

**THE USE OF FLASH CARD FOR TEACHING VOCABULARY  
IN THE 3<sup>rd</sup> GRADE OF MUHAMMADIYAH  
ELEMENTARY SCHOOL PURWOKERTO**



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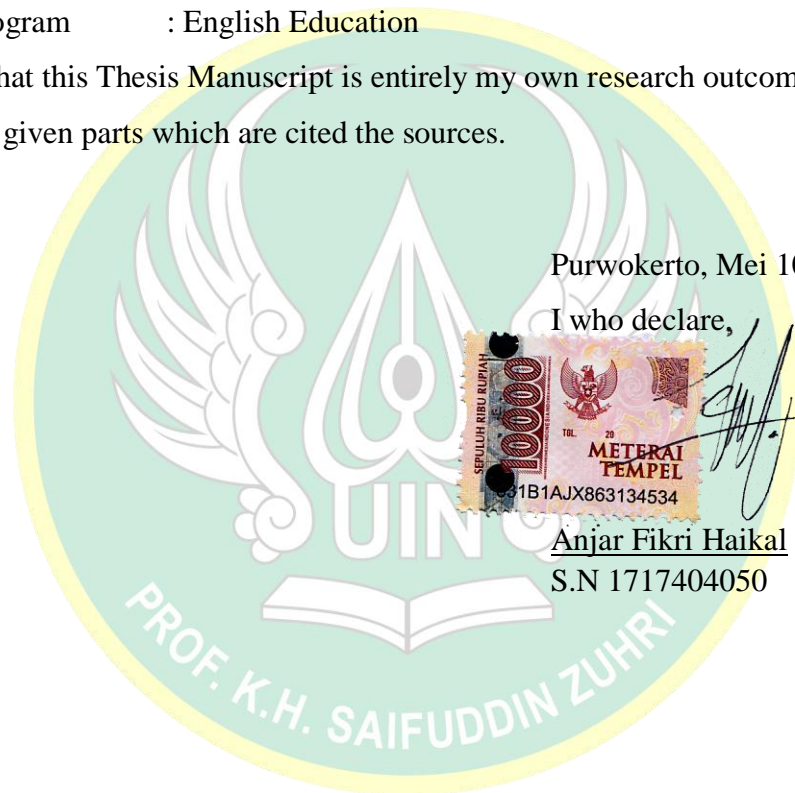
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## **MOTTO**

**“No Second Passes Without Sholawat”**



## **DEDICATION**

This thesis is dedicated to:

- 1. My beloved parents, Mr. Firdaus Amrulloh and Mrs. Mahmudah*
- 2. My Almamater, State Islamic University of Prof.K.H. Saifuddin Zuhri  
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The Author,

Anjar Fikri haikal  
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# **THE USE OF FLASH CARD FOR TEACHING VOCABULARY IN THE 3<sup>rd</sup> GRADE OF MUHAMMADIYAH ELEMENTARY SCHOOLPURWOKERTO**

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## **ABSTRACT**

Vocabulary learning requires good media so that students easily understand the material being studied and make it easier for teachers to convey material during teaching and learning. Therefore, the media used by the teacher in teaching is the use of flashcards in teaching English.

This study aims to determine how English teacher at SD Muhammadiyah Purwokerto uses flashcards in teaching English, identify difficulties in applying flashcards when teaching, and how students respond to using flashcards in learning English. This research is descriptive and qualitative. Prominent data sources are the English teacher and 3rd-grade students of the school. The data collection techniques of this research were observation, interviews, and documentation. The technique analysis data of this research are data reduction, data presentation, and verification.

This study indicates that in learning English, the teacher uses flashcards to teach English, but the teacher delivering material using flashcards is not optimal due to limited teaching time. Due to the COVID-19 pandemic, the duration of teaching has been reduced. Difficulties in using flashcards are limited time in teaching, lack of creativity, and lack of facilities. Furthermore, the response of students who use flashcards when learning English is that they become enjoy and excited about learning. This helps them to understand the material and remember vocabulary.

**Keywords:** Flashcard, Teaching English, Teaching Vocabulary

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# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF THE STUDY

A language is a communication tool used to convey and express ideas to the other person. Everyone can speak and communicate using language. Without language, people will not be able to express their ideas. Therefore we must use good and correct language so that other people who are talking to us can understand what we are talking about, so that it can reduce misunderstandings when we convey messages to others. The messages we convey to the other person can be well received. Sanggam defines language as a unique human heritage and plays a significant role in everyday life.<sup>1</sup> Based on the explanation and understanding above, language is a system for communicating with other people in everyday life, anytime and anywhere.

The English language is one of the languages used to communicate in the world. According to Brumfit, English is an international language used by several countries in the world. English plays an essential role in the global era as the language used to communicate in life sectors, such as science, politics, trade, relations between countries, and others. Nations use English with different languages for communication.<sup>2</sup> English is a language that comes from England. According to Hornby, English today is essential in the world. English is a language that comes from England and is now used by many other countries and is used as an international language to communicate between countries.<sup>3</sup> Therefore, everyone must understand and master English to increase knowledge, more comprehensive information and understanding of technology. English is the essential language when abroad in Indonesia, and English is taught starting from elementary school and even up to the university level.

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<sup>1</sup> Sanggam, S. *Issues in Linguistics*. (Yogyakarta: Graha Ilmu, 2008) p.1

<sup>2</sup> Brumfit, *fly together*. Hakikat bahasa inggris. (2001). p. 35.

<sup>3</sup> Hornby, *fly together*. Hakikat bahasa Inggris. (2005).p. 205.

In learning English, four skills must be mastered. They are namely listening, reading, writing, and reading. In addition, one way to learn these four skills, we must master vocabulary. Along these lines, learning vocabulary is essential in English in order to master all skills. In Indonesia, learning English has been found from elementary school to high school. In elementary school, students learn about English vocabulary as essential learning for starting learning English. The students will find new vocabulary to increase knowledge and retain the vocabulary they get when they learn English. English vocabulary has a variety of variations to learn and memorize, such as about daily life clothes, names of fruits, names of vegetables, names of food, and others.

Vocabulary is an essential part of learning English. Without vocabulary, it will be difficult for us to understand English, and vice versa. Mastering vocabulary will make it easier for students to learn English. Jack C. Richards stated that vocabulary is an essential part of students' ability to communicate and become an understanding related to reading, listening, writing and speaking.<sup>4</sup> Vocabulary is an absolute necessity and has become a very dominant factor in English. Rainkamol said vocabulary is a word used in language, meaning it has an essential element to mastering English.<sup>5</sup> Cahyono & Widiati confirmed that vocabulary mastery is the essential part that makes it easier for students to learn skills in English.<sup>6</sup> However, vocabulary mastery is a task that is very difficult for students to do in learning English, things like this may be due to the form of words that have many meanings and uses, but many approaches help students to master and enrich English vocabulary.

According to Ivone, general vocabulary taught by teachers to students is only limited to memorizing and looking for meaning in a dictionary.<sup>7</sup> Some teachers usually ask students to look up and translate English vocabulary using

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<sup>4</sup> Jack C. Richards and Willy A. Renandya. *Methodology In Language Teaching*, (United Stated of American; Cambridge University Press, 2002), p. 255.

<sup>5</sup> Rainkamol, N. *A Survey Study of Vocabulary Learning Strategies of Gifted English students at Triam Udomsuksa School in the First semester of Academic Year 2008*. Language Institute, Thammasat University. (2008)

<sup>6</sup> Cahyono, B. Y., & Widiati, U. *The Teaching EFL Vocabulary In The Indonesian Context; the state of art*. TEFLIN Journal, (2015), 19(1), 1-17.

<sup>7</sup> Ivone. *An analysis of students Difficulties in Vocabulary Mastery*. (2005).

a dictionary, and then students are asked to memorize it. Most schools have used this method, using dictionaries to help students find the meaning of vocabulary. In Indonesia, learning in this way is still being carried out.

Vocabulary learning is essential for teachers so that students can understand English learning. Students' language will increase and increase when students are easy to catch the vocabulary.<sup>8</sup> The teacher must have a strategy in teaching vocabulary, one of which is using flashcards to learn English.

Flashcards are pictures that contain word descriptions according to the name of the picture. A flashcard is an image that provides information to the reader, such as words and numbers found on a flashcard. Flashcard is one media used by practitioners or teachers to teach new vocabulary to someone who is learning English, especially for young students today. Flashcards can be used for teaching and learning English vocabulary with various vocabulary topics. Illustrated flashcards are helpful for rehearsals, presentations and revised vocabulary or as a guide for other activities. For example, illustrating characters in dialogue to help students fix mistakes. Flashcards can be used as simple instructions substitution exercises. Image flashcards are also helpful for identifying verb to action and identifying parts of speech. One of the schools that use flashcards to learn English vocabulary is SD Muhammadiyah Purwokerto, Banyumas. This school is located in Purwokerto, right next to Balai Kemambang Tourism.

Based on preliminary research through interviews with an English teacher, Mrs Mithasari Dwiarsena S. Pd., students usually learn English vocabulary using the direct method, namely mentioning the names of objects around them using English words. However, in such learning, students often feel bored. Vocabulary is essential for elementary school students because learning English starts from the 3rd grade of elementary school. Then the teacher tries to use new media, namely flashcards so that students do not feel bored when learning English vocabulary.

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<sup>8</sup> Tarigan. *Teaching vocabulry*, (Cet. 1: Bandung; Angkasa, 1993), p. 14.

Based on the description above, the researcher is interested in conducting research using the title, “THE USE OF FLASHCARD FOR TEACHING VOCABULARY IN THE 3<sup>rd</sup> GRADE OF MUHAMMADIYAH ELEMENTARY SCHOOL PURWOKERTO.

## B. CONCEPTUAL DEFINITION

To give more understanding and to avoid misconception, the researcher explains the definition of the terms used in this research are:

### 1. Flashcard

Susilana and Riyana explain the definition of a flashcard. A flashcard is a learning medium in the form of a picture card measuring 25×30 cm. Hand-drawn images or photos, or take advantage of existing images or photos posted on flashcard sheets.<sup>9</sup> From the description, it can be said that flashcards are media in picture cards made using photos or images. On the back, there is a description of the images on the flashcard.

### 2. Teaching Vocabulary

Teaching is helping someone learn how to do something that gives knowledge to someone who is learning to understand it. Meaning, when we give directions to someone with something new in learning English, they will receive it with a good understanding and can practice it after they get it. Harmer stated that teaching means imparting knowledge and training.<sup>10</sup> Learning English cannot be separated from learning vocabulary.

