



## Using Traditional Flashcard to Teach the Present Progressive Tense

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**Abstract:** In recent years, learning technology has developed very rapidly. However, many schools have not been fully facilitated, so they still use conventional learning media. The purpose of this research is to find out whether traditional flashcards as a learning tool can improve the present progressive tense and how grade 3 students at SD N 01 Trimulyo see the use of traditional flashcards as a learning tool. In this study, data were collected through observation and interviews. Grade 3 students of SD N 01 Trimulyo became the object of this research. Researchers also conduct tests to find out how research findings develop. This study uses a qualitative methodology and a qualitative descriptive approach. The results of the study show that traditional flashcards can be used as alternative learning media in today's digital and internet era. This medium really helps teachers. Students feel happier and find it easier to learn English after using traditional flashcards. Students are more motivated to learn because learning using traditional flashcards is easier for them to understand. In the world of education, the traditional use of flashcards is still a new method. Traditional flashcards are a solution for schools that do not yet have sufficient facilities in today's modern and digital era.

**Abstrak:** Dalam beberapa tahun terakhir, teknologi pembelajaran telah berkembang dengan sangat pesat. Namun, banyak sekolah yang belum terfasilitasi sepenuhnya sehingga masih menggunakan media pembelajaran konvensional. Tujuan dari penelitian ini adalah untuk mengetahui apakah tradisional flashcard sebagai alat pembelajaran dapat meningkatkan present progressive tense dan bagaimana siswa kelas 3 SD N 01 Trimulyo melihat penggunaan flashcard tradisional sebagai alat pembelajaran. Dalam penelitian ini, data dikumpulkan melalui observasi dan wawancara. Siswa kelas 3 SD N 01 Trimulyo menjadi objek penelitian ini. Peneliti juga melakukan tes untuk mengetahui bagaimana perkembangan temuan penelitian. Penelitian ini menggunakan metodologi kualitatif dan pendekatan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa flashcard tradisional dapat digunakan sebagai media pembelajaran alternatif di era digital dan internet saat ini. Media ini sangat membantu guru. Siswa merasa lebih senang dan mudah belajar bahasa Inggris setelah menggunakan flashcard tradisional. Siswa lebih termotivasi untuk belajar karena pembelajaran menggunakan flashcard tradisional lebih mudah dipahami oleh mereka. Dalam dunia Pendidikan penggunaan tradisional flashcard masih tergolong metode baru. Tradisional flashcard menjadi bentuk solusi untuk sekolah - sekolah yang belum memiliki fasilitas cukup di era modern dan digital pada saat ini.

## A. Introduction

The names of people change during the course of their lives, beginning when they are still in the womb and continuing through birth and old age. Age-related title changes signify a stage of development that is no longer present. Although we may only see our good and bad features gradually but clearly as they develop, childhood is the first stage in the development of mankind. It is here that some of our good and terrible traits first take shape. Children between the ages of 0 and 12 go through a fairly quick process of growth and development (Dowansiba, 2018). It is regarded as the fundamental building block of the kid's growth, which later phases of development give the child range and tenacity. Children today, both in early childhood education and in basic education, are distinct, individual people with varying traits based on their ages. It was now necessary to step up the progression portion as a whole; this will be crucial for next developmental responsibilities. Beichler and Snowman describe early childhood as being between the ages of three and six (Hijriati, 2021). The "golden age" of childhood is frequently referenced. Nearly all prospective parents go through a delicate stage that allows for incredibly fast and rapid growth and development (Ulfatin & Zahro, 2022).

In kindergarten and elementary school, English is the main subject taught. In order to teach and motivate their students, teachers must find ways to attract and motivate students. According to Harmer (in Bakhsh, 2016), teachers of young learners should spend plenty of time examining and understanding how their students operate and think. Because young learners get distracted quickly, teaching them is more difficult than teaching teenagers or adults. Since children like to have fun and play, teachers must choose teaching methods that suit their nature. Activities, depending on the individual, are characteristic of young learners. Teachers should supervise children who are very active or passive. One of the most noticeable characteristics of children is their high activity level and tendency to be curious. According to Penny McKay (in Cahyati et al., 2019), young language learners have the ability to make their own decisions about their own learning and have a clear understanding of the things they like and don't like to do. Children learn foreign languages faster than adults, and this is often used to support foreign language teaching from an early age.

