

Research Article

Use of flash card media to improve english vocabulary memory for class V students at SDN 205/IV Jambi

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ABSTRACT

This study aims to describe the use of flashcard media in learning English vocabulary in 5th-grade elementary school students and improve the memory of 5th-grade elementary school students through the use of flashcard media. This study used the theory of Djunaidi & Fauzan (2012). This study uses a descriptive qualitative method. This research explains facts and characteristics factually and carefully, which will later be drawn to conclusions. The participants in this study consisted of 4 people: three students and an English teacher. This study collected data using observation, interview, and test techniques. The results showed that learning using flashcard media improved students' memory in learning English for class V at SDN 205/IV Jambi. The increase in students' vocabulary can be seen from the observation results, which increased by several points, and the test results, which increased by 15%. Apart from observations and tests, the results of interviews also show that the use of flash card media can attract students' attention so that their memory of the new vocabulary also acquired increases.

Keywords: flash card media; students' memory; english vocabulary

1. INTRODUCTION

Learning at the elementary school level has a significant role in the world of education because at this level, students are given basic knowledge to prepare themselves to continue to the next level. (Anggraeni & Akbar, 2018; Oberle et al., 2021; Suyantiningsih et al., 2021). The teacher does not just convey information to students in the learning process. However, students also have to play an active role in learning so that there is reciprocity or response to the learning and growing. One of the subjects taught in elementary schools is English. In this learning, teachers, and students often find it difficult because there are new sentences they are unfamiliar with in English. (Christiansen et al., 2022; S. N. Maili & Hestiningsih, 2017; Wijaya, 2015). It must be addressed immediately, considering that learning languages must be done early on, especially since English is an international language we must master as a provision for future globalization challenges.

At the elementary school level, English subjects are included in local content tailored to the school's needs and are only studied once a week (S. Maili, 2018; Sutarsyah, 2017; Wijaya, 2015; Zein, 2017). It becomes an obstacle for students to learn more in English, and there are few opportunities to acquire English vocabulary. Learning English must be done frequently to improve English acquisition and memory. (Dahniar et al., 2019). Therefore, the ability to speak English at the elementary school level is still meager. At the elementary school level, English vocabulary acquisition is still minimal. Learning English is not always done and not infrequently in the learning process. It causes boredom for students. (Dahniar et al., 2019; Gordon, K. A., Garcia-Nevarez, A., Roundtree, H. W. J., & Valero-Kerrick, 2014; Kurniati et al., 2020; Zein, 2017). For this reason, researchers use engaging learning media to improve English language skills and students' memory of English vocabulary but still have educational value. (Deni & Fahriany, 2020; Khodjaeva, 2021; Suryana et al., 2021).

One's ability to speak English can be seen from the use or knowledge of vocabulary. When someone has a lot of English vocabulary, communication will be more effective and run smoothly. (Aslan, 2011). However, students often find it difficult to remember words in English because the pronunciation or pronunciation is difficult to read and even pronounce (Kidd & Garcia, 2022; S. N. Maili & Hestiningsih, 2017; Mulyani et al., 2020; Sitti Syamsinar & Ahmad Johari Bin, 2014). Using image media through cards is expected to create fun learning for students so that it can encourage or improve students' memory (Cammeron, 2005; Maulidah et al., 2021; Supriatin & Rizkilillah, 2018; Tsai, 2018).

Memory or memory is a mental power that we have so that we can receive, store and reproduce our material or responses. When someone can retell what has been learned or experienced, that person's memory is perfect. Along with the development of the times, students begin to have difficulty receiving material and find it difficult to recall what has been learned. That in order to improve one's memory, learning tools or media are needed that can attract students' attention.

This research generally aims to motivate students through fun learning media so that they can improve vocabulary memory in English subjects. In addition, there are also specific objectives, namely:

1. To describe the use of Flash card media in learning English vocabulary for 5th-grade elementary school students.
2. This study aimed to determine whether the use of Flash card media can improve the English vocabulary memory of 5th-grade elementary school students.

There is a problem formulation that is the main problem in this study, namely:

1. How do flash card media in learning English vocabulary for 5th-grade elementary school students?
2. Can flash card media improve English vocabulary memory in 5th-grade elementary school students?

Learning media is a learning tool used as an intermediary in the learning process to achieve effectiveness and efficiency in achieving learning objectives (Feldman, 2019b; Khodjaeva, 2021; Suryana et al., 2021). The word media comes from Latin and is the plural form of medium. Media is an intermediary or introduction (Khodjaeva, 2021; Solichin & Faizin, 2017; Suryana et al., 2021). Learning media consists of two essential elements: equipment or hardware (hardware) and elements of the message it carries (message/software). Thus learning media requires equipment to present messages, but the most important thing is not the equipment but the message or information brought by the media.

