PARENTS PERCEPTION ON THE USE OF ABACA FLASHCARDS AS
MEDIA FOR YOUNG LEARNERS TO LEARN ENGLISH

A SARJANA PENDIDIKAN FINAL PAPER

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
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Student Number: 101214189

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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Yogyakarta, 10 April 2015
The Writer

Ulya Awalin Nisaa
101214189
ABSTRACT


The aim of this study is to find parents' perception who used a set of “Abaca Flashcard: English Series 1” (“AFES 1”) based on their experiences in teaching their children by using this set of flashcards. A set of “AFES 1” is a set of English learning media found by Diena Ulfaty which is complemented with a game called “Toys Island”. There are some positive comments on this set of flashcards. The writer also experienced the same thing. After teaching this set of flashcards toward some children, the writer found that this set of flashcards can motivate them to learn English. Therefore, it is worthy of note to find parents/teachers' experiences in using this set of flashcards in order to analyze how a set of “AFES 1” supports young learners to learn English. Thus, there were three research questions in this paper: (1) What is parents' perception on the use of “AFES 1” to motivate young learners to learn English based on the theory of young learners’ characteristics? (2) What is parents' perception on the use of “AFES 1” to support young learners to learn English cognitively? and (3) What is parents' perception on the use of “AFES 1” to support young learners to learn English socially?

This research was a survey research. The instruments that were used in gathering the data were a questionnaire and some observations. The questionnaire was used to collect the data of the use of “AFES 1” based on the real experiences of the respondents. The questionnaires were distributed for thirty respondents who were mothers who had children and used “AFES 1” to teach their children English. In finding the sample of respondents, the writer used snowball sampling because the number of the population was undetected. The observations were to observe the flashcards to support the result of the questionnaire.

The findings showed that the respondents agreed that a set of “AFES 1” supported young learners to learn English based on the characteristics of young learners in learning English. They also stated that a set of “AFES 1” helped young learners in developing their cognitive aspect in English. The findings also showed that a set of “AFES 1” supported young learners to learn English socially based on the respondents' perception.

Keywords: Perception, “Abaca Flashcard: English Series 1” (AFES 1), young learners, learning media
Abstrak


Hasil penelitian menunjukkan bahwa responden setuju bahwa “AFES 1” mendukung pembelajar muda untuk belajar Bahasa Inggris berdasarkan karakter pembelajar muda dalam belajar Bahasa Inggris. Mereka juga menyatakan bahwa “AFES 1” membantu pembelajar muda dalam mengembangkan aspek kognitif mereka dalam Bahasa Inggris. Hasil penelitian juga menunjukkan bahwa “AFES 1” mendukung pembelajar muda untuk belajar Bahasa Inggris secara sosial berdasarkan persepsi para responden.

Kata kunci: Perception, “Abaca Flashcard: English Series 1” (AFES 1), young learners, learning media
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Ulya Awalin Nisaa
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CHAPTER I

INTRODUCTION

In this part, the writer explains the background and the research method of this paper. The background provides the general information of the importance of the English language, media used in English teaching, the writer's reasons for choosing this topic, research problems, and benefits of this research. Then, the research method provides the description of samples, materials, and procedures used in this research.

A. Research Background

The English language is an important foreign language to be learned in Indonesia because it is one of the global languages in the world. As a global language, English used in many places in the world, for example, when people watch television, it is spoken by politicians all over the world, then when people travel in some countries, they find signs and advertisements written in English (Crystal, 2003, p.2). Besides, for several decades, English has become a “lingua franca” or common language in many countries. As a result of the growth of economy, trade, internet, English is used as language worldwide (TESOL, 2008, p.1). Those are some reasons that English is an essential language supporting people to go to the international world.

Since English is a global language in this era, the government realizes that the English language needs to be mastered to support people’s communication in
the world (Suyanto, 2007, p.1). Then the government needs students in this country to learn English at schools. English is one of the parts of the compulsory lessons in schools. However, based on the writer’s experiences, there are still many students who do not understand English lesson they get from the school because most schools give improper method for their students as one of the reasons.

The phenomenon above causes Indonesian people to engage some English courses in order to learn English or improve their English ability. The result is that there are a lot of people or organizations founding English courses. Each has their own purpose(s), for example, some English courses which are only for speaking practice, those which offer all English skills learning (listening, speaking, reading, and writing), some courses which are specialized for English literature, and many others. Based on the survey from Direktorat Pembinaan Kursus dan Pelatihan (2014), there are 4,330 English courses in Indonesia. It is a great number because it places 2 top after computer courses which is 5,612 courses. The survey shows that Indonesian people have a great need in learning English. Since English is an important foreign language for Indonesian people, many of them compete to learn English. Having a good skill in English is a prestige for them. Thus, there are many people learning English in the early age. Especially parents, they like to place their children in some English courses in order to get English practices.

Related to the English learning for children, there are various kinds of learning media commonly used by teachers or parents to teach them English. For example, a teacher teaches kindergarten students by using pictures, videos, songs,
or flashcards. Mostly, children or young learners get their English learning from their school/ kindergarten. As it is known that one teacher handles more than one student; it is usually 10 up to 15 (depends on the condition of the school). Then, it is sometimes not effective for the children to learn English since the teachers are to pay attention to many students in a class.

Thus, some parents are eager to teach their own children at home by themselves instead of placing their children into some courses. In teaching the children, parents need some interesting ways to make their children enthusiastic to learn English. Then, parents need learning media to support the English learning for their children. There are some media that parents can use such as; videos, musics, pictures, and flashcards. One of the most popular media is a set of flashcards, because flashcards are simple instructional media used for basic education (Bellani, 2011). Besides, according to Bellani (2011), learning with flashcards is quick, direct, and hassle-free. Quick means the students are quick to learn English (vocabulary), direct means that students learn English directly from the teacher that their learning developments are supervised directly, and hassle-free means that students are stayed away from any disputes because adults are accompanying the learning process. However, if parents do not have any strategies to use the media (flashcards) creatively, their children will be bored or even not interested at all of the flashcards used by their parents. Then it forces the parents to be creative.

Then, in 2011, a woman named Diena Ulfaty created a set of English flashcards for children. It is “Abaca Flashcard: English Series 1” or “AFES 1” (the
abbreviation). It is a set of flashcards complemented with a game called “Toys Island” which has two types, namely, “Cars mania (for boys)” and “Delicious cakes (for girls)”. This set of flashcards is produced by Diena Ulfaty in Bandung, West Java (Diena’s home) by collaborating with a particular printing office in Bandung. Then, she markets her flashcards via online until now and she has about 1800 agents in many towns in Indonesia either in big or small towns.

Based on the interview between the writer and Diena Ulfaty (creator), she believes that her flashcards will help parents or teachers (especially parents) teach English to the children easier. She explained that a set of “Abaca Flashcard: English Series 1” is designed as an educational game rather than learning media. It is also supported by Bennet, Wood, Rogers, Kowa, & Novita (2005), nowadays, learning for young learners emphasizes on the use of game in the learning process. Then, it is expected to help them learn English better.

“Abaca Flashcard: English Series 1” has been popular since 2012 for some groups, such as parents who want to support young learners to learn English, English teachers, and some other educators. This set of flashcards is mostly well-known in some groups of cyberspace such as particular groups (communities) in facebook.

There are many parents, especially mothers, use “Abaca Flashcard: English Series 1” to teach their child/children English. The fact is that there are many positive comments related to these English flashcards. Most comments stated the success of the cards in making the children “addictive”- asking to learn
English again and again by using the flashcards because they really enjoyed the flashcards- and the others stated that the children were able to mention some simple vocabulary in English in their very young age (under three years old). It is also proven by the sales figure of this flashcard, since December 2013, thirty thousands copies of “Abaca Flashcard: English Series 1” has been sold. This data was taken from the number of sales figure of the creator.

In addition, based on the writer’s experiences in using “Abaca Flashcard: English Series 1” in teaching some preschool children, the writer found that by using the media, children were excited to learn English. They also could mention some vocabulary in English and some children could practice some simple English structure in some weeks.

Therefore, the writer considers conducting research about parents perception “Abaca Flashcard: English Series 1” because it is important for teachers or parents to have new strategies in using flashcards for teaching their children. It is expected that the finding will be a reference for teachers or parents in using English media, especially flashcards. Thus, based on parents perception, this research is conducted to address the following research problems:

1. What is parents perception on the use of “AFES 1” to motivate young learners to learn English based on the theory of young learners’ characteristics?

2. What is parents perception on the use of “AFES 1” to support young learners to learn English cognitively?
3. What is parents perception on the use of “AFES 1” to support young learners to learn English socially?

The first research problem will be answered by analyzing the theories of young learners’ characteristics in learning foreign language (English) based on Suyanto’s (2007) theories, because the writer considered that his theories are appropriate and detail. They are not about characteristics of young learners only or young learners in learning language but more specific – characteristics of young learners in learning English language. The second one will be answered by analyzing the theories of Piaget in cognitive development stages taken from the book of Suparno (2001), and the third one will be answered by analyzing based on the theories of Vygotsky (1978). The writer used those two theories because the writer found that those theories were mostly used in some books as references then the writer considered that they were appropriate to use in this research.

