

## Use of Flash Card Media in Pre-Learning English Vocabulary at SDIT Hiroo Pemenang Timur

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### Abstract

The research entitled Use of Flash Card Media in pre-learning English vocabulary at SDIT Hiroo Pemenang Timur 2024/2025 Academic Year, researchers researched this research on the basis that (1) they wanted to know how the process of implementing media *Flash Card* at SDIT Hiroo Uang Timur, apart from the above basis, researchers also want to know (2) what factors can influence the quality of student learning when applying media *Flash Card* which was carried out at SDIT Hiroo Pemenang Timur. This research was conducted at SDIT Hiroo Pemenang Timur. The type of approach used in this research is a qualitative approach with descriptive qualitative methods. In this study, researchers collected data using observation, interview and documentation techniques. The data source for this research was obtained from the Principal and Teachers of SDIT Hiroo Panggang Timur. And the data analysis techniques that researchers use are data collection, data reduction and presentation in drawing conclusions. The results of the research carried out are (1) application of media *flash cards* in pre-learning. It is carried out 3 times a day and 5 days a week. The material provided in this application is related to *daily routine*, *things around us*, dialogue between traders and buyers. During 1 month of implementation, media *flash cards* have been taught to 80 students. (2) the results of applying the media *flash card* the second focuses on factors that influence the quality of student learning related to inhibiting and supporting factors, inhibiting factors namely (a) students' lack of focus in learning (b) students' presence in the classroom when implementing media applications. *flash card*. The supporting factors are (a) students' persistence in pronouncing the existing English vocabulary *flash card* in daily activities (b) material delivered through the media *flash card* can be conveyed well because it is accompanied by direct practice within the school scope.

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## 1. INTRODUCTION

Indonesia is one of the countries affected by the Covid-19 outbreak, which has caused *social distancing*. *Physical distancing* as a policy of limiting social and physical distance, has an impact on stopping the teaching and learning process in schools. All educational activities were closed, even national exams were threatened at that time. The crisis in sight is forcing all educational components to innovate distance learning via online or online learning. This is intended so that the learning process continues in the midst of the Covid-

19 outbreak. This paradigm regarding the essence of learning has become classic with the Covid-19 crisis which has changed the paradigm of education and learning in the world. This pandemic crisis not only attacks human respiratory organs, but also stops the normal education system in Indonesia which is carried out outside the home, including temporarily closing schools (Mansyur, 2020).

Therefore, the Indonesian government, especially the Minister of Education, must think hard so that education in Indonesia does not go into a vacuum. From this disaster, the Minister of Education Nadiem Makarim Anwar provided a solution to revive education or the learning process in Indonesia, namely by changing the curriculum. The curriculum issued by the Minister of Education on Friday 11 February 2022 is called the Independent Curriculum. This curriculum was legalized online by Mr. Nadiem Makarim Anwar as Minister of Education in Indonesia. Regarding learning in the Merdeka Curriculum, students are taught more about how to solve problems independently, but even so, students may not be able to do it themselves if there is no intervention from the teacher. In this curriculum too, apart from active students, teachers must also be more active, creative and innovative, if this is not the case then students will be confused themselves and will trigger students not to be enthusiastic about learning.

One of the subjects required in this curriculum is English. English is a universal language because it is used by most countries in the world as the main language. English is also an international language that is important to master because by mastering this language we can find out all the information and innovations from around the world for the progress of human civilization. Learning English is a new paradigm in the Merdeka curriculum. (Kartika Dewi, 2023).

Seeing that the current era is modern, it feels incomplete if there is no English language education, because English is an international language, therefore it is very important for students to learn English from an early age. However, there are several obstacles in schools in learning English, one of which is that there are no special teachers dedicated to teaching English in elementary schools, because so far what the author knows in several schools is that the English teacher is still the respective homeroom teacher. So, the effectiveness of students in learning English is still lacking. Therefore, the English learning process cannot be carried out effectively, and even leads to boredom among students, because teachers only rely on the material in the textbook and then teach it as best they can and according to their knowledge of English. (Diana Octavia, 2023).

The shortage of English teachers in elementary schools means that English language teaching cannot run well. The lack of teachers who are competent in English in elementary schools has become a major polemic which is still a homework problem for schools. However, if the class teacher must continue to teach English in class, at least there must be training regarding procedures for teaching English at school. Because teachers still need training in teaching English which is essentially very different from other teaching. The lack of availability of teaching facilities and media is also a dire need *urgently* to be fulfilled, so that English language teaching in elementary schools can run effectively. English subjects must be accompanied by school readiness, both in knowledge and human resources as well as learning facilities (Diana Octavia, 2023).