Vocabulary is very supportive of speakers expressing their opinions, ideas, and feelings in communicating with the other person. Vocabulary is a word that is known or used by.<sup>11</sup>

<sup>9</sup> Susilana, R. & Riyana, C. *Teaching Media*. (Bandung, CV Wacana Prima. 2009) p. 95.

<sup>10</sup> Lismawati, *Thesis using mind mapping to improve the writing ability Of grade VIII students at smpn 2 depok In the academic year of 2012/2013*. Universitas Negeri Yogyakarta: 2012, p. 18-27.

<sup>11</sup> Oxford Dictionary, (2006), Oxford Learner’s Pocket Dictionary, New York: Oxford University Press, p. 495.

### 3. Teaching English to young learners

Teaching vocabulary for young learners is very important because vocabulary is the basis of learning English. Young students also have unique characteristics and need learning media when learning English to help them understand the material presented by the teacher during learning.

According to Harmer, teachers of young learners need to take the time to think about how students think and are creative.<sup>12</sup> Teachers must choose students' interests to motivate young learners when learning. Therefore, a challenge for teachers. Young learners can think creatively in teaching English, especially vocabulary, to feel happy. If students learn in a pleasant atmosphere, it will be easier for them to understand and capture the material explained by the teacher. Related to this, the use of flashcards in teaching English, especially vocabulary, can be used to teach vocabulary to young learners.

## C. RESEARCH QUESTIONS

Based on the background that has been explained above, the research questions are formulated as follows:

1. How does the teacher use flashcards for teaching vocabulary at 3rd grade of elementary school Muhammadiyah Purwokerto?
2. What are the difficulties in the implementation of flashcard in teaching English faced by the teacher?
3. How do students respond to the use of flashcards in teaching vocabulary?

## D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

### 1. Objectives of the research

The objectives of the research are:

- a. To find out of the flashcards used by teachers in teaching vocabulary.
- b. To find out the difficulties that hinders the implementation of flashcard in teaching English.

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<sup>12</sup> Harmer, J. "The Practice of English Teaching". (3<sup>rd</sup> edition). London:Longman. (2002)



- c. To find out how students respond to the use of flashcards in teaching vocabulary.

## 2. Significances of the research

The significances of the research

### a. Theoretical significances

The research hopes that the result of this research could develop new knowledge and insights.

1. Knowledge for researchers and readers on teaching vocabulary utilizing flashcard.
2. This research is expected to provide new knowledge and information for future in order to help students in study vocabulary.

### b. Practical significances

#### 1. For teacher

Through this research, teacher can find out and implement the flashcard in order to help student in study vocabulary.

#### 2. For school

Through this research, it is hoped that school assist teacher in the learning process and support them to improve their quality in teaching.

#### 3. For researchers

Through this research, it is hoped the researchers can broaden their horizon about teaching English in general, especially in teaching vocabulary using flashcard.

## E. REVIEW OF RELEVANT STUDIES

This part explains the previous studies relevant to this research. The first relevant study is a journal written by Brigitta Septarini Rahmasari, entitled "The use of Flashcard in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun". In this study, researchers used descriptive research. The sample of this research is the fourth-grade students of SDN Sukosari 02 Merchandise Madiun. The research results in

applying flashcards in teaching fourth-grade students' vocabulary are very effective and satisfying for both teachers and students. Flashcards contribute a lot for students so that students become competent and achievers in learning. There are almost no weak points from flashcards when used to teach vocabulary to students SDN Sukosari 02 Merchandise in Madiun. The similarity of the research is that both researchers use flashcards to teach English vocabulary, and the difference is that researcher Brigitta uses a sample of fourth-graders at SDN Sukosari.<sup>13</sup>

Second, the journal was written by Arisandi Setiawan, entitled "Improving Students Vocabulary Mastery by Using Flash Card at Fourth Grade Students in SDN Lawangan Daya 2 Pamekasan". In this study, the researcher used classroom action research. The sample of this research is 4th-grade students of SDN Lawangan Daya 2 Pamekasan. The researcher showed that most of the students lacked vocabulary mastery. Therefore. The research was conducted to find effective and appropriate strategies to improve students' abilities, especially vocabulary mastery. The strategies used in the research are planning, implementing, observing, and reflecting. The similarity is that the researcher uses flashcards to learn English vocabulary. The difference is that this study uses a class 4 sample at SDN Lawangan Daya 2 Pamekasan, and the research method is quantitative.<sup>14</sup>

Third, the journal written by Titin Supriatin and Venska Prajna Rizkillah entitled "Teaching Vocabulary Using Flashcards." This research was conducted to determine the effect of flashcards on the sixth-grade students of SDN Rengasdengklok Selatan 2. The method used in this study was quantitative research with experimental methods with the number of subjects, 29 students of class VI SDN Rengasdengklok Selatan 2. The equation is the

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<sup>13</sup> Brigitta Septarini Rahmasari, "The use of Flashcard in Teaching Vocabulary at Fourth Grade Students of SDN Sukosari 02 Dagangan Madiun". Journal Edutama, IKIP PGRI Madiun, Jalan Setia Budi No. 85, kec. Katoharjo, Madiun, Jawa Timur, Indonesia. Vol 3, No. 1 Januari 2018.

<sup>14</sup> Arisandi Setiawan. "Improving students vocabulary mastery by using flash card at fourth grade students in SDN Lawangan Daya 2 Pamekasan". Jurnal Penelitian Pendidikan dan Sains, Islamic University Of Madiun. Vol. 3, No. 6, Desember 2015.

research subject, namely elementary school students and institutions of education in elementary school. The difference This study uses an experimental method with 29 students as subjects and the effect of flashcards in learning English vocabulary.<sup>15</sup>

The last, the journal was written by Paramita Kusumawardhani, entitled “The Use of Flashcard for Teaching Writing to English Young Learners (EYL).” The purpose of this study was to find out flashcards in improving writing skills for young learners. One way to improve writing skills is to use flashcards as a learning aid for young people learners. Researchers have participants, namely young learners, in one of the English language courses in Gading Serpong, Tangerang. The method used by the researcher is using classroom action research, and papers exercise as an instrument used as a research. The differences found in the research are found in the young learners as the target of the research. The research is carried out in the English language course. The equation is flashcard as a medium for learning English.<sup>16</sup>

## **F. STRUCTURE OF THE STUDY**

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which are consists of the background of the problem, operational definition, research question, objectives and significance of the research, review of relevant studies, literature review, research method and structure of the research.

Chapter II contains a literature review about the use of Flashcard in teaching vocabulary.

Chapter III presents the research method, which consists of a type of research, sources of data, the technique of collecting data and technique of analyzing data.

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<sup>15</sup> Titin Supriatin & Venska Prajna Rizkillah. “*Teaching Vocabulary Using Flashcard*”. Journal of Teaching Vocabulary using Flashcards, IKIP Siliwangi. Vol. 1, No. 4. July 2018.

<sup>16</sup> Paramita Kusumawardhani. “*The use of Flascard for Teaching Writing to English Young Learnesrs (EYL)*”. Journal of English Language Teaching, Program of English Department, Faculty of Communication and language, University of Bina Sarana Informatika, Jl. Kamal Raya No. 18, Cengkareng, Jakarta Barat. Vol : 04, Issue 01, September 2019, 35-52.

Chapter IV contains the results of this research which consists of describing and analyzing data and presenting data about the use of Flashcard in teaching vocabulary in Elementary School Muhammadiyah, Purwokerto.

Chapter V presents the closing of the research, which contains conclusion, suggestion and closing remarks.



## CHAPTER II

### LITERATURE RIVIEW

#### A. The Flashcard

##### 1. Definition of flashcard

Flashcard is one media used by practitioners or teachers to teach new vocabulary to someone who is learning English, especially for young students today. Flashcards can be used for teaching and learning English vocabulary with various vocabulary topics. According to Iliyasu and friends, flashcards are cards with information, in numbers or on both sides, used to train students in a classroom or private study.<sup>17</sup> Related to that point, Emily and their friends stated that flashcards are simple pictures drawn on a sheet of paper or cards, the most widely used visual aids in teaching languages.<sup>18</sup> According to Elsa Yusrika, flashcards are considered a strategy that can help in teaching languages because of their benefits.<sup>19</sup> Especially Maryam stated that flashcards are handy for finding new letters, syllables, and other information. Flashcard is cardboard consisting of words, sentences, or pictures it.<sup>20</sup> Related to their opinion, John Haycraft stated that it is a card containing words and pictures printed or drawn.<sup>21</sup>

From some of the opinions discussed above, it can be concluded that flashcards are pictures, numbered, and said cards that teachers in class used to help students learn English, especially to learn vocabulary. The use of flashcards can be done outside of school so that students can study

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<sup>17</sup> Iliyasu H., Lee Ming F., Dikko S., & Abba A. A. "Improving Nigerian and Malaysian Primary School Studen Vocabulary Skill Using Flashcard". (International Journal Of Research and Review. 2016). 3(7) p. 22

<sup>18</sup> Emily P., T. F. McLaughlin, Jennifer N., Mary E. "The Effects of Direct Instruction Flashcard with Math Racetrack with Addition Facts for an Elementary School Students with ADHD". (International Journal of Basic and Applied Science. 2013). 2(1) p. 124

<sup>19</sup> Elsa Yusrika Sitompul. "Teaching Vocabulary Using Flashcard and Word List". (Journal of English and Education. 2013). 1(1).p. 52-58

<sup>20</sup> Maryam Elsachcard Komachali. "The Effect of Using Vocabulary Flashcard on Iranian Pre-University Students Vocabulary Knowledge".(Journal Education Studies. 2012). 5(3).

<sup>21</sup> John Haycarft. "An Introduction to English Language Teaching". (England, Longman. 1978). P. 102

independently. Using flashcards in various places, not only studying with the teacher in class, flashcards can help students memorize new vocabulary faster because the images and meanings contained in the flashcard will clarify and make it easier for students to memorize vocabulary using flashcards..

