
**THE APPLICATION OF FLASHCARDS MEDIA IN ENGLISH SUBJECTS IN
IMPROVING THE LEARNING OUTCOMES OF GRADE 5 STUDENTS SD NEGERI
3 CEMPAGA**

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Abstrak: Penelitian ini bertujuan untuk menganalisis efektivitas media flashcard dalam meningkatkan hasil belajar Bahasa Inggris siswa kelas 5 SD N 3 Cempaga. Metode penelitian menggunakan desain Penelitian Tindakan Kelas (PTK) dengan dua siklus, di mana setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui tes hasil belajar, observasi partisipasi siswa, dan dokumentasi proses pembelajaran. Hasil penelitian menunjukkan peningkatan signifikan pada Siklus II, dengan persentase ketuntasan belajar naik dari 66,6% menjadi 88,8% dan nilai rata-rata kelas meningkat dari 73,1 ke 84,4. Temuan penelitian ini mengonfirmasi bahwa penggunaan media flashcard yang dikombinasikan dengan strategi pembelajaran kolaboratif dan pengelolaan kelas yang inklusif dapat menjadi solusi efektif untuk meningkatkan kualitas pembelajaran Bahasa Inggris di sekolah dasar. Hasil penelitian ini memberikan kontribusi penting bagi pengembangan metode pembelajaran bahasa yang kreatif dan berpusat pada siswa.

Kata Kunci: Media Flashcard, Hasil Belajar Bahasa Inggris, Sekolah Dasar, Penelitian Tindakan Kela

***Abstract:** This research aims to analyze the effectiveness of flashcard media in improving English learning outcomes for 5th-grade students at SD N 3 Cempaga. The research method uses a Classroom Action Research (CAR) design with two cycles, where each cycle consists of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, observation of student participation, and documentation of the learning process. The results of the study show a significant improvement in Cycle II, with the percentage of learning completeness rising from 66.6% to 88.8% and the average class score increasing from 73.1 to 84.4. The findings of this research confirm that the use of flashcard media combined with collaborative learning strategies and inclusive classroom management can be an effective solution to improve the quality of English learning in elementary schools. The results of this research provide an important contribution to the development of creative and student-centered language learning methods.*

***Keywords:** Flashcard Media, English Learning Outcomes, Elementary School, Classroom Action Research*

INTRODUCTION

One of the international languages used as a communication tool is English. Teaching English to students in primary school is essential to help them reach higher levels and enable them to handle the challenges they will face. Learning English can also help students become more aware of the globalized world. The first step in learning English is to understand the vocabulary and learn the rules of English grammar carefully and thoroughly. However, not all education provided at school can be well received by students. Because not all students have the same understanding, understanding, and sensitivity to the subject matter explained by the teacher. Therefore, the use of appropriate educational media is indispensable in the learning process in order to produce effective learning strategies.

English language teaching at SD N 3 Cempaga faces a number of obstacles that impact on students' learning outcomes. One of the main problems is the lack of adequate teaching media, interactive teaching aids, less interesting and difficult for student to understand. Without adequate media and varied methods, students struggle to master vocabulary, grammar and speaking skills. Lack of interest or awareness of the importance of learning English is one of the problems faced. Each student has a different speed of understanding. In addition, there is no support between students, such as if there are students who are wrong and cannot answer, they will be teased by classmates. This makes students not have the confidence to try in the learning process. As a result, the learning process becomes less interesting and difficult for students to understand, especially for those who are learning a foreign language for the first time. This is reflected in the number of students who score below the *Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)*, indicating that learning has not been running optimally. In addition to the problem of teaching media, the teaching methods used by teachers are also considered traditional and less innovative. Most teachers rely on lecture and memorization methods, without involving students' active participation through games, songs, or interactive conversations. In fact, learning English requires a fun and contextual approach so that students can absorb the material more easily.

The solution is to use interactive and active teaching media such as discussions, projects or visual media such as flashcards. Provide rewards and appreciation with stickers or praise for students who show improvement. As well as understanding the individual needs of students. Pradana (2021) suggests that flashcards contain words or phrases accompanied by pictures or

illustrations, which help students remember and understand the material better. Flashcards are one type of educational media that can be used. Flashcard teaching media is a type of flash card used in the teaching process. Flashcards are small cards that usually have two sides. On one side, the flashcard has all the information or question, but on the other side, there is an explanation. These flashcards are used to help students understand, comprehend, and apply the material. Flashcards are often used in education to emphasize concepts such as definitions, vocabulary words, or other important facts. Flashcards are also very effective for improving recall skills in an engaging and interactive way. A number of studies have shown the effectiveness of using flashcards in English language teaching, especially in helping students understand basic concepts and vocabulary. For example, research by Sari et. al. (2021) shows that flashcards can increase students' engagement in learning activities, which in turn improves their learning outcomes.

