

Chapter 1

Introduction

1.1 Background of Problem

Since many years ago, English has been part of the world language, not only for the native themselves, but also for the whole human in the world. English has been stated as an international language which has been used in many countries. English as an international language is becoming very important to be mastered by all people in the world even in Indonesia.

The right time for learning English is in early age. Mentasorri in Yus (2000) said children pre-age school is a golden period (golden age) and is a period of life that will determine for children development in future. Golden age is the most sensitive period of language. In this sensitive period, it is important to introduce good language because it is useful for communicating with the environment. The periode of gold is the most effective time to get used to listening to English that can add vocabulary for early childhood. it is make easier to learn English in the future.

Teacher is an important figure in learning English in kindergarten. Teachers can provide learning English to children. A kindergarten school can be a place for children to get knowledge. But lately, teaching in kindergarten have focused on "academic activities". The teacher explained that the children were quietly listening and

work on the worksheet. Many teachers assume without explaining the material, children will have difficulty acquiring knowledge. Additionally, teachers' qualification in teaching English is also one of the problems in providing a meaningful and contextual English learning. Kindergarten teachers teach English for children need more guidance in English teaching as they become role models for children's language development. Teachers are aware of children's characteristics, as well as how to teach English according to their developmental needs. Teachers have to be models in using simple English to present the language to children and convey meaning.

Another problem is when teachers do not know of teaching materials, learning methods in accordance with the characteristics of children. Some teachers still use the method, the children write worksheets. Children in their development need models of approaches, methods, and teaching materials that are in accordance with their characteristics and their abilities. *Children have remarkable ability especially in pre-school age. So that period is the right time in introducing a foreign language in accordance with the abilities and needs of children.* Yunita (: 2012: 1).

According to Suyanto (2012:15). Basically, as one of the important goals in learning English in kindergarten is to nurture a child's interest in learning English. To achieve these objectives the teachers need to understand the characteristics of children so they can choose the method and appropriate learning materials for them.

Teachers provide teaching English according to their characteristics in the pre

school age. Suyanto (2012:12) stated:

Children's lives full of color and cheerfulness. The activities and tasks are accompanied by pictures of interesting and colorful will make children happier. The task for the coloring would be done with joy while getting to know and learn the names of colors and objects contained in the image. various media such as flashcards and puppets with cheerful colors will greatly help to expedite the process of learning English. The colors that can create images and puppets become more lively and interesting.

The children of kindergarten can learn with interesting activity, and teachers can imply engaging learning methods for children. Flashcard games is one of the interesting methods that teachers can use to teach English for children, with this method children can add vocabulary English, and they learn English with fun and happier. In the game activities there is learning growing naturally, children can learn according to their age, and they get natural learning, no pressure and they can learn socialization.

Patmonodewo (2002: 120).

Kegiatan bermain mendukung perkembangan keterampilan gerakan kasar dan halus, perkembangan kognitif, social danemosional. Melalui bermain anak akan mengembangkan kemampuannya dalam menyelesaikan masalah, belajar menampilkan emosi yang diterima lingkungannya dan juga belajar bersosialisasi agar kelak terampil dan berhasil menyesuaikan diri dalam kelompok teman.

Playground activities supporting the development of rough and smooth movement skills, cognitive development, social and emotional. Through play children will develop the ability to solve problems, learn to show emotions acceptable environment and also learn to socialize in order later skillfully and successfully adjusting to a group of friends.

Teaching English for kindergarten must be in accordance with the characteristics of the child, if not appropriate then it will be difficult to be accepted by children, because children have different learning characteristics with adults. The background of this study is for the teacher to understand how the English learning method in accordance with the characteristics of kindergarten children, so that children can easily learn English. The present study observes the use of flashcard games in teaching English at Kindergarten of Gagasceria Bandung. Hopefully this study give a solution to make teaching English for kindergarten children more effective and enjoyable.

1.2 Identification of Problem

Based on the background of the problem then can be identified the problem is teachers' qualification in teaching English is also one of the problem in providing a meaningful and contextual English learning. Kindergarten teachers that teach English for children need more guidance in English teaching as they become role model for children's language development. Teachers are aware of children's characteristic, as well as how to teach English according their developmental needs. Teacher have to be model in using simple english to present the language to children and convey meaning. Another problem is when teachers do not know of teaching materials, learning methods in accordance with the characteristic of children. Some teachers still us-

ing the method, the children write worksheet. Children in their development need models of approaches, methods, and teaching materials that accordance with their characteristic and their abilities.

1.3 Limitation of Problem

To make easier to understanding of this research, the writer limit the problem. This research is limited to the use of flashcard game method in Gagasceria kindergarten. Flashcard games in teaching English as a method appropriate to the characteristics of children and developmental needs

1.4 Research of Question

To get more detail information about the use of flashcards game in teaching English for kindergarten as a method that suits children's characteristics, in Gagasceria bandung kindergarten. The researcher formulated making two question, these are:

1. How are the procedur of using flashcard games at TK Gagasceria Bandung ?
2. What are the advantages of implementing flashcard games to children at TK Gagasceria Bandung ?

1.5 The Objectivities of the Study

Based on research question, the objectivities of this study are:

1. To describe the procedur of using flashcard games at TK Gagasceria kindergarten.
2. To know the advantages of implementing flashcard games to children at TK Gagasceria Bandung.

1.6 Significant of the Study

1.6.1 Teoritis

The results of this study are expected to contribute for education, especially in the application of learning models to improve learning outcomes.

1.6.2 Practical

1. For Teacher

It is hoped that the result of this study helps teacher in teaching English for children kindergarten by using flashcards game. The teachers can improve their ability in making innovation, effective methods. It also enriches teacher's technique to teach vocabulary so that their problems faced in classroom can be solved.

2. For Children Kindergarten

It can raise the students interest and motivation in learning English. Through flashcard game, they will get enjoyable situation and they will not feel bored. They will be able to improve their English ability by using flashcard game. At least, they can learning english easily.

3. For Parents

It can motivate the parents to provide good quality English education to their children, so that in the 'golden age' period children can use those times well, because in the golden age, children can learn to memorize the words, words easily naturally. Can provide knowledge to parents that learning English to kindergarten children must be in accordance with their characteristics, one of them by using the method of game. Tell the parents that playing is also a learning activity.

4. For School

It can be a positive input for schools to improve the quality of learning English for children in kindergarten.

