

**USING DIGITAL FLASHCARDS TO TEACH VOCABULARY TO YOUNG EFL  
LEARNERS IN A PRIMARY SCHOOL**

**Best practice**

**Presented to The Department of English Language Education as a Partial Fulfillment of  
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**CONSENT SHEET**  
**USING DIGITAL FLASHCARDS TO TEACH VOCABULARY TO YOUNG EFL**  
**LEARNERS IN A PRIMARY SCHOOL**

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## ORIGINAL STATEMENT OF EMPLOYMENT

I honestly declare that this best practice entitled Using Digital Flashcards To Teach Vocabulary To Young EFL Learners In A Primary School was originally written by me. This best practice is not to include other people's work except those cited in citations and references, as a scientific work should.

Yogyakarta, 23 June 2024



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## **MOTTO**

It is never too late to apologize, chase a dream, to try again, to forgive, to pick up a hobby, to fall in love, and to change. You can do whatever you want. One day you will look back on all the progress you have made and be so glad you did not give up.

## DEDICATION

Alhamdulillahirabbil'alamin, by expressing gratitude to Allah SWT who has given me mercy, grace and a sound mind, as well as smoothness and protection to the author so that the author is able to complete this thesis. This thesis is dedicated to the people whom the author loves and who are important in his life, especially for:

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In the process of writing a thesis, the author encountered many obstacles, starting from changing the title of the thesis up to 3 times and changing the format of the thesis to become best practice. Even though the author encountered many obstacles, but with help, guidance, and cooperation from various parties, these obstacles could be overcome. I would like to express my deepest gratitude to my thesis supervisor, Miss Astri Hapsari., SS, M. TESOL who has patiently guided, supported, and provided lots of suggestions and corrections as well as constructive feedback so that the author could complete this thesis well. Also big thank you to all parties who have provided motivation, advice, and support to the author so that he can complete this best practice well.

The author realizes that there are still many shortcomings and is still far from being perfect. However, the author hopes that this thesis can help and provide many benefits for readers and other prospective researchers. Therefore, any criticism or suggestions for improving this research are very much needed and will be gladly accepted by the author.

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# **USING DIGITAL FLASHCARDS TO TEACH VOCABULARY TO YOUNG EFL LEARNERS IN PRIMARY SCHOOL**

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## **ABSTRACT**

This study reported the use of digital flashcards as a medium for teaching English vocabulary to young EFL (English as a Foreign Language) learners in a primary school. The teaching method used is the PPP method (Presentation, Practice, Production) which consists of three main stages. At the presentation stage, the teacher introduces new vocabulary using digital flashcards containing visual, text, and audio elements to facilitate understanding and memory. The practice stage involves using digital flashcards interactively to repeat and strengthen the memory of the vocabulary being taught. Students actively memorize and repeat vocabulary through exercises designed with memory strategies. At the production stage, students use the vocabulary they have learned to describe their hobbies in English. The results showed that the use of digital flashcards strengthens students' memory and understanding of new vocabulary through active use in various contexts with interactive and collaborative activities that can improve students' writing, reading, and speaking skills. The use of technology in learning with digital flashcards also increases students' motivation and engagement, making the learning process more interesting and relevant to the times.

*Keywords: Digital flashcards, Young EFL learners, PPP method, Teaching vocabulary.*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Teaching Practice

Teaching vocabulary is a very important but difficult part of English for students. In English for Foreign Language (EFL) learning, vocabulary plays an important role in the acquisition of four language skills – listening, speaking, reading, and writing (Nation, 2013). When teaching vocabulary, teachers need to consider grammar choices and environments for the words and when teaching grammar they may need meaningful contexts and typical lexical combinations (Maolida, 2017). Teachers must know what students must do to achieve goals in learning a language. Cahyati and Madya (2019) stated that teaching vocabulary to young learners is very different from teaching adults. Young learners have the potential to get bored easily if the English teaching process tends to be monotonous and lacks creativity. Teachers must have creative and innovative ideas because young English learners tend to need something interesting. This is because young English learners, especially primary school learners have different characteristics from adult language learners. Rhalmi (2019) states that young learners get bored easily, are meaning-oriented, like to discover things, prefer concrete activities, are more egocentric and imaginative, and imitate other people. Because it's easy to get bored and lose concentration and even motivation, the next step is to avoid feeling bored in a short time. This statement shows that the teacher's role is very important in choosing and creating an active and interesting classroom environment.

Students' success in mastering vocabulary cannot be separated from the teacher's role in providing knowledge and teaching vocabulary. There are many strategies that a teacher can implement to improve EFL learners' vocabulary knowledge. Create interesting classes for young learners, one way teachers can do this is by using learning media. Learning media is defined as a series of objects, images and other objects that can be used as learning media to present and manipulate language and involve students in activities (Hammer, 2007). This explanation shows that the media has an important role in teaching activities. Media can help students access English lessons to achieve learning goals. Teaching vocabulary to young English learners requires something interesting to foster students' learning motivation.

In its application in teaching vocabulary, researchers use several media. One of the media that researchers use and is most commonly used to teach vocabulary to young learners is

flashcards. According to Cross (1991), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aid in language teaching. Flashcards are a medium for improving students' abilities, especially in the area of vocabulary mastery. The use of flashcards is certainly effective in developing students' information literacy skills. The benefits include improving language skills, improving the ability to compose stories, memorize, analyze a problem, and enriching vocabulary. According to Hatiningsih & Adriatic (2019), apart from the cognitive side, the benefits of flashcards can also increase self-confidence, develop good and effective communication, and increase creativity. The flashcard concept is a learning medium by playing. The advantages of flashcards include fun learning media, simple, and attractive shapes because they are equipped with illustrations and colors.

