

IMPLEMENTATION OF FLASHCARD MEDIA IN IMPROVING STUDENT LEARNING OUTCOMES THROUGH VOCABULARY

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Info Artikel	Abstract
Article History: Received (month) (2023) Approved (month) (2024) Published (september) (2024) Keywords: Kata kunci: Flashcard, Kosakata, Sekolah Dasar Keywords: Flashcard, Vocabulary, Elementary School	<i>This study examines the effectiveness of the application of Flashcard media to improve student achievement in grade II at Babakanmulya 1 Public Elementary School. To determine the effect of applying Flashcard media on student achievement in English lessons with the theme of Family is the aim of this study. Researchers used the Quantitative method in the form of the One Group Pre-Test Post-Test Experiment. In this study, it was conducted using a sample of all grade II students at SDN 1 Babakanmulya as many as 9 people. The results of this study reveal that the application of Flashcard media in the learning process can increase student learning outcomes through vocabulary mastery. The authenticity of these statements can be tested through evaluation results before the application of Flashcard media in the learning process. The average score is 62, in contrast to the evaluation results after using Flashcard media in learning, the average score is 81. In addition, the use of Flashcard media also makes learning more conducive and interactive.</i> © 2024 Opik Ali Rohman, Yuni Setiawati Under the license CC BY-SA 4.0

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INTRODUCTION

English is considered an international language and is used as a means of communication

throughout the world. Maybe one day, English will become the basic language of world civilization (Izzan, 2010). Due to its status as an international language, English is in great

demand nowadays. English is also an effective language as an international communication tool, so we need to learn it. In Indonesia, since elementary school, from grade I to grade VI, English has been introduced. English is an additional subject in elementary schools, both public and private. Many students take courses to improve their English skills.

According to Izzan (2010), learning English at school includes aspects of language such as Reading, Writing, Listening, and Speaking. For all of these aspects to be improved, vocabulary needs to be enriched first. In learning that includes these four aspects, students must have sufficient vocabulary. Vocabulary is a collection of words that are known or understood by someone and will be used to form new sentences. Therefore, every student needs to learn the vocabulary.

English subjects are taught in elementary schools so that students can get to know subjects from an early age. This subject is considered local content to develop communication skills as well as awareness of the important role of English in increasing a nation's empowerment in facing competition in a global society (Arsyad, 2017). Even so, in practice learning English is not optimally carried out. This can be seen from the many obstacles faced by teachers, such as a lack of student motivation, teaching methods that are not suitable, the lack of time for learning English at school, and many more. In addition, students often experience obstacles in learning English due to a lack of support and a lack of joy in learning media (Arsyad, 2017). Lack of support and joy in learning media results in a lack of student interest in learning English, which in turn can affect their achievement of the Minimum Mastery Criteria (KKM).

From the observations, it was found that only 7 out of 9 grade II students at SDN 1 Babakanmulya could fulfill the KKM (Minimum Completeness Criteria). The other two still did not reach the KKM score, which was 60. The learning evaluation showed that students who had not reached the KKM had low mastery of English vocabulary, based on the test results of 5 questions. In the test given, there are 5 questions to test knowledge of Family theme words in English. The lack of ability in mastering English vocabulary is

caused by the less attractive use of media. This fact is supported by Suyanto's (2010) statement, which reveals that the use of media in teaching and learning English is very important, especially for elementary school students. The process of learning English for elementary school students should involve the application of media, especially visual-based media. This can be anything that allows sending messages from the sender to the recipient to influence gets, the emotions, interests, and attention of students so that the learning process can occur (Suyanto, 2010). Therefore, the researcher provides a solution to the above problems by using Flashcards as a means of teaching English which is more interesting and challenging. In addition, the teacher should create a fun learning atmosphere so that students are interested in learning English and they can upgrade their skills in mastering vocabulary.

Flashcards are small cards containing pictures, text, and symbols that are used to help students train, spell and expand their vocabulary (Arsyad, 2011). Each Flashcard has two sides, namely the part that displays pictures as well as words and the part that displays the meaning of the word in question. According to Hudson, Taglieber, Johnson and Yarbrough (in Carpenter and Olson, 2011), the use of pictures on Flashcards can improve children's memory skills because visual information has a more dominant influence on remembering and understanding something compared to verbal or audio information. Paivio's theory (in Stephen, 2011) explains that images have better effectiveness in memory because they provide a separate memory code from verbal codes. Concrete images remember when compared to words or sentences that are abstract and tend to be easily stored in memory.