Chapter II

Flashcard Game in Teaching English at Kindegarten

2.1 Flashcard

Haycraft in Widiastuti (2012:8) flashcard are cards on which words and or picture are printed and drawn. They should be big enough to be seen clearly by every student in the class. He also says that flashcards can be used for consolidating vocabulary, practicing structure and word order or variety of games. Based on Kuzmina in Purwanti (2013: 15-16) the statement is being stated as follows:

A flash card is any or a set of cards bearing information, as words or numbers, on either ot both sides, used in classroom drills or in private study. Flashcards can be vocabulary, historical dates, formulas or any subject matter that can be learnt with a question and answer format. Flashcards are widely used as a learning drill to aid memorization.

Scott and Ytreberg in Yunita (2004: 109) suggest that in teaching foreign languages (English) for early childhood can be easier and provide stimulation by using the tools of objects. One of the objects that can be used is picture cards. Picture cards can be obtained from magazine pictures or photos.

Picture flashcards, Hill in Joklová (2009: 17) classified pictures according to their size into three 'key'. Categories:

- Large (20x30 cm): useful for whole-class work
- Medium (10x15 cm): useful for group-work
- Small (5x5 cm): useful for games and other group-work activities

Suyanto (2012) Flascards election must be adapted to the purpose and components of language skills or what will be served. If a teacher is creative, one image can be used as a medium for some sentence patterns, for example, there is a picture of a bicycle, the teacher can use to ask a question using a different sentence patterns for the same image. Example:

- What is it? It's a ..
- What do you see? I see a...
- How do you come to school? By ...
- Introduction: 'what's this? "it's a bike"
- Yes/no question: "do you come to school by bike?"
- "yes, I do/no, I don't"
- Wh-question: "How do you go to school?" By ...

Tarigan in Purwanti (2003:16-17) mentioned that vocabulary can be divided into a few categories those are, family (father, mother, grandma, grandpa). Part of body (eye, nose, ear, hair) pronoun (me, you, them, us, this, that, here, there), numbers (one, two, three), verb (eat, drink, sleep, run), adjective (like, unlike, happy, difficult thing (soil, water, fire, air, moon, star).

The advantage of flashcards is that can use them to study at any time they are portable and even if you have just a few minutes, that can use that time to review a few cards. McCormick in Widiastuti (2012: 20) Flashcards have advantage, the advantages as follows:

- You can use them with students of all ages
- They are cheap, you can use them anywhere
- You won't get eyestrain
- They don't break down, and they never go out of date.
- Recognized as a fun and effective way to learn, reinforce, test, and retain information
- Functionality of repetitive drilling and the ability to vary order. Can be used for self or grup study

Purwanti (2013 :16-17) mentioned in the flashcard containt of vocabulary which relates pictures. Flashcards have an important strategy to teach vocabulary because students learn vocabulary through flashcard, they do not only get the teotrical vocabulary but also the practice and experience of picture. Flashcard are really hepfull to be used as a medium by the teacher in putting forward the material and make easier the prosedural activity in the classroom.

Gerngross, et al. in Widiastuti (2012 : 20) state that flashcard are an essential means of conveying the meaning of new words and they help the children to memorize them more effectively. The flashcards also eliminate the task of drawing on board or producing home-made pictures, thus saving a lot of preparation time for the teacher.

2.2 Flashcard Game

What is the meaning of the game? Khan in Suyanto (2012) stated, the game is an activity that is based on certain rules. Children's play as they pleased. Kids learn through play. By the time they play together, children interact with each other. In the interaction, language skills can be built, especially listening and speaking.

Suyanto (2012: 117-118) communicative language game has six characteristics, namely:

- Players must interact
- Players must understand the rules that exist in the game
- Games that have clear objectives
- Context activities are clear
- The player must be actively involved
- Players are special rules in play

Flashcard game is a game that uses flashcard as media. Such as guess flashcard game, whispered flashcard game. Basically a flashcard game uses a game that uses a picture card, in the game there are activities such as answering questions, moving actively, running, jumping, walking, marching and other activities. According Patmodewo, Games activity is a vital and natural part of growing learning. Through games children experiment, discover, and interact with their environment, Patmonodewo (2002: 120).

Kegiatan bermain mendukung perkembangan keterampilan gerakan kasar dan halus, perkembangan kognitif, social dan emosional. Melalui bermain anak akan mengembangkan kemampuannya dalam menyelesaikan masalah, belajar menampilkan emosi yang diterima lingkungannya dan juga belajar bersosialisasi agar kelak terampil dan berhasil menyesuaikan diri dalam kelompok teman.

Playground activities supporting the development of rough and smooth movement skills, cognitive development, social and emotional. Through play children will develop the ability to solve problems, learn to show emotions acceptable environment and also learn to socialize in order later skillfully and successfully adjusting to a group of friends. Games also could facilities and support students to maintains their efforts of learning. (Wright 1984: 2) says,

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long periode of time. Games help and encourage many learners to sustain their interest and work.

Mish in Rachmawati (2012) defines games as any activity undertaken or regarded as a contest involving rivalry, strategy or struggle. Games are potentially providing entertainment and amusement. In the context of language learning, game, is generally defined as an entertaining, engaging and challenging activity which learners play and interact with others in teaching-learning activity. Wright, Betteridge, and Buckby in Rachmawati (2012), pleasant atmosphere will create excitement and the excitement is a requirement that should be implemented for successful learning. formulated, the joy of learning is the rise of interest, their full involvement of the creation of meaning, understanding, value happy for the learner. Moyles ed in Dwilestari (2012: 43-44) state there is sufficient reason for utilizing the games in learning. Putra, Dwilestari states:

- Play a natural phenomenon in the world
- Saw the importance of the game to instill awareness of the rules for children.
- Confirms the game also can stimulate children think about the courage and alternatives.
- Play in the sense of presenting environments "such as childhood" supporting and encouraging a prerequisite for effective learning.
- Playing as a method of execution activities in the kindergarten program can not be separated from the components of the assessment, according to

Soemarti in Yus (2012: 137) the role of the teacher in the play is as an observer, elaborating, as a model, planning and conducting evaluations. Assessment conducted intended to determine whether the activities carried out playing children will meet their needs.

Through play children learn something necessary for its development. Is playing touch aspects of the development of physical, cognitive, language, arts, social-emotional, and moral and religious values. Assessment will portray the effectiveness of overall play. Yus (2012: 137).

