

**IMPROVING STUDENTS' VOCABULARY ON PART OF THE BODY
USING FLASHCARD**

Desti

Universitas Islam Al-Ihya Kuningan

E-mail: destiarliandini@gmail.com

Article Info

Article Received :

30 November 2024

Article Accepted :

5 December 2024

Article Revised :

16 December 2024

Keywords:

Improving, Vocabulary,

Flashcard

Abstract

This research aims to improve the English vocabulary of grade V students of SDN 6 Purwawinangun by using learning media that attracts students' attention, namely flashcard media. This research method used is the classroom action research method. The subjects in this study are grade V students of SDN 6 Purwawinangun Kuningan with a total of 24 students consisting of 13 male students and 11 female students. This classroom action research is carried out in two cycles. In this study, the techniques used for data collection are tests, observation sheets and documentation. The results of the study showed that the use of flash card can improve students' vocabulary in English about parts of the body. This can be proven by looking at the results of observation of teacher activity in the first cycle with a score of 93.75% and in the second cycle it increased to 98.75%. Meanwhile, the results of observation of student activities in the first cycle with a score of 90% and in the second cycle increased to 97.5%. The average score of pre-test was 56.60 and the percentage of student KKM was 45.83% before giving the treatment. Meanwhile, in the first cycle, the average score of post-test was 65.20 with a percentage of KKM is 50%. In the cycle II, the average score of students increased to 76.25 and the percentage of KKM is 79.10%. From the results of pre test post test and observation, it can be conclude that flashcard can improve students' vocabulary in English specially parts of the body.

Introduction

Education not only explores the potential possessed by students but also education must be adjusted to the needs of society. To face global challenges, foreign languages are indispensable for students to prepare them in facing the life to come. Learning a foreign language is one of the learning that is considered difficult for students and language is a habit for a person. If they are not used to using a language in their daily lives, it will be difficult to learn and master the language, as well as the difficulties of students when learning a foreign language that is not commonly used in daily life. Therefore, it is very important to have habits for students in daily life such as reading, listening or speaking to help students memorize foreign language vocabulary more easily. One of the foreign languages taught in elementary school is English.

Learning English begins with learning more vocabulary or memorizing vocabulary. However, after researchers made observations in grade 5 of SDN 6 Purwawinangun it was found that almost all students had difficulty improving their English vocabulary. This is because they rarely use English and also rarely encounter these words in their daily lives because the language they usually use is their mother tongue or their own regional language. In addition, the lack of variety of learning the media also causes students to feel bored quickly when they are studying. Therefore, learning the media is needed that attracts students' attention.

Improving Students' Vocabulary on Part of the Body Using Flashcard

According to (Miftah, 2013) Media is a tool, material, or device that serves as a conduit, bridge, or intermediate between communicators (message bearers) and communicators (message recipients) in communication activities (message delivery and reception). Meanwhile, according to (Rahman & Haryanto, 2014) learning media is everything that can be used by teachers to convey messages to students. The learning media used by teachers can stimulate students' attention, interest, and thoughts so that the learning process becomes active and learning goals can be achieved effectively.

In this class action research, the researcher will use flashcard learning the media to improve the English vocabulary of 5th grade students of SDN 6 Purwawinangun. According to (Nurjannah, 2019) a flash card is a card that contains words or pictures. Flash card media can be used for vocabulary development in the aspect of language development. You play this card by showing it to the child and reading it quickly.. The size of the flash card can be adjusted to the needs of the class, which means that the size of flash card media for a narrow class will be different from the size of flash card media in a wide class and there are many students.

Research using flash card learning media has also been carried out by Oktaviani Triami Putri (2016) on vocabulary comprehension material using Flash Card media, obtained data on the first cycle, the mean score of students is 52.9, then in the second cycle, the mean score of students increases, which is 73.7. Based on the results of research, the use of Flash Card media can increase students' vocabulary mastery.

