

**THE IMPLEMENTATION OF FLASHCARDS  
TO IMPROVE STUDENTS' VOCABULARY  
IN *MY ACTIVITIES* TOPIC  
AT AL-YA'LU SUPERIOR KINDERGARTEN**

**THESIS**

In Partial Fulfilment of The Requirements  
for Master's Degree of English Language Education



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
THE DIRECTORATE OF GRADUATE PROGRAM  
UNIVERSITAS MUHAMMADIYAH MALANG**

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**THE IMPLEMENTATION OF FLASHCARDS  
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AT AL-YA'LU SUPERIOR KINDERGARTEN**

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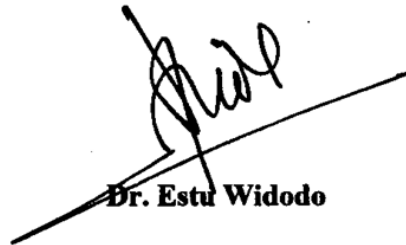
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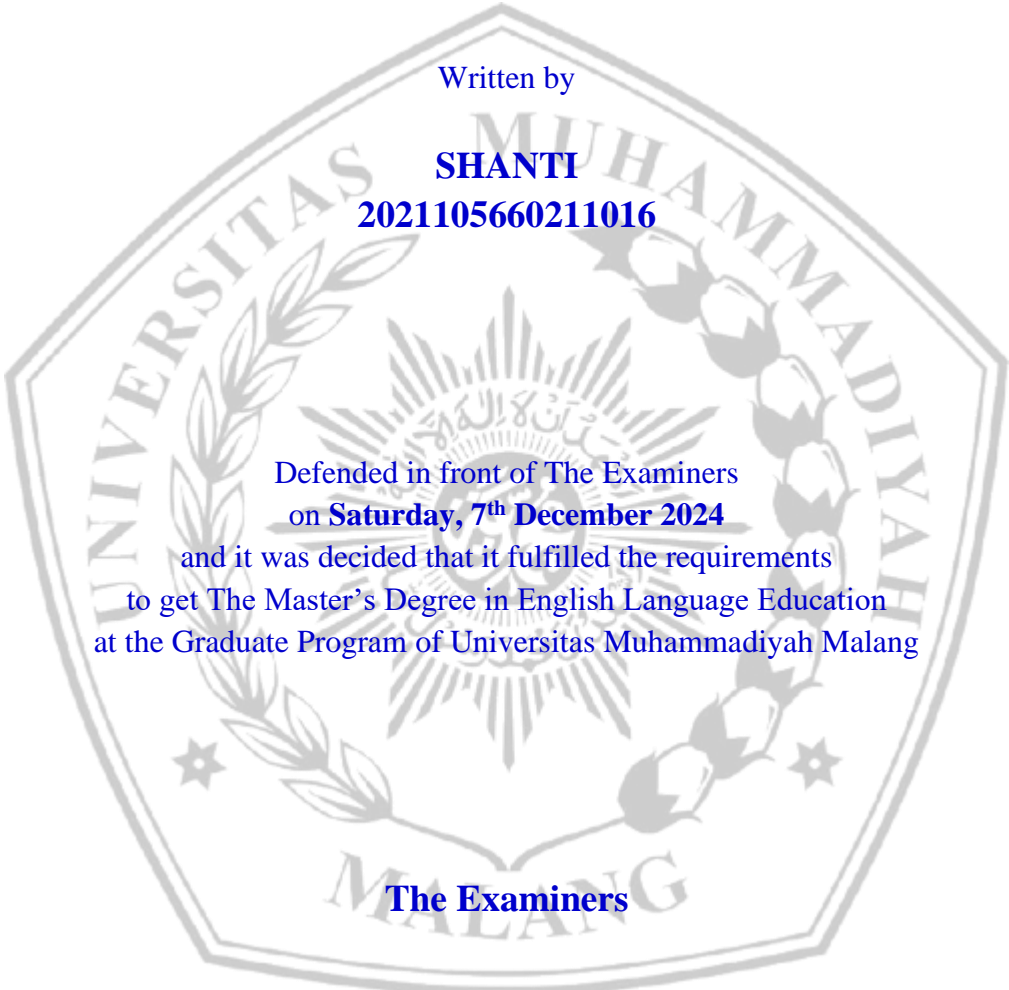
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**THE IMPLEMENTATION OF FLASHCARDS  
TO IMPROVE STUDENTS' VOCABULARY  
IN MY ACTIVITIES TOPIC  
AT AL-YA'LU SUPERIOR KINDERGARTEN**

**ABSTRACT**

B Class students of AL-YA'LU Superior Kindergarten had problems mastering vocabulary. A smaller number of students were enthusiastic about learning vocabulary connected to the My Activities topic, and not all of them could memorize the English vocabulary provided. To overcome this problem, the researcher designed classroom action research using flashcards based on students' activity photos. The purposes of this study were to determine the implementation of flashcards to improve the vocabulary of b class students of AL-YA'LU Superior Kindergarten on the topic of *My Activities* and to determine the improvement. Classroom action research in this study consisted of two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. In collecting data, researchers used qualitative and quantitative data.

Based on observation, document analysis, and test results, showed that there was an increase in students' vocabulary after the researcher used flashcards. Students were enthusiastic and excited about learning when flashcards were used in cycles one and two. Students were also active in group play activities. According to the results, the student's achievement had improved. The increase in student completeness was getting better in each phase. Starting from the preliminary test, only 4 students scored  $\geq 80$  or completed 26.7%. In cycle 1 it increased to 73.3% of students completed or 11 students who scored  $\geq 80$ . In cycle 2, student completeness had a significant increase, with 93.3% completed or 14 students who scored  $\geq 80$ . Based on the increase in student learning outcomes that had reached the Criteria for Achievement of Learning Objectives 75% of students got 80 this research could be said to be successful. The test results showed that there was a significant increase in students' vocabulary after the researchers used flashcards.

The test results showed that there was a significant increase in students' vocabulary after the researcher conducted the study. The results proved that the use of flashcards based on students' photographs could improve the vocabulary of b class students at AL-YA'LU Superior Kindergarten. The English teacher needed to apply flashcards in teaching vocabulary.

Keywords: *Flashcards, My Activities, Vocabulary*

**PENERAPAN *FLASHCARD***  
**UNTUK MENINGKATKAN KOSAKATA SISWA**  
**PADA TOPIK “KEGIATANKU”**  
**DI TAMAN KANAK-KANAK UNGGULAN AL-YA'LU**

**ABSTRAK**

Siswa kelas B TK Unggulan AL-YA'LU bermasalah dalam penguasaan kosakata Bahasa Inggris. Hanya sedikit siswa yang antusias untuk belajar kosakata dengan topik “Kegiatanku”, Dan tidak semua siswa dapat menghafal kosakata yang diberikan. Untuk mengatasi permasalahan ini, peneliti merancang penelitian tindakan kelas dengan menggunakan *flashcard* berdasarkan foto kegiatan siswa. Tujuan dari penelitian ini adalah untuk mengetahui penerapan *flashcard* untuk meningkatkan kosakata siswa kelas B TK Unggulan AL-YA'LU pada topik “Kegiatanku” dan untuk mengetahui peningkatannya. Penelitian tindakan kelas dalam penelitian ini terdiri dari dua siklus. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan data kualitatif dan kuantitatif.

Berdasarkan observasi, analisis dokumen, dan hasil tes, menunjukkan bahwa terdapat peningkatan terhadap kosakata siswa setelah peneliti menggunakan *flashcard*. Siswa belajar kosakata lebih mudah dari sebelumnya. Siswa antusias dan bersemangat belajar ketika *flashcard* digunakan pada siklus satu dan dua. Siswa juga aktif dalam kegiatan bermain kelompok. Hasilnya, prestasi siswa mengalami peningkatan. Peningkatan ketuntasan siswa semakin membaik di setiap tahap. Dimulai dari tes awal, hanya 4 siswa yang mendapat nilai  $\geq 80$  atau tuntas 26,7%. Pada siklus 1 meningkat menjadi 73,3% siswa yang tuntas atau 11 siswa yang mendapat nilai  $\geq 80$ . Pada siklus 2, ketuntasan siswa mengalami peningkatan yang cukup signifikan, yaitu 93,3% siswa tuntas atau 14 siswa yang mendapat nilai  $\geq 80$ . Hasil belajar siswa telah mencapai Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) yaitu 75% siswa mendapatkan nilai  $\geq 80$ , maka penelitian ini dapat dikatakan telah berhasil.

Hasil tes menunjukkan bahwa terdapat peningkatan kosakata siswa yang signifikan setelah peneliti melakukan penelitian. Hasil penelitian membuktikan bahwa penggunaan *flashcard* berdasarkan foto siswa dapat meningkatkan kosakata siswa kelas B di TK Unggulan AL-YA'LU. Guru bahasa Inggris perlu menerapkan *flashcard* dalam mengajarkan kosakata.

Kata kunci: *Flashcards, Kegiatanku, Kosakata*

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The author realizes that this thesis still has many shortcomings. Therefore, the author hopes for constructive criticism and suggestions for the author's improvement in the future. The author hopes that writing this thesis can provide benefits to help the development of science, knowledge, and education, especially in kindergarten and the world of education in general.

Malang, 12<sup>th</sup> December 2024

Shanti

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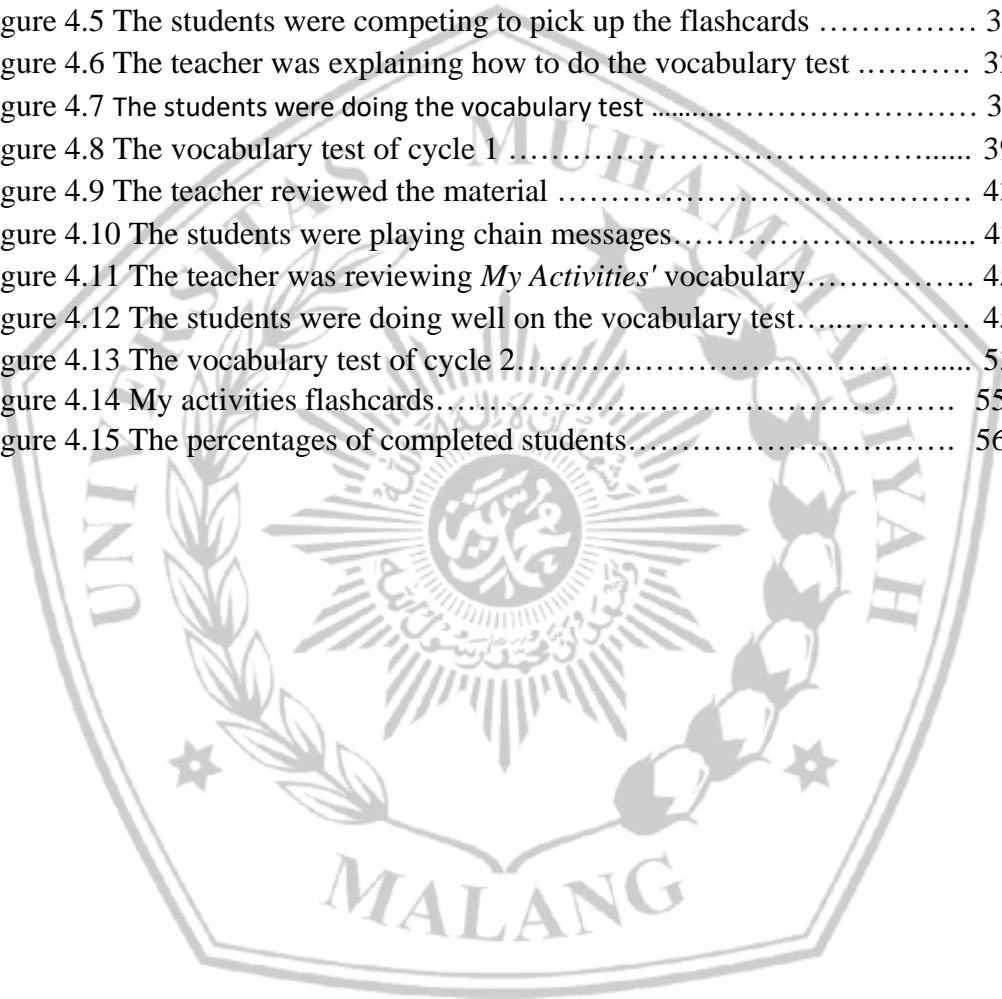
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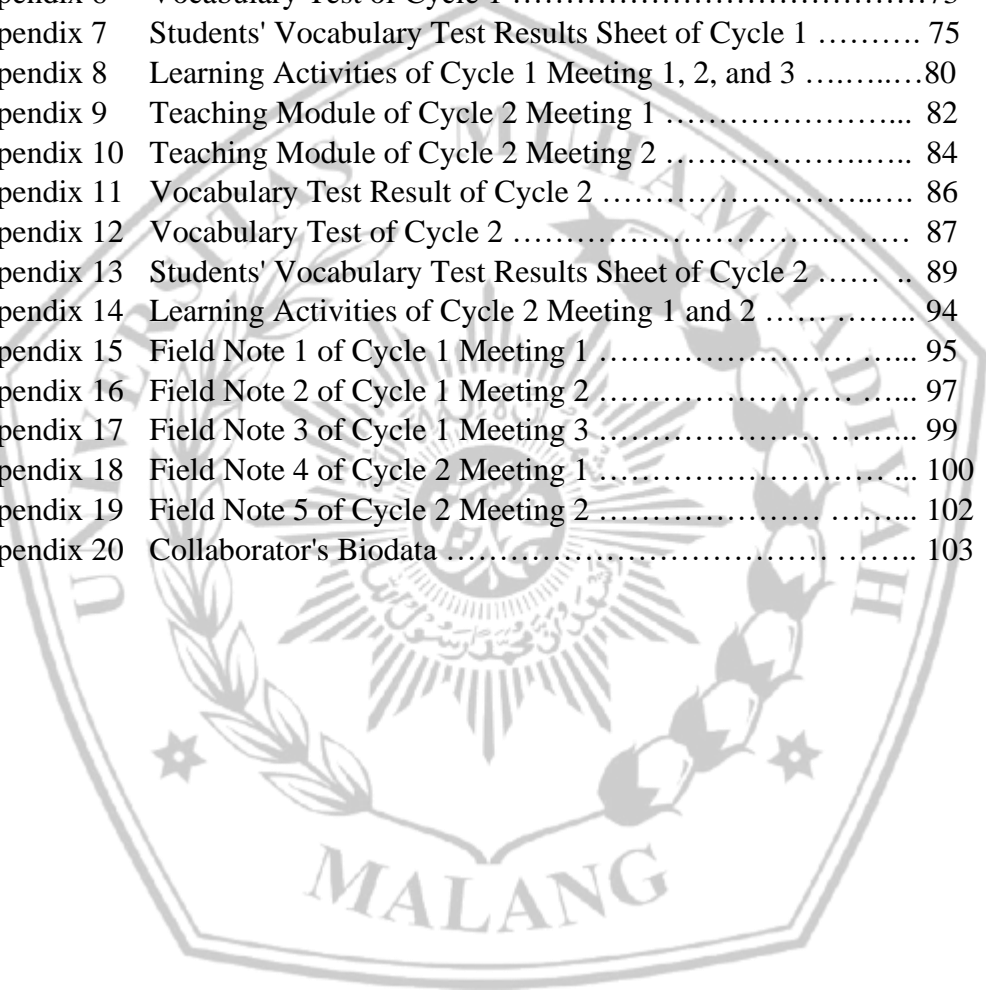
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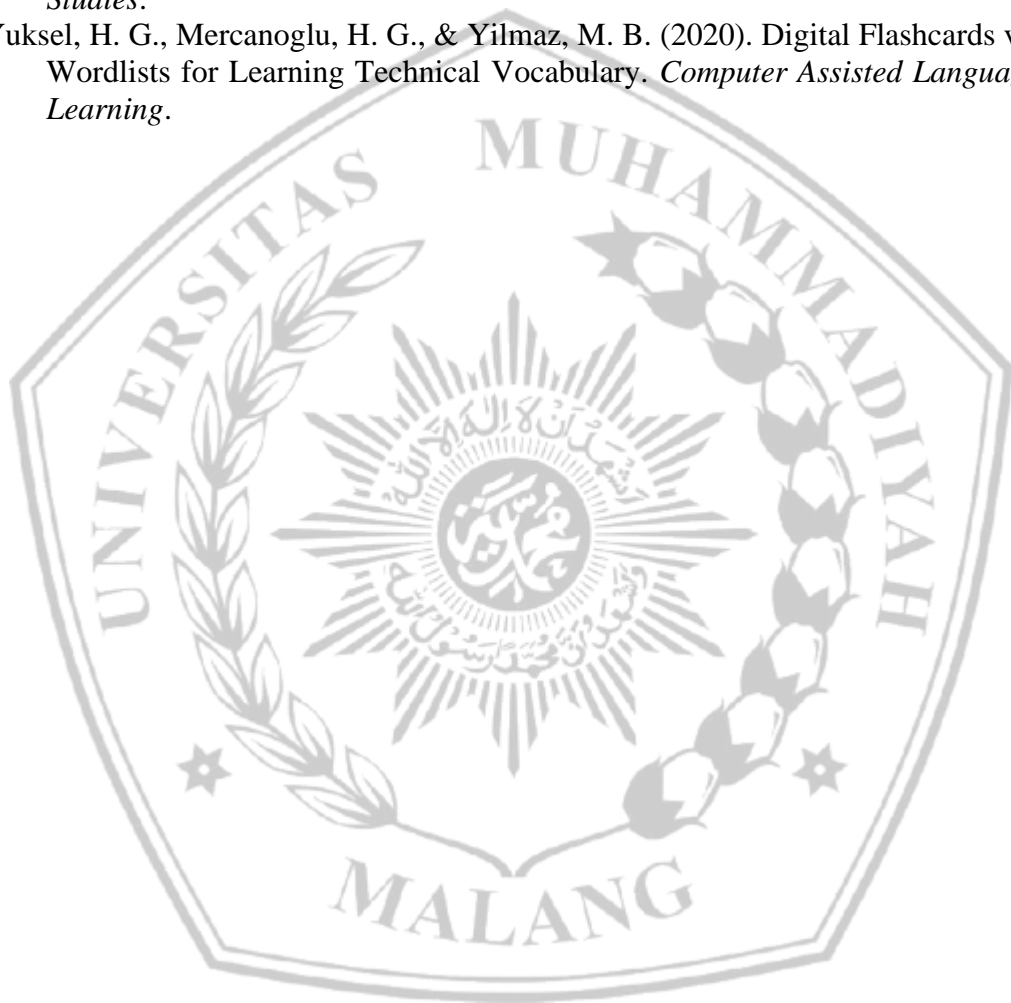


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## CHAPTER I

### INTRODUCTION

Vocabulary acquisition is a lifelong process of language and literacy development that starts in the early years of life continues through schooling and lasts into adulthood. The ability of children to comprehend and use words effectively throughout the language actions of listening, speaking, reading, and writing depends on their vocabulary knowledge (Afzal, 2019). Children need consistent, loving, and interactive learning experiences with adults and peers to expand their vocabulary and conceptual understanding. When young children have meaningful interactions and are exposed to plenty of words, they swiftly build bigger vocabularies. Early vocabulary development was associated with higher academic success in the middle of primary school (Gibson, et.al, 2021).

Vocabulary is a key component of language acquisition. Without having a sufficient number of vocabularies under our belts, we cannot communicate. Children who lack language will be unable to express their wants and communicate with others. Vocabulary mastery is not an easy thing, especially for younger learners. Teaching vocabulary to kindergarten students in Indonesia is challenging because they use Bahasa Indonesia as their first language and because teaching them requires particular expertise. The diversity of students' abilities in one class also affects students' ability in vocabulary mastery (Elisa & Tuti, 2020). Many reasons cause problems in vocabulary mastery at the kindergarten level. First, students are not interested in the material presented by the teacher. Second, students are not interested in learning because they do not understand the correlation between the subject matter and real life. Third, the use of media and methods that are suitable for student conditions (Saputri, 2018).

In the English teaching-learning process at b class of AL-YA'LU Superior Kindergarten in Malang, East Java with 15 students, the researcher who was also a teacher felt less successful. The students were less enthusiastic about learning English vocabulary with the topic *My Activities*, and not all students could

memorize all the English vocabulary given. The teacher lacked creativity and media in teaching English. The students got bored because the teacher often taught the material monotonously without other challenging activities. The fact that the preliminary vocabulary test results were low serves as more evidence for it. The preliminary vocabulary test mean score was 69,3. Only four students got score above 80 or 26,7 % students could achieve the criteria of success. Meanwhile, 73,3 % students did not complete because they could not reach a score of 80. It means that the teaching failed.

Teachers must stimulate students' interest in learning English by utilizing a variety of teaching strategies and media. The teacher needs to employ media for teaching English that can increase students' achievement and motivation to learn the language.