The majority of people believe that the 21<sup>st</sup> century is the technological age. Technology is a vital part of our lives today. That is regarded as the cornerstone of economic expansion. Without technology, economic growth will not be possible in the current environment. This is because technology has made our work more efficient and quick (Arianda et al., 2022). Everything can be impacted by technology. Education is one of them. The utilization of cutting-edge tools, technology, and equipment appears to promote student interaction and learning, according to recent insights into students' current preferences for using technology and how using it improves their learning. They feel considerably more engaging and full of interesting regions when supported by technology. Learning becomes incredibly easy, convenient, and efficient. In other words, using current technology makes it possible for our thoughts to function more quickly in a variety of areas,

including schooling. It is increasingly impossible to resist depending on advances that make life easier, not even in institutions of higher learning. Technology can support education in four different ways: as a component of the curriculum, as an instructional trigger system, as a teaching assistance, and as a tool to improve the entire learning process. Education has shifted from being passive and reactive to being participatory and combative because to technology. Education is crucial in both academic and corporate environments. Employees are assisted through education or training in the first scenario. In the second scenario, schooling aims to encourage pupils' natural curiosity. Technology can improve students' understanding and memory of concepts in both situations (Zubaidi & Velusamy, 2023).

At this point, it is crucial to improve Indonesia's educational system. Students can enhance their self-potential, personalities, intelligence, moral integrity, and competency through education. The Law of National Education System of Republic Indonesia No. 20, which was passed in 2003, states in article 1, paragraph 1, that in order to maximize the learning potential, learning must take place effectively, students must have meaningful experiences, and education can produce individuals who can contribute to society and nation-building (Putri, 2021; Habib et al., 2023). The broad term is applications of educational technology. The process of integrating people, ideas, organizations, and tools is crucial in this situation. Particularly, educational technology is now developing really quickly. A collection of technologies used in learning, teaching, development, management, and other areas are collectively referred to as educational technology. The introduction of technical components to the study and application of education led to the creation of the field of educational technology. Information and communication technology advancements have an impact on the sector of education. The use of technology in the classroom has grown in importance in the contemporary era of globalization. Through more engaging and dynamic learning modules, the utilization of multimedia facilities in the classroom can be accomplished. Flashers, voice or audio explanations, and the inclusion of elements that can enhance student active participation can all be used to accomplish this.

The teacher should change their methods when teaching English to students, especially if it is linked to grammar, in order to boost the students' motivation to learn grammar (Harahap et al., 2023). The teaching method is a clear process followed in the classroom to complete a certain activity or assignment. The teacher must grasp the teaching methodology because if the teacher employs the proper teaching strategy, student learning will advance. It cannot be denied that using technology in education has a number of difficulties, one of which is a lack of technological infrastructure that needs to be addressed by the highest authority. The use of technology in education will only be possible with this infrastructure. Due of the difficulty of accessing some Indonesian locations, there is an unequal distribution. Institutions of higher learning in rural areas continue to use multimedia technologies. It is clear that the government continues to allot sizable amounts for purchasing technology that can support education given how expensive it is to acquire and use it in the educational sector. For instance, the school in SD N 01 Trimulyo lacks the

necessary technological learning infrastructure. Despite being in an accessible location, the school's facilities are inadequate.

Flashcard is a very practical and implication learning media. Many teachers use flashcards as an option for learning media. Flashcards are a quick and easy way to help students learn and practice vocabulary (Yusuf et al., 2021). Both children and adults can use flashcards as learning media. Flashcards can be distributed to children who completed their assignments earlier, or used for groups. Children who can read can use flashcards with pictures and words and combine them. Because of this, many previous researchers have examined flashcards as learning media. There are several studies that have been done before that researchers use as references. The second research that the researchers used as a reference was the research of Brigitta Septarini Rahmasari (Rahmasari, 2016).