At SD 3 Cempaga, the English subject has a Criteria for Achievement of Learning Objectives (KKTP) set at 75. This KKTP becomes a reference for teachers and students to assess learning achievement in the subject. However, when a pretest was conducted to measure students' initial understanding, the results showed that out of 18 students who took the test, only 3 students managed to pass the KKTP. This data reflects the challenges faced in learning English in the school. With a mean score of 60, it can be seen that the average student achievement is still far from expectations. Furthermore, the classical mastery analysis showed that only 16.6% of students achieved the KKTP, which means that most students still need support and more effective learning strategies. The target set was to achieve 80% classical mastery after the implementation of the flashcard teaching media method. Thus, it is expected that students can not only understand the English material better, but also increase their motivation and confidence in learning. Against this background, this proposal aims to implement flashcard teaching media in English learning in the classroom, with the hope of increasing the number of students who achieve KKTP and improving the overall quality of learning. It is hoped that through the application of this method, students can not only improve their English skills, but also feel more confident and motivated in learning.

REVIEW LITERATUR

Students who learn English in primary school are better prepared to communicate in a variety of international languages. At this age, children start learning English as a second

language with the aim of developing basic skills such as speaking, listening, reading and writing. In order for primary school students to be more motivated to learn, English teaching should be fun, interesting and repetitive. As stated by Milennia and Arini (2022), students' interest and engagement in the English learning process should increase with the use of various interesting and interactive learning aids. However, a number of issues, such as the lack of engaging learning strategies, the lack of trained teachers, and the lack of varied media, often result in low learning outcomes. Therefore, innovative teaching strategies that can improve student engagement and learning outcomes are needed.

Teaching media is a tool or source used in the learning process to convey information and help students understand the subject matter. The use of appropriate teaching media can increase the effectiveness of learning and facilitate a more interesting and interactive learning experience. According to Arsyad (2011), teaching media serves as a link between teachers and students, and can clarify and strengthen students' understanding of the material being taught. Flashcards are card-shaped learning media that contain brief information, such as words, images, or concepts, which are used to facilitate the process of memorizing and understanding the material (Nation, 2013). Flashcards are usually double-sided: one side contains the question or concept, and the other side contains the answer or explanation, allowing active learning through repetition. Flashcards are an effective learning tool that has been widely used in various educational contexts. They consist of cards that contain important information, such as terms, definitions or questions on one side, and answers or explanations on the other. The use of flashcards in learning is based on the principles of educational psychology that support active learning and memory reinforcement.

Flashcards are an effective learning tool that has been widely used in various educational contexts. They consist of cards that contain important information, such as terms, definitions or questions on one side, and answers or explanations on the other. The use of flashcards in learning is based on the principles of educational psychology that support active learning and memory reinforcement. According to Wright, Betteridge and Buckby (2006), flashcards can be used for a variety of learning purposes, including vocabulary acquisition, grammar and basic concepts. Flashcards allow students to interact directly with the material, which supports the constructivist approach to learning. The theory of constructivism, pioneered by Piaget (1973) and Vygotsky (1978), emphasizes the importance of active learning experiences, where

students construct their own knowledge through interaction with the environment and learning materials. Flashcards can also be used in a variety of learning settings, both in the classroom and outside the classroom. They can be used individually or in groups, thus encouraging collaboration and discussion among students.

Some opinions state that Sudjana (1990) learning outcomes are the abilities that students have after receiving learning experiences. The learning outcomes attained by students can demonstrate their proficiency and command of the material in each topic, which is crucial and useful for them and enables them to continue their education while developing their personalities. However, the process demonstrates an occurrence that enables students' learning activities to meet their objectives. Learning outcomes are influenced by various factors, both internal and external. Internal factors include students' psychological and physiological aspects, such as motivation, interest, intelligence, health and learning style (Slavin, 2014). Motivation plays an important role in encouraging students to be active in learning, while intelligence affects the speed of understanding the material. In addition, physical conditions such as health and fitness also have an impact on concentration and information absorption. The quality of learning outcomes also largely depends on the depth of students' understanding of the material, whether it is just memorization or really mastering the concept in depth. Thus, learning outcomes are a comprehensive reflection of the learning process that involves various supporting elements.

