

## Using Flashcards to Motivate Students to Learn English at SDN Karangayu 03 Semarang

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### Abstract

This article discussed students' motivation to learn English using flashcards, especially for learning English Speaking, which focused on fluency and pronunciation. From the various problems regarding student motivation in the learning process, Flashcard is a media that is quite effective for teaching first-grade elementary school students because young learners still like to learn while playing. The data source came from observation and interviews with the English teacher and first-grader students at SDN Karangayu 03 Semarang. From the teacher's perspective: (1) Fun; (2) Effective; (3) Students easily understand the material taught because young learners learn while playing. From the students' perspective: (1) Learning with flashcards is fun, and engaging; (2) The students all are happy learning using flashcards; (3) Didn't feel bored; (4) Want to learn using flashcards again in the future. So, it concluded that learning English Speaking using flashcards has a good impact and can motivate students to learn.

**Keywords:** Flashcards, Young Learners, Learning process, English Speaking, Student Motivation.

### INTRODUCTION

Teaching is a scientific process with communication, feedback, and content components. The teaching strategy must have a positive effect on the student learning process. According to Sequeira (Sequeira, 2012), teaching is about teachers and their roles. Students and what the students learn are essential aspects of teaching. Teaching is a series of events to support students' external and internal learning processes.

From time to time, the concept of teaching young learners has changed. In the past, students between five and twelve years old were called young learners. But now, from preschool (three years) to elementary school (12 years) are called young learners. Imanah & Nargis (Imaniah & Nargis, 2017) explain that teaching young learners requires an extraordinary teaching approach. Presenting abstract rules to children is a small matter, but the context of communication is essential. We must understand the characteristics of teaching English to young learners. Teaching young learners has characteristics that are different from teaching older learners. Young learners tend to have another intention to learn than older learners. Young learners do what they like and what they want. They like to enjoy their style (Fajarina, 2017).

Learning motivation is an action in the form of encouraging students to be more enthusiastic in the learning process. If students are using their time to study, it means that these students are motivated. Learning motivation can be interpreted as a driving force to carry out certain learning activities from within and outside the individual to foster enthusiasm for learning (Monika & Adman, 2017 in Andriani & Rasto, 2019).

The characteristics of students who have learning motivation are as follows:

1. Diligently handle the task;
2. Don't give up easily;
3. Show interest in various problems;
4. Prefer to work independently;
5. Quickly get bored with routine tasks that are mechanical or repetitive;
6. Can defend their opinion;
7. Not easy to let go of things they believe in;
8. Enjoys finding and solving problems (Emda, 2017).

It is important to teach English for low-grade students to understand, learn and practice English because English is an international language. English is a start to one's instructional achievement and to support a career in international work (Sinaga, 2010 in Megawati, 2016). There are four aspects of English: Reading, writing, listening, and speaking.

In learning English, speaking is important because the students would practice directly by mentioning words or sentences the teacher has explained. Speaking can also improve how to pronounce vocabulary in English correctly. Wahyuni et al. (Wahyuni et al., 2017) said that to determine language success, speaking skills are needed. Speaking skill is one of the productive skills because a speaker actively produces language to make meaning. According to Rao (Rao, 2019), speaking is the most important of the four language skills because it is used to communicate well in this global world.

Therefore speaking skills for low-grade students must be improved in the learning process. Speaking is an essential part of the language-learning process. The main goal of teaching speaking skills is communication efficiency. Language learners must be able to communicate using their current abilities.

In the process of learning speaking skills, there are several problems:

1. Lack of student motivation;
2. Less active students;
3. The use of the mother tongue;
4. Lack of learning facilities (Istiqhomah et al., 2021).

Therefore, the researcher can use flashcard media to learn English Speaking to make the learning process more exciting and not boring, especially for elementary school students. Learning media play an essential role in teaching and learning activities. To increase students' enthusiasm for receiving learning materials, the students can use appropriate learning media for learning activities. Flashcard is a learning media that is quite effective for teaching English Speaking, and students can see the pictures and read the writing on the flashcard. One creative way to make learning attractive is using a flash card and the drilling techniques offered by the audio-lingual method.

One type of learning media in the form of cards containing words and pictures that can be adapted to students and used for completion is Flashcards (Altiner, 2019). While Safa'ah & Rimadhani M (Safa'ah & Rimadhani M, 2021) said flashcards are among the most effective media to improve literacy, especially in early elementary school. Lindawati (Lindawati, 2018) noted that one of the effective media to teach children to read texts and learn about the environment from an early age is flashcards.

Using flashcards for the learning process can help students remember and practice speaking to mention vocabulary with the correct pronunciation. Flashcards are

one of the exciting media for teaching elementary school students because using flashcards can motivate their learning, so it doesn't give the impression of being monotonous and boring because, with flashcard media, students can learn while playing. In addition, flashcards can also increase the interaction between the teacher and students.