2.3 Kindergarten

Moeslichatoen (2004 : 3) A school that organizes for children aged 4-6 years program called "kindergarten". Pre-school age term used for those who would enter the 'kindergarten'. The minister of education and culture of the Republic of Indonesia No. 0486 / U / 1992 chapter 1 article 2, paragraph (1) has stated that

Education Kindergarten is a place to help the growth and development of the physical and spiritual protégé in accordance with the natural qualities of children . in Chapter II article 4 explained that students in kindergarten were children aged 4-6 years.

While the scope of the program and learning activities that include: the establishment of behavior through habituation in the development of moral Pancasila, religion, discipline, feelings / emotions, and the ability of society, as well as the development of basic capabilities through activities prepared by teachers include the development of language skills, intellect, creativity , skills, and physical.

2.4 Language Development of Children Kindergarten

Children Language Development is knowledge of the nature of child language development and stages child language development. Very important for the implementation of learning language. Therefore, the kindergarten teacher needs to master various related concepts with child language development.

Children can speak fluently, require intensive training and gradually. This is in accordance with opinion Tarigan in Rahayu (2011;17). The acquisition of the child's language is not all at once, but gradually. The progress of their language skills works accordingly physical, mental, intellectual, and social development. Therefore, the development of the language of the child is characterized by a moving part from simple sounds or speech to more complex speech. The development of the child's language is influenced by innate, environmental, or from physical and intellectual development.

According to Tarigan in Rahayu (2011:18) there are two basic requirements that enable the child can acquire language skills, from potential biological factors and social support gained by children. Stages of child language development 4) Stage of many words (3-5 years) when it reaches the age of 3 years, the child gets richer with vocabulary. They have started to make sentences questions, negative revelation, compound sentences, and various sentence forms Tarigan in Rahayu (2011:18) These

are the characteristic of children language acquisition at this phase:

Age 4-5 years

In this phase there are characteristic of children language acquisition they are:

1. Children start to produce good sentence, gramatically correct. Their vocabulary reaches for about 2500 words
2. They have mastered in using some preposition like in, on, out of, below, foward, etc.
3. Children like to purpose various question concerning, wh word and also how

Age 5-6 years

In this phase there are there characteristics of children language acquisition they are:

1. In this phase, children have about 6000 words. They often to build complex sentences, and start to use some pronoun and verbs in the form of present and past tenses perfectly.
2. Children like to take apart in playing a character in a drama make a dialogue about the dialy activities. Children start to learn writing they eager to know of their own activities in the form of written language. They want to change their spoken language into written language.

Age 6-8 years

In this phase there are two characteristics of children language acquisition they are:

1. The process of language acquisition is going rapidly. A lot of words come into his vocabulary.
2. Most of the children have mastered complex sentences using adjectival clauses and also conditional clauses. The range of their sentence is about 7-8 words.

2.5 Characteristics of Kindergarten Children

Basically, as one of the important goals in learning English in kindergarten is to nurture a child's interest in learning English. To achieve these objectives the teachers need to understand the characteristics of children so they can choose the method and appropriate learning materials for them. Suyanto (2009:15).

Early childhood has characteristics different from adults, since early childhood grows and develops in ways. Kartono in Nonita (2014: 10) explains that early childhood has characteristics 1) egocentric naive, 2) have a social relationship with the repository material and people that are simple and primitive, 3) there is a physical unity and the spiritual are almost inseparable as a totality, 4) physiognomy life attitude, the children directly provide attribute/characteristic outward or material to any appreciation of it Nonita (2014: 10-11).

2.6 Teaching English at Kindergarten

Suyanto (2012) states In general, children pre school age have egocentric attitude in which there is a tendency they have to connect what they learn or they do with themselves. They preferred a subject matter related to their daily lives and surroundings, for example, as "topic using words or phrases, such as" My ...: my family, my house ... they also give more attention to the sentence or phrase regarding Repository she wore her possessions or even on his limbs.

Beginners will feel very proud when the teacher talked about the color of the clothes he was wearing or displaying the results of his work so that he could remember well the words or phrases that are taught at the time. Young Learners group level one, the age group 5-7 years, compassionate difficult to distinguish between things that are concrete and the abstract. The dividing line between the real world and the world of imagination is not yet clear to them. They can not distinguish something is real or unreal.

Children also tend imaginatively and actively. They liked learning through games, stories and songs so they would be more motivated to learn English even if indirectly. Play is from the lives of children and can be utilized to carry out the process of learning through play.

Learning to speak while playing an activity that fun for children or often referred to as a time-out recreational activities. Ur in Suyanto (1996) says there are three sources of concern for the children in the classroom is the fairytale pictures in the game. In the game, there is a need to communicate and encourage the child to talk. They can speak with itself or with friends. Singing and playing with words. Learning for instance by equalizing the sound / e / and / ai /

Example

Let's go	Pets go
Blue eyes	Blue pies

Despite the words does not give meaning, but it was common in the early stages of learning a foreign language. This activity provides the excitement in children (Suyanto 2012:16-18)

Easy feeling bored is also one of the characteristics children. They have higher concentration levels and short attention spans. To overcome their boredom, learning activities should be varied and need to be replaced every 10-15 minutes. variations can be created in learning activities in grouping students, the time gap activities, teaching materials and variations of sound. Objects and goods made or whatever is around us will be helpful when if we use it right.

Children's lives full of color and cheerfulness. The activities and tasks are accompanied by pictures of interesting and colorful will make children happier. The

task for the coloring would be done with joy while getting to know and learn the names of colors and objects contained in the image. various media such as flashcards and puppets with cheerful colors will greatly help to expedite the process of learning English. The colors that can create images and puppets become more lively and interesting.

2.7 Flashcard Game in Teaching English at Kindergarten

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Teaching English for kindergarten must be in accordance with the

characteristics of the child, if not appropriate then it will be difficult to be accepted by children because children have different learning characteristics with adults. This study is for the teacher to understand how the English learning method in accordance with the characteristics of kindergarten children, so that children can easily learn English. The present study observes the use of flashcard games in teaching English at Kindergarten of Gagasceria Bandung. Hopefully this study give a solution to make teaching English for kindergarten children more effective and enjoyable.

Chapter III

Research Methodology

This chapter presents research method, research design, the technique of collecting data, technique of data analysis, population and sample.