## 2. RESEARCH METHOD

The author uses a qualitative method with a descriptive approach. To make it easier for the author to complete the proposal and collect data, the author uses a qualitative method which is scientific research, which aims to understand a phenomenon scientifically which prioritizes the interaction process (Hadi, 2021). With this type of qualitative descriptive

research, in which the researcher describes existing phenomena, both natural phenomena and man-made phenomena. These phenomena can be in the form of forms, activities and characteristics of changes, relationships, similarities and differences between one phenomenon and another. Basically, descriptive qualitative research seeks to describe and interpret something based on existing relationship conditions, opinions that develop from the effects that occur. (Rusli, 2021)

The power collection tools used in this research include observation, interviews, documentation. Data analysis techniques in this research are data reduction, data presentation and conclusions. According to Miles and Huberman, there are three types of activities in data analysis, namely data reduction, data display, and conclusions (Miles & Huberman, 1992). According to (Hardani, 2020) The validity of the data in this research includes research extension and triangulation. Triangulation is divided into three, namely source triangulation, time triangulation and method triangulation.

### 3. RESEARCH RESULT

#### **Process of Implementing Flash Card Media in pre-learning.**

Media implementation process *Flash card* the pre-learning process went according to what the researchers expected. Implementation *First* This is done before carrying out the Dhuha' prayer for 20 minutes, the second application is carried out after the Dhuha' prayer before the Teaching and Learning Activities (KBM) begin, then the third application is carried out before going home. Therefore, all SDIT Hiroo students are required to arrive on time at 07:00, unlike teachers who are required to arrive before exactly 07:00. SDIT Hiroo always instills a spirit of discipline and character building related to things that must be instilled from an early age, such as arriving on time and cleaning the school yard. Apart from improving student discipline, the school also takes advantage of the available morning schedule by carrying out pre-learning activities through *Flash Card*. In line with this, the principal said that in the morning students carry out pre-learning activities with fresh brains and minds. *"We deliberately schedule this vocabulary in the morning, because students still feel fresh, and are still enthusiastic about their activities."* Before entering the school area, teachers check the completeness of students in front of the gate, such as checking student uniforms, clean nails and hair for male students. Students who feel complete are allowed to enter the school area and are immediately directed to clean the school grounds. Before 07:30 students got ready to take ablution water and then lined up on the field to carry out *flash cards* first thing in the morning which lasts 20 minutes. During the research, the researcher facilitated the 5th grade teacher with 20 media *flash cards* used per week.

In the process of applying the media *flash card* in this case, students follow the example of the teacher, the teacher sets the example and then the students will imitate him. However, before implementation begins the teacher does *greetings* to students for 5 minutes, examples of greetings used are: *"hii good morning, how are you today?"* Then students will answer *"I,m fine, thank you, how about you?"*, then the teacher again asks what day it is today, what day it was tomorrow and yesterday, using English expressions such as *"what day is today? What day was yesterday? What day is tomorrow?"* The student will answer again *"today is Friday, yesterday is Thursday, and tomorrow is Saturday"*. Safter doing *greetings* for students, the teacher will start to apply vocabulary in the first session through the media *flash card* for 10 minutes. At 07:50, students immediately make the dhuha prayer row in their respective classes, which is led by the students directly. After carrying out the prayer, students immediately take their places to deposit their memorization of the Qur'an which is targeted to be completed during the exam. This activity is carried out during approximately 30 minutes, this is one of the habits that is instilled in SDIT Hiroo students.

Media application process *flash card* the second one was held again at 9:40 in the same way as when they were in the field. The difference was that students were directed to write the vocabulary that had been given, but this could be done at any time.

**Factors that influence the quality of learning in media *flash cards*.**

**First Inhibiting factors.** What is found in students is that if they are not handled and paid attention to, these pre-learning activities will not develop as desired, besides that they will also not achieve the desired goals optimally. The effect that arises on students related to the inhibiting factors in the absence of students is that it will reduce students' abilities in pronunciation, understanding the meaning and writing of the vocabulary being studied.

**Second Supporting factors** What was found was students' persistence in understanding the meaning, writing and pronunciation of pre-learning vocabulary used in daily activities at school and material delivered through media. *a flash card* can be conveyed well because it is accompanied by direct practice. Their understanding will increase, because the purpose of language is to communicate so that other people understand what is being conveyed. In other words, understanding the meaning, writing and pronunciation of English vocabulary can maximize students' communication skills.

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