Through research conducted by Nugroho, Nurkamto, and Sulistyowati (2012), it is known that Flashcards can develop children's vocabulary skills because they can attract students' concentration, motivate them, and cause them to focus on learning vocabulary. Hotimah (2010), states that Flashcards can be presented in the form of a game. In addition, Brown (2008) revealed that Flashcards can be used anywhere by children, not only when playing. Besides being able to create a fun learning atmosphere, Flashcards are also

considered an efficient medium because teachers and students can make them together, as stated by Baleghizadeh and Ashoori (2011).

Komachali and Khodareza (2012) state that Flashcards can be used by students for question and answer activities about vocabulary, important days in calendars, formulas as well as other subjects. Using Flashcards repeatedly can make students remember the information they have learned. Thus, Flashcards can be an effective tool to develop memory skills.

Writing this research aims to evaluate the process of learning English in class II SDN 1 Babakanmulya. The focus of writing this article is to find out the implementation of Flashcards media to improve student achievement in English subjects through vocabulary so that it can assist schools in efforts to improve their students' English skills.

RESEARCH METHOD

The quantitative is the method used in this study, relying on the collection and analysis of data in the form of numbers to understand the relationship between variables. The One Group Pre-Test Post-Test Experiment is the design of this study and is a research design involving a Pre-Test before the subject is given treatment or a Post-Test immediately after being given treatment. By using this method, the information obtained is more precise because it can be compared with the conditions before the subject was given treatment (Sugiyono, 2001: 64). The use of this design makes it possible to assess the changes that occur in the subject group after being given treatment by comparison of the Pre-Test and Post-Test values. This allows researchers to evaluate whether there is a significant change in learning.

In this study, students will be tested before using Flashcard media to see their ability to master English vocabulary. After using Flashcard media in the learning process, students will be tested again. By comparing the results of the two tests, researchers were able to determine the effect of applying Flashcard media on students' ability to master English vocabulary. Learning English with the theme "Family" is conducted in class II of

SDN 1 Babakanmulya with a total of 9 students consisting of 7 female students and 2 male students with different academic levels and backgrounds. Researchers utilized more than one data collection technique, namely observation, interviews as well as tests. Observations were made when researchers observed students before, during, and after learning. This observation includes observing the way students use Flashcard media, the extent to which students are involved in learning, and how they respond to using the media. Interviews were conducted with class teachers regarding English subjects. And tests are carried out when researchers conduct research. In addition to collecting data directly from students, researchers also use data that has existed before and is relevant to the research being conducted. This data is the result of previous research that discusses the use of Flashcard media in learning English. Descriptive Statistics is a data analysis technique used in this study. This technique summarizes or describes numerical data such as the average or mean, median, mode, and other measures of the center of data.

FINDINGS AND DISCUSSION

Findings

To get an understanding of how effective the use of Flashcard media is in increasing student achievement in class II SDN 1 Babakanmulya, previous researchers made observations first. Then, the researcher communicated and also discussed with the principal as well as the class teacher at the school and the school agreed to carry out this research. This research was conducted at SDN 1 Babakanmulya on 22-23 February 2023. In this research plan, two sessions had been arranged. The first session will be used to carry out the Pre Test, introduction to material, exercises, and reinforcement of learning. Furthermore, in the second session, an introduction to the material was carried out, exercises, reinforcement, and implementation of the final test through the Post Test activity. And Flashcards are the learning media used by researchers in conducting this research.

The following are the steps or procedures that researchers carry out in conducting research:

1. Preparation
 - a Determine clear learning objectives related to family or family material that will be taught in English subjects.

- b. Make flashcards according to the material. The flashcard here contains pictures and words about the family, namely father, mother, younger brother, older brother, grandmother, grandfather, and other families.
 - c. Prepare pre-test and post-test questions to measure students' knowledge before and after using this Flashcard media.
2. Pre-Test
 - a. Before starting to use Flashcards, the researcher gave a Pre Test to students which contained 5 questions to match words with pictures in Family material. The aim is to evaluate students' initial understanding of the material before they use Flashcards.
 3. Introduction to Material, Exercise, and Strengthening
 - a. Introducing the Flashcards one by one to students, starting with the nuclear family members or the best known.
 - b. Display Flashcard pictures with appropriate words in English.
 - c. Explain the meaning of the words using simple sentences and relevant examples.
 - d. Invite students to repeat and say the words several times.
 - e. After the students had an initial understanding, the researcher conducted an initial exercise using Flashcards in the form of displaying flashcards randomly and asking students to identify and name the family members shown.
 - f. Researchers also use Flashcards as reinforcement by inviting students to make short words in the Flashcards.
 4. Post-Test
 - a. After finishing using the Flashcard, the researcher gave a Post Test similar to the Pre Test to students in the form of 14-word search questions about Family. The aim is to evaluate the increase in students' understanding after using Flashcards.
 5. Conclusion.