In this study, the researcher used descriptive research. The purpose of this research was to find out how flashcards as learning media were able to increase the vocabulary of 4<sup>th</sup> grade students at SDN Sukosari 02 Dagangan Madiun. To collect data, researchers use observation and tests. Then, to analyse the data, researchers use reduction, display, and conclusion. Checklist data is the instruments used by researchers. By making observations, researchers will know the situation and conditions directly about the effectiveness of flashcards in teaching vocabulary for fourth grade elementary school students. In this study, researchers used the test as a technique for collecting data. From the results of the tests that have been carried out, it appears that students average score after the implementation of the flash cards is 8.15, and the average score of students before the implementation of the flash cards is 7.40. So, it is known that the implementation of the use of flashcards in teaching the 4<sup>th</sup> grade students' vocabulary at SDN 02 Sukosari Dagangan Madiun is effective and able to increase the average score of students. The similarities between this research and the current research are that they use the same method, namely descriptive-qualitative. In addition, these two studies also have similarities in that they use young learners as research subjects. The difference between this research and the research being conducted is the focus of the research topic. If previous research focused on using flashcards to increase vocabulary, so in this study, the focus of the research topic was on the use of flashcards as a medium to improve the grammar of 3<sup>rd</sup> graders at SD N 01 Trimulyo.

The focus of this research is on how teachers use flashcards as a new learning tool for 3<sup>rd</sup> graders in SD N 01 Trimulyo. As we know today, there are many learning media, both accessed via the internet and more conventional ones, such as traditional flashcards. Many village schools still lack technological devices to support the teaching and learning process, even though we now live in the digital era. The right learning medium can encourage students to try harder. Therefore, teachers must be wise in choosing which media will increase students' interest in learning English. In this study, the researcher wanted to find out how teachers use traditional flashcards as a learning medium for 3<sup>rd</sup> graders at SD N 01 Trimulyo, which is expected to help them teach grammar and improve the development of the present progressive tense for 3<sup>rd</sup> graders at SD N 01 Trimulyo. Through the observations that have been made, researchers will discover how teachers use traditional

flashcards as learning media for 3rd graders at SD N 01 Trimulyo. Previously, teachers only used student worksheets that contained material as learning media. This causes students to become lazy and makes English subjects difficult to understand. In addition, traditional flashcards bring new learning tools to teachers and students.

## B. Method

This research uses a qualitative approach with a qualitative descriptive method. Denzin and Lincoln (in [Manchester, 2011](#)) claim that qualitative research involves an interpretive and naturalistic approach. "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). According to Creswell (in [Zulfiquir, 2014](#)), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. With qualitative research, the goal is to fully understand a subject from the viewpoint of the people being studied. Qualitative research focuses on the subject's thoughts, perceptions, views, or beliefs, all of which are intangible and cannot be quantified. According to the statement above, a qualitative approach is used by the authors to describe the data. The results of the analysis will provide an overview of the research conducted through individual or group observations.

Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. Descriptive research is a type of scientific research that methodically discusses events, phenomena, or facts related to a particular area or population and also defines and documents the real situation. Descriptive methods are used to investigate the current status of a human group, object, condition, thought system, or event. It is a type of research that aims to explain certain social phenomena. Final function and approach are the criteria that differentiate research into different types.

As stated by Arikunto (in [Westoff, 2016](#)), the object of research can be defined as something, material, or an individual whose data is included in the research variable and discussed. The subjects in this study were 3<sup>rd</sup> graders at SD N 01 Trimulyo Juwana. 3<sup>rd</sup> graders of SD N 01 Trimulyo as research subject's 3<sup>rd</sup> graders students at SD N 01 Trimulyo are a group of children who are registered as active students and participate well in learning activities at SD N 01 Trimulyo. There are 19 students in grade 3 of SD N 01 Trimulyo Juwana. SD N 01 Trimulyo is an elementary school-level education unit in Trimulyo, Kec. Juwana, Kab. Pati, Central Java. SD N 01 Trimulyo is located at Ds Trimulyo, Trimulyo, Kec. Juwana, Kab. Pati, Central Java, zip code 59185.



Figure 1. Research Flow

Observation is the main way to obtain data in qualitative research. The aim of this research is to understand the complex interactions that occur in the natural environment. According to Fraenkel and Wallen (in [Zulfiqur, 2014](#)), there are two types of observation: participant and nonparticipant. Researchers chose not to use observation. During class activities, the researcher sat in the back seat. Researchers get more accurate data during observations by taking field notes and taking pictures. Interviews are conversations conducted to obtain information. This can be done face-to-face or over the phone. Interviews are a great way to get in-depth information about people's opinions, thoughts, experiences, and feelings. They are also useful when the subject of inquiry is related to a problem that requires in-depth questions and considerable investigation. In this study, interviews were conducted face-to-face, which is a variation of in-depth interviews. After learning through flashcard media was completed, the researcher interviewed students to ask for their opinions. Of the nineteen students interviewed, the researcher only interviewed five.

