

The Use of Flashcards to Increase Vocabulary Skill in English Subject at Elementary School

Vicky Maulana¹, Henri Fatkurochman² and Siswanto³,

¹Muhammadiyah University Jember 1; mochviky44@gmail.com

² Muhammadiyah University Jember 2; henrifatkurochman@unmuhjember.ac.id
SDN Sumberjeruk 2 Bondowoso

*Correspondence: Vicky Maulana
Email: mochviky44@gmail.com

Published: May, 2024



Copyright:© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

Abstract: This study aims to determine the effect of using flashcard media on improving vocabulary in English subjects in class IV SDN Sumber Jeruk 2 where students have difficulty in learning and understanding vocabulary in English lessons. In this study, researchers used a Pre Experimental Design in the form of a One Group Pretest-Posttest Design. This study was conducted by a researcher who also acted as a teacher at SDN Sumber Jeruk 2 Bondowoso district. The population in this study were 17 fourth grade students. The results showed that the use of flashcards can significantly improve student learning outcomes, increase student engagement, and create a more enjoyable learning atmosphere. In addition, the use of flashcards also helps improve students' comprehension and speaking skills in English. Therefore, the application of flashcards can be considered effective in increasing the effectiveness of English learning.

Keywords: using; flashcard; vocabulary

INTRODUCTION

Learning is a process that involves intensive interaction between teachers and students. Teachers act as leaders in transferring knowledge and skills to students. Good cooperation between teachers and students is very important to achieve learning goals. One of indicator of learning success is positive changes in student behavior, such as being more disciplined, responsible and active in the learning process. This shows that students have succeeded in understanding the material well. The main goal of learning is to ensure that students gain a deep understanding of the material being taught. In addition, the learning objective is to provide an objective evaluation of students' achievements, which is reflected in the grades they obtain. Maximum achievement is an indication of good understanding and mastery of learning material.

Learning in elementary school education in the merdeka curriculum includes English language subjects. Based on information from the website pusatinformasi.guru.kemdikbud, English is an optional subject by the education unit based on readiness. English learning material must be included in accordance with the potential and resources available in each school, so it is important to teach it at the elementary school. Mastery of English by elementary school graduates provides wider opportunities to participate in the global community, as mentioned by (Sinaga 2015).

The main challenge in learning English in elementary school is mastery in vocabulary. This difficulty often becomes an obstacle for students because of the importance of vocabulary in learning a foreign language. The low ability of students in this matter triggers problems that need to be resolved seriously. (Chatib 2011) highlights that teaching staff sometimes have difficulty understanding the true meaning of the word "ability" in a broader context. This indicates the need for innovative and creative approaches in improving students' vocabulary mastery. Therefore, it is important for educators to look for effective and interesting learning methods to help students comprehend and use English vocabulary well. In this way, students can overcome difficulties in the learning process and improve their overall language skills.

For teachers in elementary school, it is important to use appropriate teaching strategies in preparing students to master English as an international language. In learning English, vocabulary plays an important role, as stated by (Schmit, N. and McCathy 1997) that vocabulary has an important role in language skills. Through strong vocabulary teaching, students can build a solid foundation in English and can communicate more fluently in a global context. The importance of vocabulary development is recognized because students have different motivations and characteristics. Therefore, teachers need to adopt a variety of teaching methods that suit students' individual needs, such as the use of pictures, songs, games, or project-based activities. In this way, students can enrich their vocabulary in an interesting and relevant way. Additionally, engaging students in interactive, experience-based learning can also help them gain a deeper understanding of the English language. Using real-life situations or introducing students to cultures that speak English can help them see the relevance and usefulness of the language in real-world contexts. Thus, preparing students to master English does not only involve teaching vocabulary directly, but also involves learning experiences that are interesting and meaningful for them.