The writer hopes that this research will be beneficial for some parties. Firstly, it is beneficial for the parents who have children around 3 up to 8 years old. It is expected that the finding will help parents choose the proper media and use it for their children effectively, so that children will be motivated to learn English. As the result, it can develop their English ability. Secondly, it is beneficial for teachers who teach English to young learners. It is expected that the finding can give them suggestion about effective learning media.
B. Research Method

Since the writer is going to discover how “Abaca Flashcard: English Series 1” supports young learners to learn English based on the real experiences of some users, the writer used a “Survey” method. Survey is “the systematic gathering of information from (a sample of) respondents for the purpose of understanding and/or predicting some aspects of the behavior of the population of interest in certain topic of problem” (Tull & Albaum, 1973, p. 3). The purpose of this research is “examining a sample of population” (Babbie, 1973, p. 41). According to Fraenkel & Wallen (2009), survey method has three major characteristics, namely:

1. Information
   
The information collected by the writer is to describe some aspects, for example: abilities, opinions, attitudes, beliefs, and/or knowledge. The information is taken from the “population of which that group is a part” (Fraenkel & Wallen, 2009). Therefore, the clear contents of the instrument need to be as clear as possible that the participants tell the information well. In this study, the informations collected are the opinions of the participants concerning the use of “Abaca Flashcard: English Series 1”.

2. Questions

To gather the information, *asking questions* is the main way in survey method. Then, the answers of the questions given will represent the data of the study (Fraenkel & Wallen, 2009).
3. Sample

In collecting the data, the writer collects the information from some members of the population as long as the number of the members is representative (Fraenkel & Wallen, 2009).

By using a survey method, the writer wanted to find parents' perception in the use of “Abaca Flashcard: English Series 1” in supporting young learners to learn English. According to Altman, Valenzi, & Hodgetts (1985), “perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted, it is a person’s view of reality” (p.85).

In order to describe what the writer has done in relation to the characteristics of the survey method, the writer clarifies the steps as follows: the writer used a questionnaire to gather the data or information. The questionnaire dug out parents' perception toward the use of “Abaca Flashcard: English Series 1” in supporting English learning for young learners. The questions were closed questions. “The closed questions required some choices for the respondents” (Oppenheim, 1970, p.40). The writer used Likert scale in the first part of the questionnaire. According to Siregar (2010), “Likert scale is used to measure people’s behavior, attitude, and opinion toward objects or particular phenomenon” (p.138). Then, the second part of the questionnaire, the writer gave some choices (a,b,c,d,e) to choose. Some of the questions required one-chosen option and some of them could be more than one option. The writer let the respondents choose more than one choice.
The writer used the technique of snowball sampling method in order to find the respondents because the population of the users of “Abaca Flashcard: English Series 1” was hidden. There was no exact information about the numbers of “Abaca Flashcard: English Series 1” users. According to Heckathorn (1997), hidden populations happens when there is no sampling frame exist, so the size and the boundaries of the population are unknown. As stated by Katz (2006):

Snowball sampling is a special nonprobability method for developing a research sample where existing study subjects recruit future subjects from among their acquaintances. This sampling technique is often used in hidden populations which are difficult for researchers to access or in cases where a sampling frame is hard to establish and it is assumed that cases are affiliated through links that can be exploited to locate other respondents based on existing ones. (p. 4)

The writer firstly asked to the creator (Diena Ulfaty) of “Abaca Flashcard: English Series 1” how to find the respondents. Then, she recommended to find in particular groups or communities in facebook (example: education groups, parents groups) since facebook was one of the social network where “Abaca Flashcard: English Series 1” mostly. The writer also tried by herself to find in some other groups such as education, children, parenting, or trading groups. Finally, it was found thirty respondents consisted mothers who had young learners.

There were three main procedures in this research. The first procedure was distributing the questionnaire to the thirty respondents. The writer gave the questionnaire door to door from one respondent to another one. It took about 10 to 15 minutes for the respondents to complete the questionnaire. Door to door in this case means that the writer emailed the questionnaire to the potential respondents
and attached the survey to the email (Wang, 2008, p.531). In this research, the writer used facebook account at the most to attach the questionnaire file and some respondents asked to get the questionnaire by whatsapp. The writer also interviewed some respondents in order to clarify their answers to get the deeper information. The second procedure was observing “Abaca Flashcard: English Series 1” based on the characters of flashcards as learning media. The observation was done by the writer. The third procedure was analyzing the data. The data obtained were analyzed and interpreted, then stated as a conclusion.
CHAPTER II

DISCUSSION

This part contains a review of related literature used in the study and findings as well as the interpretation of the findings. Review of related literature provides the relevant theories of this research paper. It is followed by the results and the interpretation of the data.

A. Parents Perception on the Use of “AFES 1” to Motivate Young Learners` to Learn English based on their Characteristics

In this study, the writer digged out parents perception related to the use of “Abaca Flashcard: English Series 1” based on their experiences in teaching their children by using this set of flashcards. According to Altman et al. (1985), perception is person`s view of reality by selecting and grouping the stimuli then they are interpreted meaningfully. Altman et al. (1985) also explain that the perception toward one object of each person may be different because the way people perceive is different. “It depends on several factors, including the clarity and familiarity of the stimuli, the physical characteristics (blurry vision or poor hearing will distort the message), needs and values, knowledge, feelings, and past experience” (Altman et al., 1985, p.86). Thus, the results of this study are based parents perception in using a set of “Abaca Flashcard: English Series 1”.

A set of “Abaca Flashcard: English Series 1” is a medium which may help young learners learn the English language. Arsyad (2007) states that learning is a process which happens to everybody all the time, the learning process occurs
when people interact with the surroundings and it may happen everytime and everywhere people do the interaction. Learning causes some changes to a person on his knowledge, skill, and attitude. Sardiman (2008) also states that everytime people do in this life is learning either intentionally or unintentionally, either consciously or unconsciously. Then, learning process will cause a result which is called learning result and to reach the optimal result learning process should be done intentionally, consciously, and well-organized.

In helping the process of learning, media are needed to support it. As stated by Arsyad (2007), media connect one thing to another thing, between sender and receiver. Then, the receiver is the child receiving knowledge from the media. In other words, media in learning process mean “graphic, photographic, or electronic tools to capture, process, and rearrange visual or verbal information” (Arsyad, 2007, p.3). Thus, Hamalik in Arsyad (2007) says that educators, in this case parents, need to understand about learning media, either the functions, the benefits, the use of media, and choosing the media. Media cannot be separated from learning process in order to reach the goals. Therefore, a set of “Abaca Flashcard: English Series 1” is one of learning media which supports English learning especially young learners.

The method of “Abaca Flashcard: English Series 1” presents the different method than common flashcards. “Abaca Flashcard: English Series 1” is a set of modified flashcards because the size of each card is small (6.5 x 4.5 cm) compared to other flashcards which are big sized and made of thick and hard paper. It shows pictures and words, and a set of flashcards commonly consists of
grouped equipments based on the types such as a group cards of food, household appliances, and transportations” (Suyanto, 2007, p.109). However, according to Daye (2006), flashcards have variety of shapes, sizes, and materials. Referring to the needs and functions of the flashcards: for big class, individual, or small group use, a set of “Abaca Flashcard: English Series 1” is designed to be played individually or small group of children (2-4 children). Persley agrees with Daye (2003) that “flashcardsare usually designed to be about the size of a playing card so they can be easily handled in a deck” (p.1).

A set of “Abaca Flashcard: English Series 1” is equipped with a game named “Toys Island”. It consists of two different kinds of games based on the toys, namely, “Delicious Cakes” and “Cars Mania”. As stated by Semiawan (2008), playing a game is a serious activity for young learners but enjoyable for them. He also stated that for young learners, playing means adventuring their world from something they do not know till they know it and from they can not do anything till they are able to do (Semiawan, 2008).

“Toys Island” game is played by two players, they are a seller and a buyer or some buyers (if it is played by more than one child). The seller sells the toys (cakes or cars) and the buyer must earn some money (in this case money means rainbow coins) to pay the cars or cakes by playing the game with the seller. The cars and cakes are in form of papers which are cut into pieces (2 dimension). Then, In this case, the seller is an adult (parent/teacher) who plays as a fasilitator in working a set of “Abaca Flashcard: English Series 1” and the buyer is the child or young learner who must play the flashcards by memorizing each of them, then
mention, and communicate with the seller by using the simple English language. If the buyer (child) can mention the name of the picture showed by the seller (adult) in English correctly, the buyer (child) will get reward; rainbow coins. Then, the buyer (child) must collect coins based on the prize of the toy he wants to buy the toy (car or cake). After the child gets the toy he wants, he will enjoy it by imagining as if the car or the cake is real. Thus, it will make him excited learning English by using a set of “Abaca Flashcard: English Series 1”.