The learning process involves interactive activities between teachers and students and two-way communication that occurs in the educational environment to achieve learning objectives (Rustaman, 2001:461 in Bimantara, 2020). In addition to the teacher, students also have an essential role in the learning process.

From the explanation of the theory above, this research found several problems

1. How is the implementation of learning English speaking by using flashcards media at SDN Karangayu 03 Semarang?
2. How can flashcards encourage students to learn speaking skills?

Regarding the identification of the research questions, the following remarks below are the objectives of this study:

1. To find out the implementation of teaching speaking using flashcards media at SDN Karangayu 03 Semarang and what method is used to implement the learning process using flashcards;
2. To find out how flashcards can encourage students at SDN Karangayu 03 Semarang to learn speaking skills.

## **RESEARCH METHOD**

This study used observation and interviews. That means, to get data, the researcher came to the field of the study, SDN Karangayu 03 Semarang, where the researcher could directly observe the first-grader students at SDN Karangayu 03 Semarang to find out the implementation and encourage the students to learn speaking skills. The researcher also interviewed the English teacher and first-grader students about their opinion and obstacles faced in the learning process using flashcards with the Audio-Lingual methods drilling technique.

### ***Research Design***

Qualitative research is applied to this research as a research tradition. Qualitative research is research that utilizes data in the form of narratives, detailed stories, and expressions of construction results from respondents or informants. The data can be obtained from interview and observation data collection techniques. Qualitative studies focus on expertise and a research question as a humanistic or idealistic technique. A qualitative approach is used to understand people's ideals, stories, attitudes, conduct, and interactions. It generates non-numerical facts (Pathak et al., 2013).

### ***Population and Sample***

The subject of this research was the English teacher and the first-grader students, with 28 students at SDN Karangayu 03 Semarang. The researcher conducted a 4-week study at SDN Karangayu 03 Semarang to obtain data from the subject, observing and teaching flashcards with Audio-Lingual Methods using a drilling technique.

### ***Instrument***

The instrument used in this study is observation and interview. The researcher used the review sheet to analyze the teacher's and students' questions and answers about learning using flashcards and whether it can motivate their learning or not. The researcher also uses five flashcards, one box containing 40 cards with animal themes as the learning media. This is adjusted to the textbook in grade 1 at SDN Karangayu 03, chapter 9, with the theme of animals. The researcher made a lesson plan and taught the 1st-grader students while playing with flashcards and observed the English teacher while she was teaching.

### **Data Analysis**

In analyzing data, the researcher will do the following steps:

#### 1. Identifying

From the results of observation and interviews with teachers and students, researchers will:

- a. Identify teaching procedures;
- b. Identify the obstacles;
- c. The teacher's opinion;
- d. Identify the students' behavior related to the motivational characteristics.

#### 2. Comparing the Learning Activities with Theory

After identification, the finding will be compared with the theory previously mentioned.

#### 3. Justifying

To evaluate whether "Using Flashcards to Teach English Speaking at SDN Karangayu 03" is by theory offered by the experts or not.

#### 4. Making Conclusion

Make conclusions about learning to use flashcards based on the theory mentioned above.

## **RESULTS AND DISCUSSION**

### **Research Findings**

The study was carried out at SDN Karangayu 03 Semarang. Previously in the research process, first-grader students at SDN Karangayu 03 Semarang still needed to improve in learning English. Because they need to learn more animal vocabulary, some students still need to pronounce the animals' names accurately. This is because English is used as a second language, and also, during the pandemic online learning is considered less effective for teaching English speaking to students. To overcome this problem, the researcher observes and teaches first-grader students about animals adapted to the SDN Karangayu 03 Semarang English guidebook using flashcards as learning media.

The step of the implementation of teaching English speaking using flashcards media at SDN Karangayu 03 Semarang, The researcher conducted teaching for four weeks with four meetings.

Table 1. Implementation learning English Speaking by Using Flashcards

<b>Meeting</b>	<b>Learning Goal</b>	<b>Activity</b>	<b>Result</b>
1 <sup>st</sup>	Students can mention animals'	The researcher introduced animal names and showed	Students repeated the animals' names,

