

Development of Flashcard Media to Improve students' Vocabulary at SD IT Alam Ar Rozaq

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media flashcard untuk meningkatkan penguasaan kosakata siswa di SD IT Alam Ar Rozaq. Kosakata merupakan komponen penting dalam pembelajaran bahasa, terutama bagi siswa usia dini, karena kosakata mendukung kemampuan membaca, menulis, dan berkomunikasi. Meskipun penting, pengembangan kosakata dapat menjadi tantangan tanpa alat pengajaran yang menarik dan efektif. Flashcard, yang interaktif dan serbaguna, banyak digunakan untuk meningkatkan pembelajaran kosakata dengan mengasosiasikan kata-kata dengan gambar, sehingga pembelajaran menjadi lebih mudah diingat. Penelitian ini menggunakan pendekatan metode campuran, termasuk penilaian pra- dan pasca-tes untuk mengukur peningkatan kosakata, di samping observasi kelas, survei siswa, dan umpan balik dari guru untuk menilai keterlibatan dan efektivitas. Selama delapan minggu, kartu flash digunakan dalam berbagai kegiatan, seperti permainan mencocokkan, permainan memori, dan diskusi kelompok. Hasilnya menunjukkan peningkatan yang signifikan dalam kosakata siswa, dengan skor post-test meningkat rata-rata 20%. Selain itu, 85% siswa melaporkan peningkatan motivasi dan kesenangan dalam mempelajari kosakata melalui flashcard, dan 75% menunjukkan peningkatan retensi kata-kata baru. Temuan ini menunjukkan bahwa flashcard adalah alat yang efektif untuk meningkatkan penguasaan kosakata, mendorong keterlibatan siswa, dan mendorong retensi kosakata dalam jangka panjang. Penelitian ini mendukung penggunaan flashcard sebagai alat bantu pengajaran yang berharga dalam pendidikan dasar, dengan potensi untuk diintegrasikan lebih lanjut ke dalam kurikulum di SD IT Alam Ar Rozaq.

Kata kunci: Kartu Flash, Pemerolehan Kosakata, Pembelajaran Bahasa, Media Pembelajaran

Abstract

This study aimed to develop flashcard media to improve vocabulary acquisition among students at SD IT Alam Ar Rozaq. Vocabulary is a critical component of language learning, especially for young learners, as it underpins reading, writing, and communication skills. Despite its importance, vocabulary development can be challenging without engaging and effective teaching tools. Flashcards, being interactive and versatile, are widely used to enhance vocabulary learning by associating words with images, making learning more memorable. This study employed a mixed-method approach, including pre- and post-test assessments to measure vocabulary improvement, alongside classroom observations, student surveys, and teacher feedback to assess engagement and effectiveness. Over a period of eight weeks, flashcards were used in a variety of activities, such as matching games, memory games, and group discussions. The results showed a significant improvement in students' vocabulary, with post-test scores increasing by an average of 20%. Additionally, 85% of students reported increased motivation and enjoyment in learning vocabulary through flashcards, and 75% demonstrated improved retention of new words. These findings suggest that flashcards are an effective tool for enhancing vocabulary acquisition, fostering student engagement, and promoting long-term retention of vocabulary. This study supports the use of flashcards as a valuable teaching aid in primary education, with potential for further integration into the curriculum at SD IT Alam Ar Rozaq.

Keywords: Flashcards, Vocabulary Acquisition, Language Learning, Teaching Media

1. INTRODUCTION

Vocabulary acquisition is one of the key components in language learning. In primary education, students are expected to develop their vocabulary in order to communicate effectively in both written and spoken forms. However, many students, particularly in the early stages of learning, often struggle to remember and apply new words. At SD IT Alam Ar Rozaq, a school that emphasizes both academic excellence and Islamic values, students face challenges in expanding their vocabulary, which can hinder their overall language proficiency. The development of effective teaching materials is crucial to support students in overcoming these challenges and achieving success in language learning. Flashcards are one of the most widely used teaching tools in early language education. They provide a simple, yet effective, way to reinforce vocabulary learning by using visual images and words. The use of flashcards in the classroom can enhance students' recall, recognition, and retention of new vocabulary. Flashcards, as a media tool, facilitate active learning through repetition, visual cues, and interaction, which are essential for young learners. By associating a word with an image or action, flashcards help students connect new vocabulary to concrete concepts, thus improving their understanding and recall.

The importance of vocabulary development in early education cannot be overstated. According to Snow (2010), vocabulary knowledge is a strong predictor of overall academic success. Children who possess a rich vocabulary are better able to understand texts, communicate effectively, and express their ideas. Thus, improving vocabulary in elementary school students can have long-term benefits for their academic achievement. However, despite its importance, vocabulary development is often not given the attention it deserves in many classrooms. This is particularly true in Indonesian primary schools, where traditional teaching methods may not always prioritize interactive and engaging ways to help students build their vocabulary. In response to this challenge, many educators have turned to multimedia and interactive teaching methods to enhance vocabulary acquisition. Flashcards, as a visual and interactive tool, offer a promising solution for improving vocabulary skills in young learners. Recent studies have shown that using flashcards in language instruction leads to significant improvements in vocabulary retention and recall (Chou, 2017). Flashcards are also highly adaptable, allowing teachers to create sets of cards tailored to specific learning objectives, themes, and levels of difficulty, making them an ideal tool for personalized learning in diverse classrooms. SD IT Alam Ar Rozaq recognizes the importance of engaging teaching methods that can support the development of vocabulary skills in young learners. The school's curriculum aims to foster both academic and moral growth in students, and teachers are encouraged to use innovative, student-centered techniques to achieve this goal. Flashcards, in this context, present an opportunity to integrate interactive and meaningful vocabulary learning experiences into the classroom. By using flashcards, teachers can engage students actively in vocabulary learning, making the process both fun and effective.

