THE USE OF FLASHCARDS MONOPOLY TO FACILITATE ELEMENTARY STUDENTS' LEARNING ENGLISH VOCABULARY

Best Practice

Presented to the Department of English Language Education as Partial

Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English

Language Education

By:

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF PSYCHOLOGY AND SOCIAL SCIENCES

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2024

APPROVAL SHEET

THE USE OF FLASHCARDS MONOPOLY TO FACILITATE

ELEMENTARY STUDENTS' LEARNING ENGLISH VOCABULARY

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THE USE OF FLASHCARDS MONOPOLY TO FACILITATE

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Defended before the Board of Examiners on 7 June 2024 and Declared

Acceptable.

Board of Examiners

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Yogyakarta, 12 June 2024

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STATEMENT OF WORK ORIGINALITY

I honestly attest that the content of this best practice is my work and does not contain the work or part of other people, except those cited in quotations, as scientific papers should.

Yogyakarta, 31 May 2024

Sri Melani
20322067

MOTTO

"When life gets you down, do you wanna know what you've gotta do? Just

keep swimming!"

(Dory - Finding Nemo)

"It's okay to get lost or take the long route now and then. Every time just

happened; life took me on an interesting ride."

(Hong Du Sik - Hometown Cha Cha)

DEDICATION

I dedicated this best practice to:

1. My beloved parents and sisters for endless support, encouragement, and prayer. Thank you for always supporting and motivating me while working on this best practice.

2. My friends Kita Bisa (Fia, Aul, Put, Han and Dev) and Irma thank you for always accompanying me during college and inviting me to visit unique places in Yogyakarta.

3. My lovely friends Raysha and Ai, thank you for always believing in me and giving me appreciation for every small progress that I made in completing this best practice.

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5. All lecturers and staff at the English Language Education Department who have supported me throughout my study period at UII.

6. Lastly, I am thankful to myself for being able to keep on going despite the many difficulties and challenges that I faced.
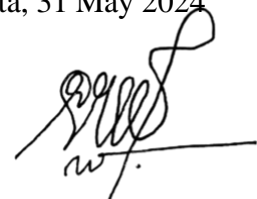
ACKNOWLEDGMENT

بِسْـــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise and gratitude to Allah SWT who has bestowed this mercy because the author was allowed to write this thesis entitled "The Use of Flashcards Monopoly to Facilitate Elementary Students' Learning English Vocabulary" which already completed as a partial fulfillment of requirements to obtain Bachelor of Education degree in English Language Education.

A very special thank you to my father, my mother, and my sisters for all of the support that you gave me while working on this best practice until it was finished.

I want to thank you very much to all those who have helped and motivated me while working on this best practice until it was finished. Therefore, I apologize if still have any lacks or weaknesses in this best practice, I realized this best practice is far from the perfect word. I hope this best practice could give benefits to every reader and I hope I can increase the knowledge for all of us.

Yogyakarta, 31 May 2024

Sri Melani
20322067

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The Use of Flashcards Monopoly to Facilitate Elementary Students' Learning English Vocabulary

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ABSTRACT

Using appropriate methods to support learning is highly considered in learning English, especially for young learners. It helps increase students' motivation and engagement in learning, and students can more easily understand learning English. In this article, the teaching practice implemented the game-based learning method through flashcards monopoly. This article aimed to facilitate learning English vocabulary for elementary students who have never studied English. The article data was obtained through the implementation of teaching practice which was carried out for 5 meetings. Moreover, the teaching practice was carried out in grade 4 at one of the public elementary schools in the Sukabumi district, Indonesia. Students learned English vocabulary and remembered it easily through the flashcards monopoly games. Students were very interested in learning, actively participated, and were brave enough to mention new vocabulary, the use of flashcards monopoly also motivated and engaged students in learning English.

Keywords: Game-based learning, Flashcards, Vocabulary

1. INTRODUCTION

Vocabulary is an essential component in a second foreign language. Setiyawan (2015) stated that students in elementary school must master vocabulary as a crucial thing in language learning. However, according to Absori et al. (2020), learning vocabulary for elementary students is highly challenging. The young learners need help remembering the new words

quickly and easily. Thus, there should be appropriate methods to help students in learning vocabulary.

In teaching, the teacher can apply many methods. Moreover, in teaching vocabulary to elementary students it is essential to use fun learning methods. Setiyawan (2015) explained that using a fun method helps the teacher create an interesting English class environment. In addition, every elementary school student nowadays likes to play games (Abshori et al., 2020). Game-based learning is one of the appropriate methods to get young learners deeply involved in learning, not only for practicing language but also for the most effective learning (Adipati et al., 2021). This game-based learning will provide a delightful atmosphere. Ersoz (2008) further revealed that well-chosen games are a helpful learning method because games can encourage student enthusiasm and motivation in practicing all language skills. Therefore, the application of game-based learning will be very useful in learning vocabulary for students in elementary school.