## 2. The advantages of flashcard

Flashcard is media that is classified as visual media. Flashcard has several advantages, as stated by Susilana and Riyana, among others, namely:

- a. Easy to carry, the small size of the flashcard can be stored in a bag and can even be stored in a pocket, so it does not require a large storage area. Flashcards can be used anytime and anywhere in the classroom or outdoors. Classrooms, so that students can learn to use flashcards not only in class with the teacher.
- b. Practical, judging from the form and use, flashcards are very practical to use in teaching English. Teachers do not need to have special skills when going to use flashcards. If you are going to use flashcards, the teacher needs to arrange the pictures according to the vocabulary to be learned.
- c. Easy to remember. Flashcards have a combination of images and text, making it very easy for students to recognize them, find out the name of object students are assist with pictures, and vice versa if students want. To know the name of an object, students can see the text.
- d. Fun, the use of flashcards can be done with the game. For example, students compete to find an object or specific names from flashcards that are stored randomly, by running students compete to find something in.<sup>22</sup>

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<sup>22</sup> Susilana, R. & Riyana, C. *“Teaching Media”*. Bandung, CV Wacana Prima. (2009) .p.

From the description above, it can be concluded that flashcards have advantages and can help students' right brain abilities to remember pictures and words so that they can increase students' vocabulary.

### **3. The role of flashcard in teaching vocabulary**

According to Harmer, flashcards are helpful for drilling grammar items to cue different sentences or practice vocabulary. Flashcards are always an easy way to get some of that vocabulary into student memory, where they need to be when the big exam rolls around.<sup>23</sup> Based on the statements above, using flashcards in the English learning process is a more effective and practical way of memorizing new vocabulary.

By using flashcards is suitable for the beginner in English. By the implementation, this method emphasizes pronunciation of the utterance of words. Besides that, the students can be more active in the English learning process, not only passive.

### **4. Flashcard as teaching strategy**

According to Komachali & khodareza, Flashcards are images that consist of words, sentences, or simple images.<sup>24</sup> Flashcards are considered a helpful strategy because they are useful in learning. Flashcards can help teachers in teaching English learning, especially vocabulary learning, and in addition to making it easier for teachers to teach, flashcards make it easier for students to find out new vocabulary, and students will more easily remember the vocabulary contained in flashcards. In addition, teachers can also use flashcards to find, compose, and present new words. If teachers use good English learning strategies using flashcards, students will feel happy and not bored. They will pay attention if teachers use strategies good in learning English.

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<sup>23</sup> Harmer. *"The use of flashcards to improve vocabulary mastery."* ( A Classroom action Research for the fourth year students of MI Duren Bandung in Academic Year of 2009/2010. (2001).p. 134.

<sup>24</sup> Komichali, M., Khodareza, M. The effect of using vocabulary Flashcard on Iranian Pre-University students vocabulary knowledge. *International education studies.* (2012). 5(3).p.134-147

## 5. Flashcard as learning media

Flashcards are small cards that contain images, text, or symbols that strengthen and guide students to something related to the image, shape, and size can be adjusted to the size of the class at hand. From this sequence, it can be concluded that flashcards are media in the form of picture cards whose shape and size are adjusted to the size of the class. Flash Cards include graphic or visual learning media. Levie and Lenz (in Ashad 2009), put forward four functions of learning media, especially visual media, as follows:

- a. Attention function, which is the function of visual media in attracting attention and directing students' concentration on the subject matter, presented using visual learning media.
- b. Affective function, namely the level of concentration of students when participating in lessons using visual learning media.
- c. Cognitive function, namely the use of visual learning media makes it easy for students to understand the subject matter delivered.
- d. Compensatory function, namely the ability of visual learning media to condition students who are difficult to accept and understand the content of lessons presented with text or verbal.<sup>25</sup>

## 6. The types of Flashcard

According to Haycraft, generally, there are two types of the flashcard.<sup>26</sup> Namely:

- a. Word Flashcard

A word flashcard is a card on which words have been printed. The teacher can use card numbers to represent all the sentences when practicing word order. Cards can be placed onboard or given to students as a whole or individually. Word flashcards too can be used to practice structures.

<sup>25</sup> Ashad. *Four Function Of Learning Media*, Unpublished Journal. Universitas Mataram. (2009).

<sup>26</sup> Jhon Haycraft. *An Introducing Language Teaching*. England: Longman (1978).p. 102-106



The use of flashcards may be general or specific. Some general use as follows:

- 1) They can be held up to highlight a structure or function
- 2) They can be used for elementary vocabulary exercises.
- 3) They can be used to vary substitution or work at the practice stage of the lesson
- 4) The student can use card placed on display in random order to compose a sentences

The word flashcard also can be used more especially to practice particular language items such as follows:

- 1) They can be used to practice adverbial clauses.
- 2) Connectives such as following, soon, then, after a while, and finally may be used on flashcards in the same way.
- 3) A random collection of verb, nouns, adjectives and adverbs

b. Picture Flashcard

Illustrated flashcards are helpful for rehearsals, presentations and revised vocabulary or as a guide for other activities. For example, illustrating characters in dialogue to help students fix mistakes. Flashcards can be used as simple instructions substitution exercises. Image flashcards are also helpful for identifying verb to action and identifying parts of speech.

The picture or illustration on the card must be attractive and clear for the whole class to see because this will make students interested and feel happy.

## 7. The function of flashcard

According to Kasihani & Suyanto, Flashcard is used for learning and are used to help teachers in the process of teaching the English language:

- a. To be familiar and stable with singular and plural concept
- b. To be familiar and stable with a number
- c. To be familiar and stable with a few and much concept

- d. To get the student's attention using extract pictures with appropriate.
- e. To give variation in the teaching-learning process.<sup>27</sup>

Flashcards are handy to help teachers in learning English. Teachers are easier explain the material and give examples. Students can see pictures that match the theme to accept explanations from the teacher more readily. In addition, teachers can increase students' interest in learning.

## B. Vocabulary

### 1. Definition of vocabulary

A vocabulary is a unit of spoken or written language as an idea in a foreign language. This role is significant in using language because of its influence and contribution to language learning. Learning vocabulary is the first step to learning a second language, especially learning English. Vocabulary is used to express ideas, feelings, motivation and provide information to others more transparently. In other words, vocabulary can be said to be used in.

According to Hiebert and Kamil, vocabulary is knowledge of the meaning of words.<sup>28</sup> This definition is to state that vocabulary comes in at least two forms, namely spoken and printed. So vocabulary is a collection of words that have meaning and is not used only to speak, but all skills that are in English. Widya said that vocabulary is the sum of all words in a language, namely words that are owned, used, and known by someone in listening, reading, speaking, and writing.<sup>29</sup> Thus it can be said that development. Vocabulary has more meaning than adding new words. Vocabulary has a significant contribution to a person, especially when in the process of learning English. It can help students learn to produce,

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<sup>27</sup> Kasihani & Suyanto, "The use of flashcard to improve vocabulary mastery"(A classroom action research for the fourth year student students of MI Duren Bandungan in the Academic year of 2009/2010). 2008.p. 109

<sup>28</sup> Hiebert, E. H., & Kamil, M. I. "Teaching And Learning Vocabulary".London; LEA (2005).p. 3

<sup>29</sup> Widya, Yuliana, T. I., & Sofiani, Y. "pengajaran kosakata bahasa inggris dengan media relia dan flashcard". Journal PKM : Pengabdian kepada Masyarakat. (2018). 1(1).p.1

express, and develop ideas and help students understand the meaning of words in English.

In the Oxford Learner's Dictionary, it is explained that vocabulary is: First, all words that are known and used by someone. Second, all the words are in one language—lastly, a list of words with their meaning. So, vocabulary has a significant role in making students understand English, especially defining what they understand. Vocabulary mastery can be defined as many words in a language that contains information about meaning, use, and form in the context of communicating. This is essential knowledge that students must master before mastering English. Vocabulary is an essential aspect of learning English. Therefore it serves as the basis for speaking, reading, writing, and listening.

## 2. Kind of vocabulary

According to Howard Jackson, these two kinds of vocabularies are elaborated as the following:

### a. Passive vocabulary

The passive vocabulary is the words that the students recognize and can make sense of in the speech or writing of other people. It means the words that the students recognize and understand when they occur in a context, or students need someone to say something that helps them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the word in a text, and they will know the meaning of the unknown word in the text.

### b. Active vocabulary

The active vocabulary is the students' words in their speech and writing. It is used in oral or written expression by the students.<sup>30</sup>

According to Montgomery, there are four main types of vocabulary, namely listening, speaking, reading, and writing

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<sup>30</sup> Jackson Howard. "Grammar and Vocabulary. ( London & New York.) 2002.p. 28

vocabulary.<sup>31</sup> A vocabulary means both a list of words and the range of words known by one person. A person vocabulary develops age and learning.

#### 1) Listening Vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice

#### 2) Speaking Vocabulary

A person vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. Though slight and unintentional, this misuse may be compensated by facial expression, tone of voice, or hand gestures.

#### 3) Reading Vocabulary

A literate person reading vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary because it includes the other three. However, in some cases, notably Chinese characters, as in Chinese and Japanese, where the pronunciation is not transparent, some words may be part of the oral vocabulary but not the written.

#### 4) Writing Vocabulary

A persons writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

### 3. Parts of Vocabulary

In communicating, students must master grammar so that it is easy to understand well. Therefore, students must use and function every part of speech. The first important step is to learn the details of the address if we want to communicate well.

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<sup>31</sup> Judy K. Montgomery. *“the bridge of vocabulary: Evidence based activities for academic success”*.(NCS Pearson, 2007)p. 23

According to Harmer, when considering sentences structure, the teacher needs to know the various things. One of them is parts of speech.<sup>32</sup>

a. Noun

The noun is defined as a group of words: the names of person, place, thing, activity or quality, or idea. The noun can be used as a subject or object of a verb—these examples of nouns (Ricardo, office, shoes, etc.).

b. Verb

It is defined as a group of a word that is used to three kinds of verbs: auxiliary verb (shall be, etc.), the main verb is the verb that carries the meaning (sit, arrive, eat, etc.). The phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc.).

c. Adjective

It is usually defined as a word that gives more information about nouns or pronouns. Adjectives describe nouns in terms of qualities and size, color, number, and kind. The adjective is commonly used for the first time. These examples of the adjective (good, young, sad, happy, etc.).

d. Adverb

It is usually defined as a word that explains verbs, adjectives, and adverbs in terms of such qualities as time, frequency, and manner—these adverb examples (slowly, quickly, hardly, etc.).

e. Conjunction

It is defined as a word that connects words, phrases, clauses, or sentences—the examples (moreover, therefore, but, so, etc.).

f. Preposition

It is often defined as a word that shows how other words are connected. The relationship includes direction, place, time, manner,

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<sup>32</sup> Harmer. *Improving Vocabulary Mastery Through Group a Versus Group B To the Seventh Grade Students of Smp Negeri 1 Selemadeg Baratin Academic Year 2012/2013.* (2001)p. 36.

and amount. For example (in, at, on, etc.) in the class, on the floor, at school.