There are eight media classifications: motion audio-visual media, silent audio-visual media, semi-motion audio media, motion-visual media, silent visual media, semi-moving media, audio media, and print media. (Ritakumari, 2019; Shakila Yacob et al., 2014; Zuliyan, 2021). In this case, visual media are media that provide information to the sense of sight. Various graphics, images, impressions, demonstrations, and the like belong to the visual media category. Visual media can facilitate understanding and strengthen students' memory. Visual media fosters student interest in bridging the material's content and the natural world (Budiman, 2016; Rogers, 2021). Based on the type of media, flash card media is included in visual media in the form of images which will later be designed according to the needs and objectives to be achieved in the learning process. (Solichin & Faizin, 2017). Flashcard media is learning media in picture cards (Maulidah et al., 2021; P. H. Pradana & Gerhni, 2019). The pictures are made by hand or photos or using existing photo sheets or drawings and then pasted on the flash card. A noun is one of the parts of speech in English. Parts of speech are the types of words in English. It is known that a noun is a word that can take the form of the name of a person, object, place, quality, activity, and time whereas the noun can be the name of a person, place, object, quality, activity, concept or condition of a person. (Christiansen et al., 2022; Elson & Pickett, 1964; Feldman, 2019a; Masitowarni Siregar, 2014; Mendelsohn et al., 1998; Shohamy, 2005).

In this case, nouns are divided into proper nouns and common nouns. Proper nouns are names of certain people, places, and things, while common nouns are names used for indeterminate members of a group of people, qualities, objects, and concepts. (Maekawa, 2016; Phu et al., 2019; Tang, 2021; Yuldasheva et al., 2021). Meanwhile, memory or memory is a mental power that we have so that we can receive, store and reproduce our material or responses (Acosta, 2019; Kruk-Slomka et al., 2017; Loyens et al., 2012). Memories can be instilled in someone if done repeatedly, and this is in line with learning with flashcards in the learning process. Educators will show material using flashcard media repeatedly in order to strengthen memory. (Hasanah et al., 2019; Oktradiksa & Mujahidun, 2014; P. H. Pradana & Gerhni, 2019; R. A. Pradana & Santosa, 2020; Supriatin & Rizkilillah, 2018; Tsai, 2018, 2020). At the elementary school level, English vocabulary acquisition is still minimal. Learning English is not done all the time and not infrequently in the learning process causes students boredom. For this reason, to improve English language skills and students' memory of English vocabulary, the researcher uses engaging learning media but still has its educational value. So, flashcard media is an option for researchers to use in learning.

2. RESEARCH METHOD

The method used in this study is qualitative research which later this research will produce findings that cannot be achieved by using statistical or calculation procedures (Djunaidi & Fauzan, 2012). This assessment has four subjects: three students and the teacher (subject teacher). The three students were chosen because they have different low, medium, and high abilities. Then, the subject teacher was chosen as the subject of the study because it was trusted as a source of data assisting the study's results. This research was conducted at SDN 205/IV Jambi, in Jambi City. Researchers chose this elementary school because teachers in the English learning process still use conventional methods without any media as a tool. This study collected data using observation, interview, and test techniques. Observations were made before giving the material to determine the condition of the school and the extent to which students' ability to memorize vocabulary was carried out. Interviews were conducted with classroom teachers and students who were the subject of research related to learning methods in the classroom. At the same time, the tests were given in the form of short entries and multiple choice questions-given after giving the material so that it can find out the improvement of students' English vocabulary memory. The data analysis technique used by the researcher is qualitative data analysis. The data obtained in this study were from student learning observations, student learning activities, interviews, and data collected from test results. Then, the results are compiled and classified, analyzed, and then interpreted with words to describe the research objects when the research was conducted so that later conclusions can be drawn.

3. RESULTS AND DISCUSSION

In this study, observations were made to test the students' memory skills which consisted of learning, storing, and recalling. The maximum points for the three criteria are 12 points. The memory ability of the three students obtained a very significant increase. From the 1st to third meeting, student A increased by 11 points, student B increased by 2 points, and student C increased by 5 points. At the time of the pre-test, the three research subjects scored below the Minimum

Completeness Criteria (KKM). The results were significant when they were given the material using flash card media, starting from the 1st to the third meeting. Each of them increased about 15% from the post-test of the first meeting to the third meeting.

Interviews were conducted to provide more substantial results from observational and test research. The interviews with four resource persons concluded that using flashcard media could improve the English Vocabulary of 5th graders of Elementary School 205/IV Jambi. Flashcard media is a learning media in the form of cards and has two sides, with one side containing images, text, or symbols and the other in the form of definitions or descriptions of images, answers, or descriptions, which will later help students to remember easily. It is in line with that described by Supriatin & Rizkilillah (2018) and Tsai (2018) that Flash card media is learning media in the form of picture cards. The pictures are made by hand or using existing photo sheets or images and then pasted on the flash card. In this case, the use of flash card media in learning English vocabulary to improve students' memory was carried out for three meetings. The researcher provided a new vocabulary in each meeting shown through flash card media.