Elisa & Tuti (2020) evaluated the effect of using flashcards for teaching vocabulary in kindergarten in Sintang Regency. The study's findings indicated that flashcards are a useful teaching tool that may be used to introduce vocabulary to young learners in a classroom setting. When the teacher gave them flashcards while stating the name of the picture on them, the students were more engaged and could be managed since they were focused on the teacher. This affects the student's ability to acquire vocabulary and has improved the classroom environment. Additionally, Chen and Chan (2019) performed the study by comparing Augmented Reality (AR) flashcards with conventional paper flashcards to explore the technology's utility in early childhood education. The findings showed that there was no discernible difference in the effectiveness of AR and conventional flashcard methods and that both could greatly enhance children's vocabulary acquisition. With the use of flashcards, the children's vocabulary development improved significantly.

In light of these issues, the teacher attempted to use flashcards to teach English in b class of AL-YA'LU Superior Kindergarten with the topic "*My Activities*" to increase the students' achievement and motivation in learning English. Children love interesting pictures. Images with interesting content are easier for kids to understand. Children will learn to make connections between images and

words when the images are displayed with words. This reason makes researchers choose flashcards as a media to overcome the problems faced in teaching English.

Many studies had been conducted that show how useful and effective flashcards were for learning languages. Saputri (2018) conducted an effort to find out whether flashcards may increase students' enthusiasm for learning English as well as their vocabulary mastery at Sartika Kindergarten in Surabaya. The research result demonstrated that flashcards had an impact on students' vocabulary acquisition since their academic performance improved after performing the flashcards. Also, the students were more engaged and interested in the teaching and learning process. Then, Taghizadeh, et al., (2017) performed research on the use of flashcard media through their study to see how this media affected Iranian toddlers' vocabulary knowledge. According to the study's findings, using flashcards as a vocabulary teaching tool for pre-schoolers had a favourable impact on their understanding of English vocabulary. Moreover, Rachmita (2016) developed English vocabulary by using flashcards at Apple Tree Kindergarten Students in Samarinda. The result showed that students' vocabulary improvement increased and they were more engaged in classroom activities as a result of their high motivation to take English classes. The classroom situation was more alive and enjoyable, and the students were not too crowded.

Flashcards are frequently referred to as "word cards" in learning English as a second language. Glenn Doman, a Philadelphia, Pennsylvania, brain surgeon, introduced Flashcards. Glenn Doman's instructional techniques increasingly employ the flashcard media tool, which consists of a word printed on white cardboard with a font size of 10 × 12.5 cm and capital red letters (Rohman, 2010). Most of the time, young learners and low-level learners use picture flashcards. The images on the flashcards are divided into a variety of categories, such as animals, fruits, colours, forms, the alphabet, numbers, and occupations, on one side of a pictorial flashcard is the image, and on the other is the word. Children and learners with low skill levels can use this to learn the word shape (Gobert, 2018).

Flashcards can help students learn more words, but they can also help them comprehend foreign languages better. Students frequently struggle with English

class lessons. They know that communication in English will be hampered by a lack of vocabulary knowledge (Abbasian & Ghorbanpour, 2016). Furthermore, flashcards are considered an intentional learning method that is especially useful for vocabulary learning. Studies have shown that using flashcards to learn vocabulary is more effective than using word lists or dictionaries, which are both decontextualized purposeful learning procedures (Ashcroft & Imrie, 2014). Three learning modes-tactile, auditory, and oral-are included while learning vocabulary with flashcards since students may listen and read the word simultaneously. The implicit knowledge required for fluent language usage is directly developed through flashcard learning. It is possible to acquire a lot of words quickly and retain them for a very long period (Fatmawaty, 2016).

Based on many studies mentioned above the use of flashcards as instructional material would benefit language teaching and learning activities, particularly for English teachers and students. Many studies had focused on kindergarten students' vocabulary development through flashcards but very few dealt with the topic of *My Activities*. The researcher took this topic because it was more interesting and closer to children. Children could directly apply the vocab they got to increase their English vocabulary mastery. The meaningfulness of the topic is very important in developing children's creativity and imagination to build quality learning experiences (Fathimah, 2014). Here, the researcher used teacher-made flashcards based on student photographs activities as media which was very rarely done by previous researchers.

The preliminary study presented that the students in b class of AL-YA'LU Superior Kindergarten struggled with vocabulary and showed little enthusiasm for studying English as a second language. Based on these facts, the researcher decided flashcards as media to teach vocabulary. Flashcards supposed to resolve the problems in the English teaching-learning process of b class of AL-YA'LU Superior Kindergarten.

Thus, the following research questions were formulated in this study:

1. How is the implementation of flashcards to improve students' vocabulary in the *My Activities* topic at B Class of AL-YA'LU Superior Kindergarten?
2. How is the improvement in vocabulary mastery through flashcards in the topic of *My Activities* at B Class of AL-YA'LU Superior Kindergarten?

To this end, the purposes of this study are:

1. To know the implementation of flashcards to improve students' vocabulary in the topic of *My Activities* in B Class of AL-YA'LU Superior Kindergarten.
2. To know the improvement in vocabulary mastery through flashcards in the topic of *My Activities* at B Class of AL-YA'LU Superior Kindergarten.

Classroom Action Research (CAR) was conducted in this research to know how far flashcards could improve students' vocabulary. Classroom action research was needed to solve problems that arose in the classroom and also as a tool for in-service training, where the teacher used new skills and methods and sharpened her analytical skills. Classroom action research as a tool to create innovative learning, as well as a tool that provides alternatives to problems that occur in the classroom.

Classroom action research was carried out through a cycle consisting of four stages, starting with planning action, continuing with learning action and observation activities, and ending with reflection to analyze the data obtained through action. In classroom action research by applying flashcards to teach the topic *My Activities* to students was expected by doing the stages in classroom action research, the teacher could improve the learning process through an in-depth study of what happens in her classroom. The actions taken by the teacher were based solely on actual and factual problems that developed in her classrooms. Classroom action research could improve teacher performance so that it becomes professional.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The Teaching of Vocabulary in Kindergarten**

One of the essential elements of teaching a language is vocabulary. Languages are constructed based on their vocabulary, which is essential to communication. It states that language mastery enables people to communicate their ideas and comprehend other fundamental skills (Nshiwi, 2020).

Comparing teaching English to adults with teaching vocabulary to kindergarten students is completely different (Astuti & Wulandari, 2018). Caring in the learning process must be emphasized more while teaching kindergarten students. Teachers must be like mothers to young learners, with patience, creativity, humor, and a positive outlook. The growing popularity of teaching English to young learners presents several difficulties. Therefore, the teacher ought to be familiar with the traits of students who are young learners. English has a vocabulary, grammar, and stress or intonation system. Teachers of those younger students must speak in plain, unambiguous language. The learning method is designed to help the students comprehend and retain the material. Vocabulary instruction should come first in teaching children a new language for the first time. Make it simpler for them to learn the basic skills of English (listening, speaking, reading, and writing) once they have mastered the vocabulary (Syafrizal & Haerudin, 2018).

According to Johnson (2017), excellent teacher keeps their students engaged and eager to try new things all the time. Children must be given the freedom to act, do, and move constantly. For students to participate throughout the lesson, teachers should come up with a variety of actions. When teaching kindergarten students' vocabulary, the instructor must also be very patient and compassionate when correcting the students' errors. Naturally, students will make a lot of mistakes in the early stages of learning, whether it be in recalling or pronouncing the terminology. A student will never lose interest in learning and will struggle to succeed in school. When teaching language to children, a teacher should

consider at least two factors. The two rules are to always switch up your method of correction and to never lose your patience. There are a wide variety of methods that may be used to teach vocabulary to children. As an illustration, consider utilizing flashcards and charts, photos, actual things, narrative, etc. With so many methods at their disposal, teachers should be able to use them as alternatives when teaching vocabulary to children. The teacher needs to get ready by investigating the best media and strategies. For students to understand the content and become interested, teachers need to be creative and knowledgeable about it (Sabilah, 2016).

## **2.2 Types of Media**

Teaching media is a tool that we may use to spread the word and help students reach their learning objectives by attracting their interest and stimulating their ideas and feelings during class activities. Media, one element of a learning system, is essential to the process of learning. Students can better understand what they are learning by using learning material. (Andriani et al., 2022). Moreover, Puspitarini and Hanif (2019) stated that teaching media assist teachers in carrying out instructional and learning tasks in the classroom. It makes it simpler for teachers to share knowledge when instructing. According to Preeti (2014), using media in the classroom helps students learn and keeps them interested. Media are useful teaching tools that provide students with examples of the subjects they are learning about in the actual world. Students see the media as engaging tools that enhance learning and make it less boring. The following are some benefits of teaching media to students and teachers:

a. Caters to different learning styles.

Visual, auditory, and kinaesthetic learners are all drawn to media.

Students have access to digital media, music, and movie watching. Effective teachers use a range of teaching methods rather than relying solely on one to reach as many students as possible. Students remain focused and engaged in their studies when an immersive learning environment is created in the classroom using media.

b. Creates an authentic learning environment.



Students can genuinely learn with real-world media by using newspapers, pamphlets, news broadcasts, etc. With the help of this approach, students can experience what it's like to read, assess, and understand material based on things they would typically need daily. By using real-world objects, students can connect what they learn in the classroom to how they could use that knowledge as members of society.

c. Develops critical thinking abilities.

Teachers can use media to foster critical thinking skills. Students can write a song, review a movie, or examine a news program. Beyond asking simple comprehension questions, teachers can use the media to elicit deeper insights and lead debates. Teachers can also design projects where students make their own media, modelling it after what they see in the classroom. In this hands-on activity, students are encouraged to create media using their imaginations and their interpretations of the media in the classroom.

d. Instructs students on the usage of media.

Students learn how to use and take care of resources to advance their education when media is used in the classroom. Students can also learn how to determine the value of media and learn methods to contribute to society, by producing their media.

Munadi (2013) categorized media according to the senses. He then settles on sound, vision, and motion as the three fundamental components of all media. The idea that the five senses are the gateway to knowledge leads to the categorization of media based on sensory organs. Teaching materials that only use the hearing sense are referred to as audio, those that only use the seeing sense are referred to as visual, and those that use both the hearing and visual senses simultaneously are referred to as audio-visual. The material is thus referred to be multimedia if it engages several sensory organs. The four categories of instructional media are as follows:

1. Visual media

Visual aids are tools that may be employed in the teaching process and are perceived via the eyes. Visual media can be either spoken or nonverbal. While

nonverbal signals are communicated through symbols and textual forms, vocal messages are not recorded in writing. Visual media includes:

a. Verbal visual

The way that ideas or concepts are presented in visuals makes it easier for students to understand. Pictures, picture cards, flashcards, graphs, diagrams, maps, posters, visual boards, charts, puppets, and realia are a few examples of visual media. Other visual media include picture cards, puppets, and realia.

b. Nonverbal visual

a. Book

The book is a teaching tool that was created by members of the public, particularly students.

b. Comic

The comic has narrative elements that make the message clear and succinct. Students are drawn in when comics are used in the teaching-learning process.

2. Audio media

It provides an alternative to reading text as part of students' teaching. Listening to audio may fit in with their daily lives more easily than reading.

a. Cassette tapes

Cassette tapes, which come in the form of tapes or recorders, are used for playback. For educating small groups or one person, cassette recordings can be utilized as an example.

b. The Compact Disc (CD)

The CD is an optical device used to store digital data. It can enhance learning and focus students' attention, which will inspire the teaching process.

c. Radio

A scientific invention, the radio is a powerful aural communication tool. It educates and motivates teachers to instruct in the classroom.

3. Audiovisual Media

Teaching techniques that combine sight and sound are referred to as audio-visual media. There are two categories of audiovisual content. Film, television, and

video are examples of the first, pure audio-visual medium, which combines sound and visuals into one piece. The second media type isn't strictly audiovisual, such as slides, opaque, and overhead projectors (OHP).

### **2.3 The Implementation of Flashcards**

There are many ways to define flashcards. Arsyad (2015), stated that flashcards typically measure 8 x 12 cm or are created with the dimensions of the classroom in mind. The images on the cards are then of various objects, animals, fruits, etc. Flashcard, under Kupzyk et. al (2011) definition, is educational materials that come in the shape of little cards with text, images, or symbolic signs on them. These cards can be used to prompt or remind students to take actions associated with the images. On the other hand, Riyana and Susilana (2009) thought differently about flashcards. According to them, flashcards are large-sized cards. They defined flashcard media as a learning tool that takes the shape of a picture card that is 25 x 30 cm in size. Images are created with the use of hands, photographs, already taken images, or photos that have been placed onto flashcard sheets. The artwork on the flashcards is made up of several messages, each of which is accompanied by an explanation on the reverse of the card. Suyanto (2007), typically, it employs A4-sized paper that is fairly stiff and thick. The teacher typically holds out a stack of flashcards and moves some of them to the front. Perhaps this rapid card movement explains why it's called a flashcard. A flash is defined as "sekilas" or lightning-fast. There are two categories of flashcards, according to Haycraft (1984), these are what they are:

- a) Word flashcards are cards with written words on them. The teacher can utilize a variety of cards that represent all the words in sentences to help students practice word order. The cards can be attached to the board or given to a student, who can then arrange the cards appropriately on their own or with the help of the rest of the class.
- b) Picture flashcards can be used to introduce, practice, and review vocabulary or as suggestions for other activities, such as helping students improvise or illustrating the characters in a dialogue. Simple substitute drills can be prompted

by picture flashcards. Using picture flashcards will help in recognizing verbs in motion. The picture or drawing on the card should be eye-catching, entertaining, and large enough for the entire class to view to pique the students' attention.

The types of images in Flashcards can be categorized as follows: pictures of fruits, pictures of animals, pictures of clothes, shapes of numbers, colors, and so on. But it is not only limited to these types of flashcards, teachers themselves can also make Flashcards according to the needs of children or the environment where teachers teach. Flashcards can be bought in stores, and downloaded from the internet. Variety of shapes that are appropriate or suitable to the needs, flashcards can be drawn manually or by using a computer. Flashcard images can also be obtained from magazines or newspapers (Sitompul, 2013).

#### Stages of Using Flashcards

Adinda et al. (2024) stated that, the stages of applying flashcards to improve children's English vocabulary are:

- Introducing flashcard games to students.
- Explain how to use flashcards.
- Explain the vocabulary in the flashcards.
- Give examples of how to pronounce the words in English.
- Applying flashcards in the classroom learning process to determine students' understanding of learning flashcards.
- The next step is to evaluate the form of a vocabulary test to determine whether flashcard learning in the classroom has improved students' vocabulary or not.

## **2.4 The Advantages and Disadvantages of Flashcards**

### **A. The Advantages of Flashcards**

Due to some advantages of using flashcards as a learning tool is regarded as a very effective method. The advantages of the flashcards themselves are as follows: (a) with flashcards, the teacher can encourage the activities of his or her students to carry out the implementation of activities involving the ability in the field of linguistics; (b) by implementing language skills in expressing opinions,

flashcards can improve students' ability to practice good and effective communication; and (c) with increased individual language skills, they will have no difficulties telling a story (Pradana & Gerhani, 2019). On the other hand, the usage of the flashcard game helps students improve their information literacy. Writing and reading are not the sole components of information literacy. Children are taught to read, write, listen, and communicate using flashcards, which reflects this. The benefits include enhancing vocabulary, developing storytelling abilities, remembering information, and solving problems. A flashcard's advantages go beyond cognitive ones; they may also boost creativity, boost one's self-esteem, and build better communication. According to Riyana & Susilana (2009), flashcards have a number of benefits, which are listed below:

- a. It is lightweight. Since flashcards are compact, you don't need a large area to carry them. Thus, it can be carried or placed in a bag.
- b. It is useful. Making flashcards is simple. To create flashcards, the teacher merely needs to be creative.
- c. It is simple to recall. Flashcards are characterized by their ability to convey brief messages to students. Students will therefore be able to recall what they have studied with ease thanks to these brief statements.
- d. It is enjoyable. Students' attention can be drawn to flashcards. Students become interested and involved in the lesson as a result.

It is clear from the discussion above that using flashcards in the teaching-learning process has several benefits. Students can be very motivated and stimulated by using flashcards. Flashcards are a simple learning tool that may be used by both teachers and students, especially when teaching kindergarteners.

#### B. The Disadvantages of Flashcards

According to Riyana & Susilana (2009), in addition to their benefits, flashcards have several drawbacks, such as:

1. Images mainly emphasize on the eye perception.
2. For large populations, the size is extremely limited.
3. Not all levels can utilize flashcards.

4. For individuals who already possess a substantial vocabulary. Flashcards don't work well.
5. The teacher who wishes to create flashcards ought to have plenty of time to both create and display the cards.

## **2.5 Teaching Vocabulary through Flashcards**

The teacher initially talked over the specifics and guidelines of the flashcard game before teaching students how to utilize the flashcard media. The procedures for utilizing flashcards media, as suggested by Riyana & Susilana (2009), are as follows; After the teacher has completed the explanation in front of the class, the cards are removed one at a time, and those that have been discussed are given to students seated near to the teacher. Once each student has examined a card, ask them to go on to the next one, and so on until every student has. Prepare students who will compete, for instance, three persons standing in a row, if the presentation is a game. Then, the instructor provides commands (instructions). If the presentation is a game, place the cards in a box at random; they do not need to be sorted. According to Harmer (2007), there are two phases to the vocabulary-teaching process. These are as follows:

### **a. Introducing Vocabulary**

The teacher presents the new vocabulary in this step, ensuring it is spoken correctly. The teachers have access to authentic resources, such as dictionaries, or even photographs. The idea behind using real-world images is to help students quickly learn new vocabulary and become proficient in pronouncing it because they are already familiar with the words.

### **b. Practicing Vocabulary**

In the second phase, the teacher assigns tasks that allow the students to practice the material they have learned. These tasks include matching, completion, word classification, vocabulary games, and using dictionaries, among other activities. There are various kinds of exercise at this point. The usage of Flashcards media is relatively simple and may be implemented in small and large classrooms, as

well as by students in class activities, groups, and pair work, according to the aforementioned information.

Teachers are allowed to utilize topics to present the subject matter when doing kindergarten English lessons. Early childhood learning activities can use topics as a technique to introduce topics to the class as a whole. Children's knowledge is developed and all facets of their growth are fostered through the usage of topics. Teachers are allowed to utilize topics to present the material when doing kindergarten English instruction. Kindergarten learning activities can use topics as a technique to introduce topics to the class as a whole. Children's knowledge is developed and all aspects of their growth are fostered through the usage of topics.

According to Astuti & Wulandari (2018), the topic is very important when teaching kindergarteners English. By designing the instructional material around a topic or topic that can pique students' attention and help them concentrate on the selected material, topic-based instruction provides an alternative to the traditional teaching-learning approach. Many topics can be used in teaching English vocabulary in kindergarten. The topics are my identity, parts of my body, my hobbies, fruits, vegetables, animals, colors, numbers and so on. In this study, the researcher focused on the topic of *My Activities*.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This study was conducted using classroom action research. It made an effort to determine whether students' vocabulary proficiency had improved while receiving flashcards. A type of intervention for the teaching and learning process, classroom action research was based on actual issues identified by the teacher and faced in her classrooms. According to Burns (2010), action research takes a self-reflective, critical, and systematic approach to exploring teaching contexts. Moreover, Borg (2010) stated that action research is a type of practitioner research that is characterized by specific procedures, usually through multiple cycles, that involve the introduction and evaluation of new practices.

Classroom Action Research (CAR) is a type of intervention used in the teaching and learning process that is based on actual issues that teachers discover and deal with in their classrooms. Action research is a suitable method for the teaching and learning process and can help teachers enhance both their instruction and students' learning. It is anticipated that teachers will perform better in their lessons if the CAR is applied correctly. Students will be more driven to learn as a result (Stringer, 2008). Meanwhile according to Gay, et.al. (2009), CAR is a methodical investigation carried out by teachers and other practitioners in the teaching and learning process to gather information on how instructors instruct and how students learn. The goal of the study is to give the researchers a way to address issues that come up during the teaching and learning process. In an effort to enhance their teaching and learning process, it allows teachers to conduct in-class investigations into a variety of topics, including student learning, teaching strategies, assessment procedures, etc (Martler, 2009).

In this research, the researcher followed Kemmis and McTaggart's model. The cycle of CAR consisted of planning, action, observation, and reflection widely



recognized. Two cycles were used in this study. The following was a description of the CAR cycle:

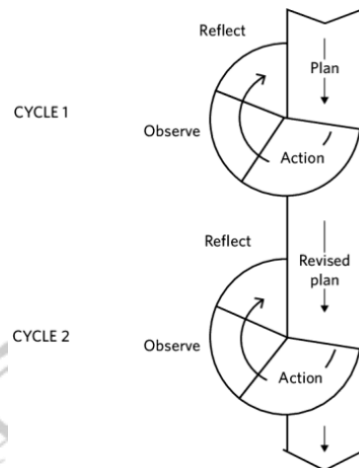


Figure 3.1 Kemmis and McTaggart Action Research Model (cited in Burns 2010)

### 3.2 Research Subject

The study was conducted in B Class of AL-YA'LU Superior Kindergarten, located in Jl. Teluk Mandar No. 55 Arjosari Malang, East Java. The number of B Class students were 15 consisting of 8 females and 7 males. The students' limited vocabulary was the justification for choosing this class. The following was the list of student initials and ages.