Similar research has also been conducted by Alfi Dwi Damayanti (2020) on vocabulary comprehension material using flash cards, it was obtained that in cycle 1 the score of the written test was 65% (not good) and the oral test was 72.5% (Adequate) with an average class of 71.5 (Adequate). Then in cycle II, the percentage of student learning completeness increased to 90% (good) for the written test and 90% (good) for the oral test with an average class score of 82.5 (good). In accordance with the study's findings, using flashcard media can increase students' vocabulary mastery.

Because there are findings from previous researchers who state that using flashcards as a learning strategy greatly enhances students vocabulary mastery. Therefore, the researcher is interested in using flashcard to help increase the English vocabulary of 5th grade students of SDN 6 Purwawinangun.

Teaching in the sense that it is popular is a process of teaching and learning activities or often referred to as KBM Teaching and Learning Activities). In the teaching process, good and correct tactics are needed so that teaching and learning activities can be realized perfectly according to what is expected. (Adib, 2010) Meanwhile, according to (Sakdiah & Sihombing, 2023) teaching is a teacher's effort to be comprehensive and organized in the teaching and learning process starting from planning to evaluation to achieve changes in student behavior. Abdul Latif in (Marwiyah, 2011) said that teaching is the thought of applying the general principles of teaching in the implementation of teaching tasks in a specific situation of teaching interaction (educator-student interaction), both in the classroom and outside the classroom.

Children's vocabulary is crucial since it can help them communicate with their surroundings more easily when they are proficient in it. (Rahmawati & Komalasari, 2014) The more vocabulary one has, the more skilled a person becomes in speaking the language (Febrisma, 2013) Additionally, having a large vocabulary helps us understand reading materials well and correctly, and allows us to compose varied sentences (Faradisa & Fitriani, 2023). According to Alisjhabana in (Zahro & et al., 2020) word types are groups of words that have the same form and function. According to Alisjhabana in (Zahro & et

al., 2020) this type of word is usually distinguished into ten types. The ten types of words in question are noun, verb, adjectives, pronouns, adverbs, number words, conjunction, preposition, attribute, and interjections.

Several aspects that can affect students' low understanding of English vocabulary, such as: lack of student knowledge, low student motivation and attention in reading, lack of utilization of learning tools in vocabulary teaching, low quality of assignments, teachers choosing strategies or techniques that are not suitable for students. (Nurani et al., 2019). According to (Mulyanti & Sya, 2023) Vocabulary is one of the most crucial language components that learners of English should acquire and master from the outset in order to complement the four language skills. In introducing English vocabulary to elementary school children, teachers can use a variety of learning media that are interesting and in accordance with the development of children's age.

Learning media is everything that is used as an intermediary or liaison from the informant, namely the teacher to the recipient of information or students, which aims to stimulate students to be motivated and be able to follow the learning process in a complete and meaningful way (Mulyanti & Sya, 2023). According to (Miftah, 2013) In the framework of learning that occurs without requiring the presence of teachers, media also works well. Media is frequently used in "packaging" to accomplish educational objectives. According to (Sidharta, 2015) In the implementation of the teaching and learning process, we can use various forms of learning media, in accordance with the learning goals to be achieved.

Flashcards are cards in the form of images that are adapted to the subject matter, so that it can make it easier for teachers to convey the message they want to convey, in this case the material can also be a problem of reading skills, then the media used is letter cards and word cards, and it can also be a problem of general knowledge (Rahman & Haryanto, 2014). According to (Utami et al., 2021), the advantages of flashcard media include practicality, concrete nature so that it is easy to remember, overcoming space and time limitations in conveying material, can clarify problems, and is easy to carry. While the disadvantages of flashcard media are the disadvantages of flash card media. In addition to some of the advantages that we can find in flash card media, flashcards also have several disadvantages, including Images that only emphasize the perception of the senses. Drawing objects that are too complex is less effective for learning activities. Its size is very limited for large groups. (Ulfa, 2020).

