

English learning innovation using flash card media to improve students' understanding of vocabulary and Pronunciation

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Abstract

Learning a language is not only being able to communicate with the language, but also knowing and understanding the meaning contained in the spoken word or expression. In learning languages, especially English, most students have difficulty in speaking. Difficulty speaking is usually caused by difficulty expressing ideas verbally, limited vocabulary, limited grammatical skills so that it is difficult to speak with the correct rules, limited ability to pronounce words (pronunciation), making it difficult to pronounce the words spoken correctly, lack of courage to speak for fear of being wrong. To facilitate speaking skills, there are several effective ways to try, including: increase vocabulary (vocabulary), reading aloud. As an English teacher, it is very important to know the learning strategies to make the learning environment more enjoyable. That is why teachers who teach English need several strategies in the teaching and learning process, such as using flash card media to introduce vocabulary and pronunciation.

Keywords: Language; Vocabulary; Pronunciation; Speaking.

1. Pendahuluan

Language is a communication tool that is organized in the form of units, such as words, groups of words, clauses, and sentences both orally and in writing. [1] Devitt & Hanley (2006:1); Noermanzah (2017:2) explained that language is a message that is conveyed in the form of expression as a means of communication in certain situations in various activities. Language is a human communication system that is expressed through the arrangement of sounds or written expressions that are structured to form larger units, such as morphemes, words, and sentences, according to [2] (Richards, Platt & Weber, 1985: 153). It can be concluded that language as a means of communication means that language is a series of systematic sounds, in the form of symbols, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, human, and a means of social interaction that replaces individuals in expressing something or expressing to the interlocutor in a social group as a means of communication and the identity of the speaker. The speaking activity in question is speaking in English. In speaking, we seem to do translation which indirectly makes our brain work twice. This can be described as when a child is given a question and then you prepare it first in the preparation stage in the form of good and correct Indonesian. Then move it or translate it into English in the right pattern, so our brains will work twice. But it's different when we immediately think of sentences in English. In learning English, children will experience some difficulties such as:

1. Difficulty expressing ideas verbally (speaking).
2. Limited vocabulary (vocabulary).
3. Limited grammar skills (grammar), so it is difficult to speak with the correct rules.

4. Limited pronunciation of words (pronunciation), making it difficult to pronounce the words he pronounces correctly.
5. Lack of courage to speak for fear of being wrong

Initially, they thought that English was difficult, then the results of learning English using Flash Card media were as follows:

1. Teachers and students are enthusiastic in carrying out learning.
2. With the Flash Card learning media can improve students' vocabulary understanding.
3. Ability to pronounce vocabulary correctly and fluently

By knowing the results of the application of Flash Card learning media, it can be concluded that the use of this media can improve students' vocabulary understanding. And it is also necessary for the teacher's efforts to guide and direct students in understanding a material, especially elementary school students who still consider English lessons difficult to understand because it is not a language that is often heard in students' daily lives.

[3] Zainal (2014) stated that learning media is a means learning that is used as intermediary in the learning process, so as to achieve effectiveness and efficiency in achieving goals learning. Flashcard is a form of educational media in the form of cards that contain pictures and words whose size can be adjusted to the students being faced and to get them you can make your own or use ready-made ones. This media is a learning media that can help improve various aspects such as: developing memory, practicing independence and increasing the number of vocabulary. Flashcard media can help improve students' vocabulary skills, especially listening and speaking skills.

At the elementary school level, English subjects are included in local content that is tailored to the needs of the school, and is only studied once a week. This becomes an obstacle for students to be able to learn more in English and there are also few opportunities for students to acquire English vocabulary, because basically learning English must be done frequently in order to improve English acquisition and students' memory. Therefore, the ability to speak English at the elementary school level is still very low. At the elementary school level, the acquisition of English vocabulary is still very small, this is because learning English is not done all the time and not infrequently in the learning process it causes boredom for students. For this reason, in order to improve English language skills and improve students' memory of English vocabulary, researchers will use interesting learning media but still have their own educational value. One's ability to speak English can be seen from the use or knowledge of vocabulary possessed, when someone has a lot of English vocabulary, the communication will be more effective and run smoothly. However, students often find it difficult to remember words in English, because the pronunciation or pronunciation is difficult to read or even say. The use of image media is expected to create fun learning for students, so that it can encourage or improve student memory. Memory or memory is a mental power that we have so that we can receive, store and reproduce our material or responses. When someone is able to re-express what has been learned or experienced before, then that person's memory is very good. Along with the development of the times, students begin to have difficulty in receiving material and find it difficult to recall what has been learned, for that in order to improve one's memory, learning tools or media are needed that can attract students' attention.