Learning vocabulary must facilitate continuous learning, with exciting activities through game-based learning. Several experts have defined game-based learning. Game-based learning (GBL) is an activity that involves problem-solving and encourages students to achieve abilities and knowledge (Qian & Clark, 2016). Thus, game-based learning encourages young students to learn new English vocabulary. Sobhani (2014) defines game learning as activities that encourage students to enrich themselves with words spoken to untrained ears and build interaction with players. In addition, according to Pho and Dinscore in Spring (2015), game-based learning provides opportunities for students to create active learning, increase student interest and involvement, and get feedback on game results. Thus, the application of game-based learning methods in flashcards monopoly helps students learn new vocabulary and helps increase students' motivation and interest in learning English.

The monopoly game board was used in this article's teaching practice to employ games that are based on traditional game-based learning.

Traditional game-based learning is an effective teaching and learning method that facilitates learning implementation management (Hsu et al., 2008). In conventional game-based learning, the teacher serves as a mentor. Traditional GBL aims to provide players with a competitive edge to boost motivation and engagement and improve students' comprehension of the subject (Hsu et al., 2008). In terms of the educational component, Hsu et al. (2008) identified three elements; competition, focus, and fast feedback that allow an activity to be converted into a game-based learning environment. These three elements must be included in every learning game. During the game, scores are determined or awarded to start the competition. This element may boost each student's incentive to compete for points. There is concentration, utilizing games to increase student engagement with learning is known as concentration. And lastly, feedback. One type of feedback that can be provided is direct feedback, in which students receive instructions or information while playing the game.

Based on the results of observations at the school where teaching practice was implemented, there were indications of some problems in learning English. First, the school where the teaching practice was carried out still uses the previous curriculum, namely the 2013 curriculum. Thus, English is not studied at the elementary school level. Second, limited facilities regarding technological learning support. The school was in a rural area, so there was a limitation in the use of learning media. Third, regarding students' motivation in learning. The researcher made observations during learning in other subjects, during the beginning of learning students were still able to follow and participate in learning. However, after 15 minutes, the students' participation and enthusiasm for learning decreased. Therefore, based on the results of these observations, it became a consideration why flashcards monopoly was applied in teaching practice.

Research conducted by Setiyawan (2015) studied increasing students' vocabulary mastery when using flashcards in elementary schools. Through this research, he found that using flashcards was the right media to improve students' vocabulary mastery. Apart from that using flashcards

also helps overcome the problem of students who need moremotivation because flashcards must be attractive, clearly visible, and colorful. According to Hariyadi (2010), monopoly is a game where players take turns flipping dice and moving across the game board according to the amount of dice. Players also answer questions by dividing them up into groups. According to the research of Hariyadi (2010), teaching English, particularly vocabulary, can be effectively accomplished through the monopoly game. Additionally, he clarified that the motivation of the kids had greatly improved from before instruction.

In this teaching practice, the focus of the language was learning vocabulary for students who had never studied English. Learning English for young learners takes work, especially English as EFL. Accordingly, this teaching practice implemented a collaboration of using flashcards and monopoly boards as game-based learning to make vocabulary learning easy for students to understand.

In the teaching practice that was carried out, the researcher implemented flashcards monopoly to make the learning vocabulary easier for students to remember and understand. Moreover, it can increase learning motivation, making students more enthusiastic while learning English. Through the application of flashcard monopoly, the aim was to analyze and try whether flashcard monopoly games will facilitate students in learning new vocabulary. This research also aimed to improve students' motivation to learn, especially learning English.

2. RESEARCH METHOD

The teaching practice was conducted through the program Kampus Mengajar Batch 5. The data for this article was obtained from observation and documentation during the implementation of flashcard monopoly games. Moreover, the researcher carried the observation in the first week of the program, during the implementation, and from the feedback session in the last meeting of teaching practice. The result of the observation school sheet is in the appendix. In addition, the documentation related to the

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teaching practice used in this article consists of making media of flashcards, student learning activities, and students' work. The documentation is attached in the stages of teaching practice and the appendix.

3. RESULTS AND ANALYSIS

In this section, the researcher describes the implementation and the steps of learning using flashcard monopoly. The researcher conducted this teaching practice in an elementary school in Sukabumi. In addition, the learning sessions were held every Saturday with a learning duration of 30 minutes.

3.1 Pre-teaching

a   Designing teaching materials

The teaching practice used the material from the English textbook grade 4 as the primary source of materials. The textbook is "Active English 4: A Fun and Easy English Book". Meanwhile, in this teaching practice, chapter 3, "Going on Vacation", was chosen because was related to learning about the names of tourist attractions and activities when traveling. Moreover, it was related to the school located because it is in a tourist area. To help students recognize and understand several vocabularies related to tourism topics.

b   Preparing teaching media

In this stage, the researcher prepared the teaching media that will be used for teaching activities in the third and fourth meetings. In preparation for making flashcards, the front side contains sentences from the text students learned in the first meeting. However, the back side includes pictures that match the topic. Then, monopoly will be used for the student board game when getting points after rolling the dice.