3.1 Research Method

The research method employed in this study is qualitative method. Sukmadinata (2008:94) Qualitative research aimed at understanding social phenomena from the perspective of the participants. Participant are people who are invited to interview, observed, were asked to provide data, opinions, thoughts, perceptions. The understanding gained through the analysis of various linkages of participant, and through the meaning of "meaning participants" about situations and events. A meaning participant includes feelings, beliefs ideas, thoughts and activities of the participants. Some qualitative research is directed from the participants. It is typically focused on social phenomena obtained from people's views to acquire a detailed understanding of the issue being studied (Iodico *et al* in Zulaeka 2014:26).

Compounding with the definition, this study was conducted to describe how are the process of using flashcards games at kindergarten. Moreover, this study was applied to find out the advantages of implementing flashcards games to children kindergarten.

Characteristics of qualitative research according to Bogdan and Bilden in Sugiyono (2013:9) are as follows:

- Qualitative research has the natural setting as the direct source of data and research is the key instrument.
- Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number
- Qualitative research are concerned with process rather than simply with outcomes or product

In this case the natural setting as the direct source of the data and research is the key instrument, the data sources obtained with natural settings, observation for flashcard learning through games in kindergarten of Gagasceria Bandung . In this research was descriptive, as well as the processes involved in the case were concerned with process. This study to described how are the process of using flashcards games at kindergarten and to find out what the advantages of implementing flashcards games to children kindergarten.

3.2 Research Design

This study was conducted in qualitative descriptive method. This study is aimed at describe how the process flashcard game in teaching English at kindergarten. And aimed at finding out the advantages flashcard game in teaching

English at Kindergarten. Huberman and Miles in Sugiyono (2007) mention that descriptive design involved the process of describing, analyzing, categorizing, and interpreting the data. It also includes the data reduction and display of the data.

As stated by Alwasilah (2012) there are several characteristics of qualitative research. First, the focus of the research is the quality. Second, the aim of the research is describing, finding and understanding; the aim of the research is to describe, find, and understand how the teacher implements teaching English to children through flashcards. Third, the setting is natural: it means that the research only captures the activities in the classroom without changing or interfering teacher's way of teaching. Fourth, the sample involved is purposive. The class of become sample of the teaching English through flashcard game consists of twenty students for every class. Last, the data collections consist of research as the main instrument. Interviews, observations, and documentary data that conducted the researcher in order to find out activities implemented in the classroom and teacher's considerations about the activities implemented. Therefore, the qualitative method is chosen as appropriate method to be employed in the study.

The design of the study was case study. Alwasilah (2012) stated that the focuses of case study are in the process and meaning of the study. The quality of the case study research is on its in depth depiction of subjects in actual setting (Goubil-Gambrell, 1992). That means the analysis of the data serves as description of the

study (Basrowi and Suwandi, 2008). Case study was chosen in this study. The observation was set out to investigate the activities used by teacher in the class to teach English through flashcard.

3.3 Tehnique of Collecting Data

In this research, the data were collected in Gagasceria Kindergarten level A (Awan Class), (Air Class), (Angin Class) and level B (Bumi Class). The instruments used are observations, interview, and documentary data. The instruments are used to get description about how the process of flashcard game in teaching English and teacher's considerations during implementating the activities. Observations, interview, and documentary data were used to described the flashcard game activities implementing in kindergarten. As Gulham in Zulaeka (2014) remarks, qualitative methods applies multi forms of data interview, observations, and documentary data. Each of the data will be described below.

3.3.1 Observation

Observations technique is used to infer the meaning and understanding. Observations is also looking at respondent's point of view, the activities and process of the learning. The observations were held for 4 meetings, in which each meeting was conducted in thirty minutes. The classroom meetings were audio recorded to gain more information during the flashcard game teaching activity. The observations were

held for 4 times for thirty minutes session.

Alwasilah C, (2012: 215) states five important elements that must exist in the observation these are 1. Setting, 2. participant, 3. activity and interaction , 4. frequency and duration 5. Subtle faktors.

Table 3.1 Table of Observation Instrument

Observation Instrumen		
Focus of Observation:		
Catagory :		
Sub Catagory:		
Time:		
Place:		
People involved:		
Activity	Description	Meaning
Opening activities (check attendant,praying, singing)		
Main activities (guessing flashcard game)		
Closing activity (story telling, singing)		

The result become criteria of the checklist, as the field notes were made to complete the data, As suggested by Alwasilah (2012) the researcher became complete observer during the observation. In order to gain information from the learning situation in the classroom and the observations checklist were created to give specific details of the observation.

3.3.2 Interview

Interview was used to collect other information that might undiscoverable through observation (Alwasilah, 2012:110). Interview is one of data that can be helpful to gain in depth information from the teacher's perspective. The interview was recorded and then it was transcribed. After that the interview was analyzed due to the needs of the collection. Bahasa Indonesia was used on the interviews in order to avoid misunderstanding.

Table 3.2 Table of Instrument Interview

Instrument for Interview		
Activity:		
Focus of Interview:		
Respondent:		
Time:		
no	Kategori	Pertanyaan
1		
2		
ETC		

3.3.3 Documentary Data (classroom transcription record)

In this research classroom record were conducted for four sessions that took thirty minutes for each in which the writer acted observer. By doing so, the writer of this research was able to implement every activity that had been set out to be observed Cohen et al in Yuniar, (2013). During the activities the audio-recorder was

used to take on everything that was going on the teacher’s class until the class finished. In audiotape. The audio, here was afforded to transcribe what occurred in setting and played it over and over. This was very useful in the analysis process.

Additionally, the statement is also supported by Yin in Yuniar (2013) that these transcripts can be conducted to increase the reliability of observational evidence. After the audio had been taken, were transcribed in to a form as follow.

Table 3.3 Table of Transcript

Transcript of Today’s Session (date)	
Teacher	
Ss	
Teacher	
Ss	
Teacher	
Ss	
ETC	

3.4 Tehnique of Analysis Data

When the data were accomplished to be collected, the researcher then analyzed them from observation, interview, and documentary data. Thus, the analysis of each instrument will be presented in from of descriptive analysis. As stated in Alwasilah (2012) there are several triangulation methods mentioned, however the triangulation method used in the study was methodological triangulation within methods, consists of observation, interview, and documentary data analysis. Therefore, the analysis will be presented in descriptive explanations.

