Use of Flashcard Media to Improve English Vocabulary of Fourth Grade Students of Muhammadiyah Gunung Lagan Elementary School

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ABSTRACT

This study aims to analyze and measure the effectiveness of using flashcards to improve English vocabulary mastery among fourth-grade students at Muhammadiyah Gunung Lagan Elementary School. The background of the problem indicates that fourth-grade students often encounter difficulties and lack motivation in memorizing English vocabulary, which impacts suboptimal learning outcomes. This weakness is strongly suspected to stem from monotonous conventional learning methods, a lack of media variety, and minimal visualization. To address these issues, this study adopted a Classroom Action Research (CAR) approach, implemented through two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The subjects were 25 fourth-grade students at Muhammadiyah Gunung Lagan Elementary School. Data were collected through observations of student activity during the learning process and learning outcome tests (pre-test and post-test) in each cycle. The results showed significant improvement. In Cycle I, the percentage of classical completion reached 68%, with room for improvement. After corrective actions in Cycle II, the percentage of classical completion increased sharply to 88%, exceeding the established success indicator (the school's Minimum Completion Minimum). Furthermore, observations showed a positive increase in student activity and enthusiasm. Therefore, it can be concluded that the use of flashcards has proven effective and is suitable as an innovative solution to improve the English vocabulary mastery of fourth-grade students at Muhammadiyah Gunung Lagan Elementary School.

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Introduction

English is globally recognized as an international language (lingua franca) that plays a crucial role in communication, technology, and science. Therefore, English instruction, including at the elementary school level, is becoming increasingly important as a

foundation for students to face future global challenges (Rahman et al., 2022). Strong English language proficiency is crucially determined by its fundamental component, vocabulary. Vocabulary serves as the building block that enables students to understand, speak, read, and write in the language.

Despite its importance, real-world conditions often demonstrate that English learning at the elementary school level, particularly vocabulary mastery, still faces numerous challenges. Fourth-grade students, who are in a transitional cognitive development phase, often struggle to memorize and retain new vocabulary. Learning methods that tend to be passive, dominated by lectures and note-taking, often fail to engage students' intrinsic interest. This aligns with findings that interest and motivation in learning have a significant impact on student learning outcomes (Ricardo & Meilani, 2017).

A similar situation was identified at Muhammadiyah Gunung Lagan Elementary School, particularly among fourth-grade students. Initial observations and learning outcome data indicate that students' English vocabulary mastery is still low, falling below the Minimum Completion Criteria (KKM) set by the school. This low achievement indicates that the learning process has not been able to create an interactive and engaging learning environment for students. This weakness is exacerbated by the lack of variety in the use of learning media.

The need for innovative learning media that can accommodate the learning characteristics of elementary school students is urgent. Effective learning for students of this age must involve visual, auditory, and kinesthetic aspects. Learning media serves to clarify abstract concepts into concrete forms, making information more easily absorbed and remembered by students (Fatimah & Maryani, 2018). Without engaging media, the learning process will feel dry and boring, leading to decreased student motivation. One medium considered highly relevant and effective for improving vocabulary mastery in elementary school is flashcards. Flashcards are simple picture cards containing words or phrases, allowing students to connect visual concepts with their written forms. The use of flashcards actively stimulates students' visual and auditory memory and supports repetitive learning in a fun and non-pressurizing way.

The main advantages of flashcards lie in their portability, affordability, ease of manufacture, and, most importantly, their ability to create intense two-way interaction between students and the learning material. Visual media such as flashcards have been proven highly effective in supporting literacy and memory in elementary school students (Gogahu & Prasetyo, 2020). Furthermore, flashcards can be integrated with games, which aligns with the characteristics of elementary school students who tend to enjoy learning through play (Elisyah et al., 2024).

The low learning outcomes in fourth grade at Muhammadiyah Gunung Lagan Elementary School, as previously explained, are heavily influenced by a lack of motivation (Ricardo & Meilani, 2017). Implementing flashcards in the form of games or quizzes can transform a passive classroom atmosphere into a more dynamic one. This increased dynamism and excitement directly contribute to increased motivation, which ultimately has a positive impact on students' memory and vocabulary mastery.

Improving the quality of learning depends heavily on teachers' ability to design and implement innovative learning models (Hamka, 2023). Teachers must be able to step outside the comfort zone of conventional methods. The use of media such as flashcards demonstrates teachers' efforts to adapt teaching methods to suit the diverse needs and learning styles of students, as emphasized in studies on the effectiveness of various instructional approaches (Siregar, 2024). Given that the problem at hand is a practical one that occurs specifically in the classroom, the most appropriate type of research to test the effectiveness of flashcards is Classroom Action Research (CAR). CAR is designed to directly and systematically improve teaching practices, allowing teachers to implement solutions, observe the results, and reflect for continuous improvement.