#### 4. The importance of vocabulary

According to Yusran Pora, vocabulary mastery is a foundation for someone who wants to understand reading, conversation, or writing the English language.<sup>33</sup> Without vocabulary, we cannot achieve these objectives. Yusran said there are three things to note is really for learners of English to vocabulary mastery:

a. There must be a will

There is an old saying, “where there a will, there a way.” It was impossible for people who did not have a strong will to learn English to master it. The difficulties encountered in the English language will feel easy if we have the will.

b. The amount of vocabulary sufficient

Vocabulary is what you get from various sources, including reading material or the result of your friend's promise. If students have mastered the vocabulary, it will be very easy for students to speak well and will build broader instincts.

c. Use of vocabulary have been obtained

This is sometimes the most often forgotten by English learners. They often already have a good vocabulary, but due to being lazy or not using it on various occasions, the amount of lost vocabulary is unnecessary. Therefore, the learner must "use the vocabulary he already has on many occasions." Vocabulary is what the learner gets from various sources, including reading material or the result of a friend's promise.

So vocabulary, more than grammar, is the key to understanding what he hears and reading in school, and communicating successfully with others. For this reason, they need to gather many words quickly.

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<sup>33</sup> Yusran Pora. “*Enrich our Vocabulary Through Reading And Idiom*”.(Yogyakarta: Pustaka Pelajar, 2003).p. 7-8

Research studies have shown a strong relationship between having a broad vocabulary and achieving school success.

## 5. The role of vocabulary

According to Thornbury, David Wilkins has an important role in language learning. As one linguist put it that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” So, vocabulary is the flesh of a language, while grammar is the framework.<sup>34</sup> This means that learning vocabulary is very important. One must know a certain amount of vocabulary to use the language productively.

In addition, the importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge”. To master the language skills, someone needs to master the vocabulary first. The Report of the National Reading Panel (2000) in John and Shane (2004)<sup>35</sup>

According to Bromley, vocabulary plays several important roles in teaching and learning.<sup>36</sup> They are as follows:

a. Promoting fluency

Students who understand many words read faster and easier than those who do not.

b. Boosting comprehension

When students master vocabulary, they will understand everything they learn in English more easily.

c. Improving achievement

Students with large vocabularies score higher on achievement tests than those with small vocabularies.

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<sup>34</sup> Thornbury. *“Improving Vocabulary mastery of VII Grade Students in SMP 2 Grabag Through Games in the academic Year of 2012/2013.* (2002).p13.

<sup>35</sup> The Report of the National Reading Panel (2000) in John and Shane (2004) ,National Reading Panel - NICHD – NIH

<sup>36</sup> Bromley. *“The contribution of vocabulary mastery toward reading comprehension.* (2004)

d. Enhancing thinking and communication

A large vocabulary allows for communicating in precise, powerful, persuasive, and interesting ways.

In conclusion, students should pay more attention to vocabulary teaching because vocabulary knowledge is very important. The teacher must have an effective and efficient method for teaching vocabulary to be successful. Students will easily improve achievement and communication if they can master vocabulary well.

### C. Teaching English to Young Learners

Teaching vocabulary for young learners is very important because vocabulary is the basis of learning English. Young students also have unique characteristics and need learning media when learning English to help them understand the material presented by the teacher during learning. The stages of young students are divided into three, namely:

1. Pre-school or early years

This level school is called a children's park (3 to 5 years). This class can be said to be the first time students know English. In this stage, students have limited motor skills and little language skills, and they will find it difficult to analyze the language. Children's reading and writing are very limited at this stage, so teachers must teach using holistic learning such as singing, playing, and exploring. Something like this will be— success for teachers when they can understand children in learning.

2. Early primary school years

Once young students reach the age of six, they will have analytical thinking and logical processes. For the next 2 to 3 years, they will understand patterns in their language and be aware of language. The teacher can provide positive direction so that students can apply it well. At this stage, the teacher can conduct group learning to guide students better to be more independent in learning activities. Students must work independently or in small groups, such as doing group assignments given by the teacher. Moreover, students will give their personal opinions when



working in groups. The role of the teacher here is only to monitor and become a facilitator for students.

### 3. Late primary school years

As students near the end of elementary school (ages 11 and up), they quickly become interested in the world around them. Schools must prepare the right components when students are of this age to learn more seriously and testable for thinking while they are learning. However, such things must still follow the initial instructions, and under good supervision, students can study independently to focus on their learning or in groups. Things like this will grow the personality of students so that they can think and can produce a good understanding.

According to Harmer, teachers of young learners need to take the time to think about how students think and are creative.<sup>37</sup> Teachers must choose students' interests to motivate young learners when learning. Therefore, a challenge for teachers. Young learners can think creatively in teaching English, especially vocabulary, to feel happy. If students learn in a pleasant atmosphere, it will be easier for them to understand and capture the material explained by the teacher. related to this, the use of flashcards in teaching English, especially vocabulary, can be used to teach vocabulary to young learners.

According to Thornbury, mastering vocabulary means that students have a comprehensive understanding and knowledge of vocabulary, including meaning, speech, form, written form, and word frequency.<sup>38</sup> Mastery of vocabulary in English can be interpreted as a language that contains information about the meaning, form, and use in the context of communication. This is the basic knowledge that students must master before mastering English.

According to Scott and Ytreberg, children have an extraordinary ability to absorb language through games and other activities that can

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<sup>37</sup> Harmer, J. *"The Practice of English Teaching"*. (3<sup>rd</sup> edition). London:Longman. (2002)

<sup>38</sup> Thornbury, S. *"how to teach vocabulary"*. Longman Press. (2001).

make them happy while learning. Suppose the teacher uses fun activities in student learning. Students will be motivated and will learn more personally.<sup>39</sup>

According to Pinter, the Characteristics young students enjoying fantasy and imagination that is:

- a. Young learners gets bored quickly
- b. Young learners is meaning oriented
- c. Young learners like discover things
- d. They prefer concrete activities
- e. They are more egocentric
- f. They are imaginative
- g. They are imitate<sup>40</sup>

Teaching English in elementary school is not as easy as we think. Teachers must be creative and innovative to understand when learning English. Students in elementary schools need more physical activity and something they are interested in, such as; games, quizzes, drawing, coloring, sports, and other activities. According to Philips, children are physically dominant. Children will understand and perceive things from the ears, eyes, and hands.<sup>41</sup> Therefore, learning English must involve active movement.

#### **D. Teaching English Vocabulary**

Teaching is the process of providing information to people. When we study our first language, we will automatically choose to learn. Learn the new words we need, and the more we need them, the more we learn them. This principle can be applied in foreign language teaching. Foreign language teachers may consider this principle if they are teaching new words because it

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<sup>39</sup> Scott, W. A. & Ytreberg, L. H. "*teaching english to children*". NewYork: Longman. (1990).

<sup>40</sup> Pinter, A. "*Teaching language young learners*". Oxford: Oxford university press. (2006).

<sup>41</sup> Philips, S. "*teaching to young learners*". Hongkong:Oxford University Press. (1995). P. 2-3

is impossible to let students make their choices in learning their language vocabulary without any direction from the teacher.

There are two ways of using the first language to convey meanings in the target language through explanation and translation. Thus, teaching is a process that gives information and instruction which can improve people knowledge. Different people may teach meanings differently. Some people teach meaning through the native language, and others make no use of it in teaching meaning. Some people use objects and actions to get meaning, and some use definition, translation, or provide context.

About teaching vocabulary of English, teaching refers to a particular technique used to guide the students in learning English vocabulary and provide them with the knowledge to achieve a certain goal. Vocabulary plays an important role in mastering the four language skills: reading, writing, speaking and listening. In reading, vocabulary is very important in this aspect and element of English. Because it is needed by students and serves as a foundation when read in English. Their vocabulary determines how clearly and accurately they can express their ideas to others in writing. In speaking, the students' vocabulary can affect how well people understand what they say. In listening, their vocabulary influences how much they understand the lesson, speech, and class discussion.

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinion, ideas, and feelings in communication. Vocabulary is all the words that a person knows or uses.<sup>42</sup> Generally, vocabulary is the knowledge of the meanings of words.<sup>43</sup>

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<sup>42</sup> Oxford Dictionary, (2006), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p. 495.

<sup>43</sup> Elfrieda H. Hiebert & Michael L Kamil, (2005), Teaching and learning Vocabulary: Bringing research to practice, USA: Lawrence Erlbaum Associates, Inc., p. 3

## CHAPTER III

### RESEARCH METHOD

#### A. Type of the research

The type of this research is qualitative. According to Moleong, qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action etc., holistically, and in a way description in the form of words and language, in a special context natural and by utilizing various natural methods.<sup>44</sup> According to Bogdan “qualitative methodology” as a research procedure that produces descriptive data in the form of written or spoken words of people and behavior that can be observed.<sup>45</sup>

According to Ari, qualitative research is a research process that results descriptive within the sort of written or spoken words of individuals and behavior which can be observed, in qualitative research the instruments are people, namely the researcher himself. Researcher must be ready to ask, analyzing, photographing and constructing the social situation under study become clearer and more meaningful. The important meaning is data in fact the precise data may be a value behind the info looks.<sup>46</sup>

In conclusion, this research used the field research approach, because Field research can also be considered either a broad approach to qualitative research or a method of gathering qualitative data. According to Sari Wahyu cited in Ifana state that the essential idea is that the researcher goes “into the field” to observe the phenomenon in its natural state or in situ. As such, it is probably most related to the method of participant observation. The field

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<sup>44</sup> Lexy J. Moleong, *Metologi Penelitian Kualitatif*, Bandung : Remaja Rosdakarya, 2009, p. 330.

<sup>45</sup> Bogdan, Robert C., Biklen, Sari Knopp, *Qualitative Research for Education , An Introduction to Theory and Methods*, Boston: Allyn and Bacon, 1982, p. 106.

<sup>46</sup> Ari sofialina nur hanifah, “Implementasi Metode Total Physical Response (Tpr) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini Di Tk Khalifah Purwokerto”, Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto, 2020, p.44.

researcher typically takes extensive field notes which are subsequently coded and analyzed in a variety of ways.<sup>47</sup>

In essence, qualitative research is an activity system to find existing theories in the field. The author chooses this type of research is qualitative because this study aims to describe how to use flashcard in teaching English at 3<sup>rd</sup> grade Muhammadiyah elementary School Purwokerto.

