Effectiveness of Flash Card Media To Improve Early Childhood English Letter and Vocabulary Recognition in Reading

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ABSTRACT

This research aims to analyze the effectiveness of Flash Card media to improve early childhood Alphabet and Spelling Vocabulary recognition in reading English at PAUD ADIAN Jaya Karang Sari. This study used qualitative method. The participants in this study were all students of “Class A” PAUD ADIAN Jaya Karang Sari. The result of study on Effectiveness of Flash Card Media to improve the early childhood English Letter and vocabulary recognition in reading English show the implementation of Flash Card. The researcher showed some vocabulary in front of the student by the Flash Card. First, the researcher showed some picture in Flash card, then the researcher mention some vocabulary spell it in the flash card in English. Data was collected by interview and observation sheet. In interview, the researcher invited all the students to mention some vocabulary and student spell it in front of the class. In observation, the researcher makes some quiz about the vocabulary. The researcher showed the flash card. Then make a score for the students that can answer the words and spell it. This research give the implication how to important media learning for early childhood to study English.

1. Introduction

Early childhood is a period to determine the development and growth of the children (Modise, 2019). This is the first time for children to study in a big circle, start from a school. Early childhood education is the first step for the students. This is one of the coaching efforts for the children (Fitria & Juwita, 2018). Early childhood education is for the children from birth to the age of six years. It is done
through educational stimulation to help their physical, spiritual and development. Next, the children are ready to enter a more level education.

Early childhood is a group of 0-6 years whose of the growth and their developments is still in the process of requiring proper facilities to develop their skills (Fitriani, 2018). In this development process, there are some parties have responsibility like parents (family), teachers and the community where they lived. From the birth to the age of six years of the children can be said a golden age (Alfina & Anwar, 2020). Beside from the teacher, in this year the parents can give more motivation and education for their children. Early age is the most effective time for the children to develop their potential of habitual, cognitive, motor and art (Takagi et al., 2020). The habitual of the children consist of moral, religious values, social, emotional and independence).

Language is an important tool to express and communicate with the others. Language is a tool that use for communicate ideas, opinions and also he passion through oral or spoken means between some people. English is the international language. It becomes the dominant language that we used in the world. The people used the English language as transitional language. Therefore, early childhood education is an essential primary education. The next step of the children is very dependent on acceptance of various stimuli. Stimulus is very important for the early childhood.

Learning English in childhood starts form the students’ ability to understand about the alphabet. The first the students must understand how to spell the alphabet, start from A until Z. After that, the students can understand about the vocabulary. The first stage of learning, the students must understand to read the alphabet repeat the teacher. Therefore, it needs the cards of the alphabet. This learning strategy carried out the students more active. The students can spirit to learn in this case. Here, the learning media is very influential on teaching and learning process (Hanafie Das et al., 2020). When the teacher use a media, it is easy to teach the students. Media help the teacher. The using of media is one solution an educator can make the students more active and make class’s atmosphere more intriguing for the students in teaching learning process. Teaching media refers to variety objects, pictures and other items. It used to exhibit and adapt language (SINURAT, 2022).

Reading is an activity that can stimulate the children’s brain to perform well. According (Hatiningsih & Adriyati, 2019) through reading, the children able to achieve excellent academic performance, develop their great communication and also collect vocabulary. By the reading well, it helped the students to communicate well. To teach the childhood who have not yet started school how to read can be a challenging. So, the parents and instructor must introduce the letter to the children at early age because in this age the children spend much time to play. There is no writing language without letters. According to the Big Dictionary Indonesian the meaning of the letter is a script mark in the writing system that is an alphabetic member that represents the sound of language. Early childhood education is a type schooling that focus to help the students growth and
develop physically, mentally, creatively, emotionally and spiritually (Mazidah et al., 2023).

The learning process in the classroom is mostly the activities to memorize information for the children and the children forced to remember (Baharun & Fawa’iedah, 2020). Usually the teacher asks the children to memorize some words. On the contrary, children quickly forget and bored (Steinbeiss, 2021). The ability to read can be improved by implementing interesting and eye catching media. One of media that can improve student’s skill in reading was flash card. Flashcard was recommended to make the teaching meaningful, especially for the childhood. Flashcard consists of image, words, phrase and letter. Flashcard is educational media (Altiner, 2019). This study was done to analyze the effectiveness of Flash card to improve early childhood English letter and vocabulary in Reading English.

2. Methodology

This research was conducted at PAUD Adian Jaya Karang Sari, Simalungun using qualitative case study methods. This research use a flashcard that use as media. The researcher explained letter and vocabulary by using a flash card. The participant of this research is class A that consist of 20 participants. The data was collected by the interview and observation sheet. Firstly, the researcher explained about the material from the flash card. Then, the researcher also made interview and observation. In interview, the researcher invited all students to come in front. Next the researcher asked some question about the alphabet and vocabulary to the students. Beside of that, the researcher made a quiz to observe students ability. The researcher gave score to the students who can answer the question. The data analysis is carried out circularly. The research design can see on figure 1.

![Image of research design](image-url)

Figure 1. Research Design in PAUD Adian Jaya (Sugiyono, 2019)
3. Results and Discussion

Finding

There are 20 participants. The research was conducted by Classroom Action Research (CAR). Introducing the English letter of the alphabet with flash card there are various ways.

Figure 2. Flash Card

In this research, the teacher explained carefully about the flash card so that the children can understand easily and not bored. In flash card, there are so many pictures, alphabet, number and soon.

Figure 3. Introduction About Alphabet and Vocabulary

After that, the teacher called the children one by one to answer the teachers’ questions. The teacher called the names’ of the students in front. There are 10 questions for interview. The teacher gave one score for the students who can mention alphabet and vocabulary or spell of the words. One score for one true answer. The data of students can be seen in figure 4.

From figure 4, we understand there are 20 students. First Student can answer six questions. Second student can answer seven questions. Third student can answer nine questions. Fourth student can answer seven questions. Fifth student can answer nine questions. Sixth student can answer seven questions. Seventh student
can answer nine questions. Eighth student can answer eight questions. Ninth student can answer eight questions. Tenth student can answer nine questions. Eleventh student can answer nine questions. Twelfth student can answer eight questions. Thirteenth student can answer nine questions. Fourteenth student can answer eight questions. Fifteen student can answer eight questions. Sixteenth student can answer nine questions. Seventeenth student can answer nine questions. Eighteenth student can answer nine questions. Nineteenth student can answer all the questions. And twentieth student can answer nine questions.

![Figure 4. Introduction about Alphabet and Vocabulary](image)

**Discussion**

The researcher discusses the finding of the research of effectiveness of flash card to improve early childhood English letter and vocabulary in reading English. The observation can see on the figure 5.

![Figure 5. The Observation](image)

There are 5% from the all participants get score 60. There are 15% from the all participants get 70. There are 25% from all the participants get score 80. There are 50% from the all participants get 90 and 5% from all participants get 100.
4. Conclusion

Findings from a study of flash card to improve early childhood English letter and vocabulary in reading indicate that this ways yields significant improvement in children’s English letter and vocabulary recognition. This study gave useful information. By this study, the teacher, parents agree that this media give the solution for the children. Most of the students can understand the English letter and mention some vocabulary that given by the teacher. Flash cards are commonly used in teaching English letter and vocabulary.

References

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