	name with the right pronunciation.	pictures of animals through flashcards in front of the class. The researcher mentioned the animal names one by one by offering flashcards, and then divided into four groups. The researcher Holds up one flashcard, and students must find the flashcards and hold them up and say the word of the animal in English and Indonesian with the correct pronunciation.	and students can show the animals' pictures by reading the word on flashcards.
2 <sup>nd</sup>	Students are more enthusiastic about learning using flashcards.	The researcher teaches how to pronounce the alphabet and mention animals based on the letters of the alphabet using flashcards. Then, students will be distributed two flashcards each to practice student concentration and test understanding of last week's material.	Students show improvement from the 1st meeting material and can respond responsively to questions from researchers.
3 <sup>th</sup>	Students can classify animals based on where they live.	The researcher invited students to learn while playing using flashcards. Students were given directions to classify the animals shown with flashcards, whether they live on land, water, or air. Students are also still trained to say the animal's name in English with the correct pronunciation by using the drilling technique that the researcher repeats until students can say it correctly.	Students can answer questions correctly, and can say animal names with good and correct pronunciation.
4 <sup>th</sup>	Students can answer the mini-test correctly.	The researcher gave a mini-test by giving guesses using flashcards. Students were asked one by one to say the name of the animal with the card shown in English and Indonesian, and the students passed if they could pronounce the animal's name with the correct pronunciation.	Students are enthusiastic and motivated by learning to use flashcards, and when answering the mini-tests from researcher, students can answer all the

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questions  
correctly.

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In the application, using flashcards as learning media can motivate students to learn English Speaking—the results of observations evidence this during four meetings conducted by the researcher. The first-grader students at SDN Karangayu 03 Semarang were enthusiastic about learning English using flashcards and media. They showed their learning motivation by being happy, excited, and energetic, and in every meeting, they couldn't wait to learn while playing again using flashcards.

From the observation result, the researcher interviewed first-grader students and English teachers.

Table 2. Interview with First-Grader Students

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**Interview with First-Grader Student at SDN Karangayu 03 Semarang**

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**Name / Code:** Researcher / R, Students / S

**Date / Month:** 20 February 2023

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- R:** Halo *students!* Siapa yang mau *Miss* tanyain ngga tentang belajar pakai *flashcards*?  
**S:** Mau, *Miss!*
  - R:** Oke, jadi kalian *enjoy* atau senang ngga belajar menggunakan *flashcards*?  
**S:** Ya, *Miss!* Senang sekali.
  - R:** Kalian merasa bosan ngga belajar pakai *flashcards*?  
**S:** Nggak, *Miss.* Mau belajar sambil main pakai kartu lagi.
  - R:** Kalau gitu apa kalian mau belajar pakai *flashcards* lagi besok-besok?  
**S:** Iya, *Miss* mau!
  - R:** Menurut kalian belajar pakai flashcards tuh gimana ya?  
**S:** Seru, senang, asik, gambarnya lucu-lucu, *Miss.*
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The interview results showed that flashcards can affect students' motivation in learning, especially English speaking. Al, Ayla, Kenanga, Syifa, Aza, Rino, Ilmi, Fitri, Hikari, and other students gave opinions about the learning activities using flashcards media, and they said that using flashcards as learning media is exciting, happy, cute, and fun. They enjoy learning using flashcards as the learning media, feel energized with the learning process using flashcards media, and want to learn again with flashcards in the future.

Table 3. Interview with English Teacher

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**Interview with English Teacher**

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**Name / Code:** Reseacher / R, Ary Widyastutik / A.W

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**Date / Month:** 13 February 2023

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1 **R:** Selamat Pagi, *Miss*. Perkenalkan saya Ade Winda Rahmawati Mahasiswi semester 8 dari Universitas Stikubank Semarang. Sayaingin meminta izin untuk interview Miss Dyas sebagai narasumber saya dalam penelitian saya. Apakah Miss Dyas berkenan?

**A.W:** Selamat pagi, baik silahkan.

2 **R** :Baik, jadi ada berapa jumlah siswa kelas satu di SDN Karangayu03 Semarang ya, *Miss*?

**A.W:** Ada 28 siswa.

3 **R** : Selama mengajar Bahasa Inggris disini, media apa saja yang sudah digunakan dalam sistem belajar mengajar, *Miss*?

**A.W:** Hanya melalui buku dan *songs* saja sebagai media pembelajaran.

4 **R** : Baik, lalu bagaimana pendapat *Miss Dyas* mengenai mengajar Bahasa Inggris kepada siswa kelas satu menggunakan media *flashcards*?

**A.W:** Menurut saya cukup *fun*, cukup efektif, dan dapat memotivasi siswa dalam belajar kaarena siswa lebih mudah menyerapmateri yang diajarkan karena mereka dapat belajar sambil bermain.

5 **R** : Kemudian menurut *Miss Dyas* masalah apa yang dihadapi dalam mengajar menggunakan media *flashcards*?

**A.W:** *Problemsnya* anak jadi kurang fokus karena jumlah siswa yang cukup banyak, kemudian ukuran *flashcards* yang cukup kecil membuat penglihatan siswa menjadi terbatas.

