



Using Flashcards To Teach English At Elementary School

Muhammad Izzul Alam¹, Agung Wicaksono²

¹ English Education Department/University of Nusantara PGRI Kediri

¹izzulalam100@gmail.com

²agungwicaksono@unpkediri.ac.id

ABSTRACT

Flashcards, a time-honored tool in language education, offer a versatile and effective media to teach English vocabulary focusing meaning and pronunciation to elementary students. This research describe implementation of flashcards to teach vocabulary focusing meaning and pronunciation. By strategically designing and utilizing flashcards, teachers can create engaging and interactive lessons that facilitate to the diverse learning styles of young learners. Furthermore, flashcards can serve as a valuable resource for practicing pronunciation, helping students develop accurate and confident speech patterns. This aim study is to describe the implementation of using flashcards in teaching English at Elementary School. This research is uses a qualitative research method. Data collection in this research was conducted naturally to interpret phenomena, the data is taken from field note, documentation. The data analysis using qualitative analyzing data which are data reduction, data display and drawing conclusion .Studies have shown that flashcards can help the students to learn vocabulary, especially the meaning and pronunciation . Additionally, the use of flashcards can foster a collaborative and supportive learning atmosphere, encouraging students to actively engage with the vocab and interact with their peers.

KEYWORDS: Flashcards, Teach English, Young Learner

1.0 INTRODUCTION

Flashcards are an efficient tool for expanding vocabulary and developing information literacy. They may be tangible cards containing words or questions on one side and answers on the other (Nakata, 2019). There are numerous advantages to using flashcards. According to research, flashcards improve language abilities, story composition, memory, problem solving, and vocabulary enrichment (Harisanty 2020). They are especially useful for spaced retrieval practice and can incorporate a variety of information kinds to aid learning (Nakata, 2019). Flashcards have been shown in educational settings to be extensively accepted and used by students, particularly when linked with incentives (Saatz & Kienle, 2013). Flashcards also assist kids learn knowledge faster than traditional methods. Previous research has shown that flashcards can help students learn a subject faster (Hadi & Romadhon, 2021). Flashcards are regarded as a pleasant, straightforward, and appealing learning tool that helps improve cognitive abilities and self-confidence (Harisanty, 2020). Students can learn English vocabulary while having fun and actively participating in the learning process by using flashcards.

Teaching English at the elementary school level requires specialized approaches and considerations. Teachers need to understand child development, language acquisition theories, and effective classroom management techniques (Sukarno, 2012). The implementation of English education in elementary schools faces challenges, such as teacher preparation and curriculum

design (Triana, 2017). Essential requirements for successful English teaching to young learners include knowledge of child psychology, language learning processes, and appropriate teaching methodologies (Musthafa, 2010). Incorporating traditional games into English lessons can be an effective technique, promoting communication skills while preserving cultural awareness (Rusiana & Nuraeningsih, 2016). Teachers should design materials that are appropriate for students' developmental stages and language abilities (Sukarno, 2012). Overall, teaching English to young learners demands a comprehensive understanding of pedagogical theories, practical skills, and cultural sensitivity to create engaging and effective learning experiences.

Based on the above statement, it is necessary to use an approach to students, one of which is an approach through media such as flashcards, for example. Flashcards have been shown to be an effective tool for teaching English vocabulary to elementary school students. Multiple studies have demonstrated significant improvements in vocabulary acquisition and retention when using flashcards (Putri et al., 2024; Suryani et al., 2022). Teachers report that flashcards help students comprehend and memorize English words while increasing their enthusiasm for learning (Wahyuningsih & Izzah, 2023). The visual appeal of flashcards makes them particularly suitable for young learners (Suryani et al., 2022). Research has found that students taught with flashcards show greater vocabulary mastery compared to those taught without them (Lisa, 2019). Furthermore, the use of flashcards has been associated with increased motivation to learn English vocabulary among elementary school students (Lisa, 2019). These findings suggest that flashcards are a valuable resource for introducing and reinforcing English vocabulary in elementary school settings, potentially leading to improved language acquisition outcomes.