Table 3.1 The Lists of Student Initials and Ages

No	Name	Age as of July 2023	
		Years	Months
1.	IRH	6	11
2.	JQN	6	11
3.	GAF	6	9
4.	AAR	6	8
5.	FMA	6	8
6.	AFH	6	7
7.	FTM	6	7
8.	FRS	6	5
9.	APK	6	3
10.	KAR	6	3
11.	GD	6	2

12. MFM	5	11
13. AA	5	10
14. ASZ	5	8
15. DAP	5	7

### 3.3 Data Collection

Data collected through the topic of data gathering. Data collection, according to Arikunto (2002), is the process of gathering information and documenting the phenomena that are either directly or indirectly related to a study objective. The following techniques used by the researcher to acquire data:

#### 1. Research Instrument

Annum (2014) stated that a research instrument is a device to collect data. Both qualitative and quantitative data-gathering strategies used in this study to gather data. Qualitative data was gathered by observation and documentation, such as the teaching module, test results and photos. Vocabulary tests were used to gather the quantitative data.

##### A. Qualitative Data

###### ➤ Observation

Observation is way of finding out more about the students' responses, students' behavior, and activities observed during English class. The researcher utilized observation techniques to observe what happening during the teaching and learning process in every cycle. The researcher and collaborating teachers always paid attention to any action that happens in the classroom when the treatment was given. The researcher gave a checklist sign in the observation checklist table. This observation checklist helped the researcher to find out the students' activeness in the teaching-learning process. In this research, field notes were also used to record observations and reflections made by researchers in the field.

###### ➤ Documentation

- Photographs taken by the researcher assisted by the collaborator when she was performing the treatment and test results served as documentation. This recording aimed to show the activities of the researcher and students while the procedure was being conducted.

- The teaching module

A Teaching module served as a teacher's daily roadmap outlining the material that had to be covered, the method of instruction, and the assessment.

- Students' vocabulary test answer sheet.

## B. Quantitative Data

### Vocabulary Test

A vocabulary test was carried out at the last appointment after treatment. The vocabulary test created and administered by the teacher was used to assess student learning in the classroom and assessed the effectiveness of the teacher's method. In this study, the researcher made a test by adapting from an English book, Superkids. The researcher made modifications to the picture of the items test based on photos of student activities. The question types vocabulary test was matching and the number of items tested was ten. The vocabulary test's objective was to determine whether students' abilities had improved as a result of treatment. The learning objective achievement criteria in English was 80. The vocabulary test was considered a success if 75% of the students scored  $\geq 80$ , meaning the cycle was successful. The test was considered a failure if 75% of the students did not achieve a score of 80, meaning that the teaching in that cycle failed.

## 2. The Research Procedures

The action research model that employed in this study was the one that Kemmis and McTaggart created in Burns (2010). The researcher administered two cycles to carry out the study operations. Four steps made up the cycles: planning, action, observation, and reflection. These steps form a spiral in the context of action research implications. This implied that after completing a step, we could either start the new cycle from the beginning or go back to the previous stage to see what we had previously completed. An initial investigation into problem identification was conducted as part of the research.

#### a. Planning

The results of the preliminary research served as the foundation for the planning stage. Making a teaching module, gathering the resources, and creating vocabulary tests and flashcards were the processes. The researcher presented ten vocabularies of My Activities in the first cycle. The vocabulary words were: pray, eat, drink, read, write, sit, stand, swim, walk, and run. The vocabulary was taught in two parts. Five vocabularies (sit, stand, walk, run, and swim) were taught in the first meeting and the rest (pray, eat, drink, read, and write) were taught in the second meeting. The researcher then provided ten vocabulary exercises utilizing flashcards that were made based on students' photos. In the third meeting, the vocabulary test was delivered.

The researcher settles on 80 as the learning objective achievement criteria. Cycle 1 considered to be successful whenever the students got 80 at least and the number of students got 80 at least 75%. If it was already achieved meaning that cycle 1 was already successful. But, if less than 75% of the total number of students did not get or did not reach 80, it means that teaching in cycle 1 failed and cycle 2 would be conducted.

The activities for learning in the second cycle were nearly identical to those in the first. It would modify the classroom activities. This cycle also included four processes. There were two meetings in the second cycle. In the first meeting, students were invited to review the ten vocabularies that had been learned. Then the teacher invited the children to play chain messages with the ten vocabulary materials. In the second meeting, the teacher held a vocabulary test to find out the students' mastery of vocabulary.

#### b. Action

##### Step of Doing the Action

At this point, the teaching module that used flashcards to teach vocabulary was done by the researcher and assisted the collaborator in the learning process. There were three meetings in cycle 1. The teaching presentation using My Activities flashcards was divided into two parts. The first five

vocabulary words (sit, stand, walk, run, and swim) were taught in the first meeting. The next five vocabulary words (pray, eat, drink, read, and write) were taught in the second meeting. In the third meeting, the researcher conducted a vocabulary test. In each cycle, there were three activities, namely the opening activity, the main activity, and the closing activity. In the opening activity and closing activities, the researcher applied Standard Operating Procedure (SOP) in which the activities were not much different in meeting 1, meeting 2, and meeting 3. But, in the main activity, the researcher arranged different activities that made students interested in learning material. The following were the main activities in the three meetings.

➤ Cycle 1

There were three meetings in cycle one. The following were the main activities in meeting 1:

- The teacher showed five picture flashcards in turn and the children guessed what activity picture was in the flashcards.
- The teacher modeled how to say the English vocabulary on the flashcards and the children followed.
- The teacher showed the flashcards to one of the children and asked their friends to guess what activity their friend was doing.
- The children took the flashcards mentioned by the teacher and pasted them under the word on the board.

Main Activities in Meeting 2

The activities were:

- The teacher showed five picture flashcards in turn and the children guessed what activity picture was in the flashcards.
- The teacher modelled how to say the English vocabulary on the flashcards and the children followed.
- The teacher asked the children to name the five flashcards shown in turn.

- The teacher gave three children the opportunity to take turns to compete to pick up the flashcards as mentioned by the teacher. The winner was the fastest to pick up the flashcards.
- The children did a play activity by sticking the word in the box next to the flashcards and connecting the lines on the two boxes.

### Main Activities in Meeting 3

In this main activity, the researcher administered the vocabulary test. The vocabulary test consisted of ten questions, matching flashcards with the words. Before giving the vocabulary test, the teacher reviewed the material *My Activities* by showing ten flashcards quickly and the children guessed the flashcards shown by the teacher.

#### ➤ Cycle 2

There were two meetings in the second cycle. The following were main activities in meeting 1.

- The teacher showed ten picture flashcards in quick succession and the children guessed what activity was on the flashcards.
- The teacher invited the children to play chain message. Before starting the game, the teacher explained how to play chain messages. The teacher divided the students into two groups and lined them up according to their groups. The representative of each group who lined up at the front was shown different flashcards then he/she had to whisper what flashcard picture he/she was holding. Each group must maintain the confidentiality of the flashcards they held lest the opposing group know the image of the flashcards they held.

When the game started, the first child who received the whispered message then passed it on to the second child who was lined up behind him. The second child then whispered the word he heard to the third child and so on until all of the children in the line got their turn. The last child who got the message must immediately say the word he heard out

loud. The teacher then corrected whether the words spoken by each group matched the flashcards given. The group that got the score was the one that could guess and say the flashcards shown correctly. The winner of the game was the group that guessed the most flashcards and pronounced the flashcards shown correctly. If the scores of the two groups were equal, a game session would be made where the winner was the one who managed to complete the game with the fastest time and the correct answer.

#### Main Activities in Meeting 2

The teacher reviewed the ten vocabularies that had been taught and ensured that all children mastered the ten vocabularies by using flashcards based on their photos. Then a vocabulary test with the topic *My Activities* conducted to see how their vocabulary mastery. The vocabulary test questions totalled ten questions. Students were asked to draw a line between the picture and the word.

#### c. Observation

In this step, the researcher gathered information from the created action plan, covering every activity that the students engaged in the classroom using the flashcards created by the researcher. The observation's goal was to document the events that transpired throughout the research's action phase. The researcher assisted by a collaborating teacher to conduct this research. She was Mrs. Siti Umaro, S.Pd.

#### d. Reflection

Based on the results of the observation, the researcher then reflected on where the researcher observed, knew, and analyzed all activities that took place. The researcher measured student success with data obtained from observation which were then analyzed and evaluated. So that after being analyzed and evaluated, the researcher determined what actions or steps the researcher should take.

At this point, the researchers considered whether the first cycle's teaching module objectives were met through the teaching-learning process. The researcher must demonstrate if the cycle was effective or not using the success criteria in the reflection. The researcher set the exam for students to match pictures with words, as described in the plan. The researcher evaluated the test results of the students. The researcher evaluated it using a comprehensive grading methodology. The researcher determined a single score (ten points for each accurate response) based on a general assessment of the student's work. The researcher reflected on what she and the collaborating teachers have observed. Students must get at least 80 on the test to succeed. The cycle was considered successful and stopped when students achieved the Learning Objective Achievement Criteria, 75% of students scored  $\geq 80$ . If the success conditions could not be met, the researcher would implement the following cycles.

### 3.4 Data Analysis

Creswell (2014) said that data analysis is an ongoing research process is data analysis. It entails examining participant data, arranging data, getting the data ready, coding the data, and interpreting the results. The exam is intended to assess student's level of competence. Students took exams from the researcher to see how much their vocabulary had improved. The researcher used a comprehensive grading rubric to determine if the students' scores met the success requirements. If it was unsuccessful, in the next cycle would be given another test. The following was the scoring rubric.

Table 3.2 Scoring Rubric

Score	Description
100	Matching the word with the correct picture, all answers are correct.
90	Matching the word with the correct picture but one incorrect answer.
80	Matching the word with the correct picture but two incorrect answers.
70	Matching the word with the correct picture but three incorrect answers.



60	Matching the word with the correct picture but four incorrect answers.
50	Matching the word with the correct picture but five incorrect answers.
40	Matching the word with the correct picture but six incorrect answers.
30	Matching the word with the correct picture but seven incorrect answers.
20	Matching the word with the correct picture but eight incorrect answers.
10	Matching the word with the correct picture but nine incorrect answers.
0	All of the answers are incorrect

Each response was worth ten points. The student's final grade was calculated by applying the following conversion formula: correct answer x 10 = 100. The highest score from the specified value was the maximum or ideal score of 10x10= 100.

The success criteria in this study was that 75 % of students obtained scores of 80 or higher by the learning objective achievement criteria. The cycle failed if less than 75% of the total number of students got a score of 80. To calculate the percentage of learning completeness, use the following formula:

$$P = \frac{\Sigma \text{students complete learning (scored } \geq 80)}{\Sigma \text{students who took the test}} \times 100\%$$

Finally, the researcher could determine whether or not using flashcards could help students become more proficient in vocabulary by analyzing the qualitative and quantitative data. The method was effective if almost all of students responded well to the teaching-learning process and if 75% of students score 80 or above. Conversely, it was not effective if students responded poorly to the teaching-learning process and less than 75% of students score 80.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

The research's results and discussion were presented in this chapter. The findings indicated the students' proficiency in the vocabulary of the preliminary study, cycles 1 and 2. The description of the observation sheet that backed up the analysis data was also included in the results. It also explained whether using flashcards as a teaching method might improve students' proficiency with English vocabulary.

#### **4.1 Research Findings**

##### **Preliminary Research**

Before conducting research, the preliminary test was carried out to determine the students' level of vocabulary competency. Based on preliminary research and observation, the researcher discovered that the students in the B Class had a vocabulary mastery issue, as seen by their poor level of vocabulary mastery. The preliminary test demonstrated it. The preliminary test was carried out to determine the students' level of vocabulary competency. Students were said to be complete if they got a score 80 or more. If the score was below 80 then it was said to be incomplete. Learning was said to be successful if 75% of students score 80 or more.

Preliminary vocabulary test results showed that only 26,6 % of students scored 80 or above. Meanwhile, the success criteria in this study was that 75 % of students obtained scores of 80 or higher by the learning objective achievement criteria. The following data was the result of preliminary vocabulary test.

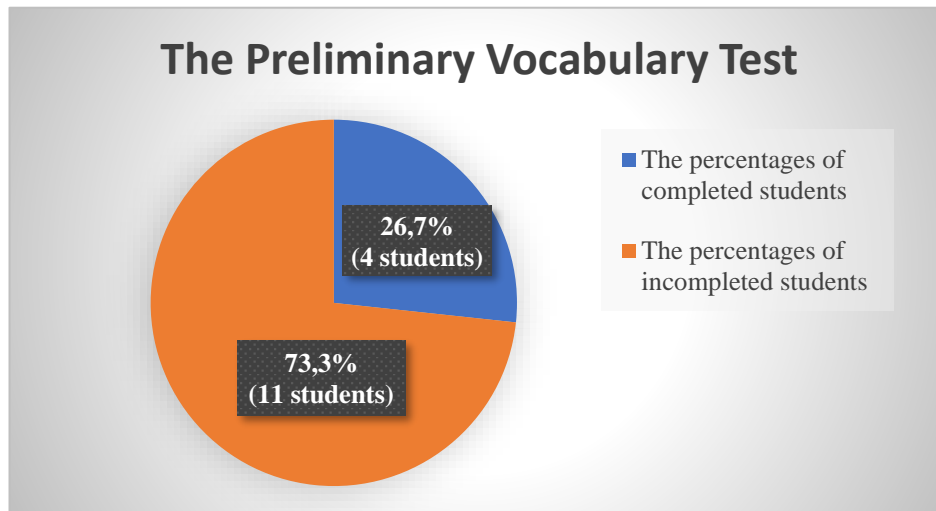


Figure 4.1  
Chart of The Preliminary Vocabulary Test

From the data of Figure 4.1 above, it could be seen that students who experienced completeness were 4 children or 26.7%, while students who had not reached completeness were 11 children or 73.3%. Based on the results of preliminary research, the students' vocabulary mastery was very low. The student's low proficiency in language was indicated by a few factors that the researcher found. They were the students who mispronounced several English words and struggled to understand the meaning. In addition to the mentioned issue, the teacher had another one. When teaching English, the teacher did not innovatively use media or instructional tools. Students lost interest in the class as a result.

In light of the specified requirements, the teacher had to use media to help students learn more vocabulary when teaching English. The researcher selected flashcards as a medium for teaching vocabulary. The purpose of flashcards was to overcome the issues that arise during the teaching and learning of English. This research was implemented throughout the course of two cycles. Each cycle consisted of four steps: planning, action, observation, and reflection.

#### **4.1.1 The Implementation of Flashcards to Improve Students' Vocabulary in The *My Activities* Topic at AL-YA'LU Superior Kindergarten**

Two cycles comprised the implementation of this research. Each cycle consists of four steps: planning, action, action, observation, and reflection.

##### ➤ Cycle 1

###### A. Planning

To teach vocabulary to young learners, the researcher decided to use flashcards, based on the problems faced by the students in b class. The teacher hoped that by teaching vocabulary through flashcards, students would be able to learn the vocabulary more quickly and generate their interest in English. Lastly, it would impact the student's academic performance.

There were three meetings in cycle one. Every meeting lasted for thirty minutes. The researcher designed the teaching modules, and flashcards based on students' photographs. The researcher also prepared other supported media and a vocabulary test. The teaching and learning process for cycle 1 was carried out on 27 March - 29 March 2024 at 08.30 - 09.00 a.m. in b class of AL-YA'LU Superior Kindergarten with a total of 15 students consisting of 8 female and 7 male students. In this first cycle, all students were present to take part in the learning. The observation process was carried out during the learning process took place. The observer in this observation was peer teacher in the classroom, Mrs Umaroh, S.Pd.

###### B. Action

The implementation of flashcards to improve students' vocabulary was organized by a teaching module that had been prepared by the researcher. The topic of the lesson was *My Activities*. There were three meetings in cycle one.

The first cycle's actions were detailed below:

The First Meeting (Wednesday, 27<sup>th</sup> March 2024 at 08.30 – 09.00 a.m.)

###### a. Opening

The teacher began the class by extending her greetings and making sure that nobody was absent. The teacher asked the students to sing the “Stand-Up Sit-Down” song and clapped to encourage the children. Then, the

teacher explained to the students about the learning objectives that would be achieved together and made apperceptions related to the topic of *My Activities*.

b. Main Activities

- The teacher showed five picture flashcards (sit, stand, walk, run, and swim) in turn and the children guessed what activity picture was in the flashcards.
- The teacher modelled how to say the English vocabulary on the flashcards and the children followed.
- The teacher showed the flashcards to one of the children and asked their friends to guess what activity their friend was doing.
- The children took the flashcards mentioned by the teacher and pasted them under the word on the board.

c. Closing Activities

- Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
- The teacher informed the students about tomorrow's play and learning activities.
- Closing the learning activity with prayer and greetings.

The following were the students' photo activities in the first meeting of cycle 1.



Figure 4.2

The teacher modelled how to say the vocabulary on the flashcards.



Figure 4.3

The student pasted a flashcard under the word on the whiteboard.

The Second Meeting (Thursday, 28<sup>th</sup> March 2024)

a. Opening

The teacher began the class by extending her greetings and checked the attendance of the students. Teacher asked the students to sing “Walking-Walking” song and clapping to encourage the children. Then, the teacher made discussion about what activities have been learned yesterday and provided apperceptions related to the topic of *My Activities*.

b. Main Activities

- The teacher showed five picture flashcards (pray, eat, drink, read, and write) in turn and the children guessed what activity picture was in the flashcards.
- The teacher modelled how to say the English vocabulary on the flashcards and the children followed.
- The teacher asked the children to name the five flashcards shown in turn.
- The teacher gave three children the opportunity to take turns to compete to pick up the flashcards as mentioned by the teacher. The winner was the fastest to pick up the flashcards.

c. Closing Activities

- Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
- Singing and clapping related to today's learning topic.
- The teacher informed the students about tomorrow's play and learning activities.
- Closing the learning activity with prayer and greetings.

The following were the students' photo activities in the second meeting of cycle 1.



Figure 4.4

The students named the flashcards shown in turn.



Figure 4.5

The students were competing to pick up the flashcards.

## The Third Meeting (Friday, 29<sup>th</sup> March 2024)

### a. Opening

The teacher began the class by extending her greetings and checking the attendance of the students. The teacher asked the students to sing the “Walking-Walking” song and clap to encourage the children. Then, the teacher discussed what activities have been learned yesterday and provided apperceptions related to the topic of *My Activities*.

### b. Main Activities

In this main activity, the teacher administered the vocabulary test. The vocabulary test consisted of ten questions, matching flashcards with the words. Before giving the vocabulary test, the teacher reviewed the material *My Activities* by showing ten flashcards quickly and the children guessed the flashcards shown by the teacher.

### c. Closing Activities

- Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
- Singing and clapping related to today's learning topic.
- The teacher informed the students about tomorrow's planning.
- Closing the learning activity with prayer and greetings.



The following were the students' photo activities in third meeting of cycle 1.



Figure 4.6  
The teacher was explaining how to do the vocabulary test.



Figure 4.7  
The students were doing the vocabulary test.

### C. Observation

The observation stage in cycle 1 was carried out during the learning process. The people involved in this observation was the collaborator (Mrs. Umaroh) and the researcher, who were also the teacher. In addition to observing and recording the action, the researcher also taught the students the materials. The collaborator observed the behavior of students and researcher. The teacher and collaborator also observed students' behavior related to the application of

flashcards in learning. Observers made observations guided by observation instruments in the forms of checklists and field notes (see appendix).

The purpose of the observation was to determine how flashcards were used to help students become more proficient with vocabulary. The students' behavior during the implementation of flashcards was the primary observation made during the first cycle.

#### Observation of Teacher's Activity of Cycle 1

The results of teacher activity observations were obtained based on the observation sheets that had been prepared, namely field notes and checklists. The result details of the teacher activity based on checklists would be explained in the table below.