Various studies have shown that the use of flashcards can improve students' learning outcomes in English. Vocabulary improvement; one area where flashcards show effectiveness is in vocabulary mastery. Rahmawati and Sari (2020) conducted a study involving grade VII students to evaluate the effect of flashcard use on vocabulary skills. The results of the study showed that students who used flashcards experienced a significant increase in vocabulary mastery compared to students who used traditional learning methods. This study shows that flashcards can help students remember and understand new vocabulary better. Flashcards also have a positive effect on grammar comprehension. Hidayati (2021) conducted a study on the use of flashcards in English grammar learning. The study found that students who used flashcards to learn grammar showed a better understanding of sentence structure and grammar rules.

RESEARCH METHOD

CAR is a type of research that allows for community reflection by utilizing interaction, participation, and collaboration between teachers, prospective teachers, researchers, and the community with the goal of improving the system, work processes, content, competencies, or learning environment. This study employs the type of classroom action research (CAR), which analyzes the use of flashcard media improve students learning outcomes in student grade 5 SDN 3 CEMPAGA BANGLI class in learning English. Planning, action, observation, and reflection are the steps that make up classroom action research (Susilo et al., 2022). The Subjects this study are 18 students in fifth grade SDN 3 Cempaga. The object of the research is to Improve the Learning Outcomes of Grade 5 Students of SD Negeri 3 Cempaga in English by applying flashcard teaching media. The author uses a research model from the research implementation process of Kemiss and Mc. Taggart (1998) in their book (Susilo, 2022) Action Research Findings are systematic and reflective. Action research provides and analyze work: to explore new concepts, methods, and materials. to collect data, and to determine some effective new approaches. The action research model consists of four stages, according to Kemmis and McTaggart. They are planning, action, observation, reflection.

In this study, the data collection methods and instruments used were observation, documentation and test method. Observation was made to observe the learning process in the classroom when flashcard media was applied. The researcher recorded the interaction between teachers and students, as well as student involvement in teaching and learning activities. This observation aims to evaluate the effectiveness of using flashcards in increasing student participation and understanding of the material. Researchers also collect documents such as test scores, student worksheets, and student learning progress records. This data provides a clear picture of the changes that occur in student learning outcomes after the use of flashcards. Rahmawati and Sari (2020) emphasized the importance of documentation in educational research to systematically track student progress. The test is one that teachers often use to analyze learning outcomes. Judging from the questions that the learning outcome test, which is usually used to determine how well the learning outcome is, can be categorized into two categories: objective and essay.

Table 1. Objects, methods, Tools/Instruments, Source, an Nature of Date

NO	Object	Menthods	Data Collection Tool	Source	Date Nature
1.	Student Learning Outcomes of English Subjects Class 5	Test	Test Device	Students	Score

Both quantitative and qualitative data analysis techniques were applied in this study. The qualitative approach was selected because it aligns with the research's goal of enhancing student learning outcomes through the use of flashcard media. The researcher was able to describe instructor and student activities both before and after using flashcard media in great detail because to the qualitative technique. In the meantime, examinations were used to compare the learning results of the students before and after the intervention in order to analyze quantitative data. The learning outcomes were used to determine the students' average score, along with the percentage of improvement of students' learning outcomes in the class, improving students' English learning outcomes at SD N 3 Cempaga.

This study aims to measure the learning success of Grade 5 students of SDN 3 Cempaga with the main indicator being achievement of scores above KKTP 75 by at least 80% of students. In addition, the success of learning is also assessed by the improvement of material understanding, mastery of linguistic aspects (vocabulary, grammar, pronunciation), as well as students' active involvement in the learning process, including participation in group discussions and creativity in expressing ideas. Performance indicators are divided into cognitive aspects (academic grades) and affective aspects (attitudes and skills). In the cognitive aspect, success is characterized by an improved class average and most students are able to achieve the KKTP target. Meanwhile, in the affective aspect, progress is seen from students' ability to communicate using appropriate language, courage to express opinions, collaboration in groups, and innovation in completing tasks. Measurement is done through written tests, participation observation, project assessment, and student self-reflection. With these indicators, it is expected that learning will not only focus on academic grades, but also on developing 21st century skills that include critical thinking, creativity, collaboration, and communication.