There are various forms of flashcards, ranging from printed or traditional versions to digital flashcards (DFs). Digital flashcards are electronic versions of traditional flashcards that leverage technology to present information in a concise and repetitive manner, enhancing memory retention and comprehension (Ashcroft & Imrie, 2014, p. 26). Due to advances in technology, teachers now have an easier way to prepare and create vocabulary learning teaching materials using tools such as computers or laptops to teach with flashcards. The integration of flashcards with digital technology is usually called digital flashcards. According to Ashcroft & Imrie (2014) emphasize the integration of technology in vocabulary learning, such as the use of digital flashcards, not only makes the learning process more enjoyable but also more effective and efficient. This combination has been proven to be beneficial in improving vocabulary mastery in a second language and encouraging long-term retention (Byrd & Lansing, 2016). The inclusion of images on flashcards plays an important role in improving memory, as visual stimuli have a more pronounced effect on remembering and understanding information. Images on flashcards are often easier to remember than concrete words and easier to remember than abstract words (Stephen, 2012).

Teaching using learning media requires teaching techniques. In teaching practice, the researcher focuses on the use of digital flashcards as a medium for teaching vocabulary. This approach is combined with the PPP (Presentation, Practice, Production) method proposed by Harmer (2007). In the PPP method, the teacher has three stages, the first stage is Presentation. At this stage the teacher introduces the material to the students, then in detail, the teacher will explain the next activities that the students will carry out. The second stage is Practice, students practice new vocabulary in a controlled manner. They are given the opportunity to practice or

repeat the vocabulary that has been given previously. The last stage is Production, at this stage students will use language in contexts and activities that have been prepared by the teacher (Harmer, 2007, p.50). By using the PPP method can utilize several learning media such as pictures, videos, etc. In its application in learning, the author uses digital flashcard media to teach students' vocabulary. The integration of multimedia in digital flashcards can enrich the learning experience and help in strengthening the meaning of words (Ashcroft & Imrie 2014). This interactivity also helps students stay engaged and interested. Interesting research findings highlight the positive impact of Digital Flashcards (DFs) on vocabulary learning among students (Ashcroft et al., 2016; Altmer, 2019; Zhang et al., 2021). The results of this study indicate that digital flashcards help students at the lower elementary level to achieve higher vocabulary gains than when they use paper flashcards. (Ashcroft et al., 2018).

In practice, teaching is carried out during internships *Kampus Mengajar* batch 5. *Kampus Mengajar* is a program organized by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek). *Kampus Mengajar* is part of the *Merdeka Belajar Kampus Merdeka* (MBKM) program that provides students with the opportunity to study outside campus for one semester. *Kampus Mengajar* is part of teaching activities in elementary and junior high schools in 3T areas (tertinggal, terdepan, dan terluar) in order to strengthen learning and help schools in their learning period, especially to improve literacy and numeracy competencies and adapt technology (Santoso et al., 2022). *Kampus Mengajar* presenting students as partners with teachers in strengthening literacy and numeracy learning and as partners with teachers in learning creativity and innovation. Students who take part in this program will be able to improve their leadership abilities, soft skills, character development, and gain teaching experience that can be recognized and equated in the form of *Satuan Kredit Semester* (SKS). In general, the *Kampus Mengajar* aims to provide opportunities for students to participate in teaching and deepen their knowledge of lectures by assisting in the teaching process in elementary and junior high schools. Specifically, according to Etika et al., (2021), the *Kampus Mengajar* established by the Ministry of Education and Culture, Research and Technology (Kemendikbud Ristek) aims to help improve the distribution of the quality of basic education, instill empathy and social sensitivity in students towards the problems of social life around them. Then develop insight and hone thinking skills in working together across fields of science and various student origins in solving the problems they face. Finally, it provides benefits for students to hone their leadership, soft skills and character in innovating and collaborating with teachers in elementary schools to improve the quality of education and

encourage and spur national development by increasing community motivation to participate in development.

The schools targeted by *Kampus Mengajar* program are schools with low literacy and numeracy levels. In the Yogyakarta area, the primary school where the researcher was teaching is one of the elementary schools targeted by *Kampus Mengajar* program. My assignment lasted for five months starting from February 20 to June 12 2023. This school, which is located in Cangkringan village, Sleman Regency, is one of the disadvantaged elementary schools. This is because school facilities are limited and the culture in the school environment is an obstacle, because the society are indifferent to education, even the education of their own children. The library building at this school is attached to a warehouse. This discourages students from visiting the library, resulting in a lack of literacy and numeracy skills. There are some students who cannot read in the lower grades and are not fluent in the upper grades. The level of concentration of students during learning is not good, so that during learning the class feels noisy because students do not pay attention to the teacher talking in front of them and are just playing around or disturbing their friends.

Learning in primary schools plays an important role in developing students' abilities, not only limited to acquiring knowledge but also developing skills. In this context, students' mastery of language skills is very important. Safitri et al., (2021) reveals that language allows the expression of thoughts and ideas in a person's mind. Language skills which consist of four aspects, namely reading, writing, speaking and listening, are very closely related. Based on observations at this school, students' literacy skills are still minimal, which hinders students from learning vocabulary in English. Acquiring vocabulary and acquiring adequate vocabulary knowledge can be an obstacle for some students due to several factors, including learning disabilities and lack of exposure to English, self-confidence, and knowledge of appropriate vocabulary learning strategies. (Yunus et al., 2016). To improve literacy competence and technological adaptation, researchers developed an English teaching program for grade 3 students with two sessions per week, with a focus on vocabulary teaching.

## CHAPTER II

### CONSTRUCT OF TEACHING PRACTICES

#### 2.1 PPP Method in Teaching Vocabulary to Young EFL Learners

The presentation-practice-production (PPP) approach emerged in the 1970s as part of the trend towards a more communicative approach in English language teaching (Harmer, 2007). PPP seeks to build communicative ability through the explicit teaching of carefully sequenced target structures (Presentation) followed by controlled practice (Practice) and then by communicative use (Production). The PPP technique is a common way to introduce new vocabulary to students in the EFL classroom. PPP will encourage students to use English, even if they have no idea about English. The new language is presented and explained and followed by controlled practice activities. According to Harmer (2007), the first stage is presentation, at this stage the teacher introduces the material to the students. It usually involves explaining new structures or vocabulary, often using real examples to help students understand the context in which the language is used. Students pay attention to what the teacher explains. The second stage is practice. This stage involves exercises that focus on repeating and reinforcing the newly learned material. These exercises can be paired activities, fill-in-the-blanks, or other activities that allow students to practice using the language in a controlled context. Students are given the opportunity to practice or repeat vocabulary that has been given previously. Lastly, the production stage. At this stage students are expected to use the language they have learned in a more free and communicative situation, which can be in the form of discussions, role plays, or writing assignments, where students can apply their language skills in a more authentic context. The goal is that students not only memorize vocabulary but are also able to use them in a meaningful context.