Based on the results of observations, it was known that students' learning motivation is low at school. To attract their attention and enthusiasm, this teaching practice used game-based learning. Using this

method in teaching and learning increases students' motivation and interest. It made remembering and memorizing vocabulary easier by guessing pictures on flashcards through monopoly games. The flashcard samples are shown below.

Picture 3.1 The front of the flashcard contains sentences
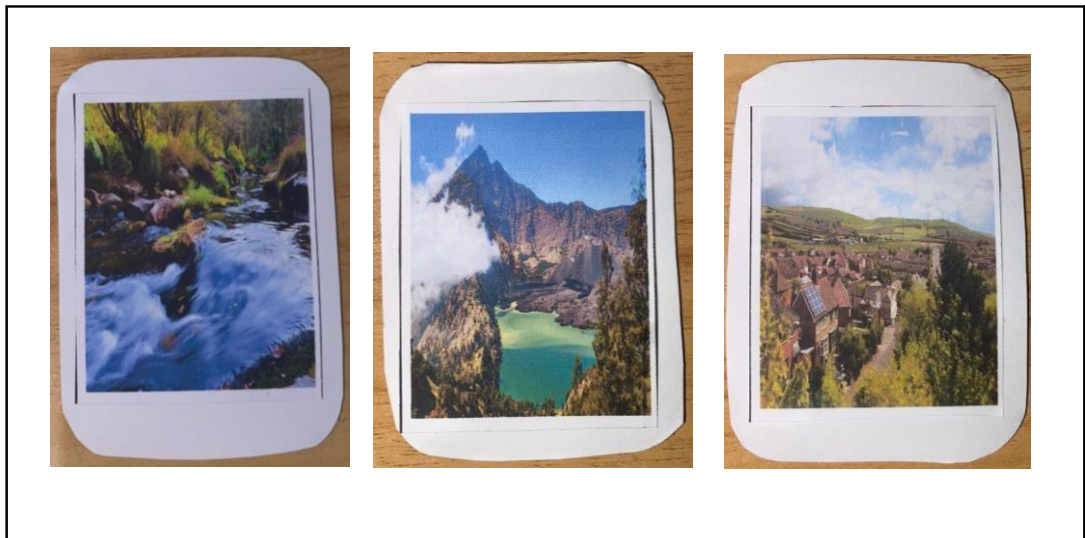
Picture 3.2 The back of the flashcard contains pictures of the vocabulary

3.2 While teaching

1. The first meeting

   In the first meeting, the teaching practice introduced the topics to be studied in the "Go on Vacation" text. The activity in teaching practice first wrote the text on the blackboard and asked students to write in their notebooks. After that, explained and gave

related examples first; while presenting, tried to attract students' attention by asking questions to ensure students understood the explanation. As if asking, "What was the English word for the *Pantai*?" or "Can you mention the name of what tourist attractions are around you?". In this teaching practice also tried to pronounce each vocabulary then asked students to repeat the pronunciation. In the learning process, the researcher also provided positive feedback to students when they tried to read and pronounce the vocabulary to be motivated to learn. A sample of vocabulary is shown below.

Table 3.1 List of Vocabulary

mountain	**beach**	**hill**	**waterfall**	**village**
Forest	garden	National Park	sea	**river**
cities	building	museum	zoo	**fishing**
swimming	**sailing**	**hiking**	**shopping**	**Gardening**

2. The second meeting

In this meeting, the researcher carried out exercises for students. This session was filled by answering five questions related to the text studied in the previous week. The researcher asked the students to prepare a sheet of paper and write down each student's name. The questions were written on the blackboard and asked students to write on paper. The researcher gave the students 10 minutes to work on it. While the students were working on the task, the researcher checked each bench, whether the students were working on it, and ensured students understood the instructions. After completing the exercises, the researcher checked students' answers and submitted the results to the teacher's table. At the end of this session, the researcher asked students to come to the front, and each student read two sentences in the text.

3. The third and fourth meeting

The teaching practice used steps of the monopoly game process in this activity based on Hariyadi (2010). In this flashcard

monopoly game also provided the three aspects of traditional game-based learning by Hsu et al. (2008). The flashcards monopoly was carried out in front of the class, with players consisting of 4 people in each session. The flashcard monopoly game was carried out in 2 meetings so that all students get their turn to play. At the meeting, two topics were played on flashcard monopoly: tourist attractions (mountains, beaches, hills, waterfalls, villages, forests, gardens, national parks, sea, rivers, cities, buildings, museums, and zoo). The fourth meeting was about activities during the tour and other related topics (fishing, swimming, sailing, hiking, shopping, trees, gardening, scenery, clean, fresh, and birds).A more step explanation is shown in the table.