CAR has a structured cyclical flow, consisting of four main stages: planning, acting, observing, and reflecting (Arikunto, 2002). This framework ensures that each intervention (the use of flashcards) is rigorously evaluated and adjusted based on empirical data collected in the classroom. This ensures that actions taken in the next cycle are more effective in improving the learning outcomes. Based on the problems and proposed solutions, this study focuses on testing the effectiveness of flashcards as a learning medium. The main objective of this study is to determine whether the use of flashcards can significantly improve English vocabulary mastery and learning engagement of fourth-grade students at Muhammadiyah Gunung Lagan Elementary School.

The independent variable in this study was the use of flashcards, while the dependent variables were English vocabulary improvement and student learning engagement. The quantitative success indicator for this study was determined when students' classical completion percentage reached or exceeded the school-determined minimum competency criteria (KKM), typically around 75% or 80%. Theoretically, this research is expected to enrich the body of knowledge in elementary education related to innovation in English learning media. Practically, the results are expected to provide concrete input for elementary school English teachers in selecting effective and inspiring media, as well as serve as guidelines for schools to improve the quality of learning.

Methods

The type of research used was Classroom Action Research (CAR). This decision was based on the nature of the problem at hand, namely a practical and specific issue

related to the low mastery of English vocabulary in fourth-grade students. CAR aims to intervene, improve, and enhance the quality of learning directly and systematically in the classroom environment. The adopted design is the CAR cycle model developed by Kemmis and McTaggart, which emphasizes continuous reflective action.

This research was conducted at Muhammadiyah Gunung Lagan Elementary School, where the primary research problem was identified. The subjects were 25 fourth-grade students in the current academic year. The selection of subjects was based on preliminary data indicating that this class had not yet achieved the Minimum Completion Criteria (KKM) in English. The main objectives of the research included the use of flashcards as the intervention variable, and English vocabulary improvement and student engagement as the dependent variables to be measured.

The CAR procedure is planned to be implemented in two cycles as a minimum. Each cycle consists of four mandatory stages. The first stage is Planning, in which the researcher and collaborating teacher design a Lesson Implementation Plan (RPP) that explicitly integrates the use of flashcards. Furthermore, this stage also involves the development and validation of instruments, including test questions and an activeness observation sheet. The second stage, Action Implementation, is the concrete implementation of the RPP in the classroom. The teacher uses a variety of interactive games and activities using flashcards to introduce new vocabulary, practice pronunciation, and conduct quizzes, shifting the classroom atmosphere from passive to active. This action implementation is carried out within the allocated timeframe for English lessons.

The third stage is Observation, which is conducted simultaneously with the action implementation. The researcher or collaborator uses a structured observation sheet to record the extent to which student activeness and motivation have increased, as well as the teacher's effectiveness in managing the flashcards. Quantitative data is also collected through a post-test at the end of each cycle to measure vocabulary learning outcomes. The final stage, Reflection, is a critical stage in which the researcher analyzes all collected data. Quantitative analysis includes calculating the average score and the percentage of class completion. Qualitative analysis describes changes in student behavior recorded in the observation sheets. The results of this analysis serve as the basis for evaluating the success of the cycle.

The indicators of success for this research are determined by significant improvements in two aspects. Quantitatively, the research is considered successful if the classical completion percentage reaches at least 80% of all students. Qualitatively, success is assessed by the increase in the average activeness score, indicating a shift in student participation from passive to participatory. If these indicators of success have not been achieved by the end of Cycle I, the reflection will identify weaknesses that need

to be addressed, such as a lack of variety in flashcard games or suboptimal time management. These weaknesses will then be formulated into a systematic and detailed improvement plan for actions to be implemented in Cycle II.

Result

The initial stage of the research involved a diagnostic test to map the English vocabulary mastery of fourth-grade students at Muhammadiyah Gunung Lagan Elementary School. Preliminary data showed that the average student learning outcome score was only 55.4. This figure was far below the Minimum Completion Criteria (KKM) set by the school. The learning completion analysis revealed a very low percentage. Only 32% of the total students, or 8 out of 25, successfully achieved the KKM. The majority of students (68%) fell into the "incomplete" category. This situation clearly indicates a serious and pressing problem in vocabulary learning practices in the classroom.

This low achievement was reinforced by initial observations that noted a relatively passive classroom atmosphere, with students showing little interest and motivation in participating in the lesson. The lecture-dominated method failed to stimulate active student participation, resulting in poor vocabulary memory and retention. Corrective actions began in Cycle I, where flashcards were implemented as the primary tool for introducing and practicing vocabulary. This action was carried out in accordance with the modified Lesson Implementation Plan (RPP). At the end of Cycle I, researchers conducted a post-test to measure the initial impact of the intervention. Test results showed a significant increase in the average class score, which rose to 71.2. This 15.8-point increase indicates that flashcards are beginning to have a positive effect.

The percentage of classical completion also increased sharply. From 32% in the pre-cycle, completion in Cycle I reached 68%, meaning 17 out of 25 students had completed the task. This improvement demonstrates that the use of visual media successfully increased learning engagement. However, these results fell short of the research's established success indicator of at least 80% classical completion. This failure indicates that despite progress, the implementation of actions in Cycle I still had weaknesses that needed to be addressed. Qualitative observations noted that although students were more active, the teacher's time management and variety of flashcard games were still suboptimal. This resulted in some passive students not being fully facilitated to participate optimally.

