



## The Use Of E-Flash Card Assisted By Heyzine With Problem Based Learning Method To Improve English Vocabulary Of Third Grade Students At Sd N 5 Besakih

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**Abstract:** Vocabulary mastery is very importance in learning English especially for elementary school children. This studi aims to improve students English vocabulary especially about fruits with E-Flash Card assisted by Heyzine with Problem Based Learning method. The data collection instruments included tests (pretest, post-test I, and posttest II), observation, and documentation. Data analysis techniques were carried out quantitatively and qualitatively with learning achievement indicators of at least 80%. The results showed an increase in the average student score from 50.3 (pretest), to 60.30 (post-test I), and 71.53 (post-test II). Classical completeness also increased from 30.77% (pretest), to 76,92% (post-test I), and icreased again to 92.30% (post-test II). This increase shows that the Use Of E-Flash Card assisted by Heyzine with Problem Based Learning Method can improve students vocabulary and is effective to be applied to in teaching and learning activities.

**Keywords:** *E-Flash Card, Heyzine, Problem Based Learning*

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**Abstrak:** Penguasaan kosakata menjadi hal yang sangat penting dalam pembelajaran Bahasa Inggris terutama bagi anak usia Sekolah Dasar. Penelitian ini bertujuan untuk meningkatkan kosakata Bahasa Inggris siswa terutama tentang buah-buahan dengan E-Flash Card berbantuan Heyzine dengan metode Problem Based Learning. Penelitian ini merupakan penelitian tindakan kelas dengan subjek penelitian sebanyak 13 orang siswa kelas 3. Instrumen pengumpulan data meliputi tes (pretest, posttest 1 dan posttest 2), observasi dan dokumentasi. Teknik analisis data dilakukan secara kuantitatif dan kualitatif dengan indikator pencapaian pembelajaran yaitu minimal 80%. Hasil penelitian menunjukkan peningkatan rata-rata nilai siswa dari 50,3 (pretest) menjadi 60,30 (posttest 1), dan 71,53 (posttest 2). ketuntasan kalsikalnya juga meningkat dari 30,77% (pretetst), menjadi 76,92% (posttets 1), dan mengalami peningkatan lagi menjadi 92,30% (posttest 2). Peningkatan ini menunjukkan bahwa penggunaan E-Flash Card berbantuan Heyzine dengan metode Problem Based Learning dapat meningkatkan kosakata siswa dan efektif untuk diterapkan dalam kegiatan belajar mengajar.

**Kata kunci:** *E-Flash Card, Heyzine, Problem Based Learning*

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## INTRODUCTION

In the current era of globalization, English has a very crucial role, English is used as a second language after Indonesian and is used as an International Language because it has a very important role in the development of science, technology, and relations between nations. English is not only used as a daily communication tool but also used as the main tool in the dissemination of various information in various fields such as education, science, economics, and global business. Almost all innovations, scientific publications, and the latest research in the world have been delivered and published using English.

Seeing how important English is in today's global era, making English must be taught to children when they are still at an early age, especially in elementary school age (SD) ) (Putri & Febriani Sya, 2024). According (Putranti et al.,2019), Teaching English to children at elementary school age is very important because it can increase their competitiveness when they will continue their education to a higher level. The ability to speak English will be a valuable asset for them in facing academic and professional competition in the future. Teaching English also provides children with greater opportunities to access a wider range of learning resources. As it is today, all educational content, research and higher quality materials are in English. By having good English skills, children can understand and also utilize various learning resources to support their learning activities.

Furthermore, in addition to providing academic benefits, teaching English to children in elementary school can also help their social and emotional development. By learning English, children will be able to connect more easily with other cultures and people in different parts of the world. Children will be able to increase their understanding of the differences and tolerance that exist at home and abroad. Children will find it easier to communicate across cultures and make them ready to participate in a global and diverse society. In addition, providing English language learning at elementary school age can also build self-confidence in children. When they can communicate in English, they tend to have more confidence in interacting with others both in the school environment and outside of school. And this self-confidence is very important when they are facing new situations and challenges in the future (Amiruddin & Jannah, 2021).

However, to be able to master the four language skills, one of the important things that must be taught is vocabulary (Aziz & Gantara, 2021). Vocabulary is an important thing that forms the basis of language learning, including English. Vocabulary plays an important role in the four language skills of listening, speaking, reading, and writing. Thus, vocabulary mastery is the main thing that must be taught in learning English. By having a diverse vocabulary in English learning, students can not only understand various information in English, but students can also increase their motivation to continue learning English. They will be motivated to continue learning because they are able to use the vocabulary they have learned in various contexts. Not only that, with a good grasp of English vocabulary can also improve students' skills in critical thinking, students can understand any information received either directly or indirectly (Sari & Lestari, 2019).