Table 3.2 Flashcard Monopoly game steps

No	Steps and Explanations	Pictures
1	Step 1: the teacher explains the game's rules to the students. The teacher tries to provide examples of games and asks student representatives to practice. ***Concentration***	

| 2	Step 2: Students roll the dice and count as many numbers as they get by moving from one box to another. *Concentration*	
3	Step 3: Take the flashcard. If the student lands on the box, the student must read the sentence on the front of the flashcard. In this step, the researcher monitored and provided feedback so students could read the sentence correctly. *Feedback*	
4	Step 4: Students flip over flashcards containing pictures. They must try to guess the English language from the pictures. In this step, the researcher sometimes provided direct feedback to students about their pronounced vocabulary. *Feedback*	

5	Step 5: The student who answers successfully will get an asset (box) that belongs to him/her, by writing his name as ownership in the box obtained when throwing the dice. *Competition*	
6	Step 6: The game continues continuously according to the order of the students and the round continues until all the boxes are filled by each student who has succeeded in guessing the picture on the card. *Competition*	

`

3.3 Post-teaching

This was a reflection session after students finished the games, the students were asked to write back the vocabulary they won during the game in their book. Before the lesson was closed, reconfirmed by asking students the results of the language they got after playing flashcards monopoly. Students seemed more enthusiastic when they mentioned the vocabulary they understood at this stage. The class was closed by giving good feedback and praise to students attending class.

As a follow-up activity after playing the games, in the last of the fifth meeting, students collected the results of the vocabulary they had

obtained when playing flashcards monopoly. Then, the students wrote down each of the vocabularies they got when playing flashcards monopoly on the blackboard. After that, the students came forward individually to read all the vocabulary they got. This was done to ensure students still remembered the vocabulary they learned by playing the games. The students' work pictures shown are below.
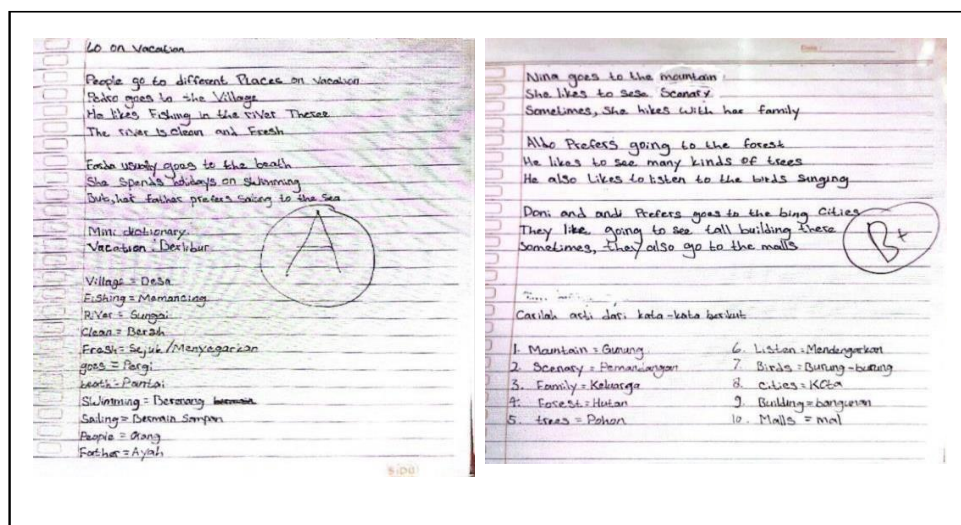
Picture 3.3 Students work

4. CONCLUSION

The researcher realized that in implementing flashcards monopoly through game-based learning, there were several things that the researcher needed to improve in the future. The researcher needs to consider the number of students in the class for this game. Due to the limited number of media, not all students get their turn to play. In 24 students in grade 4, only 20 students could participate in the game. Furthermore, the next teaching practice must consider equal vocabulary distribution because not all students get a turn to play.

Following the background of the study, the aim of implementing flashcard monopoly through game-based learning is to facilitate learning vocabulary for students who have never studied English before, as well as to increase students' motivation and interest in learning English. The researcher observed the results of students' writing short fill-in questions and making mini dictionaries resulting from the vocabulary students learned through

games. Moreover, the researcher realized that students in grade 4 were starting to become familiar with several vocabulary words. It was related to the topic. Furthermore, students bravely mentioned several new vocabulary words in the reflection session. The students can write the vocabulary words they learned on the blackboard. In this case, implementing flashcard monopoly facilitates students in learning several new vocabulary so that students are more familiar.

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APPENDICES

APPENDIX 1
SCHOOL OBSERVATION RESULT SHEET

Kampus Mengajar Kampus Merdeka

LAPORAN AWAL (LAPORAN MINGGU PERTAMA)
HASIL OBSERVASI SEKOLAH
PROGRAM KAMPUS MENGAJAR ANGKATAN 5 TAHUN 2023

Nama ketua kelompok	Sri Melani
Nomor telepon aktif ketua kelompok	0812-1912-3620
Nama anggota kelompok	1. Hanin Muhaiminu 2. Maya Alipia
Nomor telepon aktif anggota kelompok	1. 0821-8733-5942 2. 0812-1022-6977
Tanggal dan waktu pelaksanaan	20 – 25 Februari 2023
Nama sekolah	SD Negeri Bojongwaru
NPSN sekolah	20202834
Nama Kepala Sekolah	H. Sunjana, S.Pd, M.Pd.
Nomor Whatsapp aktif Kepala Sekolah	0816-4699-5395
Nama Guru Pamong	Ade Mulyono S.Pd
Nomor Whatsapp aktif Guru Pamong	0852-1784-9535
Nama Dosen Pembimbing Lapangan	Firman Septiadi, M.Pd.
Nama PIC Dinas Pendidikan untuk Kampus Mengajar	Yudi Cucu Supriadi, S.Pd., MM.
Jabatan	Sekretaris Dinas Pendidikan Kabupaten Sukabumi
Nomor Whatsapp aktif PIC Dinas Pendidikan	0813-8563-2945

*Guru Pamong hanya satu orang
**PIC = penanggung jawab

Jelaskan metode yang dilakukan saat observasi sekolah!

