Teaching Semantics Based on Flash Cards to Improve Reading and Vocabulary Skills at SDN 1 Sukaraja Dalam

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ABSTRAK

Penelitian ini dilatarbelakangi oleh data yang didapat dimana siswa kelas 6 SDN 1 Sukaraja Dalam, mengalami kesulitan dalam membaca kosa kata Bahasa Inggris, oleh karena itu kami melakukan penelitian ini yang bertujuan untuk meningkatkan kemampuan dalam membaca kosa kata Bahasa Inggris,pada penelitian ini mencakup pengajaran semantik berbasis media *flash card* sebagai metode penelitian,dengan demikian diperoleh hasil dari penggunaan media *flash card,*dimana media *flash card* yang digunakan cukup baik dalam membantu meningkatkan kemampuan membaca pada siswa kelas 6 di SDN 1 Sukaraja Dalam,hal ini terlihat dari program pembelajaran bahasa Inggris di SDN 1 Sukaraja Dalam, data menunjukkan bahwa sebelum program tersebut diterapkan, hanya 30% dari siswa yang mampu menulis dan membaca dalam bahasa Inggris. Setelah program tersebut diterapkan, angka tersebut meningkat menjadi 80%.pada post-test yang dilakukan pada saat sebelum dan sesudah penerapan pembelajaran semantik berbasis media *flash card*.
Kata Kunci: Pembelajaran Semantik; Penggunaan Media Flash Card; Peningkatan Skill Membaca Kosakata

ABSTRACT

This study is motivated by the data obtained where 6th grade students of SDN 1 Sukaraja Dalam, have difficulty in reading English vocabulary, therefore we conducted this study which aims to improve the ability to read English vocabulary, in this study includes semantic teaching based on flash card media as a research method, Thus the results obtained from the use of flash card media, where the flash card media used is quite good in helping to improve reading skills in grade 6 students at SDN 1 Sukaraja Dalam, this can be seen from the English learning program at SDN 1 Sukaraja Dalam, the data shows that before the program was implemented, only 30% of the students were able to write and read in English. After the program was implemented, the figure increased to 80% in the post-test conducted before and after the implementation of semantic learning based on flash card media.
Keywords: Improvement of Vocabulary Reading Skills; Semantic learning; Use of flash Card Media.

INTRODUCTION

The flash cards have long been a useful teaching tool for raising students' comprehension and ability levels. These days, a key component of raising pupils' reading proficiency is the semantic approach with flash cards, particularly when it comes to reading teaching (Amiruddin & Razaq, 2022).

Semantic teaching using flash cards is more than just a deck of cards with words on them; it's a strategy that emphasizes word meaning and context-based word connections. Flash cards help kids make meaningful connections between words and their meanings as

well as how to utilize them in sentences by combining textual and visual information (Susiati, 2020).

It is not unexpected that this semantic teaching strategy is gaining popularity. Flash cards are a great way to increase vocabulary because they are moreover a versatile instrument for enhancing general comprehension, comprehending phrase structure, and presenting new ideas.(Putri & Setiadi, 2022)

When it comes to learning to read, students can improve their reading abilities in a more engaging, enjoyable, and productive way by using flash cards as teaching tools. Students can benefit from a more engaged learning process, improved reading comprehension, and a stronger ability to comprehend the materials they are exposed to by using flash cards.(Yantik et al., 2022)

With these factors in mind, adjusting or developing more suitable and supportive learning methods to improve English reading and writing skills at SDN 1 Sukaraja Dalam can be a priority. Measures such as increasing resources, providing training for teachers, creating a more English-speaking environment and changing the curriculum approach can help improve students' English skills..Let's examine in more detail how a flash card-based semantic teaching strategy can play a major role in enhancing students' reading comprehension and how its application can greatly advance their reading abilities in this context.(Alvita & Airlanda, 2021)

The main objective of this study is to explore the impact of implementing active learning methods on improving students' ability to understand and apply English concepts(Erma et al., 2019). In recent years, the use of traditional methods in English language teaching has raised concerns regarding the level of understanding and application of English concepts among students. Therefore, this study aims to evaluate the effectiveness of a new learning method in improving students' understanding of English concepts using flash cards which can be more easily learned by students at SD N 1 Sukaraja Dalam.(Akmal et al., 2017).

METHOD

1. Type of Research

That the research method is an effort in finding and collecting research data or information used by researchers. The research method used is the observation method, where researchers collect and obtain student data by observing and recording in a structured manner on a research object. The researcher who makes the observation is called the observer.(Alvita & Airlanda, 2021) Observations made by observers are not just observing online or only through a reading, but observers make direct object observations on students at SDN 1 Sukaraja Dalam.