## **B. The place and Time of the Research**

This research was conducted at SD Muhammadiyah Purwokerto. On February 1, 8, and 15, 2022 and interview On February 22, 2022, after learning is done. The reason for doing this research in grade 3 SD Muhammadiyah Purwokerto is because English teachers use flashcards in teaching English and have entered offline learning with 50%. Researchers are interested in choosing this school, considering that this school is a good institution. The school is a foundation of Muhammadiyah in which there is a boarding school in it, and students of SD Muhammadiyah Purwokerto inhabit the boarding school. However, the pesantren is only for students far from their respective places of residence.

## **C. Subject and Object of the Research**

### 1. The subject of the research

The subject of the research are:

- a. Mrs. Mithasari Dwiarsena S. Pd., the English teacher of 3<sup>rd</sup> grade Muhammadiyah Elementary School Purwokerto.
- b. The students of 3<sup>rd</sup> grade Muhammadiyah Elementary School Purwokerto.

### 2. The Object of the research

The research object is a source of data directly given to the researcher. The object of this research is the teaching and learning process using flashcards at Muhammadiyah elementary school in Purwokerto.

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<sup>47</sup> Ifana kurniawati, "Teaching strategies in essay writing class in Eng..... p. 37-38.

## D. Techniques of collecting data

### 1. Observation

One of the data collection techniques will be passive participatory observations where the researcher only observes and does not engage in the activities. Observation is part of the research process and is part of the data tools in qualitative research based on research objectives and research statements. When viewing data, researchers take to the field to see and see things that are related to space, place, actor, activity, time, event, purpose, and feeling.<sup>48</sup>

The observation process starts with identifying the location that needs to be researched. After identifying the location, create a mapping to obtain a general description of the research objective. The researchers will then decide who will be observed, when, for how long, and how. The researchers will then define and design how the interview will be recorded.<sup>49</sup> In this research, the researcher observed, described telling the whole process of learning activities and also the existing social conditions began from the place and the use of flashcard for teaching English in 3<sup>rd</sup> grade muhammadiyah elementary school Purwokerto . During this COVID-19 pandemic, students continue to carry out offline learning while following the health protocol. Namely, before entering class, students are required to wash their hands or used hand sanitizer so that student during teaching and learning activities can avoid the spread of the COVID-19 virus.

### 2. Interview

The interview, according to Moleong, is a conversation with a specific goal. That conversation is carried out by two parties, namely the interviewer who asks questions and the interview who answers those questions. Interviews are defined by curtains in the following ways:

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<sup>48</sup> Dedi Rianto R, *Ebook Konsep Penelitian Kualitatif Plus Tutorial NVivo*, Penerbit; PT. Filda Fikrindo, The Right Consulting Partner to Thrive in a Complex World, 2020, p.69.

<sup>49</sup> Raco, *Metodologi Penelitian Kualitatif Jenis, Karakteristik dan keunggulanya*, Jakarta, PT. Gramedia Widiasarana Indonesia, 2010, p.112.

“Interviewing is conversation between two people in which one person tries to direct the conversation to obtain information for some specific purpose.”

According to the definition on the curtain, an interview is a conversation between two people in which one of them seeks to explore and obtain information for a specific purpose.<sup>50</sup>

According to Stewart, C.J. & Cash W.B is defines an interview as adyad (interpersonal) communication process, with predetermined goals, are serious, designed to create meaningful interactions involves asking and answering activities question.<sup>51</sup>

The interview used by the researcher is a semi-structure interview, the interview conducted on March 31<sup>st</sup> 2021. According Stuckey just like structured interview, the outline of some topics and questions is prepared by an interviewer. Unlike structured interviews, however, semi-structured interviews are not rigid. Their performance depends on how the interviewee answers an interviewer’s questions or topics.<sup>52</sup> A semi structured interview was chosen to be the instrument in this research where the outline of the topic asked by informant had been prepared beforehand but when some interesting answers emerged it was explored more deeply for the problem.

The following is an interview guide used by researchers, namely:

For the teacher

- a. How long have you been teaching English ?
- b. Do you use any techniques when delivering material in teaching English?
- c. What kind of teaching techniques do you apply in teaching English?

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<sup>50</sup> Lexy J Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2013.

<sup>51</sup> Stewart, C.J. & Cash W.B. 1982. *Interviewing Principles and Practices*. 3rd edition. Iowa: Wm. C. Brown Company Publisher, 1982, p. 106.

<sup>52</sup> Heather L. Stuckey, “Three Types of Interviews: Qualitative Research Methods in Social Health”..., p.57.

- d. What is Flashcard?
- e. Why did you choose this technique?
- f. What are the steps to use the technique?
- g. Which sources did you use to find the material?
- h. How the implementation Flashcard in Teaching English?
- i. What Are the difficulties when implementing Flashcard in Teaching English?
- j. How do you overcome the problem?

For Students

- a. How does the teacher convey the material in teaching English Using Flashcard?
  - b. What are the techniques used by the teacher when teaching, especially in teaching English ?
  - c. What do you know about Flashcard?
  - d. Does the teacher always use Flashcard in teaching English ?
  - e. Could using Flashcard help you in learning English ?
  - f. Do you have difficulties in learning?
3. Documentation

According to Sugiyono the documentation is a record of events that has passed in the form of writing, pictures, or monumental works of someone.<sup>53</sup> According Moleong documents divide into two, namely personal documents and official documents. A private document is owned by an individual who contains notes or writings about actions, experiences, and beliefs. Documents that include personal documents are diaries, personal letters, and autobiographies. While of the official document is a document owned by certain social institutions or official institutions.<sup>54</sup>

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<sup>53</sup> Umar Sidiq, Moh. Miftachul Choiri. *Metode Penelitian Kualitatif Di Bidang Pendidikan.....p.72.*

<sup>54</sup>Moleong, Lexy J., *Metodologi Penelitian Kualitatif*, Bandung, Remaja Rosdakarya, 1990, p. 163.



In this research, researcher collected documentation from elementary school Muhammadiyah Purwokerto by taking lesson plan, material photos during learning.

#### **E. Technique of analysing data**

Miles and Huberman stated that the activities of analyzing data are data reduction, data display and conclusion drawing or verification.<sup>55</sup>

##### **1. Data reduction**

Reducing data is summarizing, choosing and focusing on the important things, Finding the theme and pattern. In reducing data, the researcher will collect all data that has been obtained from the interview with Mrs. Mithasari Dwiarsena S. Pd. as a English teacher, the direct observation in the English reduction will be guided by the research objectives and give the attention to the new findings that is related to the topic of this research.

##### **2. Data display**

The reduced data will then be displayed. The purpose of presenting the data is to provide an overview of the next steps that the researcher should take. By presenting the data, it make easier to understand what happened and plan for further work. The categorized data will be arranged so that the structure can be understood. In this research, the data will be presented in the form of narrative text

##### **3. Conclusion drawing/verification**

In verification step will conclude and verify the data after the researcher rechecks, reduces and serves the data to answers the research questions of this research. The result of this research may be able to answer the research questions from earlier, because the problem in this research qualitative research are still temporary and these will be develop after the researcher do the research.

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<sup>55</sup> Prof. Dr. Sugiono. *Metode Penelitian Kuantitatif kualitatif dan R&D*. Bandung : Alfabeta. 2013, p. 246

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

Researchers describe the data obtained from several kinds of data collection techniques. Data were obtained from observations, interviews, and documentation, with English teachers and third-grade students of SD Muhammadiyah Purwokerto. According to observations made by researchers, as long as the teacher carries out English learning using flashcards. Researchers found several findings.

The researcher made observations in the classroom while the teacher was teaching. Researchers observed activities starting from school and teaching and learning activities in the classroom. After the research questions, the findings are divided into three parts first, which consist of how the teacher applies the use of flashcards in teaching English, the difficulty of the teacher in applying the use of flashcards in teaching English, and students' responses to the use of flashcards in learning English.

#### **A. RESEARCH FINDING**

##### **1. The Preparation of Teaching by Using Flashcard**

In preparation for learning English using flashcards, the teacher prepared English learning media using flashcards. First, the teacher prepared two cardboards to be shaped like a blackboard. It was done to make the media used in the learning site. The paper is used for learning media which serves to paste the flashcard after the student has presented the flashcard so that students can arrange the flashcard of their presentation on the paper that the teacher has made. Then the teacher prepared a small nail as a tool to attach the flashcard to the cardboard that had been provided so that the flashcard could be attached and can be taken back and not permanently attached to the cardboard

Second, the teacher prepared flashcards as the main medium for learning English using flashcards. After I interviewed the teacher, the teacher only made purchases of flashcards according to the material

contained in the guidebook. So, the teacher did not design and create their media in this preparation. The teacher made a flashcard purchase by visiting the bookstore and online purchasing through Shopee after the flashcard stock ran out at the bookstore.

Third, the teacher prepared a strategy used in learning using flashcards. That preparation was done so that students became enthusiastic and happy to learn in the application of flashcards. The teacher prepared a technique used to teach English. Namely, students are given flashcards by the teacher, and then the teacher writes sentences on the blackboard as a reference for students to present the flashcards that the teacher has obtained.

## **2. The Process of Teaching by Using Flashcard**

Before opening the lesson to the students, the teacher asked one of the students to lead the prayer, and the teacher greeted the students with greetings. The teacher checked the attendance of students. When there was one student who was absent because of illness, the teacher invited students to pray for one of the sick students so that he could recover quickly and do learning activities at school. Teacher also motivated the learning process so that students were enthusiastic for learning. After that, the teacher reviewed the material that was taught last week and then delivered the learning material to be taught. Next, the teacher instructed students to prepare a students' study guide and directed students to open the students' study guide on page 48. Students were encouraged to express their prior knowledge of food and beverage-themed vocabulary. Then the teacher instructed the students to mention the related vocabulary according to the theme by using Indonesian as much as possible. In learning, students were required to be more active in asking questions. The purpose of the question and answer was to focus on the extent to which students understand.

