



## The Effectiveness Of Using Flashcards To Improve Vocabulary In Speaking English For Elementary School Students

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**Abstract :** *This study set out to show how instructors may effectively use visual media. English classes are also chosen as a local subject in elementary schools (flashcards) to enhance the oral vocabulary of elementary school students. The planning, execution, observation, and reflection phases are included in each study cycle based on the classroom action research methodology. Researchers utilize test sheets and observations as instruments to retrieve data. The results showed that students' scores reached 75 in period I, then increased to 82 in period II. As illustrated in the observation table, student activity increased. The sample in this study was grade IV students of SD Zamzam Kurnia Bekasi. The results showed an improvement in English speaking skills. Therefore, using Flashcard media can increase students' vocabulary in improving students' English speaking skills in class.*

**Keywords:** *Flashcards, Vocabulary, speaking skills*

**Abstrak:** Penelitian ini bertujuan untuk memberikan contoh penggunaan media gambar (flash card) oleh guru untuk meningkatkan dan meningkatkan kosa kata dalam keterampilan lisan bahasa Inggris siswa sekolah dasar. Dengan menggunakan pendekatan penelitian tindakan kelas, penelitian ini terdiri dari II siklus, dengan tahapan tiap siklus meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Untuk memperoleh data, peneliti menggunakan lembar tes dan observasi sebagai alat bantu. Hasil penelitian menunjukkan bahwa nilai siswa mencapai 75 pada periode I, kemudian meningkat menjadi 82 pada periode II, sebagaimana tergambar pada tabel observasi, dan aktivitas siswa meningkat. Sampel dalam penelitian ini adalah siswa kelas IV SD ZAMZAM Kurnia Bekasi. Hasil penelitian menunjukkan peningkatan kemampuan berbicara bahasa Inggris. Maka dari itu, penggunaan media Flashcard mampu menambah kosakata siswa dalam meningkatkan keterampilan berbicara bahasa Inggris siswa di kelas.

**Kata Kunci:** Kartu Bergambar, Kosa Kata, Keterampilan Berbicara.

## **INTRODUCTION**

For English learners is a difficult lesson to understand and challenging to learn because of their ignorance of the vocabulary they have in a foreign language. Therefore, it's a challenge for teachers to enhance student's vocabulary skills within the learning process by providing a fun and memorable learning process for grade school students. According to Vermont, 2023, A teacher must be able to create a teaching system that can make it easier for students to memorize some vocabulary student can stimulate students to improve learning in the classroom, while Farmasari et al., 2021 Teachers can use media that aims to make it easier for students to memorize some vocabulary and have a high interest in following the learning process, namely by using image media (flashcards). Good English speaking skills make it commonplace today because English is an international language essential in many ways (Bhakti et al., 2020). Extraordinary opportunities when someone can speak English to get the job as expected, and when we want to continue school or travel abroad, the language used is English. Although English is not a compulsory subject at the elementary school level, There is a greater probability of speaking English better after learning the language. And increasing the basic vocabulary in English (Snorre et al., 2023). According to Hartley & Monaghan, 2021 Said the age (06 -12 years) is the golden age where they can quickly absorb language mastery to achieve the target language goal. Suppose English has been learned at the elementary school level. In that case, it certainly helps students receive English material at the next level, namely Junior High School (SMP), more efficiently and understand the basics of English vocabulary because they have learned it before.

Realizing students' difficulties in learning English at SD Zamzam Bekasi, researchers who act as teachers intend to reorganize students' learning achievement in English. To provide further learning, students will use learning strategies to be interested in learning, motivated to follow learning well, and overcome their vocabulary deficiencies. There are also problems in teaching. The issues are: (1) The students are not paying attention in class; (2) The students chat excessively when the teacher is explaining; and (3) The students are in a passive class. To improve students' vocabulary mastery and learning motivation, several issues that arise in the classroom should be addressed. Instructors must choose the finest English teaching strategy to get the most significant outcomes. Based on the issues identified, the author hopes to offer a valuable tool to assist instructors in strengthening their command of language. Flashcards are a great technique to help kids who struggle with word memorization. According to Wati et al. (2021), The most popular visual learning tool for

languages is the flashcard, a primary graphic on a card or piece of paper. It implies that instructors have a resource in flashcards for teaching Basic English.

Early vocabulary acquisition in English necessitates using contextual language supported by visual assets and object manipulation skills. Visual representations help with vocabulary subject learning. One strategy for improving students' word literacy and expanding vocabulary is using phonics flashcards. People may use phonics to learn to read and pronounce words by learning about the letter sounds. A flash card is an easy-to-use, practical, and attractive instructional tool that has numbers, letters, images, or phrases that arrange information for students to make learning activities simpler and more fun (Mcgraw et al., 2009). And also Flashcards are cards with information like text, images, or numbers on one or both sides used in group activities or one-on-one instruction Hadi & Romadhon (2021). According to Janebi & Derakhshan (2021), four skills must be learned in English: listening, speaking, reading, and writing. And it turns out that with these language skills, some students experience difficulties in speaking, by causes a lack of basic vocabulary, which causes a lack of low self-confidence, and a lack of learning media that is less interesting, so there is a lack of interest in Learn it. There is no interaction in the classroom.

