A FLASHCARD JOURNEY: TRANSFORMING EDUCATION THROUGH PASSION AND ENGAGEMENT AT SDN 3 POTROBANGSAN MAGELANG

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Abstract: Teaching English as a foreign language can be said to transform the best knowledge of acquired language from the teacher to the students. This study investigates the transformative impact of using flashcards in English language learning at SDN Potrobangsan 3, under the guidance of an English teacher in Magelang. This study uses a descriptive qualitative method with data collection by interviewing an English teacher at SDN Potrobangsan 3. The innovative use of flashcards triggers students' enthusiasm for English learning activities. Using clear and engaging visual aids, these flashcards improve various aspects of vocabulary acquisition, listening comprehension, and oral communication skills. Flashcards transform passive listeners into active participants in decoding language. In addition to improving listening skills, flashcards act as a confidence booster in verbal communication. The English teacher becomes a stage where each flashcard fosters engagement, participation, and a passion for learning. The genuine enthusiasm of the students, coupled with the passion of the teacher, weaves a creative and meaningful teaching and learning activity at SDN Potrobangsan 3.

Keywords: elementary school, English, flashcard, teaching

INTRODUCTION

Education is the central pillar of character formation and the quality of human resources. Currently, the challenge for teachers is not only to convey material but also how to create teaching methods that are interesting, effective, and actively involve students. Teachers need engaging learning media so that students in elementary schools

understand the material easily. Media education is a teaching process and media learning (Buckingham, 2003; Tari, 2019). In education, media is a system of symbols used by teachers and students to represent knowledge, and technologies are tools that enable them to share their knowledge performances with others (Thomas, 1998; Lee, 2016). Educational media are all means of communication, such as print, graphics, animations, audio, and visual materials (Fortinasari, 2020; Andriani, Ardiana & Firman, 2022). Hikmah (2019) emphasizes that educational media is everything that can transfer knowledge (learning materials) by stimulating the students' attention, interest, thoughts, and feelings during the learning process. One of the

innovations is the use of flashcards in the learning process at SDN 3 Potrobangsan Magelang.

A flashcard is a card that consists of a word, a sentence, or a simple picture (Komachali & Khodareza, 2012). Research on the effect of using vocabulary flashcards on the vocabulary knowledge of Iranian preschool students shows that flashcards can lead to an improvement in students' vocabulary (Komachali & Khodareza, 2012). Another research done by Leonardus; Sada and Bunau also shows that the students' vocabulary was improved after studying several times using flashcards. Flashcards can be used to introduce new concepts, increase vocabulary, and test student understanding (Leonardus et al., 2018). Teachers can also use flashcards for drilling and presenting

new words. The presentation of vocabulary teaching methods to English students using flashcards shows that if students want to expand their vocabulary, then they need a system for recording new words associated with the meaning of those words (Widiastuti, 2014). SDN 3 Potrobangsan Magelang adopts and integrates flashcards as an integral part of its curriculum. Flashcards are a tool that is not just a picture card but a tool to transform education.

This research was conducted to determine the role and impact of flashcards as a teaching medium in the SDN 3 Potrobangsan Magelang environment. Flashcards, which at first might have been thought of as just picture cards, have now emerged as a tool that has tremendous potential to increase the effectiveness of learning. Flashcards change classroom dynamics, enrich students' learning experience, and provide an innovative touch to the educational process (Astuti, 2015; Rachmadi, Muliati, Aeni, 2023). As initial education, elementary school forms the foundation of children's intelligence and skills. Teachers can exploit the full potential of flashcards to create a more interactive and fun learning atmosphere.

METHODOLOGY

In this study, the authors use qualitative descriptive method research. The authors used a descriptive qualitative analysis research method to analyze the role and impact of flashcards. Descriptive analysis research refers to identifying, analyzing, and describing the data. The descriptive research method generates or records data in the form of

exposure and is limited to studying facts or phenomena that are empirically alive in the speakers (Asrifan et al., 2021).

To obtain the data collection, the author used several steps, including (1) interviewing the teachers, (2) conducting observation in the classroom, and (3) distributing a questionnaire. After the data is collected, it is then analyzed. To analyze the data, the data analysis methods involve the following steps (1) data reduction, where the researcher selects the relevant data needed, (2) data analysis, where the researcher analyzes the data that has been collected which involves an in-depth evaluation, (3) data presentation, present the results of the analysis by making a table of findings followed by discussion stage, and (4) conclusion drawing, present the

findings that related to the role and impact of flashcards as the teaching media in SDN 3 Potrobangsan Magelang.

RESULT AND DISCUSSION

Situated in the bustling community of Magelang is SDN Potrobangsan 3, where a novel approach to learning the English language is being pioneered. In the classroom, innovative teaching techniques are utilized, the most significant of which is the utilization of flashcards.

Flashcards might not have been exciting in the classroom before, but now they've turned into magic wands that help students master English vocabulary and listening skills. The structured framework in the coding framework table provides a clear view of the impact flashcards have on

students' skills and enthusiasm. The category of "Perceived Impact on Skills" highlighted the teacher's observations and showed a positive impact on students' vocabulary skills and the enhancement of listening and speaking skills. Nevertheless, the "Student Enthusiasm" category in the coding framework reinforces the vibrant and energetic student enthusiasm in the classroom environment. The coding framework is listed in Table 1.