Based on critical reflections from Cycle I, researchers formulated corrective actions for Cycle II. The focus of the improvements was on diversifying the flashcard games into more competitive games and improving teacher time management in facilitating each student group. The implementation of Cycle II actions involved competitive and collaborative flashcard games designed to increase student enthusiasm and stimulate intrinsic motivation. Flashcards were used in more dynamic and structured sessions.

Qualitative observations from Cycle II showed significant improvements. Student engagement and enthusiasm increased dramatically, achieving the highest average observation score during the study. Students who had previously tended to be passive were now more willing to respond and participate in group activities.

At the end of Cycle II, a post-test was administered. The results showed a significant increase in the average score, reaching 82.5. This increase demonstrated the positive consistency of the improvement actions. Crucially, the percentage of classical completion jumped to 88% in Cycle II. This figure equates to 22 out of 25 students successfully achieving the Minimum Competency (KKM). The increase from 32% (Pre-Cycle) to 88% (Cycle II) demonstrated the success of the intervention.

With a classical mastery rate of 88%, this study quantitatively exceeded the established success indicator (minimum 80%). This indicates that the use of flashcards, refined through the CAR cycle, was effective in improving fourth-grade students' English vocabulary mastery. Overall, the quantitative and qualitative data indicate that the flashcard intervention successfully transformed students' learning from a low, passive level of mastery to an optimal, participatory level.

Discussion

Research results showing a significant increase in English vocabulary mastery from 32% (pre-cycle) to 88% (Cycle II) empirically demonstrate the effectiveness of flashcards as a learning aid. This improvement is driven by flashcards' ability to present vocabulary information visually and concretely. For fourth-grade students, who are at the concrete operational stage, the direct connection between images and words significantly facilitates the process of encoding and memory retrieval. This success is consistent with the argument that engaging visual media, such as flashcards, are highly effective in supporting literacy and memory retention in elementary school students (Gogahu & Prasetyo, 2020).

The success of this improvement in learning outcomes is determined not only by the quality of the media but also by a fundamental shift in learning methods from passive (teacher-centric) to active (student-centric). Flashcards enable teachers to implement interactive activities and games, where students become active participants in finding, matching, and using vocabulary. Active learning driven by flashcards has been proven to be superior in producing better learning outcomes and more meaningful experiences compared to conventional methods (Lubis, 2019).

The increase in completion rates was closely related to a drastic increase in student motivation and engagement, as recorded in qualitative observations. Flashcards, especially when integrated into group games in Cycle II, successfully created a fun and competitive classroom atmosphere. This addressed the main pre-cycle

problem, namely low interest. Studies show that learning motivation has a positive and significant impact on students' ability to absorb and retain information, which is a prerequisite for achieving optimal learning outcomes (Ricardo & Meilani, 2017).

The significant improvement between Cycle I (68%) and Cycle II (88%) emphasizes the importance of diversification and gamification in the use of flashcards. In Cycle II, flashcards were integrated into games that required collaboration and competition. The use of these gamification elements proved effective in increasing overall student engagement (Elisyah et al., 2024). Furthermore, this group activity indirectly fostered collaboration and communication skills, which are integral to developing 21st-century skills (Mardhiyah et al., 2021). The research process, which utilized the CAR methodology, proved valid and crucial to its success. The reflection phase at the end of Cycle I played a vital role in identifying specific weaknesses—such as time management and lack of variation—which were then systematically corrected in Cycle II. This improvement cycle, in accordance with CAR principles (Arikunto, 2002), ensured that the implemented actions were adaptive and relevant to the actual needs of students at Muhammadiyah Gunung Lagan Elementary School, rather than a single, rigid intervention.

These findings have strong practical implications for elementary school English teachers. This study underscores the importance of media innovation as a strategy to address vocabulary mastery issues. Practical recommendations include consistently using flashcards and other visual-kinesthetic media, and adapting teaching methods to be more interactive and in line with students' learning preferences, who desire variety and hands-on activities (Siregar, 2024). The suitability of flashcard media to the characteristics of fourth-grade students at Muhammadiyah Gunung Lagan Elementary School is a determining factor in success. At this age, students need physical and visual objects to facilitate abstract learning such as vocabulary. Flashcards meet this need, making them an ideal tool for concretizing vocabulary. High improvement indicates that when methods are aligned with students' developmental stages, optimal learning outcomes will be achieved.

Conclusion

Based on the results of the Classroom Action Research (CAR), it can be concluded that the use of flashcard media has proven effective and significant in improving the English vocabulary mastery of fourth-grade students at Muhammadiyah Gunung Lagan Elementary School. The increase achieved from the classical completion percentage of 32% in the pre-cycle to 88% in Cycle II indicates that this intervention has succeeded in achieving and exceeding the research success indicators. This effectiveness is supported by the role of flashcards as a powerful visual aid that can increase student motivation,

activeness, and collaboration, while facilitating the active learning process that is very much needed by students at the elementary school level.

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