Research Methods

This class action research was carried out in class V of SDN 6 Purwawinangun Kuningan, the 2023/2024 school year. The subjects in this study are grade V students of SDN 6 Purwawinangun Kuningan with a total of 24 students, consisting of 13 male students and 11 female students. Meanwhile, the object in this study is the application of Flash Card media to improve the English vocabulary of grade V students of SDN 6 Purwawinangun parts of body material.

In this study, the techniques used for data collection are as follows: (1) Test, the tests used by the author in this class action research are pre-test and post test. (2) Observation Sheet, this observation sheet consists of student and teacher observation sheets. (3) Documentation, the existence of documentation proves that the researcher has indeed conducted a research at school. This documentation is in the form of photos during the research session in the classroom.

Improving Students' Vocabulary on Part of the Body Using Flashcard

In this class action study, the researcher collected two types of data, namely qualitative data and quantitative data. Qualitative data is data obtained from student and teacher observation sheets and then the data is presented descriptively, while quantitative data is the data obtained from student learning test scores and learning success percentages. From the collection of these two types of data, it can be described as follows; (1) Student and teacher activities. To find out the final score of student and teacher activities, the researcher can calculate by adding up all the scores obtained and then dividing by the maximum score and multiplying by 100%:

$$\text{Final Score} = \frac{\text{scores obtained}}{\text{maximum scores}} \times 100\%$$

This vocabulary test assessment is used to find out the improvement of students' vocabulary. After knowing the score of each student, the researcher calculated the average student by adding all the scores and then dividing it with all the students in the class. The data is calculated with the following formula:

$$\chi = \frac{\sum \chi}{N}$$

Information:

χ = The average score achieved by students on the test

$\sum \chi$ = Total Value

N = Number of student

The researcher also used a simple analysis to calculate the completeness individually with the KKM (Minimum Completeness Criteria) that has been set, which is a minimum of 70. A student is said to be complete if he gets a score of >70. If a student gets a score of <70, then the student is said to be incomplete. To calculate the completeness in a tactical manner, the researcher uses the following formula:

$$\% \text{ K B} = \frac{\text{number of student who have completed}}{\text{total number of student}} \times 100\%$$

Results and Discussion

Results

Pre-cycle, initial condition (Pre-test)

There are still many of student who get a score below the KKM (Minimum Completeness Criteria). This can be seen from the 24 students, only 11 students have completed their scores, while 13 other students have not completed or are below the KKM. So that the calculation of the percentage of learning completeness of grade V students of SDN 6 Purwawinangun in this parts of body material is 45.83% (very lacking), besides that the average vocabulary mastery in this material is 56.6 (Less).

Cycle I

At this planning stage, the activities carried out by the researcher are to prepare a lesson plan (Learning Implementation Plan) in accordance with the flashcard learning media of parts of body material. In addition, at this planning stage, the researcher prepares an instrument of observation sheets for student and teacher activities when learning takes place. Researchers also made written test assessment instruments.

The implementation of learning activities in the cycle I, the researcher acted as a teacher, while the English teacher of grade V SDN 6 Purwawinangun acted as an observer. Researchers and students implemented the learning activities. Teachers observed these activities by filling out pre-prepared observation sheets. The learning activities carried out by the researcher refer to the lesson plan of the first cycle that has been prepared in advance which includes introduction, core activities and closing activities.

