TEACHING AND LEARNING ENGLISH VOCABULARY USING FLASHCARDS TO THE FOURTH GRADE IN SDN KATEGUHAN 03 SUKOHARJO

Final Project Report
Submitted as a Partial Requirement in Obtaining Degree in English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University

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FACULTY OF LETTERS AND FINE ARTS
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PREFACE

First of all, the writer would like to say thank you to The Greatest Allah SWT for the blessing. The writer also would like to say thank you to everyone who gave their support, guidance and motivation to finish this final project report entitled “Teaching and Learning English Vocabulary Using Flashcards to the Fourth Grade in SDN Kateguhan 03”.

This final project was arranged based on the job training in SDN Kateguhan 03. In this final project report, the writer explains about the teaching and learning English vocabulary using flashcards to the fourth grader in SDN Kateguhan 03.

The writer prefers choosing to observe the teaching and learning vocabulary using flashcards because it is a way to attract the students to be more active in learning English. The writer realizes that this final project report is far from perfect. The writer apologizes if there are still many mistakes and need criticisms and suggestions as an evaluation. The writer hopes that this final project report will be beneficial to the readers.

The writer,

Riska Indah Rusdiansi
MOTTO

“Jangan menunda sesuatu untuk dikerjakan, jangan tunda...”
-Adera Ega-

“The thing always happens that you really believe in, and the belief in a thing makes it happen”
-Frank Loyd Wright-

“Do the best, and God will lead to the best too”
-Riska Indah Rusdiansi-
DEDICATION

I would like to dedicate this final project report for:

My Beloved Parents
My Beloved Brother and Sister
My Dear Friends
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This final project report cannot be finished well without the helps from many parties. All the praises and thanks are to Allah SWT that giving me strength, blessing and leading me in writing this final project report, so that I can finish this final project report. I would like to give my sincere gratitude to:

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Surakarta, 8th June 2012

Riska Indah Rusdiansi
ABSTRACT


This report is written based on the job training done by the writer as an English teacher on January 2nd until February 11th in SDN Kateguhan 03 Sukoharjo. The purposes of this final project report are to know the process of teaching and learning English vocabulary, to explain the way of attractive vocabulary teaching and learning, and the last is to find out the problems and solutions of the activity in teaching and learning vocabularies to fourth grade of elementary school in SDN Kateguhan 03 Sukoharjo.

In the job training, the writer used flashcards as the way of teaching English vocabulary. In giving the lesson to the students, the writer showed the flashcards to the students. The writer hold up the flashcards, read the words on the flashcards and let the students to repeat after the writer.

During the teaching and learning by using flashcards there were teaching procedures, they consist of greeting, warming up, explanation, exercise, assessment and then ending the lesson.

Based on the discussion, there were some problems faced by the writer and the students. The difficulties faced by the students in learned English vocabulary using flashcards were writing, memorizing the words and pronouncing. The difficulties faced by the writer when taught the students were classroom management and controlling the students.

Besides, the writer also gave the solution to the problem of teaching and learning using flashcards to the fourth grade in SDN Kateguhan 03 Sukoharjo. To solve the problem of students, the writer wrote the words of flashcards on the blackboard, created memorizing games, and always repeated the words sounds. In order to solve the writers’ problems, the writer walk around and spoke louder to the students in order to control the students in the class.
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CHAPTER I
INTRODUCTION

A. Background

The global development in 21st century is largely marked by the extensive use of a particular language, namely English as an international language. Most people around the world know English. It means English becomes a communication tool in all countries. People around the world use English to communicate each other. Therefore, English becomes one of the most important languages.

English is spreadly used among countries around the world, whether they are advanced countries, developing countries or poor countries. The language has a special position as their second language. Thus, English is very necessary because everybody in the world uses English to interact. It helps people to communicate with others. People should learn English for international communication. It can even be very important and influential on human life at all sectors, especially to educational field.

Realizing that English is very important and the interest of young learners to learn English increases rapidly, Indonesian Government takes a step to introduce English to young learners. It is decided that English will be given from the beginning of formal education which is in the first grade of elementary school.

