pd Guru Mapel PAI
Drs. Sutrisno Guru Mapel PJOK	Moh. Rizal F, S.Pd Guru Mapel PJOK	Diqri R, S.Pd Guru Mapel PJOK	J. Virgi K, S.S Guru Bhs. Inggris
Sovi Z.F, S.Pd Guru Mapel	Alfiyanti R.J, S.Kom Guru Mapel TIK	Dimas S.W, A.Md Guru Mapel TIK	Ridwan Efendi Pustakawan

IAIN JEMBER

Table 4.1
List of Teachers and Education Staff
SDN Kepatihan 1 Jember in Academic Year 2018/2019

NO	NAMA	JABATAN
1	2	3
1	Dwi Sisworoadi, S.Pd	Kep Sek
2	Hj. Yuli Retno Edowati, M.Pd	Guru Kelas III-B
3	Titin Sumarni, S.Pd	Guru Kelas I-C
4	Atiqoh .S.Pd	Guru Kelas II-A
5	Dra. Leko Purwaning	Guru Kelas VI-B
6	Sutrisno, S.Pd	Guru PJOK
7	Ifa Iftitah, S.Pd	Guru Kelas IV-A
8	Tu'ini, S.Pd	Guru Kelas VI-A
9	Dra. Frederica Sumartanti	Guru Kelas V-D
10	Rofiatul Badriyah, S.Pd	Guru Kelas VI-C
11	Nur Choliso, S.Pd	Guru Kelas II-D
12	Sri Wahyuningsih, S.Pd	Guru Kelas III-A
13	Diyan Handayani, S.Pd, M.Pd	Guru Kelas V-C
14	Fadilah Ari Wahyuni, S.Pd	Guru Kelas I-A
15	Tri Asmiingtyas, S.Pd	Guru Kelas I-B
16	Eka Sastra Budi Rahayu, S.Pd	Guru Kelas I-D
17	Lita Atmawijaya, S.Pd	Guru Kelas II-B
18	Nur Rochma, S.Pd	Guru Kelas II-C

1	2	3
19	Yuli Ekasetyawati, S.Pd	Guru Kelas III-C
20	Erlina Budi Arti, S.Pd	Guru Kelas III-D
21	Ratna Citra Dewi, S.Pd	Guru Kelas IV-B
22	Antania Ika Sari, S.SS	Guru Kelas V-D
23	Taufikurrahman, S.Pd	Guru Kelas IV-D
24	Hesti Andriyani, S.Pd	Guru Kelas IV-C
25	Sri Umi Rahayu, S.Pd	Guru Kelas V-A
26	Erta Widya Pratiwi, S.Pd	Guru Kelas V-B
27	Zovi Zakiatul Fuadah, S.Pd	Guru Mapel
28	Nurul Fitriana, S.PdI	Guru PAI
29	Guyup Rizkie Kandar, S.PdI	Guru PAI
30	Ahmad Lutfhi N, S.PdI	Guru PAI
31	Moh. Rizal Felani, S.Pd	Guru PAI
32	Diqri Rizkianto, S.Pd	Guru PJOK
33	Nanda Dheanita Pertiwi, S.Pd	Guru PJOK
34	Jatiningtyas Virgi Kusuma, S.Pd	Guru B. Inggris
35	Alfiyani Ridyatul Jannah, S.Kom	Guru TIK
36	Dimas Surya W, A.Md	Guru TIK
37	Ridwan Efendi	Pustakawan
38	Nur Iit Hamidah	TU
39	Djoko Efendi	TU

1	2	3
40	Agus Prawoto	Penjaga Sekolah
41	Mochamad Saefi	Penjaga Sekolah
42	Suwarno	Penjaga Sekolah
43	Shandi Kurniawan	Security/ Satpam
44	Suyitno	Security/ Satpam

Table 4.2
List of Students of SDN Kepatihan 1 Jember
Tahun Ajaran 2018/2019

NO	Class	Number of students
1	I	120 siswa
2	II	126 siswa
3	III	138 siswa
4	IV	152 siswa
5	V	154 siswa
6	VI	151 siswa

Tabel 4.3
Number of Graduates

Tahun Pelajaran	Tamatan		Rata-rata		Melanjutkan	
	Jml	Target	Hasil	Target	Jml	Target
2014/2015	146	146	100%	100%	146	146
2015/2016	166	160	100%	100%	166	160
2016/2017	193	163	100%	100%	193	163
2017/2018	141	141	100%	100%	141	141

Table 4.4
List of Inventory

No.	Nama Barang	Jumlah	Keterangan
1	2	3	4
1.	Meja dan Kursi murid	600	
2.	Meja dan Kursi guru	45	
3.	Meja Ka. Sekolah	1	
4.	Kursi Ka. Sekolah	1	
5.	Meja Perpustakaan	3	
6.	Kursi Perpustakaan	8	
7.	Tempat Tidur UKS	2	
8.	Kasur UKS	2	
9.	Almari Kelas	24	
10.	Almari alat peraga	2	
11.	Almari piala	6	

1	2	3	4
12.	Rak buku perpustakaan	6	
13.	Meja tamu dan kursi tamu	3 set	
14.	Almari keterampilan	4	
15.	Almari Msusholla	1	
16.	Almari koperasi	4	
17.	Bantal baca	-	
18.	Almari tandon	1	
19.	Almari file	5	
20.	Peta	20	
21.	Alat peraga Matematika	2	
22.	Alat peraga mata	1	
23.	Alat peraga tubuh	4	
24.	Alat peraga otak	1	
25.	Alat peraga telinga	1	
26.	Alat peraga tata surya	5	
27.	Alat peraga jantung	1	
28.	Globe	4	
29.	Tape recorder	2	
30.	Pesawat televisi	3	
31.	VCD	2	
32.	Komputer	38	
33.	Printer	4	
34.	Lcd Proyektor	2	
35.	Kamera	-	
36.	Mesin ketik	1	
37.	Amplifier + loudspeaker	2	
38.	Keyboard (Organ)	1	
39.	Mini Sound System	1 set	

1	2	3	4
40.	Kipas Angin	60	
41.	Karpet	6 lembar	
42.	Vocum Cleaner	1	
43.	Alat Kesenian	1 set	
44.	Alat-alat Dapur	1 set	
45.	Alat PMR	1 set	
46.	Bendera + Tiang	10 set	
47.	Jam dinding	30	
48.	Sudut baca siswa	12	
49.	Tempat koran	1	
50.	Taplak meja	65	
51.	Karpet sajadah	10	
52.	Kotak obat	12	



RESEARCHER'S BIODATA



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PERSONAL INFORMATION

Name : Nafissa Tracy
Place and Date of Birth : Bondowoso, 4th March 1997
Sex : Female
Address : Jalan Kironggo No.15 RT 1/RW 1 Bondowoso
Nationality : Indonesian
Marital Status : Single
Major : English Department
Institution : IAIN Jember

EDUCATIONAL BACKGROUND

2015-2019 : State Islamic Institute of Jember
Faculty of Tarbiyah
English Education Department
2012-2015 : Senior High School (SMAN 3 Bondowoso)
2009-2012 : Junior High School (SMPN 1 Bondowoso)
2004-2009 : Primary School (SDN Dabasah 1 Bondowoso)

ORGANISATIONAL EXPERIENCE

2012-2013 : Student Council at SMAN 3 Bondowoso (as the General Treasurer)
2017 : Tinta Pena Students Association