One of the tools used to collect data during direct observation in the field is an observation sheet. In this study, researchers used observation sheets to observe learning activities that occurred in class. Researchers made observation sheets for teachers teaching in class, students as research subjects, and observation sheets for learning activities to take place. An interview guide was created to support the research pattern. An interview guide is used to ensure the interviewer does not lose control when asking questions. The researcher asked several questions to students after they used flashcard media for learning. The purpose of this question is to find out students' perceptions about the use of flashcard media. Tests are a limited way to measure a person's abilities. After carrying out the teaching and learning process using flashcard media, the researchers held tests twice for grade 3 students of SD N 01 Trimulyo. This test relates to the material that has been taught. The researcher gave as many as fifteen questions in each test meeting. The researcher held a test by distributing question sheets, which the students then worked on under the direction of the teacher. The implementation of this test aims to measure and compare students' abilities after carrying out learning using flashcard learning media.

In this study, researchers used RPP (Learning Implementation Plan), which is a tool used by teachers to help them teach in class. Researchers discussed this lesson plan with teachers who teach English subjects, and this lesson plan is in accordance with the relevant material and curriculum. This lesson plan contains objects around, which were chosen by the teacher and researcher as research material. Competency standards, basic competencies, subject matter, learning activities, competency achievement indicators, evaluation, time allocation, and learning resources are all components of lesson plans.

## C. Result and Discussion

### Result

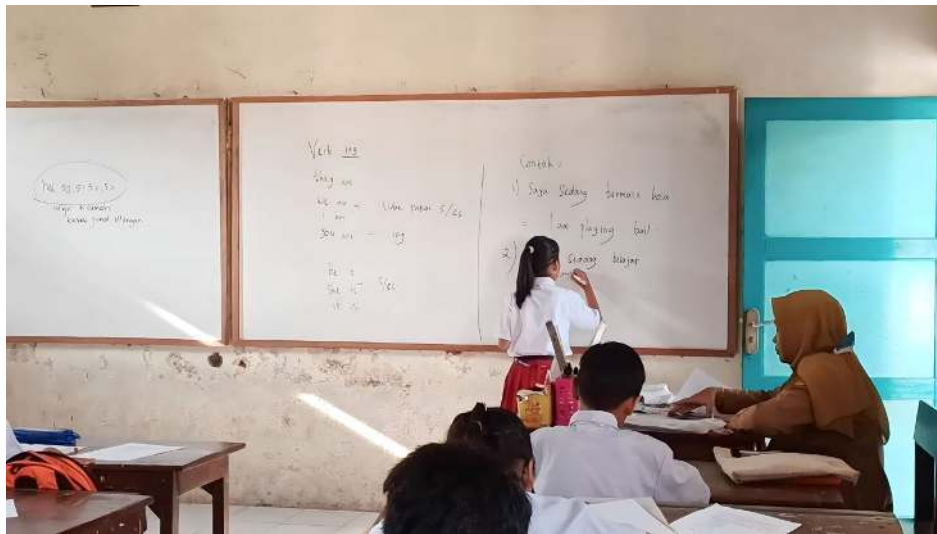
The observation sheet is a guideline that contains indicators used to make an observation (in [Sukendra & Atmaja, 2020](#)). There are three forms of observation sheets used

in research: teacher observation sheets, student observation sheets, and learning implementation observation sheets.

Observations were made to determine the condition of the teacher in the classroom during the teaching and learning process. Through this observation, the researcher knows whether the teacher can recognize and understand students as unique individuals, not only as part of a group. Not only that, but this observation also produced several findings, such as: The teacher has a lesson plan that is used as a guide in the teaching and learning process. The teacher is able to name students and understand the emotions (feelings) experienced by students. The teacher has a good attitude, does not use harsh words, and always answers student questions. Teachers are able to explain material well and can position themselves in any situation that occurs in class. The teacher can lead the prayer in class. The teacher administers a pre-test with short or multiple-choice questions. During apperception, the teacher often invites students to sing and gives short quizzes. Teachers can control the class well, teach in an interactive way so students don't get bored, and patiently answer student questions. In managing the class, the teacher applies several rules that are firm but still relaxed. To encourage student activity, teachers rely not only on theory but also on practice. Not infrequently, teachers also form groups and provide prompting questions for students to be active. Teachers also often provide motivation, words of encouragement, and small gifts to students. The teacher uses lecture, question and answer, and discussion methods to solve questions in a problem-based learning system. The teacher uses traditional flashcards with visual and auditory learning styles. The teacher uses flashcards as a medium for teaching grade 3 students at SD N 01 Trimulyo, which the teacher chooses for media that is appropriate to the learning objectives. The teacher used the learning time very effectively, with 10 minutes for the initial activity, 20 minutes for the core activity, and 10 minutes for the closing activity. The teacher teaches according to the lesson plan. Teachers engage socially with students and can attract students. The teacher never teaches in a loud voice or uses harsh words in front of students. Teachers often hold post-tests after meetings and always provide conclusions about the material being taught.