Elementary school is the first formal place where children can learn English. Elementary school students learn simple things as the beginning in...
learning English. In addition, the very basic thing in English is vocabulary. Therefore, teaching vocabulary to elementary school student is very important. On the other hand, in teaching English to elementary school students, a teacher should be careful in delivering English material such as the way to pronounce words, the process of writing, and the distribution of words meaning. It will be the basic for the elementary school students because they will use and remember the vocabularies for long terms.

There are some techniques in teaching English vocabulary. One of the techniques is using flashcards. By using flashcards, students are able to memorize the word easier. Therefore, the students are more excited in learning English. Teaching English using flashcards is also an easy thing to do. The flashcards are shuffled then teacher shows them randomly in front of the class and lets the students to read and write the vocabulary.

Based on the fact above, the writer decided to discuss the report entitled “Teaching and Learning English Vocabulary Using Flashcards to the Fourth Grade in SDN Kateguhan 03 Sukoharjo”.

**B. Objectives**

Based on background above, the writer sets this final project report objectives as below:

1. To know the process of teaching and learning English vocabulary using flashcards to the fourth grade of elementary school.
2. To explain how to make teaching and learning vocabulary to the fourth grade becomes attractive.

3. To find out the problems and solutions of the activity in teaching and learning vocabulary to the fourth grade of elementary school in SDN Kateguhan 03 Sukoharjo.

C. Benefits

The writer hopes that this final project will give benefits to:

1. The English teacher of SDN Kateguhan 03

   This final project report can become a reference to English teacher in SDN Kateguhan 03 to improve the teaching ability and increase quality of teaching and learning English.

2. The students of English Diploma Program

   This final project report is expected to give additional references and inspirations to students who need reference especially in teaching vocabulary to fourth grade students.

3. The readers

   This final project report is hoped to give additional knowledge about teaching vocabulary in elementary school, especially to fourth grade students.

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CHAPTER II
LITERATURE REVIEW

A. Teaching

Teaching is an important activity between teachers and students when the teachers are transferring knowledge in teaching and learning process. According to Brown (2000:7), “Teaching is a showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand”.

In a teaching process, teachers have an important role in holding the activities. Teachers are the leaders in the class management. Therefore, a good teacher should have a good method of teaching. Teachers may use many tools, aids, reward and interesting methods as attractions when they teach their students. If somebody wants to be a good teacher, he/she should do some interesting activity to deliver the materials. He/she should be smart and have their own way to face the students. According to Harmer (1998: 1-2), the characteristics of a good teacher are:

1. Teachers should make their lessons interesting.
2. Teachers must love her/his job.
3. Teachers should have lots of knowledge.
4. A good teacher is an entertainer in a positive sense, not a negative sense.
Meanwhile, teachers can increase the quality of teaching by giving instruction and guiding to organize the students to do something what the teacher’s want. It is because the role of teacher is an organizer. Harmer explains, “The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about” (1991:239).

From the definition above, it can be concluded that teaching is important matter for teacher. Teaching is a process of guiding and transferring knowledge from the teacher to the students.

B. Learning

Learning cannot be separated from teaching. Learning is getting knowledge. Based on the Longman Dictionary of Contemporary English (2003:916), “Learn is to gain knowledge of a subject or skill by experience, by studying it, or by being taught”. Learning is the process or experience of gaining knowledge.

In his book entitled Principle of Language Learning, Brown says that there are some understandings about learning. They are:

1. Learning is acquisition or “getting”
2. Learning is retention or information or skill
3. Retention implies storage, memory, cognitive organization
4. Learning involves active, conscious focus on, and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some practice, perhaps reinforced practice
7. Learning is a change in behavior
   (Brown, 2001:7)

It can be concluded that learning is gaining knowledge gradually that needs time. It is a process of getting knowledge or process of study. Learning process will be successful if the students/learners accept, understand, and always remember about material that they have learned. If it is fail, the learners can repeat again the learning system, and it makes changing their learning process to get knowledge. The learners can develop their ability, and understand values through the instructions that is given by the teacher in studying activity.

C. Vocabulary

Thornburry states (2002:13), “If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words”. It means that vocabulary is the most important part when somebody learns language. Introducing vocabulary becomes the first lesson to the learners.