However, based on the results of observations made by researchers at SD N 5 Besakih, especially in class 3, researchers found that the mastery of English vocabulary, especially about fruits, was still lacking. This is evidenced when the researcher made direct observations when students get English learning. The researcher found that there were still many students who claimed to lack understanding and mastery of basic English vocabulary such as fruits which are important vocabulary in English learning. In addition, based on the results of the pretest conducted at the beginning, the average score of students was 50.3 and the classical score reached 30.77%. This shows that the students' pretest scores were still low. The researcher also found that there were still many students who were wrong in answering the questions given and also there were still a lot

of students who were not active in participating in learning. Furthermore, when the researcher made observations, the researcher also found that the English teacher there still used conventional learning methods that were only based on books and only used the lecture method and did not provide more interesting methods for students so that it made students less interested in participating in learning which caused students' mastery of English vocabulary was still lacking, especially basic vocabulary such as fruit vocabulary.

To overcome the above problems, it is necessary to use more interesting and innovative learning methods to improve students' mastery of English vocabulary, especially about fruit vocabulary. One of the methods that will be used is the Problem Based Learning (PBL) method. PBL is a learning method designed in conducting the learning process, where in this method students are faced with real problems that they have experienced. Widiaworo (2018: 149) argues that Problem Base Learning is a method used in the learning process which in the process presents a problem that aims to encourage students to be more motivated in participating in the learning process. In using this method, students are given a problem first before learning begins so that students can be encouraged to analyze, investigate, and find various solutions that can be used to solve these problems (Setiawan & Toyib, 2024). The use of this method can also make students become more active and can think more critically so, the use of this PBL method is the right method that can be used to overcome the problems described above. To support the Problem Based Learning method, it is necessary to use more interactive learning media to improve students' mastery of English vocabulary, especially about fruits. one of them is a digital-based E-Flash Card made with the help of the Heyzine platform. are Heyzine allows interactive presentation of vocabulary cards with additional sounds and images that can make it easier for students to understand vocabulary contextually.

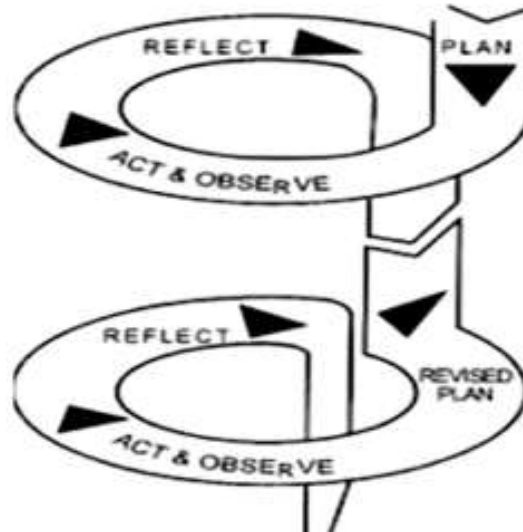
Many previous studies have mentioned that the use of media in English learning can improve students' mastery of English vocabulary. Such as the research conducted by (Miftahul & Jamaludin ujang, 2022) with the research title "English Vocabulary Mastery Through Flash Card Media in Elementary Schools" mentioned that Flash Card as one of the learning media can be used in teaching English vocabulary and this media can also improve students' English vocabulary. The other research conducted by (Wibawa et al., 2023) with the research title "Improving the English Vocabulary of Third Grade Students Through Pop Up Book Media at SD N 2 Kuranji" The results showed that there was a significant increase in students' language vocabulary. Another study conducted by (Rokhmawati & Mastuti, 2019) with the research title "The Use of Instagram to Improve Mastery of English Vocabulary" the results of this study indicate that the use of Instagram can improve students' mastery of English vocabulary.

however, researchers have not found any other studies that use E-Flash Card with Problem Based Learning method to improve students' vocabulary. for that, researchers want to conduct research with the title Use of E-Flash Card assisted by Heyzine with Problem Based Learning method which aims to improve English vocabulary of grade 3 students at SD N 5 Besakih.

## **METHOD**

This research uses a method of classroom action research which aims to analyze The Use Of E-Flash Card Assisted By Heyzine With Problem Based Learning Method To Improve English Vocabulary Of Third Grade Students At SD N 5 Besakih. The subject of this research was the 3rd grade students of SD N 5 Besakih which amounted to 13 people. And the object of this research is the use of E-Flash Card Assisted By Heyzine With Problem Based Learning Method to improve English vocabulary of 3rd grade students at SD N 5 Besakih. In this study, researchers used classroom action research with the Kemmis and McTaggart model in the book (Susilo, 2022). Based on the Kemmis and McTaggart research model, this research model consists of four main stages including: planning, action,

observation, and reflection which can be seen in the figure below:



**FIGURE 1.** Classroom action research analysis model

1. Stage 1: Planning

In this planning stage, the researcher develops a learning plan that will be implemented. This stage includes various steps as well as actions to be taken, media to be used in the learning design, methods, and teaching materials so that they can support the achievement of learning objectives.