During the learning period, the English teacher of class V observed the activities of the researcher who acted as a teacher and observed the activities of students using the observation guidelines of students and teachers. The results are as follows:

Tabel 3 Results of Observation of Teacher Activity in Cycle I

NO	Aspects Observed	Score			
		1	2	3	4
Initial Activities					
1.	Teacher says greetings				√
2.	The teacher asks about the condition of the students				√
3.	The teacher invites students to pray together				√
4.	Teachers check student attendance				√
5.	The teacher invites students to review the learning that has been learned from the previous meeting				√
6.	Teachers convey apperception				√
7.	Teachers attract students' attention				√
Core Activities					
1.	Teachers provide messages and motivation to learn to students				√
2.	Convey material clearly				√
3.	Using interesting and efficient learning media				√
4.	The teacher mastered/conditioned the class well			√	
5.	Teachers are responsive to students				√
6.	Teachers guide students in completing assignments		√		
Closing Activities					
1.	Teachers provide reinforcement in learning				√
2.	The teacher concludes the learning material that has been learned with the participation of students				√
3.	To reflect on learning, teachers ask students about their feelings during the process and seek feedback from others				√
4.	Teachers give students the opportunity to ask questions about the learning material				√
5.	Teachers remind students to always study at home				√
6.	Teachers and students pray at the end of learning		√		
7.	Teachers close learning with greetings				√
Total Score		75			

Improving Students' Vocabulary on Part of the Body Using Flashcard

Maximum Score	80
Score of Teacher Activity Observation Score	Value= $= \frac{\text{acquisition score}}{\text{maximum score}} \times 100\%$ $= \frac{75}{80} \times 100\%$ $= 93,75\%$
Criterion	Very good

Fill out the observation sheet of teacher activities by marking a checklist (√).

Score 1: Less Score 3: Good
 Score 2: Enough Score 4: Very Good

The number obtained from the results of observation of teacher activity in the cycle I, learning activities in the table above is 75 out of a maximum score of 80, thus the teacher activity score is 93.75%, this shows a very good criterion. The research results of the observation of teacher activities in the first cycle are already in the very good category, but the average pre-test score of student vocabulary mastery is still below the KKM or still very lacking, so the researcher will continue this research to the next cycle to increase the average score of student vocabulary mastery.

Table 3.1 Results of Observation of Student Activities in Cycle I

NO	Aspects Observed	Score			
		1	2	3	4
1.	Attend class on time			√	
2.	Saying greetings and praying together				√
3.	Pay attention to the teacher's explanation				√
4.	Active in learning process				√
5.	Able to re-imitate the vocabulary taught by the teacher		√		
6.	Enthusiastic about doing the assigned tasks				√
7.	Dare to answer questions asked by teachers				√
8.	Able to read vocabulary in English			√	
9.	Enthusiastic when participating in the learning process				√
10.	Able to solve problems well				√
Total Score		36			
Maximum Score		40			
Score of Student Activity Observation Score		Value= $= \frac{\text{acquisition scores}}{\text{maximum scores}} 100\%$ $= \frac{36}{40} \times 100\%$ $= 90\%$			
Criterion		Good			

Filling out the teacher's activity observation sheet by marking the checklist (√)

Score 1: Less Score 3: Good
 Score 2: Enough Score 4: Very Good

The number obtained from the results of observation of student activities in the cycle I, learning activities in the table above is 38 out of a maximum score of 40, thus the student activity score is 90%, this shows good criteria. The research results of the observation of student activities in the first cycle are already in the good category, but the average pre-test score of student vocabulary mastery is still below the KKM or still very lacking, so the researcher will continue this research to the next cycle to increase the average score of student vocabulary mastery.

After the first cycle of learning has been completed, researchers and teachers discuss and evaluate the results of observations to find the shortcomings contained in the first cycle.