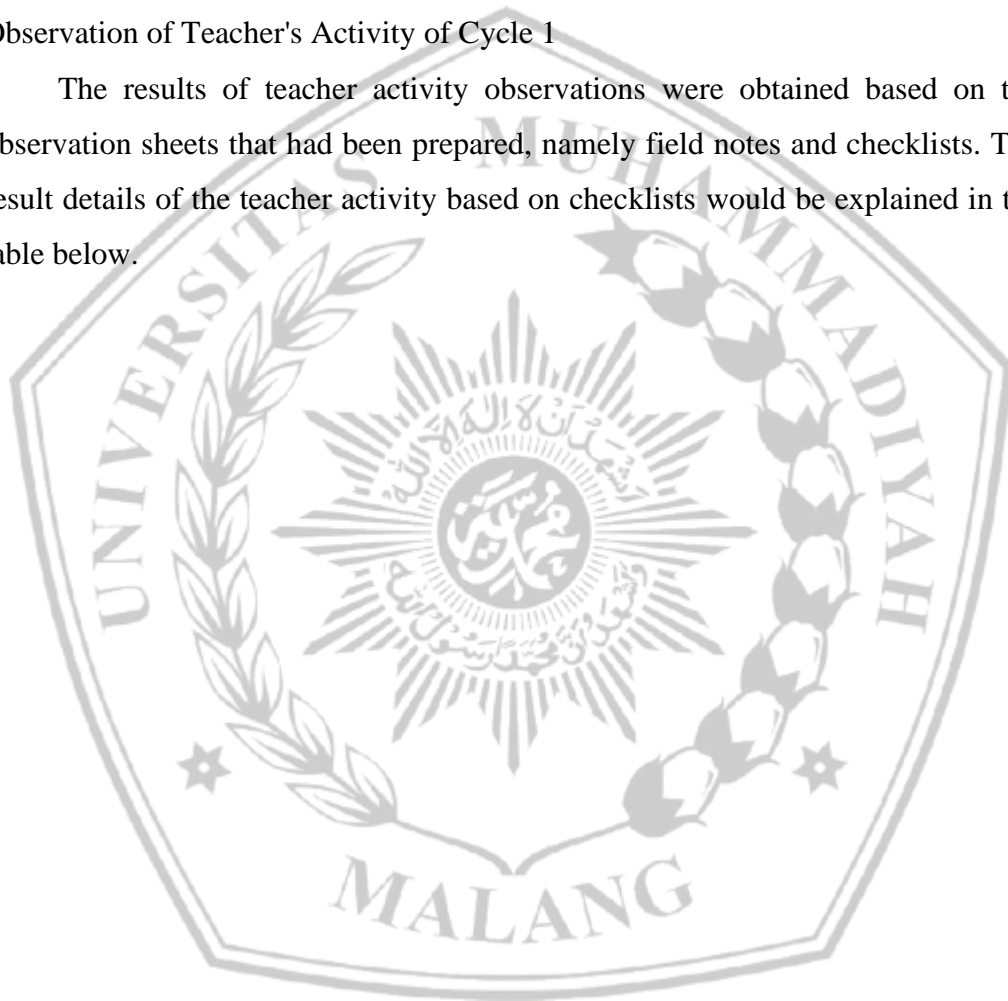


Table 4.1 Teacher Activity Observation Results of Cycle 1

No	Activities	Indicator	Descriptor					Score	Average (%)
			Always (5)	Often (4)	Sometimes (3)	Ever (2)	Never (1)		
1.	Opening Activities	The teacher conditions the students to be ready to learn.	√					5	100
		The teacher motivates students to learn.	√					5	100
		The teacher provides apperception in accordance with the material to be taught.	√					5	100
		The teacher provides apperceptions following the material to be taught.	√					5	100
2.	Main Activities	The teacher guides students in learning.	√					5	100
		The teacher gives feedback in the form of questions.	√					5	100
		The teacher always responds well to students' opinions.	√					5	100
		The teacher always gives students the opportunity to ask questions.	√					5	100
		The teacher uses teaching aids or media to support learning.	√					5	100
		The teacher uses flashcards.	√					5	100
		The teacher develops interesting learning by using flashcards.	√					5	100

	The teacher utilizes the environment as a learning resource.	√	5	100
	The teacher pays attention to time allocation in learning.	√	4	80
	The teacher conditions students to focus on learning.	√	5	100
	The teacher creates fun learning with games.	√	5	100
	The teacher does not make children afraid to ask questions.	√	5	100
	The Teacher being enthusiastic in teaching.	√	5	100
	The teacher conducted a vocabulary test at the end of the cycle 1 meeting.	√	5	100
	The teacher facilitates students to do the vocabulary test independently.	√	5	100
3. Closing Activities	The teacher and students summarise the learning.	√	5	100
	The teacher makes a reflection on the material that has been taught.	√	5	100
	Total		104	2080
			Average Percentage	99,04%
			Success rate	Very good

The teacher's observation success rate was interpreted based on the following classification.

Table 4.2 Teacher's Score Interpretation Table

Category	Interval of Score
Very Good	90 – 100
Good	80 – 89
Low	70 – 79
Very Low	< 69

Based on Table 4.1, the activities carried out by the teacher in cycle I with the success rate were categorized as very good with a percentage value of 99,04%.

According to the collaborator through observation checklists and fieldnotes, the teacher was good when teaching the material. Before starting the lesson, the teacher always greeted and prepared the students. The teacher also made apperception, and reflection and motivated the students to be enthusiastic when learning something new. The teacher always encouraged the students to ask if they did not understand. It means that the teacher cared about her students.

From the observation criteria above, it turns out that improvement was still needed in managing learning time to be effective and efficient following the planning that had been made. The delivery of learning materials at meeting 2 did not follow the plan because game activities require a lot of time. In the next cycle, there must be improvements so that the obstacles that have been experienced will not be repeated.

#### Observation of Student Activities of Cycle 1

Observers made observations of students during the learning process. Field notes were also made to observe students (see appendix). The observation results based on the checklist would be explained as follows.

Table 4.3

## Student Observation Results of Cycle 1

No	Indicators	Descriptors					Score	Average (%)
		Always (5)	Often (4)	Sometimes (3)	Ever (2)	Never (1)		
1.	Students answer questions during the apperception activity.		√				4	80
2.	Students can guess the activities in the flashcards.			√			3	60
3.	Students listen to the teacher's brief explanation during material exploration.	√					5	100
4.	Students think about the problems given by the teacher.		√				4	80
5.	Students show cooperative activities when playing group games.	√					5	100
6.	Students are enthusiastic during the learning process.	√					5	100
7.	The students do the vocabulary test independently at the end of cycle one meeting.		√				4	80
Total							30	560
							Average Percentage	85,71%
							Success Rate	Good

The students' observation success rate was interpreted based on the following classification.

Table 4.4

Students Score Interpretation Table

Category	Interval of Score
Very Good	90 – 100
Good	80 – 89
Low	70 – 79
Very Low	< 69

Based on the table 4.3, the activities carried out by students in cycle I with the success rate were categorized as good with a percentage value of 85,71%. This followed the results of observations made by observers with the assessment criteria always, often, sometimes, ever, and never. It could be concluded from the table that student activities when the teacher used flashcards were good.

The students were very happy to see themselves or their pictures as media in the flashcards. They were excited and easily remembered the activities that their friends did. The class atmosphere became active and lively with their positive chatter. Students were very excited and happy when invited to learn outside the classroom. They enthusiastically gave guesses to their friends about what activities were in the flashcards. Students were also excited when participating in the competition to take flashcards or stick flashcards under the writing on the board.

However, a lot of students still had trouble pronouncing English words correctly and didn't know what they meant. In the last meeting of the first cycle, a vocabulary test was held. Students who had mastered the material seemed calm and concentrated on doing it. Students who had not mastered the material seemed restless and tried to look at their friends' answers. The teacher reminded the students to be honest and not to cheat on their friends. In addition to the field notes and observation checklist, the results of the vocabulary test administered after cycle 1 were employed for observation.

## Vocabulary Test Result of Cycle 1

Cycle 1 learning outcomes were obtained after the vocabulary test was conducted at the end of cycle 1 on Friday, 29 March 2024 after the implementation of flashcards. Vocabulary test cycle 1 consisted of 10 questions matching pictures with words. This test was attended by 15 students of b class for 20 minutes. The learning atmosphere of students at that time was quite conducive. Although some students were still talking to themselves in the classroom. The results of the vocabulary test cycle 1 in detail will be explained in the figure below.

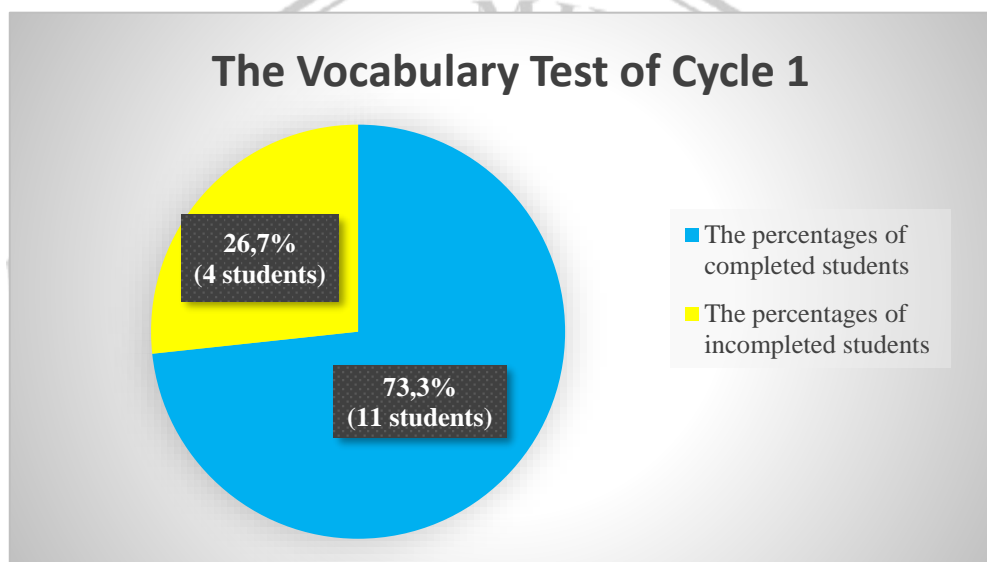


Figure 4.8  
The vocabulary test of cycle 1.

Based on the data above, it could be seen that 11 students were complete. Each of the scores was 1 student got 100, 3 students got 90, and 7 students got 80. Meanwhile, 4 students who were not complete got a score of 70. So, it could be concluded that learning completeness in cycle 1 has reached 73.3% or 11 students. While those who had not reached completeness are 4 students or 26.7%. Thus, it could be said that the implementation of flashcards in cycle 1 had not been successful and continued with cycle 2. Only 73.3% of students met the learning objective achievement criteria. While the success criteria in this study was that 75% of students obtained scores of 80 or higher.



#### D. Reflection

Some improvements and problems were identified based on the findings from the first cycle's observation, field notes, and vocabulary test.

##### Improvements

- Media flashcards made using student photos were appropriate and able to increase student motivation. The students were very enthusiastic and very happy if their photos were used as media flashcards.
- Students could focus more on the lesson so that the class situation could be controlled.
- There was an improvement in the percentage of learning completeness of students. It was shown by the improvement of the students' percentage learning completeness in the preliminary research and vocabulary test in the first cycle. The students' percentage of learning completeness in the preliminary research was 26,7 % and in the vocabulary test in the first cycle was 73,3 %.

##### Problems

- At this point, some students struggled to pronounce the words correctly.
- Some students engaged actively in the teaching-learning process, whereas others did not. The inactive students relied only on the support of the active students.

In general, there was an increase in students' vocabulary mastery. However, from the vocabulary test results in cycle 1, student completeness only reached 73.3%. This result did not meet the learning objective achievement criteria that have been set, which was 75% of students scored 80 or higher. Moreover, some students struggled to pronounce the words correctly and they were not active in the teaching-learning process. Cycle 2 was therefore required to resolve the issues raised in Cycle 1. The researcher hoped that by continuing learning activities to cycle 2, she could overcome the problems that arose in cycle 1. The students were expected to understand the *My Activities* material better so that the results obtained would be improved.

## ➤ Cycle 2

### A. Planning

Following the initial cycle of using flashcards, certain issues came up that needed to be resolved. Two issues need to be resolved, as previously mentioned. First, a few students were still having trouble pronouncing the words correctly. More personalized and classical drilling could be done to solve this issue. Second, some students tended to take a passive role in what they were learning. Games with flashcards could be used to solve this issue. As a result, every student would participate in the game.

In cycle two there were two meetings. The first meeting was conducted on Thursday, 4<sup>th</sup> April 2024, and the second meeting on Friday, 5<sup>th</sup> April 2024. The researcher designed the teaching modules for cycle two. The second cycle of instructional modules was modified by the researcher. Additionally, flashcards with student photos on them and supported other learning media were also prepared. After the cycle, a vocabulary test would be given to the students to gauge their increased mastery of the language. Furthermore, field notes and observation would continue to be conducted during the implementation.

### B. Action

The First Meeting (Thursday, 4<sup>th</sup> April 2024 at 08.30 - 09.00 a.m.)

#### a. Opening

The teacher began the class by extending her greetings and made sure there were no students absent. The teacher asked the students to sing the “Can You Stand Up” song and clapped to encourage the children. Then, the teacher explained to the students about the learning objectives that would be achieved and made apperceptions related to the topic of *My Activities*.

#### b. Main Activity

- On this occasion, the teacher asked the students to mention the various activities they had done. All of the students mentioned with enthusiasm. The teacher praised them. Then the teacher showed the flashcards to the students and asked them to mention them in correct English. The teacher

listened carefully and noted the words that were still mispronounced. The mispronounced words were corrected classically then the students were asked to pronounce them one by one. The teacher gave an example of how to pronounce correctly then the students followed.

- After correcting the wrong pronunciation, the student could pronounce it correctly later then, the teacher asked students to play chain messages. The teacher explained how to play chain messages. The teacher split up students into two groups and then arranged them in lines according to groups. The first group was led by GD and the second group was led by GAF. The teacher gave different flashcards to the representatives of each group who were in the front row. The group representative then whispered the picture of the flashcards he/she was holding to the friend behind him/her. To prevent other groups from knowing the picture of the flashcards they had, each group must keep the cards they had secret.

When the game started, the first student who got the message whispered it to the second student in line behind him. After that, the second child whispered the word he heard to the third child, and so on, until every child in the line had a turn. The last child who received the message must quickly say the word aloud. The teacher then checked whether the words spoken by each group were correct or not. The group that could correctly pronounce the given flashcards was the winner. The group that pronounced the most flashcards shown correctly was the winner of the game. At the end of the game, GD's group managed to get the highest score and became the winner. The students were very excited to play with chain messages. The excitement of the game could be seen from their enthusiasm. Sometimes the word whispered by the student who received the first message was different from the whispered word received by the last student, so the word spoken was wrong and did not get points. After being investigated, it turned out that the student in the middle row whispered the wrong word because he/she was not concentrating.

c. Closing

The chain message game was over. The teacher closed the meeting. The teacher and students made conclusions about what had been learned today and reflected with students on the learning that had taken place. The teacher also asked how the students felt after joining the teaching and learning process. Finally, the teacher closed the lesson with prayers and greetings.

The following were the students' photo activities in the first meeting of cycle 2.



Figure 4.9  
The teacher reviewed the material on *My Activities* topic.



Figure 4.10  
The students were playing chain messages.

The Second Meeting (Friday, 5<sup>th</sup> April 2024 at 08.30 - 09.00 a.m.)

a. Opening

The teacher started the class by extending her greetings and checked the student's attendance. The teacher asked the students to sing the "If You're Happy and You Know It" song and clapped to encourage the children. The teacher motivated students by outlining the advantages of learning the materials.

b. Main Activities

Using flashcards based on the students' photos, the teacher ensured that all of the students understood the ten vocabulary words that had been taught. The teacher quickly guessed each student using flashcards. To receive points, students must be able to respond swiftly. After that, a vocabulary test about *My Activities* was given to gauge their level of proficiency. There were ten questions in the vocabulary test. Students were instructed to draw a line connecting the word with the image. The vocabulary test run well. The students seemed confident in taking the test. There were no students who tried to look at their friends' answers.

a. Closing

At the end of the lesson, the teacher encouraged the students and asked how they did on the vocabulary test and whether there were any difficulties or not. Students compactly answered that it was not difficult, they could all do well. Then the teacher ended the lesson with prayer and greetings.

The following were the students' photo activities in the second meeting of cycle 2.



Figure 4.11  
The teacher was reviewing *My Activities'* vocabulary.



Figure 4.12  
The students were doing well on the vocabulary test.

### C. Observation

To acquire a comprehensive understanding of how flashcards were used to teach vocabulary, observation was also conducted during the second cycle. During the observation, the researcher was assisted by Mrs. Siti Umaroh. Observers made

observations guided by observation instruments in the form of checklists and field notes (see appendix).

#### Observation of Teacher's Activity in Cycle 2

The Observation results of the teacher's activity in cycle 2 had increased compared to the results of cycle 1. In this activity, the score obtained by the teacher was very good when viewing the assessment score. The observation results obtained in cycle 2 showed in the table below.



Table 4.5

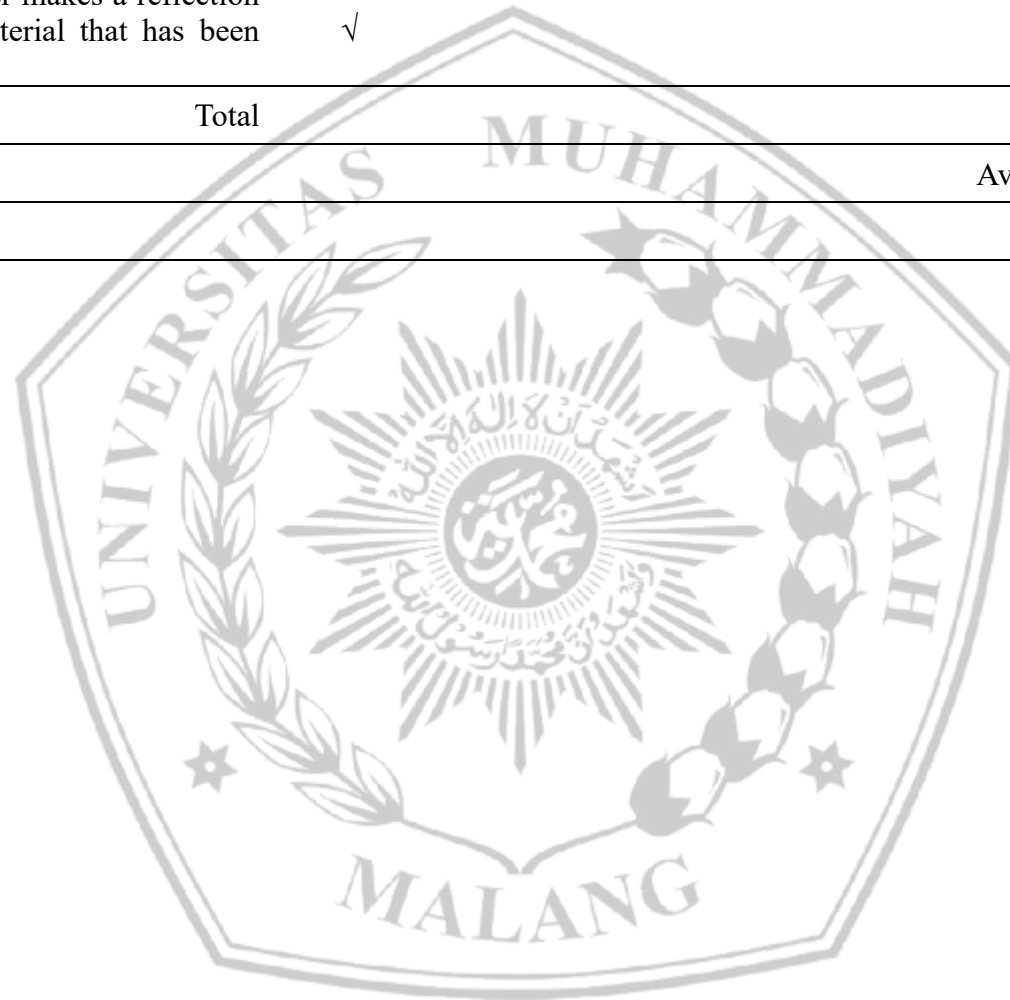
## Teacher Activity Observation Results in cycle 2

No	Activities	Indicator	Descriptor					Score	Average (%)
			Always (5)	Often (4)	Sometimes (3)	Ever (2)	Never (1)		
1.	Opening Activities	The teacher conditions the students to be ready to learn.	√					5	100
		The teacher motivates students to learn.	√					5	100
		The teacher provides apperception in accordance with the material to be taught.	√					5	100
		The teacher provides apperceptions following the material to be taught.	√					5	100
2.	Main Activities	The teacher guides students in learning.	√					5	100
		The teacher gives feedback in the form of questions.	√					5	100
		The teacher always responds well to students' opinions.	√					5	100
		The teacher always gives students the opportunity to ask questions.	√					5	100



	The teacher uses teaching aids or media to support learning.	√	5	100
	The teacher uses flashcards.	√	5	100
	The teacher develops interesting learning by using flashcards.	√	5	100
	The teacher utilizes the environment as a learning resource.	√	5	100
	The teacher pays attention to time allocation in learning.	√	5	100
	The teacher conditions students to focus on learning.	√	5	100
	The teacher creates fun learning with games.	√	5	100
	The teacher does not make children afraid to ask questions.	√	5	100
	The Teacher being enthusiastic in teaching.	√	5	100
	The teacher conducted a vocabulary test at the end of the cycle 2 meeting.	√	5	100
	The teacher facilitates students to do the vocabulary test independently.	√	5	100
3. Closing Activities	The teacher and students summarise the learning.	√	5	100

The teacher makes a reflection on the material that has been taught.	√	5	100
Total		105	2100
		Average Percentage	100%
		Success Rate	Very good



Based on the table above, the activities carried out by the teacher in cycle 2 with the level of success were categorized as very good with a percentage value of 100%. Based on the observation of this activity, the learning activities carried out by the teacher in managing learning increased compared to learning activities in cycle 1. The problems faced could be resolved to create a conducive learning atmosphere following what the teacher expected.

#### Observation of Student Activities in Cycle 2

Observation of student activities in cycle 2 shown an increase. Some activities in cycle 1 that had not been carried out optimally could be carried out optimally in cycle 2. The more detailed data exposure could be seen in the table below.