Metode:

- **Wawancara**
- **Pengamatan Langsung**
- **Lainnya (sebutkan)**

Penjelasan pemilihan metode: Metode yang digunakan pada saat pelaksanaan observasi yaitu wawancara dan pengamatan langsung. Wawancara dilakukan dengan berdiskusi bersama dengan Bapak kepala sekolah pada saat observasi pra penerjunan, selain itu berdiskusi lebih lanjut dengan guru-guru. Pengamatan secara langsung dilakukan selama kurang lebih satu minggu, dengan berkeliling ke setiap kelas. Pemilihan kedua metode tersebut agar dapat memenuhi kebutuhan data dan agar akurasi data bisa dipercaya.

Sebutkan sumber data apa saja yang digunakan saat melakukan observasi sekolah!

Sumber data yang digunakan pada saat observasi diantaranya, dokumentasi keadaan sekolah dan fasilitas sekolah, papan dan struktur informasi di ruang guru.

Bagaimana keadaan lingkungan kelas?

Lingkungan kelas cukup mencerminkan kondisi akademis yang bagus karena sudah memadai dan kebersihan kelas yang terjaga. Diantaranya ruangan kelas yang luas, fasilitas bangku, meja, alat kebersihan, struktur kelas, sudah terdapat pojok baca. Selain itu di luar kelas terdapat fasilitas lainnya yang terdiri dari rak sepatu dan wastafel.

Bagaimana keadaan lingkungan sekolah?

Sekolah berada di lingkungan yang cukup strategi dan akses jalan yang mudah. Sudah terdapat bangunan/ruangan kelas yang memadai, perpustakaan yang cukup layak serta sudah terdapat beberapa fasilitas penunjang. seperti, alat musik, alat olahraga.

Hasil observasi proses pembelajaran:

1. **Kurikulum yang digunakan**
2. **Metode dan strategi pembelajaran yang digunakan**
3. **Media dan sumber pembelajaran yang digunakan**

1. Sekolah sudah menerapkan Kurikulum 2013
2. Sejauh observasi yang kami lakukan beberapa guru menerapkan strategi dan metode yang berbeda. Hal ini dikarenakan setiap guru mengajar pada jenjang kelas yang berbeda untuk kelas bawah seperti kelas 1, 2 dan 3 sesuai arahan buku pegangan guru di kelas bawah ini guru sering melaksanakan pembelajaran dengan cara menyenangkan yaitu dengan bernyanyi. Selebihnya juga menerapkan pembelajaran tematik yaitu pembelajaran terpadu yang menggunakan tema untuk mengaitkan beberapa mata pelajaran sehingga dapat memberikan pengalaman bermakna kepada peserta didik.
3. keseluruhan media dan sumber pembelajaran yang digunakan yaitu melalui buku paket seesuai kurikulum yang diterapkan di sekolah.

RENCANA PELAKSANAAN PEMBELAJARAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Satuan Pendidikan	: Sekolah Dasar (SDN Bojongwaru)
B. Mata Pelajaran	: Bahasa Inggris
C. Kelas	: 4
D. Materi Pokok	: Go on Vacation
E. Alokasi Waktu	: 6 x 30 menit

F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Standar kompetensi: 7. Memahami tulisan bahasa Inggris sangat sederhana **Kompetensi Dasar :** 7.1 Melafalkan dadengan ucapan yang tepat dengan kata, frasa, dan kalimat sangat sederhana	1. Siswa dapat melafalkan kata, frasa, dan kalimat dengan benar 2. Siswa dapat membaca kata, frasa, dan kalimat dengan intonasi yang benar 3. Siswa dapat memahami kata, frasa dan kalimat sederhana

G. Tujuan Pembelajaran:
1. Siswa mampu membaca dan melafalkan kosa kata baru yang berhubungan dengan *vacation*
2. Siswa mampu mengingat kosa kata baru yang diperoleh dari permainan mocard *(monopoly flashcard)*
3. Siswa mampu memahami makna kosa kata baru yang diperoleh ari permainan mocard *(monopoly flashcard)*

H. Materi Pembelajaran	: Terlampir (PPT)
I. Metode Pembelajaran	: Game-Based Learning
J. Media dan Alat Pembelajaran	: papan monopoly dan flashcard
K. Langkah- Pembelajaran: terlampir	

lampiran: langkah-langkah pembelajaran

Meetings 1 and 2
Theme: Go on Vacation
Language Focus: reading and understanding the vocabulary