As stated by Bennet et al., nowadays, “learning for young learners emphasizes on the use of game in the learning process. It is based on the principals of ideology, philosophy, and education from the works of Montessori, Isaacs, and Steiner” (Bennet et al., 2005, p.1). Thus, the game in a set of “Abaca Flashcard: English Series 1” has important role in supporting English learning for young learners. Parry and Archer in Bennett et al. (2005) explain that there are two stages of game i.e. game gives fun and joy, and game distributes some benefits for education development (Bennett et al., 2005). The game in a set of “Abaca Flashcard: English Series 1” is designed to give both fun and educational development. The fun and joy are got from the pieces of cars and cakes which mostly every child like very much and the education development is reached from the vocabulary memorizing.

In the process of language learning, young learners need something to motivate them because motivation is an essential thing to support young learners in English learning, such as a game which is put in the learning process. Sardiman (2008) states that motivation is an effort of a person in doing some acts, and if he
does not like, he will try to abolish the feeling by himself. Thus, motivation can be stimulated by external factors but it comes up from himself (internal factors). Cherry also says that motivation is a force to guide somebody to his goal. It decides what a person wants to do, whether to grab a snack or to study hard in order to reach degree. Therefore, Motivation has an important role to support young learners in English learning because if young learners have strong motivation from themselves, they have enough energy to do many things related to learning (Sardiman, 2008). Sardiman (2008) also states that there are three functions of motivation, namely:

(1) Encouraging people to do something, as an activator to release the energy (2) Determining the direction of the action to the goal (3) Selecting the actions, motivation determines kinds of actions which must to do to reach the goal. (p.85)

Motivation in learning also causes good results, in other word, students can reach good performances because of the existence of the motivation inside themselves (Sardiman, 2008).

Based on the characteristics of young learners in learning English, it can be stated that motivation to learn English among young learners can be created because of the method of “Abaca Flashcard: English Series 1” which is suitable for young learners based on their characteristics. Suyanto (2007) explains that there are some characteristics of young learners as foreign language learners:

(1) Young learners are egocentric, means they like to relate anything they learn to themselves. They like topic related to their life and their surroundings.

(2) Young learners hardly differentiate between concrete and abstract objects.

(3) Young learners are imaginative and active. They like learning through playing that can motivate them to learn English though
indirectly(4) Young learners are easily bored of doing an activity(5) Young learners’ world is full of colors and cheerful(6) Young learners like conversation to interact whenever they learn new language(7) Young learners are active learners, they like to learn by doing. (pp.16-20)

Those characteristics can be explained as below:

1. “Young learners are egocentric, means they like to relate anything they learn to themselves. They like topic related to their life and their surroundings” (Suyanto, 2007, p.16). For example, “this is my toy”, “those are my cards”, etc. The pictures in the cards in media of “Abaca Flashcard: English Series 1” all are about household appliances, such as: objects in living room, dining room, and kitchen. Thus, the young learners are mostly familiar with the objects in the pictures. Then, when imagining, a young learner sees the a pillow picture in a card, he may will shout “this is my pillow!”.

2. “Young learners hardly differentiate between concrete and abstract objects” (Suyanto, 2007, p.16). Thus, in learning English, especially vocabulary, parents/teachers may use the real object around them to show to the young learners as a visual aid, such as: chair, table, window, door, and many others. By using a set of “Abaca Flashcard: English Series 1” to teach them English vocabulary, parents/teachers may practice with the real objects out of the pictures from the flashcards because all the cards in a set of “Abaca Flashcard: English Series 1” are around the house where young learners live and play everyday.

3. “Young learners are imaginative and active. They like learning through playing that can motivate them to learn English though indirectly” (Suyanto,
2007, p.17). He also states that playing is also part of children’s world and it can be used to perform the learning process through playing. Then, it is clear that a set of “Abaca Flashcard: English Series 1” has a game named “Toys Island” which interests young learners’ motivation to be eager to explore the flashcards. The game indirectly motivate the young learners to learn English by flashcards.

4. “Young learners are easily bored of doing an activity. They need to do some varieties of activities or playing. Mostly, young learners will only hold out for about 5-10 minutes” (Suyanto, 2007, p.18). For example, in the first-five-minute, a young learner is playing puzzle, then the second one he play a ball with some friends, and so on. A set of “Abaca Flashcard: English Series 1” also lets the child to play for only about 5-10 minutes or till the child feels bored. The creator (Diena Ulfaty) suggests the flashcards users not to force young learners to play the flashcards for much time, she even recommends them practicing the set of “Abaca Flashcard: English Series 1” for 5 minutes in the first usage or till the young learner feels bored, then lets the young learner do or play another activity.

5. “Young learners’ world is full of colors and cheerful. Thus, in every activity they do, it needs colorful things” (Suyanto, 2007, p.18). For example, flashcards can help the learning process of the young learners in learning English because they are full of colors.

6. “Young learners like a conversation to interact whenever they learn new language” (Suyanto, 2007, p.20). By using a set of “Abaca Flashcard: English
Series 1” children need to play it with adult. Then adult`s role is facilitating in the learning process.

7. “Young learners are active learners, they like to learn by doing” (Suyanto, 2007, p.20). In learning English by using a set of “Abaca Flashcard: English Series 1”, young learners are active to memorize the vocabulary, collect the coins, and play the roles as a buyer in “Toys Island” game.

In order to find the roles of “Abaca Flashcard: English Series 1” in motivating young learners to learn English, the writer distributed questionnaires consisting of 10 items of statements related to characteristics of young learners. The questionnaire was made based on Likert scale. There were ten positive statements to find the respondents` opinions in the roles of “Abaca Flashcard: English Series 1” in motivating young learners to learn English. Those ten statements were made based on Suyanto`s theories (2007). The writer provided 5 choices, they were:

<table>
<thead>
<tr>
<th>Table 1.1: choices of the likert scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

(Siregar, 2010, p.139)

After collecting the results from the respondents, the writer counted the total score of each item, then counted the percentage based on the highest score. Then, the conclusion was made by making five categories based on the interval:
Table 1.2: categories of interpretation based on the interval (5)

<table>
<thead>
<tr>
<th>Interval</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 20 %</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>21 – 40 %</td>
<td>Disagree</td>
</tr>
<tr>
<td>41 – 60 %</td>
<td>Netral</td>
</tr>
<tr>
<td>61 – 80 %</td>
<td>Agree</td>
</tr>
<tr>
<td>81 – 100%</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

Here is the data result of the roles of “Abaca Flashcard: English Series 1” in form of frequency, percentage, and followed by the conclusion:

Table 1.3: The roles of “Abaca Flashcard: English Series 1” in motivating young learners to learn English based on their characteristics

<table>
<thead>
<tr>
<th>Statements</th>
<th>F</th>
<th>%</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are interested of the pictures on “Abaca Flashcard: English Series 1”</td>
<td>133</td>
<td>88.67 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Games in “Abaca Flashcard: English Series 1” motivate children to learn English</td>
<td>137</td>
<td>91.33 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Game in “Abaca Flashcard: English Series 1” makes children enthusiastic to learn English</td>
<td>131</td>
<td>87.33 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children learn English by using “Abaca Flashcard: English Series 1” at their wants</td>
<td>133</td>
<td>88.67 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children often ask to learn English by using “Abaca Flashcard: English Series 1”</td>
<td>133</td>
<td>88.67 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children are not easily bored to learn English by using “Abaca Flashcard: English Series 1”</td>
<td>128</td>
<td>85.33 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children enjoy the challenge to submit the coins in the game of “Abaca Flashcard: English Series 1”</td>
<td>132</td>
<td>88.00 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children enjoy the role to be buyers in the game of “Abaca Flashcard:English Series 1”</td>
<td>133</td>
<td>88.67 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children enjoy the role to drive the cars or eat the cakes in game of “Abaca Flashcard: English Series 1”</td>
<td>134</td>
<td>89.33 %</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Children like the game in “Abaca Flashcard: English Series 1”</td>
<td>136</td>
<td>90.67 %</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>
Based on the result above, it is clear that more than 85% of the respondents agreed that a set of “Abaca Flashcard: English Series 1” can motivate young learners to learn English. It motivates young learners to learn English because of the method of this set of flashcards which is unique.

As explained before, a set of flashcards itself is suitable for English learning especially for young learners. Their world is colorful and they like anything with full of color, such as pictures in the flashcards (Suyanto, 2007). The result of the questionnaire supports that 88.67% of the respondents agreed that their young learners are interested of the pictures in the flashcards of “Abaca Flashcard: English Series 1”. Pictures in flashcards also help young learners have the same perception toward learning material, which sometimes between teachers and students misunderstand it (Suyanto, 2007).