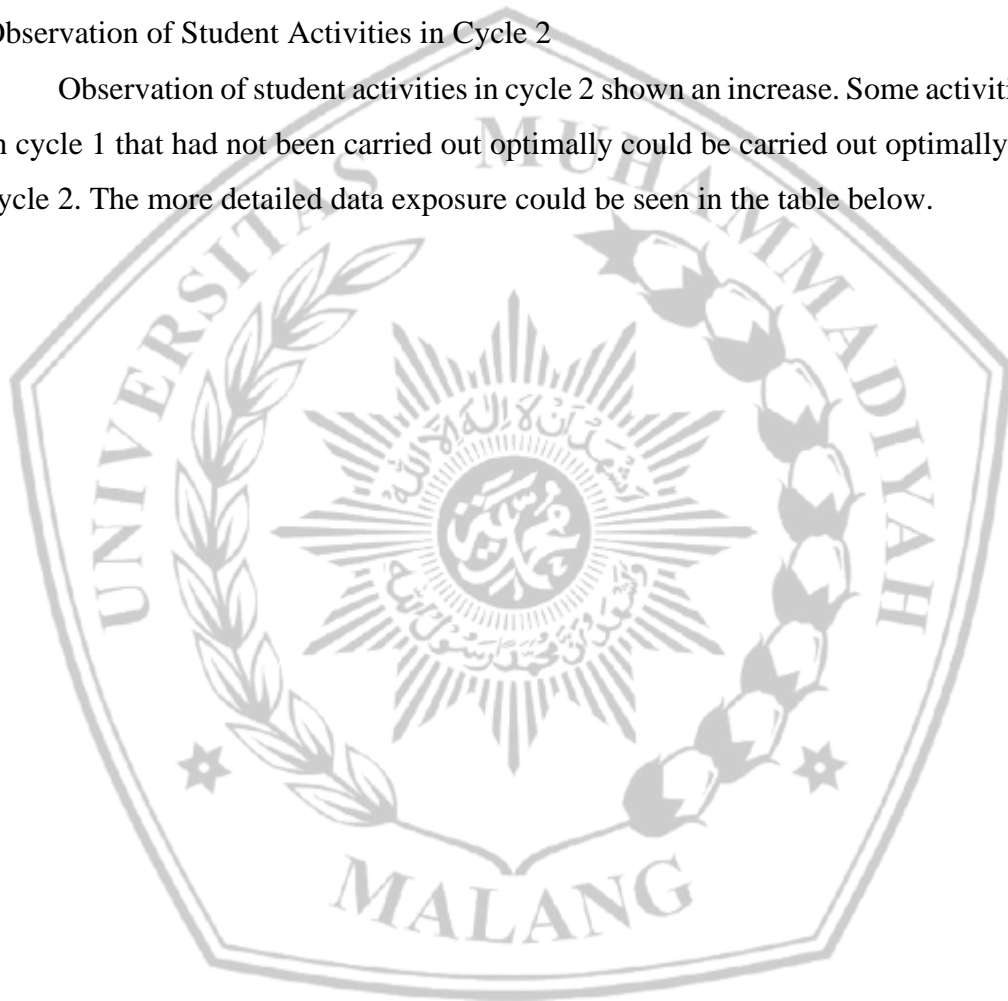


Table 4.6

## Student Observation Results Cycle 2

No	Indicators	Descriptors					Score	Average (%)
		Always (5)	Often (4)	Sometimes (3)	Ever (2)	Never (1)		
1.	Students answer questions during the apperception activity.	√					5	100
2.	Students can guess the activities in the flashcards.	√					5	100
3.	Students listen to the teacher's brief explanation during material exploration.	√					5	100
4.	Students think about the problems given by the teacher.	√					5	100
5.	Students show cooperative activities when playing group games.	√					5	100
6.	Students are enthusiastic during the learning process.	√					5	100
7.	The students do the vocabulary test independently at the end of cycle one meeting.	√					5	100
Total							35	700
							Average Percentage	100%
							Success Rate	Very Good

From the data above, the activities carried out by students in cycle 2 with the level of success classified as very good with a percentage value of 100%. So, the activities carried out by students during the learning process in cycle 2 had increased very well. This was due to several factors, such as the condition of students, who could already be more conducive and could already interact well during learning activities.

During the first meeting of the second cycle, the children showed increased enthusiasm and enjoyed all of the activities. They participated in learning activities, answered questions from the teacher, and showed greater interest in what they were studying. The class became livelier and more interesting. Not a small number of students responded to the teacher's question with dominance. Every student had increased activity. They could appropriately pronounce the word as well.

In the second meeting, the class situation was well-controlled. When the teacher reviewed the *My Activities* material with flashcards, students were very enthusiastic about quickly guessing the flashcards given by the teacher. All of students actively answered and even scrambled to be the fastest to answer.

#### Vocabulary Test Result of Cycle 2

During the vocabulary test, the class condition was calm and students could concentrate on doing the test. There were no students who wanted to see their friends' work. They were confident and concentrated on their work.

Referring to the vocabulary test in cycle 1, the researcher conducted a vocabulary test in cycle 2 which was attended by 15 B Class students. The vocabulary test questions consisted of 10 questions connecting pictures with words. The results of the vocabulary test of cycle 2 in detail explained in the figure below.

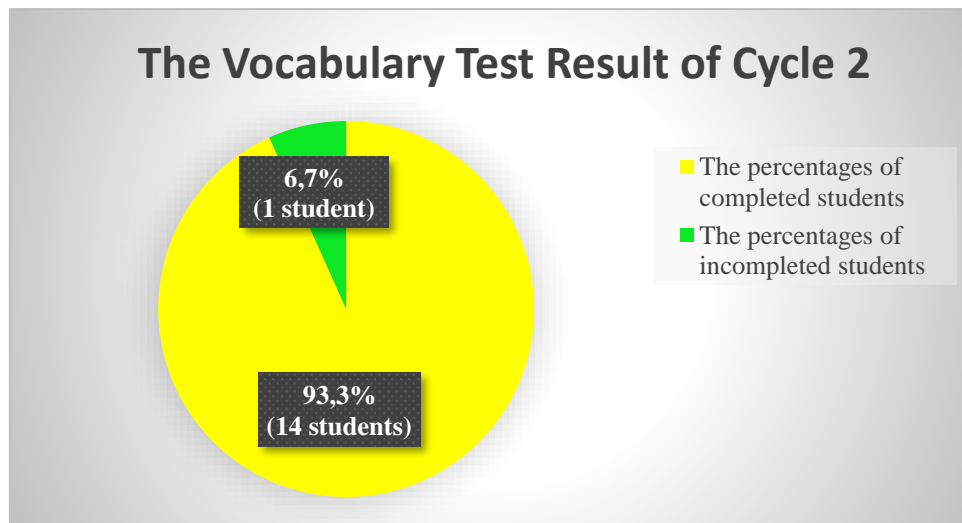


Figure 4.13  
The vocabulary test of cycle 2.

The data above showed that as many as 9 students scored 100 and 2 students scored 90. Next, 3 students scored 80 and only 1 student scored 70. From this data, it could be concluded that students who experienced learning completeness were 14 students or 93.3%. While those who had not completed learning was 1 student or 6.7%. Thus, learning completeness in cycle 2 reached 93.3%. The results obtained had exceeded the success criteria determined in this study, namely 75% of students obtained scores of 80 or higher by the learning objective achievement criteria. From these results, it concluded that the research in cycle 2 had been successful, so there was no need to carry out the next cycle.

#### D. Reflection

Some significant points could be collected in the second cycle based on the observation, field notes, documentation, and vocabulary test. These ideas had to do with the issues identified in the first cycle that were attempted to be resolved in the second. These were the following:

- A few students continued to pronounce the word incorrectly.

The teacher drilled the students more during this cycle. Following the teacher's presentation of the flashcards, the students practiced together. Until their pronunciation was correct, the teacher corrected them directly.

- Some students participated actively in the teaching-learning process, while others did not.

The teacher presented a chain message game during the second cycle. It could work properly. Every group member had the responsibility to play their best so that their group won the game.

In the second cycle, there was an increase in students' vocabulary test scores. In the first cycle, the students' percentage of learning completeness in the vocabulary test was 73,3 %. Meanwhile, in the second cycle was 93.3%. This improvement showed that the vocabulary mastery issue had resolved. The Implementation of flashcards to improve students' vocabulary in *My Activities* topic at B Class of AL-YA'LU Superior Kindergarten was successful.

#### *My Activities* Flashcards based on Students' Photograph

The teacher made ten flashcards based on the student's activity photos. All photos were taken in the classroom or the school environment of AL-YA'LU Superior Kindergarten. The following were *My Activities* flashcards based on student photographs:



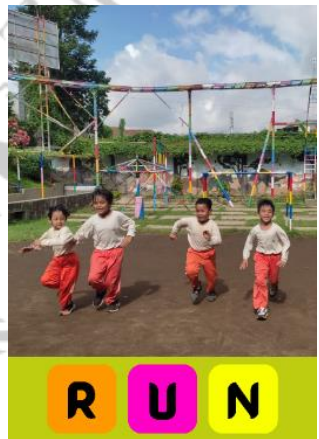


Figure 4.14 My Activities Flashcards



#### 4.1.2 The Improvement in Vocabulary Mastery through Flashcards in The *My Activities* Topic at B Class of AL-YA'LU Superior Kindergarten

The results of the vocabulary test in the preliminary test, the vocabulary test in the first cycle, and the second cycle showed an increase in students' vocabulary mastery. This improvement could be seen from the percentage increase in student learning completeness results. This was summarized in the bar chart below:

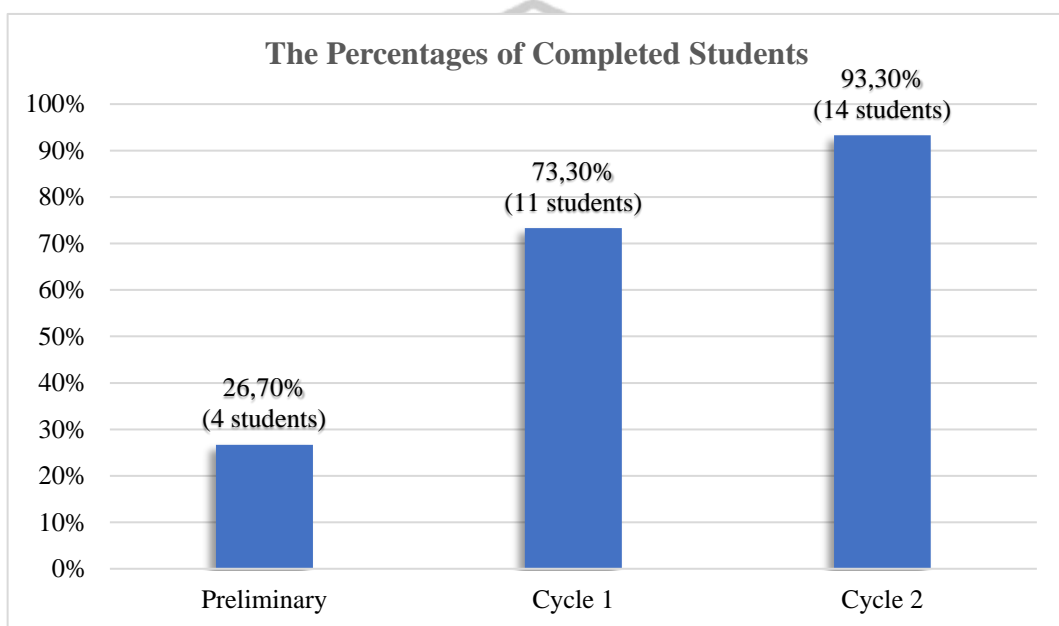


Figure 4.15  
The percentages of completed students.

From the data shown above, it could be seen that the increase in student completeness was getting better in each phase. Starting from the preliminary test in which only 4 students scored  $\geq 80$  or completed 26.7%. In cycle 1, it increased to 73.3% of students completed or 11 students who scored  $\geq 80$ . In cycle 2, student completeness had a significant increase, with 93.3% completed or 14 students who scored  $\geq 80$ . Based on the increase in student learning outcomes that reached the Criteria for Achievement of Learning Objectives, this research could be said to be successful and could be stopped until cycle 2.

Finally, according to the quantitative evidence (vocabulary test results), flashcards could help students become more proficient with words. The improvement in the students' vocabulary mastery scores served as evidence for this. The result of the research showed that the implementation of flashcards using student photographs was a very appropriate media to improve students' vocabulary mastery. Students were enthusiastic and enjoyed teaching learning and the class became active.

## **4.2 Discussion**

The researcher obtained results that answered the research questions outlined in chapter 1 after analyzing the research findings from the observation, document (photos and students' vocabulary test sheet), and vocabulary test results in cycles 1 and 2. Based on the research findings, there were significant improvements. The results of cycle 2 were better than the results of cycle 1. The results of cycle 2 exceeded the completeness criteria of the learning objectives set, 75% of students got a score of  $\geq 80$ . In cycle 1 there were 11 students completed or 73.3%. In cycle 2, 14 students completed, or 93.3%. Only one child did not complete it. There were many improvements in the results of cycle 1 and cycle 2 compared to the results of preliminary research only 4 students were complete or 26.7%.

The findings of this research also supported several of the experts' theories and concepts. Flashcards were useful instruments for resolving issues with teaching and learning. This evidence demonstrated the beneficial impact of flashcards on vocabulary students' development. Flashcards were appropriate for b class students of AL-YA'LU Superior Kindergarten. Following the use of flashcards as media, student academic performance improved. Students actively participated in the teaching-learning process and showed greater interest in improving their vocabulary in English. It aligned with the findings of Rachmita (2016). She concluded that using flashcards to teach English was more enjoyable because they could foster a cheerful learning environment and offer more kinds of game options. It could reduce the boredom brought on by an uninteresting teaching method. The

student's mental and emotional enthusiasm for their learning might rise as a result of the flashcards. Furthermore, this study's results supported those of Yuksel, H. G. et al (2020), Samad (2021), and Amirudin & Razaq (2022) who discovered that flashcards were useful for improving vocabulary mastery among students. Consequently, student vocabulary achievement was significantly improved by using Flashcards.

Many studies conducted to examine the use of flashcards as teaching materials that were very useful for teachers and students in learning English. Research focusing on vocabulary development of kindergarten students also conducted using flashcards but very few had used flashcards with the topic *My Activities* based on students' activities photos. In this study, the researcher made flashcards using students' photos as media which was still rarely done by previous researchers. The researcher took the topic *My Activities* because it was more interesting and closer to children. Children could directly apply the vocabulary they got. Based on the results of the study, students were very interested and enthusiastic about using flashcards that used their photos. They found it easier to remember the vocab in the flashcards because the pictures in the flashcards were their photos or their friends' photos. The students were very happy because their photos were used as learning media.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher presented the conclusions and suggestions drawn from the research's results in this chapter. The following were conclusions and suggestions:

#### **5.1 Conclusion**

This study examined the application of flashcards to improve the vocabulary of b class students and how the improvement was. Following a research project into the teaching of vocabulary at AL-YA'LU Superior Kindergarten through the use of flashcards and data analysis, the researcher found some findings that dealt with the study objectives presented in Chapter 1. Every conclusion reached was derived from the information gathered by the researcher. The researcher discovered the findings after examining the data to answer the research questions that were outlined in Chapter 1. They all be listed in the following order:

##### **1. The Implementation of Flashcards to Improve Students' Vocabulary Mastery**

The implementation of flashcards was carried out in two cycles. Each cycle included four stages, planning, action, observation, and reflection. There was a difference in the progress of improvement between the results of student vocabulary tests in cycle 1 and cycle 2. In cycle 1, eleven students were complete, or 73.3%. This percentage had not met the specified learning objective achievement criteria of 75% of students scoring  $\geq 80$ . These results must be improved again by making cycle 2. In the result of cycle 2, there was an improvement. Fourteen students or 93.3% had met the success criteria and got a score  $\geq 80$ . These results exceeded the predetermined learning objective achievement criteria. Next, from the observation result, the students were active and enthusiastic in learning activities because the flashcards used their photos. They had no difficulty in pronouncing and remembering the vocabularies taught. The teacher also was good when teaching the material.

## 2. The Improvement in Vocabulary Mastery through Flashcards

Based on the research data result, the improvement of students' vocabulary mastery was visible from the results of preliminary research, cycle 1 and cycle 2. Starting from the results of the vocabulary test preliminary research only 26.7% of students were complete (4). In cycle 1 it increased to 73.3% of students completed (11). In cycle 2 the number of completed students increased even more to 93.3% (14). Only one student did not meet the criteria for learning completeness. The percentage obtained in cycle 2 far exceeded the specified learning objective criteria, 75% of students completed to get a score  $\geq 80$ . This achievement was very encouraging and proved that the implementation of flashcards based on student activities' photographs worked well to improve the vocabulary mastery of B Class students of AL-YA'LU Superior Kindergarten.

### 5.2. Suggestions

Based on the results of research conducted using flashcard learning media, then several things need to be observed by some parties, as follows:

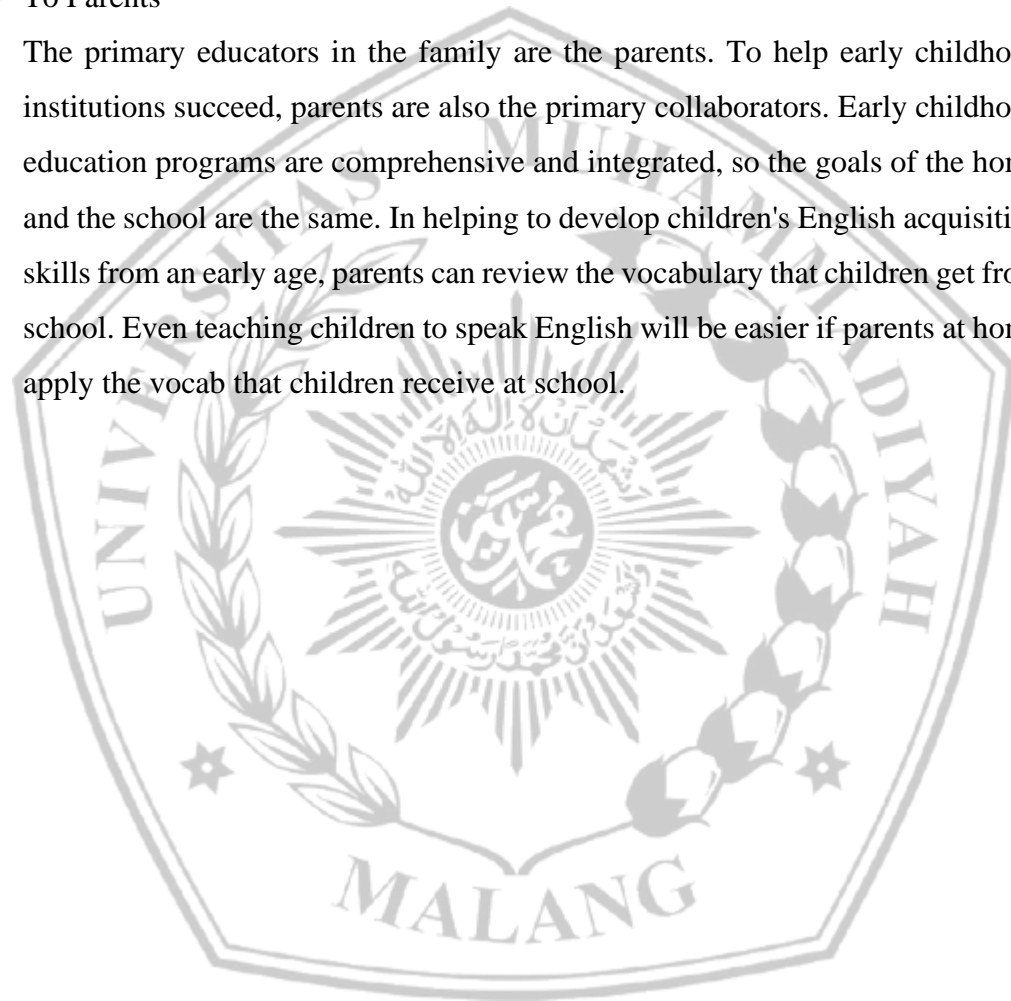
- To the English teacher.
  - a. Before beginning the lesson, the teacher must assess the behavior of the students. The goal here is to select a suitable method.
  - b. To pique students' interest in the lesson, teachers must employ engaging methods and resources, such as flashcards.
  - c. The teacher must be able to create a positive learning environment in the classroom so that the students may learn in a comfortable atmosphere. Create several methods and use flashcards to combine them, for instance. The students are not bored as a result.
  - d. With the advancement of technology, teachers can make flashcards more interesting and sophisticated. For this reason, teachers must continue to learn and strive to improve their competence, especially in the use of technology.

➤ To Other Researchers

The use of flashcards for kindergarten students is covered in this study. This study is a single effort to raise students' English language proficiency. The study's outcome is intended to serve as an additional point of reference for future investigations.

➤ To Parents

The primary educators in the family are the parents. To help early childhood institutions succeed, parents are also the primary collaborators. Early childhood education programs are comprehensive and integrated, so the goals of the home and the school are the same. In helping to develop children's English acquisition skills from an early age, parents can review the vocabulary that children get from school. Even teaching children to speak English will be easier if parents at home apply the vocab that children receive at school.