Furthermore, students are able to understand the meaning in many ways. Teacher can give more explanations with another language to deliver the words meaning. It is possible to students to open their dictionary to know the meaning of words. This activity is very important to increase the ability of students in learning
vocabulary. Harmer (1991:156) says, “The first thing to realize about vocabulary items is that they frequently have more than one meaning. Sometimes words have meaning in relation to other words. Students need to know about meaning in context and they need to know about the sense of relation”. Harmer (1991: 159) also states, “Teaching vocabulary is clearly more than just presenting new words”. From the statement mentioned before, it means that teaching vocabulary is not only giving and getting new words, but also making the students understand the meaning of the words.

From the statement above, it could be concluded that learning vocabulary is the first activity when somebody teaches and learns language. Therefore, vocabulary is very important to know.

D. Young Learners

Teaching in elementary school means that we teach children or kids who need more direction from teachers because they are in the young age. They do not know what they have to do. They need a person who can help them to study. Scott and Ytreberg (1990: 3) say, “Young children can not decide for themselves what to learn”. They also say, “Young children are usually full of enthusiasm and energy, and the language lessons will be full of variety and changes of activity”. Children in primary school are children that like to play around in the classroom, they move from one place to another place. Therefore, when the teachers teach them, they should make varieties of activities to make the students interested in the lesson.
According to Philip (1996: 5), “Young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. Young learners are those who learn at kindergarten or elementary school”. It can be said that young learners are ranged from five to twelve years old. Young learners usually kids who have a little knowledge. Therefore, they study in the first beginning formal school in kindergarten or elementary school.

Moreover, Brewster, Ellis and Girard states, “Many children learn new words relatively quickly but they also forget them quickly too” (Brewster, Ellis, Girard; 1991: 94). Teachers have to create activity that makes the students interest and remember with the materials. Related to teaching and learning process, the students as the young learners need different treatment and joyful situation to make the students always remember in long period. The teacher has a duty to remind the students about the vocabulary that has been taught in the last meeting in order to make students remember it.

Scott and Ytreberg (1990:3) say, “The adult world and the child’s world are not the same. Children do not always understand what adults are talking about. The difference is that adults usually find out by asking questions, but children do not always ask. They either pretend to understand, or they understand their own terms and do what they think you want to do “. As the learners, students may forget or not remembering the words that they have learned. Young learners may pretend their feeling. They do not always ask about the problem they face during learning activity like adult do. That is one of the differences between adult learners and young learners. It needs extra caring when teaching young learners.
Moreover, Brumfit and Tongue explain the characteristics that young learners share:

1. Young learners are just beginning their schooling, so that teachers have a major opportunity to mold their expectations of life in school.

2. As a group, they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.

3. They tend to be keen and enthusiastic learners, without the inhibitions, which older children sometimes bring to their schooling.

4. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

5. They need physical movement and activity as much as stimulation for their thinking and the closer together these can be better.

(Brumfit and Tongue, 1995: 5)

Based on the statement above, it can be said that the fourth grader’s age is relatively of the eight to ten years old. They are young learners that love to play around and learn with happy situation. It is important for the teacher to know the characteristics of the young learners before teaching them.
E. Technique of Using Flashcards

Techniques are very important to the teachers in the process of teaching and learning. Teaching vocabulary is clearly more than just present new words.

Flashcards are the media to show the new words to the students. Flashcards is a set of cards that are shown by the teacher to the students in front of the class. “A flash card is part of a set of cards on which are written items to be studied. They are “flashed” (shown quickly) one by one to a learner to elicit a quick response”. (http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/whatisaflashcard.htm, accessed on 9th of March 2012).

Technique of using flashcards is efficient to teach vocabulary to the students in primary school. It is simple and interesting to do. It is also easy to make the students memorize the words. Teacher may use this technique to make the lesson interesting and to be a different activity in teaching and learning English process. Thornbury (2002:80) states, “The teacher shows cards one at a time and either elicits or says the word it represents. As a rule of thumb, about ten unfamiliar words are probably sufficient. Periodically the teacher backtracks and changes the order. Finally stick all the cards on to the board, and write the words alongside”

When the teacher introduced new words with the flashcards to the students, it is effective if the teacher takes more repetition in saying the words and shows the letter of the words. Scott and Ytreberg (1990:50) says, “The teacher
shows the children the words and says it while pointing the object. The children repeat the word. This happens several times with each word”.