This study was conducted in qualitative descriptive method. This study is aimed at describe how the process flashcard game in teaching English at kindergarten. And aimed at finding out the advantages flashcard game in teaching English at Kindergarten. Huberman and miles in Sugiyono (2007) mention that descriptive design involved the process of descrybing, analyzing, categorizing, and interpreting the data. It also includes the data reduction and display of the data.

The design of the study was case study. Alwasilah (2012) states that the focuses of case study are in the process and meaning of the study. The quality of the case study research is on its in depth depiction of subjects in actual setting (Goubil-Gambrell, 1992). That means the analysis of the data serves as description of the study (Basrowi and Suwandi, 2008). Case study was chosen in the study. The observation was set out to investigate the activities used by teacher in the class to teach English through

flashcard.

3.5 Populasi and Sample

Population as a unit of analysis in qualitative research. Fridah in Satori (2012: 49). “A population is a group of individuals persons, objects or items from which samples are taken for measurement for example a population of presidents or professor, book or students.” Population is a social situation consisting of place, actors, activity and time.

Sudjana in Rahayu (2011:8) “*Populasi merupakan seluruh sumber yang memungkinkan memberi informasi yang berguna bagi masalah penelitian. Populasi maknanya berkaitan dengan elemen, yakni tempat diperoleh informasi.* (population is all of the sources which are possible to give some useful information for the research problem. Population meaning is related to the elements, there are place where the information taken)”

The sample is part of the resource person, participant, informant, or friend of the teacher in the research. The sample works to get the maximum information. Population and Sample of this research were kindergarten students level A and B (Cloud class, Wind class, Air class, Earth class) at Tk Gagasceria Bandung.

CHAPTER IV

Data Analysis & Findings

This chapter presents analysis of data and findings to answer research question how are the procedur of using flashcard games at TK Gagasceria Bandung and what are the advantages of implementing flashcard games to children in TK Gagasceria Bandung. The data were analyzed based on the data collection technique formerly stated in Chapter 3.

4.1 Data Analysis

In this part, the writer describe the procedur of flashcard game and the advantages of implemating teaching English at Gagasceria Kindergarten . In this research, there are two flashcard games used in English teaching. The first, the writer describes the guessing pets. Second, the author describes whispered flashcard game accordance to observation, interview, and documentary data.

4.1.1 The Procedure of Guessing Pets

Guessing pets was a game of guessing various kinds of pets by using a flashcard that was asked by the teacher. Teacher told the characteristics of the pet then the children guessed the flashcard. The overall activity was 30 minutes. Included opening, main, closing activity. Guessing pets was in the

main activity, duration about 10-15 minutes. The activity took place in class with 20 children and the teacher.

4.1.1.1 Opening Activities

Children gathered and sat orderly. Children were invited to sang hello good-morning by the teacher, all the children followed. After that, teacher checked to attendent students. "Who is here?" Teacher mentioned their names one by one. "Yes I am here . if any of their friends who do not attended school, they replied, "she is not here or he is not here". then teacher instructed children for praying together.

4.1.1.2 Main Activity

There were some step in the main activity.

1. The teacher introduced the theme of flashcard
2. Teacher provided the opportunity to said the names of animals
3. Started to guessed the first animal flashcard
4. Some children was pointed by the teacher to answered the guess
5. Repeated the answer together
6. Started to guessed the next flashcard
7. Finished the guessing game after six flashcard had could been guessed by children

More detail step these are:

1. The Teacher Introduced the Flashcards

When started the introduction flashcard teacher said “Now, I have some pictures for you”, teacher attracted the attention of children then the teacher said, "this picture about animal" and children said together “elephant, frog, chicken, lion” and said some animal names that they had known. Most of them mentioned the names of animals in Indonesia language. Teacher helped interpreted into English, there were children who said “gajah” teacher would said "oh, elephant", when children said "singa", teacher said "oh, lion" teacher interpreted into English.

2. Teacher Provided the Opportunity to Mentioned the Kind of Animals

After said "this is about animal" teacher provided the opportunity for children to said the kind of animals. Teacher said "this animal that you can keep at home", the children enthusiastically said the names of animals such as fish, lion, monkey, turtle. "You want to see my pictures? teacher said the children answered "yes, yes", "okay, let's see" said the teacher again but the children were still enthusiastic to mentioned the names of animals they knew. Teacher required children to paid attention to teacher by giving direction to dont be noisy with, "*stttt*" and teachers offered back. "want to see my picture, listen to me, "the children began lowering his voice. Teacher continued, "listen the sound, listen carefully, the sound is chiap chiap, chiap, who is that?".

3. Started to Guess the Animal Flashcards

The teacher started guessing game with the question, “the animal can say chiap chiap, who is that?.” Children raised their hands shouted saying "burung, burung, turtle, turtle, chicken, anak ayam". Teacher repeated "listen the sound" the teacher pointed a boy who raised his hand, "Ehsan!" said the teacher, then Ehsan answered "bird".

4. Some children was Pointed by Teacher to Answered the Guess

After Ehsan was pointed, the teacher pointed the other children, after five children was pointed to answered, teacher showed the flashcard, "okay lets see ready, one, two, *taraa*." teacher showed the flashcards. Children enthusiastically said "bird, bird, bird", some children said “burung”. Teacher had not given an answer yet, teacher asked the children "is that turtle? " No "said the children. "Is that chicken?" "No," they answered again, "what is that?" the teacher asked the children. “bird” children said. “yes, bird" replied the teacher".

5. Repeated the answer together

When the flashcard shown, the teacher offered to said the answer together “Follow after me, say it, bird". Children said together "bird". Teacher and children repeated the answer three times. Then the teacher told "the sound of bird is chiap,

chiap, chiap. Follow after me". All children said "chiap, chiap, chiap". the teacher was saying "bird can fly" while demonstrated her hands flew in the air.

6. Started to guessed the next flashcard

When the first flashcard had been answered by children, Teacher invited students to guessed the next flashcard. before went to the next flashcard. The teacher Conditioned children to got ready to answer the guess. Teacher told the children to lower their voice, and paid attention to what the teacher said. Teacher began to asked, "what animals can swim", the children began to raised their hand. teacher pointed five children in turned to answered , After that, the teacher showed the flashcard, and invited the children to said the animal's name together.

7. Finished the guessing game after six flashcard had could been guessed by children

Teacher finished the guessing game after six flashcard had could been guessed by children. In this session teacher said to children "do you keep cat at home?" Teacher asked the names of pets owned by children at home and teachers also asked how many animals they kept at home.