## APPENDIXES

### Appendix 1

The preliminary vocabulary test result.

No	Students' Initial	English Test	Description
1.	IRH	60	Incomplete
2.	JQN	80	Completed
3.	GAF	90	Completed
4.	AAR	70	Incomplete
5.	FMA	60	Incomplete
6.	AFH	70	Incomplete
7.	FTM	70	Incomplete
8.	FRS	50	Incomplete
9.	APK	80	Completed
10.	KAR	60	Incomplete
11.	GD	70	Incomplete
12.	MFM	50	Incomplete
13.	AA	70	Incomplete
14.	ASZ	60	Incomplete
15.	DAP	100	Completed
Total score		1040	
Mean score		69,3	
Percentage of completed students		26,7 %	4 students complete
Percentage of incomplete students		73,3 %	11 students incomplete

Description:

If the student's score was  $\geq 80$ , it was said to be complete.

If the student scores less than 80, it was considered incomplete.

## Appendix 2

### TEACHING MODULE AL-YA'LU SUPERIOR KINDERGARTEN

#### Meeting 1 of Cycle 1

Program Identity	Group: B (5-6 years) Semester/Week: 2/11 Day/Date: Wednesday, 27 <sup>th</sup> March 2024 Topic: My Activities Time Allocation: 30 minutes
Learning Objectives	<ol style="list-style-type: none"><li>1. The child could listen and follow the instructions given by the teacher.</li><li>2. The child could correctly name 5 vocabulary words (sit, stand, walk, run, and swim) in English.</li><li>3. The child could collaborate with friends.</li></ol>
Tools and Materials	<i>My Activities</i> flashcards, stationery, paper, plastic insulation and a whiteboard.
Learning Steps	<b>Opening Activities</b> <ol style="list-style-type: none"><li>1. Opening Activities with prayer.</li><li>2. Smile, greet, and made sure that nobody was absent.</li><li>3. Singing "Stand Up Sit Down" song and clapping to encourage the children.</li><li>4. The teacher explained to the students about the learning objectives that would be achieved together.</li><li>5. The researcher provided apperceptions related to the topic of <i>My Activities</i>.</li></ol> <hr/> <b>Main Activities:</b> <ol style="list-style-type: none"><li>1. The teacher showed five picture flashcards (sit, stand, walk, run, and swim) in turn and the children guessed what activity picture was in the flashcards.</li><li>2. The teacher modelled how to say the English vocabulary on the flashcards and the children followed.</li><li>3. The teacher showed the flashcards to one of the children and asked their friends to guess what activity their friend was doing.</li><li>4. The children took the flashcards mentioned by the teacher and pasted them under the word on the board.</li></ol>



### **Closing Activities**

1. Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
2. The teacher informed the students about tomorrow's play and learning activities.
5. Closing the learning activity with prayer and greetings.

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Assessment:

Methods and Techniques: Observation

Assessment Instrument: Checklist

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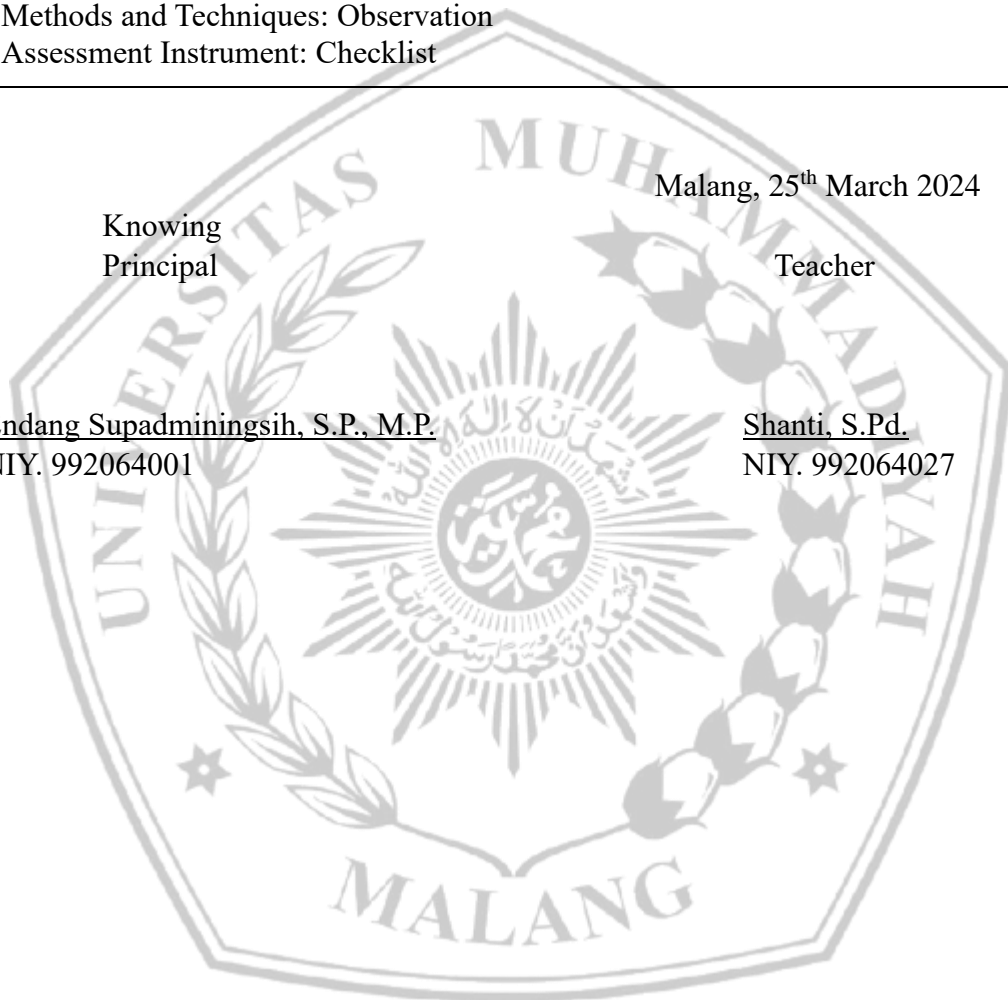
Malang, 25<sup>th</sup> March 2024

Knowing  
Principal

Teacher

Endang Supadminingsih, S.P., M.P.  
NIY. 992064001

Shanti, S.Pd.  
NIY. 992064027



## Appendix 3

### TEACHING MODULE AL-YA'LU SUPERIOR KINDERGARTEN

#### Meeting 2 of Cycle 1

Program Identity	Group: B (5-6 years) Semester/Week: 2/11 Day/Date: Thursday, 28 <sup>th</sup> Macrh 2024 Topic: <i>My Activities</i> Time Allocation: 30 minutes
Learning Objectives	<ol style="list-style-type: none"><li>1. Children could listen and follow the instructions given by the teacher.</li><li>2. Children could name 5 vocabulary words (pray, eat, drink, read, and write) correctly in English.</li><li>3. Children could collaborate with friends.</li></ol>
Tools and Materials	My Activities flashcards, stationery, paper, plastic insulation and a whiteboard.
Learning Steps	<p><b>Opening Activities</b></p> <ol style="list-style-type: none"><li>1. Opening Activities with prayer.</li><li>2. The teacher began the class by extending her greetings and checked the attendance of the students.</li><li>3. Teacher asked the students to sing “Walking-Walking” song and clapping to encourage the children.</li><li>4. The teacher made discussion about what activities have been learned yesterday The teacher reviews <i>My Activities</i> material that had learned in the last meeting.</li><li>5. The provided apperceptions related to the topic of <i>My Activities</i>.</li></ol> <hr/> <p><b>Main Activities</b></p> <ol style="list-style-type: none"><li>1. The teacher showed five picture flashcards (pray, eat, drink, read, and write) in turn and the children guessed what activity picture was in the flashcards.</li><li>2. The teacher modelled how to say the English vocabulary on the flashcards and the children followed.</li><li>3. The teacher asked the children to name the five flashcards shown in turn.</li><li>4. The teacher gave three children the opportunity to take turns to compete to pick up the flashcards as mentioned by the teacher. The winner was the fastest to pick up the flashcards.</li></ol>

### **Closing Activities**

1. Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
2. Singing and clapping related to today's learning topic.
3. The teacher informed the students about tomorrow's play and learning activities.
4. Closing the learning activity with prayer and greetings.

---

### **Assessment:**

Assessment:

Methods and Techniques: Observation

Assessment Instrument: Checklist

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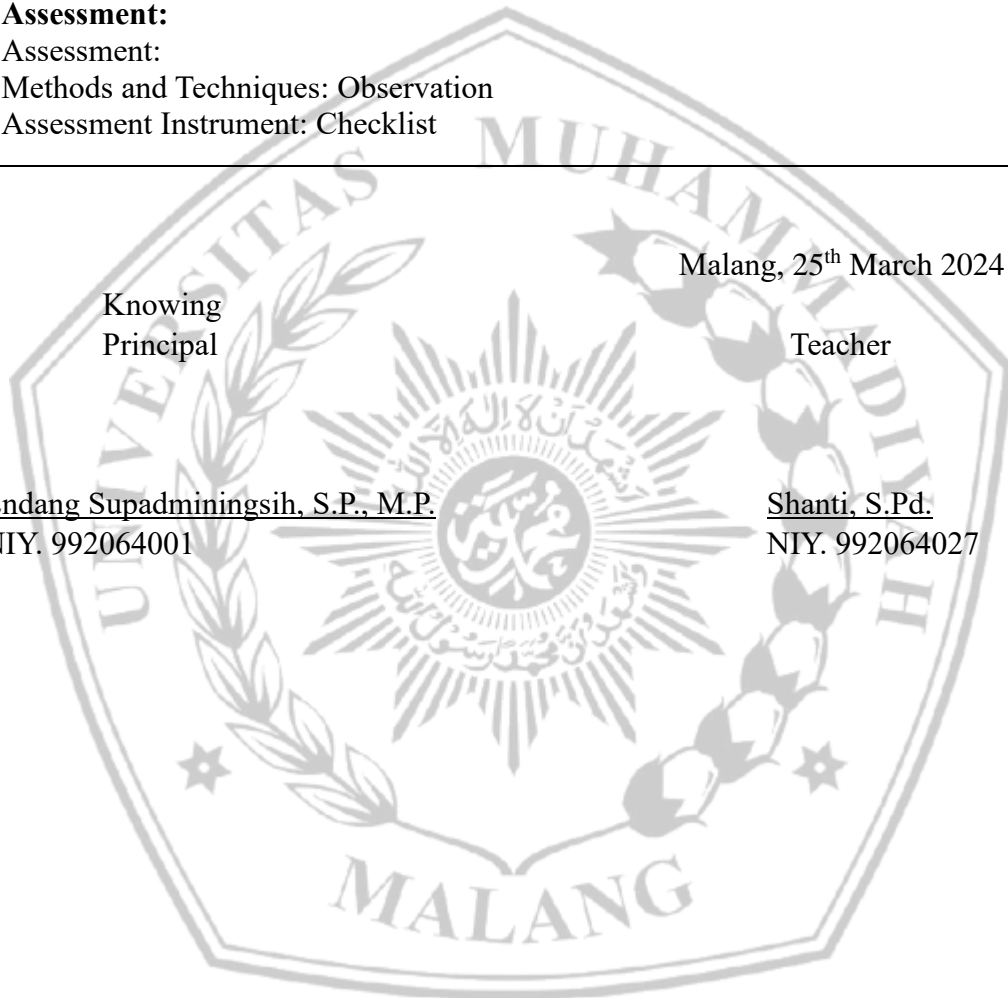
Malang, 25<sup>th</sup> March 2024

Knowing  
Principal

Teacher

Endang Supadminingsih, S.P., M.P.  
NIY. 992064001

Shanti, S.Pd.  
NIY. 992064027



## Appendix 4

### TEACHING MODULE AL-YA'LU SUPERIOR KINDERGARTEN

#### Meeting 3 of Cycle 1

Program Identity	Group : B (5-6 years) Semester/Week : 2/11 Day/Date : Friday, 29 <sup>th</sup> March 2024 Topic : <i>My Activities</i> Time Allocation : 30 minutes Phase : Foundation
Learning Objectives	<ol style="list-style-type: none"><li>1. The child could listen and follow the instructions given by the teacher.</li><li>2. The child could correctly name 10 vocabulary words (1) Pray, 2) Eat, 3) Drink, 4) Read, 5) Write, 6) Stand, 7) Walk, 8) Run, 10) swim.</li><li>3. The child could collaborate with friends.</li></ol>
Tools and Materials	<i>My Activities</i> flashcards, stationery, paper, and vocabulary test items.
Learning Steps	<b>Opening Activities</b> <ol style="list-style-type: none"><li>1. Opening Activities with prayer.</li><li>2. The teacher began the class by extending her greetings and checked the attendance of the students.</li><li>3. The teacher asked the students to sing the "Walking-Walking" song and clap to encourage the children.</li><li>4. The teacher discussed what activities had been learned yesterday.</li></ol> <hr/> <b>Main Activities</b> <p>The teacher administered the vocabulary test. The vocabulary test consisted of ten questions, matching flashcards with the words. Before giving the vocabulary test, the teacher reviewed the material <i>My Activities</i> by showing ten flashcards quickly and the children guessed the flashcards shown by the teacher.</p> <hr/> <b>Closing Activities</b> <ol style="list-style-type: none"><li>1. Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what had been learned today.</li><li>2. Singing and clapping related to today's learning topic.</li><li>3. The teacher informed the students about tomorrow's play and learning activities.</li></ol>

4. Closing the learning activity with prayer and greetings.

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**Assessment:**

Assessment:

Methods and Techniques: Observation

Assessment Instrument: Checklist, Vocabulary test

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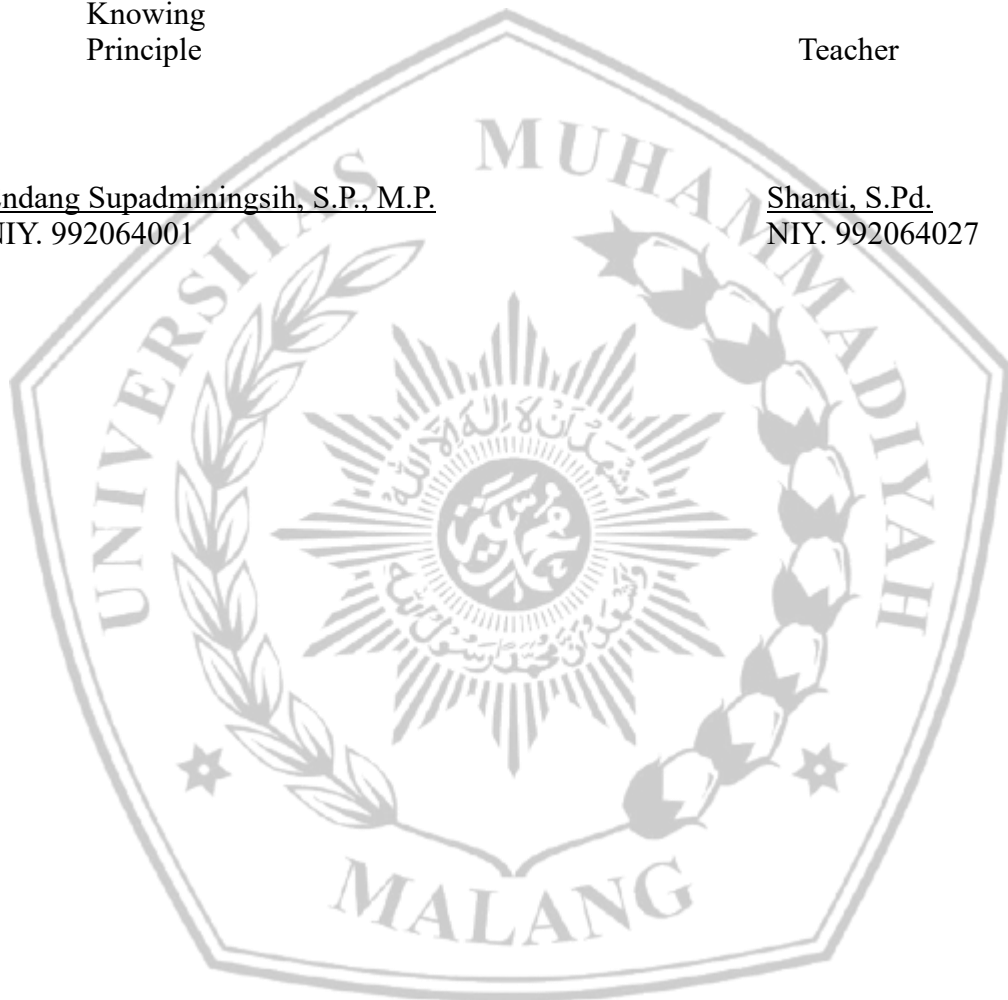
Malang, 25<sup>th</sup> March 2024

Knowing  
Principle

Teacher

Endang Supadminingsih, S.P., M.P.  
NIY. 992064001

Shanti, S.Pd.  
NIY. 992064027



**Appendix 5**  
**Vocabulary Test Result of Cycle 1**

No	Students' Initial	Vocabulary Test	Description
1.	IRH	80	Completed
2.	JQN	80	Completed
3.	GAF	90	Completed
4.	AAR	80	Completed
5.	FMA	70	Incomplete
6.	AFH	90	Completed
7.	FTM	80	Completed
8.	FRS	80	Completed
9.	APK	90	Completed
10.	KAR	70	Incomplete
11.	GD	80	Completed
12.	MFM	70	Incomplete
13.	AA	80	Completed
14.	ASZ	70	Incomplete
15.	DAP	100	Completed
Total score		1210	
Mean score		80,67	
Percentage of completed students		73,3 %	11 students complete
Percentage of incomplete students		26,7 %	4 students incomplete

Description:

If the student's score was  $\geq 80$ , it was said to be complete.

If the student scores less than 80, it was considered incomplete.

Appendix 6: Vocabulary Test of Cycle 1



VOCABULARY TEST I

Name: \_\_\_\_\_

Draw a line from picture the on the left to the matching word on the right!



EAT



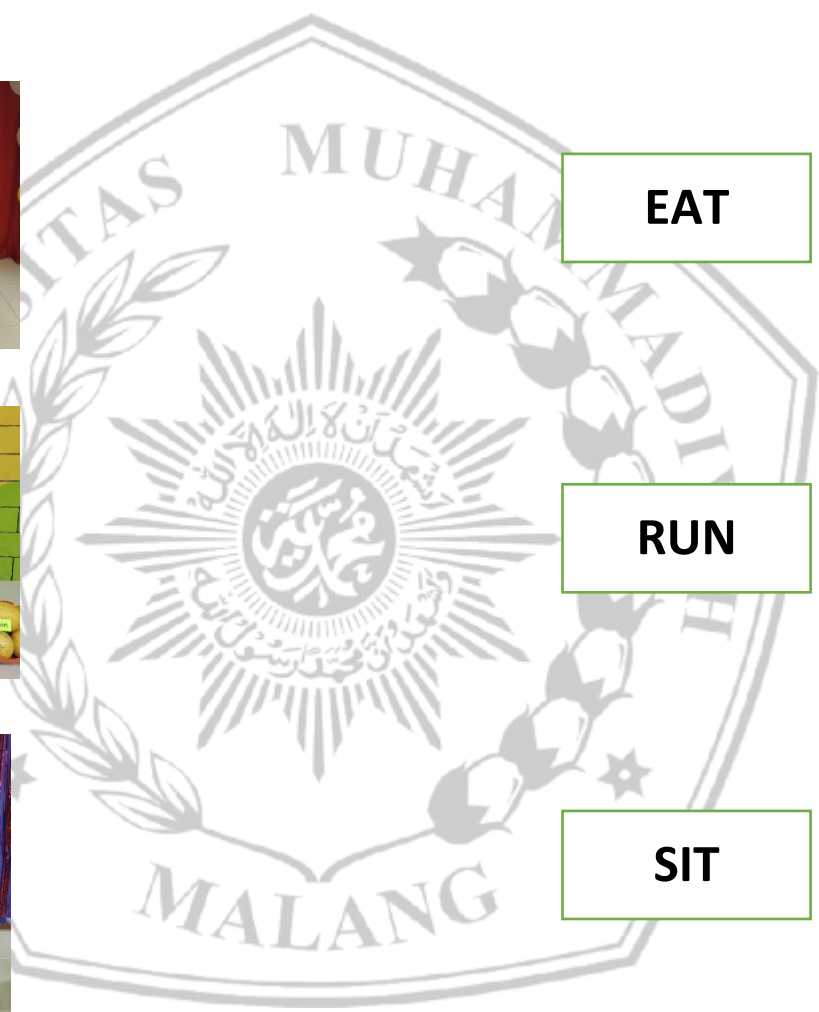
RUN



SIT



DRINK





**WRITE**



**READ**



**PRAY**



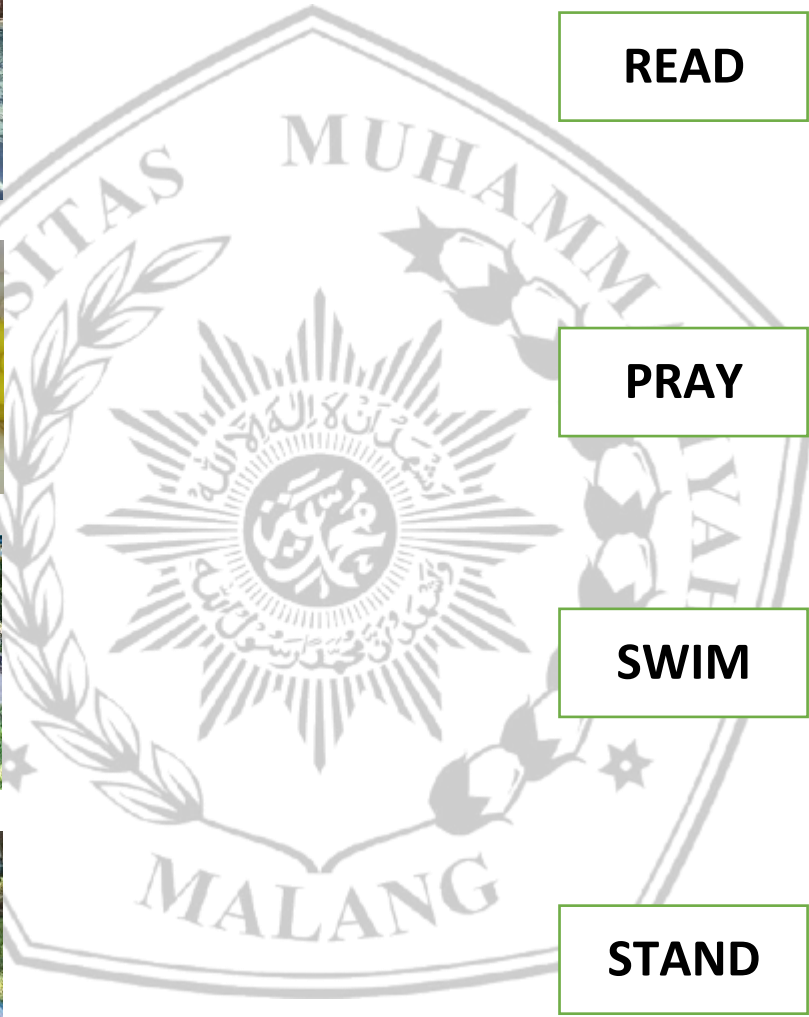
**SWIM**



**STAND**



**WALK**





## Appendix 7

### Students' Vocabulary Test Results Sheet of Cycle 1

No	Name & Score	Vocabulary Test Result
1.	DAP (100)	
2.	APK (90)	
3.	AFH (90)	

4. GAF (90)

VOCABULARY TEST I 90

Name: gaf

Draw a line from picture the on the left to the matching word on the right!