Moreover, some other activities can be done in the classroom to encourage the independent use of word cards. Thornburry notes that some of activities are:

1) **Peer teaching and testing**

This activity can make students work in a pair. It can be in the form of asking and answering using flashcards among the students.

2) **Association games**

This activity can be done in the classroom. It can be interesting activity to the students. This game is very simple. The students show the cards with the second language faced up. Therefore, the opposite student will make a coherent sentence by using the words on the cards. As the rule of the game, the student that can make it first will get a point.

3) **Guess my word**

In this activity, the flashcards are shuffled randomly when students already familiar with the words in the cards. The other students have to guess the words in the cards by asking yes or no question.
4) De-vowelled words

This activity can be done in pairs. A student takes one card from the set of flashcards, then he or she writes the word without its vowel. Therefore, the partner has to work out to find the complete word in the card by giving vowel on it.

5) Ghost writing

This activity also can be done in pairs. It need two or more participants to do it. The student writes the word in the air, in the partner’s back, or in the partner’s hands. Then the partner has to catch out and say the words.

6) Categories

This activity can be done in pairs or in a small group. The students work together organizes the words into several categories. (Thornburry, 2002:147)

The activities mentioned above can maximize the use of flashcards. Those are beneficial to introduce vocabulary to students and will be an interesting for the students to memorize the vocabulary.

In conclusion, teacher must be able to determine the technique that is suitable to be implemented in teaching and learning process. It has purposes that the students will be happy to learn and it supports teaching and learning process in order to be successful. From the reason above it can be concluded that the technique that is chosen by teacher can determine the result of teaching and learning process. If the technique is suitable, it can also give effect to the students,
making the students more enthusiastic to learn vocabulary. Teaching vocabularies using flashcards are great tools for studying. It can be a fun, easy, and creative way to memorize words. Students are able to memorize many new words by using flashcards.
CHAPTER III

DISCUSSION

A. SDN Kateguhan 03

1. General Description of SDN Kateguhan 03

SDN Kateguhan 03 is an elementary school. It is a public school, which has good accreditation. This school is one of good school in Tawangsari Subdistrict, Sukoharjo Regency. At first, this elementary school’s name was SD Inpres. As the time goes, SD Inpres becomes SDN Kateguhan 03 until now. It is located on Krapyak 02/III Kateguhan, Tawangsari subdistrict, Sukoharjo regency was built in 1973 and had been renovated several times. The Major of Sukoharjo renovated it in 2008. The school statistic number is 101031103020 and postcode is 57561. The location of the school is strategic. The school is near the public area. It is conducive and comfortable enough to study. SDN Kateguhan 03 is one of favorite elementary school in Tawangsari subdistric. This elementary school has 12 rooms. There are eight classrooms, a teacher’s office, a library, a medical schoolroom, a toilet and parking area around the buildings. It has a canteen behind the school buildings. It also has a large yard to hold a flag ceremony on Monday and exercise on Friday.

The headmaster of this school is Mr. Sri Lestari S.Pd. The duties of the headmaster are as an educator, a manager, an administrator, a leader, an innovator and motivator. He also teaches Javanese.
The school structure organization consists of a headmaster, eight class teachers, a sport teacher, a religious teacher, a librarian, and a school keeper. Here are the names of staff in SDN Kateguhan 03:

1. **Headmaster** : Mr. Sri Lestari S.Pd
2. **First grade teacher** : Mrs. Sarti, S.Pd
3. **Second grade teacher** : Mrs. Suparmi, S.Pd.SD
4. **Third grade teacher** : Mrs. Sularsi, A.Ma.Pd, Mrs. Wiwin Kuswulandari, S.Pd
5. **Fourth grade teacher** : Mr. Ponimin, S.Pd.SD, Mrs. Rusminah, S.Pd
6. **Fifth grade teacher** : Mrs. Sri Sumarmi, S.Pd
7. **Sixth grade teacher** : Mr. Tri Purwanto, S.Pd
8. **English teacher** : Mrs. Sri Endang Ekowati, S.Pd
9. **Religious teacher** : Mrs. Alim Sri Wuryani, S.Pd.I
10. **Librarian** : Mrs. Tri Retno Mawarni, A.Ma.Pus
11. **School keeper** : Mr. Yadiyanto

SDN Kateguhan 03 has many students, the students come from Kateguhan and many area near Kateguhan. The total numbers of students in SDN Kateguhan 03 are 175 students. It is consisted of 35 first grade students, 30 of second grade students, 35 of third grade students, 35 of fourth grade students, 33 of fifth grade students, and 27 of sixth grade student.