LEARNING OBJECTIVES
1. Siswa mampu membaca dan melafalkan kosa kata baru yang berhubungan dengan *vacation*
2. Siswa mampu menuliskan kosa kata bahasa inggris sederhana dengan benar

PRE- ACTIVITY
1. Guru membuka kelas dengan membaca doa
2. Guru memandu tepuk semangat pagi, untuk meningkatkan semangat siswa
3. Menjelaskan topik yang akan dipelajari

WHILE-ACTIVITY
1. Guru menuliskan text "Go on Vacation" di papan tulis, dan meminta siswa untuk menulis di buku catatanya
2. Guru menjelaskan teks tersebut dan mengaitkan dengan topik
3. Guru membaca teks, dan memandu siswa untuk membaca bersama
4. Guru mengenalkan beberapa kosa kata yang berkaitan dengan tempat dan aktivitas yang dilakukan ketika berlibur (dengan menggaris bawahi kosa kata di papan tulis)
5. Guru memberikan contoh cara pengucapan, dan meminta siswa mengulangi cara pengucapan nya dengan benar

POST-ACTIVITY
1. Guru menutup kelas dengan memberikan pujian positif kepada siswa
2. menutup kelas dengan membaca doa

Meeting 1

Activity 1

Instruction: students write the following text! then, read the text after the teacher.

People go to different places on vacation.
Pedro goes to the **village.**
He likes **fishing** in the river there.
The **river** is clean and fresh.
Farda usually goes to the **beach.**
She spends her holidays **swimming.**
But, her father prefers **sailing** to the **sea.**
Nina goes to the **mountain.**
She likes to see the scenery.
Sometimes, she **hikes** with her family.

Activity 2 (language focus)
Instruction: *teacher introduces some vocabulary related to the topic and text. Then, the teacher pronounces the vocabulary and asks the students to repeat after*

Village	Fishing	River
Beach	Swimming	Sailing
Sea	Mountain	Hikes

Meeting 2

Activity 3

Instruction: the teacher asks students to write the continued text! then, read the text after the teacher.

Aldo prefers going to the **forest.**
He likes to see many kinds of **trees.**
He also likes to listen to the birds singing.

Doni and Andi prefer to go to the big **cities.**
They like going to see tall buildings there.
Sometimes they also go to the **malls.**

Activity 4 (language focus)
Instruction: *teacher introduces some vocabulary related to the topic and text. Then, the teacher pronounces the vocabulary and asks the students to repeat it after.*

Forest	Trees
Cities	Malls

Activity 5

Instruction: the teacher checks students' understanding of the vocabulary that they have acquired.

Activity 6

Instruction: the teacher also introduces some vocabulary related to the topic

Waterfalls	Hills	Zoo
Garden	National park	Museum

<div align="center">

Meeting 3
Theme: Go on Vacation
exercise and practice

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LEARNING OBJECTIVES
1. Siswa mampu membaca dan melafalkan kosa kata baru yang berhubungan dengan *vacation*
2. Siswa mampu menuliskan kosa kata bahasa inggris sederhana dengan benar
3. Siswa mempu mengingat dan memahami makna kosa kata bahasa inggris sederhana dengan benar

PRE- ACTIVITY
1. Guru membuka kelas dengan membaca doa
2. Guru memandu tepuk semangat pagi, untuk meningkatkan semangat siswa
3. Menjelaskan aktiivitas pembelajaran
4. Guru meminta siswa untuk menyiapkan satu lembar kertas

WHILE-ACTIVITY
1. Guru menuliskan 5 butir soal di papan tulis, pertanyaan sesuai dengan teks "Go on Vacation" yang sudah pernah siswa tulis
2. Guru meminta siswa mengerjakan soal tersebut selama 5 menit
3. Guru memastikan siswa mengerjakan soal dengan benar
4. Guru mengecek jawaban siswa, dengan menuliskan jawaban yang benar di papan
5. Setelahnya, guru meminta satu persatu siswa maju ke depan untuk latihan membaca 1-2 kalimat yang ada di teks "Go on Vacation"

POST-ACTIVITY
1. Guru menutup kelas dengan memberikan pujian positif kepada siswa
2. Menutup kelas dengan membaca doa

Meeting 4 and 5
Theme: Go on Vacation
Language Focus: writing and reading

LEARNING OBJECTIVES
1. Siswa mampu membaca dan melafalkan kosa kata baru yang berhubungan dengan *vacation*
2. siswa mampu mengingat dan memahami makna kosa kata bahasa inggris sederhana dengan benar

PRE-ACTIVITY
1. Guru membuka kelas dengan membaca doa
2. Guru memandu tepuk semangat pagi, untuk meningkatkan semangat siswa
3. Menjelaskan aturan permainan mocard terlebih dahulu
4. Guru membuat 3 kelompok siswa yang masing-masing terdiri dari 4 pemain