PPP will be effective if used at a lower level, in this case elementary school (Skehan, 1996). This is supported by research Nopiyadi et al., (2023), the PPP method will be effective in young EFL learners because it provides a clear structure, supports repetition and comprehension, involves intensive guidance from the teacher, and increases student motivation and interest through interesting and interactive activities. Research by Maulidya et al., (2023), conducted observations and interviews with Indonesian pre-service teachers who had participated in an internship program in Thailand. Based on the observation, one of the

Indonesian pre-service teachers used the PPP (Presentation, Practice, Production) method with animated pictures as a tool to teach English vocabulary, especially action verbs. According to her, the use of PPP in delivering vocabulary material provides opportunities for students to practice vocabulary and the PPP method has easy steps so that students are not confused so as to minimize students making mistakes.

Another previous research conducted by (Nopiyadi et al., (2023) found various problems in young EFL learners, including boredom, low mastery and memory of vocabulary, and difficulty in pronouncing English vocabulary. In addition, the uncondusive classroom environment, characterized by a lack of motivation, shyness, and noise, further deteriorates the learning process. To improve the quality of learning, there needs to be more attention to teaching methods that are tailored to the characteristics of young learners and the creation of a more supportive learning environment. The use of PPP method with flashcards or pictures is proven to improve vocabulary acquisition of elementary school students, especially in EFL (English as a Foreign Language) environment. Based on the research, the students' average score increased significantly after the implementation of this method. In addition, the classroom atmosphere became more active and focused, students showed greater interest and enthusiasm in learning English vocabulary. This method also provides a clear understanding and organized structure, making it easier for teachers to plan and implement learning in stages, from the presentation stage to production by students.

## **2.2 Digital Flashcard Mediated Learning for Teaching EFL Vocabulary**

Digital flashcards are electronic versions of traditional flashcards that leverage technology to present information in a concise and repetitive manner, enhancing memory retention and comprehension (Ashcroft & Imrie, 2014, p. 26). The researcher used digital flashcards created with Canva slideshow as a medium to teach vocabulary to young learners. According to previous research conducted by Yowaboot & Sukying (2022), using the digital flashcard method compiled by Microsoft PowerPoint. The teacher displays English vocabulary on the computer screen, broadcasts the pronunciation of the vocabulary by turning on the digital sound, and gives the meaning of the vocabulary in English and the first language (L1). Flashcards prepared using Microsoft PowerPoint can be said to be digital flashcards because they are created and displayed using electronic devices such as computers, monitors, and projectors. Each powerpoint slide consists of flashcards displaying the English vocabulary with an image displaying the meaning of the vocabulary in the student's first language (Yowaboot

& Sukying, 2022). Digital flashcards compiled with powerpoint are different from regular PowerPoint. Regular PowerPoint slides tend to follow a linear format with sequential presentation without much interactivity, containing text, images, and some simple animations but not specifically designed for vocabulary repetition. The general purpose of regular PowerPoint is used for various presentation purposes such as business, and communication, while the focus of digital flashcards with PowerPoint is specifically on direct vocabulary learning through repetition and deep processing.

Several reasons researchers chose digital flashcard media are to introduce the use of technology in learning to students. The use of digital flashcards is time-efficient and easy to use, teachers can easily create, edit, and distribute sets of digital flashcards without the need to print or prepare physical materials. This is supported by the research from Ashcroft & Imrie (2014), the integration of technology in vocabulary learning, such as the use of digital flashcards, not only makes the learning process more fun but also more effective and efficient. Using digital flashcards can also influence higher student interactivity and engagement. According to Yowaboot & Sukying (2022), digital flashcards created using PowerPoint are usually more interactive and include features such as animations, sounds, and images that support effective repetition and vocabulary introduction.

This combination has been shown to be beneficial in increasing second language vocabulary mastery and encouraging long-term retention (Byrd & Lansing, 2016). Interesting research findings highlight the positive impact of Digital Flashcards (DFs) on vocabulary learning among students (Ashcroft et al., 2016; Altiner, 2019; Zhang et al., 2021). The results of this study indicate that digital flashcards help students at the lower elementary level to achieve higher vocabulary gains than when they use paper flashcards. (Ashcroft et al., 2018). In line with the research findings by Yowaboot & Sukying (2022), students showed high satisfaction with the use of digital flashcards, which helped them in recognizing and remembering new vocabulary. These findings indicate that digital flashcards can be an effective tool in teaching English vocabulary to EFL students, with better results than traditional flashcards.