The teaching and learning process in SDN Kateguhan 03 is held six days in a week, but it has different time schedule. From Monday to Thursday, it begins...
from 07.00 until 10.30 am for grade 1 and 2, while grade 3-6 begins from 07.00 until 12.00 am. Meanwhile, on Friday and Saturday, it begins from 07.00 am until 10.30 am for all grades.

2. **Teacher’s work group**

   All of the teachers in SDN Kateguhan 03 participated in teacher’s work group. The members of this activity are the teachers in Sukoharjo regency. It is divided into groups for each sub district. Teacher’s work group is held on Saturday at 11.00 am. Teacher’s work group is one of educational program in Sukoharjo regency. It has a function to discuss all about education program. This activity has a function to increase quality of education in Sukoharjo. The teacher’s work group activities, among others are making lesson plan and semester program, discussing and solving all about the difficulties in teaching the students. Those activities have benefit for the teacher in Sukoharjo regency to improve the quality of education and regulate the teaching and learning system.

3. **Vision of SDN Kateguhan 03**

   Vision Indicators of the school:
   1. Increasing the discipline of the students.
   2. Improving the performances of school and active participation in every educational competition.
   3. Increasing the quality of school.

4. **Mission of SDN Kateguhan 03**

   Mission indicators of the school:
   1. Building up intelligence among the students.
2. Giving skill to the students to face the globalization era.

3. Increasing the human resources.

**B. Job Training Activities**

The job training was done from second of January 2012 to 11th February 2012. Every Monday until Saturday, the writer did the job training activities from 07.00 until 12.00 PM. During the job training, the writer did some activities. They were:

1. **Class observation**

   Class observation was done in the first week of job training activity. The purpose of doing class observation was to know the situation of teaching and learning process in SDN Kateguhan 03. Mostly, the students are kids that have range age from 6-12 years old. In class observation, the writer entered the whole class from first grade class until sixth class. In the third grade and fourth grade, each grade divided into two classes. In ordinary lesson, students are divided into two classes. However, when English lesson begins, they are joined into one class.

   Physically, the observed classroom was good enough to do teaching and learning process. The classroom has a door and some windows, so the air circulation and light can enter the whole class. Those are good condition to make the students feel comfortable in teaching and learning process. The classroom is completed with many facilities, there are fan, cupboard, black board, chairs, table, chalk, eraser, and broomstick.

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There were many different classes characteristic. Each class has a different students and different treatment too. The situation in teaching and learning activities ran well. Students were very enthusiast in English lesson. They discussed with their friends when they faced difficulties. They also asked the writer to help their problems.

2. Making Lesson Plan

Lesson plan is very important to the teacher. The writer made lesson plan before presenting the materials to the students. The lesson plan consists of four aspects, there were listening, reading, writing, and speaking. A lesson plan could help the writer in explaining the material. It also helped the writer to manage the time. Therefore, the teaching and learning can be effective and efficient by using lesson plan.

3. Preparing Teaching Aids

The writer prepared the aids to teach the students. It was very important to increase the quality of teaching activity. It was very usefull for the teacher when delivering the material to the students. The writer made a set of flashcard that consists of vocabulary. The writer also made some rewards to the students who participated actively in the class. The rewards were made from square shape flannel, with smiley face on it and could be stuck on their clothes. The purpose was to give students encouragement and pride so they were motivated to learn English actively.