4.1.1.4 Closing Activity

Teacher review the English vocabulary with the story telling. Story telling about pets. Children were invited to listened to the story by the teacher, while were looking at the story book. When the cat picture was showed, the children said "cat", then the teacher continued the story, and invited the child to said the names of the animals that appeared in the story book. After the story book had been read, teacher closed the day's meeting by singing 'good bye' and doing high five one by one.

4.1.2 Procedur of Whisper Flashcard Game

This game was the competence games, group a & group b were competence for took a flashcard. Every groups colleted flshcards. They were given time for 15 minutes and the group of the most colleted flashcard was the winner. Flashcard game was called whisper games, the games used technical methods whispered from one friend to another friend in the front. The overall activity was 30 minutes. Included opening, main, closing activity. Whispered flashcard game was in the main activity, duration about 10-15 minutes. The activity took place in class with 20 children and the teacher.

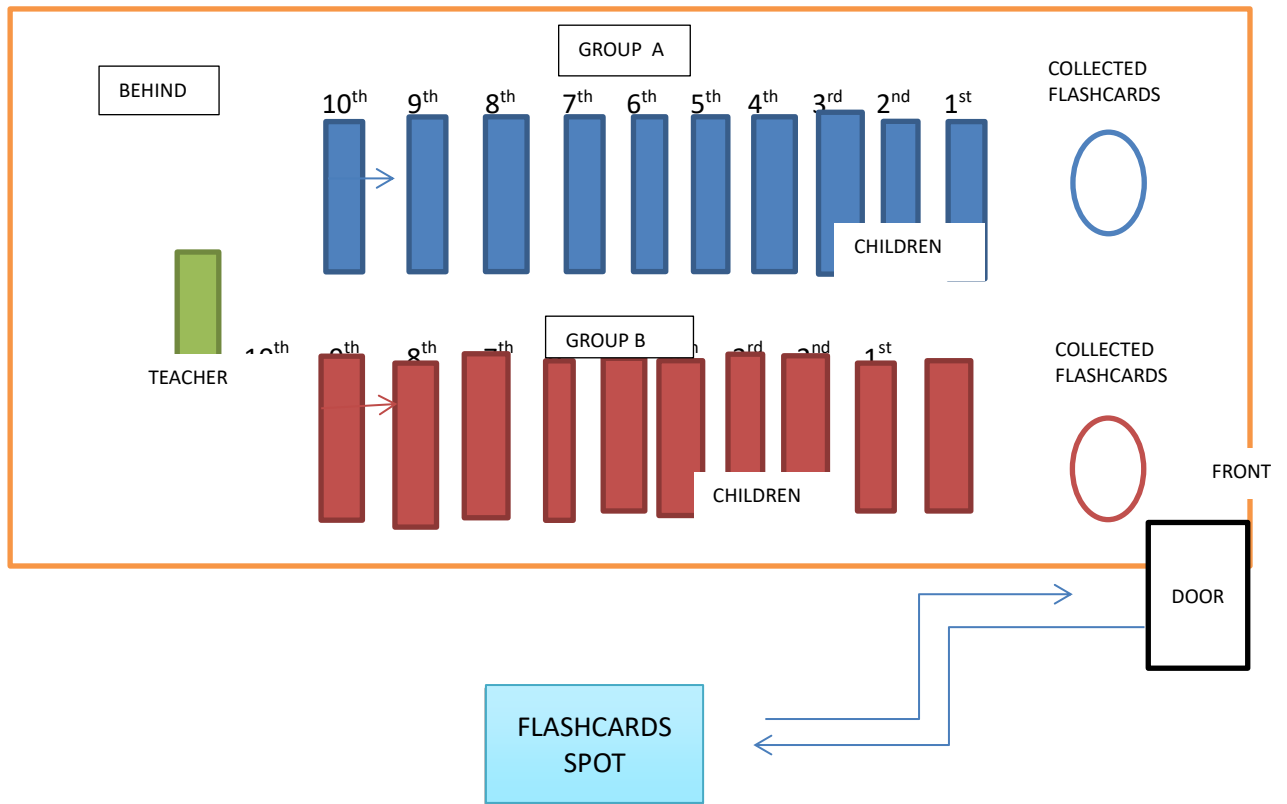
4.1.2.1 Opening Activity

Children gathered and sat circle. Teacher checked to attendent students. “Who is here?” teacher mentioned their names one by one. “Yes I am here . if any of their friends who do not attended school, they replied, "she is not here or he is not here". then teacher instructed children for praying together. Before game started, teacher asked “what is this?” to the children. teacher asked children to review the flashcard.

4.1.2.2 Main Activity

. The beginning of the games teacher provided instruction "let stand for two group" the teacher mentions the name of the children one by one. There were two group, group a and group b. Each group there were ten people. Before started teacher explained how to played the game".

1. Teacher whispered to child in the most behind of row.
2. The child in the most behind of row whispered his friend in the front.
3. The child whispered until The first children in the front
4. The first children in the front running and taking flashcard had been whispered



a. Started Whisper Games (profession flashcard)