RESULTS AND DISCUSSION

This study was conducted in two cycles. To determine the learning outcomes of Cycle I, data collection was conducted during two meetings. Cycle II was carried out in order to ascertain the outcomes by examining the errors that transpired throughout Cycle I. Cycle II was carried out during two meetings. To ascertain the students' starting proficiency, the researcher administered a pre-test (initial test) at the start of the study. The results showed that out of 18 students who took the test, only 3 students managed to pass the KKTP. This data reflects the challenges faced in learning English in the school. With a mean score of 60, it can be seen that the average student achievement is still far from expectations. Furthermore, the classical mastery analysis showed that only 16.6% of students achieved the KKTP, which means that most students still need support and more effective learning strategies.

After conducting the pre-test, the researcher prepared the teaching module to be implemented in cycle 1. The implementation of the learning process in cycle 1 was carried out on Wednesday, April 23 and April 30, 2025. As the conclusion of cycle 1, a post-test was conducted on Wednesday May 7, 2025, to evaluate students' success in understanding the material that had been taught, specifically regarding the superlative degree. Before implementing the learning process in Cycle 1, several preparations were required, including the learning module, flashcard teaching materials, the material to be taught, and preparing the post-test questions, which were already included in the cycle 1 learning module.

Post-test Cycle 1 Result

No	Students Name	Gender	Score	Information
1.	Student-1	F	80	Complete
2.	Student-2	M	80	Complete
3.	Student-3	M	80	Complete
4.	Student-4	M	56	Not Complete
5.	Student-5	F	60	Not Complete
6.	Student-6	F	80	Complete
7.	Student-7	M	56	Not Complete
8.	Student-8	M	84	Complete
9.	Student-9	M	64	Not Complete
10.	Student-10	F	76	Complete
11.	Student-11	F	48	Not Complete

12.	Student-12	F	80	Complete
13.	Student-13	F	96	Complete
14.	Student-14	F	96	Complete
15.	Student-15	F	76	Complete
16.	Student-16	F	48	Not Complete
17.	Student-17	F	80	Complete
18.	Student-18	F	76	Complete
Total			1.316	
Mean Score			73,1	
Classical Mastery			66,6 %	

From the post-test evaluation data for cycle 1, it is known that 12 students (66,6%) is complete, while 6 students (33,3%) did not complete. The data obtained from the final test of cycle I shows that there is an improvement in student learning outcomes. This improvement indicates that the use of flashcards as teaching media in learning has a positive impact. Initial observations indicate the presence of problems and weaknesses during the English language learning process. In the cycle I, the classroom environment did not show active student interaction in solving problems according to the method applied. Only a few intelligent students or those with a strong interest in learning began to actively participate, while others remained passive in following the lesson. Given the inactive classroom atmosphere, the material taught had to be repeated multiple times, and the teacher guided students both individually and in groups.

Based on reflections from Cycle I, Cycle II will involve the preparation of more engaging and interactive flashcard teaching media to increase student engagement. Flashcards will be designed with contrasting colors and clear illustrations, accompanied by thought-provoking questions that encourage active discussion. Teaching modules will also be prepared to guide teachers in systematically applying learning methods while making it easier for students to understand the flow of activities. As a final evaluation, a post-test will be prepared to assess conceptual understanding and the ability to apply the material. Cycle II of this study was conducted in two meetings, namely on May 14 and 21, 2025. After these two meetings, a post-test was conducted on May 28, 2025, to measure the improvement in students' understanding. This post-test included questions designed based on the Cycle II material.

Post-test Cycle II Result

No	Students Name	Gender	Score	Information
1.	Student-1	F	92	Complete
2.	Student-2	M	96	Complete
3.	Student-3	M	80	Complete
4.	Student-4	M	72	Not Complete
5.	Student-5	F	96	Complete
6.	Student-6	F	94	Complete
7.	Student-7	M	68	Not Complete
8.	Student-8	M	96	Complete
9.	Student-9	M	80	Complete
10.	Student-10	F	94	Complete
11.	Student-11	F	76	Complete
12.	Student-12	F	92	Complete
13.	Student-13	F	96	Complete
14.	Student-14	F	96	Complete
15.	Student-15	F	90	Complete
16.	Student-16	F	90	Complete
17.	Student-17	F	90	Complete
18.	Student-18	F	94	Complete
Total			1.592	
Mean Score			84,4	
Classical Mastery			88,8 %	

Based on the results of Cycle II, it was found that 16 students had completed the program, while 2 students had not. This improvement is reflected in the significant increase in the student success rate from 66.6% to 88.8%, indicating that the initial research target of 80% had been exceeded. This achievement demonstrates that the use of flashcards and interactive learning strategies can enhance students' collective understanding. In addition to the completion rate, the class average score also saw a notable increase, rising from 73.1 in Cycle I to 84.4 in Cycle II. This data further supports the evidence that improvements in teaching methods have a positive impact on students' learning outcomes.