**Figure 2.** The Teacher Explains the Material to the Students



**Figure 3.** Students Answer Practice Questions in Front of the Class

Researchers made observations to determine the condition of students in class during the learning process. This is useful for knowing how much student activity is in accordance with learning and how much student activity is not in accordance with learning. Some of the things that were found by researchers during these observations are as follows: Students listen and pay attention to the teacher's instructions. Some students actively participate in asking questions about the material being taught. Students who actively ask are students who excel. Some students feel shy when they want to ask the teacher, but when the teacher asks them to ask, they quickly ask their questions. Students take good notes on all subjects taught by the teacher. Students respond well to what is conveyed by the teacher. Whether it's about learning material, practice questions, or something else, Students are happy with the learning method using traditional flashcard media. Students feel that traditional flashcards are a new learning method for them. Students are able to repeat and review material that has been taught by the teacher. Students interact intensely with one another. Students also often work together in groups or classically in the learning process.

The learning implementation observation sheet is a guideline that contains indicators used to carry out observations made in class during the learning process. In this investigation, researchers found several results, including: As the executor of learning activities, the teacher always guides students to pray when lessons begin and sometimes gives students the opportunity to lead prayers in front of the class. When the lesson begins, the teacher usually does not forget to convey the objectives of the meeting to be achieved. Teachers sometimes convey the learning approaches they use when teaching. The teacher does apperception by asking short but deep questions. The teacher sometimes invites his students to sing to provide motivation and enthusiasm. At the first meeting, the teacher had not explained the concept of learning because this was the first time, she had taught using traditional flashcard media. At the next meeting, the teacher explained the concept of learning using traditional flashcards. For the first time using traditional flashcards, the teacher asks the researcher to help explain the steps for using them. The teacher gives step-

by-step explanations to the students after the teacher understands how to use traditional flashcards. The teacher helps the researcher distribute flashcards to students. The teacher always helps students answer questions about material they don't understand. The teacher corrects student answers both orally and in writing. Traditional flashcards are used as the main learning tool in this study. Students use paper or notebooks to write answers and record material that has been given by the teacher. The teacher uses the blackboard to explain and write the material in front of the class. The teacher uses markers to write material on the blackboard when explaining material in class. Researchers and teachers use student worksheets to provide practice questions related to the material that has been selected by researchers. The printed file is used as a worksheet for student assessment. The teacher conducts a test after the meeting by appointing several students to answer questions related to surrounding objects. The teacher makes a brief conclusion about the topic of today's meeting. Learning activities end with a prayer together.

When collecting data, interviews are the best way to gain knowledge from someone. Kvale (in Utibe, 2020), defined interviews as “ ... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data.” Researchers must make interview guidelines that will be used when interviewing informants. The interview guide allowed the researcher to develop an interview method, which helps the researcher determine what questions to ask and in what order they should be asked. The researcher asked a number of questions to the 3rd grade students of SD N 01 Trimulyo about their feelings after using conventional flash cards as a learning tool. In this interview, five students out of a total of nineteen students were selected by the researchers as resource persons. The researcher chose five students to be categorized as smart students, ordinary students, or less intelligent students. In this interview, the researcher found some additional information from students as research subjects. The findings are as follows:

The material chosen by the researcher and taught by the teacher is very easy. The five students who were interviewed said that the material taught by the teacher about objects around using flashcard learning media was very easy. This is reinforced by the answers given by students when interviewed by researchers.

Student 1: "*Materi yang diberikan sangat mudah.*"

Student 2: "*Mudah dimengerti.*"

Student 3: "*Materi yang diberikan sangat mudah karena saya merasa senang.*"

Student 4: "*Mudah banget.*"

Student 5: "*Mudah karena senang melihat gambar – gambar.*"

The material chosen by the researcher is really interesting because the learning medium used is coloured flashcards. This can be seen from the answers of students who were asked during the interview.