2. Literatur Review

2.1. Flashcard media

The definition of flashcard is explained by [4] Susilana and Riyana (2009: 95), namely: "Flashcards are learning media in the form of picture cards measuring 25 x 30 cm. The pictures are made by hand or photos, or make use of images or photos that are there are already pasted on the sheets of flashcards". From this description it can be said that flashcards are media in the form of cards pictorial made using photos or pictures, on the back there is a description of the image on the flashcard. From the quote it is explained the size of the flashcard is 25 x 30 cm, but [4] Arsyad (2007: 120) has different

opinions such as expressed as follows: “Flashcards are usually 8 x 12cm in size or can be adjusted according to the size of the class faced, the cards contain pictures (animals, objects, fruits and so on) can be used to practice spelling and enrich vocabulary.

Based on Arsyad's opinion, it can be explained that the size of the flashcard is 8 x 12 cm or usually adapted to the circumstances of the students faced, if the number of students is large, then flashcards made with a larger size and if the number of students is small then flashcards are made with small size.

In addition, according to [4] izzan (2009:176) suggests that:

“Flashcards are props from newspapers measuring 18 x 16 inches which are affixed with pictures interesting, word, phrase, or sentence.” According to Suryana (2000: 24) suggests that: “Flashcard is a form of educational game in the form of cards that contain pictures and words deliberately designed by doman to improve various aspects including: develop memory, practice independence and increase the number of vocabulary.

From some of the definitions above, it can be concluded that flashcards are a form of media educational cards in the form of cards containing pictures and words whose size can be adjusted to the students faced and to get it can make your own or use ready-made. This media is a learning media that can help in improving various aspects such as: developing memory, practicing independence and increasing the number of vocabulary.

2.2. To facilitate the ability to speak (speaking) and pronounciation

In learning languages, especially English, most students have difficulty in speaking. Difficulty speaking is usually caused by difficulty expressing ideas verbally, limited vocabulary, limited grammar skills so that it is difficult to speak with the correct rules, limited ability to pronounce words (pronounciation), making it difficult to pronounce the words spoken correctly, lack of courage to speak for fear of being wrong. To facilitate speaking skills, there are several effective ways to try, including: increase vocabulary (vocabulary), read aloud, recognize simple English grammar, read English writing, English conversation, listen to English songs. , watching English films, likes English subjects. Pronunciation is a person's ability to understand how someone understands the sound system, and has an impact on someone's speech which will directly affect the meaning or meaning if in the context of English. In English, different sounds will mean different meanings, let alone different writings, and will greatly affect oral communication.

Thus the teaching of Speaking and Pronunciation is very important to be applied in every English language teaching, both with the latest teaching methods and media, so that language teaching feels very applicable and its use can also be applied naturally when using the language, so that students' self-confidence increases. One of the developments of language is speaking or conversing, in English it is called speaking. The speaking activity is speaking in English. The word “speaking” comes from the word speak, namely to express opinions; to say; to convert. So speak here is a way of issuing or expressing opinions, the words we want to express. In a broad sense "speaking" has a fairly broad scope in our lives. Many people express their opinions so that we can listen, conclude and also take a stand from what they say. When individuals speak it will produce a vowel consisting of sounds.