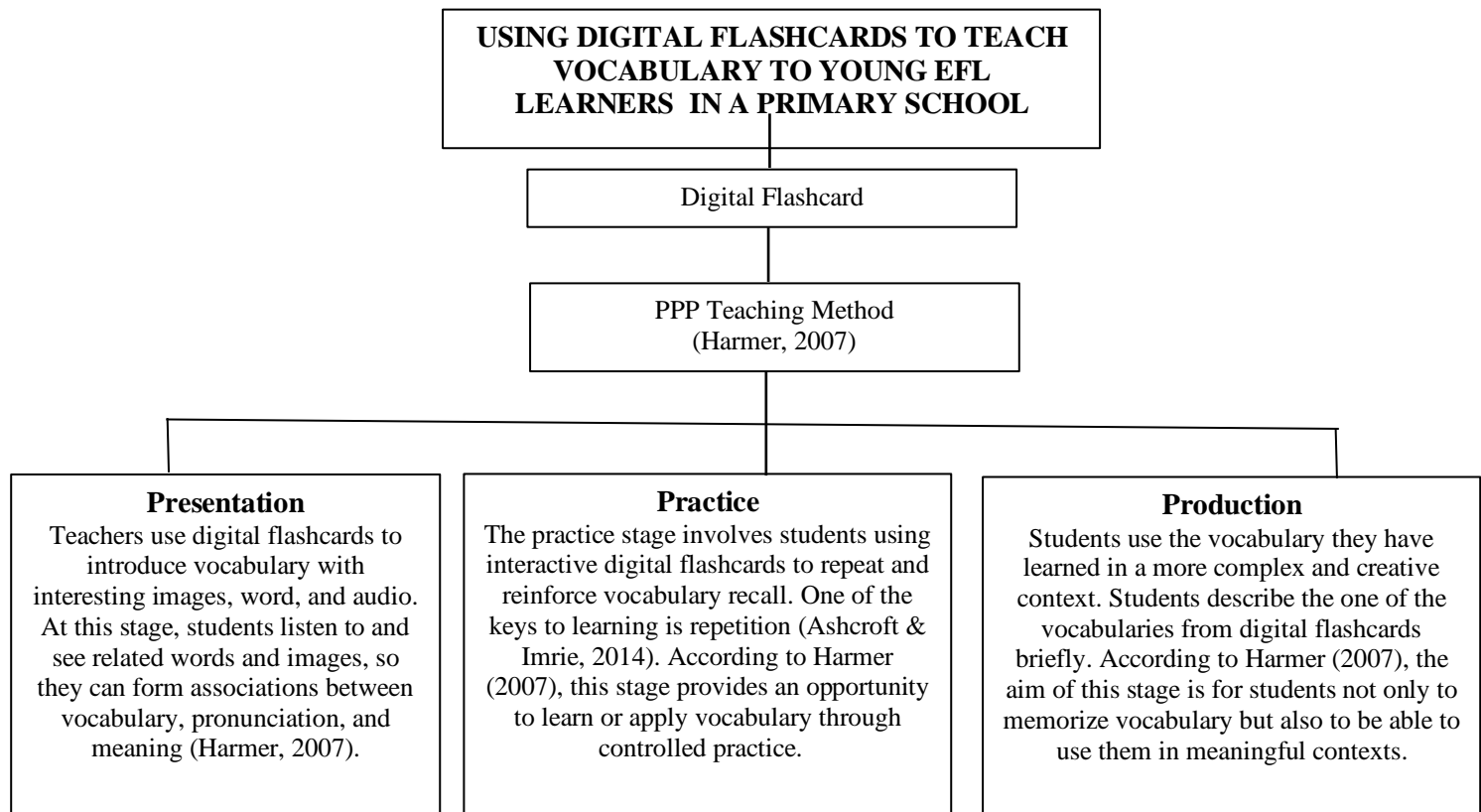
### **2.3 Process of Teaching Vocabulary to Young EFL Learners Using Digital Flashcards**

In the context of using digital flashcards in learning, this process involves several steps designed to maximize comprehension and retention of vocabulary by young learners. The researcher begins the teaching process by preparing material, the researcher chooses

vocabulary that is relevant to the curriculum and English learning needs of young learners in primary schools. After that, the researchers designed digital flashcards that were interesting and appropriate to the level of understanding of young learners. The digital flashcard was created using the Canva design which contains flashcards in the form of a slideshow displaying images, words, and simple audio to strengthen visual and audio understanding. The next step is to introduce English vocabulary. Researchers introduce new vocabulary to students using digital flashcards by displaying the cards with an LCD projector and saying the vocabulary. This is in line with the research by Yowaboot & Sukying (2022), flashcards were prepared using Microsoft PowerPoint, and the teacher prepared a computer, monitor, LCD projector, and speakers inside the classroom. The teacher showed the words in English on the computer screen, broadcasted proper pronunciation of the word by turning on digital sound, and provided the meaning of the vocabulary in English language and first language (L1).

After introducing vocabulary, researchers taught the use of these vocabulary in relevant contexts. This can be done by showing examples of sentences or situations where the vocabulary is used. Learners are given the opportunity to practice using the vocabulary they have learned through various activities, such as word games, and writing exercises. Researchers also make sure to periodically repeat previously learned vocabulary to ensure long-term retention. The final step is the evaluation process to measure students' understanding and memorize of vocabulary.

## 2.4 Conceptual Framework of Teaching Practices



## **CHAPTER III**

### **IMPLEMENTATION OF TEACHING PRACTICES**

In the implementation of teaching vocabulary to young learners in the 3rd grade of primary school, researchers focused on the use of digital flashcards as a medium in teaching vocabulary. This approach is combined with the PPP (Presentation, Practice, Production) method proposed by Harmer (2007). The PPP method is a popular approach in language teaching that involves three main stages. The first stage is presentation, researchers introduce new vocabulary to students using digital flashcards. The first step the researcher took was to select and prepare a list of vocabulary that was relevant and appropriate to the students' level of language development. The vocabulary is then integrated into digital flashcards using an application that supported interesting visual and audio elements, such as images, vocabulary, and their meaning in the first language. Animation, sound, and other multimedia features in digital flashcards can make learning more interesting and fun for young learners. At this stage, students listen to and see related vocabulary and pictures, so they can form associations between vocabulary, pronunciation, and meaning (Harmer, 2007). The second stage was practice, which involved controlled exercises in which students used new vocabulary in the context provided by the teacher. Students were invited to repeat vocabulary periodically through interactive exercises in class. The repetition process is very important in this method. According to Harmer (2007) students repeat new material in various contexts to strengthen their understanding and abilities. Lastly, at the production stage, students used the vocabulary they had learned in a more complex and creative context. Students were asked to choose one of the vocabulary they had learned and describe the vocabulary briefly. Harmer (2007) states that at this stage, students use language in contexts and activities that have been approved by their teacher. The goal is for students not only to memorize vocabulary but also to be able to use them in a meaningful context.