- Student 1: *"Pelajarannya menarik tidak membosankan."*  
Student 2: *"Materinya menarik karena gambarnya lucu – lucu."*  
Student 3: *"Tidak membosankan membuat aku tidak malas belajar."*  
Student 4: *"Materi lumayan membosankan tapi menarik."*  
Student 5: *"Menarik karena menggunakan gambar."*

The task given by the teacher related to this material is very easy. During this time, the respondents always do the assignments given by the teacher. The following are the respondents' answers when the researcher asked about the tasks given by the teacher.

- Student 1: *"Tugas yang diberikan mudah. Jadi saya selalu mengerjakan tugas yang diberikan"*  
Student 2: *"Tugas yang diberikan mudah dan saya bisa mengerjakan."*  
Student 3: *"Saya bisa menjawab dengan mudah karena menghafalkan dari kartu."*  
Student 4: *"Mudah karena saya bisa menjawab."*  
Student 5: *"Tugas tidak sulit."*

In addition, the teacher's voice when teaching is very clear. Because the teacher explains clearly, students immediately understand what is being taught.

- Student 1: *"Suara guru saat mengajar sangat jelas dan terdengar hingga barisan belakang."*  
Student 2: *"Suara bu Ayuk terdengar jelas saat menjelaskan."*  
Student 3: *"Suara bu Ayuk jelas."*  
Student 4: *"Suara bu Ayuk jelas dan aku paham."*  
Student 5: *"Jelas karena terdengar sampai tempat duduk."*

The explanation of the material provided by the teacher was very easy for the respondents to understand. After being explained by the teacher, the respondent stated that he easily understood the material and answered the available practice questions.

- Student 1: *"Bu Ayuk saat menjelaskan mudah dipahami."*  
Student 2: *"Bu Ayuk ketika menjelaskan gampang dipahami."*  
Student 3: *"Penjelasannya mudah dipahami dan aku langsung paham."*  
Student 4: *"Penjelasan bu Ayuk mudah dipahami."*  
Student 5: *"Mudah dipahami dan langsung mengerti."*

Respondents often work on group assignments given by the teacher with classmates. When working on group assignments, students work together to complete the task.

- Student 1: *"Aku lebih sering bekerja kelompok dengan Bondan. Bondan dan aku mengerjakan tugas kelompok bersama – sama."*  
Student 2: *"Mengerjakan tugas kelompok bersama – sama."*  
Student 3: *"Saya sering kerja kelompok dengan Bimo dan mengerjakan bersama – sama."*

Student 4: *"Kerjasama dalam tugas kelompok dengan teman aku, biasanya Mita."*

Student 5: *"Bekerja sama dalam tugas kelompok."*

There was a friend who disturbed the respondent during the learning activity. Various reactions arise when there are friends who are nosy during learning. This can be seen in the answers to interviews with respondents, as follows:

Student 1: *"Ada temanku yan mengganggu saat di kelas. Saya tidak fokus pelajaran."*

Student 2: *"Ada teman aku yang mengganggu saat pelajaran. Saat diganggu perasaanku marah dan menjadi tidak fokus tapi aku abaikan."*

Student 3: *"Pas pulang aku diganggu kak Bimo tetapi pas pelajaran tidak diganggu."*

Student 4: *"Saat pelajaran aku diganggu Mirza dan aku tidak marah."*

Student 5: *"Sering diganggu Bimo dan aku tidak marah karena itu hanya bercanda."*

Most students have been given a turn by the teacher to answer questions. These questions are sometimes asked individually or in groups and contain material being taught in class at that time.

Student 1: *"Aku sering mendapatkan giliran untuk menjawab dan bisa menjawab pertanyaan yang diberikan guru."*

Student 2: *"Mendapatkan giliran menjawab ketika ditunjuk bu Ayuk."*

Student 3: *"Pernah ditunjuk maju di depan kelas."*

Student 4: *"Sering mendapatkan giliran untuk menjawab."*

Student 5: *"Pernah mendapatkan giliran untuk menjawab."*

When answering questions from the teacher, some answered individually and some answered in groups.