Then, the teacher made sentences on the blackboard, and then students were asked to make examples using flashcards. Then the teacher

distributed flashcards to students, with each student got a flashcard with the theme of food and drink. For example, the picture below:



Figure 1. *The Distribution of Flashcard*

The teacher explained the technical instructions related to learning using flashcards. After students were given flashcards one by one, the teacher directed students to read and understand the flashcards given to the teacher. Then the teacher randomly appointed students to come forward to present the flashcards to other students, and then the students gave examples using the sentences that the teacher had written on the blackboard. Then the teacher instructed other students to listen to the students who presented the flashcard in front and not play alone. Then

another student wrote down the flashcard vocabulary that the designated student had presented to come forward. After the students finished presenting the flashcard, the teacher directed the students who had presented in front to paste the flashcards on the cardboard provided by the teacher. After presenting the flashcards in front of them, they had to stick the flashcards on the cardboard to arrange them properly. In addition, the teacher also provides an assessment of knowledge and reading skills to students who had presented flashcards.



Figure 2. *The Arrangement of Flashcard*

After the teacher finished appointing all the students to present the flashcard, the teacher asked the students to open and review the manual on page 48. After the students understood, the teacher asked them to turn to page 51, an essay about the subject matter, food, and drinks they learned. Then the teacher asked the students to work on the 5th task essay on that page, and the students wrote the fixed answers on page 51 according to the points given on the sheet on page 51.

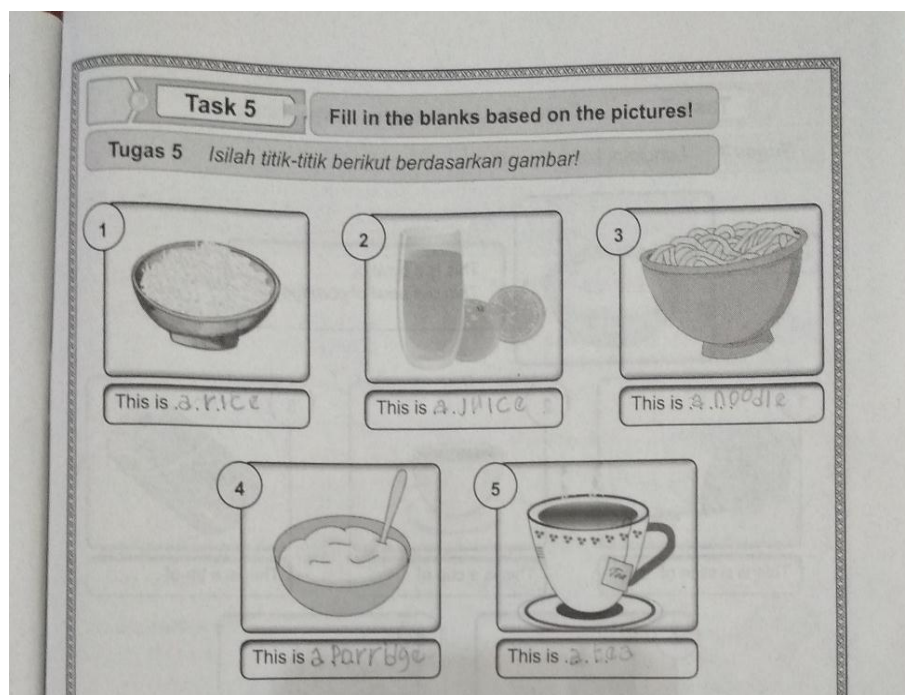


Figure 3. Task 5

While waiting for students to finish working, the teacher checked each student whether there are students who are having difficulties. The teacher helped students work together with students by showing flashcards according to the densest questions on the question sheet. After 15 minutes, the teacher asked the students, "Are you all finished?". The student answered, "yes, teacher, it has been done." After completion, all teachers corrected all answers by going to each student's desk and assessing student work on the worksheets filled out by students.

After correcting all student work, the teacher asked all students about the material being studied, "Is there anyone who still does not understand?" Students answered, "Understood everything", Ma'am." Then the teacher said, "Alhamdulillah, if all of you understand everything." After the teacher assessed and re-questioned the material, the teacher gave homework to students to be done correctly and to be assessed at the next meeting. The task is found on page 51 in the form of matching English vocabulary contained in tax section 6.

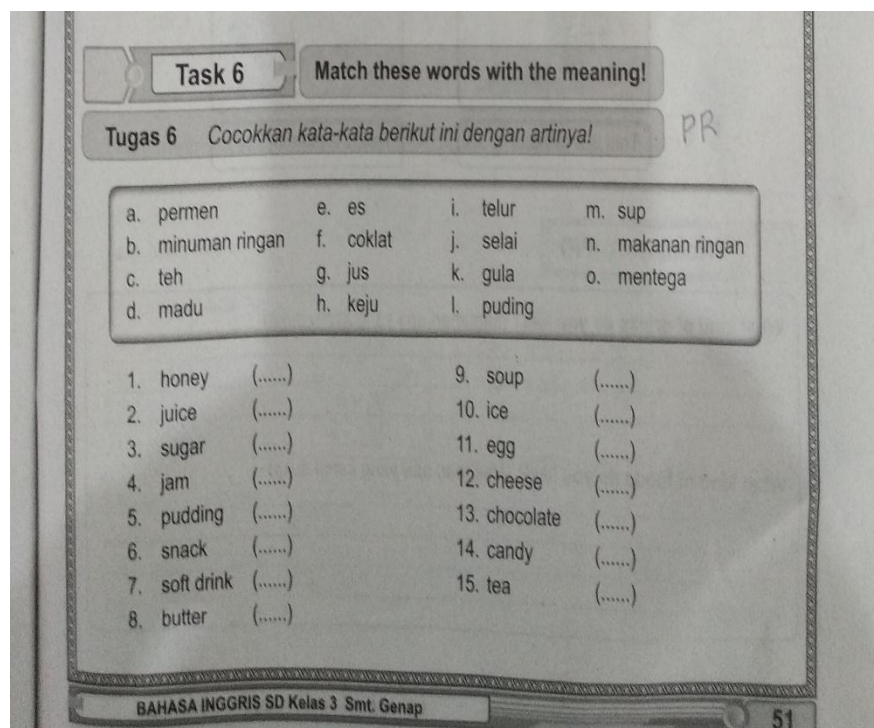


Figure 4. *Task 6*

Before closing the class, the teacher evaluated the learning process in general, then the teacher concluded and closed the class by praying with the students and saying, “See you at the next meeting, Guys.”

### 3. The Difficulties in The Implementation of flashcard in Teaching English.

Learning English at SD Muhammadiyah Purwokerto The teacher uses flashcards in delivering the material. Based on interviews with teachers, English teachers have some difficulties using flashcards. As the teacher said in the interview:

#### a. Limited Learning Time

Of course, to achieve the desired learning objectives, there will be obstacles to achieving them. Likewise, at SD Muhammadiyah Purwokerto in English subjects, especially in teaching vocabulary, the inhibiting factor faced by teachers in the learning process using flashcards is the limited learning time during the covid-19 pandemic. The learning time is reduced, which must be 2 x 45 minutes. Every

meeting, up to 2 x 20 minutes of a meeting is certainly one of the obstacles to the continuity of learning. This is the statement of Ms. Mitha Dwiarsena S.Pd.

*“I have difficulty using flashcards in the learning process because, during the covid pandemic, the learning time was reduced from 2 x 45 minutes to 2 x 20 minutes of meetings. This is a challenge for me because applying flashcards to learning takes much time, with reduced class hours, the delivery of material using flashcards is less than optimal.”*

In applying flashcards, the teacher must create an interesting learning process. The learning process can be said to run well if it is carried out actively by both teachers and students because the involvement of both can positively impact the teaching and learning objectives achieved. Of course, if learning time is reduced, this can become an obstacle in the teaching and learning process.

b. Lack of creativity

Creativity is the ability to create. A teacher must create something to attract students' interest in learning, facilitate understanding, and solve problems in education, which is one of the low learning outcomes. Teachers' creativity in teaching, especially in the use of flashcards, is required to find an exciting learning process so that students do not feel bored with the techniques used by the teacher, but this becomes an obstacle for the teacher.

*“In using flashcards in learning English, sometimes it is not easy to form interesting technicalities. I'm afraid that students will feel bored when the technical use of flashcards is the same, so I have to look for variations so that students are more enthusiastic and not bored. At least students can pay attention to the whole when I explain the material. I experienced that when students were bored, they were usually busy playing alone and ignored me.”*

The technical application of using flashcards in learning must be made as creatively as possible. For example, students must match flashcards with natural objects that are pasted. Example of, a flashcard



with a picture of a chair, then students attach the flashcard to the chair. Moreover, students are more enthusiastic and enthusiastic about taking part in learning English by using flashcards.

c. Lack facilities flashcard

The obstacle experienced by teachers in using flashcards to teach English is the lack of flashcard themes. In learning English, the teacher must have a variety of flashcard themes so that the teacher is helped every time teaching vocabulary can be equipped with flashcards. For each vocabulary theme delivered, the teacher has a flashcard according to the theme.

*” When I want to teach English and use flashcards, I have to adjust the flashcards I have so that students find it helpful, and I find it difficult when I find material that I do not have flashcards for myself. So I teach according to my flashcard, and I must buy a flashcard first to adjust the learning material.”*

In learning, school facilities and infrastructure are essential to support the smooth learning process because of the lack of school facilities. Teachers are constrained in implementing learning media, such as the application of flashcards. Due to limited facilities, their learning outcomes are less than optimal.

#### **4. Student Responses to The Use of flashcard in teaching English**

In this case, the researcher interviewed and observed students about how students responded to the use of flashcards in learning English. Following are the results of interviews with several students:

According to Putri Anggun, the flashcard used by the teacher in teaching is a picture card containing words that explain the picture, and the word is written in English, then there is a way of reading in English and its meaning. She became more understanding and felt happy with the learning material using flashcards.

*“That is right. The teacher uses flashcards when teaching vocabulary material. In my opinion, a flashcard is a picture card that has a square shape and meaning. I understand more and feel*

*happy with the method used by the teacher because, in the flashcard, there is also a way to read it.”*

According to Alzena Azalea, researchers found that teachers used flashcards to learn English. According to him, flashcards are images with meaning and how to read them. According to Zena, she became happier and found it easier to remember what I was studying with the teacher. Zena has problems when she gets her turn to come forward in learning English. She feels embarrassed when she has to read in front of other friends because she cannot read the language yet, but she understands the flashcards that the teacher gets.

