

FLASH CARDS' CONTRIBUTION IN INTRODUCING ENGLISH VOCABULARY TO THE FIRST GRADERS OF SDN BRUMBUNGAN SEMARANG AND THEIR RESPONSES: A CLASSROOM ACTION RESEARCH

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ABSTRACT

Teaching media becomes one of the problems faced by teachers in teaching English as a foreign language for young learners. The use of appropriate teaching media is essential for teachers to be successful. This study aims to discuss the contribution of flash cards in introducing English vocabularies to the first graders of SDN Brumbungan Semarang. The model of Classroom Action Research by as proposed Kemmis and McTaggart was applied in two cycles and the data were analyzed qualitatively by involving data reduction, data categorization, data synthesis, and stating action hypothesis. The findings show that flash cards can motivate students, help students in remembering vocabulary, and helping teachers in introducing English specific vocabularies more easily. It can be shown that students who were participating in the activities were active, responsive, confident, enthusiastic, and enjoying the learning process. It can be concluded that teaching media used for young learners is really helpful in introducing English. However, teachers should understand the students' level and have innovations in creating variations in learning activities using teaching media.

Keywords: *classroom action research, flash cards, English vocabulary, young learners*

1. INTRODUCTION

Communication is a method in understanding and expressing information, thinking, feeling, and improving knowledge, technology, and culture. It is really important for people to learn English as it is a global language spoken by people who have different backgrounds of cultures and languages.

One basic element that should be learned is vocabulary. By learning, understanding and mastering vocabulary, competencies like reading, writing, listening, and speaking can be reached easily. The acquisition of an adequate vocabulary is essential for successful second language use. It is important to introduce English vocabulary to young learners as a basic step for them in order to help them in understanding utterances and preparing them to learn English in the next level (Kusumayati, 2010).

The first graders of elementary school who ages generally between 6-8 years old are categorized as young learners. Piaget's theory as stated in Blake and Pope (2008) states that

children or young learners in ages 6-8 years old are able to do one-step logic problems, develop language, continue to be egocentric, and complete operations.

Due to the characteristics of young learners mentioned before, teaching young learners and adult is quite different especially in teaching English as a foreign language. It is challenging for most teachers. Children need simple and concrete examples in order to understand how the target language operates. Teachers should minimize theoretical explanation and implement repetition in teaching children a target language as their attention span is naturally short. Involving children physically, verbally, and mentally in games, role plays, songs, and simulations are essential to arouse and maintain their interest in teaching and learning process. In addition, teacher should use the various types of media such as visual, audio, or audio – visual to reach the teaching and learning goals (Madya, et al., 2004).

From the facts above, this is the reason why teachers should emphasize various activities in teaching English to young learners. Teachers must facilitate students with various activities to make the students enjoy, interested and active in the learning process (Astuti, 2015). By participating in creative and interesting learning activities, students will easily get and understand what they learn in the classroom, which can develop their motivation for further learning, especially for young learners who learn English as a foreign language.

One of the media or teaching aids which can be used and implemented by teachers in creating an interesting and various activities for young learners in teaching and learning process is flash cards. Teachers usually use flash cards a media to implement drilling as a teaching method for students. It is believed that flash cards can improve young learners' interest in learning a target language. Furthermore, young learners' imaginary can also be built from the photographs they saw in flash cards. Pasa (2006) says that when teachers give pictures to students, they were interested and curious (Astuti, 2015).

Many studies have been done to show the use of some strategies or methodology in teaching and learning English to young learners. These two previous studies below have different objectives, data, teaching methodologies and kinds of materials that are taught to young learners. However, all of them use the same kind of research which is called Classroom Action Research (CAR).

