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## The Application of flashcards to use English as a Medium of Instruction to Enhance Pre-kindergarten Learners' English Language Proficiency

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### Abstrak

Penelitian ini tentang Penelitian dan Pengembangan yang bertujuan untuk menggunakan Bahasa Inggris sebagai Bahasa Pengajaran untuk meningkatkan kemahiran bahasa Inggris siswa pra-taman kanak-kanak. Subyek penelitian ini adalah dua belas siswa PAUD di TK Maria Regina School dan dalam penelitian ini menggunakan startegi eksperimental. Desain dalam penelitian dilakukan dalam tiga tahap. Pertama, variabel terikatnya adalah pretest yang diberikan oleh peneliti kepada peserta didik pra TK. Kedua, peneliti menggunakan kartu bergambar untuk mengajar bahasa Inggris, sehingga melibatkan perlakuan terhadap subjek. Terakhir, peneliti memberikan posttest kepada subjek. Temuan penelitian ini menunjukkan bahwa ketika siswa menggunakan kartu bergambar untuk melatih penguasaan bahasa Inggris, kemahiran mereka dalam bahasa tersebut meningkat. Pelajar pra-taman kanak-kanak dianjurkan untuk belajar bahasa Inggris karena hal ini membuat anak-anak dengan mudah mengingat dan memahami pelajaran. Dengan demikian, peneliti dapat menyimpulkan bahwa metode pembelajaran bahasa Inggris yang disarankan adalah dengan menggunakan kartu bergambar untuk mengajarkan kosakata kepada pelajar Pra-TK.

Kata Kunci: *Pra-TK, Kartu Bergambar, Bahasa Inggris*

## Abstract

This was a Research and Development study that intended to use English as a Medium of Instruction to enhance pre-kindergarten learners' English language proficiency. The subjects of this study were twelve students in pre-kindergarten In Maria Regina School Kindergarten. An experimental strategy was used in this study. Research design is done in three phases. First, the dependent variable was a pretest administered by the researcher to the pre-kindergarten learners. Second, the researcher used flashcards to teach English, so involving the treatment of the subjects. Finally, the researcher provided a posttest to the subjects. The study's findings showed that when students used flashcards to practice English acquisition, their proficiency in the language improved. Pre-kindergarten learners were encouraged to study English as they were easily able to recall and comprehend. Thus, the researcher can conclude that a suggested English language learning method is to use flashcards to teach vocabulary to Pre-kindergarten learners.

Keywords: *Pre-Kindergarten, Flashcard, English*

## INTRODUCTION

Pre-kindergarten is a distinct entity that is going through a process of growth and development to become a fully realized person as an adult. To accomplish the intended outcomes of this process, adults have to offer direction and supervision to young children while they go through a necessary period of growth and development. Education is a program that is needed for this procedure. The potential and development of pre-kindergarten learners must be well facilitated and optimized through education. Pre-kindergarten learner's education is seen as an educational process in the golden age Ngarofah, S., & Sumarni, A. (2019). The right education to hone children's abilities and optimize the potential and development of pre-kindergarten learners is Early Childhood Education.

Currently, many schools have their programs, and the superior programs are also different. Starting from extracurricular programs such as drum band, ballet, taekwondo, and Montessori to English classes. Some schools have superior English class programs, in other words, the schools are internationally based and use bilingualism but in providing material in class they still do not use media that can be easily understood by children, especially young children. One aspect that needs to be developed from an early age is language development, namely the ability to listen and speak. According to A.Chintia.,S.Arso.,S.Jafar.,Susanto Andris D. (2021) stated that the importance of listening in communicative interactions is very real. To be able to engage in communication, a person must be able to understand and react to what has just been said. Moreover, Speaking is a crucial skill that everyone has to learn since it facilitates communication with others. The

capacity to speak articulation sounds or words to communicate, and convey thoughts, ideas, and feelings is the whole expression, or speech.