Student 1: *"Terkadang kelompok dan terkadang individu."*

Student 2: *"Selalu menjawab pertanyaan secara individu tidak pernah kelompok."*

Student 3: *"Maju sendiri untuk menjawab pertanyaan."*

Student 4: *"Terkadang individu terkadang kelompok."*

Student 5: *"Pernah maju secara kelompok tapi lebih sering maju sendirian."*

Students are usually asked by the teacher to come forward in front of the class. Sometimes, they are also asked to come forward individually or in groups. Many students feel nervous when told to advance individually.

Student 1: *"Pernah dan merasa deg deg an karena dilihat oleh teman sekelas."*

Student 2: *"Pernah ditunjuk di depan kelas dan merasa grogi karena dilihat semua temanku."*

Student 3: *"Pernah ditunjuk di depan kelas dan aku merasa biasa saja."*

Student 4: *"Pernah ditunjuk maju di depan kelas dan aku tidak grogi."*

Student 5: *"Jarang ditunjuk bu Ayuk tetapi pernah maju di depan kelas."*

Many 3<sup>rd</sup> grade students at SD N 01 Trimulyo did not know the name of the learning media used during the research. After the researchers interviewed the respondents, it turned out that many of them thought that the name of the object was a card.

Student 1: *"Kartu."*

Student 2: *"Kartu."*

Student 3: *"Kartu."*

Student 4: *"Kartu."*

Student 5: *"Kartu."*

One of the most common data collection methods used in educational research is testing. The test aims to provide practice questions that cover the material that has been taught. The purpose of this study is to find out whether the use of traditional flash cards for learning is still effective in the modern era of all technology. The test was carried out in two meetings. The results of the examination conducted by the researcher are as follows:

**Table 1.** Assessment Result 1 and Result 2

No	Students Name	Result 1	Result 2
1.	Mita	100	100
2.	Bimo	93	93
3.	Bondan Junior S	100	80
4.	Deviana	93	86
5.	Eka Aprilia	86	93
6.	Syahm	80	80
7.	Iffa Asfila	10	100
8.	Kirana	86	93
9.	Meilano	10	100
10.	Mikha Risky Kurniawan	93	66
11.	Mirza	53	93
12.	Niswa	93	93
13.	Sari	100	100
14.	Raffa	93	80
15.	Fina	86	86
16.	Said	93	80
17.	Sakila	80	86
18.	Surya	73	86
19.	Zahwa	93	10

**Table 2.** Test Result Criteria

Test Result Criteria	
Not Enough	40 - 59
Enough	60 - 79
Good	80 - 99
Very Good	100

## Discussion

The focus of this research is on how teachers use flashcards as a new learning tool for 3rd graders in SD N 01 Trimulyo. As we know today, there are many learning media, both accessed via the internet and more conventional ones, such as traditional flashcards. Many village schools still lack technological devices to support the teaching and learning process, even though we now live in the digital era. The right learning medium can encourage students to try harder. Therefore, teachers must be wise in choosing which media will increase students' interest in learning English.

In this study, the researcher wanted to find out how teachers use traditional flashcards as a learning medium for 3rd graders at SD N 01 Trimulyo, which is expected to help them teach grammar and improve the development of the present progressive tense for 3rd graders at SD N 01 Trimulyo. Through the observations that have been made, researchers will discover how teachers use traditional flashcards as learning media for 3rd graders at SD N 01 Trimulyo. Previously, teachers only used student worksheets that contained material as learning media. This causes students to become lazy and makes English subjects difficult to understand. In addition, traditional flashcards bring new learning tools to teachers and students.

Researchers found information about how teachers use traditional flashcards as a learning medium through observation sheets. Teachers felt confused the first time they used it because they had never used traditional flashcards as a learning tool before. The teacher asks the researcher to explain how to use traditional flashcards. Furthermore, the teacher uses traditional flashcards as a learning tool according to the learning approach and strategy. The pre-test and post-test were also carried out by the teacher in several meetings. According to research results, before teachers used traditional flash cards as a learning tool, many students had grades far below the average. However, 3rd graders at SD N 01 Trimulyo began to increase little by little after using the traditional flashcard as a learning tool. This shows that traditional flash cards can still be used by teachers as learning tools in today's technological era. In addition, traditional flashcards can help students learn English because they display colourful images.

Based on previous research conducted by [Armadi \(2020\)](#), it was shown that flash cards improved the language mastery of first-year students at MTs Negeri Tenggara Kutai Kartanegara in the 2019/2020 academic year. The fact that using students' media gives students a longer and more complete understanding is clear. In addition, the teaching process is also more efficient and interesting, so students are encouraged to join the class. In

other words, teaching grammar using flashcards is better than teaching grammar without using flashcards.

