

THE IMPLEMENTATION OF TEACHING ENGLISH VOCABULARY USING FLASHCARD FOR GRADE 5 IN SDN 2 KAYEN

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Abstract

Young learners like to learn by playing. Flashcards have become one of the ways to interest them. The research uses qualitative design. Researchers use descriptive research. The place of research is SDN 2 Kayen with students in grade five. The sample is eight students in the class. Researchers chose the sample because they are the victims of the COVID-19 pandemic. Researchers also find that they do not learn about English in the low grades. This research has reason to know how to implement Flash Card to teach English vocabulary and the obstacles to teaching with Flash Card. The researcher taught in the class for one meeting to implement Flashcard learning. Before the learning process, there are several activities to approach students. Being joyful and relaxed can increase their acceptance. Flashcards also combine with games. Students write the vocabulary from the sounds that they heard. This happens when students just know the vocabulary. Students also have trouble with pronunciation.

Keywords: *Flashcard, Primary School Students, Teaching English Vocabulary*

Introduction

In contemporary educational practices, innovative teaching methodologies are pivotal in enhancing learning outcomes, particularly in language acquisition. One such effective method is the implementation of flashcards for teaching English vocabulary. This approach leverages visual and interactive learning techniques to reinforce vocabulary retention among learners. According to research by Gholami and Ghanbarzadeh (2020), flashcards are recognized for facilitating meaningful engagement and active participation in the language learning process. This article explores the various aspects of implementing flashcards to teach English vocabulary, focusing on its benefits, practical applications, and pedagogical implications.

The efficacy of flashcards lies in their ability to cater to diverse learning styles and preferences. As Smith (2019) noted, visual learners benefit significantly from using flashcards as they provide precise, tangible representations of vocabulary words. Similarly, auditory learners can benefit when flashcards incorporate pronunciation guides or audio cues. This multisensory approach accommodates different learning modalities and reinforces connections between vocabulary items and their meanings through repeated exposure and interaction. Thus, flashcards are a versatile tool that promotes personalized learning experiences in language classrooms.

Moreover, integrating technology has further enhanced the utility of flashcards in language education. Modern applications and digital platforms allow educators to create customizable Flashcard sets with multimedia elements such as images, audio clips, and example sentences. This adaptability fosters a dynamic learning environment where learners can engage with vocabulary in various contexts and formats. Research by Johnson and Lee (2021) underscores the positive impact of digital flashcards on student motivation and engagement, highlighting their potential to transform traditional teaching practices into interactive and engaging learning experiences.

From a practical standpoint, implementing flashcards in English language teaching involves strategic planning and execution. Educators must carefully select and organize vocabulary items based on learners' proficiency levels and curriculum objectives. This strategic approach ensures that flashcards align with instructional goals and contribute to the overall language development of students. Additionally, the timing and frequency of Flashcard use

play a crucial role in optimizing learning outcomes. According to a study by Brown and Thompson (2018), spaced repetition techniques, facilitated by flashcards, promote long-term vocabulary retention by strategically revisiting words at intervals that strengthen memory consolidation.

Furthermore, the pedagogical implications of using flashcards extend beyond vocabulary acquisition to encompass broader language skills. Educators can promote vocabulary application in communicative contexts by incorporating contextualized examples and real-world scenarios into flashcard activities. This communicative approach encourages language learners to practice using newly acquired words in meaningful interactions, enhancing their proficiency in receptive and productive language skills. As highlighted by research from Li and Wang (2019), interactive flashcard activities stimulate active participation and collaborative learning among students, fostering a supportive classroom environment conducive to language acquisition.

Method

The research used qualitative design. The researcher used descriptive research. The place of research was SDN 2 Kayen with students in grade five. The sample was eight students in the class. The researcher chose the sample because they were the victims of the COVID-19 pandemic. Researchers also found that they did not learn about English in the low grades. This research was conducted to learn how to implement Flash Cards for teaching English vocabulary and the obstacles to teaching with Flash Cards. The researcher taught in the class for one meeting to implement Flashcard learning. The researcher used Flashcards to teach the whole lesson. Teaching will be held on Wednesday, July 24, 2024. The teaching time is 90 minutes. There were two strategies for teaching in the class. These were Flashcards only, and the researcher gave them a test for the result. These were also Flashcards combined with games, and they competed to gain high scores.