Firstly, a study conducted by Bakhsh (2016) entitled *Using Games as a Tool in Teaching Vocabulary to Young Learners*. The objective of this study is to prove that games are effective tools when devised to explain vocabularies and they make it easier to remember their meanings. The data that are used by the researcher are provided by elementary students in Saudi Arabia. There are 5 games that are given by the researcher namely Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. The method of this study is classroom action research. The researcher finds that games can help young learners to learn their vocabulary effectively (Bakhsh, 2016).

Secondly is a study made by Kurnia (2017) entitled *Increasing Young Learners' Vocabulary Mastery by Using English Songs*. This study aims to increase the young learners' vocabulary mastery. The researcher uses B Class of Tunga Dewi Day-Care as the data and 2 cycles of classroom action research as the method in this study. There are 2 songs that are introduced by the researcher namely *Row Row Row Your Boat* and *Cycle*. The students are introduced with some vocabularies from one of the songs such as row, boat, stream, sail, and wind. This study shows that the implementation of English songs could help increase young learners' vocabulary mastery (Kurnia, 2017).

This study uses the same research method namely Classroom Action Research. However, there are some differences as compared to the previous studies. They are the objectives, the object of the research and the kinds of vocabulary that are taught to young learners. This study is conducted by the researcher in order to strengthen what have been done by the other researchers and to fill deficiencies of some research with a different object.

In this study, the researcher only focuses on conducting classroom action research in introducing English vocabulary to the first graders of SDN Brumbungan Semarang using teaching media, flash cards. The researcher believes that introducing English vocabulary as a basic competence to the first graders is important. Moreover, the researcher believes that the use of flash cards as a new teaching media for the first graders in SDN Brumbungan Semarang can be really helpful for them in learning English as a foreign language.

This study attempts to find out and discuss the contribution of flash cards in introducing English vocabulary to young learners and to describe the students' responses in learning English vocabulary using flash cards.

2. THEORETICAL FRAMEWORK

Young learners cover a wide age range and different characteristics. There are several theories in defining and describing the characteristics of young learners according to some theorists. According to Curtain and Dahlberg (2004) as stated in Siswanto (2017), young learners are divided into four bases on their age. The intermediate student ages 8-10 formally at elementary school. Brumfit (1997:v) as stated in Siswanto (2017) states that young learners tend to be keen and enthusiastic learners, and they need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.

From the definition and the description of young learners' characteristics above, the researcher concludes that young learners are divided into several stages or group which each of them has different characteristics. Young learners have characteristics which are different from adults. Young learners use their imagination, logical reasoning, creativity, and etc in understanding something new. In this study, the researcher believes that the first graders who are called as young learners have those characteristics.

Teaching young learners is different from teaching an adult. Philips (1993) as stated in Bakhsh (2016) stresses that when teaching young learners, teachers should simplify the activities for them to understand what the teacher expects from them. Teachers must choose tasks that can be amusing, motivating, and stimulating in a way that young learners could easily reach the goals set for them they could feel satisfied with what they have done.

Before teaching English to young learners as a foreign language, teachers should understand about the cognitive psychology or development of students, so teachers can know and prepare what kinds of teaching they should give to the students. Blake and Pope (2008) states it is advantageous for teachers, so they can become more cognizant to how people process, learn, and remember information, which helps them plan more effective lessons and create positive learning environments for their students. By using appropriate developmental instructional techniques, teachers have been able to increase the test scores of children in public schools (Black & Green, 2005).

Based on the explanation above, it requires the knowledge of knowing all the development differences of young learners. Consequently, teaching young learners requires different methods. The explanation above shows that it is necessary for teachers to understand

the young learners' characteristics and cognitive psychology so they can prepare and improve their teaching which are appropriate according to young learners' age (Kusumayati, 2010). In this study, the researcher teaches the first graders as what have been explained above. The researcher gives the students some vocabularies with its visualization using flash cards. The researcher also drills the students and makes some variations in the use of flash cards to teach them vocabularies.