Pre-kindergarten learners style of learning is distinct. When learning, they find it difficult to merely sit quietly and instead want to engage in activities that help them release energy, learn new things, and hone their motor skills. To facilitate this, teachers need to be more inventive in how they run their classes and in how they present the information to the students so that they may quickly pick up and retain new terminology in the English language, Susanto A.Dias., Watik.S.(2017). Flashcards are one type of media that may be used to teach young learners vocabulary in English. Flashcards help students acquire vocabulary in English, have fun, and participate more actively in the learning process. Given that the learners are naturally curious and drawn to learning, using flashcards as a learning tool might be beneficial for English teachers while teaching vocabulary. Based on Susanto A.Dias., Yosephine .M.(2017) the learners may then most likely expand and deepen their vocabulary since they find it easy to study, and remember. The author of this study uses flashcards as instructional tools to expand students' vocabulary. Because they are so simple to make and carry, flashcards may also be used as a gaming medium. The author believed that, based on observations made at the Pre-Kindergarten Maria Regina School, which was chosen to participate in this study, flashcards could help learners enhance their vocabulary.

## RESEARCH METHOD

The experimental method is the one employed in this study. Research techniques used to determine a treatment's impact on subjects in controlled settings are known as experimental research techniques. Thus, the research only employs one experimental class without a comparison class or control class, which is known as a "pre-test and post-test one group design". According to Sugiyono (2011), Research techniques used to determine a treatment's impact on subjects in controlled settings are known as experimental research techniques. The experimental class was given a pre-test before receiving treatment, and subsequently, the treatment was given. The results of a post-test are then compared with those of the pre-test to determine the difference in the scores from the two tests. This is the next step in the process.

In this research, the researcher conducts a pretest on English vocabulary for a group of students and offers the group some kind of treatment. The researcher used flashcards to think through words in English. The posttest was then administered by the researcher. To determine if learning occurred, the results of the pretest and posttest results were compared. A flashcard with vocabulary related to "numbers" was distributed to twelve pre-

kindergarten learners at Maria Regina School in Semarang throughout the research. Before beginning the treatment, students' vocabulary achievement was assessed using a pretest that used flashcards to teach vocabulary. A post-test was carried out to assess the student's progress following the use of flashcards in learning vocabulary. The final result can be used to determine whether or not implementing a teaching program would improve students' vocabulary.

The Wilcoxon signed-rank test was the data analysis method employed in this study. Next, a comparison was made between the information gathered in the form of pretest and posttest results. A non-parametric method for determining the significance of differences between two sets of paired data with non-normal distribution and an ordinal or interval scale is the Wilcoxon Signed Rank Test. The Wilcoxon signed rank test, according to Wili Solidayah (2015:2), is used to compare the mean value of a variable from two paired sample data. When comparing the mean value of a variable between two paired sample data sets, the Wilcoxon signed rank test is utilized. To assess differences between paired data, compare observations before and after treatment, and assess the efficacy of a therapy, use the modified Wilcoxon signed test.

## RESULT AND DISCUSSION

This study was carried out at the Maria Regina Pre-Kindergarten in Semarang. The study was carried out between December 2023 and January 2024. The headmaster permitted the researchers to perform the study, and they created the instruments, tested their validity, and monitored the schools from October to early November. The pre- and post-tests were carried out by the researchers over the course of three treatment appointments, from early December to January. In the previous two months, the researchers examined the data and published their conclusions. The subject of this study is 12 students from Pre-Kindergarten Maria Regina School. The group consisted of 4 boys and 8 girls, ages ranging from three to four years who had joined school from pre-kindergarten at the same school. The researcher decided to select them based on their level of learning English.