One effective learning tool is flashcard media. According to (Basuki Wibawa 1991), flashcards are a visual learning medium that contains words, pictures or a combination. Meanwhile, according to (Arsyad 1997) flashcards are cards containing pictures (objects, animals, etc.) which can be used to train children to spell and enrich their vocabulary. From this definition, flashcards are picture cards with a photo on the front and vocabulary information on the back. Students can associate words with pictures and learn how to read them correctly. This tool is effective in vocabulary learning because it combines visual and text elements. With flashcards, students can more easily understand and remember English vocabulary. Researchers state that flashcards are designed to help students associate words with images, thus making the vocabulary learning process easier.

Based on the results of interviews conducted by researchers with English teachers at SDN Sumber Jeruk 2, Bondowoso district on March 2 2024, it was revealed that there were significant problems in learning English, especially related to vocabulary mastery. Students at this school have difficulty learning English vocabulary, so many of them feel that English is difficult because they have to memorize a lot of vocabulary. This highlights need for further efforts to overcome these challenges so that English language learning in these schools becomes more effective and enjoyable for students. By conducting this research, it is hoped that a better understanding can be obtained about the use of flashcard media in the context of vocabulary learning.

Based on the background of the problem above, the problem can be formulated as follows 1.) How is the use of flash card media implemented in order to increase the vocabulary of class IV students at SDN Sumber Jeruk 2? 2.) Can the vocabulary of class IV students at SDN Sumber Jeruk 2 be improved by using flash cards? 3.) Can using flash card media improve the learning motivation of class IV students at SDN Sumber Jeruk 2? The expected objectives are as follows: 1.) Knowing the use or role of flash card media in

increasing the vocabulary of class IV students at SDN Sumber Jeruk 2. 2.) Increasing the vocabulary of class IV students at SDN Sumber Jeruk 2. 3.) Increasing the learning motivation of class students IV Sumber Jeruk 2 Elementary School.

METHOD

This research design uses a Pre-Experimental Design in the form of a One Group Pretest-Posttest Design. The research was carried out by the researcher himself who acted as a teacher. The research population consisted of 17 grade IV students at SDN Sumber Jeruk 2 and was carried out on March 4 2024 at SDN Sumber Jeruk 2, Bondowoso district. According to (Sugiyono 2019), population is a generalized area consisting of objects/subjects with certain qualities and characteristics determined by researchers to be studied and conclusions drawn. The data collection method was carried out through testing students' initial reading abilities, then the data was analyzed using quantitative descriptive by looking at percentages. This research design was carefully prepared to ensure that the data collection and data analysis process ran well. By using the right design, it is hoped that the research results can provide a clear and accurate picture regarding the initial reading abilities of class IV students at SDN Sumber Jeruk 2.

According to (Handayani 2020), population is the totality of each element to be studied which has the same characteristics, such as individuals from a group, event, or something to be studied. In this study, the population consisted of all 17 students. Sample, on the other hand, is a part of the population used as a data source in research. The population itself is part of the number of characteristics possessed by the population. Researchers used data collection techniques in the form of an initial test (pretest) and final test (posttest). In this research, the data collection methods used include observation, interviews, documentation, and pretest-posttest. Observations are carried out to directly observe the phenomena that occur, while interviews are used to obtain information from respondents. In addition, documentation is also used to collect data from written sources, and pretest-posttest is used to measure the ability to understand and use various written and oral vocabulary before and after treatment was doing.

Research instruments used to collect data. There are two forms of tests used, that is pre-test and post-test. The pre-test is in the form of questions without any treatment or assistance from learning media, while the post-test is in the form of questions after treatment or use of learning media. The pre-test aims to measure the extent of students' understanding before treatment, while the post-test aims to measure the influence of learning media on student learning outcomes. To analyze the data obtained from the research results, descriptive and inferential statistical analysis was used. The data collected in the form of pretest and posttest scores were then compared. The steps for analyzing experimental data are carried out using the One Group Pretest Posttest Design Experiment design, where statistics are used to describe the data that has been collected during the research process and is quantitative in nature.