WHILE-ACTIVITY
1. Sebelum memulai permainan, memastikan kembali bahwa siswa paham dengan aturan permainan
2. Siswa melakukan permainan gunting kertas batu, untuk menentukan urutan pemain
3. Siswa melemparkan dadu untuk memperoleh angka, siswa melangkah di papan sebanyak angka yang di dapat
4. Siswa berhenti di kotak, untuk dapat memenangkan kotak tersebut menjadi miliknya, siswa harus menjawab pertanyaan dengan benar
6. Untuk menjawab pertanyaan, siswa harus mengambil flashcard yang ada di tengah
7. Siswa harus membaca kalimat yang ada di bagian depan kartu terlebih dahulu, guru membantu mengoreksi cara pelafalan siswa
8. Setelahnya siswa membalik kartu yang berisi dambar sesuai dengan topik minggu lalu
9. Siswa harus menjawab kosa kata dari gambar tersebut dengan benar. Apabila benar maka siswa akan mendapatkan tempat tersebut menjadi miliknya
10. Guru memastikan apakah jawaban siswa benar
11. Putaran ini akan berlanjut hingga seluruh tempat sudah terisi atau penuh, dengan catatan siswa berhasil menebak kosa kata yang ada di kartu tersebut

POST-ACTIVITY
1. Guru meminta masing-masing siswa menuliskan satu kosa kata yang mereka dapat melalui permainan di papan tulis, setelahnya menyalin seluruh kosa kata yang ada di papan tulis di buku masing-masing
2. Guru mengecek hasil tulisan siswa, dan memberikan nilai
3. Guru menutup kelas dengan memberikan umpan balik positif kepada siswa
3. Menutup kelas dengan membaca doa

APPENDIX 3
"GO ON VACATION" TEXT

Read

Go on Vacation

People go to different places on vacation.
Pedro goes to the village.
He likes fishing in the river there.
The river is clean and fresh.

Farda usually goes to the beach.
She spends holidays on swimming.
But, her father prefers sailing to the sea.

Nina goes to the mountain.
She likes to see the scenery.
Sometimes, she hikes with her family.

Aldo prefers going to the forest.
He likes to see many kinds of trees.
He also likes to listen to the birds singing.

Doni and Andi prefers goes to the big cities.
They like going to see tall buildings there.
Sometimes they also go to the malls.

STUDENTS' WORKSHEET MEET 2

Answer the following questions:

1. Who likes going to the mountain?

   Answer:

2. Who likes going to the beach?

   Answer:

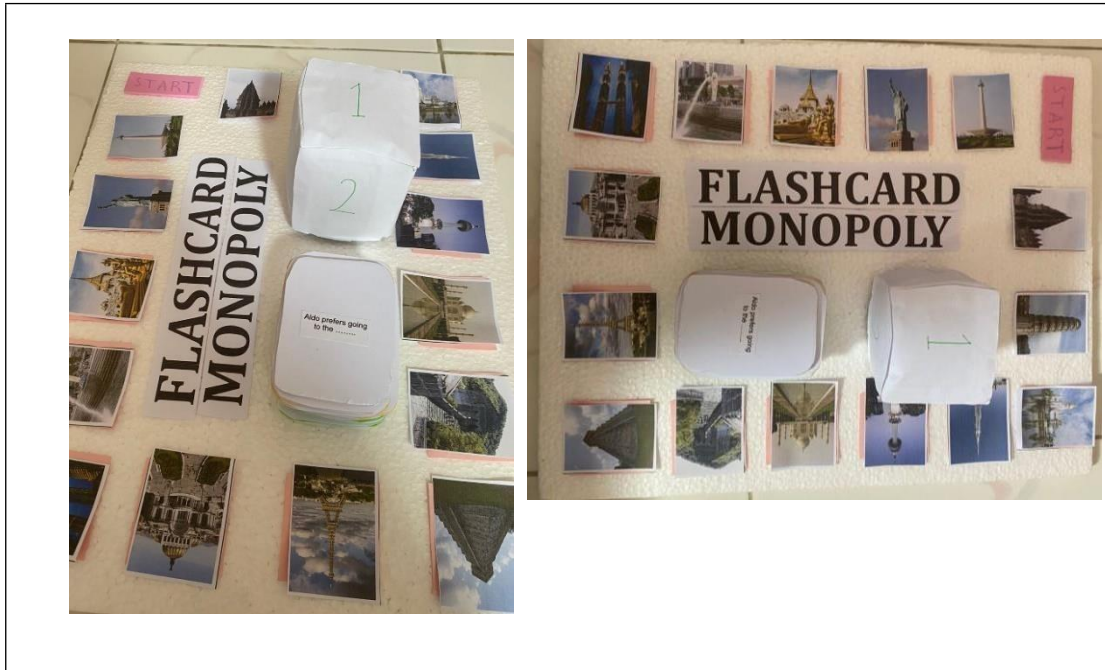3. Who likes going to the forest?