In learning and teaching process, there must be a teaching methodology that is used by teachers. Teachers should understand the appropriate teaching methodology they use in teaching students for every level. In this case, the researcher uses the Direct Method, Audio-Lingual Method and Total Physical Response (TPR) in teaching the first graders. The researcher chooses to apply those methods because in teaching English as foreign language to young learners, it is necessary for teachers to demonstrate vocabulary through the use of pictures as the focus of the Direct Method, although in conducting this study there still translation allowed, while the focus of Audio-Lingual Method is the habits of repetition that implemented by the researcher in introducing English vocabulary. Audio-Lingual Method is related with behaviorism theory which the teacher should implement drilling method for the students to make the students are able to produce the vocabulary given spontaneously. The last one, TPR is to reduce the stress students feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency. First graders, as young learners, need an enjoyable learning and teaching process and visual aids to give them the real things that are introduced by teachers.

Furthermore, the researcher also implements games using flash cards. Lewis (1999) in Bakhsh (2016) argues the characteristic of children that like playing makes games are popular among them. Through games, young learners could interact, discover, and experiment with their surroundings. Using games can also enhance students' motivation, provide an incentive and stimulus to use the language. It is expected, by creating variation through the use of games with flash cards, the first graders could understand the vocabularies easily and enjoy the teaching and learning process. However, all of the language teaching methodologies above have their own strength and weakness. The important thing is the teacher who applies the methods. Only teachers who know well the most appropriate teaching methodology for their students.

As stated above, it is important to learn vocabulary because it is the basic competence to lead students in the four skills – listening, speaking, reading, and writing. The researcher believes that it is needed to give some English vocabularies to the first graders in order to introduce them with English, so it is expected that they can add more vocabularies in their higher level and create good communication using English. According to Ur (1998: 60) as cited in Halimah (2017) states that vocabulary can be defined, roughly, as the words people teach in the foreign language. It means it is written or spoken unit of language as symbol of idea in foreign language that introduced to learners. If a teacher teaches new words in a foreign language, it means the teacher teaches vocabulary. Vocabulary is a basic and necessary role in learning a language, thus that it can help language learners to be able to understand and use language, especially a foreign language. In this study, the researcher gives the first graders ten kinds of colors and ten kinds of fruits in English. The students only listen and repeat the researcher as the teacher in learning those English vocabularies.

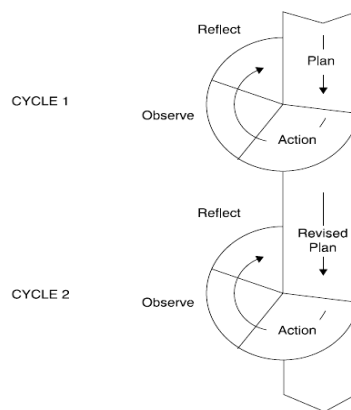
In teaching and learning process, teacher needs teaching media, more specifically in teaching young learners. As stated by Sukarno (2008: 62) in Astuti (2015), using media in teaching English to young learners helps the teachers create classroom situations to be more alive. Media also helps the teachers convey materials and help the students comprehend the given materials.

One of teaching media that can be used to teach vocabulary to young learners is flash card. As stated by Nasr (1972:119), flashcard is in the form of cardboard with about 18X6 inches on which appears a word, sentence or a simple outline drawing, the lettering should be large, net and clear so that it can be seen from the rear of the room, using capital letters are preferred, and print should be used since it is easy to read at the distance (Apriliani, 2016). Furthermore, Hill (1990:1) as cited in Astuti (2015) lists several advantages of flash cards namely teacher can get them in any magazines, on the internet, etc., flash cards are cheap, often free, flash cards are personal which means that teacher can selects them based on students' need, flash cards are easily to keep, flash cards are useful for various types of activities such as drilling, comparing, etc., flash cards are also can come in a variety of formats and styles and moreover the learner often wonders what comes next.

Those definitions and advantages of flash cards become one of the researcher's reasons in conducting this research. The researcher believes that flash cards can help the first graders in learning English vocabulary easily instead of many visual aids that can be used.