Table 1
Coding Framework

Category	Code
Perceived Impact on Skills	Positive Impact on Vocabulary Skills, Enhancement of Listening Skills, Improvement in Speaking Skills
Student Enthusiasm	Very Excited

In the classroom, flashcards have evolved far beyond their role as mere cardboard tools, transforming into vehicles that propel a student's mastery

of the English lexicon. As the teacher notes, the use of these vivid and evocative flashcards has sparked a veritable enchantment with language in his students, allowing their facial adornments to shine with a flash of dazzling brilliance. By imbuing their vocabulary with a wealth of colorful expressions, these flashcards have imbued their users with a newfound passion for words that transcends everyday learning.

The flashcard's influence on the students' auditory capabilities also deserves praise. As the teacher eloquently expresses, "It is a musical journey. Each flashcard introduces a new note to their aural repertoire; the children, once passive listeners, are now active participants in decoding the language, connecting sounds to images with an increased level of accuracy." Through the flashcard's

ability to foster engagement, the students have developed a deeper understanding and command of English.

In the realm of oral communication, the influence of flashcards is palpable. As the teacher describes, "Imagine a garden of distinct blossoms, each student a unique flower. Flashcards serve as the sunlight, encouraging each student to open up and express themselves with confidence. The hesitant whispers of yesterday have transformed into a robust chorus of assured voices, brought to life by the synergistic relationship between students and flashcards." With this cooperation, the students' spoken English proficiency has experienced a dramatic increase.

The enthusiasm of the students presents a captivating feature of this story. As the teacher exclaimed, "They are not simply enthused; they are genuinely and immensely enthusiastic about leveraging flashcards. The classroom is a stage, a place where each flashcard unfolds a new act, a performance wherein the students not only willingly participate but have turned the act of learning into an art form of joy. This narrative has all the elements to captivate, drawing on the teacher's enthusiasm and the student's dedication to the craft, which has elevated their classroom experience to a level of pure art.

Based on Table 1, shows that there is a positive impact felt on the application of flashcards, including increasing vocabulary skills, listening skills, and speaking skills. The students' reactions to taking classes using the picture card method were very enthusiastic and showed high enthusiasm.

The use of flashcards greatly contributes to increasing students' vocabulary. This is in line with previous research findings (Komachali & Khodareza, 2012), which highlighted the effectiveness of flashcards in increasing vocabulary knowledge. Picture cards provide a solid visual stimulus, making images more exciting and authentic, which can enrich students' ideas regarding a topic. The use of flashcard media makes learners reportedly enjoy learning through mobile applications and find them facilitating vocabulary development (Xodabande et al., 2022). This makes it easier for students to understand and remember vocabulary because they can imagine each word.

The statement "flashcards as a musical journey" shows that there is an impact on students' listening abilities. Through picture cards, students have changed from passive listeners to active in conveying language by introducing new tones through flashcards. The relationship between sound and image contributes to improving students' listening skills. Using flashcards also adds sensory experiences that stimulate students' way of thinking and feeling.

Another positive impact of implementing flashcards is improving oral communication or speaking. Meanwhile, another researcher found that flashcards can increase students' speaking skills (Kurniawan et al., 2020; Lutfi, 2020) As a teacher if the analogy is like a flower garden, each student is considered a unique flower. The flashcards are like rays of sunlight, which are meaningful and encourage students to be more open and speak confidently. With cooperation between students and

flashcards, the level of students' English-speaking skills increases drastically. By providing visual images, students can form what they are learning, making it easier for them to compose words and sentences and express them orally.

The students' reactions to taking classes using the picture card method were very enthusiastic and showed high enthusiasm. Because the flashcard method involves the repetition of structured material and can encourage student enthusiasm. This encourages students to participate actively by being directly involved in introducing and using flashcards. In this way, students feel directly involved in the learning process, thereby providing a learning experience that inspires enthusiasm for further involvement in learning.

CONCLUSION

In summary, implementing flashcards in the English language program at SDN Potrobangsan 3, overseen by an English teacher, has resulted in a revolutionary impact. The innovative usage of flashcards sparked students' genuine interest and transformed them from passive language consumers to active participants in its interpretation. This approach increased oral communication confidence and enhanced speaking, listening comprehension, and vocabulary acquisition in class.

Using a qualitative descriptive methodology, this study investigated the uses of flashcards through surveys, observations, and interviews. The results show that flashcards help increase engagement and enthusiasm for learning and create a more pleasant

Nurul Hidayah, Paulina Besty Fortinasari, Hanina Syarifah, Siti Nur Aisyah,
Wigati Sunarsih, Fadhia Bimala Nur Insani, Sinta Ria

learning environment. As we reflect on our experience at SDN Potrobangsan 3, we can see how flashcards transformed the classroom into a place where education became a joyous art.

Considering the importance of utilizing resources to improve the quality of education, this study suggests conducting future research on innovative teaching strategies such as flashcards. Based on these findings, future research might examine the impact of flashcards in various educational settings, which may contribute to the creation of effective teaching strategies. In conclusion, the implementation of flashcards at SDN Potrobangsan 3 has improved student learning and offered more creative and significant teaching strategies. This supports the idea that education should foster a passion for lifelong learning, not just impart knowledge.

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