USING FLASHCARD TO ENHANCE THE VOCABULARY OF THE FOURTH GRADERS OF ELEMENTARY SCHOOL

SKRIPSI

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MOTTO

Not every wound needs to be shown, but every scar grows into a shield

(Evi Nur Aprilianti)

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Bojonegoro, 10 July 2025

The Writer

STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

"USING FLASHCARD TO ENHANCE THE VOCABULARY OF THE FOURTH GRADERS OF ELEMENTARY SCHOOL"

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10 July 2025

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ABSTRACT

Aprilianti, Evi Nur, 2025 USING FLASHCARD TO ENHANCE THE VOCABULARY OF FOURTH GRADERS OF ELEMENTARY SCHOOL. Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Meiga Ratih Tirtanawati, M.Pd. (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: Vocabulary, Flashcard, Classroom Action Research.

This research aims to examine the use of flashcards to enhance the English vocabulary of fourth grade students at SDN Margorejo 1. The study was conducted through a classroom action research (CAR) approach in one cycle. The focus of the research was on improving students' vocabulary mastery by using flashcards as a visual learning aid. The participants of this study were the fourth grade students of SDN Margorejo 1. The data were collected using interviews, observations, and vocabulary tests. The results showed that the use of flashcards effectively increased students' vocabulary understanding. The students became more motivated, engaged, and active in learning English vocabulary through the visual and interactive use of flashcards. Based on the findings, it can be concluded that flashcards are a helpful tool in enhancing the vocabulary of elementary school students. It is recommended for English teachers to consider using flashcards as one of the media in teaching vocabulary, especially for young learners.

ABSTRAK

Aprilianti, Evi Nur, 2025 PENGGUNAAN KARTU FLASH UNTUK MENINGKATKAN KOSAKATA SISWA KELAS IV SEKOLAH DASAR. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Sastra, IKIP PGRI Bojonegoro, Pembimbing Meiga Ratih Tirtanawati, M.Pd. (II) Chyntia Heru Woro Prastiwi, M.Pd.

Kata Kunci: Kosakata, Kartu Flash, Penelitian Tindakan Kelas.

Penelitian ini bertujuan untuk mengkaji penggunaan kartu flash dalam meningkatkan kosakata bahasa Inggris siswa kelas IV di SDN Margorejo 1. Penelitian ini dilakukan melalui pendekatan penelitian tindakan kelas (CAR) dalam satu siklus. Fokus penelitian ini adalah meningkatkan penguasaan kosakata siswa dengan menggunakan kartu flash sebagai alat bantu belajar visual. Peserta penelitian ini adalah siswa kelas empat SDN Margorejo 1. Data dikumpulkan melalui wawancara, observasi, dan tes kosakata. Hasil penelitian menunjukkan bahwa penggunaan kartu flash secara efektif meningkatkan pemahaman kosakata siswa. Siswa menjadi lebih termotivasi, terlibat, dan aktif dalam belajar kosakata bahasa Inggris melalui penggunaan flashcard yang visual dan interaktif. Berdasarkan temuan tersebut, dapat disimpulkan bahwa flashcard merupakan alat yang bermanfaat dalam meningkatkan kosakata siswa sekolah dasar. Disarankan bagi guru bahasa Inggris untuk mempertimbangkan penggunaan flashcard sebagai salah satu media dalam pengajaran kosakata, terutama untuk siswa usia dini.

PREFACE

Praise be to Allah, the Almighty, for the blessing and guidance in completing this thesis entitled **"Using Flashcard to Enhance the Vocabulary of the Fourth Graders of Elementary School".** This thesis is submitted as a partial requirement to obtain the degree of Sarjana in the English Education Department. The writer would like to express sincere gratitude to all those who have supported and guided the completion of this work, especially to the advisors, lecturers, and the school involved in the research. The writer hopes this thesis can be useful for English teachers and future researchers. Constructive suggestions and feedback are warmly welcomed.

Bojonegoro, 10 July 2025

The Writer

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CHAPTER I
INTRODUCTION

This chapter 1 contains a description of the background of the study, research question, objectives of the research, significance of the study, and definition of key terms in which this research will focus on flashcards can be optimally used in vocabulary learning for students in primary schools especially in grade four.

A. Background of the Study

In the world of education, especially in primary education, vocabulary mastery plays an important role in the formation of children's language skills. One of the language components that must be mastered early on is vocabulary mastery. A rich vocabulary allows students to more easily understand the subject matter, be it in reading, writing, listening, or speaking. According to Rachmawati (2018), vocabulary is the main basis in the process of communication and language learning. She emphasized that without sufficient vocabulary mastery, students will find it difficult to understand and convey ideas, both in oral and written form. Mastery of a broad vocabulary allows students to more easily access the knowledge contained in various subject matter.