Through speaking activities, we can interact with the wider world. In speaking, we seem to do translation which indirectly makes our brain work twice. This can be described as when a child is given a question and then you prepare it first in the preparation stage in the form of good and correct Indonesian. Then move it or translate it into English in the right pattern, so our brains will work twice. But it's different when we immediately think of sentences in English. The development of language skills is related to the development of speech, the more people are able to speak, the richer their language skills, the richer the language skills make children more confident to speak [5] (Bjorklund, 2005). In the preschool period, language skills develop rapidly, along with the need for socialization and the child's curiosity. In fact, they are also easier to learn a language other than their mother tongue compared to adults. Thus, teaching English as a foreign language is more

appropriate if done as early as possible. The critical/sensitive period for language learning is in early childhood, where the flexibility of the brain is still very good. The development of language skills will underlie reading skills, the richer the vocabulary mastery they have, the easier it is for children to understand writing, and in the end the children's ability to read will be smoother [5] (Kumara, 2014). In learning a language, especially English, maybe the child will have difficulty in speaking or speaking. A child must be skilled in using vocabulary and how to use it. Speaking difficulties are usually caused by:

- a) Difficulty expressing ideas verbally (speaking).
- b) Limited vocabulary (vocabulary).
- c) Limited grammar skills (grammar), so it is difficult to speak with the correct rules.
- d) Limited pronunciation of words (pronunciation), so it is difficult to pronounce the words that are spoken correctly.
- e) Lack of courage to speak for fear of being wrong

In addition, there are several factors that can affect the linguistic aspect, namely:

- a) Accuracy of speech (pronunciation).
- b) Emphasis or placement of appropriate tone and duration.
- c) Word selection.
- d) The accuracy of the target of the conversation.

However, when viewed from the element of habit, after observing it turns out that many people are biased or fluent in speaking English because they are used to it. And further strengthens the opinion of experts that "practice makes it perfect" or can be because you get used to it. For students who are highly motivated, they usually want quick results and even after the first lesson, want to show their friends or family members that they can speak English. To facilitate the ability to speak (speaking), below will be explained some ways / methods that are quite useful for us to try. Among others are:

- 1) Expand Vocabulary (vocabulary) Before we master English communication and grammar, then we must have a vocabulary (vocabulary) which is used every day in conversation. Here we know and master a little vocabulary to help facilitate our conversation. It will be difficult if we do not have the slightest basis of basic vocabulary that is commonly used in everyday life.
- 2) Reading aloud By reading English aloud, not only to develop word pronunciation skills, but also play a role in improving grammar and vocabulary listening skills as well. Learn English by reading.
- 3) Knowing Simple English Grammar Grammar or grammar in English may be difficult for us to master perfectly. But we actually don't have to bother studying English grammar or grammar in more detail. The important thing is that we have a basic understanding of English grammar, which becomes our capital to develop English language skills at a higher level. Examples of simple grammar that we can learn are about nouns, verbs, to be, adjectives, adverbs, personal pronouns, simple tenses, such as simple present tense, continuous tense, past tense future tense and so on. Even if you know a little basic grammar, it can be used as sufficient capital to develop further skills.
- 4) Reading English Writing What is meant by reading here is that we like books, written story books, short stories, novels, comics, magazines, newspapers, and others in English. The habit of reading English text/writing/reading will make us understand and enjoy the story/content/text message earlier. In addition, we can find new vocabulary so that our English vocabulary will increase. Reading does not have to be forced but our own awareness and we enjoy it.
- 5) English Conversation Language will be meaningless if it is not practiced in our daily conversation, language will develop quickly if we use it. In conversation with other people can help us to be confident, can help us to learn from mistakes, help us learn from others.
- 6) Listening to English Songs One of the most effective media to quickly master English is to get used to and like songs in English. We can also sing the songs. By listening to these songs, we can hear the words and sentences in English. After we hear it is hoped that we can also sing it. Besides we feel happy with the song, we

also indirectly learn to hone our listening and speaking. So that our English skills will increase. The key is to like English songs, listen to them, and not feel ashamed to sing them.

- 7) Watching English Films Foreign films are very interesting to watch and we can also use them to learn English. From watching movies, we can learn to recognize expressions and sentences, both standard and non-standard, spoken by foreign actors and actresses. Watching western movies can help us get used to words, sentences from native speakers help our listening and speaking.
- 8) Enjoying English Before we study English further, we must first learn to enjoy this language. Like when we like or like something. If we have a feeling of pleasure and enthusiasm in learning English, that is capital. basis for us to facilitate learning English. With enthusiasm and pleasure, it is not impossible that knowledge related to English will easily enter our memory.

teacher's role in teaching pronunciation, such as:

- 1) Help students to hear. Students tend to recognize sounds and are easy to imitate if the sound is the same as the sound of their native language, and also tend to be long-lasting to remember if students know the shape of the object first.

