

Use of Flash Card Media in Early Childhood English Learning

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Abstract

This study was conducted with the aim of introducing English vocabulary in early childhood using flash card media in private English class children. The subjects studied in this study were private English class children. The method used in this study is a descriptive qualitative method using data collection techniques in the form of observation, interviews and documentaries. The data analysis technique used in this study is content analysis from Miles and Huberman. The results obtained from this study are the use of flash card media in early childhood English learning in private English classes is quite effective to introduce children to English vocabulary. Through flash card media in which there are color images containing English vocabulary introduced to children.

Keywords: early childhood, flash card, english learning

1. Introduction

Early childhood education (PAUD) is an effort aimed at children from birth to age 6 years which is carried out by providing stimuli that aim to support and help the growth and development of children both physically and spiritually so that they have readiness when they will enter further education levels (Puspita et al., 2019). Early childhood has six aspects of child development: social-emotional, religious and moral values, physical-motor, language, art and cognitive development. One important aspect of child development is the language aspect, where language is a means or means of communication used by children to speak the desires and intentions that children want to those around them (Madyawati, 2016).

Children in acquiring language have two stages of language acquisition, namely the acquisition of the first language and the acquisition of the second language. According to Stork and Widdowson (in Suhartono, 2005: 70) stated that language acquisition is a process by which children achieve fluency in their mother tongue. Huda (in Suhartono, 2005: 71) argues that language acquisition is a natural process within a person in mastering language (Puspita et al., 2019).

English is a global language, the language used to communicate internationally. English is also the first foreign language used by all countries in the world and Indonesia is a country with a sequence that is included late in introducing English (Sandra et al., 2016). Therefore, it is important to introduce foreign languages as early as possible, especially English by mastering simple vocabulary. Introduction to English in early childhood is only limited to introducing the basics such as simple vocabulary.

One component that can provide understanding to children is by mastering vocabulary. Based on the results of research conducted by researchers when learning early childhood English in some private class students, children often find it difficult to pronounce English vocabulary, vocabulary is also minimal and other triggering factors.

This is due to the lack of stimulus that children get and because rarely in the family or home environment is introduced to English in everyday life.

Learning for early childhood should use strategies that are interesting and fun for children so that children do not get bored easily in following the learning process. And one strategy that can be used is to use the help of media or tools that refer to the learning process. This media or tool is needed to make it easier for researchers when giving an idea of something that will be presented to children and equipped with real explanations. One of the media or tools that researchers use is Flash Card. Flash card is a picture card made of paper that has an image on one side, and is equipped with an image caption on the other side. With this, children will be more enthusiastic in participating in English learning and trigger children to be able to develop English vocabulary, especially in early childhood in this private researcher class. Flash cards are usually full color so this will make children interested. Flash cards also have various images according to the theme that will be conveyed to children, such as the theme of the alphabet (alphabeth), fruits (fruits), animals (animals), body parts (body of parts), feelings (feelings), colors (colors), and so on.

Thus, researchers feel English is important to be introduced to early childhood and taught as early as possible using media that is interesting and also easy for children to understand.

2. Research Methods

The research conducted is qualitative field research, which is research that examines activities in the field, which researchers take, namely English learning activities in private English classes (Creswell, 2016). The data findings that researchers get will then be compiled into information that will be conveyed into written ideas. From here, it will be identified, found, and explained how the stages of using flash card media in learning English in children.

The data obtained from the field is then collected. This data was carried out based on the results of observations made by researchers, namely from the process of learning English in private classes that researchers did using flash card media. The stages carried out by the researcher are preparation, implementation and data processing. The data collection techniques used are observation, and interviews. Data obtained in the field can be obtained through observation, namely carrying out the English learning process using flash card media (Miles & Huberman, 2018).

From the results of the data that has been obtained, then data analysis is carried out by: reducing data in the form of data specifications needed to be discussed. From the results of data reduction, the data were classified based on patterns of findings related to early childhood English learning. Furthermore, data verification is carried out through the presentation of research results and discussions based on theory and research that has been carried out.

3. Results and Discussion

Good introduction to English vocabulary in early childhood needs to be equipped with the right media and techniques in the learning process. The methods that are usually used in learning are quite helpful for children in mastering English vocabulary, but over time these methods and techniques cause boredom in children because it seems monotonous. Boredom in children is certainly quite influential on children's motivation in learning. Thus, there is a need for innovation to be used to increase children's motivation in learning, especially in increasing English vocabulary. Flash cards are one of the media that can be used to stimulate children's enthusiasm for learning. Flash cards can be used as an alternative for learning media.

How to Use Flash Cards in the Learning Process?

English learning activities using flash card media begin with preparing flash card media that is adjusted to the learning theme material that will be given to children. Flash card media is a media in the form of a card that has pictures and image caption text on both sides and in the form of definitions or descriptions that can make it easier for children to remember a vocabulary presented in the flash card (Sulaiman & Akidah, 2021). The use of this flash card media in early childhood English learning to make it easier to introduce and remember early childhood English vocabulary (Wati et al., 2021). Flash cards are usually presented according to the grouping of material themes, such as material about the alphabet, fruits, animals, body parts, and so on.