Discussion

Before using Flashcard media in learning, students are first given Pre-Test questions to find out the level of students' initial understanding of the Family material. The following table presents a summary of the results of the Pre Test before learning:

Table 1. Pre-Test values before using Flashcard media

No.	Name Initials	Pre- Test
1.	A.D.A	40
2.	A.M.S.Y.	80

3.	D.P.M.	80
4.	N.N.Z.	60
5.	N.N.A.	60
6.	R.R.	40
7.	R.T.A.	80
8.	R.O.	60
9.	N.H.Z.	60

Based on the data obtained, it is known that the scores obtained by students before using Flashcard media in learning were obtained by 7 students who had fulfilled the KKM, namely with a value of > 60. Meanwhile, 2 other students still did not meet the KKM that had been set. So treatment is needed to improve student learning outcomes.

The use of Flashcard media was carried out after the researchers found out the results of the Pre Test that had been carried out by students. Then a treatment is carried out in the form of an introduction to the material, training, and reinforcement provided with Flashcard media.

After using Flashcard media in learning, students are given Post Test questions to evaluate their understanding of the Family material. The following table presents a summary of students' Post Test results after learning:

Table 2. Post-Test scores after using Flashcard media

No.	Name Initials	Post-Test
1.	A.D.A.	70
2.	A.M.S.Y.	90
3.	D.P.M.	100
4.	N.N.Z.	70
5.	N.N.A.	80
6.	R.R.	60
7.	R.T.A.	90
8.	R.O.	80
9.	N.H.Z.	90

From the data above, it was obtained an increase in the value obtained by students after using Flashcard media in learning. These results can be observed through the scores obtained by 9 students and all of them succeeded in achieving or even exceeding the KKM with a minimum completeness score of 60.

The following table presents a summary of the results of students tests from the two meetings:

Table 3. Recapitulation of Pre-Test and Post-Test

No.	Name Initials	Score	
		Pre-Test	Post-Test
1	A.D.A.	40	70
2	A.M.S.Y.	80	90
3	D.P.M.	80	100
4	N.N.Z.	60	70
5	N.N.A.	60	80
6	R.R.	40	60
7	R.T.A.	80	90
8	R.O.	60	80
9	N.H.Z.	60	90
Jumlah		560	730
Median		62	81

The results of the research in the table above show that the average pre-test score is 62 while the post-test average score is 81. Thus, it can be concluded that there is a significant increase in student learning outcomes in English subjects with the subject matter "Family". This is the influence of the application of Flashcard Media in learning.

Based on the findings above, it can be understood that the application of Flashcard media affects improving students' learning abilities, especially learning conducted by researchers in class II of SDN 1 Babakanmulya. This is due to the ease and excitement of using Flashcard media, especially in learning English.

The basic component in mastering English at various levels is vocabulary mastery. Vocabulary is used as a tool in conveying messages related to learning topics, with student vocabulary making it easier to digest the material being taught. In addition, the four skills in learning English must also be mastered, namely reading, writing, listening, and speaking skills. Vocabulary mastery is the basic thing that must be mastered, considering that these four skills also require knowledge of words. Because without vocabulary, students will not get any progress. The more students master vocabulary, the better their English proficiency will be. English is very important to be taught to children from a

young age because English plays a global communication tool at this time. All of this, is a demand of the 21st century which has fast and dynamic changes, resulting in many people competing to send their children to schools that use English as the basis of learning.

CONCLUSION

Flashcards are learning media that are used in the teaching and learning process and function to introduce and remind students of information in the form of words. Flashcards consist of small cards that display pictures and words to be learned. Students can see pictures or words on flashcards, then try to remember or pronounce them accordingly.

In the research that the researchers conducted in class II of SDN 1 Babakanmulya, the use of Flashcards in English subjects with the theme of Family significantly increased students' vocabulary mastery. In this study, evaluation was also carried out before and after the application of Flashcard media as a learning tool.

Before using Flashcard media, the average score of students in the Family theme English vocabulary evaluation was 62.

After being given treatment using Flashcard media, there was a significant increase in evaluation results, with an average student score reaching 81.

This shows that the use of Flashcard media has a positive impact on students' learning achievement in understanding and mastering English vocabulary. By visualizing words through pictures or text on Flashcards, students can reinforce their understanding of vocabulary interactively.

The results of this study provide concrete evidence that the use of Flashcard media is very influential in increasing student achievement in English subjects. Therefore, it is suggested that the use of Flashcard media which is implemented in class II of SDN 1 Babakanmulya, can be adopted by other educational institutions to develop students' English vocabulary comprehension skills.

Conclusions are not just repeating data, but in the form of substance of meaning. It can be a statement of what is expected, as stated in the

"introduction" chapter which can finally produce a "results and discussion" chapter so that there is compatibility. Also, prospects can be added to the development of research results and future research application prospects (based on the results and discussion).

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