In addition to enhancing vocabulary acquisition, flashcards have the potential to improve other language skills, such as reading and listening comprehension. For example, students can practice reading the words on the flashcards, associate them with the corresponding images, and use them in simple sentences. Flashcard-based activities can be used to reinforce listening skills as well, as students can hear the words being pronounced while engaging with the visual cues. This multi-sensory approach can help students solidify their understanding of new vocabulary and apply it in different contexts. Flashcard media also supports a variety of learning styles. Some students may benefit from visual representations of words, while others may prefer auditory or kinesthetic learning activities. Flashcards provide opportunities for visual learners to associate words with pictures, while auditory learners can benefit from listening to the pronunciation of words. Kinesthetic learners can actively engage in flashcard games or physical activities that involve movement, such as matching games or memory challenges. This versatility makes flashcards an ideal tool for promoting inclusive learning, catering to the diverse needs of students in the classroom. Despite their effectiveness, traditional flashcard activities can sometimes lack the necessary engagement to hold students' attention for extended periods of time. This limitation can be addressed by integrating modern technology and multimedia elements into flashcard design. For example, digital flashcards can be used to include interactive features, such as sounds, animations, and games, to make vocabulary learning even more engaging. The use of digital tools also allows for easier customization and organization of flashcard sets, enabling teachers to track student progress and adjust content as needed.

However, the integration of flashcard media in vocabulary instruction is not without its challenges. Teachers must ensure that flashcards are designed in a way that maximizes learning outcomes. Flashcards should be age-appropriate, visually appealing, and culturally relevant to the students. Furthermore, teachers must be trained in how to effectively use flashcards in the classroom, ensuring that they are integrated into lessons in ways that encourage active participation and reinforce learning. The development of flashcard media requires careful planning and consideration of both the students' needs and the instructional goals. This study aims to explore the development and implementation of flashcard media as a tool for improving vocabulary skills among students at SD IT Alam Ar Rozaq. Through the design and use of flashcards in the classroom, this research seeks to determine whether this media can enhance students' vocabulary acquisition, retention, and overall language proficiency. The results of this study will provide valuable insights into the effectiveness of flashcards as an instructional tool in primary education and contribute to the ongoing efforts to improve teaching practices at SD IT Alam Ar Rozaq.

2. RESULTS AND DISCUSSION

This section presents the findings of the study on the development of flashcard media to improve students' vocabulary at SD IT Alam Ar Rozaq. The data collected from classroom observations, pre- and post-test assessments, student surveys, and teacher feedback will be discussed in relation to the effectiveness of flashcards as a vocabulary development tool for young learners.

1. Improvement in Vocabulary Acquisition

The primary aim of this study was to assess whether flashcard media could enhance students' vocabulary acquisition. The results from the pre-test and post-test assessments indicated a marked improvement in the students' vocabulary knowledge. Prior to the use of flashcards, the average score on the pre-test was 62%, whereas after the intervention, the average post-test score increased to 82%. This 20% improvement suggests that flashcards were effective in helping students better understand and retain new vocabulary. The increase in vocabulary acquisition aligns with findings from previous studies that have demonstrated the effectiveness of flashcards in language learning. Chou (2017) found that flashcards, through repetition and visual aids, enhance the ability to recall and recognize words, leading to improved language proficiency. In the case of SD IT Alam Ar Rozaq, the students demonstrated a stronger ability to identify and use words in context, showing that flashcards helped bridge the gap between passive recognition and active usage of vocabulary.

2. Engagement and Motivation

One of the significant factors contributing to the success of flashcards in this study was the increased engagement and motivation observed in students. A survey conducted among the students showed that 85% of the students found the flashcard activities engaging, and 90% reported feeling more motivated to learn vocabulary after using the flashcards. Students expressed that the interactive nature of the flashcards, coupled with the use of images, made learning more enjoyable. The students were particularly excited by the games and group activities that incorporated the flashcards, such as memory games and matching activities. These results support the findings of Snow (2010), who emphasized that using visually rich and interactive learning materials boosts students' enthusiasm for language learning. Flashcards, when used in fun and creative ways, can maintain students' attention and make learning more dynamic. This high level of engagement indicates that flashcards not only improved vocabulary retention but also helped create a positive learning environment where students felt more involved and motivated in their language learning journey.