In the research conducted by [Sartika](#) (2020). The results of this study indicate that, compared to student achievement when they learn by listening to the teacher's explanation, studying the simple present tense using traditional flashcards allows them to achieve higher learning outcomes. The 3rd graders involved in this study included young students. They learn through visual means. Because traditional flashcards are bright, illustrative, and colourful, they can have a positive impact on students' visual learning processes. Being young learners, they are also imaginative, and flashcards allow them to make associations.

The second focus of this study was to find out how students' learning perceptions of the use of traditional flashcards improved students' present progressive tense in 3rd graders at SD N 01 Trimulyo. Perception of student learning is the perspective or understanding of students about the material and information they receive during learning activities. 3rd graders at SD N 01 Trimulyo recently used traditional flash cards. Prior to this, they had never used the so-called learning media. They only concentrate on the worksheets and materials provided by the teacher, so the use of traditional flashcards is a new innovation in learning for them.

Researchers used interviews as a data collection method to find out the perception of 3<sup>rd</sup> graders at SD N 01 Trimulyo about the use of traditional flashcards. The researcher conducted this interview outside of class hours. Only five students out of a total of 19 students interviewed by researchers could be categorized as less smart, slightly smart, or very smart. The researcher asked the same questions to each student. Many people say that using traditional flashcards helps them a lot in English. Despite the attractive physical appearance of flashcards, learning to use traditional flashcards is the first thing they do. This made them interested in flashcards that could encourage 3<sup>rd</sup> graders of SD N 01 Trimulyo in English.

According to research conducted by [Hamer & Rohimajaya](#) (2018), using flashcards as learning media can make students feel happy and appear enthusiastic in following the teaching and learning process. By using flashcards as a learning medium, students find it easier to memorize vocabulary because it gives them a clear and easy-to-understand picture. Not only that, students can give a good response when the teacher explains the material; they always ask the teacher when they find difficult words, and students who are passive become more active and actively involved in every stage of learning.

In their research, [Sorohiti & Aini](#) (2021) found that flash cards can be used as a tool for teaching by playing games in class. In this study, respondents said that they were happy and wanted to learn by using flash cards as learning material in class, especially when games were chosen as the class theme. This is due to the fact that games with flash cards can attract the attention of respondents because they have a pleasant atmosphere and can help students understand any given topic in this study. In grammar classes, constructing sentences with words randomly selected from their grammatically correct collections makes students comfortable memorizing new vocabulary.

## D. Conclusion

From the research that has been done by researchers regarding the use of traditional flashcards to teach present progressive tense to 3rd graders in SD N 01 Trimulyo, it can be concluded as follows: Students in grade 3 of SD N 01 Trimulyo are not very interested in learning English. Their scores in all subjects were higher than their English scores. This is due to several reasons. One of them is that the teacher is less intelligent in choosing learning media that can be used in daily learning activities to increase the average value and motivation of students in class 3 SD N 01 Trimulyo Juwana. In this study, researchers used traditional flash cards as learning media. Learning media is very important so that students are motivated to improve their learning outcomes. Traditional flashcards are suitable for schools that do not yet have adequate technology in the learning process in the digital era as it is today.

When the teacher implemented the traditional use of flashcards as a learning medium for the first time, he felt confused and not used to it because, in previous learning, the teacher only relied on student worksheets as their learning media. After several meetings using traditional flashcards, the teacher began to be able to implement it into his own learning methods and techniques. The teacher makes the class as fun as possible, such as by making games that are carried out using traditional flashcards. As can be seen from the results of the tests that have been carried out, the researchers found that implementing traditional flashcards as learning media can improve student learning outcomes. The results of the interviews conducted by the researchers showed that most of the students gave good responses about how they saw the use of traditional flash cards as a learning tool. They feel happier, more active, and more motivated to learn English. 3rd graders at SD N 01 Trimulyo have the ability to improve the present progressive because they understand the material more easily and have a larger vocabulary. Plus, they enjoy using traditional flashcards because they are the first picture cards they see and can be used to help them learn.

Many subjects in English can be used as research topics, not only grammar and present progressive. It is suggested for future researchers to research the same topic so that they have more preparation and a longer research period. This aims to get more detailed and more realistic data. The research object is also expected to be more expanded and not limited to young students.

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