### **3.1 Teaching Preparation**

Before the teaching practice started, the researcher designed a structured and comprehensive lesson plan, including learning objectives, materials, methods, and assessment. This process began by identifying vocabulary that was relevant and appropriate to the student's ability level and the applicable curriculum. After determining the vocabulary list, the researcher then used Canva, a graphic design tool, to create a digital flashcard in the form of a slideshow. Digital flashcards created with Canva slideshow are similar to PowerPoint in that they provide a combination of the benefits of flashcard-based learning with the advantages of digital technology, making them an effective tool for vocabulary teaching.

The researcher designed flashcards with high-quality images representing the vocabulary, clear, easy-to-read text, and audio pronunciations of the vocabulary that can be integrated into slideshows. According to Nakata (2008) found that pictures improved learning, and other researchers also reported that vocabulary learning was faster in young learners if pictures were used. Digital flashcards contain English vocabulary and the meaning of the vocabulary in the first language, as previous research shows that learning will be more effective if the meaning is translated into the first language (Laufer & Goldstein, 2004). This design is made interactive and attractive by paying attention to aesthetics and functionality, which could increase student engagement.

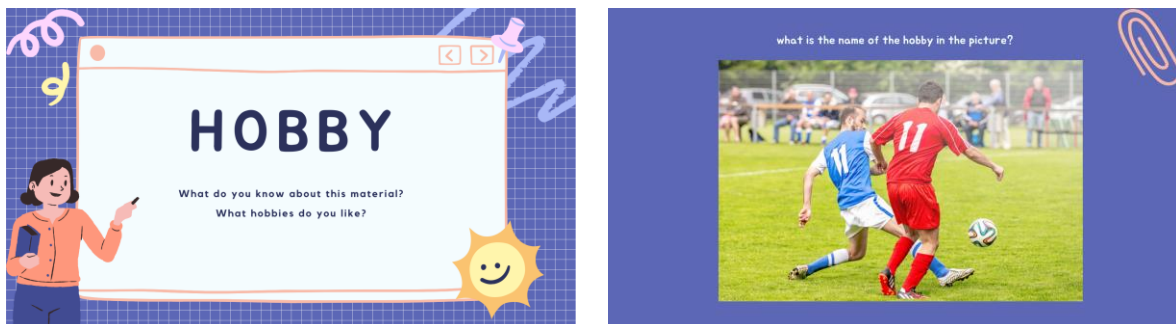
The researcher arranged flashcards into a logical sequence in a slide show to ensure an effective learning flow. Structured lesson plans supported by well-designed digital flashcards were prepared by the researcher to deliver material in an interesting and effective way. Teaching preparation is important because it ensures that all teaching materials have been prepared well, thereby enabled the teaching session to run smoothly and focused on achieving the set learning objectives.

### **3.2 Teaching Activities**

#### **3.2.1 Presentation**

The researcher started with the aim of preparing and motivating students and arousing their interest in the vocabulary material to be learned. Before starting the lesson, the researcher prepared the lesson by praying and checking students' attendance. First, the researcher invited students to gather in a comfortable and pressure-free atmosphere, starting with warm greetings and light conversation that was relevant to that day's topic. Next, the researchers prepared a

laptop, an LCD projector, and speakers as tools to help teach vocabulary using digital flashcards. The researcher introduced digital flashcards by displaying several vocabulary and images that would be discussed. This step aimed to stimulate students' interest and thinking about the topic to be discussed. Next, researchers checked understanding using probing questions to encourage students to think about the meaning of the title and identify and understand vocabulary related to the topic. These questions were usually open-ended, meaning the answers were subjective to encourage critical thinking and allow the person being asked to explore their thoughts and feelings about a particular subject. The researcher provided probing questions such as 'What do you know about this material?' 'What hobbies do you like?' This approach helped students to prepare themselves mentally and gain a strong initial understanding before entering the learning material in more depth. The goal of this activity was to activate students' prior knowledge and increase their engagement. The researcher took advantage of this opportunity to evaluate students' initial understanding and adjust the teaching approach as needed. By using the engaging visual elements of digital flashcards, students became more engaged and ready to participate in lessons more actively.

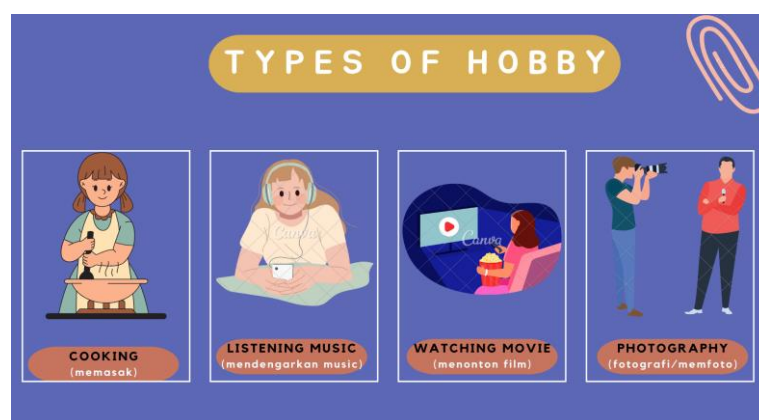


**Figure 1. Probing Question**



**Figure 2. Teacher asks probing questions to students**

In the first stage presentation, digital flashcards are used which aim to introduce vocabulary new systematically and interestingly to students. According to Harmer (2007, p.64) at the presentation stage, the teacher introduces new language in context and provides examples and clear explanations, teachers usually use various media such as whiteboards, pictures, or other visual aids to clarify the material. In application, the researcher systematically and in detail described the vocabulary material to be studied, with a focus on the theme of hobbies. The researcher began this session by displaying digital flashcards one by one using an LCD projector. Vocabulary was presented in flashcard format over several slides in the presentation. Each slide presented three flashcards containing vocabulary in English along with its translation in the first language (L1). This is in line with the research by Yowaboot & Sukying (2022), flashcards were prepared using Microsoft PowerPoint, and the teacher prepared a computer, monitor, LCD projector, and speakers inside the classroom. The teacher showed the words in English on the computer screen, broadcasted proper pronunciation of the word by turning on digital sound, and provided the meaning of the word in the English language and L1. Flashcards and pictures help visualize the word vocabulary making it easier for students to understand and remember the meaning of the vocabulary. The presentation approach used by the researcher aimed to facilitate students' understanding of the vocabulary being taught by providing colorful visualizations so that they were fun and easy to understand for primary school-level learners. This is supported by research by Ashcroft and Imrie (2014), digital flashcards can include multimedia elements such as images, audio, and video, which can provide a richer context and enhance learner engagement compared to traditional flashcards.