Furthermore, the researcher observed the obstacles that were found in the class. After that, the researcher compared the implementation of Flashcards only with Flashcards with games. The researcher also explained the barriers that might happen while taught with Flashcards.

Findings and Discussions

Findings

Implementation of Teaching English with Flashcards

The researcher prepared the Flashcards. It contains a picture on every Flashcard. The size is 5x6 cm, and there are 20 vocabulary in total. The Flashcard was made from paper and carton. The picture in the Flashcard only shows on one side. The Flashcard can be used many times.



Figure 1 Flashcard for Teaching English vocabulary

Upon their arrival at the school at 9:00 AM, the researchers took on the role of teachers in the classroom during the learning session. They started by introducing themselves and allowing the students to do the same. An ice-breaking session was conducted to create a relaxed and friendly environment, which successfully boosted the students' interest in learning. This increased motivation was beneficial for the lesson's flow.

With a more conducive classroom atmosphere established, the researchers delved into the learning material. They initiated discussions with trigger questions like, "How did you get to school today?" Students responded in English or Bahasa Indonesia and shared their familiarity with different modes of transportation in Bahasa Indonesia.

Next, the researchers displayed relevant vocabulary on the whiteboard for students to copy into their notebooks. This interactive activity prompted students to guess word meanings and pronunciation, enhancing their engagement and comprehension. Consequently, the learning session progressed smoothly, with students actively participating and contributing to the activities.



Figure 2 Students write the vocabulary

After the students finished the previous activity, the researcher used flashcards to introduce the pictures associated with the vocabulary words. The researcher would spell each word, and the students would repeat after them. The researcher had to spell the words multiple times until the students could pronounce them correctly. Following this, the researcher allowed the students to guess the English word corresponding to the picture on the Flashcard. This method helped the students to recognize better and learn the vocabulary.



Figure 3 Researcher teaching using Flashcards

After covering the material, the researcher gave the students a test titled "Connect the Word." The test consisted of pictures and words; the students were required to draw lines to connect the words with the corresponding images. Most of the students were enthusiastic as they worked on solving the test.

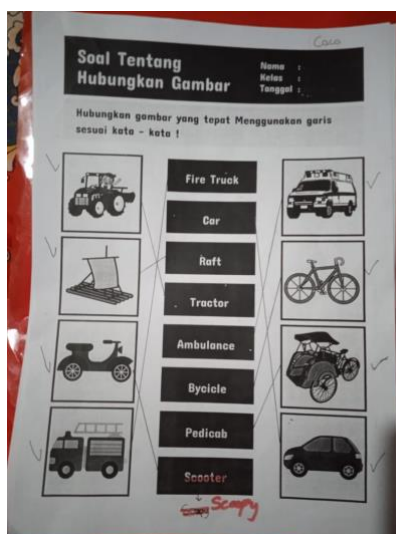


Figure 4 Result of Connect Word test

From the test results, the students were able to meet the expectations. They correctly connected the words with the corresponding pictures and even identified the incorrect meaning of 'scoopy' as 'scooter,' demonstrating their good recognition skills. They also discussed the results with their friends.

After the test, the researcher introduced a game called "Guessing Word." The game had specific rules that the students had to follow. First, they were instructed to close their books and follow the instructions given by the researcher. The researcher would say, "What is it?" the students had to respond with, "Is it...?" They were also instructed to pronounce the words correctly. If the students did not follow the rules, their scores would not be counted.

The researcher then asked the students to raise their hands, and selected students were called upon to participate. Flashcards were used in the guessing game, where the students had to guess the English word corresponding to the picture. The students were very enthusiastic about this game, competing with each other to showcase their abilities.

Obstacles of Teaching English Vocabulary With Flashcards

The students were not able to write the vocabulary correctly. They wrote the words based on what they heard and still needed guidance to spell specific vocabulary correctly. Introducing new vocabulary also affected their writing accuracy, as they did not use these words regularly and, therefore, did not remember the exact spelling. Additionally, many of the students mispronounced sounds because they had not yet mastered the basic sounds of the alphabet (A, B, C, D, etc.). The researcher had to pronounce the words multiple times to help them achieve the correct pronunciation. The table shows that the students struggled with pronunciation, indicating they failed to pronounce many words correctly.