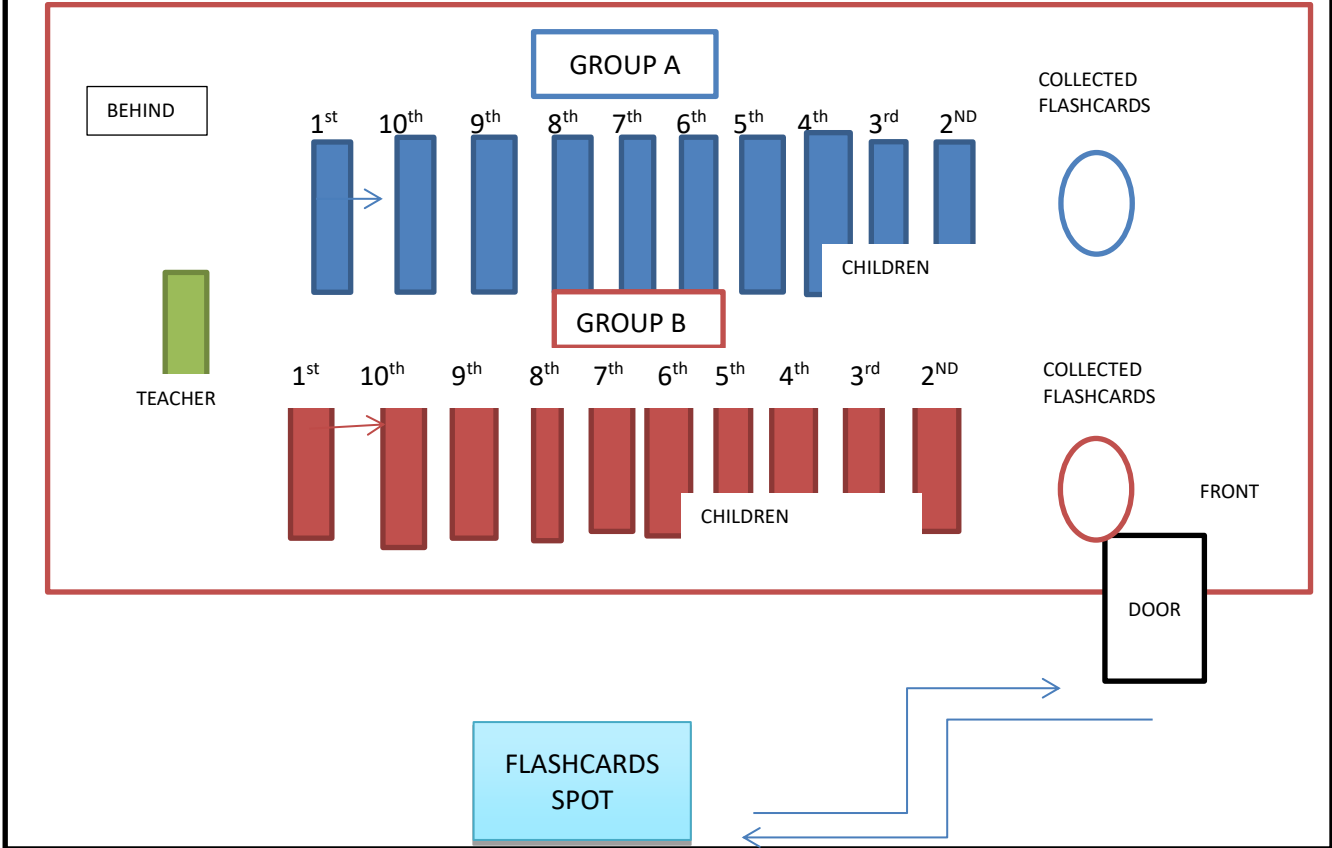
When the games started, teacher whispered “pilot” to the 10th child in every groups then 10th child whispered ‘pilot’ to the 9th child . the 9th child whispered to the 8th child until in the 1st child. The first child run out of the class and went to the spot where the teacher put some flashcard (look; flashcard spot).

The child chosen the flashcard based on the whispering of his friend. Then the 1st child took flashcard and brought to the their group. (look. Collected Flashcards).

b. Change the Position

The first child change the position, the first child moved to the most behind position and the 10th child moved to forward one step. The teacher whispered to the first child in the most behind, the first child wishpered to the 10th and 10th whispered to 9th. The child whispered until to The 2nd child in the most of the front position. The 2nd child turned to took a flashcard in the flashcard spot and run out of the class and went to the spot where the teacher put some flashcard (flashcard spot). The 2nd child chosen the flashcard based on the whispering of his friend. Then the 2nd child took the flashcard and brought to the their group. The 2th child put the selected flashcard in the front of their group. (look; Collected Flashcards).

Changing the position



c. The Ending Process of Whisper Flashcard Game

The each group have taken the flashcard and in the finishing game, teacher count the flashcard from group A and group B and teacher decided the winner group.

4.1.2.3 Closing Activity

The closing activity are teacher closed the day's meeting by singing 'good bye' and doing high five one by one.

4.2 The Advantages of Implemating Teaching English at Gagasceria Kindergarten

Based on observasi, documentary data and interview using flashcard games implemating teaching english was builds enthusiasms atmosphere in the class. It could be seen from their rection when the teacher asked who is the animal, children started corious, they answered with different answers. Become more anthusiasms when the teacher answered and showed the flashcard. In the whispered game, the children were enthusiasms when they whispered their friend and ran to looked for flashcards.

Class became to be vigeriuos and lively when the teacher could built interaction with children, teacher gave introduction about flashcard games and children paid attention, introduction began by asking, "I have some picture to show

you, what animal is that?". They answered a variety of animals using English and bahasa. In whispered games children could interact well with his friends, whispered games were divided into two groups, they worked together to get flashcard. whispered the flashcard to a friend from behind to the fore, the whispered game of the class came alive when two teams ran each other out, race to get a flashcard. That activity could build social children to interaction with their friend and their teacher. According to the observation, indicated the using of flashcard game could encourage communicative interaction among the children and the teacher by involving the students during asking, answering process.

Guessing pets game could build imagination when teacher asked, "what animals can jump"?, Children replied, "rabbit, frog, kangaroo". Teacher said "the animal have long ear" while demonstrating the long ear with his hand over his head. Teacher said animals that can swim then the teacher demonstrated his hands like swimming. Teacher made a gesture of bird, fish and other pets. Flashcard built a child's visual. So that children could know the meaning of English vocabulary just by looking at the picture, the teacher did not mention, bird meant burung, cat meant kucing. But the teacher told the meaning of bird with the picture, this was according to the interview with the teacher, teacher said that in childhood the language produced by children was not much like adults, The produce of indonesia vocabulary of children were still fewer than adults so if the English language was defined with

Indonesian words, it certainly made them become difficult to remember the word. Pictures could make it easier for them to remember English words and also with imagination. It helped learning more interesting, because children's characters tend to be imaginative.

Class activity using flashcard games could build interesting children to learn English, in pre-age school English was learned by example, the children listened to what the teacher said. The teacher said several sentences, such as "what is that?, the animal can swim, the animal you can keep at home?, do you know?, what is the sound?. I have picture", can you see?. The next animal, the sound is miaow. And this animal can jump. This animal can swim. Children also learned vocabulary. Vocabulary objects that existed in their environment. They learned with flashcard, flashcard had picture and English word, such as various animal, profession, vegetables, room etc. In my observation, Gagasceria Kindergarten used flashcard pets and profession. Children learned about various pets like bird, cat, turtle, rabbit, fish, dog. Teacher told the name of the bird and also its characteristics by using English language and using guessing game technique. Teacher also used gesture movement and also flashcard told the meaning of bird. Children understand that bird is a burung. Flashcard games helped the child to increase a child's English vocabulary.