3. METHOD

In this study, Classroom Action Research is applied. Kemmis and McTaggart (1998) in Burns (1999: 32) explain that action research proceeds through a dynamic and complementary process which consists of four essential "moments": planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process (Kusumayati, 2010). It means that in conducting Classroom Action Research, the researcher has to follow and apply those four stages in the classroom.



Picture 1. Cyclical Action Research Model (Burns 2010: 9)

Moreover, Kemmis and McTaggart (1988) as quoted in Burns (2010: 8) also states who are major authors in this field, Action Research typically involves four broad phases in a cycle of research which the first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop as seen in Picture 1.

In conducting this study, the researcher does those four steps; planning, action, observation, and reflection in implementing the use of flash cards in introducing English vocabulary to the first graders with two cycles that consist of 4 meetings for each cycle.

Some procedures taken by the researcher to conduct this research are firstly, the researcher meets and asks permission to the headmaster of SDN Brumbungan. Then, the researcher conducts pre-observation that consists of classroom teachers' interview and classroom

observation, also discuss about the schedule for each class with the classroom teacher of first graders. Thirdly, the researcher prepares some documents which include lesson plan, materials, student worksheet, observation sheet and field note. The fourth, the researcher does the action step of Classroom Action Research and implements the preparation that has been made. There is observation that was conducted during the implementation of action step. The researcher takes regular conscious notice of classroom action and occurrences, which are related with the problems that are needed to answer. There are also photographs that are taken during the implementation of the research. The last, the researcher analyzes the students' responses from the observation sheets and field notes supported with the student worksheet and photographs to find the result.

The researcher takes the first graders of 1A and 1B class at SDN Brumbungan as the subject of the study. Each class consists of 26 students. In each meeting, the average number of students who join the learning activities is 48 students. All the students get the same activities in every meeting. The object of the study is the students' responses which reflected during the teaching and learning activities written in the field notes and observation sheet, also the students' worksheet and photographs.

The data which were collected in this study consists of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and researcher.

In the analysis process, this study uses some steps according to Strauss and Glasser in Moleong (2004: 288-289) cited in Kusumayati (2010). They are data reduction, data classification or categorization, data synthesis and stating action hypothesis. The researcher reads pre-research observation report, observation sheet, and field notes. While reading the data, the researcher give sign on the data that become the answer of the research questions and other findings emerge during the research. The data analysis involves re-reading the observation sheet and field notes combining with the reviewing the student worksheet and the photographs.

4. FINDINGS AND DISCUSSION

This researcher did pre-observation before implementing the action of cycle 1. The activities including observed the learning process of the first graders of A and B in SDN Brumbungan and

interviewed the classroom teachers to get deep information about the learning process in the class, more specifically in teaching and learning media. From the observation written in field notes and interviews, the researcher found that firstly, in is the teaching and learning media usually used by the two classroom teachers are white board and books, but there are other teaching media used by the classroom teacher of other class such as pictures, video, song, and cards. It is reflected from the teachers' statement:

Teacher of 1A: *Ya..hanya buku tema, buku pendamping, sama papan tulis. Tidak ada yang lain.*

Teacher of 1B: *Medianya...sebetulnya media itu banyak ya karena kita itu sekarang sudah tua. Kalau misalnya mau belajar harus ya...apa adanya lah yang ada di sekolah biasanya dipakai. Kalau tidak kita secara teori, secara demonstrasi lah gitu ya.*

Papan tulis...he'eh (iya). Kalau ada gambar gitu ya.... Pernah pakai gambar.

Kalau media dulu saya pernah menggunakan seperti video ya. Kemudian kalau apa itu...nyanyi itu menggunakan iringan musik gitu ya. Itu anak-anak lebih senang.

Pernah juga ya...kita menggunakan kalau awal-awal membaca itu menggunakan kartu huruf kemudian kartu suku kata, kartu kata...gitu.