The post test or commonly called the final test is the last step carried out during the research. This post test is given to students who aim to find out how much influence the treatment is, the results of this post test are compared to the results obtained during the pre-test. In the post test, the results are presented in the following table:

Post test results for grade V students of SDN 6 Purwawinangun

No	Name	KKM	Post-test scores	T/TT
1.	Alief Azizan	70	90	T
2.	Alif Khalifatur	70	20	TT
3.	Amira	70	90	T
4.	Andini	70	50	TT
5.	Andrean	70	80	T
6.	Anindya	70	55	TT
7.	Aqhila	70	90	T
8.	Ardi	70	10	TT
9.	Bilal	70	40	TT
10.	Bryan	70	35	TT
11.	Haikal	70	15	TT
12.	Husnan	70	95	T
13.	Nafisha Rahma	70	45	TT
14.	Nilda	70	65	TT
15.	Nur Aisyah	70	100	T
16.	Padli	70	70	T
17.	Revand	70	95	T
18.	Risma	70	90	T
19.	Risti	70	50	TT
20.	Rizky Aditya	70	30	TT
21.	Sidiq	70	95	T
22.	Vina	70	65	TT
23.	Yusrina	70	90	T
24.	Ziddane	70	100	T
Total Value ($\sum \chi$)			1565	
Number of Students (n)			24	

Improving Students' Vocabulary on Part of the Body Using Flashcard

Average Score (χ)	$\chi = \frac{\sum \chi}{n}$ $= \frac{1565}{24}$ $= 65,2$
Criterion	Enough
Number of Completed Students ($\sum M$)	12
Number of Incomplete Students ($\sum E$)	12
Completion Percentage	$T = \frac{\sum M}{n} \times 100\%$ $= \frac{12}{24} \times 100\%$ $= 50 \%$
Criterion	Very good

Based on the table above, it shows that the results they obtained have not reached the maximum results. There are still many of them who get a score below the KKM (Minimum Completeness Criteria). This can be seen from 24 students, only 12 students have completed their scores, while the other 12 students have not completed or are below the KKM. So that the calculation of the percentage of learning completeness of grade V students of SDN 6 Purwawinangun in the parts of body material is 50% (very lacking). Besides that, the average vocabulary mastery in this material is 65.2 (enough).

Cycle 2

In this second cycle, the activities carried out are almost the same as the previous cycle or cycle I. It's just that in this second cycle, there are a few additional improvements so that the results achieved by students can improve. If the first cycle has been found to have shortcomings or obstacles and successes in learning, then the researcher prepares the next cycle design to improve the results of the previous cycle. The activities carried out at this observation stage are the same as the activities of the first cycle. The following are the results of the observation sheet of student and teacher activities:

Table 3.2 Results of Observation of Teacher Activity Cycle II

NO	Aspects Observed	Score			
		1	2	3	4
Initial Activities					
1.	Teacher says greetings				√
2.	The teacher asks about the condition of the students				√
3.	The teacher invites students to pray together				√
4.	Teachers check student attendance				√
5.	The teacher invites students to review the learning that has been learned from the previous meeting				√
6.	Teachers convey apperception				√
7.	Teachers attract students' attention				√
Core Activities					

Desti

1.	Teachers provide messages and motivation to learn to students				√
2.	Convey material clearly				√
3.	Using interesting and efficient learning media				√
4.	The teacher mastered/conditioned the class well				√
5.	Teachers are responsive to students				√
6.	Teachers guide students in completing assignments				√
Closing Activities					
1.	Teachers provide reinforcement in learning				√
2.	The teacher concludes the learning material that has been learned with the participation of students.				√
3.	To reflect on learning, teachers ask students about their feelings during the process and seek feedback from others.				√
4.	Teachers give students the opportunity to ask questions about the learning material			√	
5.	Teachers remind students to always study at home				√
6.	Teachers pray with students to end learning				√
7.	Teachers close learning with greetings				√
Total Score		79			
Maximum Score		80			
Score of Teacher Activity Observation Score		Value= $= \frac{\text{acquisition scores}}{\text{maximum scores}} \times 100\%$ $= \frac{79}{80} \times 100\%$ $= 98,75\%$			
Criterion		Very good			

Fill out the observation sheet of teacher activities by marking a checklist (√).

Score 1: Less Score 3: Good

Score 2: Enough Score 4: Very Good

The number obtained from the results of observation of teacher activity in learning activities using flashcards. The cycle II in the table above is 79 out of a maximum score of 80, thus the teacher activity score is 98.75%, this shows a very good criterion.