In addition, the method of “Abaca Flashcard: English Series 1”, playing the toys island game, is priority in the process of learning process. The games in a set of “Abaca Flashcard: English Series 1” have a very important role in motivating young learners to learn English. This is exactly proper with the characteristics of young learners that young learners are active and imaginative that they like to learn by playing a game (Suyanto, 2007). It is supported by the principle of Montessori stated by Suyadi, Muliawati, & Nur (2013), that young learners` job is playing. If adults` jobs are earning money, driving, cooking, washing, etc, young learners` job is playing. Therefore, whenever they are playing some games it means that they are working, so adults cannot consider that young learners` playing is just a play which is not important and sometimes destructive toward
anything already cleared up by adults. That is the reason of the method in a set of “Abaca Flashcard: English Series 1” that the main activity in learning English by using “Abaca Flashcard: English Series 1” is playing toys island game, not purely memorizing the vocabulary of the flashcards. Those statements are supported by more than 85% of the respondents agreed about the roles of the game in a set of “Abaca Flashcard: English Series 1” which could motivate their young learners to learn English.

After young learners are motivated by the game, they indirectly learn English. According to Sardiman (2008), motivation can make people who do not want to do some activities or do not like become motivated and enthusiastic to do them and get rid of their dislikeness. Thus, motivation can be stimulated by external factor (games, friends, adults, etc) but it appears from the person himself (internal factor). “In learning process, motivation activates young learners’ feeling to learn English, so it helps young learners reach the goal of the learning” (Sardiman, 2008, p.75).

When young learners are motivated they will really want to learn English because of their wants, not being forced by adults or teachers. It is supported by 91.33% of the respondents who agreed that game of “Abaca Flashcard: English Series 1” could motivate their young learners to learn English and 88.67% respondents who agreed that their young learners wanted to learn English because of their willingness. 88.67% of respondents also agreed that a set of “Abaca Flashcard: English Series 1” made their children often ask to learn English. It is concluded that, young learners who learn English by using a set of “Abaca
Flashcard: English Series 1” are motivated by toys island game so that they want to learn English because of their wants and often ask to learn English, based on parents perception.

In addition, when young learners are motivated, they also will be enthusiastic to learn English. It is supported by 87.33% of respondents who agreed that the toys island game in a set of “Abaca Flashcard: English Series 1” made their children enthusiastic to learn English.

Since a set of “Abaca Flashcard: English Series 1” can motivate young learners to learn English because of the game, and also make them enthusiastic and often ask to learn English, young learners who learn English by using a set of “Abaca Flashcard: English Series 1” are not bored of learning. Diena Ulfaty (creator) suggested to the use of her flashcards not to force young learners to learn English by using the flashcards too long. She suggested the users to adapt the learning duration with the young learners’ wants, it can be five minutes, ten minutes or even less than five minutes. It depends on the condition of the young learners and situation around. By using this kind of strategy, young learners will not be bored of learning English by using “Abaca Flashcard: English Series 1”. It can be proved by 85.33 % of respondents who agreed that their children were not easily bored to learn English by using this set of flashcards.
B. Parents Perception on the Use of “AFES 1” to Support Young Learners to Learn English Cognitively

In this discussion, the writer discusses the roles of “Abaca Flashcard: English Series 1” in supporting young learners to learn English cognitively. As stated by Sardiman (2008), motivation can help students reach good performances in their learning. Since a set of “Abaca Flashcard: English Series 1” can motivate young learners to learn English through its game which is called “Toys Island”, it is hoped that this set of flashcards could help young learners to learn English cognitively.

The term “cognitive” is “connected with thingking or conscious mental processes” (Cambridge online dictionary). Since this part of discussion will talk about cognitive of the young learners’ development, then the writer uses theory of cognitive developmental stages of Piaget at the most. The writer chose Piaget because his theory of cognitive developmental stages is often used in many textbooks related to young learners’ learning. Then, it is believed that his theory is appropriate with this research.

Piaget’s theory of cognitive developmental stages is based on Piaget’s observation toward some children with the same ages (contemporary), he found that those children had similar mistakes, then he observed another group of older children and he found the same mistakes, then it is also found in adults (Suparno, 2001). Finding those kinds of behaviours, then Piaget makes cognitive
developmental stages of child (Suparno, 2001). As stated by Wood, Smith, & Grossniklaus (2011), there are four stages of cognitive development of Piaget.

(Wood et al., 2011, p.3)

**Figure 1.1: Piaget’s Cognitive Development Stages**

According to Piaget in Suyanto (2007), “children learn from their environment by developing themselves” (p.6). Although they learn from their social life, Piaget emphasizes that the most influencing in the learning process is children’s thinking. They are active learners, they get knowledge from the surrounding because they develop themselves by thinking (Suyanto, 2007).

Since the targets of the use of “Abaca Flashcard: English Series 1” are young learners aged ± 4 – 7 years old, the stage of cognitive development discussed is the second stage, preoperational stage (2-7 years old). In this stage, young learners have two main characteristics (Suparno, 2001):

1. The use of symbols or signs (especially in language). Symbols or signs are used to explain some objects which do not exist at time.
2. Intuitive concept. Young learners can reveal something happened by using symbols or signs. They are also able to speak about some kinds of objects at the same time.
Based on those two characteristics, Piaget categorizes preoperational cognitive development stages into two parts (Suparno, 2001):

1. Ages 2 – 4 years old (Symbolic development).

   In these ages, “young learners start to use symbols or signs to represent some objects which do not appear in that time. They also can describe an object or event in the past” (Suparno, 2001, p.50).

2. Ages 4 – 7 years old (Intuitive development).

   According to Piaget in Suparno (2001), young learners’ thought in these ages (4 -7 years old) quickly develops step by step into conceptualization. “Intuitive thinking means direct perception toward the world without any logical reasoning at the first” (Suparno, 2001, p. 62). Thus, they still think of something they find based on one point of view.

   The main concept of this stage is the use of symbols or signs in form of pictures or language expressions. By using language, young learners’ intelligence develops more.

   Since young learners start to use symbols and signs in the preoperational stage to convey something or objects, a set of “Abaca Flashcard: English Series 1” may help their learning process by using the flashcards: the pictures of the flashcards help young learners convey the vocabulary they learn. It is proven by the result of the questionnaire on the result of learning process by using “Abaca
Flashcard: English Series 1”. Here is the result of the numbers of vocabulary mastered by young learners:

![Figure 1.2: Numbers of vocabulary mastered by young learners](image)

**Figure 1.2: Numbers of vocabulary mastered by young learners**

As described previously, all respondents stated that children learning English by using a set of “Abaca Flashcard: English Series 1” mastered at least one word of English vocabulary. Figure 1.2 shows that nine participants (30%) answered that children mastered about 1 – 10 words, other nine participants (30%) also answered that children mastered 11 – 20 words, then five participants (17%) answered that children mastered 21 – 30 words, and the rest ones or seven participants (23%) said that children mastered more than 30 words. In addition, based on the result of the questionnaire, twenty one respondents (70%) answered that their children were mostly correct in pronunciation.

By using a set of “Abaca Flashcard: English Series 1”, young learners do not only learn vocabulary but also learn some simple clauses or sentences. As stated by the creator in the rule of game, she recommended adults teach young learners some simple clauses based on each development and ability of the child.
Table 2.1: Clauses mastered by young learners

<table>
<thead>
<tr>
<th>Clauses / Sentences</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a/an ...</td>
<td>20</td>
<td>66.67 %</td>
</tr>
<tr>
<td>What is this?</td>
<td>12</td>
<td>40.00 %</td>
</tr>
<tr>
<td>Is this a/an ... ?</td>
<td>5</td>
<td>16.67 %</td>
</tr>
<tr>
<td>Yes, this is a/an ... or No, this is a/an ...</td>
<td>8</td>
<td>26.67 %</td>
</tr>
<tr>
<td>None of them (only vocabulary)</td>
<td>3</td>
<td>10.00 %</td>
</tr>
</tbody>
</table>

Table 2.1 shows the number of young learners in mastering the clauses or sentences. The total of the frequency is not equal to the total number of the respondents because one young learner might master more than one clause or sentence.

Those variety results might be caused by some factors. According to Djamarah (2011), the differences in young learners ability in learning a language can be caused by two main factors, they are internal and external factors. The two factors are divided into some factors: ages, physical condition, health, intelligence, social status of family economy, family relationship, condition of the environment, and mother tongue (Djamarah, 2011). In conclusion, based on parents perception, each young learner may have different cognitive development in the learning language based on some factors.

C. Parents Perception on the Use of “AFES 1” to Support Young Learners to Learn English Socially

In this part, the writer will discuss the roles of “Abaca Flashcard: English Series 1” in helping young learners to learn English socially. The word “social” is
related to the activities which people do involving other people (Cambridge dictionary).

Since a set of “Abaca Flashcard: English Series 1” requires an adult to facilitate the learning process, this set of flashcards helps young learners to learn English socially, because it must involve other person. Sometimes, for particular condition, the other person is not only an adult who facilitates the learning process but also other young learners who also learn English together with the first young learner. For example, when a set of “Abaca Flashcard: English Series 1” is implemented in the class, the teacher (adult) needs to teach more than one students, it can be two up to four students (small groups). Then, the interaction may happen between young learner – adult or young learner – young learner.