RESULTS AND DISCUSSION

Based on the findings from the research conducted, it appears that students who were involved in learning using flashcard media experienced a significant increase in results when compared to the conditions before they used flashcards. The learning process that involves the use of flashcard media also shows a higher level of student involvement. In addition, the learning atmosphere resulting from the use of flashcards also feels more enjoyable for students, thus helping to create a more positive and interactive learning environment. This confirms that the use of flashcards as a learning aid can provide significant benefits in increasing

students' understanding and involvement in their learning process. The comparison between student scores before and after implementing treatment is explained in detail in the table below:

Table 1. Comparison of pretest and posttest result

No.	Initial Student	Pretest	Posttest	Different
1	K	45	65	+20
2	R	45	60	+15
3	L	50	60	+10
4	I	50	65	+15
5	N	45	60	+15
6	F	30	55	+25
7	F	40	50	+20
8	P	40	50	+20
9	I	50	50	0
10	A	35	40	+5
11	H	35	45	+10
12	F	40	45	+5
13	N	45	55	+10
14	I	45	45	0
15	F	30	40	+10
16	A	50	50	0
17	A	30	50	+20

Based on the data listed in table 1, it is clear that there was an increase in grades for class IV students after they took part in the treatment using flashcard media. Data analysis shows that the majority of students experienced an increase in scores between the scores before treatment (pretest) and the scores after treatment (posttest). This difference shows that the use of flashcard media is effective in the learning process. This indicates that the application of flashcard media can make a positive contribution to increasing students' understanding and performance in the teaching and learning process.

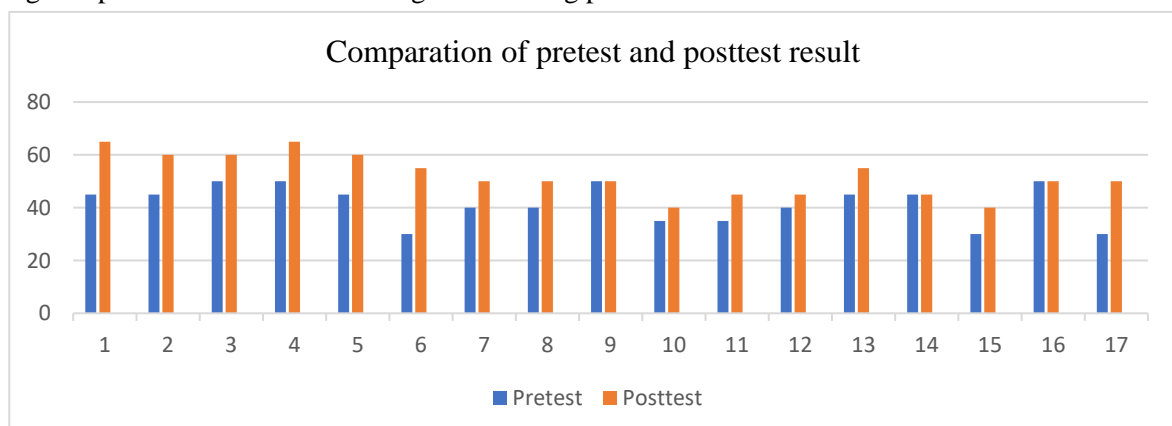


Image 1. Comparison of pretest and posttest result

Based on Image 1, it shows the difference in scores between the pretest and posttest scores of a number of students, which illustrates the development of students' abilities from the beginning to the end of the research. This visualization clearly shows the changes that occur during the treatment process. By comparing pretest and posttest scores, it can be seen to what extent students experience an increase in their understanding or performance after using flashcard media. This visual analysis is very important in highlighting the effectiveness of the learning strategies used, thereby providing a comprehensive picture of their impact on student learning outcomes. Subject 1 from 45 to 65, subject 2 from 45 to 60, subject 3 from 50 to 60, subject 4 from 50 to 65, subject 5 from 45 to 60, subject 6 from 30 to 55, subject 7 from a value of 40 to 50, subject 8 from a value of 40 to 50, subject 9 from a value of 50 to 50, subject 10 from a value of 35 to 40, subject 11 from a value of 35 to 45, subject 12 from a value of 40 to 45, subject 13 from a value 45 to 55, subject 14 from 45 to 45, subject 15 from 30 to 40, subject 16 from 50 to 50, subject 17 from 30 to 50. It can be seen from the increase in scores from the previous condition that class IV students received treatment up to after being given treatment using flashcard media. This reflects an increase in student learning outcomes in English subjects in class IV of SDN Sumber Jeruk 2 Bondowoso.