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The teacher's opinion about using flashcards as learning media is also quite reasonable, even though there are shortcomings in that students need to be more focused because there are 28 students in one class, then because the small size of the flashcards made students' vision limited. But, teaching English speaking using flashcards is fun and effective because it's easier for students to absorb and understand the material because they are learning while playing.

### **Discussion**

From the data that has been collected, almost all first-grader students at SDN Karangayu 03 Semarang are happy and motivated to learn using flashcards. Teaching using flashcards as a learning medium is instrumental. It makes it easier for teachers to convey material to students about vocabulary and speaking because students can learn while playing and enjoy it.

From the observation, at the first meeting, students can say the names of animals in Indonesian and English by reading the writing on the flashcards. At the second meeting, the students showed increased motivation to learn English, especially English Speaking, by learning to use flashcards as the medium. The students were enthusiastic

about the third meeting even before the lesson started. When the class began, the students enthusiastically and happily answered the questions given by the researcher. At the last meeting, students were given a mini-test about what they had learned before guessing and saying animal names in English with the correct pronunciation. Almost all students can name animals correctly, are highly motivated, and can't wait to be asked questions and answered quickly.

The results of this study are in line with what was stated by Maghfiroh's research (2013: 10) in (Febriyanto & Yanto, 2019) that "The overall results of the research show an increase, both teacher activity, student activity and student results in thematic learning activities. The teacher's activity and role are no longer the only sources in thematic learning activities, but the teacher becomes a facilitator and guide. The intended student activity is the active role of students during the thematic learning process."

This means that teaching English Speaking at SDN Karangayu 03 Semarang using flashcards is successful because it can increase the role of teachers and students in the teaching and learning process. By an explanation from (Rustaman, 2001:461) in (Bimantara, 2020), "The learning process is a process in which there are interactive activities between teachers and students and two-way communication that occurs in the educational environment to achieve learning objectives." So flashcards are considered quite effective as media in the teaching and learning process. In addition, as a material provider, the teacher does not only focus on monotonous textbooks and media because it will make the teaching and learning process tedious. Therefore, flashcards as a solution to overcome this problem.

From the interview with the students, Students feel happy and motivated by learning to use flashcards as a learning medium, and they want to learn to use flashcards in the future. Flashcards are also proven to be able to increase students' interest in learning English because this is something they are trying for the first time. In the interview with the teacher, the teacher also suggested using flashcards as a learning medium because first-grader students still like learning while playing, this method is considered quite effective in teaching English to young learners.

There may be drawbacks to the results of interviews with the teacher regarding learning English using flashcards. Among them is the size of the flashcards, which is relatively small, resulting in limited student vision. Flashcards are picture cards that are usually 25x30cm or 8x12cm in height. The size of the flashcards can be adjusted according to the respondent's age (Harisanty et al., 2020). Because of the relatively small size, the students' vision was unclear when the researcher explained in front of the class. The second is a class that is not conducive because there are too many students, so they are less focused, and students are easily distracted from their surroundings.

Learning using flashcards as a medium for first-grader students at SDN Karangayu 03 Semarang dramatically increases students' motivation to learn English, especially English Speaking. This is evidenced by the enthusiastic attitude of students while studying in class. The students feel happy, and excited and can't wait to learn to use flashcards daily despite no reward or prize. Following the opinion of Brown (2007: 6) in (Rofi'ah et al., 2021) "The theory of intrinsic motivation is that students work hard and actively work together to help each other get the right words to continue. Even

though there was no encouragement in the form of prizes, the students remained enthusiastic and tried.”

In learning English, students usually feel bored and seem monotonous when they are only fixated on textbooks and not interspersed with games. With flashcards as teaching media, students become motivated and passionate about learning because by using flashcards, students learn while playing. Therefore, the teacher must increase student motivation, especially in learning English because English is a second language, by facilitating students with exciting learning media, one of the learning media that can motivated students to learn English is by using flashcards.

## CONCLUSION

This study used a qualitative approach carried out by observing SDN Karangayu 03 Semarang, teaching first-grader students using flashcards as learning media and Audio-Lingual methods with drilling techniques in the process of teaching English Speaking, and interviews with students and English teachers. From the results of this study, using flashcards as learning media, especially English Speaking, can increase students' interest and enthusiasm in learning.

Observations at SDN Karangayu 03 Semarang showed significant results by teaching first-grader students using flashcards. For students who previously did not understand how to pronounce animals' names in English, four meetings were enough for students to pronounce animals' words correctly. The results of interviews with students and teachers at SDN Karangayu 03 Semarang show that students are very motivated by learning to use flashcards; they feel happy, happy, and want to learn more.

Flashcards are effective as a learning media for first-grader students because students are young learners and prefer to learn while playing. So by using flashcards, students will better absorb and remember the material being taught. Flashcards can also motivate students to study harder in learning English as a second language. Students feel happy, excited and want to continue learning English using flashcards in the future.

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