The initial steps taken by the researcher or observer are to prepare an observation tool. In this observation, the tool used by the observer is flash card media (a card containing vocabulary). Then the observer distributed these flash cards to all students without exception. As for how to implement this method, the observer asked one of the students to come forward to the front of the class to demonstrate what they got from the flash card, then the other students would guess what was demonstrated by the student who came forward earlier. After one of the students who guessed it managed to answer correctly, then the student in front would be replaced with another student to demonstrate the contents of the next flash card.(Oktavia Triami Putri, 2016).

2. Research variables

In this study, the observer examined two variables:

a. Variable X: media in the form of picture cards.

b. Variable Y: vocabulary learning outcomes of 6th grade students of SDN 1 SUKARAJA DALAM.

3. Population and sample

a. Population

The population in this study amounted to 192 children from all students at SDN 1 SUKARAJA IN.Population is the entire number of units or individuals whose characteristics will be studied.

b. Sample

Simple in this study are all 6th grade students of SDN 1 SUKARAJA DALAM, totaling 30 students, 19 boys and 11 girls.

4. Data collection techniques

The data collection techniques used by observers in conducting research are:

a. Observation

Observation is a directed process of documenting what humans do by not using interaction with the subject (Heryana, 2014). The observation process can also be interpreted as a way to measure students' abilities in the classroom.

b. Evaluation

Evaluation is a planned activity with the aim of benchmarking student abilities. This method is used to measure the cognitive abilities of students in the classroom.

c. Documentation

In research activities, documentation is very important to find out student activities in the classroom. In addition, documentation also serves to see whether students seem enthusiastic about participating in ongoing research activities. In this study, the observer documented several photos, namely photos with students and photos with the principal of SDN 01 Sukaraja Dalam.

5. Research instruments

To help observers carry out research, a tool called a research instrument is also needed. The purpose of the research instrument here is not only to help the observer carry out the research, but also to make the research process organized and systematic.

Observers used flash card research instruments containing English animal names to find out the extent of students' understanding of vocabulary.(Oxford & Crookall, 1990)

6. Data Analysis Technique

Naturally, the data analysis technique of Flash Card Based Semantic Teaching aims to improve reading and vocabulary skills by using flashcards that contain information about specific words, pictures or concepts. The data analysis process in this context involves collecting information from the results of students' use of flash cards, such as progress in understanding words, time spent in studying the cards, and changes in vocabulary comprehension over time. The analysis may also involve comparisons between groups of students who used the method and those who did not, to evaluate its

effectiveness in improving reading and vocabulary skills (Rourke & Anderson, 2004).One comprehensive approach is to conduct both quantitative and qualitative analysis.

a. Quantitative Analysis:

Descriptive Statistics: Using means, standard deviations, and graphs to explain changes before and after the use of flash cards.Hypothesis Test: Using t-test or ANOVA to compare significant differences between groups that used flash cards and those that did not.Regression Analysis: Assessing the relationship between the time of using flash cards and the improvement in reading skills and vocabulary.

b. Qualitative Analysis:

Content Analysis: Examined students' and teachers' responses to the use of flash cards.Case Study: Conducted in-depth interviews with some of the participants to understand their experience of using flash cards.(Hatiningsih & Adriyati, 2019)

Qualitative Observation: Observed the direct interaction between students and flash cards to capture reactions and level of engagement.Holistic Analysis:Combining quantitative and qualitative data to gain a deeper understanding.Thematic Analysis: Identifying important patterns or themes from the qualitative data generated.Meta-analysis: Combining results from several similar studies or research to gain a more general understanding.

RESULT AND DISCUSSION

Results

Research results from a collection of data obtained when making observations. The data obtained from the implementation of this research is data that has been collected from the application of the flash card learning method at SDN 01 Sukaraja in the form of Pretest and Posttest. The Pretest activity is given before the flash card method is applied and carried out in class. This Pretest also aims to let the researcher know how far the students' abilities are in mastering Vocabulary. Then this posttest is carried out with the aim of finding out the results of students' learning and how students are able to understand the material presented. Then, the instruments used in this research include result data from a thinking test by completing 25 multiple choice questions.

a. Learning Outcome Data Analysis

1) Descriptive Analysis

The data collected from this research are data from the results of the pretests and posttests. The pretest is a test carried out before the flash card learning method is implemented, while the posttest aims to determine the results of students' learning after the flash card-based vocabulary learning method is implemented. The measurement of the test is carried out by giving students 25 multiple choice questions using Vocabulary material. Then, as for the results from the pretest table, there were 5 students who got the highest scores and there were approximately 11 students who got the lowest scores.

2) Analysis of Observation Data

In implementing this learning method, it has been carried out according to the time agreed upon by the observer and the subject teacher in the class. The activity of implementing this learning method is directly implemented and carried out directly by the observer.

The student data that was observed was the observer's activity data in applying flash card learning media. The Learning Implementation Plan consists of an opening, then continues with the main body, and ends with a closing.