The lack of vocabulary can also cause students difficulty expressing their ideas or opinions in English (Mcgraw et al., 2009). According to Lee et al. (2023), Mastery of vocabulary in the language is essential in foreign languages so that someone with sufficient vocabulary will have confidence in speaking English, while someone who lacks good vocabulary will feel confident in honing foreign language speaking. Vocabulary given through incidental learning processes such as studying diligently and figuring out how to learn a language is easily understood in reading, listening, speaking, and writing exercises (Ramdhani & Ibrahim, 2022).

From the explanation above, it can be concluded that to carry out a practical and fun foreign language learning process, enjoyable teaching is needed so that children will quickly understand the material the teacher delivers. Ramadhianti et al. (2023) State enjoyable teaching for the teaching process to children, namely songs, stories, and skills involving physical motor using flash card media. Flashcard media is a media in the form of picture cards that facilitates the growth of children's vocabulary and makes it easier for students to understand the image's meaning (Matruty, 2021). Of course, learning process activities using flashcard media will be easy for students to add basic vocabulary in foreign languages and easy to memorize so that students are motivated to follow learning, not only listening, invited to engage in learning activities through observing, doing, and asking questions (Azhima et

al., 2021; Wahyuni, 2020). Of the above problems, researchers are interested in conducting this research.

## **METHOD**

The research used was classroom action research (PTK), which aimed to describe teachers' efforts to improve oral English skills while teaching SD IV Zamzam Kurnia students using flashcards. According to Wijaya et al. (2021), states that teachers can use attractive learning models to foster interest in learning and increase student understanding in the learning process so that teachers This study aims to describe efforts that describe the teaching process in the classroom by teachers to improve students English speaking skills using flashcard. The subjects of this study were all class IVA students consisting of 15 students, consisting of 10 boys and five girls. Tests were run to compare score attainment between the pre-and post-test results were examined statistically. Each cycle process' actions are observed, examined, and classified using tools, and scale descriptions are utilized to carry out classification evaluations. There are four actions taken. Planning, acting, perceiving, and thinking are the topics of this study.

**Table 1. Classification of Learning Outcomes**

<b>Percentage</b>	<b>Category</b>
86-100	Very good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

The Student Learning Outcomes Test Form is designed to determine how well students can handle problems related to previously developed assessment criteria. In this study, repeating certain words to convey short phrases was an oral competency indicator. Two cycles were employed in the study. It is how the first cycle operates: Before taking any action, the researcher first plans.; activities carried out during the planning phase helps to implement the learning. Planning (RPP) and delivery of learning content, first regarding material and then providing games and practice methods using the flashcard. Study preparation is individually designed so that students are more active in doing the questions

given. Researchers monitor learning activities during the observation and assessment phase by administering tests. Data from the initial cycle was gathered, examined, and then reflected.

Cycle II, the planning stage, is the outcome of the improved first cycle activities. The cycle II actions are based on the reflection outcomes of the first cycle actions. Although the signs are different, implementing the second cycle of learning movements is nearly identical to implementing the first. The researchers anticipated an increase in student achievement. The Reflection phases are identical to Cycle I. However, Observation and Evaluation are different. The study's findings were presented as student test scores, which reflect the outcomes of formative assessments that gauge student growth in their capacity to impart vocabulary through flashcards. Quantitative descriptive statistics on the learning results of the students during the evaluation. The students were separated into five groups at the start of the session, and the researchers went through the terminology on the flashcards with them. Each group receives several flashcards, which they then attempt to interpret. Students then talk with their peers about what they have learned from the new terms they have come across.

## **RESULTS AND DISCUSSION**

### **Cycle I**

The results carried out by researchers in cycle I show that teaching vocabulary through flashcard media runs in several stages. First, teachers and researchers prepare some vocabulary using flashcards; make a student observation checklist to find student activities during the learning process; create an observation list for researchers to find teachers' teaching activities during the learning process; compile a cycle I evaluation to see student understanding. Second, the students were placed into five groups at the start of the class and given some terminology using flashcards by the researchers. Each group receives several flashcards, which they then attempt to interpret. The students then discuss the lessons learned from the new words with their peers.

In the next step, students work in groups to discuss the flashcards with friends, translate meanings and memorize words. The first activity was observing what the pupils did in groups with their friends. Verbs that are often employed in ordinary speech are abundant in vocabulary terms. The teacher places two and three cards in the set. After students understand the contents of the flashcard given and know the pronunciation of the word that has been given, students can ask the teacher again if they don't understand it from the card. After that, Students say the name of the card, its color, and the model the student will be working on. While learning one technique, another friend can discuss with another group what drawings

they get new words on the cards. The cards contain 12 new vocabulary words in different colors and words. Demonstrates mixed feelings during the learning process. Fatigue and boredom are visible in their eyes and movements, indicating strange conditions.

