



## The use of flashcard media in English learning topic knowing numbers in class 1c students at SDITA El Mamur school

Elma Rida Yuliana<sup>1</sup>

<sup>1</sup>Universitas Djuanda, Jawa Barat, Indonesia

### ABSTRACT

**Background:** English subjects at the SD/MI level emphasize the introduction of vocabulary as a foundation or basis in learning English. English ability can be seen from the wealth of vocabulary that a person has. One of the creative efforts in making learning interesting is using media flash cards.

**Purpose:** This study aims to determine the application of flashcards media about numbers in English in grade 1C at SDITA EL MAMUR.

**Design and methods:** The researcher collected data using a qualitative approach, the type of research was descriptive narrative, and the data collection technique was interviews with informants, namely the homeroom teacher of class 1C. at SDITA EL MAMUR.

**Results:** The results of this study indicate that the use of flashcard media can assist students in pronouncing vocabulary numbers in English because the use of flashcard media is easy to understand and attractive to students.

**Keywords:** Flashcard, Learning media, English Teaching

### Introduction

Grade 1 students are students who are in low grade, low grade students are 7-9 years old on average. At this time all the potential of children needs to be encouraged so that children will develop optimally. One of the characteristics of learning in low grades is that they prefer to play and think learning is a boring activity, this is because they are in the transition period from kindergarten to elementary school. Therefore, we as teachers must create a pleasant learning atmosphere. The use of learning media also affects the learning atmosphere. One example of learning media that can be used is flashcards. Class 1C teachers at SDITA El Mamur use flashcard learning media in the English subject with the topic of knowing numbers.

Elejalde et al. (2017)state that in the process of learning English, vocabulary is an important part, but is often neglected in learning activities. Without knowing vocabulary, students will experience obstacles in learning English.

Papadakis & Kalogiannakis (2022) said that media is a necessary tool for learning English, especially for children. English teaching and learning activities for children should be accompanied by the use of media, especially visuals.

Media is anything that can be used to transmit messages from the sender to the recipient so that it can stimulate the thoughts, feelings and interests and attention of students in such a way that the learning process occurs (Salsabila et al., 2020). One of the visual media that can be given to students is flash cards (Helmanto, 2020).

The author chose this title because flashcard media is an alternative that can help teachers in the English learning process besides flashcards are simple media, easy to find and easy to use. The purpose of this study was to determine the application of flashcards media on the material of numbers in English in class 1C at SDITA EL MAMUR..

### Methods

This study uses a qualitative approach. According to Nasution (2003: 5) that "Qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them". In this study, the type of descriptive-narrative research is used. This type of research is descriptive qualitative narrative. According to Bogdan and Tylor as quoted by Lexi Moleong, what is meant by qualitative descriptive is the method used to analyze data by describing data through written or spoken words from people and observed behavior.

In this study, the data used is primary data, primary data is data directly collected by researchers (or their officers) from the first source. The primary data source in this study was the homeroom teacher for class 1C at SDITA EL MAMUR. the data collection process used in this study was an interview.

### Findings & Discussion

Teachers certainly use a variety of learning media when delivering learning, this is because by using learning media, a teacher will more easily provide teaching in accordance with learning objectives and learning activities will be in accordance with the procedures and flow of learning activities.

Media is a necessary tool for learning English, especially for children. English teaching and learning activities for children should be accompanied by the use of media, especially visuals (Suyanto 2010).

Learning media have different types. In general, media is characterized by three main elements, namely sound, visual and motion. According to Rudi Bretas, there are 7 seven media classifications, namely:

1. Motion audio-visual media, such as sound films, video tapes, films, and tv.
2. Silent audio-visual media, such as soundtrack films, sound pages.
3. Semi-motion audio is like writing far away.
4. Moving visual media, such as silent films.
5. Silent visual media, such as printed pages, photos, microphones, silent slides.
6. Audio media such as radio, telephone, and video tape.
7. Print media, such as books, modules, independent teaching materials.

### Flashcard Media

The media used by the informants is flashcard learning media, while the notion of flashcards Flash cards are small cards containing pictures, text, or symbols that remind or guide students to something related to pictures that can be used to practice spelling and enrich vocabulary (Limbong & Simarmata, 2020).



*Figure 1 Flashcard used in the school*

#### **How to use flashcard media**

Before using flashcard media, informants only used blackboard media, namely writing English numbers on the blackboard and then reading together the writings on the blackboard and then doing practice questions. However, it turns out that students have difficulty and are not attractive in the eyes of the children.

The way to use the flashcard that the informant uses is to change the seats of the children into several groups so that all children can see and can use the flashcard and make flashcards according to the child's needs.

After that, divide the children into several groups then the informant distributes 3 flashcards to each group. Before starting the children first count using English and sing numbers in English after that the informant asks the children to remember and recite the flashcard that was distributed earlier then the informant calls one each group to come to the front of the class. The group that was called earlier said what number they got and then recited it one by one like the first group got a number 5 flashcard. Each group member recited and spelled one by one the letters of the alphabet "five" and so on until the last group. This aims to make it easier for students to pronounce and remember numbers in English.

Flashcards can also be used in the form of games, informants use flashcards for games that are still about numbers, the tools needed in this game are chairs and flashcards. The way the game is played is that the children sit in a circle, after which the informant calls 5 children for one game. the informant spells out the letters of the alphabet like "o-n-e" the child who can answer may run to the informant to take the flashcard mentioned earlier by the informant. The child who collects the most flashcards is the winner and is entitled to a star and so on until all the children have tried this game. It aims to make students excited and not bored in learning activities.

#### **Factors supporting and inhibiting flashcard media**

The results showed that the reason for using flashcard learning media was because flashcards were media that were easy to make, and colored so that children were interested in seeing

other than that, how to use flashcards was also easy for teachers and children to understand because it could be used through games.

After using flashcard media, it is easier for children to remember and pronounce number vocabulary in English, besides that, children can also complete their tasks related to numbers in English and can spell numbers one by one in English because the flashcards used are packaged in the form of games. and singing so that they do not feel bored during the lesson.

This shows that the use of flashcards can actually make it easier for students to memorize and pronounce numbers in English compared to just writing in notebooks. The flashcard itself is a small card, this is a drawback/obstacle of the flashcard because its small size cannot be used in a large room and cannot be used in a class with a large number of students, because the child sitting in the back cannot see the flashcard clearly and cannot see the flashcard clearly. get a flashcard because the number is limited.

## Conclusion

Flashcard is a learning media that is considered as an alternative to help teachers in the teaching and learning process for English material because flashcards are simple learning media, easy to find and easy to use, the goal is to find out the application of flashcard media in English lessons on the topic of knowing numbers. in grade 1c students at SDITA EL MAMUR. Based on the results of the research, flashcards were used through group division and games. Students became very excited and enthusiastic about learning vocabulary and made students dare to appear in front of the class.

This research is limited to researching only grade 1c at SDITA EL MAMUR, while it is hoped that this next research can be carried out in subsequent classes or at a higher level such as Junior High School, Senior High School or higher education institutions.

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