- 2) Helping students to pronounce the kinds of sounds that they don't have in their native language. The role of the teacher here is to pronounce based on punctuation or cues that students will follow.

- 3) Provide feedback. The teacher's role here must be real to improve students' pronunciation. If they make mistakes, the teacher is ready to correct the difficulties or mistakes that students say.

- 4) Shows emphasis or difference in each word utterance. Teachers need to pay attention to the pronunciation of students what the consequences are if they are said wrong, which results in not getting the message to the listener.

- 5) Set priorities. Students may notice differences in pronunciation with native speakers of the target language, but the teacher's role still prioritizes the pronunciation being taught.

- 6) Determine activities. Teachers must pay attention to what activities or approaches improve student abilities for the better.

- 7) Conducting an assessment, the teacher's role is to give value to the accuracy of students' speech. Assessment is very necessary, so that students can be motivated and know their progress

3. Metode

The training provided to teachers and guardians of students in this community service program aims to provide knowledge and skills to teachers and guardians of students about techniques for teaching English vocabulary to children. It is hoped that after participating in this training participants can apply it at home with their children. In the implementation of this training, the implementing team adopted the Three Period Lesson concept which has been used in Montessori schools to develop students' vocabulary mastery. This concept was originally developed by Edouard Seguin in Jackson, a French doctor who worked with children with special needs in France and the United States in the late 19th century. He found ways to improve children's cognitive abilities and believed in the importance of developing independence and independence. [6] Jackson (2011: 14-16) divides the Three period lesson into three stages as follows:

1. Naming Period (Introduction) In this period the student's guardian acts as an executor who introduces vocabulary to children by pointing to objects one by one while repeating the

name of the object with the correct pronunciation. The child only listens, listens, and pays attention when the student's guardian introduces these objects. The sentence commonly used at this stage is "This is....".

2. Recognition and Association Period (Identification) This stage is the longest period of implementation. At this stage the child needs to have a lot of experience hearing the names of objects. Children will connect words with objects. Children are instructed to identify objects according to the names mentioned by their guardians. The sentence that is usually used in this period is "Show me...". This process may continue for several days or weeks. If the child has not been able to identify the object/object correctly, then the guardian and the child must return to period 1.

3. Recall Period (Cognition) In this period the child remembers what he has obtained in previous periods. Usually the sentence used in this period is "What is this?". If the child is able to show and name objects/objects correctly then he has arrived at the stage of cognition. However, if the child still cannot show and mention correctly, then it is an indication that the previous period has not had enough practice. If this happens, the guardian and child can return to period two.

4. Result

The research was conducted by means of interviews by classroom teachers with the aim of knowing the existing learning process and understanding the characteristics of each student. Sudijono (2011: 82) explains that the interview is a data collection technique that is carried out by conducting oral questions and answers unilaterally, face to face, and has a specific purpose. So the interview is an interaction for data collection in research. Interviews in this study were used to determine how is the learning process? How to use the learning model or media used? Is there a problem in Vocabulary? How to make students active in learning English? From the existing problems, the researcher concludes that at SD Negeri Grabag 1 there is still a lack of motivation in learning English due to the lack of media that supports students to carry out the learning process well and can make students good at vocabulary and pronunciation.

According to [7] Long and Richards (2008:31) argues that vocabulary/vocabulary is the same as grammar language/grammar is the main and fundamental thing in someone learns a language. Based on this, can say that vocabulary/vocabulary is not only is the part of English that is used to make communicating but is also a major part and important to master in language learning English. The teaching of vocabulary using realia and flashcards technique is done by applying the three period lesson method which consists of naming period, recognizing period, and recalling period. In the first stage, Naming Period, the implementation team explained that the parents acted as implementers who introduced vocabulary to children by pointing to objects one by one while repeating the name of the object with the correct pronunciation. The guardian of the student acts as a model. The child only listens, listens, and pays attention when the student's guardian introduces these objects. The sentence commonly used at this stage is "This is....". At this stage some parents complain about their very limited ability to master vocabulary. The implementation team provides solutions to overcome this. That in essence at this stage both parents and children are learning together. The most important thing is intention and will. If the parents show high enthusiasm and optimism, then the good things will be transmitted to the child. Children will be more enthusiastic to learn because they see their parents are also excited. With the motivation and practical training provided by the team, parents of students showed significant development of will and ability at this stage. They begin to dare to pronounce correctly, explain, and express when they act as models for their respective children. The children seemed enthusiastic to follow this stage. The next stage is the recognition period. Parents can enter this stage if they judge the child is good enough in the previous stage. The implementation team explained that at this stage children need to have a lot of experience hearing the names of objects. Children will connect words with objects. Children are instructed to identify objects according to the names mentioned by their guardians. The