Table 3.3 Results of Observation of Student Activities in Cycle II

NO	Aspects Observed	Score			
		1	2	3	4
1.	Attend classes on time				√
2.	Saying greetings and praying together				√
3.	Pay attention to the teacher's explanation				√

Improving Students' Vocabulary on Part of the Body Using Flashcard

4.	Active in learning process				√
5.	Able to re-imitate the vocabulary taught by the teacher				√
6.	Enthusiastic about doing the assigned tasks				√
7.	Dare to answer questions asked by teachers				√
8.	Able to read vocabulary in English			√	
9.	Enthusiastic when participating in the learning process				√
10.	Able to solve problems well				√
Total Score		39			
Maximum Score		40			
Score of Student Activity Observation Score		Value= $= \frac{\text{acquisition scores}}{\text{maximum scores}} \times 100\%$ $= \frac{39}{40} \times 100\%$ $= 97,5\%$			
Criterion		Very good			

Fill out the observation sheet of teacher activities by marking a checklist (√).

Score 1: Less Score 3: Good

Score 2: Enough Score 4: Very Good

The number obtained from the results of the observation of student activities in cycle II learning activities in the table above is 39 out of a maximum score of 40. This student activity score is 97.5%. This shows a very good criterion.

After the researcher has completed all the learning series in cycle II, students are asked to do a post-test which aims to find out how much influence the treatment is, the results of the second cycle post-test are compared to the results obtained during the second cycle post-test. The following are the results of the post-test in cycle II:

The Post-test results of cycle II students of grade V of SDN 6 Purwawinangun

No	Name	KKM	Post-test scores	T/TT
1.	Alief Azizan	70	95	T
2.	Alif Khalifatur	70	30	TT
3.	Amira	70	95	T
4.	Andini	70	75	T
5.	Andrean	70	100	T
6.	Anindya	70	55	TT
7.	Aghila	70	100	T
8.	Ardi	70	25	TT
9.	Bilal	70	70	T
10.	Bryan	70	45	TT
11.	Haikal	70	35	TT
12.	Husnan	70	95	T
13.	Nafisha Rahma	70	75	T
14.	Nilda	70	95	T

15.	Nur Aisyah	70	100	T
16.	Padli	70	95	T
17.	Revand	70	100	T
18.	Risma	70	100	T
19.	Risti	70	80	T
20.	Rizky Aditya	70	80	T
21.	Sidiq	70	100	T
22.	Vina	70	75	T
23.	Yusrina	70	100	T
24.	Ziddane	70	100	T
Total Value ($\sum\chi$)		1830		
Number of Students (n)		24		
Average Score (χ)		$\chi = \frac{\sum\chi}{n}$ $= \frac{1830}{24}$ $= 76,25$		
Criterion		Good		
Number of Completed Students ($\sum M$)		19		
Number of Incomplete Students ($\sum E$)		5		
Completion Percentage		$T = \frac{\sum M}{n} \times 100\%$ $= \frac{19}{24} \times 100\%$ $= 79,1 \%$		
Criterion		Good		

Based on the table above, it shows that the results they obtained have reached minimum results. Many of them get a score above the KKM (Minimum Completeness Criteria). This can be seen from 24 students, 19 students have completed their scores, while the other 5 students have not completed or are below the KKM. So that the calculation of the percentage of learning completeness of grade V students of SDN 6 Purwawinangun in the parts of body material is 79.1% (good), besides that the average vocabulary mastery in this material is 76.25 (good). Judging from the table above, students' vocabulary mastery has increased compared to the previous cycle. The results have reached the minimum limit determined by the researcher, namely. So researchers do not need practice in the next cycle. ≥ 71

Discussion

The learning outcomes of grade V students of SDN 6 Purwawinangun at the time of the pre-test on the mastery of English vocabulary for parts of body material still did not achieve maximum results. This can be seen from the number of 24 students, only 11 students whose scores are above the KKM or can be said to be complete while the other 13 students are still below the KKM or have not been completed. The percentage of student learning completion is 45.83% or still very lacking. Furthermore, the average grade of students is 56.6 (less).