However, although the importance of vocabulary mastery has been widely realized, the reality is that there are still many students who experience difficulties in enriching their vocabulary. Some of the factors that cause this aruninteresting teaching methods and lack of varied learning media. Along with

the development of technology and more creative learning methods, the use of learning aids such as flashcards is considered as one of the effective solutions to improve vocabulary acquisition in elementary school students.

According to Rachmawati (2018), the use of flashcards in learning can significantly increase student motivation and engagement. Flashcards by using pictures and words, help students associate words with memorable images, making it easier for them to remember and master new vocabulary. This is in line with constructivism learning theory which suggests that learning is more effective when students actively interact with learning materials.

In addition, flashcards offer advantages in terms of convenience and flexibility. Flashcards can be used in various formats, such as pictures with words, words with definitions, or even words with sentences. This allows teachers to customize learning according to students' needs. Ulya & Fauzi (2024) argues that flashcards are not only effective for increasing vocabulary, but also for accelerating students' understanding of the meaning of words due to the combination of visuals and text in one interesting media.

Flashcards have also been shown to improve students' long-term memory. Ulya & Fauzi (2024) added that by using flashcards, students tend to remember new words faster and can use them in the right context. Learning using visual aids such as flashcards provides multiple stimuli to students, which strengthens their memory pathways, both visually and verbally. This accelerates the process of vocabulary acquisition.

On the other hand, the challenge in implementing flashcards in the classroom is how teachers manage the class and learning time effectively. However, revealed that with careful planning and proper timing, flashcards can be used in various stages of learning. For example, at the introduction stage of new vocabulary, flashcards can be used to stimulate students' interest, while at the repetition stage, flashcards can be used to test comprehension and help students remember the learned vocabulary (Hafidzoh Rahman et al., 2021).

Based on an interview with one of the English teachers at SDN Margorejo I, it was revealed that students have difficulty in memorizing vocabulary which has an impact on their understanding of the subject matter. The teacher explained that this often happens due to the limited learning methods used, which so far only rely on LKS (Student Worksheet) books and the blackboard as the main media. This method is considered less interesting and cannot accommodate the various learning styles of students, so many students feel bored and have difficulty in absorbing the material optimally. In addition, the lack of variety in the use of learning media also causes students to have difficulty remembering vocabulary, because they are not actively involved in the learning process. Without more interesting or innovative tools, students tend to be less motivated to learn and repeat the material outside of class hours. Therefore, teachers feel the need to develop more effective and interesting learning media so that students can more easily remember vocabulary and understand the material taught.

Combining these findings, the use of flashcards in primary schools has proven to be effective in helping students enrich their vocabulary, as well as increasing their interest and participation in the learning process. Therefore, this study aims to further explore how flashcards can be optimally used in vocabulary learning for students in primary schools especially in grade four.

B. Research Question

The researcher identified the problem in this investigation based on the above description is how can a flashcard enhance the vocabulary of fourth graders of elementary school?

C. Objectives of the Research

This study intends to examine the use of flashcards to enhance the vocabulary of the fourth graders of elementary school.

D. Significance of the Study

Based on this research, it is expected to provide several benefits both theoretically, practically and pedagogically.

1. Theoretically

The researcher hopes that the results of this study can enrich and develop language learning theories, especially in terms of the use of visual learning media, such as flashcards, to enhance students' vocabulary acquisition at the elementary school level.

2. Practically

   For Teachers

   This research can provide insights and new strategies in teaching vocabulary in a more interactive and interesting way using flashcards, so as to improve the quality of teaching in the classroom.

3. Pedagogical

   This research can provide insight into how the use of flashcards can encourage a more student-based learning approach, where students can be more active in processing and remembering vocabulary through more interactive activities.

E. Definition of Key Terms

   To facilitate understanding of this research, it is important to define key terms that will be used throughout the discussion. The following are definitions of key terms that will be used in this research:

1. Flashcard

   According to Ningsih (2021), flashcards are cards that contain information such as words, images, or definitions that are used as a tool to help students learn and remember certain material. Flashcards are one of the most effective learning media because they combine visual and verbal aspects that can make it easier for students to remember information (Afif et al., 2024). Flashcards in this research are learning aids in the form of small cards that contain information, such as words, pictures, or definitions, used to help students learn and remember specific material.

2. Vocabulary

According to Aisyah (2017), vocabulary is a major component in language skills. They define vocabulary as a set of words that must not only be known by students, but must also be actively used in communication. Vocabulary is a collection of words owned and used by a person in verbal or written communication. Vocabulary is all the words contained in a language, the wealth of words owned by a speaker, and words used in a field of science. This definition emphasizes that vocabulary includes all words in a language, words mastered by individuals, and terms used in certain disciplines(Hayani Fitra, 2019).