To know the findings of the test (pre- and post-test), the writer creates the classroom score table for the students as follows:

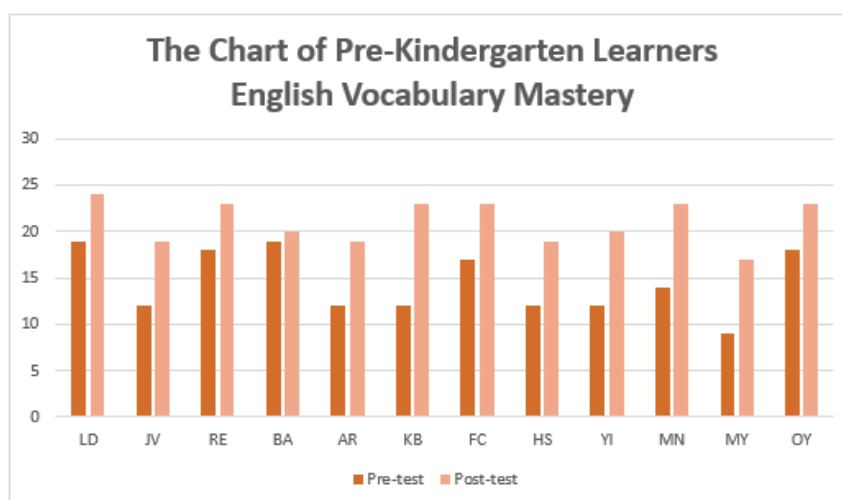
**Table 1 The Results of Pre-Kindergarten Learners English Vocabulary Mastery Pretest and Posttest Treatment with the Flashcard**

No.	Subjek Penelitian	Nilai Pretest	Kategori	Nilai Posttest	Kategori
1	LD	19	C	24	C
2	JV	12	F	19	C
3	RE	18	G	23	C
4	BA	19	C	20	C
5	AR	12	F	19	C
6	KB	12	F	23	C
7	FC	17	G	23	C
8	HS	12	F	19	C
9	YI	12	F	20	C
10	MN	14	G	23	C
11	MY	9	F	17	G
12	OY	18	G	23	C

**Notes:**

- Fair (F) : Nilai 6-12
- Good (G) : Nilai 13-18
- Competent (C) : Nilai 19-24

Following the completion of an experiment to gather this data, the researcher assumed that a graph might be used to show the differences in the pre-kindergarten learners' vocabulary competence before and after obtaining treatment. This is due to the possibility that it may facilitate researchers' comprehension of study findings. The following is a graph showing the differences in values acquired before and after treatment.



**Figure 1 The Graph of Pre-Kindergarten Learners in English Vocabulary Mastery Results Pretest and Posttest Treatment with the flashcard**

The graphic statistics above demonstrate how the pre-kindergarten student achievement increased both before and after the therapy. Prior to receiving treatment,

the learners' language proficiency was rated with a lowest score of 9 and a highest score of 19. The findings of the study indicated that two students were classified as competent, four as good, and six students as fair or needed improvement. As a result, pre-kindergarten learners' vocabulary in English is significantly improved by activities that involve questions and answers between researchers and learners. Motivating the learners to react to research questions and memorize the names of things in English together with their definitions. The researcher was able to get this after receiving satisfactory treatment employing the flashcards. This developed as a result of the researcher's observations in the field, which indicated an improvement. The lowest score was represented by a value of 17 and the highest score by a value of 24. Eleven learners were categorized as competent and one as a good category.

Pretests and posttests are administered by researchers prior to starting the data analysis process. This was done to allow researchers to examine how the learner's speech developed before and after using flashcard media for treatment. Thus, researchers can determine whether or not pre-kindergarten learners at Maria Regina School affect their comprehension of the English language by using flashcards. This study's data analysis includes comparing the vocabulary proficiency of the learners in English before and after treatment.

#### Test of Wilcoxon Match Pairs

The following hypothesis is used to figure out whether or not the flashcard has an impact on learners' comprehension of English vocabulary using the Wilcoxon Signed Rank Test:

H1: There is an increase in pre-kindergarten learners' mastery of English vocabulary after being given flashcard learning treatment at Pre-Kindergarten Maria Regina School.

Ho: There was no increase in pre-kindergarten learners' mastery of English vocabulary after being given flashcard learning treatment at Pre-Kindergarten Maria Regina School.