In the first cycle, the results of the study showed that the learning outcomes of students using flash card learning media for parts of body material obtained an average score of 65.2, which means that it is still said to be sufficient. Additionally, out of a total of 24 students, there are 12 students who have completed and 12 students who have incomplete. The completion percentage is 50% which means it is still said to be very

lacking. The results of the first cycle of post tests show that the average score of students and the completeness of student learning increased. This is because, at the time of the pre-test, the teacher had not used Flash Card media. During the first cycle, the researcher started to use Flash Card media, even though the use of media in the first cycle did not produce many students who were complete.

In the second cycle, the results of the study showed that the learning outcomes of students using flash card learning media of parts of body material from a total of 24 students, there were 19 students who completed and 5 other students who were still incomplete. The completion percentage is 79.1%, which means that it has been said to be good. The average score was 76.25 (good). In cycle II, the average score and the number of students who completed it increased compared to cycle I, this happened because students had begun to understand and memorize vocabulary on parts of body material using the flashcard learning media.

Based on the explanation above, it can be concluded that the use of the flash card learning media can increase the vocabulary mastery of grade V students of SDN 6 Purwawinangun. Furthermore, it can be seen that in each cycle, the average score and student learning completeness have increased so that research with Flash Card media can be said to be successful and be applied in learning.

The results obtained by the researcher on the results of observation of teacher and student activities in the application of the flashcard learning media cycle I and cycle II have differences. This can be seen in the first cycle of the observation results of teacher activities with a score of 93.75% (Very Good) and the results of student activity observation with a score of 90% (good). Although the results of observation of teacher and student activities have reached the minimum point of achievement and reference for the success or failure of the use of flashcard learning media in this study, the average pre-test score of students' vocabulary mastery is still below the KKM or still very lacking, so the researcher will continue this research to the next cycle to increase the average score of students' vocabulary mastery. Although these results have reached the minimum point of achievement, there are still several aspects that must be improved. These aspects include conditioning the classroom well, guiding students to do assignments, inviting students to pray at the end of learning and ensuring that all learning materials that are delivered. In addition, there are some students who have not been able to imitate the vocabulary taught by the teacher and there are some students who are not able to read parts of body vocabulary in English.

In the second cycle of learning, the learning results of using flash card media have increased. The results obtained from the second cycle of learning were for the results of observation of teacher activities of 98.75% (very good) and the results of observation of student activities of 97.5% (very good).

From the above statement, it can be seen that in each cycle, aspects studied both from the learning outcomes and student completeness as well as from the results of observation of teacher and student activities have improved. So that research with Flash Card media can be said to be successful and can be applied in learning.

Conclusion

Based on the results of research on grade V students of SDN 6 Purwawinangun Kuningan about efforts to improve students' English vocabulary about parts of the body using flash card learning media, it can be concluded that the use of flash card media has succeeded in improving students' vocabulary in English subjects about parts of the body.

This can be seen from the results of observation of teacher and student activities which show an increase in each cycle. In addition, it can also be seen from the results of pre-tests and student post tests so that it can be known from the average score and percentage of student completeness that has increased in each cycle.

Based on the research that has been conducted, the use of a flash card learning media can improve students' English vocabulary about parts of the body. Some suggestions from researchers to be considered are that teachers are expected to be able to use flash card learning media, not only using the lecture method and picture media in student books. Schools are also expected to provide support to teachers in developing learning media and facilitating what teachers and students need during the learning process.