*“Yes, the teacher uses flashcards during English lessons. Flashcards are images that have the meaning as well as a way to read. I am also happier and easier to remember the vocabulary in the flashcard given by the teacher when teaching. My weakness is that I am very embarrassed when I am appointed to come forward because I cannot thoroughly read in English.”*

According to Lu'lu' Mahfuzah, researchers found that teachers used flashcards when learning English. According to Lulu, flashcards are picture cards that have words in them. When the teacher used flashcards when delivering material, it was difficult for him to understand the words in English, but she could understand the pictures contained in the flashcards. In addition, she also has difficulty reading because he is not yet fluent in reading.

*“Yes, the teacher uses flashcards when learning English. Flashcards are pictures that have words in them. I still do not feel like I can understand when the teacher gives me a flashcard and is told to read English. However, I can understand the pictures contained in it, and even though I cannot read fluently, I feel happy learning English with the teacher.”*

According to Muhammad Labib Maliki, researchers found information that teachers use flashcards in learning English. Labib said flashcards are picture cards used by teachers in learning English vocabulary. According to him, with the teacher using flashcards in

learning English, he is more aware of receiving material from the teacher because the flashcards are very detailed. However, he had difficulties when the teacher ordered him to make example sentences using flashcards.

*“Yes, it is true. The teacher uses flashcards during learning. Flashcards are picture cards used by teachers in learning English. I am happy that teachers use flashcards when delivering material because it makes it easier for me to understand the material. However, sometimes I get confused when the teacher orders me to make example sentences using the flashcard given by the teacher.”*

According to Fathin Bahtiar Al-Hakim, the researcher found information that teachers use flashcards in learning English. He said flashcards are pictures accompanied by meaning and how to read in English. When the teacher uses flashcards, he is interested and helps understand the material presented. However, on the other hand, he has difficulty speaking in English because he is not used to speaking in English.

*“That is right. The teacher uses flashcards when learning English. Flashcards are images that are accompanied by meaning and how to read. I feel interested and understood when given a flashcard by the teacher, but I still find it difficult to say words using English. Because I'm not used to it.”*

According to Fawwaz Abyan, the researcher found information that teachers used flashcards in learning English. He said flashcards are picture cards that contain words in English. When the teacher uses flashcards, he is interested and helps understand the material presented. However, on the other hand, he felt that he could not read in English when the teacher asked him to read.

*“That is right. The teacher uses flashcards when learning English. Flashcards are picture cards that contain words in English. I felt interested and understood when the teacher gave me a flashcard, but I still cannot read sentences using English because I am still learning.”*

Based on student data that has been collected through observation and interviews, the researcher concludes with three points, namely:

### **5. Students understanding in learning English by using flashcard**

After conducting observations and interviews, it can be concluded that most students know flashcards, and they are helped in learning English, especially in learning vocabulary. Most of the students said that with the teacher using flashcards in learning English, students became easier to understand and remember the material. The use of flashcards in learning English is very helpful for students' understanding. The teacher conveys the material by using flashcards very clearly so that students can clearly understand the material being studied.

#### **a. Student responses in learning English by using flashcard**

After conducting observations and interviews, researchers can conclude that most students feel happy learning English using flashcard media. Students look very enthusiastic and pay attention to the teacher when delivering material. The uniqueness of the images in the flashcards makes students feel happy. Even when the teacher gives students flashcards before starting the presentation, some students ask for the flashcards again so that the student gets more than one.

#### **b. Students difficulties in learning English by using flashcard**

After conducting observations and interviews, the researcher can conclude that some students have difficulties learning English using flashcards. Namely, some students have difficulty pronouncing words in English because they are not used to speaking in English. Then, some students felt embarrassed when presenting flashcards in front of students. This becomes an obstacle for students when they learn English.

## **B. Discussion**

After describing the application of flashcards in learning English in 3rd SD Muhammadiyah Purwokerto, the researcher found several research findings to answer the research problem. It can be concluded in three

discussions: 1) The application of flashcards in learning English. 2) Difficulty in applying flashcards in learning English. 3) How are students' responses to the use of flashcards in learning English. Findings can be classified as follows:

### **1. The Use of flashcard in Teaching English.**

The observation results show that the application of flashcards in learning English in 3rd SD Muhammadiyah Purwokerto has been carried out well because the teacher uses flashcards in learning English, especially vocabulary learning. Based on Harmer's theory, flashcards are handy for drilling grammar items for cueing different sentences or practicing vocabulary. Flashcards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around.<sup>56</sup> Based on this theory, the use of flashcard media in the English learning process is effective and practical. Students are easier to memorize and understand new vocabulary. This is related to the theory of learning using media put forward by Ashad, that there are four functions of learning media, namely: a) the function of attention, which is the function of the media in attracting attention and directing students' concentration on learning materials presented with visual media, b) Functions Affective, namely the level of student concentration when participating in learning using visual media, c) Cognitive Function, namely the use of visual media makes it easier for students to understand the material being studied, d) Compensation Function, the ability to use visual media when learning can condition students who have difficulty understanding the material while learning.<sup>57</sup>

The teacher uses flashcard media in learning English for 3rd-grade students of SD Muhammadiyah Purwokerto. The use of flashcards in

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<sup>56</sup> Harmer. *"The use of flashcards to improve vocabulary mastery. ( A Classroom action Research for the fourth year students of MI Duren Bandung in Academic Year of 2009/2010. (2001).p. 134.*

<sup>57</sup> Ashad. *Four Function Of Learning Media*, Unpublished Journal. Universitas mataram. (2009).

learning English makes it easier for the teacher to convey the material so that students can more easily understand and learn the material individually, especially learning vocabulary. Students are given flashcards by the teacher to be understood, then presented in front and neatly pasted on cardboard. This follows Haycraft's theory. There are four points of use of flashcards that are general or specific, namely: 1) They can be held up to highlight a structure or function, 2) They can be used for elementary vocabulary exercises, 3) They can be used to vary substitution or work at the practice stage of the lesson, 4) The student can use card placed on display in random order to compose sentences.<sup>58</sup> So that the application of flashcards in learning English at SD Muhammadiyah Purwokerto is maximized.

The teacher uses flashcards in teaching English to attract students' interest in learning. Learning also contains variations in media learning so that students feel happy and easily understand the material when learning. Based on Susilana & Riyana's theory, the advantages of using flashcard media for English learners are 1) Easy to carry. The small size of the flashcard can be stored in a bag and can even be stored in a pocket, so it does not require a large storage area. Flashcards can be used anytime and anywhere in the classroom or outdoors. Classrooms, so that students can learn to use flashcards not only in class with the teacher, 2) Practical, judging from the form and use, flashcards are very practical to use in teaching English. Teachers do not need to have special skills when going to use flashcards. If you will use flashcards, the teacher needs to arrange the pictures according to the vocabulary to be learned, 3) Easy to remember. Flashcards have a combination of images and text, making it very easy for students to recognize them, find out the name of objects students are assisted with pictures, and vice versa if students want. To know the name of an object, students can see the text, 4) Fun, the use of

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<sup>58</sup> Jhon Haycraft. *An Introducing Language Teaching*. England: Longman (1978).p. 102-

flashcards can be done with the game. For example, students compete to find an object or specific names from flashcards stored randomly; by running, students compete to find something.<sup>59</sup>

## **2. The Difficulties in The Implementation of flashcard in Teaching English Faced by The Teacher.**

From the interviews with English teachers at SD Muhammadiyah Purwokerto, the researchers concluded that the difficulty in applying flashcards to learning English, namely: First is the limited time to study which is the causes of difficulties when applying flashcards in learning English. Since the covid-19 pandemic, the time allocation for English subjects is only 2 x 20 minutes for meetings. This causes the implementation of learning to be less than optimal. The lack of time allocation for English teachers to convey learning information and apply flashcard media makes the subject matter not conveyed optimally. Based on Ucup Suprianta's statement, the government issued a policy of limited face-to-face learning which is not the same as face-to-face learning as usual because of the minimal meeting time between teachers and students.<sup>60</sup> To optimize limited face-to-face learning, learning must be carefully designed. According to Awal, the limited time for face-to-face learning and uneven facilities made learning unbalanced between villages and cities. This environmental condition is also very influential on the continuity of the optimal learning process.<sup>61</sup>

The second is lack of creativity this was evidenced by the teacher saying that she had been difficulty when she wanted to various design mind mapping with various leaves or cloud forms to make it look attractive. This related with the theory Hasibun Moedjiono there are eight teaching skills that a teacher must possess as a teacher based on the theory

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<sup>59</sup> Susilana, R. & Riyana, C. *“Teaching Media”*. Bandung, CV Wacana Prima. (2009) .p. 94

<sup>60</sup> Ucup Supriatna, “Metode Pelajaran Tatap Muka Terbatas pada Masa Pandemi Covid-19”, Ketapang, STAI Al-Haudl, *Jurnal ideaspublishing*, Vol.7, No.3, 2021, p.58.

<sup>61</sup> Awal Akbar J, “Model-model Pembelajaran Tatap muka”, Malang: Universitas Negeri Malang, 2016, P.16.

in chapter two. Eight skills These are: 1) reinforcement skills 2) questioning skills 3) variety use skills 4) explaining skills 5) opening and closing lessons 6) individual small group teaching skills 7) classroom management skills 8) small group discussion skills.<sup>62</sup> In addition related with the theory Sunarto creativity is the basis of a person to cultivate himself constantly in a dynamic position. Therefore the touch of touch to grow new ideas and ideas is always used as the first step by motivating and stimulating.<sup>63</sup> And according Munandar operationally, the notion of creativity can be formulated as an ability that reflects fluency, flexibility, originality in thinking, and the ability to develop an idea.<sup>64</sup> From some of the opinions above, the author can conclude that teacher create that teacher creativity to attract students' interest in learning, facilitate understanding and solve problems that occur in education, one of which is low learning outcomes. In the implementation of learning, the teacher uses flashcards to Maryam's statement, which says that flashcards are handy for finding new letters, syllables, and other information. Flashcard is cardboard consisting of words, sentences, or pictures it.<sup>65</sup> related to this statement, John Haycraft also stated that flashcards are cards that contain printed or drawn words and pictures.<sup>66</sup>

The third difficult is lack of facilities, the facilities are components that are sourced from manufactured goods, including learning tools as facilities and buildings and their equipment as infrastructure that provides a place for the educational process to occur. This It has become a demand that schools must have adequate learning facilities and in good conditions.

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<sup>62</sup>Muhammad Arif Ikhwannudin, "Penerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan Menulis Karangan Narasi Pada Siswa Kelas IV A SDN Wonosari 02 Semarang", Semarang, Fakultas Ilmu Pendidikan Universitas Negeri Semarang, 2013. p.30.