4. The Activities of Teaching and Learning English
In the fourth grade of SDN Kateguhan 3, the English teaching and learning process held once a week. It was on Friday, begins at 09.30 am and ends at 11.00 am. Before the teaching and learning activities, the writer did some activities. The writer prepares the lesson plan, materials, teaching aids, and rewards to the students to support the teaching delivering. It should be prepared before taught the students, because it determined the success of teaching and learning activities. Here were the activities of teaching and learning English in SDN Kateguhan 03:

a. Opening

In the opening activity, the writer greeted the students and asked their mood condition. “Good morning students, how are you today?” The students replied, “Good morning miss, I’m fine, thank you, and you?”, “I’m very well, thank you”. After greeting, the writer checked the attendance by asking the students in English, “Who is absent today?” Most of the students did not know about the writer’s saying, and then the writer wrote down the sentence on the blackboard with the translation. After they know the meaning, they replied with “Aditya, miss!” Teacher asked again to the student “Why is he absent today?” The students still did not understand what the writer said. Therefore, the writer gave the meaning to make the students understand. Then the students answered with “mbolos bu”. It was clear that the use of English was not common to the students. Therefore, the writer should give them understanding about the language by writing the spoken language on the blackboard and then command the students to write it into their book.
b. Warming Up

To check the students in memorizing the materials, the writer asked about the last materials. The writer gave questions to the students related to the last material. The writer also asked about homework, if there was any homework or not. The writer checked it first before telling the new material.

c. Body (Main Activity)

After warming up done, the writer asked the students “Are you ready for the next material?” The students answered it with “Yes”. The writer decided to start the new material to the students. The main activity has done. The writer gave some explanation to the students about the new materials.

d. Closing

Closing is the last step in teaching and learning process. The writer reviewed about what the students had done and gave conclusion about the materials. The writer gave the students homework and said good-bye to them.

C. Discussion

1. Teaching and Learning English Vocabulary using Flashcards

According to Brown (2000:7), “Teaching is a showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand”. It can be said that teaching English is about giving instruction to the students to do some activities. The writer as the teacher can be the organizer in the classroom. In order to make the students understand, the writer uses flashcards in teaching and
learning vocabulary activity. The teaching and learning vocabulary using flashcard can become an effective way to make the lesson interesting because:

1. Flashcards are portable tools to teach the students.
2. Flashcards can be the fast and easy way to learn vocabulary for the students.
3. Flashcards can be an interesting and attractive way to teach vocabulary.
4. Flashcards are quite useful and an effective method to help students to study.

Flashcards can support the activities of teaching and learning English vocabulary. Flashcards can improve the students’ motivation to learn English. It also can make efficient way to teach English.

2. Fourth Grade in SDN Kateguhan 03

In SDN Kateguhan 03, English lesson is given to the third grade until sixth grade. It means that the fourth grade students would get the second time in learning English. English is not common in student’s life. Everyday they use Indonesian and Javanese to communicate each other. English might be strange to them. By teaching English using flashcards, the writer can make the students interested in the lesson and made English as their daily language.

Fourth grade students have their English lesson on Friday, from 09.35 am until 11.00 am. They are children of 10 years old. The totals of fourth grade are 35 students. They divided into two classes. When English lesson begin, they unite into a classroom. The fourth grade consists of 18 male students, and 17 female
students. They communicated and played together around the classroom. Sometimes they got bored with usual lesson. They asked the teacher to create something new in teaching and learning activity. The fourth grade students were already interested in fun activities. Therefore, flashcards is a way that can make the students interested in learning language, especially English.

The writer made a set of flashcards, it was made by some pieces of papers and then the writer wrote some words on the papers. A set of flashcard consists of words that is related in one theme. For example, the writer delivered theme about animals, the writer put words that correlated with animals. Vocabulary printed on the cards, and then the cards were flashed. The writer showed the flashcards to the students. Next, the writer pronounced a word and asked all of the students to repeat the words. Then, the writer gave a meaning to the students. Those activities were repeated continuously. The writer stood in front of the class, flashed the cards, and shows flashcards randomly. The writer stopped showing the flashcards if the students could memorize the vocabularies from the flashcards. In this activity, teacher’s role is as organizer that organizes the students to do something that she wants. Flashcards also could be given to students in order to make the students practiced with their friends. Then, let their friends to speak up and to pronounce the vocabulary.

3. Teaching Procedures

The writer did many teaching procedures during the job training to the fourth grade in SDN Kateguhan 03, the procedures were:

1. Greeting
Greeting was very important when the writer entered the classroom. The writer made a short conversation in English to the students.