Overall, integrating flashcards into English language instruction at the elementary level provides a multifaceted approach to vocabulary learning that is both engaging and effective. By leveraging visual stimuli and promoting interactive learning, educators can significantly enhance students' language skills while making the learning process enjoyable. In this study the researcher participated in the Kemendikbud "Kampus Mengajar" program at an elementary school in Kediri. He used flashcards to increase vocabulary and increase students' interest in learning English. At school, researchers found that students are more interested in the media used, especially when used to play games where students will also learn to memorize new vocabulary obtained from the media, which at that time the 4th grade material taught was about transportation. teaching begins with the opening including greetings, prayers, motivation, reviewing previous material, triggering questions, conveying learning objectives and continued with learning activities using flashcards media starting from teachers to students, and students with students. and that is the purpose for this study which is to describe the implementation of the use of flashcards in teaching English in elementary schools.

2.0 METHODS

This research is uses a qualitative research method. Data collection in this research was conducted naturally to interpret phenomena, the data is taken from field note, documentation. The data analysis using qualitative analyzing data which are data reduction, data display and drawing conclusion .

3.0 FINDINGS AND DISCUSSION

3.1 *The Implementation of Flashcards to Teach English*

In Pre-teaching

Before starting the lesson, the teacher prepares necessary materials, greets students, and leads a prayer to foster a positive learning environment. Motivating students through incentives and engagement techniques is crucial. To spark interest, the teacher poses trigger questions that align with the learning objectives, which are clearly stated to guide the



learning process and enhance student understanding and achievement.

While teaching

The following are some steps in implementing flashcards media (topic transportation)

1. Trigger question

Before beginning to present material, it would be helpful if we as teachers prompted students with a few questions about the material to be taught, such as what transportation is, what types of transportation exist, and what functions transportation serves.

2. Presenting the material

When delivering transportation-related material, do your best to ensure that students listen and understand what is being presented. According to research, effective teaching skills are essential for engaging students and encouraging active learning. Proper tone, body language, motivation, and explanation of unknown concepts are also important (R. Nuri et al., 2024).

3. Implementing the Flashcards

The word appears in the picture on the flashcards. The teacher then takes the flashcard media that will be utilized and shows the photographs to the class. Students then explain what visuals are there, of course in English, and how to pronounce them appropriately. Not forgetting the teacher also helps with good pronunciation. Keep in mind that some of these activities are completed rapidly in the hopes of expanding their vocabulary and refining pronunciation. The use of this media is repeated numerous times, with additional repetition of the text included in the picture covered with a finger, which can help develop pupils' memory skills.

4. Playing Game With Flashcards Media

Flashcards have evolved as an adaptable and successful instructional tool, particularly for language learning and early childhood education (Amalia, 2018). According to research, introducing flashcard games into mathematics instruction can dramatically improve student learning outcomes, as evidenced in a study with Surabaya third-grade children (Salsabila et al., 2023).

The next game is to play with flashcards. The first game involves dividing the class into numerous groups, after which the teacher will present the flashcards again by covering the words, and the students in the various groups will respond rapidly. Keep in mind that this game is played first come, first served. When students cite photographs of transit options, they must pronounce and spell them correctly. If there are challenges, the student group members must assist. The group that says the most right times will win.

The second game focuses on guessing. Students divided into groups will form a line and face one another. Members of Group A will carry flashcards above their heads, while Group B will later provide instructions on the transportation images in the picture. If group A replies right, points are entered; if they say pass, points are awarded to group B. This game also uses a time constraint.

5. Conclusions From the Material Taught

After the game, the teacher asks the children to return to their seats and questions them about what they learnt or received today. And the teacher assists students to conclude. Teachers are responsible for summarizing lessons at the end of learning sessions, presenting conclusions, evaluations, and follow-ups (M. Sani, 2016).

4.0 CONSLUSION

The conclusion that can be reached is Flashcards has to be considered is that not all children are suited for utilizing flashcards as media, and when implemented in a game, what happens in the class is not conducive, making it impossible for a teacher to rearrange the class as previously. But, the use of flashcards can foster a collaborative and supportive learning atmosphere, encouraging students to actively engage with the vocab and interact with their peers. Overall, the use of flashcards media had a positive response from student

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