<sup>63</sup> Sunarto, "Pengembangan kreativitas- inovatif dalam pendidikan seni melalui pembelajaran mukidi", *Jurnal Refleksi Edukatika* 8 (2), 2018, p.2.

<sup>64</sup> Munandar, U, *Mengembangkan bakat dan kreativitas anak sekolah: Petunjuk bagi para guru dan orang tua*, Jakarta: PT Gramedia, 1992, p. 109.

<sup>65</sup> Maryam EEsflashcard Komachali. *The Effect of Using Vocabulary Flashcard on Iranian Pre-University Students, Vocabulary Knowledge*. (Journal Education Studies. 2012). 5(3)

<sup>66</sup> John Haycraft. *An Introduction to English Language Teaching*. (England, Longman. 1978). P. 102



This aims to support the teaching and learning process in schools.<sup>67</sup> Based on PP RI No. 19 of 2005 Concerning National Education Standards Chapter VII Standards for Facilities and Infrastructure Article 42 paragraph 1. Every education unit is required to have facilities that include furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment needed to support an orderly and continuous learning process.<sup>68</sup> In addition related with the Bafadal theory's defines learning facilities or facilities as all equipment, materials, and furniture that are directly used in the learning process at school.<sup>69</sup> Based on some of the above understanding, learning facilities can be interpreted as everything that facilitates and expedites the implementation of a learning effort. These facilities are in the form of objects or tools that can support the learning process.

### 3. Student Responses to The Use of flashcard

The researcher concluded from interviews with several students that most students knew flashcards. Most said that teachers used flashcards in learning English to help them remember and understand the material presented in learning. Based on Zultrianti's theory, the use of flashcards can create fun and exciting conditions for students in learning activities and trigger students to be more active and focus on obtaining learning materials.<sup>70</sup> The students feel happy when the teacher uses flashcards in learning. They enjoy using flashcards in learning. Every student who gets a turn to present the flashcard enthusiastically does it. This follows Yamin's statement that one method of teaching foreign languages,

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<sup>67</sup> Lela Camellia Cynthia, "Pengaruh Fasilitas Belajar dan motivasi belajar terhadap prestasi belajar mata pelajaran ekonomi siswa kelas XI IIS di SMA Negeri 5 Surakarta Tahun Ajaran 2015/2016", Surakarta, FKIP Universitas Sebelas Maret, 2016, p.3.

<sup>68</sup> Republik Indonesia, *Undang-undang Dasar Negara Republik Indonesia Tahun 1945*, Jakarta: Sekretariat Jendral Mahkamah Konstitusi, 2005.

<sup>69</sup> Bafadal, Ibrahim, *Manajemen Perlengkapan Sekolah dan Aplikasinya*, Jakarta: Bumi Aksara, 2004, p. 9.

<sup>70</sup> Zultrianti Sari, Mia. "Efektifitas Penggunaan Media Pembelajaran Flascard untuk meningkatkan Hasil Belajar Siswa dalam Penguasaan Kosa kata Bahasa Inggris (Penelitian Tindakan Kelas di Kelas 2 SDN 3 mulyasari Desa Jatinegara Kabupaten Ciamis)". Institut Agama Islam Negeri (IAIN) Syech Nurjati Cirebon.) 2012.

especially English, is by using flashcard games as the medium.<sup>71</sup> In addition, according to Anggraeni, the implementation of good learning should be carried out in a way that is fun, comfortable, does not suppress students' desires, and is playful. It stimulates students to participate actively and provides sufficient space for students' cognitive and psychological development.<sup>72</sup>

However, on the other hand, most of the students have difficulty interpreting the English text because they do not master the vocabulary. Vocabulary plays a very vital role in language learning. This follows Rebecca M. Vallette's theory that vocabulary comprehension is an essential component in reading, reading in one's language, and reading in a foreign language.<sup>73</sup> In addition, according to Nunan, vocabulary can be interpreted as a collection of words that someone understands. Someone who understands vocabulary well will also impact a good communication process.<sup>74</sup> Based on the research results, researchers have observed that in the learning process in 3rd SD Muhammadiyah Purwokerto, students look motivated and active; This is evidenced by the students being seen to focus on receiving the material presented by the teacher using flashcards. They actively ask and answer when the teacher asks the meaning of the flashcard shown by the teacher. In learning, it is necessary to pay attention to how students are involved in organizing knowledge, both actively and passively. There are many types of activities that students can do during learning. Student learning activities are a series of activities that participate in learning. This causes changes in student learning behavior, for example, from not knowing to know

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<sup>71</sup> Yamin, M. Metode Pembelajaran Bahasa Inggris di Tingkat dasar. *Jurnal Pesona dasar*. (2017) 1(5).

<sup>72</sup> Anggraeni, P. J. D. (2019). Media Kartu Bergambar Sebagai Media Pengajaran Dalam Meningkatkan Ketrampilan Membaca Pada Kelompok Belajar B Pada Anak Usia 5-6 Tahun di TK Bali Kiddy. *Litera Jurnal Bahasa dan sastra*, 5(2).

<sup>73</sup> M. Subiyati, "Kemiskinan Kosakata :Penyebab Kelemahan Membaca", *Cakrawala Pendidikan*, Vol. IV, No.1, 1985, p.19

<sup>74</sup> Nunan, D. *Practical English language teaching young learners*. New:York McGrawHill Companies, Inc, 2006,p. 115.

Learning motivation is a condition that exists within the individual where there is an urge to do something in order to achieve a goal. According to Mc Donald in Soemanto, motivation is a change in energy in a person's personality, characterized by the emergence of effective (feelings) and reactions to achieve goals.<sup>75</sup> Thus, the emergence of motivation is marked by a change in energy in a person that can be realized and unconsciously. In addition, according to Koeswara, motivation is a concept used to explain the forces that exist and work on oneself or individuals who are the driving force and direction of the individual's behavior.<sup>76</sup> Then Smith and Sarason explain that motivation is the driving force from within a person to carry out activities to achieve a goal.<sup>77</sup>

From some of the views above regarding motivation, it can be concluded that motivation is a change in energy in a person characterized by encouragement and reaction to efforts to achieve goals in meeting their needs. This is in accordance with the statement of Desi Wijayanti Ma'rufah, The learning activities in 2013 Curriculum are expected to be interactive, inspiring, fun, and challenging which can motivate students to participate actively in the classroom.<sup>78</sup>

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<sup>75</sup> Maryam Muhammad, "Pengaruh Motivasi dalam Pembelajaran", Aceh, MTs Negeri Tungkob Darussalam Kabupaten Aceh Besar, *Lantanida Journal* Vol. 4, No. 2, 2016,p.90.

<sup>76</sup> Koeswara, *Motivasi Teori dan Penelitian*, Bandung: Penerbit Angkasa, 1995

<sup>77</sup> Smith, Rolland E., Irwin G. Sarason, Barbara R. Sarason, *Psychology the Frontiers of Behavior*, New York: Harper & Row Publishes, 1982.

<sup>78</sup> Desi Wijyanti Ma'rufah, *TEACHER'S STRATEGIES IN PROMOTING STUDENT QUESTION IN EFL CLASSROOMS*. S2 thesis, Universitas Pendidikan Indonesia. 2017.

## CHAPTER V

### CONCLUSSION AND SUGGESTIONS

#### A. Conclusions

The researcher conducted a descriptive study to describe the use of flashcards in learning English at SD Muhammadiyah Purwokerto. This study aims to analyze how teachers apply flashcards in learning English, find out the difficulties of teachers in applying flashcards in learning English and finally find out how students respond to teachers who use flashcards in learning English in 3rd grade SD Muhammadiyah Purwokerto.

Based on the data obtained from observations, interviews and documentation, it can be seen that the English teacher at SD Muhammadiyah Purwokerto in teaching teachers used flashcards in learning English. In practice, the teacher used flashcards in teaching English in grade 3 SD Muhammadiyah Purwokerto by distributing the flashcards to be presented to the students during the lesson and then arranged on cardboard that the teacher has provided.

Then regarding teachers' difficulties when learning to use flashcards, the first is that teachers have difficulties when using flashcards in learning English due to time constraints that should be 2x45 minutes into 2x20 minutes of meetings due to the covid-19 pandemic, teaching time is reduced. Therefore teacher are less than optimal in delivering learning materials.

The second difficulty is that the teacher finds it difficult to determine the technique in using flashcards when learning takes place; when learning takes place, the teacher uses flashcard distribution techniques to students, which are then presented. It must look for new techniques so that students do not feel bored when learning occurs. When students feel bored, they will not pay attention to the teacher when delivering the material.

The third difficulty is the lack of flashcard facilities, so teacher have to rack their brains to keep learning and use flashcards. Because schools have not provided learning media facilities, teachers must take the initiative

personally by buying flashcards so that learning continues to be sustainable by learning new material.

Based on the results of interviews, almost all students understand learning using flashcards in learning English, and most students say that if teachers use flashcards, they are easier to understand and remember the material presented. However, on the other hand, some students have problems, namely not being able to read and speak in English fully, and they still do not have self-confidence when presenting flashcards in front of other students.

### **B. Suggestion**

Regarding on the research findings in the previous chapter and the conclusion, the researcher would like to deliver some suggestions as follow:

#### 1. For teachers

Through this research, it is hoped that teachers will be more innovative and creative in using flashcards for learning English, especially on vocabulary material, to attract students' attention more. The previous efforts have been good, but it will be better if it is improved with more creativity even though the conditions are limited.

#### 2. For school

Through this research, to the school to support the infrastructure needed by teachers in the teaching process.

#### 3. For researchers

The researcher realizes that this research is still far from being perfect, and the perfect one belongs to Allah SWT. The researcher hopes that this research will be helpful and add insight for all parties, and the result of this research is hoped to help future researchers as a source to conduct further research with similar problem.

### **C. Closing Remark**

All praise belongs to Alloh SWT. Thanks to his grace and guidance so that the writer can finish writing an undergraduate thesis entitled “The Use of Flashcard for Teaching Vocabulary in 3<sup>rd</sup> Grade Elementary School

Muhammadiyah Purwokerto” Hope and prayer from the writer, hopefully, this paper is helpful for the writer herself and other researchers. The researcher fully realizes that the undergraduate thesis still has many shortcomings. This is simply due to the limitation of intellectual ability that the researcher has. Therefore, the researcher expects constructive advice and criticism from the reader to improve the upcoming work. Finally, hopefully, this undergraduate thesis is one of the excellent charity researchers who are beneficial to all readers. *Amin.*



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