According to Watson in Rahyubi (2014), the most important thing in learning process are stimulus and response. Stimulus is what the teacher gives to the student and response is the student’s reaction toward the stimulus from the teacher (Rahyubi, 2014). When the student gives a response, he/ she experiences behavior change. Then, Thorndike in Rahyubi (2014) adds that learning behavior is not only decided by stimulus-response but also determined by the condition of the individu himself. This statement is supported by Vygotsky in Suyanto (2007), he explains that development and learning process (especially language learning) happens in a social context (a community which adults interact very much with children). In his theory, he emphasizes that adults have important role in developing young learners’ language learning, but he still acknowledges the role of cognitive individual development (Suyanto, 2007).
According to Vygotsky in Suyanto (2007), adults can help young learners in many ways in order to save the time for young learners to learn and to avoid unexpected things. “The help of the adults is actually encouraging in reaching young learners’ development area called zone of proximal development (ZPD)” (Suyanto, 2007, p.8). As stated by Vygotsky (1978),

“Zone of proximal development (ZPD) is the distance between the actual developmental level as determined by independent problem solving and the level of potential developmental as determined through problem solving under adult guidance or in collaboration with more capable peers” (p.86)

ZPD is kind of a gap which adults need to help in order to reach the potential development from the actual one. Then, the help of the adults is called scaffolding. According to Wood in Leod (2010), there are some certain process that aid scaffolding, they are “gaining and maintaining the learner’s interest in the task, making the task simple, emphasizing certain aspects that will help with the solution, controlling the child’s level of frustration, and demonstrating the task”. Those processes can be done by adults in order to support ZPD.

Vygotsky in Suyanto (2007) explains that there are two developmental phases of learners. The first one is actual development phase and the second one is potential development phase. The first phase is when thinking and learning ability are done because of the effort from the individual himself, however, in fact, young learners reach their potential development by adults’ help (Suyanto, 2007). Therefore, Vygotsky in Suyanto (2007) concludes that thinking ability develops when an individual is facing new things then connected to the their
prior knowledge, in this case, interaction will help them reach their intellectual development, and adults (educators) have an important role in the learning process.

Based on the theory of Vygotsky, a set of “Abaca Flashcard: English Series 1” is suitable for young learners. As discussed before that this set of flashcards requires an adult in the learning process, and the roles of adults are facilitating, supporting, and helping young learners to reach their potential development. Then, this set of media can help young learners reach the learning goals. The writer also gives the result of the questionnaire related to the social aspect of learning process of young learners by using a set of “Abaca Flashcard: English Series 1” to support the statement above.

Table 3.1: Social aspects distribution

<table>
<thead>
<tr>
<th>Social Aspects</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children learn to interact with others</td>
<td>19</td>
<td>63.33 %</td>
</tr>
<tr>
<td>Children are safe from bad things since they play with adult</td>
<td>14</td>
<td>46.67 %</td>
</tr>
<tr>
<td>Children learn to share with others</td>
<td>7</td>
<td>23.33 %</td>
</tr>
<tr>
<td>Other things or none</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 3.1 shows the frequency of social aspects reached by young learners. Each respondent was let to choose more than one aspect, so the total of the frequency is more than thirty (number of the respondents). It is clear written in the table 3.1 that nineteen respondents answered that their children also learnt to interact with others whenever they learnt English by using a set of “Abaca Flashcard: English Series 1”. As stated by Vygotsky in Suyanto (2007) above, he
explains that interaction helps young learners get their intellectual development in learning process because the method in a set of “Abaca Flashcard: English Series 1” requires interaction in process. It is different from any other electronic media which let young learners learn by themselves without any adult’s supervision.

One of the purposes of adult’s supervision in learning process of young learners is to save young learners from bad things, such as browsing improper website whenever they learnt by using computer. Fourteen respondents answered that their children were safe from bad things when they learnt with adult.

In addition, when young learners learn English by using a set of “Abaca Flashcard: English Series 1” with other young learner(s), they also learnt to share because they had to take turn with their partner(s). Seven respondents answered that their children learnt to share with others when they learnt English by using a set of “Abaca Flashcard: English Series 1”. Then, it will teach them that in social life, people need to share with others (people around them).

Social life is not only interacting with people but also in a family. Since a set of “Abaca Flashcard: English Series 1” needs an adult as a facilitator, this set of flashcards can make the relationship between parents (adults who teach) and their children closer. It is supported by the answers of all of the respondents, thirty respondents answered “yes” to the statement that a set of “Abaca Flashcard: English Series 1” made the relationship between parents and children closer.

Another result of the questionnaire which supports that a set of “Abaca Flashcard: English Series 1” helps young learners learn English socially is that
more than 85% of the answers of the respondents agreed that this set of flashcards could help their children learn English more and more quickly. They learnt more and quicker because of adults’ help in the learning process. As stated before, the learning process of young learners needs effective scaffolding in order to reach the potential development. As stated by Suyadi et al. (2013), young learners who accept stimulus (adults’ help), their thinking development will be optimal, in other words, they learn more and quicker because of adults’ roles in the learning process.

In conclusion, based on parents perception, young learners learn English better when adults are involved in the learning process. In this case, adults mean parents, teachers, or educators who facilitate and help young learners in their learning process. Then, either adults’ role and the role of the individual himself have important roles in supporting the learning process and developing young learners’ intellectual development.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two parts, namely, the conclusions and the recommendations. The conclusions present the previous chapter in answering the research problems. The recommendations are purposed to parents, teachers, and future researchers who are interested in conducting similar research in order to make improvement of this research.

A. Conclusions

In finding out how a set of “Abaca Flashcard: English Series 1” supports young learners to learn English based on parents perception, the writer formulated three research problems. The research problems were: (1) What is parents perception on the use of “AFES 1” to motivate young learners to learn English based on the theory of young learners’ characteristics? (2) What is parents perception on the use of “AFES 1” to support young learners to learn English cognitively? and (3) What is parents perception on the use of “AFES 1” to support young learners to learn English socially?

In conducting the research, the writer used a survey method. Firstly, the writer prepared the questionnaires to be distributed to thirty respondents who were got by snowball sampling. After getting the results, the writer put the results into some tables and then discussed the results based on the theories prepared.
To support the research, the writer adapted three main theories for each research problem. They were (1) Suyanto’s (2007) theory of the characteristics of young learners in learning English (2) Theory of cognitive developmental stage of Piaget (3) Theory of Vigotsky (1978) related to ZPD.

After discussing the results, the writer found that more than eighty percent of the respondents agreed that a set of “Abaca Flashcard: English Series 1” could support young learners to learn English based on young learners’ characteristics in learning English. The writer also found that young learners who learnt English by using a set of “Abaca Flashcard: English Series 1” got developed cognitively based on parents perception in teaching their children by using this set of flashcards. Then, most of the respondents also stated that roles of adults in accompanying the learning process had important effects to support young learners in learning English, which means that social aspect had essential roles in the learning process.

The writer hoped that this paper could be a reference for parents or teachers in choosing appropriate English learning media for young learners because the writer had been apprehensive for some teaching models, especially in elementary schools, which mostly the teachers could not motivate their students to learn English, then they would be frustrated when they got some homework to do. The writer also hoped that the creator of “Abaca Flashcard: English Series 1” (Diena Ulfaty) could develop her product better, so Indonesia would have more effective learning media for young learners.
B. Recommendations

Based on the findings, the writer would like to give parents and teachers (especially English teachers) some recommendations. The writer also would like to give recommendations for the creator of “Abaca Flashcard: English Series 1” (Diena Ulfaty) related to the weakness of the flashcards. Then, the writer also give a recommendation for future researchers who intend to conduct similar study.

1. For parents and teachers

The writer recommends parents whose children aged from 2 until 8 years old teach them English by using a set of “Abaca Flashcard: English Series 1” because this set of flashcards has a fun method which is the main concept of the learning is playing the game, not the learning itself. As discussed in chapter two, that this set of flashcards can motivate young learners to learn English, so parents can use this set of flashcards to teach their children without any frustration because of the fun method which can make children feel like they are playing a game, not learning English.

The writer also recommends English teachers use this set of flashcards as one of the learning media either in schools or English courses because this set of flashcards required small group of students that the teachers can handle better teaching many students in a class. Whenever teachers want to apply this set of flashcards at schools, they can organize the class into some small groups then teach them one by one groups in particular time, such as at the beginning of the
class, in order to motivate them, or teachers can ask each group to do peer-teaching (if they can).

2. For Diena Ulfaty (Creator of “Abaca Flashcard: English Series 1”)

The writer recommends the creator consider the use of written pronunciation in the flashcards, since not all of the customers are able to read the phonetic transcription and not all of them can access an online dictionary in order to listen the correct pronunciation. The writer recommends the creator put an audio helper such as a piece of CD in each of the set of the flashcards, so the customers are able to listen the correct pronunciation more easily.