The use of flashcard media in learning has had a significant positive impact on student participation and the overall class atmosphere. Students become more active in the teaching and learning process, they are directly involved in accessing and processing the information provided. Through the use of these cards, students are able to engage in various activities that can stimulate their thinking, such as observing images or phrases displayed, identifying concepts, or responding to questions interactively. This not only increases individual student engagement, but also enriches interactions between fellow students and teachers in the classroom. In Addition, a more enjoyable learning atmosphere is also created when flashcard media is used in the learning process. The cards bring an element of play into the classroom, making learning more dynamic and interesting for students. They are more motivated to be involved in learning activities because they feel actively involved in the process. Activities involving flashcard media are often considered fun moments for students, where they can learn in a way that is not only effective but also entertaining. Thus, the use of flashcard media not only increases student involvement in learning, but also creates a more positive and enjoyable learning environment for them.

In carrying out this research, it was carried out based on findings in the field which showed that the majority of students had difficulty understanding English lessons. Not only is there a lack of understanding of the language, but it is also seen that students face difficulties in mastering vocabulary and speaking English. To overcome this challenge, a learning approach adapted to student characteristics is applied, namely by placing an emphasis on visual learning. One of the learning media used is flashcards, especially in "be on time" materials which utilize visual aspects. As a result, the use of flashcards has proven to be useful in improving the learning process. Through this approach, students are not only actively involved in understanding the material, but can also improve their speaking skills and expand their vocabulary in English. Thus, the application of flashcard learning media has made a significant contribution in increasing the effectiveness of English learning, especially for class IV students who have more prominent visual learning needs.

CONCLUSION

The research results show that the use of flashcard media in learning has a positive impact on improving student learning outcomes. By involving students in the learning process using flashcards, the level of student engagement also increases significantly. In Addition, a more enjoyable and interactive learning atmosphere helps create a positive learning environment for students. Thus, the

use of flashcards as a learning aid can provide significant benefits in increasing students' understanding and their involvement in the learning process.

Data analysis from table 1 shows that there was an increase in student scores after using flashcard media in learning. The majority of students experienced an increase in scores between the pretest and posttest, indicating the effectiveness of using flashcards in the learning process. The visualization of the comparison of pretest and posttest results in Figure 1 also provides a clear picture of changes in students' abilities from the beginning to the end of the research. Apart from that, the implementation of flashcard media not only makes students more active in learning, but also creates a fun and dynamic learning atmosphere. Thus, flashcard media not only increases student involvement in learning, but also supports the creation of a positive and enjoyable learning environment for students.

REFERENCES

- Arsyad, Azhar. 1997. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Basuki Wibawa, Farida Mukti. 1991. *Media Pengajaran*. Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Tinggi, Proyek Tenaga Kependidikan.
- Chatib, M. 2011. *Gurunya Manusia*. Bandung: Kaifa.
- Handayani. 2020. *Media Sahabat Cendekia Metodologi Penelitian Sosial & Pendidikan*.
- Schmit, N. and McCathy, M. 1997. *Vocabulary Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press
- Sinaga. 2015. "Analisis Kesulitan Belajar Bahasa Inggris Pada Siswa Kelas V SD Negeri 104243 Lubuk Pakam Tahun Ajaran 2014/2015." *Doctoral dissetation. UNIMED*.
- Sugiyono. 2019. *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Alfabeya.
- <https://pusatinformasi.guru.kemdikbud.go.id/>