EAT  
RUN  
SIT  
DRINK  
WRITE

READ  
PRAY  
SWIM  
STAND  
WALK

5. IRH (80)

VOCABULARY TEST I 80

Name: irh

Draw a line from picture the on the left to the matching word on the right!

EAT  
RUN  
SIT  
DRINK  
WRITE

READ  
PRAY  
SWIM  
STAND  
WALK

6. JQN (80)

VOCABULARY TEST I 80

Name: jqn

Draw a line from picture the on the left to the matching word on the right!

EAT  
RUN  
SIT  
DRINK  
WRITE











READ  
PRAY  
SWIM  
STAND  
WALK

7. AAR (80)

VOCABULARY TEST I 80

Name:                     

Draw a line from picture (the on the left) to the matching word on the right!











	EAT		READ
	RUN		PRAY
	SIT		SWIM
	DRINK		STAND
	WRITE		WALK

8. AA (80)

VOCABULARY TEST I 80

Name:                     

Draw a line from picture (the on the left) to the matching word on the right!











	EAT		READ
	RUN		PRAY
	SIT		SWIM
	DRINK		STAND
	WRITE		WALK

9. FRS (80)

VOCABULARY TEST I 80

Name:                     

Draw a line from picture (the on the left) to the matching word on the right!

	EAT		READ
	RUN		PRAY
	SIT		SWIM
	DRINK		STAND
	WRITE		WALK

10. FTM (80)

VOCABULARY TEST I

Name: FTM

80

Draw a line from picture the on the left to the matching word on the right!

EAT

RUN

SIT

DRINK

WRITE

READ

PRAY

SWIM

STAND

WALK

11. GD (80)

VOCABULARY TEST I

Name: GD

80

Draw a line from picture the on the left to the matching word on the right!

EAT

RUN

SIT

DRINK

WRITE

READ

PRAY

SWIM

STAND

WALK

12. KAR (70)

VOCABULARY TEST I

Name: Khalia

70

Draw a line from picture the on the left to the matching word on the right!

EAT

RUN

SIT

DRINK

WRITE

READ

PRAY

SWIM

STAND

WALK

13. ASZ (70)

VOCABULARY TEST I 70

Name: Saura

Draw a line from picture the on the left to the matching word on the right!

This vocabulary test consists of two pages. The left page shows five pictures of people performing actions: a person sitting at a table, a person drinking from a cup, a person sitting on a bench, a person drinking from a cup, and a person writing at a desk. Lines connect these pictures to the words EAT, RUN, SIT, DRINK, and WRITE on the right. The right page shows five pictures of people performing actions: a person reading, a person praying, a person swimming, a person standing, and a person walking. Lines connect these pictures to the words READ, PRAY, SWIM, STAND, and WALK on the right. There are 'X' marks next to the first three pictures on the right page, indicating they were not matched.

14. MFM (70)

VOCABULARY TEST I 70

Name: Poetria

Draw a line from picture the on the left to the matching word on the right!

This vocabulary test consists of two pages. The left page shows five pictures of people performing actions: a person sitting at a table, a person drinking from a cup, a person sitting on a bench, a person drinking from a cup, and a person writing at a desk. Lines connect these pictures to the words EAT, RUN, SIT, DRINK, and WRITE on the right. The right page shows five pictures of people performing actions: a person reading, a person praying, a person swimming, a person standing, and a person walking. Lines connect these pictures to the words READ, PRAY, SWIM, STAND, and WALK on the right. There are 'X' marks next to the first three pictures on the right page, indicating they were not matched.

15. FMA (70)

VOCABULARY TEST I 70

Name: Farel

Draw a line from picture the on the left to the matching word on the right!

This vocabulary test consists of two pages. The left page shows five pictures of people performing actions: a person sitting at a table, a person drinking from a cup, a person sitting on a bench, a person drinking from a cup, and a person writing at a desk. Lines connect these pictures to the words EAT, RUN, SIT, DRINK, and WRITE on the right. The right page shows five pictures of people performing actions: a person reading, a person praying, a person swimming, a person standing, and a person walking. Lines connect these pictures to the words READ, PRAY, SWIM, STAND, and WALK on the right. There are 'X' marks next to the first three pictures on the right page, indicating they were not matched.

## Appendix 8

### Learning Activities of Cycle 1 Meeting 1



The student asked their friends to guess what activity on the flashcards.

### Learning Activities of Cycle 1 Meeting 2

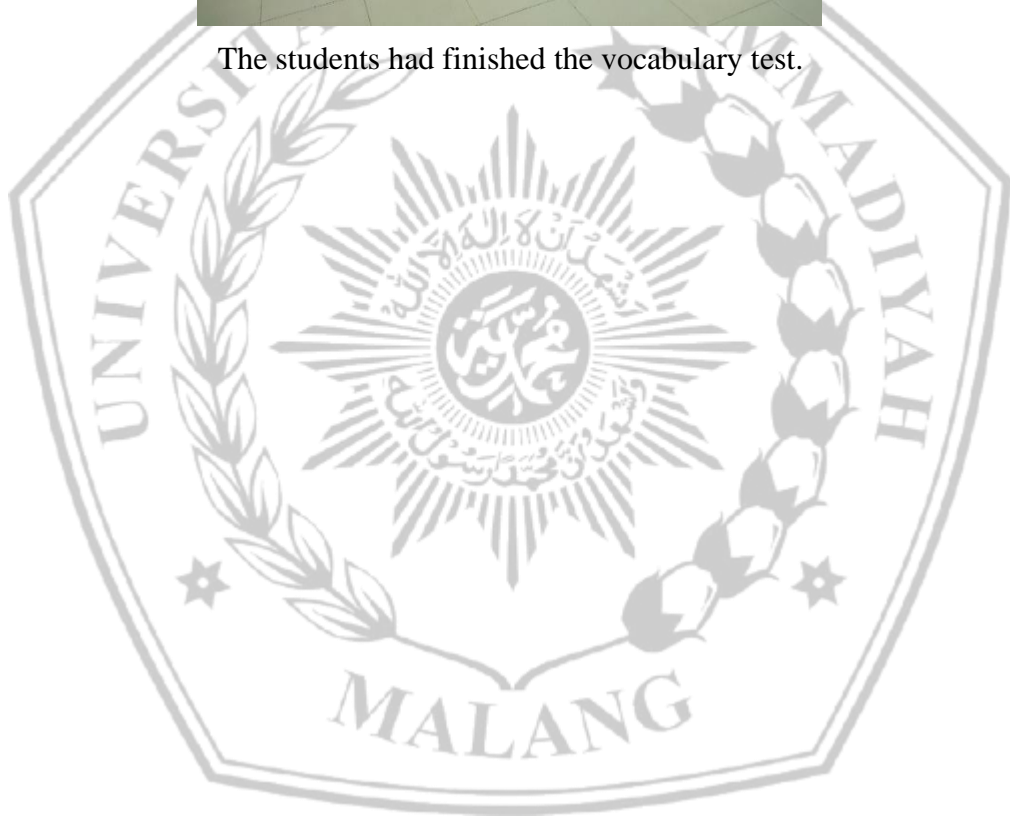


The winner was the one who raises the flashcard the fastest.

Learning Activities of Cycle 1 Meeting 3



The students had finished the vocabulary test.



## Appendix 9

### TEACHING MODULE AL-YA'LU SUPERIOR KINDERGARTEN

#### Meeting 1 of Cycle 2

Program Identity	Group: B (5-6 years) Semester/Week: 2/16 Day/Date: Thursday, 4 <sup>th</sup> April 2024 Topic: My Activities Time Allocation: 30 minutes
Learning Objectives	<ol style="list-style-type: none"><li>1. The child could listen and follow the instructions given by the teacher.</li><li>2. The child could correctly name 10 vocabulary words (1) Pray, 2) Eat, 3) Drink, 4) Read, 5) Write, 6) Stand, 7) Walk, 8) Run, 10) swim.</li><li>3. The child could collaborate with friends.</li></ol>
Tools and Materials	<i>My Activities</i> flashcards
Learning Steps	<p><b>Opening Activities</b></p> <ol style="list-style-type: none"><li>1. Opening Activities with prayer.</li><li>2. Smile, greet, and and making sure that nobody was absent.</li><li>3. Singing song and clapping to encourage the children.</li><li>4. The teacher explained to the students about the learning objectives that would be achieved together.</li><li>5. The researcher provided apperceptions related to the topic of <i>My Activities</i>.</li></ol> <hr/> <p><b>Main Activities:</b></p> <ol style="list-style-type: none"><li>1. The teacher showed ten picture flashcards in quick succession and the children guessed what activity was on the flasheards.</li><li>2. The teacher invited the children to play chain message. Before starting the game, the teacher explained how to play chain messages. The teacher divided the students into two groups and lined them up according to their groups. The representative of each group who lined up at the front was shown different flashcards then he/she had to whisper what flashcard picture he/she was holding. Each group must maintain the confidentiality of the flashcards they held lest the opposing group knew the image of the flashcards they held.</li></ol>



When the game started, the first child who received the whispered message then passed it on to the second child who was lined up behind him. The second child then whispered the word he heard to the third child and so on until all of the children in the line got their turn. The last child who got the message must immediately said the word he heard out loud. The teacher then corrected whether the words spoken by each group matched the flashcards given. The group that got the score was the one that could guess and say the flashcards shown correctly. The winner of the game was the group that guessed the most flashcards and pronounced the flashcards shown correctly. If the scores of the two groups were equal, a game session would be made where the winner was the one who managed to complete the game with the fastest time and the correct answer.

---

#### **Closing Activities**

1. Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
2. The teacher informed the students about tomorrow's play and learning activities.
3. Closing the learning activity with prayer and greetings.

---

Assessment:

Methods and Techniques: Observation

Assessment Instrument: Checklist

---

Knowing  
Principal

Malang, 2<sup>nd</sup> April 2024

Teacher

Endang Supadminingsih, S.P., M.P.  
NIY. 992064001

Shanti, S.Pd.  
NIY. 992064027

## Appendix 10

### TEACHING MODULE AL-YA'LU SUPERIOR KINDERGARTEN

#### Meeting 2 of Cycle 2

Program Identity      Group : B (5-6 years)  
Semester/Week : 2/16  
Day/Date : Friday, 5<sup>th</sup> April 2024  
Topic : *My Activities*  
Time Allocation : 30 minutes  
Phase : Foundation

---

Learning Objectives

1. The child could listen and follow the instructions given by the teacher.
2. The child could correctly name 10 vocabulary words (1) Pray, 2) Eat, 3) Drink, 4) Read, 5) Write, 6) Stand, 7) Walk, 8) Run, 10) swim.
3. The child could collaborate with friends.

---

Tools and Materials      *My Activities* flashcards, stationery, paper, and vocabulary test items.

---

Learning Steps

**Opening Activities**

1. Opening Activities with prayer.
2. The teacher began the class by extending her greetings and checked the attendance of the students.
3. The teacher asked the students to sing the song and clap to encourage the children.
4. The teacher discussed what activities had been learned yesterday.

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**Main Activities**

The teacher administered the vocabulary test. The vocabulary test consisted of ten questions, matching flashcards with the words. Before giving the vocabulary test, the teacher reviewed the material *My Activities* by showing ten flashcards quickly and the children guessed the flashcards shown by the teacher.

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**Closing Activities**

1. Reflection: the teacher asked how the children felt and asked the children to share their learning experiences today. Students and teacher together summarized what has been learned today.
  2. Singing and clapping related to today's learning topic.
-

- 
3. The teacher informed the students about tomorrow's play and learning activities.
  4. Closing the learning activity with prayer and greetings.
- 

**Assessment:**

Assessment:

Methods and Techniques: Observation

Assessment Instrument: Checklist, vocabulary test.

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Malang, 2<sup>nd</sup> April 2024

Knowing  
Principle

Teacher

Endang Supadminingsih, S.P., M.P.  
NIY. 992064001

Shanti, S.Pd.  
NIY. 992064027



## Appendix 11

### Vocabulary Test Result of Cycle 2

No	Students' Initial	Vocabulary Test	Description
1.	IRH	100	Completed
2.	JQN	100	Completed
3.	GAF	100	Completed
4.	AAR	100	Completed
5.	FMA	70	Incomplete
6.	AFH	100	Completed
7.	FTM	90	Completed
8.	FRS	100	Completed
9.	APK	100	Completed
10.	KAR	80	Completed
11.	GD	100	Completed
12.	MFM	80	Completed
13.	AA	90	Completed
14.	ASZ	80	Completed
15.	DAP	100	Completed
Total score		1.390	
Mean score		92,67	
Percentage of completed students		93,3 %	14 students complete
Percentage of incomplete students		6,7 %	1 student incomplete

Description:

If the student's score was  $\geq 80$ , it was said to be complete.

If the student scores less than 80, it was considered incomplete.

Appendix 12: Vocabulary Test of Cycle 2



## VOCABULARY TEST 2

Name : \_\_\_\_\_

Draw a line from picture the on the left to the matching word on the right!

PRAY

WALK

EAT

READ



**SWIM**



**DRINK**



**SIT**



**WRITE**



**STAND**



**RUN**

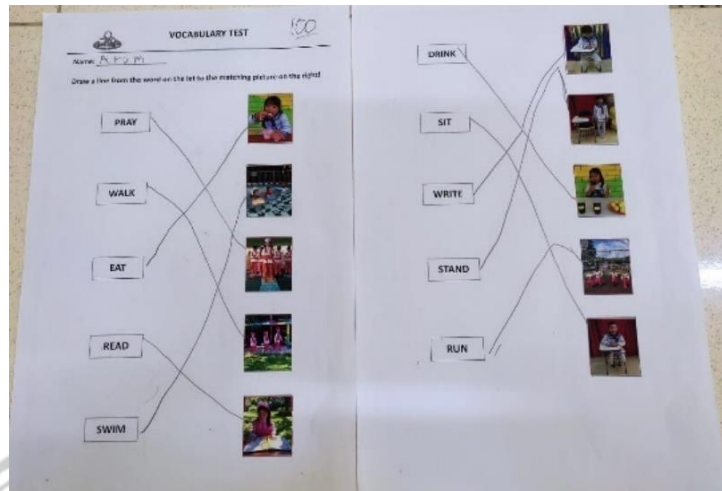


## Appendix 13

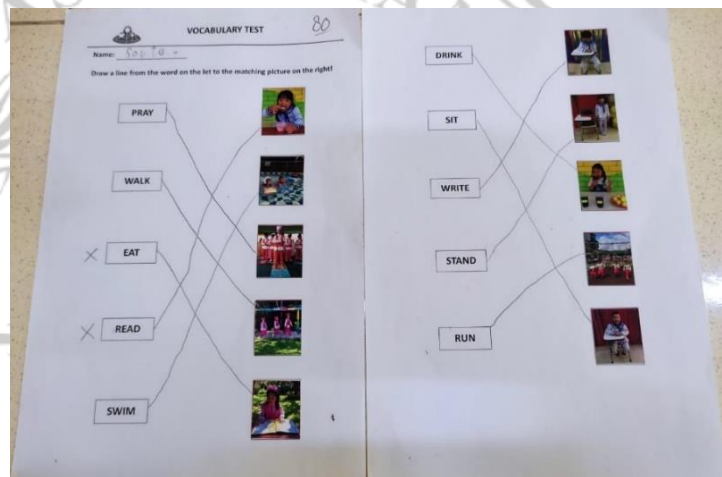
### Students' Vocabulary Test Results Sheet of Cycle 2

No	Name & Score	Vocabulary Test Result
1.	IRH (100)	
2.	JQN (100)	
3.	GAF (100)	

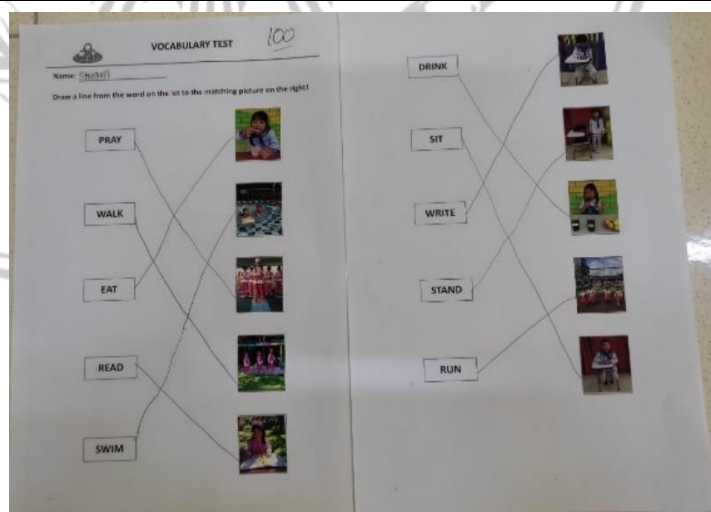
4. AAR (100)



5. AFH (100)

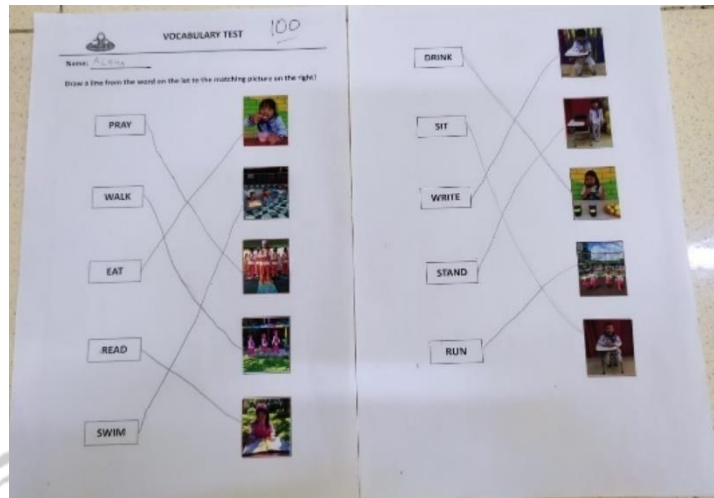


6. FRS (100)

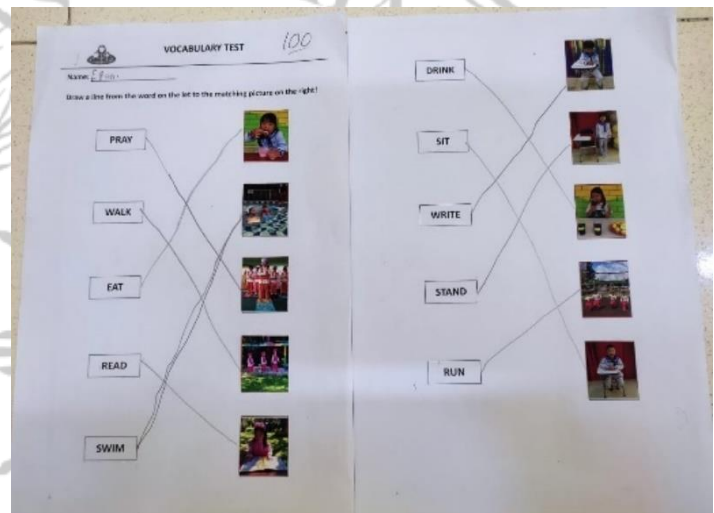




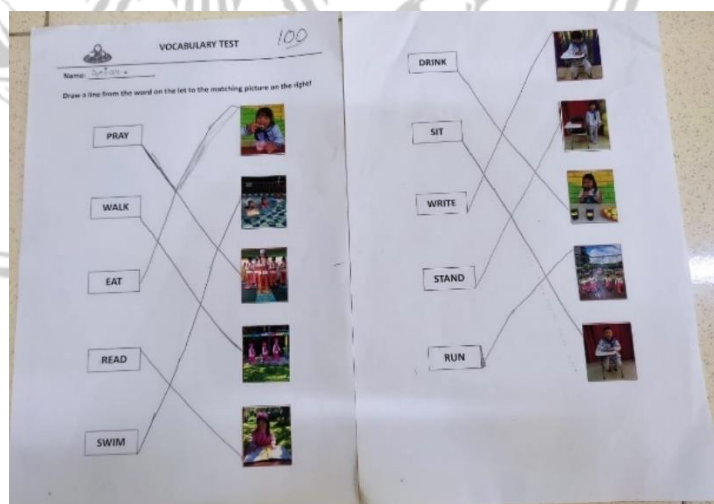
7. APK (100)