3. For future researchers

The writer recommends the future researchers who intend to conduct similar study apply other research method which is more appropriate related to this topic. For example, the future researchers can use a case study as the research method, so they can really practice this set of flashcards into a child or some children over particular period (for example, 1-2 months). Then they can note every development toward the children in practicing English by using this set of flashcards.
REFERENCES


**KUESIONER**

A. Berilah tanda centang (✓) pada salah satu kolom yang tersedia pada masing-masing nomer di bawah ini!

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>Sangat setuju (5)</th>
<th>Setuju (4)</th>
<th>Netral (3)</th>
<th>Tidak setuju (2)</th>
<th>Sangat tidak setuju (1)</th>
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<tbody>
<tr>
<td>1.</td>
<td>Anak tertarik tampilan gambar pada kartu “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>5.</td>
<td>Anak sering meminta untuk belajar bahasa inggris dengan “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>6.</td>
<td>Anak tidak mudah bosan belajar bahasa inggris dengan “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>7.</td>
<td>Anak menikmati tantangan untuk mendapatkan koin pada game “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>8.</td>
<td>Anak menikmati peran menjadi pembeli mobil/kue pada game “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>9.</td>
<td>Anak menikmati bermain peran menaiki mobil atau memakan kue ketika bisa membeli mobil/kue pada game “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>10.</td>
<td>Anak menyukai game “Toys Island” pada “Abaca Flashcard Seri Bahasa Inggris”.</td>
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<td>Anak belajar lebih banyak ketika belajar dengan didampingi orang dewasa (bukan belajar sendiri).</td>
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B. Jawablah pertanyaan berikut dengan melingkari huruf pada salah satu jawaban atau lebih!

1. Seberapa banyak anak menguasai kosakata bahasa Inggris setelah belajar dengan menggunakan “Abaca Flashcard Seri Bahasa Inggris”? *(lingkari salah satu)*
   a. Tidak ada
   b. 1 – 10 kata.
   c. 11 – 20 kata.
   d. 20 – 30 kata.
   e. Lebih dari 30 kata.
2. Apa saja kalimat sederhana yang bisa diucapkan oleh anak? (nb : kata “THIS” bisa diganti “IT”) – (bisa dilingkari lebih dari satu)
   a. This is a ...
   b. What is this ?
   c. I s this a ... ?
   d. Yes, This is a .... / No, This is a ....
   e. Kalimat sederhana lain : ____________________________

3. Bagaimana anak melafalkan pronunciation (pelafalan, misal : “table” dibaca “teibel”) dalam bahasa Inggris? (lingkari salah satu)
   a. Sebagian besar tepat.
   b. Hanya beberapa yang tepat.
   c. Sedikit sekali yang tepat.
   d. Tidak ada yang tepat.

4. Apakah dengan “Abaca Flashcard Seri Bahasa Inggris” anak menjadi lebih dekat dengan sang pengajar (ayah/ibu/kakak/guru)? (lingkari salah satu)
   a. Ya
   b. Biasa saja
   c. Tidak

5. Dengan “Abaca Flashcard Seri Bahasa Inggris”, apa saja kelebihan yang didapat anak dari segi sosial? (bisa dilingkari lebih dari satu)
   a. Anak belajar berinteraksi dengan orang lain (orang tua/pengajar).
   b. Anak terhindar dari hal buruk karena orang tua/pengajar bisa mendampingi belajar anak.
   c. Anak belajar berbagi (jika “Abaca Flashcard Seri Bahasa Inggris” digunakan 2 anak atau lebih).
   d. Kelebihan lain (sebutkan): ____________________________

Terima Kasih
Appendix B

OBSERVATION OF THE MEDIA
Observation of “Abaca Flashcard : English Series 1” Media

<table>
<thead>
<tr>
<th>Description</th>
<th>Observed</th>
<th>Unobserved</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The set of media can be prepared easily</td>
<td>✓</td>
<td></td>
<td>All the stuffs of the set of flashcards can be prepared easily but adults need to be creative, for example the pieces of the cars/cakes can be stick to some ice cream stick then stucked to a cork.</td>
</tr>
<tr>
<td>2. The set of media can be operated easily</td>
<td>✓</td>
<td></td>
<td>Adults need to understand the rule of the game, or watch some videos related to the using of this set of flashcards.</td>
</tr>
<tr>
<td>3. The set of media can be operated in a class</td>
<td></td>
<td>✓</td>
<td>It is only used individually or small groups (2-4 children).</td>
</tr>
<tr>
<td>4. The set of media is interesting for children</td>
<td>✓</td>
<td></td>
<td>The game of this set of flashcards can motivate children to learn.</td>
</tr>
<tr>
<td>5. The language of the media is meaningful and authentic</td>
<td></td>
<td>✓</td>
<td>All of the vocabulary are familiar for children, because they can find them around them.</td>
</tr>
<tr>
<td>6. The set of media can develop children’s language ability</td>
<td></td>
<td>✓</td>
<td>If it is played intensively, children may master simple English conversation or memorizing some vocabulary.</td>
</tr>
<tr>
<td>7. The set of media can be found easily</td>
<td>✓</td>
<td></td>
<td>There are so many agents supply this set of flashcards in every town in Indonesia, or it can be got by online shopping.</td>
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Appendix C

OBSERVATION OF FLASHCARDS
## Observation of the Flashcards of “Abaca Flashcard : English Series 1”

<table>
<thead>
<tr>
<th>Description</th>
<th>Observed</th>
<th>Unobserved</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The size of each flashcard is big (A4)</td>
<td></td>
<td>✓</td>
<td>The size of the flashcards is small because the purpose of “Abaca Flashcard : English Series 1” is used individually or in a small group.</td>
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<tr>
<td>2. The material of the flashcards is thick paper</td>
<td>✓</td>
<td></td>
<td>The material of the flashcards cannot be torn easily by children.</td>
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<tr>
<td>3. The material of the flashcards is hard paper</td>
<td></td>
<td>✓</td>
<td>The material of the flashcards is flexible.</td>
</tr>
<tr>
<td>4. Each group of flashcards is classified based on the genre</td>
<td>✓</td>
<td></td>
<td>There are five boxes of flashcards, each consists of five different genres (bedroom, kitchen, living room, dining room, bathroom).</td>
</tr>
<tr>
<td>5. The pictures on the flashcards are clear and unambiguous</td>
<td>✓</td>
<td></td>
<td>The pictures are clear and unambiguous.</td>
</tr>
<tr>
<td>6. The color of the pictures on the flashcards are colorful</td>
<td>✓</td>
<td></td>
<td>The color of the pictures are colorful.</td>
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Appendix D

RAW DATA OF QUESTIONNAIRE
# Raw Data of Questionnaire (Part A)

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### Raw Data of Questionnaire (Part B)

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<tr>
<th>Questions</th>
<th>Answers</th>
<th>Respondents</th>
</tr>
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<tbody>
<tr>
<td>1. How many vocabulary can children memorize after learning by using &quot;Abaca Flashcard : English Series 1&quot;?</td>
<td>None of words</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>1 – 10 words</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>11 – 20 words</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>20 – 30 words</td>
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</tr>
<tr>
<td></td>
<td>More than 30 words</td>
<td>7</td>
</tr>
<tr>
<td>2. What are simple sentences children can master?</td>
<td>This is a/an ...</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>What is this ?</td>
<td>12</td>
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<tr>
<td></td>
<td>Is this a/an ... ?</td>
<td>5</td>
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<tr>
<td></td>
<td>Yes, this is a/an ... or No, this is a/an ...</td>
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</tr>
<tr>
<td></td>
<td>Other simple sentences or none</td>
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<tr>
<td>3. How children pronounce the words?</td>
<td>Most are correct</td>
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</tr>
<tr>
<td>5. What do children get for their social life by learning using &quot;Abaca Flashcard : English Series 1&quot;?</td>
<td>Children learn to interact with others</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Children are safe from bad things since they play with adult</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Children learn to share with others</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Other things or none</td>
<td>-</td>
</tr>
</tbody>
</table>
Appendix E

A SET OF “ABACA FLASHCARD: ENGLISH SERIES 1”
Covers of ”Abaca Flashcard : English Series 1”

Picture 1: Cover 1 (cars mania game)

Picture 2: Cover 2 (delicious cakes game)
Scoring Board and Rainbow Coins

Picture 3: Scoring board and cards boxes
Rainbow Coins

Picture 4: Rainbow coins to be cut
Pictures of Cars and Cakes to be Cut

Picture 5: Pictures of cars to be cut

Picture 6: Pictures of cakes to be cut
Price List
Aturan Main
Ayoo Belajar Bahasa Dulu!


Bagaimana menghadapi anak usia kurang dari 4 tahun (Pra TK)?

Masalah yang sering terjadi pada anak-anak usia pra TK ketika mempelajari bahasa baru

Mengaji bahasa Inggris pada anak usia kurang dari 4 tahun terasa lebih sulit disebabkan anak-anak di usia tersebut rata-rata belum bisa mengucapkan kata-kata dengan jelas dan lancar, serta tidak mengerti bahasa itu apa. Namun jika Anda orangtua bilingual artinya misalnya Anda dari Indonesia, suami dari Australia, tentu ceritanya. Proses belajar bahasa akan jauh lebih mudah karena Anda dan suami bisa langsung praktik di rumah, dan penguasaan bahasa anak akan lebih pesat dibanding jika orangtuyanya menggunakan satu bahasa di rumah.