References

- Adib, N. (2010). Strategi Pengajaran dan Desain Pengajaran. *Tarbawy: Jurnal Pendidikan Islam*, 19–39.
- Faradisa, A. S., & Fitriani, L. (2023). Penggunaan Media Gambar dalam Pembelajaran Kosakata di MTs Nurul Ulum. *Al-Fusha : Arabic Language Education Journal*, 5(1), 17–23. <https://www.ejournal.inaifas.ac.id/index.php/alfusha/article/view/1028>
- Febrisma, N. (2013). Upaya Meningkatkan Kosa Kata Melalui Metode Bermain Peran Pada Anak Tunagrahita Ringan. *Jurnal Ilmiah Pendidikan Khusus*, 1(2), 109–121.
- Marwiyah, S. (2011). Urgensi Perencanaan Pengajaran dalam Kegiatan Pembelajaran. *Ulul Albab*, 13(1), 65.
- Miftah, M. (2013). Fungsi, Dan Peran Media Pembelajaran Sebagai Upaya Peningkatan Kemampuan Belajar Siswa. *Jurnal Kwangsan*, 1(2), 95. <https://doi.org/10.31800/jtpk.v1n2.p95--105>
- Mulyanti, E., & Sya, M. F. (2023). Pemerolehan kosakata bahasa Inggris dengan media kartu bergambar di sekolah dasar. *Karimah Tauhid*, 2(2), 504–509.
- Nurani, A. F., Febriani Sya, M., & Yektyastuti, R. (2019). Efektivitas penggunaan picture series dalam meningkatkan kosakata bahasa Inggris siswa. *Journal Pendidikan Indonesia*, 2(1), 1–20.
- Nurjannah. (2019). Peningkatan Kemampuan Penguasaan Kosakata Melalui Kartu Huruf Bergambar Siswa Kelas Ii Sdn 5 Soni. *Jurnal Kreatif Tadulako Online Vol.*, 4(8), 292–313. <https://media.neliti.com/media/publications/119169-ID-peningkatan-kemampuan-penguasaan-kosakat.pdf>
- Rahman, B., & Haryanto, H. (2014). Peningkatan Keterampilan Membaca Permulaan Melalui Media Flashcard Pada Siswa Kelas I Sdn Bajayau Tengah 2. *Jurnal Prima Edukasia*, 2(2), 127. <https://doi.org/10.21831/jpe.v2i2.2650>
- Rahmawati, N., & Komalasari, D. (2014). Pengaruh Media Pop-Up Book Terhadap Penguasaan Kosa Kata Anak Usia 5-6 Tahun di TK Putera Harapan. *Prodi PG-PAUD, Fakultas Ilmu Pendidikan, Uiversitas Negeri Surabaya*, 3(1), 5–6.

Improving Students' Vocabulary on Part of the Body Using Flashcard

- Sakdiah, N., & Sihombing, F. (2023). Problematika Pembelajaran Bahasa Arab. *Jurnal Sathar*, 1(1), 34–41. <https://doi.org/10.59548/js.v1i1.41>
- Sidharta, A. (2015). Media Pembelajaran. *Journal Academia Accelerating the World's Research*, 1, 1–29.
- Ulfa, N. M. (2020). Analisis Media Pembelajaran Flash Card Untuk Anak Usia Dini. *Genius*, 1(1), 34–42. <https://doi.org/10.35719/gns.v1i1.4>
- Utami, F., Rukiyah, R., & Andika, W. D. (2021). Pengembangan Media Flashcard Berbasis Augmented Reality pada Materi Mengenal Binatang Laut. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1718–1728. <https://doi.org/10.31004/obsesi.v5i2.933>
- Zahro, U. A., & Dkk. (2020). Penguasaan Kosakata Bahasa Indonesia Anak dari Segi Umur, Jenis Kelamin, Jenis Kosakata, Sosial Ekonomi Orang Tua, dan Pekerjaan Orang Tua. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 1(1), 187–198. <https://ejournal.unib.ac.id/index.php/semiba/article/view/13675>