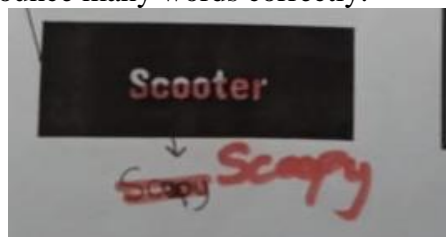


Figure 5 Wrong written by students

Discussion

The research begins with the researcher preparing the Flashcard. Flashcards were made from cartoon pictures. Students love cartoon pictures more than realistic pictures. Children's

preferences will be based on interactions between subject content, colour and style (Ramsey, 1989). Pictures that contain colourful pictures will interest students.

Introducing oneself is held to get to know each other, and it can make the environment convenient for teachers and students. Introducing can help the class become more relaxed and joyful. Students also can see how the new teachers are. They were more relaxed after the introduction section. Students' initial efforts to establish an identity within a learning community involve discursive moves to develop a foundational identity that sets the stage for future involvement (Raman et al., 2021)

Ice breaking is an activity that can be used to solve the tension and saturation of students in learning so that the class becomes fun and more conducive before entering into core activities (Kasimova, 2022). It makes students feel more relaxed when interacting with researchers. Ice breaking can also prevent the temperature of the class from being overstrung.

Introducing material can help students to know the aims of the learning. They also can focus on the subject that they face. There are tricks for researchers to build the material acknowledgement for students. This metacognitive activity is supposed to facilitate the control of information during the transfer and construction phase (Orru et al., 2018)

Connect word is connecting word to the right picture. It helps students recognize English vocabulary with the correct picture based on their knowledge. Students were instructed to play the game with their own verbal definitions or the matching terms and definitions game (Carew, 2018).

Researchers also use guessing words to support students' acknowledgement. The idea of an unknown word having a positive or a negative value can also be helpful when considering segments of language more significant than the immediate environment of a word (Clarke & Nation, 1980). Guessing words can help students to recognize their new vocabulary. In contrast, the researcher must explain all of the rules. Researchers also need to explain the meaning of unknown words. Guessing words also contain rules. Rules are used to control the situation and ensure the aim of the game is reached. Rules are used to implement substantive policy objectives (Effron, 2018).

Researchers found that students do not have good writing skills. It is provided from the figure 3. Students write the vocabulary from the sounds that they heard. This happens when students just know the vocabulary. Writing is a process in which sounds are translated into graphic form (letters) (Yalçinkaya et al., 2009). Students showed that they were still motivated to write. High motivation can encourage them to upgrade their writing skill. Motivation is one of the essential aspects of writing (Ariyani et al., 2021).

Similarly, students also have trouble with pronunciation. Mother language affects how students pronounce it. The differences in pronunciation between the mother language and the foreign language are significant. In most of the roles of the first language that we have looked at, there is the common theme that the first language provides a familiar and effective way of quickly getting to grips with the meaning and content of what needs to be used in the second language (Nation, 2003). The daily conversation also affects the use of words. They rarely speak in English. Based on pronunciation, we can know the meaning and the aim of someone's talk (Nasokha et al., 2023).

Conclusion

This research aims to determine the implementation of Flashcards as a media tool and the obstacles to the implementation of Flashcards. The implementation provides that Flashcards can be used to teach vocabulary. This media can also be made from rummage. The size was also small. It does not use ample space. Flashcards also can be used many times. It can also interest students by showing them pictures. The picture is the key to interest for students.

Although, there are obstacles faced. Teachers need to teach vocabulary many times. Teachers must combine Flashcards with other games to interest students. Teaching vocabulary needs to give them motivation as well.

Upgrading students' writing and pronunciation skills is needed. It may require more effort because they are a foreign learner. English as their third language can confuse them. They need to learn it slowly and calmly. It has also become a problem that teachers must solve.

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