In accordance with the explanation above, the use of flash card media can improve students' reading comprehension skills. This can be seen from the increase in the average score of students' reading (pronunciation) comprehension test results. The average score of students' reading comprehension test results before using flash card media was 55, while the average score of students' reading comprehension test results after using flash card media was 85.

The use of flash card media can increase student learning motivation. This can be seen from the increase in students' enthusiasm in participating in learning. Students appear more active and enthusiastic in participating in learning when using flash card media.(Brown & Attardo, 2000)

Table 1. Categories of student learning outcomes

Value Interval	Category	The number of students	
		Pretest	Posttest
9.0 - 10.0	Very good	5	11
8.0 - 8.9	Good	6	8
7.0 - 7.9	Currently	4	7
6.0 - 6.9	Enough	4	4
5.0 - 5.9	Not enough	10	0
≤ 5.0	Very less	1	0
Total		30	

Discussion

The results of this learning are changes that occur in students, these changes include learning interests, attitudes, learning motivation, and cognitive abilities, as evidence of the learning that has been carried out. The definition of learning outcomes is changes in the nature of a student caused by learning experiences(Mardianto, 2012). Research conducted by observers at SDN 01 Sukaraja. The type of research used is quantitative research using experimental methods. This research was carried out using flash card media, namely the use of picture cards with vocabulary printed on the cards which is expected to change the learning outcomes of SDN 01 Sukaraja students to be more effective. The learning outcomes were obtained from the pretest and posttest.

The tools used for teaching in implementing this method are picture cards which are a learning concept that can help educators in the learning process, because in this media students do not only learn conventionally or just use writing, but there are pictures and vocabulary that stimulate students to understand. pictures and vocabulary on the cards. Classes taught using this method had a good response, the students also really enjoyed the learning process, and had a high sense of enthusiasm in taking English classes, because the students were very interested in the picture card media used.(Chaima & Soulef, 2022)

Based on the data obtained from the research, it can be concluded that the researcher observed learning carried out by grade 6 students using the flash card method. 6th grade students, totaling 30 children, acted as research objects who were given the same treatment, namely given several picture cards. Before applying the flash card method, students were first given a pretest to determine the students' abilities before using the method that would be

applied. After the pretest is carried out, the next step is to carry out learning using picture cards or flashcards in class 6.

The data obtained from the pretest were 5 children getting a score of 9.0 - 10.0, 6 children with a score of 8.0 - 8.9, 4 children with a score of 7.0 - 7.9, 4 children with a score of 6.0 – 6.9, 10 children with a score of 5.0 – 5.9 and finally 1 child with a score below 5.0. Based on the pretest results, students have an average score that can be categorized as low because these scores are still below the sufficient criteria. So, the results of learning vocabulary after implementing flash card learning media with picture cards had better results when compared to before implementing the flash card based learning method.(Fromkin et al., 2018)

The results of this research show that there is a very significant influence on the use of the flash card learning method. In accordance with the results of the posttest conducted by observers, there was an increase in better scores as evidenced by 11 children with scores of 9.0 - 10.0, 8 children with scores of 8.0 - 8.9, then 7 children with scores of 7.0 - 7 .9, then 4 children with a score of 6.0 – 6.9, and a score below 5.9 totaling 0 children. Based on the description above, it shows the influence of flash card learning media on student grades at SDN 01 Sukaraja.

The main objective of this research is to determine the effect of using flash card media with picture card media on the English learning outcomes of students at SDN 01 Sukaraja for the 2023/2024 academic year. The implementation of this research is that the observer carries out the learning process directly in class and acts as a teacher using the flash card method so that it can increase the observer's knowledge and of course so that it can also be applied by teachers in determining the teaching media that will be used in subsequent lessons.

CONCLUSION

The use of the flash card method to teach semantics at SDN 1 Sukaraja Dalam showed a number of striking benefits in the development of students' reading skills and vocabulary improvement. From observation, this strategy not only enhances the understanding of word meaning through powerful visualization, but also accelerates the learning process by utilizing picture-word associations that facilitate recall. Students are actively involved in their learning process, increasing their interest in learning and exploring more words.

In addition, through the application of this method, there seems to be an improvement in students' ability to connect context with the meaning of words, helping them to understand the text better. Thus, semantic teaching using flash cards may be one of the effective approaches to help students at the primary school level develop better reading skills and expand their vocabulary in a sustainable way.

However, the emphasis on this approach also presents some considerations. For example, it is necessary to develop appropriate flash card content according to the school curriculum and students' needs in order to ensure its effectiveness. In addition, the constant monitoring of students' progress as well as the integration of this method with various other teaching techniques are also key factors in the long-term success of this approach. With a deeper understanding of the benefits, challenges and potential for improvement, the implementation of the flash card method for semantic instruction at SDN 1 Sukaraja Dalam is an interesting step to continue to explore and develop more widely in the field of basic education.

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