From those statements, the researcher concludes that both teachers used conventional teaching and learning media. There are other teaching media used by the teacher of 1B namely pictures, video, song, and cards. However, those media were rarely used by the teacher. When the researcher observed the classroom activities, both teachers didn't use other teaching media. They only used thematic book for teaching and learning activities.

The second finding said that the main problem to use other media besides the conventional ones is in preparing the media and the limitation of using technology.

Teacher of 1A: *ya sebetulnya...dalam hati sih pengen (ingin) ya...tetapi mengingat ibu sudah tua dan apa namanya...kendalanya ya itu mba...tidak bisa mengoperasikan misalkan pakai apa namanya media yang...laptop atau apa gitu. Saya sendiri tidak bisa mengoperasikan itu.*

Teacher of 1B: *...hanya kendalanya ya itu kadang-kadang kita guru sudah tua itu yo (ya) kalau setiap kali harus menyiapkan seperti itu kan juga repot juga ya.*

Sebetulnya ya kendalanya pada waktu persiapan saja ya. Kita kan harus butuh tenaga yang lebih banyak...membuatnya itu.

There are some problems faced by the teachers in using other teaching and learning media. The main problem is in preparing the media. One of the teachers said that she did not understand the technology so she could not search the picture or song or video to be implemented in the class. While both of them said that the problem was because they are getting

older and they often feel tired in preparing other teaching media. It took more efforts to prepare the media besides the conventional ones.

Thirdly, the finding showed that one teacher said that the most attractive media for students is picture. On the other hand, the other teacher said that video and song were the most attractive media for students.

Teacher of 1A: *Ya semuanya menarik. Buku juga sebenarnya menarik mba. Kan memang sumbernya dari situ. Buku pendamping kan kita hanya kadang-kadang ya mencari buku pendamping yang mungkin sesuai dengan temanya saat ini dikerjakan...begitu. Kalau papan tulis kan memang medianya hanya itu mba.*

Di dalam situ kan ada gambar-gambar yang mungkin sesuai dengan tema. Misalkan temanya tema keluarga ya ada gambar fotonya nenek, fotonya kakek, fotonya siapa gitu kan mereka nanti bisa integrasi sendiri...

Teacher of 1B: *Kalau media dulu saya pernah menggunakan seperti video ya. Kemudian kalau apa itu...nyanyi itu menggunakan iringan musik gitu ya. Itu anak-anak lebih seneng.*

The most attractive media for students is picture. One of the classroom teachers said that when the students saw the picture in their thematic book, they were excited and it was easier for the teacher to teach them. On the other hand, the other teacher said that video and song were the most attractive media for students.

The last finding is in the learning process, the students tended to be passive because the teaching and learning activities were only open and read a book, and finish the assignment. It was showed from the classroom activities that were observed by the researcher. From the observation, the researcher found that the activities were the teacher gave instruction to the students to open their thematic book, read the text, and do the assignment. Those activities made the students tended to be passive. Some of them didn't pay attention, disturbed their friends, and didn't finish their assignment until the class ended. The interaction between teacher and students was limited. The teachers tended to only give instruction to the students then waited for the students to finish their assignment.

Due to those problems in the classroom activities, the researcher implemented teaching strategy to make the classroom activities more dynamic. One of the teaching strategies used by the researcher was the use of flash cards as the teaching media that researcher could create various activities. Therefore, it is expected that the students can participate in enjoyable learning process.

From the four meetings in cycle 1, the researcher found six findings of this study with the number of the students' participation as seen in Table 1.