Comparison of English learning outcomes using flashcard media before action, cycle I, and cycle II.

No	Students Name	Students Score			Information
		Before Action	Cycle I	Cycle II	
1.	Student-1	68	80	92	Complete
2.	Student-2	68	80	96	Complete
3.	Student-3	74	80	80	Complete
4.	Student-4	38	56	72	Not Complete
5.	Student-5	48	60	96	Complete
6.	Student-6	72	80	94	Complete
7.	Student-7	46	56	68	Not Complete
8.	Student-8	56	84	96	Complete
9.	Student-9	32	64	80	Complete
10.	Student-10	66	76	94	Complete
11.	Student-11	28	48	76	Complete
12.	Student-12	64	80	92	Complete
13.	Student-13	84	96	96	Complete
14.	Student-14	90	96	96	Complete
15.	Student-15	80	76	90	Complete
16.	Student-16	54	48	90	Complete
17.	Student-17	60	80	90	Complete
18.	Student-18	64	76	94	Complete
Total		1.092	1.316	1.592	
Mean Score		60,5	73,1	84,4	
Classical Mastery		16,6 %	66,6 %	88,8 %	

The results of the data analysis show a significant improvement in student learning outcomes between Cycle I and Cycle II. In Cycle I, the completion percentage of learning reached 66.6% with an average score of 73.1, indicating that a third of the students still experienced difficulties in understanding the material. However, after improvements were made to the learning strategies in Cycle II—such as the use of more interactive flashcards, heterogeneous group distribution, and the application of reward techniques—the completion percentage soared to 88.8% with an average score of 84.4. This improvement occurred not only in cognitive aspects but was also reflected in the active participation of students during learning, where they were more willing to ask questions and collaborate in groups. In addition to the improvement of grades, observations of the learning process also revealed changes in student behavior that supported this success. The dominance of smart students in groups

decreased after the role-sharing system was implemented, while previously passive students began to show greater involvement. Flashcards proved to be effective as a visual aid that facilitated understanding of abstract concepts in English, while also creating a more enjoyable learning experience.

The findings of this study align with several previous studies on the effectiveness of flashcard media in language learning. Research by Mutiani et al. (2021) titled "Flashcard Media in English Vocabulary Learning for Elementary Students" shows that flashcards increase vocabulary mastery by 27% through visual stimulation and repetitive activities. This classroom action research successfully demonstrated that improving learning strategies through the use of interactive flashcards, heterogeneous grouping, and a performance-based reward system can significantly enhance student learning outcomes. From Cycle I to Cycle II, the percentage of learning completion increased by 33.33% (from 66.6% to 88.8%), accompanied by an increase in the average score from 73.1 to 84.4. In addition to cognitive aspects, this approach also encourages active participation, collaboration, and self-confidence among students, while reducing the dominance of smart students in groups. These findings exceed previous research that only focused on cognitive improvement, showing that a holistic approach based on active participation is more effective in creating inclusive and student-centered learning.

CONCLUSION

Based on the research conducted in the 5th grade of SD N 3 Cempaga, it can be concluded that the application of flashcard media in English language learning has been proven effective in significantly improving students' learning outcomes. This is evidenced by the increase in the percentage of learning mastery from 66.6% in Cycle I to 88.8% in Cycle II, as well as the rise in the class average score from 73.1 to 84.4. In addition to cognitive aspects, flashcard media also successfully created a more active and collaborative learning environment, where students showed increased participation in discussions and the ability to work together in groups. These findings strengthen the evidence that the use of interactive visual media, combined with appropriate learning strategies, can overcome challenges in English language learning at the elementary school level.

More broadly, this research also highlights the importance of a student-centered approach and inclusive classroom management to maximize the benefits of teaching media. The division into heterogeneous groups and the implementation of a reward system have proven effective

in reducing the ability gap among students while also building their self-confidence. These results align with various previous studies that emphasize the role of visual media in enhancing memory retention and learning motivation. Thus, this research not only provides practical contributions to the development of English language learning strategies in elementary schools but also serves as a foundation for further research on the optimization of visual-based teaching media for various learning contexts.

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