**Figure 3. Digital Flashcard**

**Table 2. List of Vocabulary**

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Playing football	Drawing	Cycling	Cooking
Swimming	Fishing	Playing online game	Listening music
Reading book	Traveling	Writing	Watching movie
Playing badminton	Singing	Dancing	Photography

---

The researcher showed broadcast the pronunciation of the vocabulary by turning on digital sound and provided the meaning of the words of vocabulary in Indonesian and English. On each vocabulary slide displayed, the researcher said the vocabulary out loud and invited students to imitate it, ensuring that each student could pronounce it correctly. According to Yowaboot & Sukying (2022), digital flashcards enable active learning with students reading the given vocabulary and spelling them correctly. The researcher also involved students in a short discussion about the images shown, asking them for their opinions or asking them to make simple sentences using the new vocabulary. This helped strengthen student understanding and made sessions more interactive. To maintain students' attention and engagement, the researcher incorporated various learning techniques, such as question-and-answer activities that involved the use of digital flashcards. During these sessions, the researcher monitored student responses and participation, providing immediate feedback to ensure that all students understood and could pronounce the vocabulary correctly. The teacher introduced new language items in a meaningful context to ensure that learners understood their meaning and use (Pulverness & Williams, 2011). This presentation session was an important foundation in vocabulary teaching because it gave students a clear and interesting first exposure to new vocabulary that they would learn more about in subsequent practice sessions.



**Figure 4. Teacher presentation vocabulary with digital flashcard**

### 3.2.2 Practice

The practice stage involved activities where students used digital flashcards interactively to repeat and strengthen their memory of the vocabulary being taught. One of the keys to vocabulary learning is repetition (Ashcroft & Imrie, 2014). According to Harmer (2007), at this stage students are given the opportunity to learn or apply the vocabulary that has been given previously through controlled practice. These practices include visual, auditory, and kinesthetic learning techniques that help strengthen students' memories. To start the practice session, the researcher played a fill-in-the-blank game by asking students to guess the blank letters to form vocabulary that matched the picture displayed. This is supported by research by Harmer (2007) which states that teachers provide activities that focus on the use of new vocabulary. Examples are gap-fill exercises, matching pictures with vocabulary, or repeating sentences after the teacher. This approach not only helps students remember new vocabulary, but also makes the learning process more dynamic and fun.



**Figure 5. Fill-in-the-blank game**

In practice, repetition activities were carried out with the researcher asking students to write down the vocabulary they had learned and their meanings in their notebooks. According to Pulverness & Williams (2011) repetition activities allow students to repeat new language in various ways to build self-confidence and reduce errors. This activity not only helps students strengthen their memories through writing but also provides an opportunity to reflect on their understanding individually. After all students had finished writing vocabulary in their notebooks, the researcher invited them to take turns writing one vocabulary they had learned on the board. This process involved the entire class and encouraged the active involvement of each student. Students who wrote vocabulary on the blackboard were then asked to present the vocabulary to their friends, explaining the meaning and use of the vocabulary in sentences. The researcher provided guidance and feedback throughout this presentation process, ensuring that each student provided precise and clear explanations. In line with previous research by Nopiyadi et al., (2023) which states that at the practice stage, the teacher guides students one by one to ensure correct pronunciation and spelling. For example, the teacher can ask students to repeat the vocabulary after the teacher, write the vocabulary on the board, and pronounce the letters in sequence with the students.



**Figure 6. Students rewrite hobby vocabulary**

This activity combines several learning techniques, including visual, auditory and kinesthetic, which help strengthen students' memory. Writing and presenting new vocabulary not only increases engagement and active participation but also builds students' confidence in using English. In addition, through interaction and discussion during presentations, students have the opportunity to clarify and deepen their understanding of new vocabulary. Practice sessions with this technique are an important step to ensure that the vocabulary taught is not only memorized passively but is also understood and can be used actively by students.

### 3.2.3 Production

According to Harmer (2007), the production stage is where students use new material in freer and more creative situations. Activities can take the form of real communication such as conversations or discussions where students have to use new material to communicate as well as creative tasks such as creating stories, role playing, or projects that involve spontaneous use of language. In the application, the researcher asked students to choose one of the vocabulary words related to "Hobby" from the digital flashcard, and then students explained briefly about the vocabulary. This activity required students to actively use and integrate vocabulary in a freer and more meaningful context. This is supported by Harmer (2007) statement that at this stage, students use language in contexts and activities that have been approved by their teacher, the aim is for students not only to memorize vocabulary but also to be able to use them in meaningful contexts.



**Figure 7. Students describe one of the vocabulary hobbies**

For example, if a student chose the vocabulary "painting" from a flashcard, they explained that "painting" is a hobby that involves using paint to create images or visual art on a canvas or other surface. Students could also mention the tools used in painting, such as brushes and palettes, and explain the benefits gained from this hobby. This activity not only strengthened students' memory of the vocabulary through active use but also enhanced their speaking skills by providing opportunities to organize thoughts and convey information clearly in describing their hobbies.

### 3.3 Teaching Reflection

In this research, digital flashcards were used to teach vocabulary to young EFL students in primary school, specifically third graders. This research has a gap with previous studies that

focus more on traditional methods or no technology. In contrast, this research shows how digital flashcards can facilitate vocabulary learning more interactively and engagingly. This research uses the PPP method which is designed to increase student involvement and help students understand and use vocabulary in a meaningful context.