The writer : Good morning class
Students : Good morning miss
The writer : How are you today?
Students : I’m fine thank you, and you?
The writer : I’m very well, thank you.

2. Warming Up

Warming up happened after the writer greeted the students. It consisted of reviewing the last materials, checking homework, and checking availability to the next materials.

The writer : Let’s start our lesson today. Is there any homework?
Students : Yes miss, page 61
The writer : Do you still remember about our last materials?
Students : Yes miss
The writer : What is that?
Students : Animals miss.

The writer reminded the students about the last material, the writer checked the homework and then explained the new materials.

3. Explanation

After having a warming up, the writer continued to give the explanation to the students. In explaining the materials, the writer showed the flashcards to the
students. Then the writer gave command to repeat about what the writer said. While the writer explained the material, the students were very enthusiastic in teaching and learning process. Some of the students were active in asking and answering the question. Then, the writer asked the students to do some exercises on their worksheet (LKS)

4. Exercises

Exercises were given to know how far the students understand about the materials. To support exercise activity, SDN Kateguhan 03 uses Modus Pintar as the worksheet (LKS) from PERCADA. Besides using worksheet, the writer also gave some exercises during the job training. They consisted of four skills, as follows:

a. Reading

The writer used flashcards to test the students in reading skill. The writer showed the flashcards and asked the students to read the words on the flashcards correctly.

b. Speaking

In speaking activity, the writer asked the students to repeat the vocabularies mentioned on the flashcards about animals. The purpose was to know the correctness of the pronunciation when they spoke the words.

c. Listening

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In listening, the writer tested the students about kinds of animals. The writer read the words clearly, and then the students were allowed to listen the words. After the students listened and knew what they should do, the students wrote down the words on their paper.

d. Writing

In writing, the writer asked the students to re-write the words after that have been stuck and classified into tame animal or wild animal by the students.

5. Assessment

The writer gave assessment to the students. The writer made a test to the students based on the material. Assessment consists of post test and exercise on the worksheet. It has purpose to know how far the students understand the materials.

6. Ending the lesson

Before ending the lesson, the writer asked the students about the materials that had been learned together. Then if there was not any student asking their problem, the writer closed the lesson. The writer ended the lesson by saying good-bye.

D. The Problems and Solutions

During the job training, the writer found some difficulties in teaching and learning vocabulary using flashcards. The difficulties that arose in teaching and learning activity in SDN Kateguhan 03 can be classified as follows:
1. **Problem of the students and the Solution**

There were difficulties faced by the students during learning activity, there were as follows:

**a. Writing**

The students often made some errors in writing the words. They could not differentiate between spoken and written, when the writer said the word from the flashcards. For example: “Rhinoceros” they would write it into “Rinoseros”. Therefore, the students were still difficult to write the spoken words from the writer.

To solve the problem in writing English vocabulary, the writer showed the flashcards in front of the class, and then the writer wrote it in the blackboard. The purpose was to attract students’ attention to what they had seen. Therefore, it can be one of solution to the students.

**b. Memorizing the English words**

A set of flashcards consists of 10 cards until 20 cards with different words about names of animals. The students often found difficulties in remembering the English words and the translation. When the writer asked a student to mention the words, he/she was confused, and said “lupa bu!” It happened because the students have limitation to memorize all of the English words.

To solve the problem, the writer created games. A rule was made by the writer to regulate the games. If somebody could memorize 10 English words from the flashcards and could mention the translation, he/she would get a reward. By
giving rewards, the students were motivated to memorize the English words from the flashcards.

c. Pronouncing

The students were difficult to pronounce the words and sentences that were unfamiliar to them. For example: the students pronounced “Owl” with “Owel”. They were not accustomed pronouncing it in their daily conversation.

To solve this problem, the writer made repetition in saying the words. The writer always repeated the word’s sounds until the student could pronounce the words correctly.

2. Problem of the teacher and the Solution

There were difficulties faced by the writer during teaching activity, there were as follows:

a. Classroom management

SDN Kateguhan 03 has a small classroom and there were 35 students there. Sometimes, the writer found it difficult to manage the students when the writer explained the lesson using flashcards. Students who were sitting on the back could not see the words on the flashcards because the letter’s size was small to them.