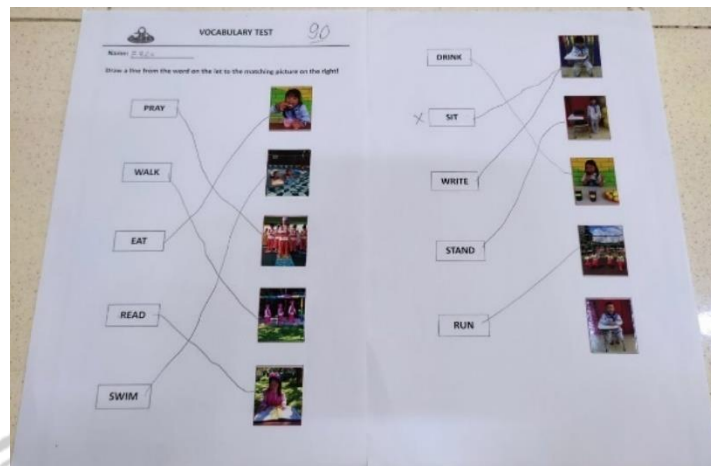
8. GD (100)



9. DAP (100)



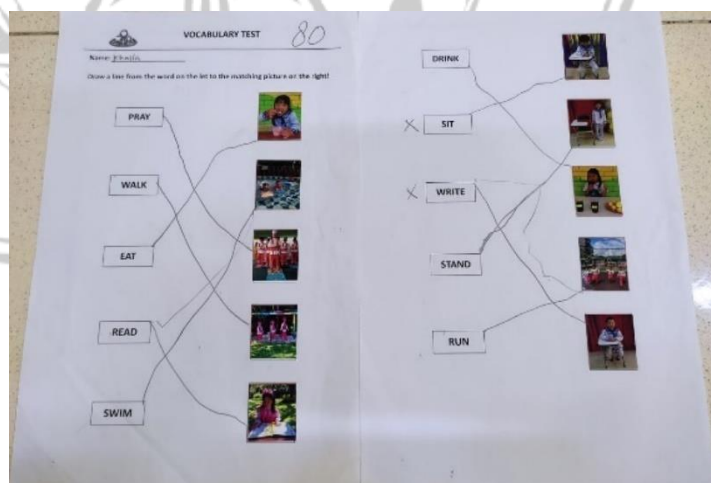
10. FTM (90)



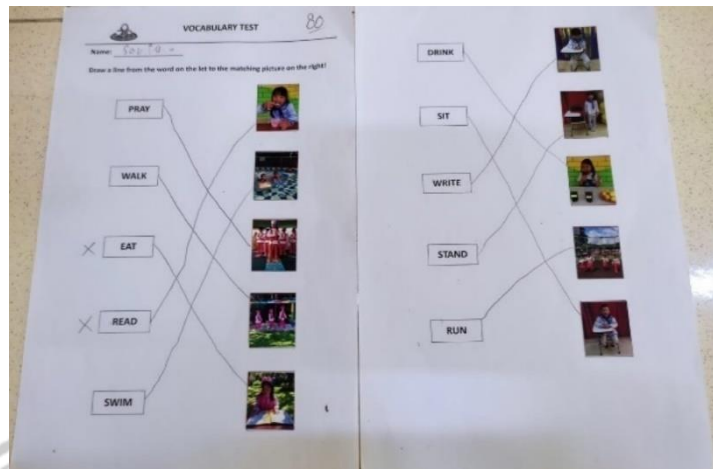
11. AA (90)



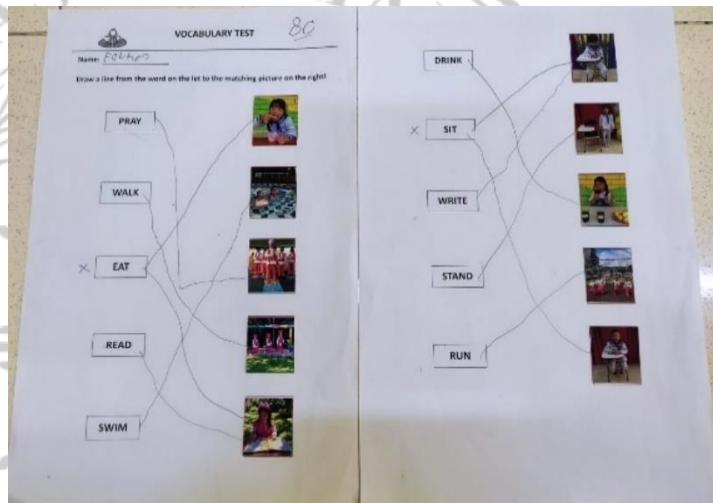
12. KAR 80



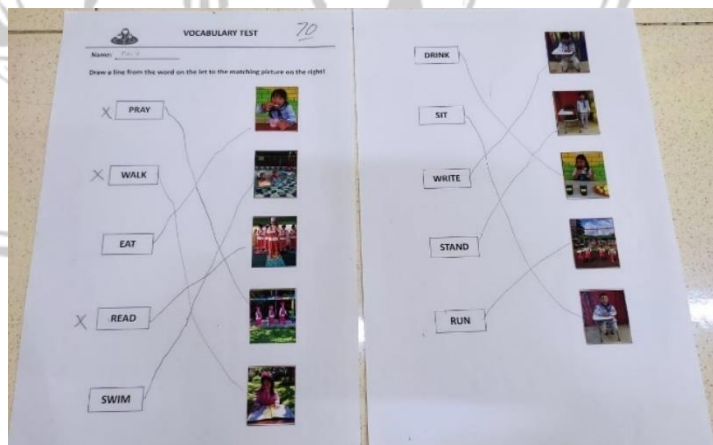
13. ASZ (80)



14. MFM (80)



15. FMA (70)



## Appendix 14

### Learning Activities of Cycle 2 Meeting 1



The teacher reviewed the material.



Students guessed the activity on the flash card.

### Learning Activities of Cycle 2 Meeting 2



The teacher was explaining how to do the vocabulary test.

## Appendix 15

### Field Note 1 of Cycle 1 Meeting 1

Day/Date : Wednesday, 27<sup>th</sup> March 2024

Place : B Class of AL-YA'LU Superior Kindergarten

Time : 08.30 – 09.00 a.m.

This morning, was the first day the researcher, who was also the teacher of class B Medium, started the English teaching treatment on the topic of *My Activities* by using flashcards whose pictures were taken from the students' photos.

The teacher started the lesson by inviting the children to sing the song “Stand Up Sit down” and clap to encourage the children. Next, the teacher explained to the children what they would learn today. The children would learn about *My Activities*. To make it easier for children to learn, flashcards have been prepared. When the students saw the photos on the flashcards, they were very enthusiastic and shouted. “Hey look, that's my picture! That's your picture...”! Wow! The students approached the teacher to see their pictures on the flashcards. The teacher calmed them down to sit back down. The students were eager to learn. The teacher then showed the flashcards containing the students' activities. The students could mention what activities were on the flashcards in Indonesian but not in English.

The teacher showed five picture flashcards (sitting, standing, walking, running, and swimming) in turn and the children guessed what activity picture was on the flashcard. The teacher then modelled how to say the vocabulary on the flashcards and the children followed suit. The teacher repeated the correct pronunciation of the vocab and the students said it over and over again until the pronunciation was correct. There was one student who could not pronounce the letter r correctly but it did not matter because even though the pronunciation of the letter r was not perfect, what he said could be clearly understood. This student was also eager to learn. Five vocabulary words were taught and then the teacher guessed the children with flashcards quickly. Not all children could answer correctly, many of them still forgot how to pronounce the vocab in English. Children who could not answer were mostly silent.

The teacher then motivated the children and rewarded the children who tried to answer with a star. Some children who did not want to answer did not get a prize. Next, the teacher invited the students to play by sticking flashcards on the board, under the writing that had been provided. The students took turns sticking the flashcards that the teacher mentioned. Some students pasted the wrong flashcards. The teacher then helped the student understand her mistakes by asking triggering questions so that the students could be directed to find the correct answer. The teacher succeeded in provoking students' thinking and finally, students could recognize her mistakes and then choose the correct answer. The students were very interested in using flashcards that used their photos. Some students who usually could not stay still in class, could calm down for a moment listening to the teacher's explanation because their photos are used as flashcards. They were happy and could quickly memorize the vocab from their activities. Unfortunately, the lesson

exceeded the time limit of 30 minutes because the students were so excited that the teacher unknowingly missed the time limit.

At the end of the lesson, the teacher and students made a reflection on what had been learned that day. The teacher also informed the students that tomorrow's activity would be even more fun and the students welcomed it with enthusiasm. The teacher then ended the meeting by reciting *Alhamdulillah* and said salam.



## Appendix 16

### Field Note 2 of Cycle 1 Meeting 2

Day/Date : Thursday, 28<sup>th</sup> March 2024

Place : The Playground of AL-YA'LU Superior Kindergarten

Time : 08.30 – 09.00 a.m.

This morning was very sunny, and all of the students attended class. Today's meeting was the second day of cycle 1 to learn about My Activities. The teacher invited the children to learn and play on the playground. The students were very happy when invited to learn outside. The teacher utilized the playground area for learning so that students did not get bored learning in the classroom and maintained the students' mood. The students were invited to sit in a letter U. The teacher invited the students to sing the Walking-Walking song and clap to encourage them. The teacher reviewed the material learned yesterday and made an apperception. Not all of the students remembered the vocabulary taught yesterday. Some forgot how to pronounce it.

After reviewing the five vocabularies that had been learned before, the teacher then introduced five new vocabularies namely pray, eat, drink, read, and write. The teacher used a drilling technique to teach the vocabulary of My Activities by using flashcard media. It was expected that children would be able to pronounce the word correctly and understand its meaning. The pronunciation of each word must be repeated until the students pronounce it correctly.

To attract the attention of the students, the teacher has prepared games that could make the children enjoy learning. The teacher has prepared three sets of My Activities flashcards. One set of flashcards contains ten flashcards. The way to play was that the selected students would look for the flashcards mentioned by the teacher. The students should try to find the flashcards as quickly as possible. The winner was the fastest student who could show the flashcards mentioned. The game began. For the first chance, three girls were selected (DAP, FTM, and ASZ) to play after they successfully guessed the activities on the flashcards shown by the teacher. After the three students were ready, the teacher then mentioned: "swim". The students ran to the flashcards that had been prepared and they competed to be the fastest to find. A few seconds later DAP had successfully found and shouted "swim" and then handed it to the teacher.

The next opportunity to play was given to three selected male students. The students prepared and the teacher also prepared to provide a word. Ok, students now take the "write" flashcards. One, two, three.... go! As soon as the count stopped, the students ran towards the flashcards provided. IRH and APK found the "write" flashcards in just seconds and raised them high. "Write!" they shouted together. Hooray... I did it! I did it too... yes! They shouted happily. The teacher was pleased that they could find the flashcards together so quickly. The next chance to play was given to three groups of players. The winners were five students from the five groups that played. The winners received stickers and folding papers. Participants

who were not lucky enough to be winners also received a sticker as an encouragement for their efforts.

The students were happy. When they saw that the players who didn't win couldn't find the flashcards they were looking for, they tried to give hints so they could find them. "Write.... is FMA who is writing. Although they did not memorize the writing, the students knew it was FMA's photo. Using student photos is very beneficial because if they can't memorize the writing from photos, they would know what activities their friends are doing. Using flashcards media based on student photos helps learning English vocabulary more easily. Today's learning activity ended with a joint reflection between the teacher and students. Then the teacher closed the learning activity with prayer and greetings.





## Appendix 17

### Field Note 3 of Cycle 1 Meeting 3

Day/Date : Friday, 29<sup>th</sup> March 2024

Place : B Class of AL-YA'LU Superior Kindergarten

Time : 08.30 – 09.00 a.m.

This Friday morning, was the chance for students to learn English. In this third meeting of cycle 1, the teacher would give vocabulary tests to B Class students. Alhamdulillah, all the students were present. Before starting the vocabulary test, the teacher reviewed the material of *My Activities*. After the students were ready to take the test, the teacher explained how to take the vocabulary test. There were 10 test questions. If all the answers were correct, they would get 100. Each question was worth 10 points. In the question sheet, matching picture flashcards with the words. The task of the students was to draw a correct line between the words and the picture. After the students understood how to do it, the teacher distributed the test sheets. The teacher gave a message to the students to work independently and not to cheat on friends. Whatever the score was from your efforts is better than cheating.

The students began to take the test. In the first few minutes, the class was quiet. The students concentrated on their work. Ten minutes later many students had finished working. The students who had not finished working began to get restless and lose concentration. They tried to ask their friends who had finished or glanced at their friends' answers. The teacher calmed the situation. "Children, if you haven't finished, don't ask your friends or cheat. Child, do as much as you can. If you can't, it's okay, we will study again until you can. Okay?" the classroom situation calmed down. The students who had finished the test could collect their answers and leave the classroom to enjoy the snacks. Exactly at 08.55 a.m. all of the students had finished the vocabulary test.

## Appendix 18

### Field Note 4 of Cycle 2 Meeting 1

Day/Date : Thursday, 4<sup>th</sup> April 2024

Place : The Playground of AL-YA'LU Superior Kindergarten

Time : 08.30 – 09.00 a.m.

B Class it's time to learn English. In the first meeting of cycle 2, we continued learning about My Activities using flashcard media. We were learning on the basketball court. The students sat in front of the teacher in a letter u shape. The teacher began the class by extending her greetings and made sure there were no students absent. The teacher asked the students to sing the Can You Stand Up song and clapped to encourage the children.

On this occasion, the teacher asked the students to mention the various activities they had done. All of the students mentioned with enthusiasm. The teacher praised them. Then the teacher showed the flashcards to the students and asked them to mention them in correct English. The teacher listened carefully and noted the words that were still mispronounced. The mispronounced words were corrected classically then the students were asked to pronounce them one by one. The teacher gave an example of how to pronounce correctly then the students followed.

After correcting the wrong pronunciation, the student could pronounce it correctly later then, the teacher asked students to play chain messages. The teacher explained how to play chain messages. The teacher split up students into two groups and then arranged them in lines according to groups. The first group was led by GD and the second group was led by GAF. The teacher gave different flashcards to the representatives of each group who were in the front row. The group representative then whispered the picture of the flashcards he/she was holding to the friend behind him/her. To prevent other groups from knowing the picture of the flashcards they had, each group must keep the cards they had secret.

When the game started, the first student who got the message whispered it to the second student in line behind him. After that, the second child whispered the word he heard to the third child, and so on, until every child in the line had a turn. The last child who received the message must quickly say the word aloud. The teacher then checked whether the words spoken by each group were correct or not. The group that could correctly pronounce the given flashcards is the winner. The group that pronounced the most flashcards shown correctly was the winner of the game. At the end of the game, GD's group managed to get the highest score and became the winner. The students were very excited to play with chain messages. The excitement of the game could be seen from their enthusiasm. Sometimes the word whispered by the student who received the first message was different from the whispered word received by the last student, so the word spoken was wrong and did not get points. After being investigated, it turned out that the student in the middle row whispered the wrong word because he/she was not concentrating. The teacher awarded donuts and stickers to the team that won the game. While the team lost the game, the teacher also gave them donuts.

The chain message game was over. The teacher closed the meeting. The teacher and students made conclusions about what had been learned today and reflected with students on the learning that had taken place. The teacher also asked how the students felt after joining the teaching and learning process. Finally, the teacher closed the lesson with prayers and greetings.



## Appendix 19

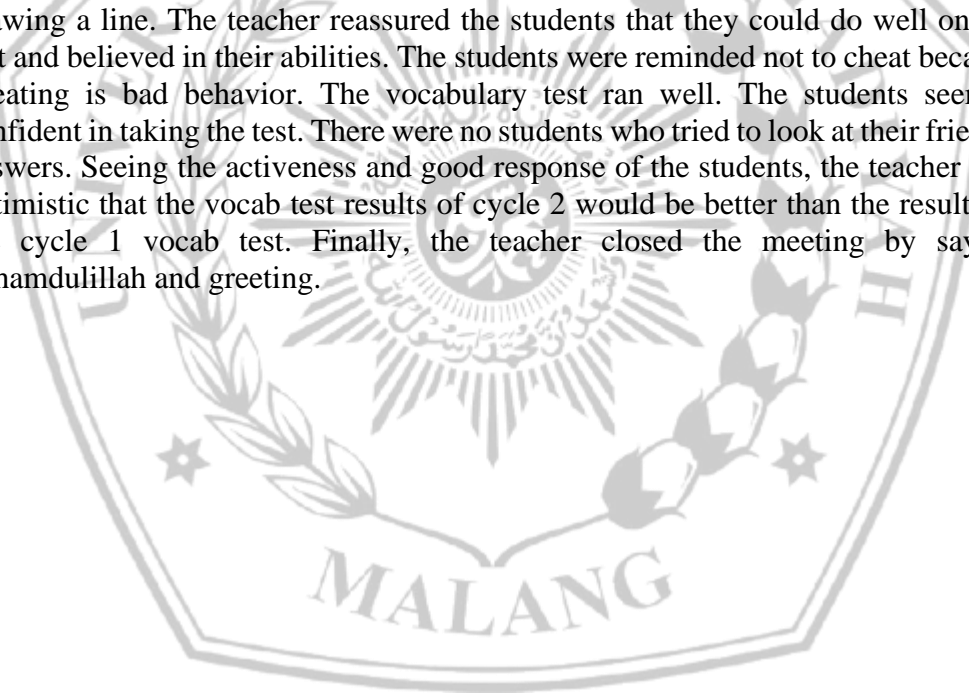
### Field Note 5 of Cycle 2 Meeting 2

Day/Date : Friday, 5<sup>th</sup> April 2024

Place : B Class of AL-YA'LU Superior Kindergarten

Time : 08.30 – 09.00 a.m.

Today was the last meeting of cycle 2, the students were learning in the classroom. The students were all present and seemed excited. The teacher opened the lesson by greeting and explaining the activities to be carried out. The teacher would give an evaluation of My Activities material in the form of a vocabulary test. The teacher encouraged the children by inviting them to sing a song, clap, and yell. Before starting the vocabulary test, the teacher reviewed the vocabulary that they had learned by quickly guessing using flashcards. The students were active and scrambled to answer. After reviewing the material, the teacher explained how to do the vocabulary test. As in the vocabulary test in cycle 1, the teacher gave 10 questions to do. The students were asked to connect the picture with the word by drawing a line. The teacher reassured the students that they could do well on the test and believed in their abilities. The students were reminded not to cheat because cheating is bad behavior. The vocabulary test ran well. The students seemed confident in taking the test. There were no students who tried to look at their friends' answers. Seeing the activeness and good response of the students, the teacher was optimistic that the vocab test results of cycle 2 would be better than the results of the cycle 1 vocab test. Finally, the teacher closed the meeting by saying Alhamdulillah and greeting.



## Appendix 20

### COLLABORATOR'S BIODATA

#### A. Self-Identity

Name : Siti Umaroh, S.Pd.  
Date of Birth : Madiun, 1 April 1984  
Gender : Female  
Address : Jl. Teluk Pelabuhan Ratu No. 113 H Malang, East Java  
Religion : Islam

#### B. Educational Background

Period	School/Institute	Major
1991-1997	MI Muhammadiyah Dolopo	
1997-2000	MTsN Doho Dolopo Madiun	
2000-2003	SMU Muhammadiyah 1 Ponorogo	Social Science
2010-2014	Indonesia Open University	Early Childhood Education Teachers

#### Work Experience

2010 – present: The Teacher of AL-YA'LU Superior Kindergarten Malang