The use of digital flashcards is proven to help students memorize and understand new vocabulary. The visual and audio elements present in digital flashcards help students better associate vocabulary, pronunciation, and meaning. Learning activities involving presentation, practice, and production allow students to not only memorize vocabulary but also use it in real contexts. Although the use of digital flashcards has great potential to improve vocabulary acquisition, there are some limitations that affect learning outcomes, such as not fully facilitating the process of vocabulary memorization by students. This is due to the limited learning activities such as the learning design has not fulfilled their design and structure following the principles of traditional flashcard learning and limited technological resources in the classroom so that students can only see digital flashcards through the LCD projector without being able to use them directly, such as through smartphones. Thus, despite some limitations, the use of digital flashcards is still a step forward in improving the vocabulary acquisition of young EFL students in this school.

## CHAPTER IV

### CONCLUSION AND RECOMMENDATION

#### 4.1 Conclusion

The aim of this best practice is to describe the application of digital flashcards in teaching vocabulary to young EFL learners. This research focused on third grade primary school students, who used the PPP (Presentation, Practice, Production) teaching method to facilitate vocabulary acquisition. Implementing digital flashcards involves several structured steps. Through presentation, practice and production activities, students are given the opportunity to actively use and integrate new vocabulary in a freer and more meaningful context.

In teaching applications, there are definitely advantages and disadvantages. Some of the advantages of using digital flashcards for vocabulary pursuits is making learning more interactive and interesting for students, thereby increasing learning motivation. The visual and audio elements in digital flashcards help students better associate vocabulary, pronunciation, and meaning. Effective repetition through the practice stage in the PPP method allows students to repeat and strengthen vocabulary memory through controlled practice. The production stage encourages students to use vocabulary in more complex and creative contexts, thereby deepening understanding and practical use of vocabulary. Furthermore, the disadvantages of this research stem from limited technological facilities in the classroom, the use of LCD projectors without the support of individual devices such as smartphones, limiting students' direct interaction with digital flashcards. The design and structure of learning still do not fully meet the principles of traditional learning with flashcards, so the process of memorizing vocabulary by students is not optimal.

The results of this study show that the use of digital flashcards can improve the vocabulary of young EFL students in elementary schools. Even though there are several limitations, the use of digital flashcards is still a step forward in improving students' vocabulary in elementary schools.

## **4.2 Recommendation**

These recommendations aim to increase the effectiveness of vocabulary instruction through the use of digital flashcards, support teachers and students in achieving better learning outcomes, and encourage continued exploration and innovation in educational research.

### **1) For English Teacher**

English teachers are encouraged to integrate digital flashcards into their vocabulary teaching practices. In its implementation, it uses different teaching methods that include a learning design and structure following the principles of traditional flashcard learning but enhanced with digital technology to facilitate more effective and efficient learning. Teachers should ensure that the digital flashcards they use are well designed, incorporating clear visual, text and audio elements to cater for different learning contexts. In addition, teachers should consider using various activities and exercises with digital flashcards to reinforce vocabulary learning and provide students with ample opportunities to practice and apply new vocabulary in different contexts.

### **2) For Students**

In the context of a classroom with adequate facilities, it is recommended that students not only rely on the material provided by the teacher but also use the digital flashcards actively. For example, students can access digital flashcards integrated through an app with their smartphones. Active involvement in the creation and use of digital flashcards can increase learning motivation and help students develop better learning strategies. Thus, digital flashcards not only serve as learning aids but also as a means to develop students' technological capabilities.

### **3) For Future Research**

For future research, it is recommended to use digital flashcards integrated into the application with a learning design according to the principles of traditional flashcards, ensuring that the flashcards are attractive and appropriate for students' cognitive levels. Maintaining clear visual, word, and audio elements can cater to different learning styles and facilitate better memorization of students' vocabulary over a long period.

In addition, researchers should investigate the effectiveness of digital flashcards across different age groups and proficiency levels to determine the generalizability of its findings. Exploring the integration of digital flashcards with other technological

tools and teaching methods can provide valuable insights in optimizing vocabulary instruction. This includes examining the potential challenges and limitations of using digital flashcards in various educational settings to develop best practices for their implementation.

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## APPENDICES

### LESSON PLAN

**School** : SDN in Yogyakarta

**Course** : English

**Class/ Semester** : 3/2

**Subject Matter** : Vocabulary of Hobby

**Duration** : 1 x 60 minutes

**Learning Objective** :

- Siswa dapat mengingat kosakata hobi.
- Siswa dapat melafalkan nama-nama hobi dalam bahasa Inggris dengan lafal dan ucapan yang benar.
- Menuliskan hobi diri sendiri dengan menggunakan bahasa Inggris yang benar.
- Menjelaskan atau mendeskripsikan salah satu kosakata hobi dengan menggunakan bahasa Inggris dengan lafal dan ucapan yang benar.

**Learning Model** : PPP (Present, Practice, Production)

**Learning Activities** :

No	Activity
1	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"><li>1) Guru memulai kelas dengan mengucapkan salam dan mengajak siswa untuk berdoa.</li><li>2) Guru menanyakan kabar siswa dan keadaan kesehatan siswa hari ini.</li><li>3) Guru mengecek kehadiran siswa.</li><li>4) Guru memberikan pengantar singkat tentang pentingnya mempelajari kosakata baru dan bagaimana digital flashcard akan membantu mereka.</li></ol>