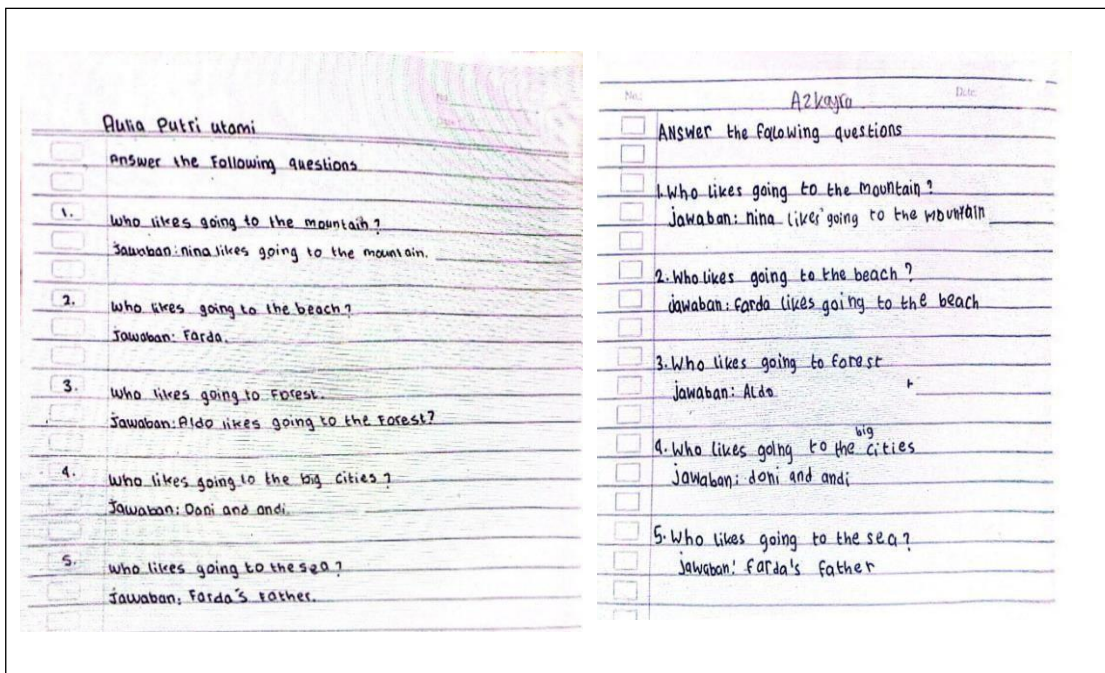   Answer:

4. Who likes going to big cities?

   Answer:

5. Who likes going to the sea?

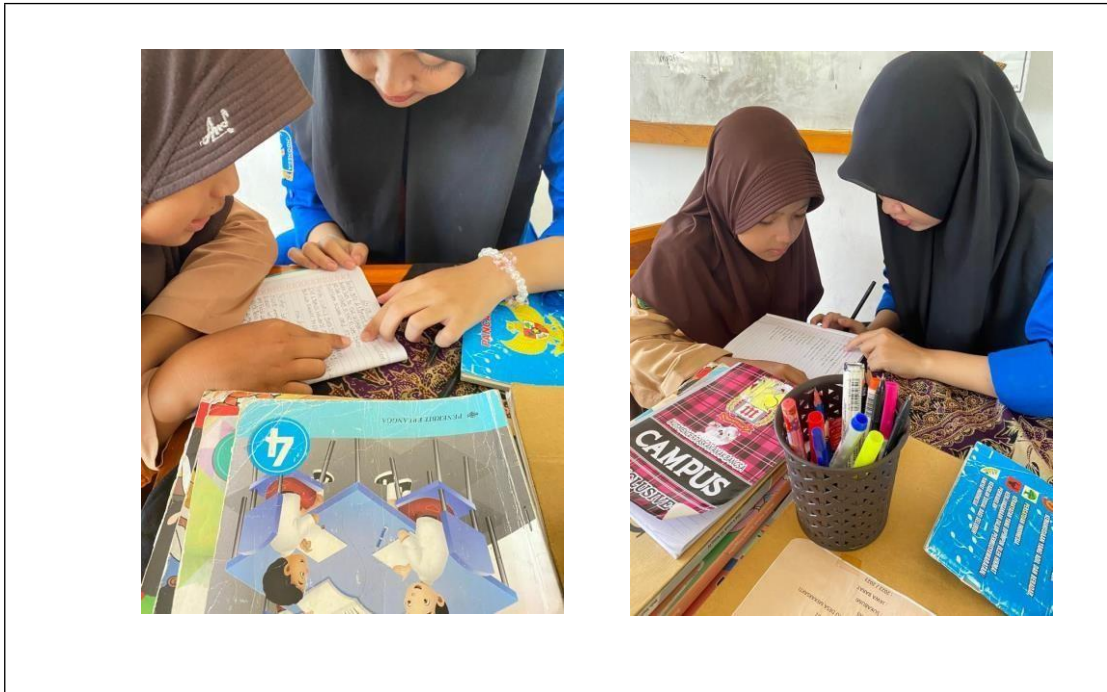   Answer:

APPENDIX 5
MONOPOLY BOARD GAME

APPENDIX 6
STUDENT WORK MEET 2

APPENDIX 7
STUDENTS READING ACTIVITY MEET 2

APPENDIX 8
STUDENTS LEARNING ACTIVITIES MEET 5