Tapi jangan kuatir, masalah tersebut bisa diatasi dengan kesabaran dan konsisten. Anak-anak bisa belajar bahasa Inggris dengan sedikit kendala. Memang saat usia mereka kurang dari 4 tahun, beberapa anak kurang mampu mengucapkannya dengan fasih (pejo) tapi jangan kuatir, mereka dapat memahami apa yang Anda katakan jika Anda sering mengulang-ulang bahasa Inggris yang Anda ajarkan. Anak kecil mampu memahami

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Picture 8 : Game rule page 1

**Contoh cara berdialog dengan anak Pra TK**

Ibu: "*What is it?*" (sambil menunjukkan kartu bergambar meja) Anda harus mengucapkan intonasi dengan benar, kalimat tanya memiliki intonasi yang berbeda dengan pernyataan, agar anak paham makna "*What is it?*" meskipun Anda tidak memberitahu arti kalimat tanya itu padanya.

Anak: "Meja!"

Ibu: "*What is it? It’s a table.* Ulangi lagi, "*a table.*"

Anak: "Meja!"

Ibu: "*a table*"

Anak: "Meja lho!!!"

Ibu: "*a table*"

Anak: "Meja"

Ibu: "*a table*" Jika Anda bersikeras, anak Anda pun akan menyerah, dan setelah beberapa waktu, anak tersebut akan berkata, "*a table," dan menyetuju apa yang Anda katakan.

**ABACA English Series mengajarkan 3 hal penting, yaitu:**

1. Cara mengucapkan.
2. Cara menjawab pertanyaan *Is it?* dan *What is it?*
3. Cara merangkai jawaban pertanyaan *Is it* dan *what is it* dalam satu kalimat penuh.
AYO MULAI BELAJAR DARI SINI!!

Belajar Cara menjawab pertanyaan what is it?

Tunjukkan kepada anak Anda hadiah-hadiah keren yang siap dipanen. Kali ini anda akan berperan sebagai penjual kue atau juragan mobil. Nah sekarang kita akan hafalan kata benda dengan langsung praktik dengan kalimat tanya what is it?


4. Lakukan hal pada no 3 sampai anak Anda bisa memeroleh koin dengan jumlah yang sama dengan hadiah yang diinginkannya, lalu tukarkanlah koin tersebut dengan hadiah-hadiah yang mereka inginkan.

5. Bagaimana jika anak Anda menginginkan koin yang warnanya berbeda dari koin yang tertera di kartu? Tidak masalah, yang terpenting adalah mereka enjoy dalam permainan, jadi berilah koin yang warnanya sesuai dengan keinginan mereka tapi beri tahu juga bahwa jika ingin memeroleh hadiah maka harus mengumpulkan koin yang warnanya sama dalam jumlah tertentu.


CATATAN ORANGTUA:

Jika Anda kesulitan mengucapkanannya, Anda bisa mengecek cara mengucapannya di Google translator, atau cek halaman terakhir (halaman 6 dan 7) dalam catatan ini.

Belajar Menjawab Pertanyaan Is it dengan Benar

Sekarang anak-anak akan belajar menjawab pertanyaan Is it? Tujuannya adalah untuk membantu mereka mengingat kosakata yang baru dipelajarnya. Berikut ini langkah-langkah yang perlu dilakukan.

Belajar menjawab yes, it is

1. Susun kartu di box 1 dengan urutan acak asalkan bagian yang koinnya berjumlah 1 diletekkan di atas, yang koinnya 2 di urutan paling bawah. Lalu mulailah memberi contoh dahulu kepada anak Anda,
1. Misalnya ketika mengambil kartu bergambar tempat tidur, Anda mengucapkan, "Is it a bed?" Sambil menunjukkan kartu bergambar tempat tidur, lalu jawablah pertanyaan tersebut dengan, "yes, it is" sambil menganggukkan kepala. Ingat intonasi kalimat tanya Is it? Harus dibedakan dengan kalimat jawaban (yes, it is).

2. Ulangi lagi dengan bertanya kata benda lainnya, contohnya Is it a window (sambil menunjukkan kartu bergambar jendela)? Lalu jawablah sendiri dengan "yes, it is" sambil menganggukkan kepala.

3. Kemudian lanjutkan lagi dengan kartu berikutnya, misalnya kartu bergambar pintu, lalu bertanyalah, "Is it a door" (sambil menunjuk kartu bergambar pintu)? Lalu jawablah, "yes it is" sambil menganggukkan kepala. Lakukan hal ini sampai kartu di box 1 habis.


Belajar menjawab No, it is not

5. Urutkan kartu dengan urutan “kartu yang memiliki 1 koin berada di urutan teratas, dan yang berisi koin 2 di urutan terbawah” susunannya boleh acak (tidak harus kartu bergambar tas yang berada di urutan teratas).

6. Agar anak Anda memahami polanya, maka Anda perlu memberi contoh tentang penggunaan kalimat tanya Is it? Namun yang memilik li jawaban No, it is not. Sebagai contoh, tunjukkan kartu bergambar lampu senter lalu bertanyalah kepada "Is it a window" (sambil menunjukkan gambar lampu senter)? Lalu jawablah dengan "No it is not" sambil menggelengkan kepala. (window = jendela)

7. Ulangi lagi dengan mengambil kartu lain, misalnya yang bergambar jendela lalu bertanyalah, "Is it a door?" lalu jawablah dengan, "No, it is not" sambil menggelengkan kepala Anda. (door = pintu). Gelengkan kepala (ekspresi ibu) sangat membantu anak mengingat apa-apa yang dipelajarinya. Jadi semakin ekspresi Anda maka semakin baik. Lakukan hal ini hingga seluruh kartu di box 1 habis.


Ayoo Ukir Kemampuan anak Anda!

Manakah pertanyaan yang mempunyai jawaban yes, it is dan manakah yang jawabannya no, it is not supaya anak Anda bisa memenangi hadiah.


10. Tahu selanjutnya, uilah mereka dengan bertanya pertanyaan secara acak (yang jawabannya yes, it is atau no, it is not) tujuannya untuk mengetahui apakah anak Anda benar-benar mahir menjawab pertanyaan Anda. Anda bebas bereksplorasi di sini. Urutkan kartu-kartu berdasarkan jumlah poin, dan mulailah bertanya dengan acak. Jika Anak Anda mampu menjawab pertanyaan Anda dengan benar

Ingat bagaimana cara otak mempelajari bahasa "praktikkan hal ini di rumah, ketika Anda sedang membereskan kamar dengan si kecil, tanyakan benda-benda yang telah ia pelajari dengan pertanyaan is it? Dan what is it? Semakin sering Anda mengucapkannya, maka sambilan otak untuk kemampuan bahasa akan diperkuat, dengan begitu Anda mulai membangun area abu-abu di otak anak Anda agar lebih tebal. Artinya, Anda telah melakukan sesuatu hal yang hebat demi perkembangan otak balita Anda. Perbesar otak anak Anda dengan melakukan latihan ini.

**Masalah Balita**

Bagaimana jika anak Anda menginginkan koin berwarna lain (tidak sesuai dengan warna pada kartu)? Berilah dia koin yang dia inginkan, agar dia senang dan mau melanjutkan permainan. Karena kata di sini tujuannya bermain sambil belajar dan tetap atau antusias agar anak pun ikut antusias.

Bagaimana jika anak Anda selalu ingin hadiah mainan dan v抓获annya salah? Tidak masalah, hargailah dia karena sudah bersedia bermain bersama Anda dan berilah hadiah yang dia inginkan, agar Anda dan anak Anda bisa melanjutkan permainan. Tetap atau antusias, agar anak Anda tidak mudah bosan. Berkreasi dengan menyusun karakter anak Anda agar hasilnya optimal.
Bunda: *Is it a door?* (*sambil menunjuk jendela di kamar saat membereskan kamar tidur*)

Anak: ... (*mintalah anak untuk menjawab sendiri*). *Jika dia menjawab No!* saja, berilah pujian karena dia telah menjawab pertanyaan dengan benar meskipun belum sempurna.

Bunda: *What is it?* (*masih menunjuk jendela*)

Anak: ... (*mintalah anak untuk menjawab sendiri*). *Jika dia menjawab, “o window!!”* saja maka berilah pujian karena dia telah menjawab pertanyaan dengan benar meskipun belum sempurna.

Lakukan model dialog di atas untuk mengetes kemampuan anak. Praktikkan seluruh hal yang telah dipelajari anak di rumah, ketika Anda berada di kamar, dll. Jawaban anak yang dilontarkan pada ibunya pada dialog di atas meskipun tidak sempurna (seharusnya No, *it is not*) dan *It is a window* tapi sudah cukup bagus dan dapat diterima dalam percakapan sehari-hari. Namun jangan lupa, jika Anda menginginkan kesempurnaan, selalu ingatkan anak Anda untuk menjawabnya dalam kalimat lengkap.