Table 1. Rubrics of Targeted Participation of Students of Cycle 1

Indicators	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting
The students are responding to the teacher's questions	Very good	Very good	Very good	Very good
The students are asking questions to the teacher	Less	Less	Less	Fair
The students are repeating the teacher	Very good	Very good	Very good	Very good
The students are confident to come in front of the class	Very good	Very good	Very good	Very good
The students are following the teacher's instruction in participating the activities for enrichment	Very Good	Very good	Very good	Very good

Number of students' participation:

Very good : 36 – 48 students

Good : 24 – 35 students

Fair : 12 – 23 students

Less : < 5 – 11 students

The first one is about 40 out of 48 students were active in answering the teacher's questions and repeating the teacher. In the classroom activities, the researcher as the teacher often gave the students questions in every meeting. The questions such as "What color is it?", "Is it blue/yellow/black?", "Which one is pink/red/green?" by showing them the flash cards were answered by about 40 students enthusiastically. The students were also familiar with those questions after the first meeting so the researcher could ask them in English in the next meeting. Not only active in answering the teacher's questions, the students were also active in repeating the teacher. In the process of introducing English vocabulary, the researcher implemented drilling method for the students and one of the implementation was by asking the students to repeat the name of colors in English after the teacher. More than 75% of the total students were really active in following the teacher's instruction to repeat the name of colors in English. Even sometimes they got the difficulties in repeating some colors, but at the end of the meeting, they could mention the colors in English well. In the first meeting, most students got difficulties when they mentioned some colors, but in the second to fourth meetings, most of them mentioned those colors easily and correctly.

Secondly, about 40 out of 48 students were active in participating the enrichment activities such as finding and pointing the things around them and showing their color pencils related with the colors mentioned by the teacher. When the teacher asked the students to find the things that had a color mentioned by the teacher, the students were really active and enthusiastic in finding and pointing the thing. They also were enthusiastic in showing their color pencils

when the teacher asked them to take the color pencil mentioned by the teacher. This activity was for the students' enrichment so it was expected that the students knew the color and mentioned it in English correctly.

The third finding is that in the second to fourth meetings, about 40 out of 48 students had remembered the name of colors in English and they could mention by themselves without the teacher's help. The researcher found that in the first meeting, about 20 students had already known the name of colors in English but the rest did not. In the next meeting until the last one, the teacher asked the students the name of colors in English, about 40 students were able to mention them well.

Fourthly, about 40 out of 48 students were excited when they got the cards as they were joyfully and confident to come in front of the class in participating the practice when the teacher asked them. They were raising their hands when they wanted to come forward. The students were really happy as they showed their facial expression when the teacher gave them flash cards and asked them to come in front of the class. In the first and second meetings, only some of them who were confident and brave to come forward, but in the third and fourth meetings, most of them were more confident to come in front of class. They often scrambled to come forward when the teacher asked them who wanted to come in front of the class.

The next finding is around 30 out of 48 students were able to identify the colors written in the student's worksheet by mentioning the colors. All of them also could take the correct colors by themselves in coloring the worksheet as 48 students could finish their worksheet without any mistakes in coloring. In the last meeting, the teacher gave a joining and coloring worksheet to the students. Six out of forty eight students did not finish the worksheet (they missed the joining part), while the 43 students finished the worksheet without any mistake. The data show that most students understood the colors in English. In the process of doing the worksheet, the teacher helped the students to identify the colors written in the worksheet by asking them what colors were written in the worksheet. More than 30 students could answer the teacher's questions by mentioning the colors. It means that they had already known the different English colors even the teacher had not taught them to write the colors. They also chose and took the color pencil by themselves.

The last one is around 4 out of 48 students in each meeting didn't pay attention and were passive (they laid their head on their desks and seemed confused when the teacher asked them questions) and around 3 students in each meeting were busy with their friends and made a noise as they were playing with their toys, hitting their desks and shouting each other. In the last meeting, when they got worksheets, the class condition was more conducive. They were more attentive and happy when they had different kinds of activities.

From the discussion above, the researcher concludes that most students did really enjoy the teaching and learning process in cycle 1 with various activities of flash cards use. However, there were still some students who were passive, busy talking with their friends, and made a noise.