To solve this problem, the writer walked around the class, brought the flashcards and asked the students to see the words of the flashcards

b. Controlling the students
The writer had difficulty to control the students during the teaching and learning process using flashcards. When they went bored with the explanation using flashcards, many students could not stop making some noise.

To solve this problem, the writer spoke louder and made the students pay attention when they were too noisy. Next, the writer gave exercise related to the explanation before. The writer asked the students to do the exercise, and asked them to submit their work at the end of the lesson. Therefore, the writer could control the class because the students stop making the noise.
CHAPTER IV
CONCLUSION

A. Conclusion

Based on the discussion in the previous chapter, there are several conclusions that can be drawn. They are:

1. The Activities of Teaching and Learning English to the fourth grade in SDN Kateguhan 03

In the fourth grade of SDN Kateguhan 3, the English teaching and learning process held once a week. It was on Friday, begins at 09:30 am and ends at 11:00 am. The teaching procedures consist of:

1) Greeting

Greeting was very important when the writer entered the classroom. The writer made a short conversation in English to the students.

2) Warming Up

Warming up happened after the writer greeted the students. It consisted of reviewing the last materials, checking homework, and checking availability to the next materials.

3) Explanation

In explaining the materials, the writer showed the flashcards to the students.
4) Exercises

Exercises were given to know how far the students understand about the materials. They consisted of four skills, as follows reading, speaking, listening, and writing.

5) Assessment

Giving assessment to the students has purpose to know how far the students understand the materials.

6) Ending the lesson

Close the lesson and say good-bye to the students.

2. Teaching and Learning English Vocabulary Using Flashcards

Flashcards can support the activities of teaching and learning English vocabulary, because:

1) Flashcards are portable tools to teach the students.

2) Flashcards can be the fast and easy way to learn vocabulary for the students.

3) Flashcards can be an interesting and attractive way to teach vocabulary.

4) Flashcards are quite useful and an effective method to help students to study.
3. The Problem and Solution

1) Problem of students and the solution

   a. Writing

   The students could not differentiate between spoken and written, when the
   writer said the word from the flashcards. To solve the problem, the writer showed the
   flashcards in front of the class, and then she wrote it in the blackboard.

   b. Memorizing the English words

   The students often found difficulties in remembering the English words and
   the translation. To solve the problem, the writer created memorizing games. The
   writer also provides rewards to motivate the students to memorize the words.

   c. Pronouncing

   The students were difficult to pronounce the words and sentences that were
   unfamiliar to them. The writer always repeated the word’s sounds until the student
   could pronounce the words correctly.

2) Problems of the teacher and the solution

   a. Classroom management

   The writer was difficult to manage the students when the writer explained the
   lesson using flashcards. Students who were sitting on the back could not see the
   words on the flashcards because the letter’s size was small to them. To solve this
   problem, the writer walked around the class, brought the flashcards and asked the
   students to see the words on the flashcards
b. Controlling the students

When the students went bored with the explanation using flashcards, many of them could not stop making some noise. To solve this problem, the writer spoke louder and made the student pay attention when they were too noisy. Next, the writer gave exercise related to the explanation before. The writer asked the students to do the exercise, and asked to submit their work at the end.

B. Suggestion

Based on the discussion mentioned before and the problems faced by the writer in teaching English using flashcards to the fourth grade in SDN Kateguhan 03, there are some suggestions to improve in teaching English vocabulary. The writer has some suggestion as follows:

1. The institution SDN Kateguhan 03

It is expected that the institution provide any kinds of teaching aids. It can be audio, visual, or audio-visual tools to improve English usage in SDN Kateguhan 03. As visual tools, flashcards can be the cheapest tools to interest the student in learning English as well. It will be enjoyable and can help the students to be more enthusiastic to learn English.

2. The English teacher of SDN Kateguhan 03

It is expected that the English teacher should vary the activities in the class, so it will make the students interested in learning English. The teacher should be more
creative in delivering material to the students. The English teacher may use the flashcards to teach the students in order to apply a different way in teaching English.

3. The students of English Diploma Program

It is necessary for the students of English Diploma Program to plan job training well before doing the job training. It is also suggested to the students of English Diploma program to choose the appropriate way of teaching English vocabulary to elementary students. One of the ways is teaching and learning English using flashcards.