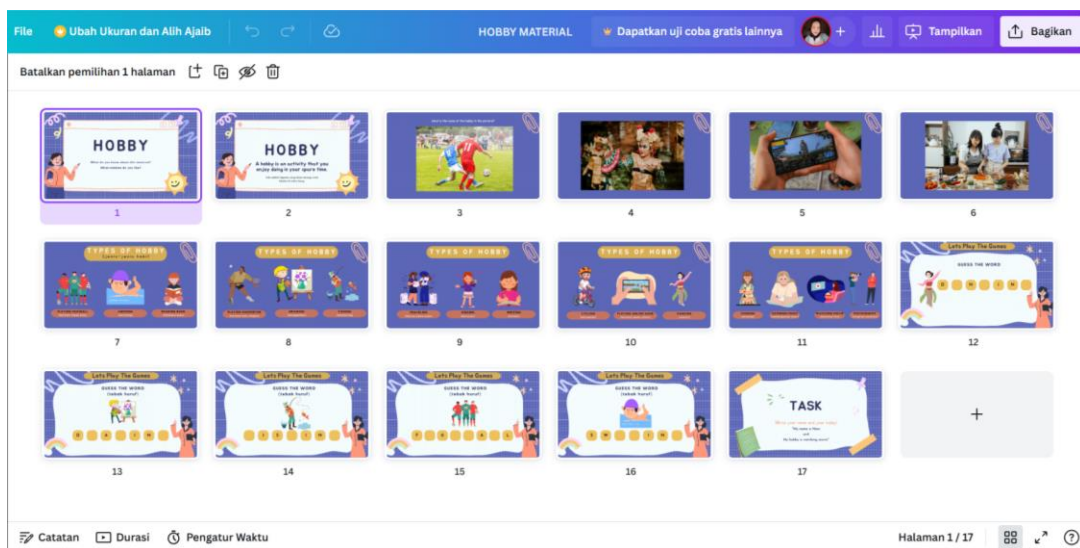
2	<p>Inti (40 menit)</p> <p>1) Presentation (10 menit)</p> <ul style="list-style-type: none"> <li>● Guru memperkenalkan kosakata baru menggunakan digital flashcards yang menampilkan gambar, teks, dan audio.</li> <li>● Setiap kata dijelaskan dengan memberikan contoh penggunaan dalam kalimat.</li> <li>● Siswa diminta untuk mengulangi kosakata tersebut bersama-sama dengan guru.</li> </ul> <p>2) Practice ( 15 menit)</p> <ul style="list-style-type: none"> <li>● Guru meminta siswa untuk mengingat kembali kosakata yang telah dipelajari lalu menuliskannya dalam buku catatan.</li> <li>● Guru berkeliling kelas untuk memastikan semua siswa terlibat aktif.</li> <li>● Siswa menulis kembali kosakata di papan tulis lalu mempresentasikannya kepada teman dan guru.</li> </ul> <p>3) Production (15 menit)</p> <ul style="list-style-type: none"> <li>● Siswa diminta untuk memilih salah satu kosakata pada digital flashcard.</li> <li>● Guru meminta siswa untuk mendeskripsikan kosakata yang mereka pilih.</li> <li>● Siswa mempresentasikan hasil pekerjaan mereka di depan kelas.</li> <li>● Guru memberikan umpan balik konstruktif terhadap penggunaan kosakata dalam kalimat.</li> </ul>
3	<p>Penutup (10 menit)</p> <p>1) Menyimpulkan pelajaran dengan memberikan pujian dan motivasi kepada siswa atas partisipasi aktif.</p> <p>2) Guru memberikan informasi tentang materi yang akan dipelajari pada</p>

	pertemuan berikutnya.
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### Learning Assessment

No	Kompetensi	Aspek	Bentuk Penilaian
1	Sikap	Partisipasi Aktif	Keaktifan siswa dalam kelas, tanggung jawab, peduli dan kerja sama.
2	Pengetahuan	Pemahaman Kosakata	Mampu menggunakan kosakata dengan tepat.
3	Ketrampilan	Pengucapan	Mampu mengucapkan kosakata dengan jelas dan tepat serta bisa dimengerti.

### Canva Slideshow Presentation Material




## Digital Flashcard: Hobby Vocabulary


**TYPES OF HOBBY**  
(jenis-jenis hobi)



**PLAYING FOOTBALL**  
(bermain sepak bola)




**SWIMMING**  
(berenang)




**READING BOOK**  
(membaca buku)


**TYPES OF HOBBY**



**PLAYING BADMINTON**  
(bermain bulu tangkis)



**DRAWING**  
(menggambar)



**FISHING**  
(memancing)

## TYPES OF HOBBY



**CYCLING**  
(bersepeda)



**PLAYING ONLINE GAME**  
(bermain game online)



**DANCING**  
(menari)

## TYPES OF HOBBY



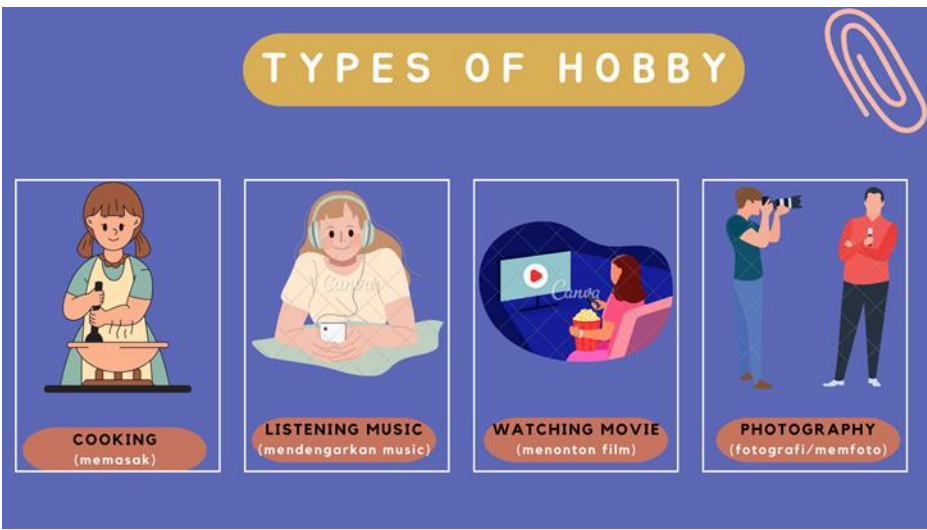
**TRAVELING**  
(liburan/jalan-jalan)



**SINGING**  
(bernyayi)



**WRITING**  
(menulis)



Students task: rewrite vocabulary