Next, the researcher determines what material theme will be conveyed to the child on that day, and the researcher chooses to choose the theme of fruit material. Then start to introduce the images contained on the flash card.

Based on the series of English learning process activities in private English classes above, the following is the flow of the process of English learning activities for children aged 3-5 years using flash card media.

3.1. Image Recognition

The use of flash card media in the English learning process carried out by this researcher first, researchers prepared several flash cards that would be used for learning children. Then, during the learning took place, the researcher showed one by one flashcards with the theme Fruits / Fruits to the child and the researcher showed the picture to the child. Then while showing a picture of a flash card, the researcher while pronouncing the name of the fruit in English, then the child imitates to pronounce it. This is repeated two to three times by the child so that the child can remember it. Next, ask the child again, "What is this picture of fruit? in English yaa...". The use of flash card media is also adjusted to the needs and abilities of children. Usually researchers introduce 10-15 vocabulary words in each private class meeting.

Another technique that researchers use when learning English also uses singing techniques. Researchers introduce fruit names to children using singing techniques using lyrics with fruit names. After finishing singing, the researcher invited the child to follow what the researcher sang. And the child followed him slowly and began.

Singing techniques are quite effective for introducing English vocabulary. By singing children will follow vocabulary adjusted to the tone used. This will make it easier for children to recognize and memorize vocabulary about fruits.

3.2. Letter Recognition

After the child is introduced to the pronunciation of fruit vocabulary, then the child begins to be introduced to the letters of the fruits that have been introduced before to the child. For example, introducing the alphabet of apples (a-p-p-l-e). Knowing the shape of letters means being able to understand the difference between letters. The shape of the letter is a symbol or symbol and on flash card media is one form of visual media that can be used to introduce children and encode between one letter and another (Lindawati, 2018).

Introduction Based on the results of conservation that researchers did in private English classes, children listen and are introduced to good reading sounds in English, then children are introduced to the English alphabet so that children know English vocabulary and children can master and be able to pronounce English vocabulary (Ika et al., 2017).

At this stage the child is introduced to any letters on the flash card. For example, when we are showing flash cards with the theme of fruits (fruits) for example on apples, the teacher or teacher leads to pronounce the word apple then spell it in the English alphabet (ei-pi-pi-el-i / epel). Then here will connect the word with the image object on the flash card.

This activity is carried out repeatedly so that children can understand and be able to distinguish pronunciation from English writing and vocabulary. This is done so that children understand and understand the vocabulary on the flash card used.

3.3. Recall

At this stage, children will remember what has been obtained during the learning that has been given. Usually the sentence I use at this stage is "What is this?". So here the child is asked to say the name of the object shown with the correct pronunciation of the flash card that I showed one by one. When the child is able to pronounce the name of the object shown every time I give the flash card one by one correctly, then here the child means that he is able and understands the object shown. However, when the child has not been able to pronounce correctly on certain objects or objects then I repeat the same method for children following what I mentioned. Here the child can recite the vocabulary correctly according to the picture shown to the child (Harahap, 2019).

Then, other methods used at this stage are usually interspersed with games, where later children are given time to see all the flash cards that have been learned together. Then the child memorizes one by one the picture card or flash card to remember (Aini, 2019). And here the child is given time to memorize approximately 5-10 minutes (usually according to the agreement with the child). Furthermore, later the child is told to mention the vocabulary of the object on the flash card picture that we show. And most children at this stage can already pronounce vocabulary 80% correctly. This shows that by using flash cards children more easily understand vocabulary because it is also equipped with written descriptions of objects on flash cards and in one flash card package it includes one material theme. So that this makes it easier for children to focus on the theme of the lesson that is being used in learning.

The goal at this stage is that children are able to guess pictures and pronounce their nouns correctly in English.

3.4. Evaluation

This stage the child knows his English vocabulary from some pictures of objects from flash cards that have been taught without looking at the pictures. This evaluation includes all stages, after all stages are carried out to introduce certain vocabulary according to the theme of the lesson at that time. At this stage, the child is shown flash cards one by one and the child mentions his English vocabulary. This evaluation is shown by the child's ability to absorb and understand the learning material, the suitability of the material to the child's ability, and whether or not this method is suitable for use in introducing English vocabulary to children (Yuliana & Sofiani, 2018).

For example, I show a flash card of a picture of watermelon to a child by saying "What is it?" then the child answers "it is watermelon". Here most children who are asked can mostly name the vocabulary correctly according to the picture shown. Although sometimes there are some pronunciations that are not quite right, but at this stage the child is able to recognize English vocabulary. From the discussion in this study children are able to follow the learning with enthusiasm and enthusiasm, listen well and actively and understand easily by learning using simple flash card media and interspersed with fun games.

4. Conclusion

Based on a collection of research data that the author conducted in the learning process using flash card media in order to introduce and enrich English vocabulary in early childhood. The learning process using flash card media aims to introduce children's English vocabulary through children listening and pronouncing nouns or animal vocabulary on flash card media that is adjusted to the theme used during learning. By using flash card media, children can easily recognize and understand English vocabulary and of course children increase children's English vocabulary. This is shown in some students of private English classes that researchers do. Not only with flash card media, but researchers also collaborate with various simple and fun games so that children are interested and can also be easily accepted by children.

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