At the first meeting, the researcher observed memory and then did a test. Through observation, the researcher determines the research subject and then performs pre-test and post-test. The pre-test was carried out before the researcher used the media. The researcher only wrote it on the blackboard. Before using the flash card media, the students looked bored and unmotivated, and learning became ineffective. Flashcard media is used during learning by showing students the cards individually. For starters, the researcher only gives 15 vocabularies first. After introducing and using flash card media, the researcher gave a post-test. At the second meeting, the researcher only observed the memory of the pre-determined research subjects and gave a test that had been prepared. In this meeting, the researchers added to the vocabulary given, namely 15 new vocabularies about animals/Animals. In addition to observation, the researcher also distributed post-test questions that students had to do.

At the third meeting, as usual, the researcher only made observations and tests only on the three research subjects that had been previously determined. For this meeting, the researcher did not add vocabulary but recalled all the vocabulary given at the first and second meetings; the total vocabulary was 30. The researcher showed the pictures individually, and the students had to answer them correctly. After the card was shown, the card was given to the students who were near the teacher and told to observe the picture, and later, the card was handed over from one student to another. Next, students work on the third post-test. Furthermore, based on the results of interviews conducted by researchers with teachers, students' mastery of English vocabulary began to develop well. Students begin to master the vocabulary given every week with the themes and subthemes provided by the teacher. The vocabulary given to students is at least 5-6 vocabularies to be mastered or memorized by students from the indicators of word pronunciation and vocabulary mastery. Mastery of English vocabulary is one of the components of learning English, namely, vocabulary that is simple to pronounce and memorize. It is in line with Cremin (2009). A person's language skills depend on the quantity and quality of his vocabulary. The richer a person's vocabulary, the more likely that person is to be skilled in the language. Furthermore, Cremin (2018) and Sukarno (2008) say that vocabulary is essential in learning a language. Learning a language means learning its vocabulary because vocabulary is one component of language that cannot be separated from language learning. Therefore, students who master much vocabulary will more easily master a language than other students who do not have much vocabulary. By mastering much vocabulary, a student can learn the language more easily. In other words, to master a foreign language, you must first master its vocabulary.

Based on the results of research on English vocabulary mastery of SDN 205/IV Jambi, mastery of English vocabulary is very important. It should be prioritized so that it is easier and faster to speak English, namely by being taught through engaging media such as flash card media to increase the mastery of English vocabulary of elementary school students. Here, flash card media can improve students' English vocabulary mastery ability. It can be seen from the results of observations and interviews conducted by researchers. The implementation of learning students' English vocabulary mastery through flash card media is adjusted to the existing theme. Learning English vocabulary using flashcard media can help students memorize and quickly remember the vocabulary they have learned. Besides effectively improving vocabulary mastery, flashcards can also motivate and make students interested in learning. It is in line with Supriatin & Rizkilillah (2018) that students pay close attention to the teacher in front and focus on the flashcards given. Students are also enthusiastic about pointing their hands when asked questions about English vocabulary. Tsai, (2018) Expressing flash cards can also make the learning atmosphere more enjoyable. Teachers can create a more lively learning atmosphere and increase students' enthusiasm for learning English. The results showed increased students' mastery of English vocabulary through flash card media. Learning vocabulary in learning English is not the only important element. However, the many problems encountered in learning English, such as speaking, reading, and listening, are generally caused by the learner's mastery of vocabulary. According to Harmer (2001), Vocabulary learning is a 'deep experience' or active interaction with the vocabulary being studied. It can be done by learning vocabulary that students like or need.

4. CONCLUSION

Based on the results of research and discussion regarding the use of flash card media to improve English vocabulary memory for 5th-grade elementary school students, researchers can draw the following conclusions:

1. The use of flash card media to increase the English vocabulary of 5th-grade elementary school students at SDN 205/IV Jambi went very smoothly. It is evidenced by the enthusiasm of students who take part in learning with enthusiasm and always pay attention to what is explained.
2. It is increasing students' memory skills through flash card media. The results of observations, tests prove it, and interviews conducted.

3. The observations showed that the students' memory ability increased to 11 points from the maximum specified 12 point.
4. The results of the tests showed an increase of about 15%, and from the interviews, it was found that the use of flash card media was very influential on students' memory during the learning process.

ACKNOWLEDGEMENTS

First, researchers would like to thank the LPPM Batanghari University, Jambi. This research can not possibly be completed without any research funding assistance through an Applied Research Scheme from Batanghari University, Jambi. Besides, It is greatest to my research partner Nurul Fitri, S.S., M.Hum., to my lecturers Prof. Dr. Jufrizal, M. Hum. and Prof. Dr. Ahmad Fauzan, M.Pd. for the support, guidance, and kindness.

AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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