The results of the hypothesis testing from the Wilcoxon signed level test for the SPSS 21.0 software are displayed in the following table:

## Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	12 <sup>b</sup>	6.50	78.00
	Ties	0 <sup>c</sup>		
	Total	12		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

The N value, mean rank, sum of ranks, and negative rankings between the English vocabulary competence of prekindergarten learners for the pretest and posttest are 0. There was no decrease in the value from the pretest to the posttest, as demonstrated by the score of 0. Positive correlations were found between the pre-test and post-test scores of pre-kindergarten learners' vocabulary competence in English. Based on the findings of the pretest and posttest, the vocabulary knowledge of the 12 pre-kindergarten students in English grew, according to the IBM SPSS Statistics 21.0 output, which displays 12 positive data (N). An average rise of 6.50 is indicated by the mean Rank. Furthermore, the sum of the rankings is 78.00. The pretest and posttest score similarity is known as Ties. The ties in the output have a score of 0. Therefore, it may be said that there is a difference in the values obtained from the pretest and posttest.

### Test Statistics<sup>a</sup>

	Post-test - Pre-test
Z	-3.070 <sup>b</sup>
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon test's foundation for decision-making is:

The hypothesis is accepted (H1) if the value of Asymp.Sig.<0.05, and rejected (Ho) if the value of Asymp.Sig. >0.05. Moreover, Ho is rejected and H1 is accepted if T count > T table, suggesting that the use of flashcards affects young learners' comprehension of English vocabulary.

The result of the test statistics above indicates that the value of Asymp.Sig. (2-tailed) is 0.002. The fact that the value of 0.002 is less than  $<0.05$  leads to the acceptance of H1, indicating that the usage of flashcards had an impact on pre-kindergarten students' comprehension of English vocabulary following treatment for the pre-and post-tests. Therefore, it can be said that Pre-kindergarten students' classes have an influence on learning outcomes by helping students in Pre-Kindergarten Maria Regina School comprehend their knowledge utilizing flashcards.

Based on the post-test findings, every participant has improved, which is expected given that they all began with an inadequate or necessary improvement level and finished with a satisfactory and good level. This study has demonstrated that teaching sight words to learners using flashcards has helped them become more fluent in the language. Based on the results of the latest data analysis, it can be seen that the listening ability of young children improves well after being given flashcard media. The observation that researchers made during the research was that children's listening skills can be applied with early childhood flashcard media. This shows that the flashcard media was carried out well and smoothly because the flashcard media ran smoothly.

Besides, as noted by Nurhaliza and Sari (2023), flashcards' performance in enhancing vocabulary acquisition can be linked to their capacity to foster active recall, metacognition, and confidence-based repetition. Furthermore, flashcards' facilitation of spaced repetition and practice with retrieval add to their effectiveness in long-term retention. In summary, the results of the study, which have been corroborated by earlier research, confirm that flashcards have a beneficial effect on improving students' vocabulary mastery. Flashcards have been shown to significantly improve vocabulary acquisition, highlighting the usefulness of this approach in the teaching and learning of the English language. It has been demonstrated that the hypothesis is true and that using flashcards to teach and learn English vocabulary has greatly increased students' vocabulary comprehension.

## CONCLUSION

Pre-kindergarten learners have special characteristics. Media that is straightforward to memorize and engaging for the learners is necessary when teaching vocabulary to them. Because young learners like to learn visually, flashcards can aid with vocabulary acquisition. Obtaining and creating flashcards is simple because they may be printed or drawn by the user. To keep the students interested, we might ask them to create flashcards together. With our student's needs, learning and playing games can apply using flashcards. Therefore, flashcards are flexibly utilized to teach English the pre-kindergarten

learners.

The results of the data analysis showed that the students' pre-test and post-test scores differed significantly. To demonstrate the data, a probability value of 0.02 was utilized. It indicates that teaching vocabulary with flashcards was an effective approach. Stated differently, the study's hypothesis was approved. The t-test score indicates that the researcher found the form, meaning, and usage scores of the three vocabulary components to be significant, as indicated by the probability value of 0.02 in the pretest and post-test. It indicates that teaching vocabulary with flashcards was successful.

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