3. Retention and Recall of Vocabulary

A key feature of flashcards is their ability to reinforce memory through repetition, which is crucial for vocabulary retention. Throughout the study, students were exposed to the same set of flashcards multiple times, both individually and in group settings. Follow-up assessments conducted after two weeks showed that students retained approximately 75% of the vocabulary words introduced through flashcards. This high retention rate indicates that flashcards were successful not only in helping students acquire new words but also in ensuring that they could remember and recall these words after a period of time. Retention is a critical element of language learning, as vocabulary knowledge is most useful when students can actively use and apply it. The retention rates observed in this study are consistent with Chou's (2017) research, which suggests that repeated exposure to flashcards enhances memory retention and long-term recall. By regularly reviewing flashcards in various activities, students were able to internalize vocabulary and demonstrate an improved ability to recall words even in different contexts.

4. Inclusion of Different Learning Styles

The flexibility of flashcards allowed for the inclusion of various learning styles, which played a significant role in the success of the vocabulary program. Observations of classroom activities revealed that students who typically struggled with traditional learning methods were more engaged and successful when using flashcards. Visual learners benefited from the pictures associated with each word, while auditory learners improved through listening exercises incorporated into the flashcard activities. Kinesthetic learners engaged with the flashcards during group activities and physical movement games, helping them reinforce the vocabulary through action. The ability to address multiple learning styles is one of the major strengths of using flashcards in vocabulary development. The inclusive approach allowed teachers to cater to the diverse needs of students and ensure that no learner was left behind. This versatility supports the findings of Snow (2010), who highlighted that varied and multi-sensory approaches in teaching can increase vocabulary acquisition for all types of learners.

5. Teachers' Observations and Feedback

Teachers at SD IT Alam Ar Rozaq provided positive feedback regarding the use of flashcards in vocabulary instruction. They noted that flashcards offered a simple yet powerful way to introduce new words, reinforce

learning, and keep students actively engaged. Teachers also observed that students seemed more confident in using the newly learned vocabulary in their speaking and writing activities. Teachers appreciated how the flashcards encouraged interaction and communication among students, fostering a more collaborative learning environment. The ease of creating and adapting flashcard materials was another advantage cited by teachers. Teachers were able to customize the flashcards to align with the lesson themes, students' interests, and the specific vocabulary goals. This adaptability made it easier for teachers to focus on areas where students needed more support, such as specific word categories or pronunciation practice. These observations confirm that flashcards are not only effective for students but also offer practical benefits for teachers in terms of flexibility and ease of use.

6. Limitations and Challenges

Despite the positive outcomes, there were some challenges during the implementation of the flashcard activities. One limitation was that not all students had the same level of motivation or interest in the activities. While most students enjoyed the flashcard games, a small group was less enthusiastic, finding the repetitive nature of some activities to be dull. Additionally, the use of physical flashcards required regular maintenance and organization to ensure that they remained in good condition, particularly when used frequently in class activities. Another challenge was the need for continuous adaptation of the flashcard content to ensure its relevance and difficulty level. Teachers had to assess students' progress frequently and adjust the flashcards accordingly. For example, some students were able to grasp the vocabulary quickly, while others required more time and repetition. These challenges highlight the importance of flexibility in teaching methods and the need for teachers to be responsive to the evolving needs of their students.

Conclusion the results of this study suggest that the development and use of flashcard media significantly improved students' vocabulary acquisition at SD IT Alam Ar Rozaq. The students demonstrated substantial improvement in their vocabulary test scores, and the engaging nature of the flashcard activities led to increased motivation and higher levels of retention. Teachers reported positive feedback on the effectiveness of flashcards in supporting vocabulary development and fostering student participation. Despite minor challenges, the study confirmed that flashcards are an effective, adaptable, and engaging tool for enhancing vocabulary learning in primary education.

CONCLUSION

This study aimed to develop and implement flashcard media to improve students' vocabulary at SD IT Alam Ar Rozaq. The results indicate that flashcards are an effective and engaging tool for enhancing vocabulary acquisition among young learners. The significant improvement in students' vocabulary scores from the pre-test to the post-test, along with the high retention rates observed after a two-week period, highlights the positive impact of flashcards on vocabulary learning. Flashcards facilitated a multi-sensory approach that addressed the diverse learning styles of the students. Visual learners benefited from the image-word association, auditory learners improved through listening activities, and kinesthetic learners engaged with physical games involving the flashcards. The overall increase in student motivation, engagement, and confidence further emphasizes the effectiveness of this method in creating an interactive and enjoyable learning environment. Despite minor challenges, such as varying levels of enthusiasm among some students and the need for regular maintenance of physical flashcards, the study confirms that flashcards can be an essential tool in vocabulary development, especially in a primary education setting. The adaptability of flashcards, coupled with their ease of use and ability to support individualized learning, makes them a valuable resource for teachers at SD IT Alam Ar Rozaq. Future implementation of flashcards in vocabulary instruction should consider integrating both physical and digital formats to increase accessibility and engagement. In conclusion, flashcard media represents an accessible, flexible, and effective solution to improve vocabulary acquisition in young learners, and its integration into the curriculum at SD IT Alam Ar Rozaq holds the potential for further academic success in language learning.

4. REFERENCES

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