**Tips Sukses Mengajar anak belajar bahasa Inggris**

1. Bersikap antusias dan riang saat mengajar anak berbahasa Inggris
2. Tetap antusias saat anak menjawab pertanyaan secara salah, dan tetap bersemangat agar anak mau melanjutkan permainan.
3. Hargailah usaha anak dan jangan fokuskan pada hasilnya. Dengan begitu, anak akan berusaha pula memberikan yang terbaik bagi bundanya.
4. Puilah setiap jawaban benar dan jangan mengejek anak jika jawaban anak salah.
5. Praktikkan hal ini di rumah, ketika di kamar tanyalah anak dg obyek benda nyata (bukan flashcard) agar anak semakin cerdas dan fasih berbahasa Inggris.

**GUNAKAN GOOGLE TRANSLATE**

<table>
<thead>
<tr>
<th>Lambang</th>
<th>Pemerian bunyi bahasa</th>
<th>Abjad fonetik Internasional</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>i dalam kata “ingat”</td>
<td>i</td>
</tr>
<tr>
<td>/æ/</td>
<td>i dalam kata “in” tapi yang berakhir dg bunyi luncuran</td>
<td>i</td>
</tr>
<tr>
<td>/e/</td>
<td>e dalam kata sen</td>
<td>e</td>
</tr>
<tr>
<td>/ɝ/</td>
<td>e dalam kata hebat tetapi yang berakhir dg bunyi luncuran</td>
<td>e</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>a dalam kata “hit” bahasa inggris</td>
<td>a</td>
</tr>
<tr>
<td>/ə/</td>
<td>e dalam kata “ke dalam”</td>
<td>a</td>
</tr>
<tr>
<td>/ʌ/</td>
<td>a dalam kata batu</td>
<td>a</td>
</tr>
<tr>
<td>/ʊ/</td>
<td>o dalam kata toko tetapi berakhir dg bunyi luncuran</td>
<td>o</td>
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<td>/u/</td>
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<td>u dalam kata kuda</td>
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<td>o dalam kata ons</td>
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<td>/ɜ/</td>
<td>kira-kira seperti e dalam kata ke dalam</td>
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<td>/uə/</td>
<td>au dalam kata laut</td>
<td>a</td>
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<td>/ɻ/</td>
<td>ai dalam kata pentai</td>
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</tr>
<tr>
<td>/ŋ/</td>
<td>oi dalam kata ambol</td>
<td>i</td>
</tr>
</tbody>
</table>

Keterangan:
- b dalam kata batu
- p dalam kata pak tapi diikuti hembusan nafas
- d dalam kata didiak
- t dalam kata tikko tapi diikuti hembusan nafas
- g dalam kata guj
- k dalam kata kopi tapi diikuti hembusan nafas
- kira-kira seperti j dalam kata guj
- kira-kira seperti c dalam kata cari tapi diikuti hembusan nafas
- v dalam kata veto
- f dalam kata fisika
- seperti mengucapkan kata thos dalam bahasa inggris
- banyi desah antar gigi tanpa suara
- z dalam kata zat
- s dalam kata siku
- kira-kira seperti kata z dalam stabah, atau s dalam kata pleasure
- sy dalam kata syokor
- m dalam kata mata
- n dalam kata name
- ng dalam kata dengan
- kira-kira seperti l dalam kata lahir
- kira-kira seperti r dalam kata air
- w dalam kata wasit
- y dalam kata ya
- h dalam kata hal
Flashcards in Box 1 (Bedroom)

Picture 15: Flashcards in box 1 (picture side)

Picture 16: Flashcards in box 1 (vocabulary side)
Flashcards in Box 2 (Kitchen)

Picture 17: Flashcards in box 2 (picture side)

a bottle (a botol)

a stove (a stovet)

a bowl (a bowl)

a trash can (a trasy ken)

a teapot (a te'pot)

a frying-pan (a friying pan)

an oven (an oven)

a plate (a plait)

a knife (a knife)

a glass (a glas)

a spatula (a spauta)

a grater (a grater)

a cupboard (a kabard)

a rice cooker (a riis kiker)

a pestle (a peestal)

a thermos (a thermos)

Picture 18: Flashcard in box 2 (vocabulary side)
Flashcards in Box 3 (Living Room)

Picture 19: Flashcards in box 3 (picture side)

Picture 20: Flashcards in box 3 (vocabulary side)
Flashcards in Box 4 (Dining Room)

Picture 21: Flashcards in box 4 (picture side)

Picture 22: Flashcards in box 4 (vocabulary side)
Flashcards in box 5 (Bathroom)

Picture 23: Flashcards in box 5 (picture side)

Picture 24: Flashcards in box 5 (vocabulary side)
Appendix F

COMMENTS ON “ABACA FLASHCARD : ENGLISH SERIES 1”
Comments on “Abaca Flashcard : English Series 1”

Abang harits (3,5th) sdah sembuh dr kecanduan gadgetnya. Tp, Setelah sembuh dr gadget dan PSP nya, sekarang aku harus 'pusing’ dg kecanduan baru anakku...

Wow, dia kecanduan abaca. Apalagi yg english. 😊

Pagi buta. Bangun tidur, sampe nglindur minta beli mobil di toys island. 😊

Iya bu... baru 2x pertemuan bu.. @15 menit

Aku tanya 'abang what is it?' Dia jawab, it's a book.. sambil pegang kartu gambar bukunya. 😊

Yg paling dia suka klo dpt koin bu. Dia kumpulin buat beli mobil hijau #warna favorite

Sisa koinnya buat naik haji katanya.. jd terharu 😞 😞

Yg lebih seru... dia telaten ngitung koin dr 1-10 in english. Koin yg dia punya.

Juga jumlah koin yg harus dia keluarkan utk mobil hijau. Dia itung in english.

Melatih dia membaca in english, nambah vocab.. + counting deh 😊
Assalamu’alaikum umm.. Afwan baru sempat kasih testi ttg Abaca seri Englishnya ^^

Maa syaa Allah umm.. Ternyata bener ya, Abaca bs bikin anak "ketagihan" belajar. Awalnya ana agak pesimis, tkt Faqih ga minat belajar. Tp ana coba ajak pelan2.. Ana blng ke Faqih "kita belajar yuk de.. yg ada mobilannya". Kmn awal main Abaca baru hafal 1 nama benda. Pas ana tanya "what is it?", dia ikutan blng "what is this", trus lgsg jwb "a bed" (krna Faqih msh cadel, jd ngucapin "a bed" dan "a bag" hampir sama, hihi...)

Eehh... Hari ini dia ngajakin main Abaca ke ana, dia blng "ummi, ita bejay mobiyan yuk" (read : "ummi, kita belajar mobilan yuk"). Ana seneng bgt umm, ga nyangka Faqih semangat bgt ngajak main Abaca.. Udah bbzp kali dia ngajakin hari ini, sampe2 td ummanyau mau shalat & mandi ga boleh, katanya belajar dulu.. Trus sampe nelp abanya jg, cerita kalo dia abis belajar ;) dan Alhamdulillah.. dia udah hafal sktr 10 benda dlm bhsa inggris (Maa syaa Allah). Trus setiap bs jawab, dia keliatan seneng bgt pas ana blng "good" (sambil minta tos, hihi...)

Yang bikin Faqih seneng main Abaca, setiap mulai dia selalu tanya "ummi, dede boyeh beyi es cim cama mobiy ga?".. Ana blng boleh tp hrs kumpulin koin dulu dan belajar, dia lgsg semangat ngajakin main Abaca biar dpt koinnya :) Mudah2an nanti seterusnya semangat biar bs nambah hafalan nama2 bendanya, insya Allah..
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABACA bukan hanya menyenangkan tetapi begitu "melekat" di otak anak.

Anakku Ibra (26m) sangat suka main abaca yang english series, waktu pertama lihat saja sudah sangat antusias ingin segera main padahal abaca english nya yg girl series hihiihi, tapi Ibra tetap suka karena ingin "beli kue" yang terlihat enak :) 
Pertama dikenalkan 5 kartu dulu tanpa di duga ternyata Ibra langsung hafal saja bisa menjawab dengan lengkap saat di tanya "what is it?". Ibra bisa menjawab "it's a bag",,,
Alhamdulillah meskipun tidak dimainkan setiap hari tapi kata di box 1 sudah mau hafal semua,...sekarang kalo dia tanya sesuatu pasti pake bahasa inggris " what is it??" Aby nya sampe terheran2 anak nya udah tambah pinter...

ABACA memang juara membuat anak tambah pinter,,,mau belajar tanpa paksaan ^_^
anak saya dr 2 thn uda diajarin dg metode ABACA, setiap ada kesempatan saya slalu ngasi' tau English. Metode ABACA Mantebb. anak saya uda bisa jawab "What Is It?" dengan baik, Malah klo' ada temennya yg nanya dijawab pake' English. Sekarang tiap anya sesuatu pasti nanya juga Englishnya apa, jadi saya skrg rajin buka kamus deh...
4 menit yang lalu - Batal Suka - t

anakku ig paling susah disuruh belajar, tp dgn ABACA dia minta belajar sendiri, kadang bangun tidur dia lgsung "mii, bahasa inggris", ato pas sy pulang kantor, lg capek2 dia minta "mii mau bljr bhs inggris". nah sy yg kewalahan
Kemarin pukul 05.03 - Suka