sentence that is usually used in this period is "Show me...". This process may continue for several days or weeks.

If the child has not been able to identify objects/objects correctly, then the guardian and the child must return to period 1. The obstacles faced at this stage are generally related to the child's ability to remember and identify objects requested by their parents. On the side of the parents themselves, the obstacle is more on the patience of parents to wait for the correct answer from the child. Their expectations of the correct answer from the child are sometimes not met and it makes them a little overwhelmed and lose their temper. To overcome this problem, the implementation team again emphasized that children learn while playing. The atmosphere must be made happy so that children do not feel forced to take lessons. It takes more patience to teach young children. At the end of this session, the progress of the parents' ability and the progress of the child's ability to remember objects were seen. The last stage is the recall period. In this period the child remembers what he has obtained in previous periods. Usually the sentence used in this period is "What is this?". So at this stage the child is asked to show and mention the name of the object with the correct pronunciation. If the child is able to show and name objects/objects correctly then he has arrived at the stage of cognition. However, if the child still cannot show and mention correctly, then it is an indication that the previous period has not had enough practice. If this happens, the guardian and child can return to period two. The obstacle at this stage is the child's pronunciation error which is not identified by the parents because as previously mentioned, most of the parents do not have good English skills. But in general, parents are able to practice every stage of teaching and children can easily recognize and remember the new vocabulary they receive.

Especially for flash cards, the implementation team introduced and gave examples of some games that can be played with children to help them master vocabulary. Some of the games are flash (flash cards game in which the child quickly opens the card and the child guesses what card they see), slowly (the opposite of flash, the game by opening the card slowly and then the child guesses what card they see), stop (the parent say a word then open the cards one by one while waiting for the child to say stop at the word in question), and magic eyes (a game of sticking several cards on the blackboard and then saying the words one by one with a certain rhythm. One by one the cards are opened but the child still says all the words with the same rhythm). Actually, there are lots of games that can be played using flash cards, but these four games were chosen because the team considered them to be very easy and simple so that they are suitable for children aged 4-6 years to be guided by their parents. At each stage of implementation, the implementation team asked the parents to do hands-on practice with their children. This method is done so that children also know that their parents are learning English and will later teach them at home. At the time of playing with flash cards, there were still many students who could not produce expressions that could help children to remember vocabulary. But in general, all participants seemed very enthusiastic, although there were still some people who looked stiff and nervous. Vocabulary teaching training using realia media and flash cards is expected to provide great results and benefits for participants. [8] Dale in Arsyad (2011) suggests that the flash card learning media provides many benefits, including freshness and variety of learning for students, making learning outcomes more meaningful to the various abilities of students and encourage meaningful use of the eye lessons by involving imagination and active participation resulting in improved results student learning. The results (outputs) that are realized into learning outcomes so that they can be used by the general public, in this case specifically for the world of education and teaching.

5. Conclusion

The learning process using Flash Card media in order to improve. The ability to speak and read English vocabulary in elementary schools can be effective, this can be seen from the activities of teachers and students during learning activities. With the use of Flash Card media, it can make it easier for teachers to deliver learning materials and for students to improve speaking and reading comprehension of students' vocabulary and make learning fun

and children are motivated to actively participate in learning activities so that positive interactions occur, both teachers and students, students and students. students with learning media. Students' abilities in English subjects can be improved by using Flash Card media. Broadly speaking, it can be concluded that learning using Flash Card learning media can improve student learning outcomes. Vocabulary teaching with This flashcards technique is done by applying the method three period lesson consisting of naming period, recognizing period, and the recall period.

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