Given the course of learning, researchers change techniques to minimize problems. Because class sizes cannot accommodate many groups, only students may be divided into large groups or groups of four or five. The researcher changed his teaching method by dividing the students into two groups. Still, To drill vocabulary and help students recall and pronounce words, the second technique split them into two groups.

**Table 2. Cycle I Student Performance Categorization**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Successful	11	73.3%
Unsuccessful	4	26.7%

Second, the learning process is scrutinized during each cycle. That remark was provided by a research friend who saw pupils practicing during the research session. As illustrated in this findings section, researchers used observation checklists to gather information on student engagement and educational activities. Checklist observation is used to monitor students' learning development. It includes watching how they behave in class when researchers present information, participate in class discussions, and behave when they ask questions or comment.

**Table 3 Student Observations**

<b>Observed Activities</b>	<b>Overall Students</b>	<b>Percentage</b>
Present	15	100%
Asking question	8	53.3%
Answer question	10	66.7%
Taking notes	13	86.7 %
Memorizing word	11	73.3%
Attention	11	73.3%
pears/group	12	80%
Naughty	4	26.7%
Playing	4	26.7%
Silent	3	20%

**Table 4. Teacher's Observations**

Cycle	Score	Percentage	Criteria
I	13	86.6%	Very good

The results of the student activity descriptions show that just a little over 80% of students see learning. However, the instructor results reveal that 13 activities were carried out, with 18 activities, or 86.6% of the process. Fourthly, Reflection is done to identify learning outcomes and resolve issues that will be fixed in the following cycle.

**Table 5. Teacher's Observations**

Student Difficulties	Problem-Solving
Unfortunately, most students still lack confidence, feel uneasy, and fear making mistakes even when they are interested in learning a language using flashcards.	Together, educators and researchers develop flashcard-based vocabulary teaching and learning strategies. The cards don't alter significantly from those used in cycle I. The research goal is still to add some new verbs to the cards.
Some students disrupt the class with loud voices, while others are mischievous and constantly irritate their classmates.	Researchers focused on mischievous pupils and attempted to separate them by avoiding pairing up students with high linguistic and quick-thinking abilities with those who struggled to transmit teachings.
The exam revealed more academic progress, but pupils struggled to use the flashcards, such as accurately pronounce words and determining their meanings.	Teachers continue using drill techniques to reduce students' pronunciation problems and play music to keep the class lively.

Cycle II: The results in the cycle show that teaching vocabulary through flashcard media runs with several stages of the cycle: First, instructors and researchers finish the second cycle the same way they did the first. To address the issues generated by Cycle I, they modified the design. The researchers then taught vocabulary in the first cycle using the same methodology. However, studies emphasize expanding vocabulary to improve pupils'

pronunciation and word memorization. The activities carried out by observers in the learning process are practical students. They pay attention to students' social activities and respond to lessons. The topic matter in cycle II provides instances of verbs that the students are learning. So students can increase their interest and motivation in learning. The verbs are inserted into cards of various colors. The instructor conveys the content to the pupils as part of the lesson plan. Teachers work to instill in their students the confidence to use simple English phrases and sentences.

The instructor hands out the cards to the kids, asks them to repeat what they understand, and then repeats the words aloud while developing their picture-based vocabulary. The researcher acts—for example, singing a song—in the same way that the term "sing" does to help students comprehend what it means. To keep pupils from being bored during specific learning opportunities, researchers played games with them. They are extremely keen to continue after being invited to practice their vocabulary in big groups during their lesson. With their professors and friends, several pupils participated in Q&A sessions. In the final exercise, the instructor assesses the student's progress in terms of their knowledge and comprehension of the teaching process. There is a vocabulary exam with multiple-choice options that contains common verbs.

**Table 6 Classifies The Results Of Student Learning In Cycle I.**

Category	Frequency	Percentage
Successful	14	93.3%
Unsuccessful	1	6.6%

Using flashcards to acquire vocabulary promotes student engagement in the learning process. They could be more attentive and curious about educational strategies. Their confidence in posing and responding to questions is displayed in learning activities. As seen in the table below, further details are available:

**Table 7. Student Grade Results in Cycle I and Cycle II Comparison**

Cycle	Scores of Students		Mastery	
	Highest	Lowest	Success	Fail
I	100	50	10	5
II	100	70	14	1



Finally, researchers examined the Reflection of Cycle II implementation to determine whether student learning and learning outcomes had improved. This study examined the effectiveness of teaching vocabulary to students using flashcards.

## CONCLUSION

From the discussion, it can be concluded in this study that English-speaking learning for grade IV elementary school students who use the picture media learning model (flash card) is: 1. During the learning process, using the suitable media will increase students' interest in learning so that they are easy to remember some vocabulary that they find difficult to remember and pronounce, so with the flash card media students feel happy and also improve their skills in speaking English. 2. Teachers who use flashcards make it easier to provide new vocabulary in English, which is fun. 3. Students have no difficulty returning to learn to speak English. The author hopes that in the future, this research can be developed again regardless of its shortcomings.

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