Flashcard games helped the child's cognitive development. It could be seen from their reaction when the teacher asked "who is the animal?." Children started

curious when children answered various animals they had already knew. When the teacher given a guess, "what animal can fly", the children pointed their hands and answered the teacher's question. In this activity the children were invited to thought by answering the teacher's question. They were asked by teacher with yes or no question. "Is that bird or is that paint?" And the children respond quickly, they said "bird". Teacher also asked various animal characteristics, "what is the sound of birds, miaw?" The children answered "no".

In whispered games, children had activities that helped the cognitive development of children, it could be seen when children looked for flashcards in accordance with the whispered by his friend. They also played with the rules that had been explained by the teacher. The rules were lined up, taking turns to whisper words to friends, didn't leave the line, the front position took flashcards that were placed in front of the class. They used the rules well, so the game did not look chaotic and they followed step by step. Although there were some steps that were not followed by some children, but it was reminded again by the teacher to played by the rules. Flashcard games helped cognitive children development with how children could remembered the rules that had been described by the teacher.

Advantages of using flashcard games were helping children motoric development. Children were required to be active such as raised the hand, marching, whispered, running, taking fashcard and other movements . In the flashcard guessing

game, children raised their hand several times because teacher often asked questions to children, it made them active in the class. In whispered games, children got motion like marching, walking, running, and taking flashcards. In the beginning of this game, the children were ordered to line up two positions every position consisted eleven children. The children whispered walk and run. When they got flashcard, they jumped very excited. In this games had motoric movement and it could helped children motoric development.

The use of flashcard game brought some aspect advantages, as followed 1) built enthusiasm atmosphere in the class, it kept children engagement and enjoying the class. 2) It encouraged communicative interaction among the student 3) Built imagination children with visual aid 4) Flashcard game helped children to increase English vocabulary 5) Flashcard game helped to building of children cognitive development. 6) Flashcard game helped to building of children motoric development.

4.3 Finding

Based on observation, documentary data, and interview in the procedure of flashcard game for teaching English for kindergarten had some procedure. Divided into three activities, opening, main and closing activities. Flashcard games were in main activity. In this activity the children guessed flashcard pets, teacher asked questions and children answered questions. Guessing pet was the teaching english activity to introduce vocabulary to children. In this activity the children were

introduced to the characteristics of the pet by the teacher.

Using flashcard games implementing teaching English built enthusiasm atmosphere in the class. It could be seen from their reaction when the teacher asked *who is the animal*, children started curious. They answered with different answers. Became more enthusiasm when the teacher answered and showed the flashcard. In the whispered game, the children enthusiasm when they whispered their friend and ran to look for flashcards. They enjoyed the class, and exited when the games were started and executed.

In the whispered game, children compete with groups, there was cooperation between children, and they were competing to find the game, based on interview with teacher at Gagasceria that whispered game was an activity to deepen the vocabulary ever learned before. In whispered games activities were not introduced new vocabulary, but this vocabulary had been studied a week before.

The use of flashcard game brought some aspect advantages, as followed 1) built enthusiasm atmosphere in the class, it kept children engagement and enjoying the class. 2) It encouraged communicative interaction among the student 3) Built imagination children with visual aid 4) Flashcard game helped children to increase English vocabulary 5) Flashcard game helped to building of children cognitive development. 6) Flashcard game helped to building of children motoric development

The data of the study showed the use of flashcard game as an effective

method for teaching English at kindergarten. It was supported by the data obtained from the observation, interview, and documentary data. Obviously, it could be seen that the children enjoyed their teaching English activity with flashcard game. As a result they responded positively and engaged easily to learned English in the class and could improve English language for children at kindergarten.

Chapter V

Conclusion and Suggestion

In this chapter, the writer summaries the result of the research. The research consist of conclusion and suggestion.

5.1 Conclusion

Based on research findings, the writer explained the answer it can be concluded as follows:

1. The writer conducted this research by using descriptive qualitative method.

The writer to applied media flashcard and game technique. In teaching English language for children kindergarten. In collection the data, several instrument were utilized. The first step was conducting the classroom observation. The writer as an observer. This observation goes to three classes (TK A) in the first day, in the second day just one class (TK B), datas are described using descriptive analysis the writer also interviewed. The writer saw and knew the activity process of flashcard game in the class. And then finding the advantages flashcard games for children at kindergarten. The next step the writer interview the teacher English of Gagasceria Kindergrten. And the writer used the documentary data for the analysis. The study focused on the used of flashcard game teaching English at kindergarten.

2. The result of the study showed using flashcard games implementing teaching English built enthusiasm atmosphere in the class. It could be seen from their reaction when the teacher asked *who is the animal*, Children started curious. They answered with different answers. Became more enthusiasm when the teacher answered and showed the flashcard. In the whispered game, the children enthusiasm when they whispered their friend and ran to look for flashcards. Obviously, it could be seen that the children enjoyed their teaching English activity with flashcard game. As a result they responded positively and engaged easily to learn English in the class.
3. The result of the study showed the use of flashcard game brought some aspect advantages, as followed 1) built enthusiasm atmosphere in the class, it kept children engagement and enjoying the class. 2) It encouraged communicative interaction among the student 3) Built imagination children with visual aid 4) Flashcard game helped children to increase English vocabulary 5) Flashcard game helped to building of children cognitive development. 6) Flashcard game helped to building of children motoric development.
4. The data of the study showed the use of flashcard game as an effective method for teaching English at kindergarten. It was supported by the data obtained from the observation, interview, and documentary data. Obviously, it could be seen that the children enjoyed their teaching English activity with flashcard

game. As a result they responded positively and engaged easily to learned English in the class and could improve English language for children at kindergarten.

5.2 Suggestion

The writer would like to purposes some suggestion, especially for the English teacher, and for further researcher.

1. The Teacher

For the teacher who are insterested to use flashcard game as a method teaching english at kindergarten, they are suggested to consider types of flashcard game which will be presented with various activities accordance with children characteristic development.

2. The Further Reseacher

For those who are instrested to conduct the similar research, they are advised to collect the data from different perspective in order to gain more comprehensive result. for example, the researcher assess the advantage of flashcard game in teaching english at kindergarten and asking the teacher about the progress implamenting in teaching English.

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