In cycle 2, the researcher implemented two meeting and found some findings with its number of students' participation as seen in Table 2.

Table 2. Rubrics of Targeted Participants of Students of Cycle 2

Indicators	1st Meeting	2nd Meeting
The students are responding to the teacher's questions	Very good	Very good
The students are asking questions to the teacher	Less	Less
The students are repeating the teacher	Very good	Very good
The students are confident to come in front of the class	Very good	Very good
The students are following the teacher's instruction in participating the activities for enrichment	Good	Very good

Number of students' participation:

- Very good : 36 – 48 students
- Good : 24 – 35 students
- Fair : 12 – 23 students
- Less : < 5 – 11 students

Firstly, around 40 out of 48 students were active in answering the teacher's questions and repeating the teacher, but still they were passive in asking question as less than 5 students who asked questions in both meetings. Similar with the previous cycle, the students were active in answering the teacher's questions and repeating the teacher in mentioning the name of fruits in English. When the teacher gave "What's missing?" game using flash cards in the second meeting, more than 20 students were really excited and they could join the game well. They knew what was missing and mentioned the name of fruits correctly.

Secondly, in the first meeting, more than 30 students got difficulties when they mentioned some fruits. In cycle 2, with different material from the previous cycle, the students

did not seem familiar with the name of fruits in English. They tried hard to mention some fruits in English. In the second meeting, about 40 out of 48 students had remembered the name of fruits in English and they could mention by themselves, but still they forgot some fruits such as pineapple, watermelon, and grape.

Thirdly, around 40 out of 48 students were excited when they got the cards as they were joyfully and confident to come in front of the class in participating the practice when the teacher asked them. The students showed their enthusiasm in joining the teaching and learning process as in cycle 1. In this cycle, almost all students were confident to come in front of class and the other students were paying attention to their friends in the front of class. They were really excited when they saw the picture of fruits showed by teachers in the flash cards. They were also confident in raising their hands when they wanted to come forward. In this kind of activities, the researcher always gave appreciation for the students who came forward by asking the other students to give applause. The researcher feels that giving students an appreciation is important to make the students confident and brave in participating the learning process.

The last is almost all students took a part in the learning process in this cycle. They were more confident and active to come forward, but still some of them were busy with their friends by talking each other and made a noise in every meeting such as shouting.

5. CONCLUSION

After conducting two cycles for this study, the researcher concludes that flash cards can motivate students, help students in remembering vocabulary, and help teacher in introducing English vocabulary more easily. Flash cards really helped the teacher in teaching English as a foreign language in Indonesia and a subject that was never taught before in the first graders of SDN Brumbungan. The researcher believes that flash cards would be good teaching media that can help teachers in teaching other subjects for any levels of students.

In teaching and learning process using flash cards, students showed some good responses. They were active, responsive, confident, and enthusiastic. They also showed their curiosity and enjoyed the learning process. It could be seen from their facial expression when they answered the teacher's questions, accomplished the repetition tasks, got the flash cards, joined in a game, and completed the worksheet. They also used to scramble whenever the teacher asked them to

come forward. Their responses were different from the pre – observation where the teachers often used conventional media such as blackboard and book; the students tended to be passive in the teaching and learning process.

6. SUGGESTION

It is expected that further researchers could continue this study in different topic but still related in the use of flash cards, the variations of the use of flash cards, young learners, and classroom action research, also teacher professional development especially in the use of teaching media. Further researchers could also implement more cycles in conducting classroom action research which would help researcher in gaining more data and information to solve the problems. It is also necessary for further researcher to add more worksheets or exercises or even a test for students in order to identify students' competence, so it would enrich the information in solving teaching and learning problems in classroom. Teaching strategies, media, and materials should also be enhanced in conducting classroom action research as teaching and learning process in the classroom. Therefore, further researchers could conduct related research with better preparation and anticipation.

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