2. Stage 2: Implementation Of Action (Action)

The second stage in this study is the implementation of action. In this stage the researcher carries out classroom activities in accordance with the previously designed plan.

3. Stage 3: Action Observation (Observation)

This stage is the observation stage or is an observation process carried out simultaneously with the implementation of the action. At this stage the researcher makes direct observations about how the learning process is and also the materials or methods used in the implementation of the action.

4. Stage 4: Reflection Of Action (Reflection)

Reflection is the last step in this stage. This stage aims to identify the strengths and weaknesses of the actions that have been implemented, to re-evaluate the actions that have been implemented in the learning process, and are used to formulate improvements or actions that will be taken next.

The data collection instruments in this study used vocabulary tests (pretest, posttest I, and posttest II), observation, and documentation. and data analysis techniques in this study used quantitative and qualitative analysis. Quantitative data obtained from vocabulary test data from pretests and posttests in each cycle conducted Vocabulary test data through pretests and posttests will be analyzed using descriptive statistical analysis such as calculating the average and percentage increase in vocabulary scores. The formula for calculating individual student scores.

$$NA \frac{SHT}{SMI} \times 100 \quad (1)$$

NA = Final Score

SHT = Test Result Score

SMI = Ideal Maximum Score

100= Fixed Number

Formula for calculating the average student test results Student test result data was analyzed to calculate the classical average (mean). The formula for calculating the average is as follows:

$$M = \frac{\sum x}{N} \quad (2)$$

Description

M = Average (mean)

$\sum x$  = Total students score

N = The amount of data or the number of students

Qualitative analysis is used by researchers to analyze data obtained from student observations which will be analyzed descriptively qualitatively to determine the use of E-Flash Card assisted by Heyzine.

## RESEARCH FINDINGS

In the implementation of this study, the researcher conducted a pretest (initial test) As the first stage in this study. Researchers conducted a pretest which aimed to determine the initial ability of students regarding English vocabulary, especially about fruits. The following are the results of the pretest conducted by the students:

**TABEL 1.** *Students pretest result*

<b>Descriptions</b>	<b>Average Score</b>	<b>Classical Mastery (%)</b>
Pre-Test (Before Actions)	50.30	30.77%

Based on the results of the pretest conducted by 13 students, especially grade 3 students at SD N 5 Besakih, the results show that the mastery of English vocabulary, especially about fruits, is still low. Of the 13 students who had done the pretest, only 4 students could reach the Maximum Completion Criteria (MCC) score of 60. Based on the results of the pretest, there is a need for action that can be used to improve the mastery of English vocabulary, especially about fruit vocabulary by using various learning strategies and also various appropriate learning methods.

Based on the results obtained from the pretest that has been carried out by 13 grade 3 students at SD N 5 Besakih, the researcher will conduct research in cycle 1 using the teaching module that has been designed previously. As the end of the implementation of cycle 1, the researcher gave posttest 1 to students to evaluate the extent to which students were able to understand the material that had been learned related to the improvement of English vocabulary mastery, especially about fruit vocabulary. In cycle 1, the posttest questions given to students consisted of 20 multiple choice questions.

**TABEL 2.** *Posttest I results*

<b>Descriptions</b>	<b>Average Score</b>	<b>Classical Mastery (%)</b>
Post-Test Cycle I	62.30	76.92%

Looking at the results obtained from the posttest in cycle 1 shows that students still need more efforts in order to improve their English vocabulary especially about fruits vocabulary. In addition, there were still 3 students who did not get a complete score. In addition, the classical completeness value in cycle 1 has also not been met where the classical value set is 80% of the number of students who take part in the learning process can achieve a score of 60. However, from the posttest results that have been obtained show that as many as 10 students (76.92) have met the complete score, and there are still 3 students (23.07) who still have not received a complete score. Because there are still students who have not received a score of 60, therefore further action is needed in cycle 2

to be able to meet the predetermined targets.

By looking at the results obtained from the implementation of cycle 1, where the results show that there are 3 students who have not met the complete score, and besides that, the classical value set has also not been achieved. So by looking at these results the research will be continued in cycle 2 by making improvements to the learning module, as well as applying various strategies that will be used in the implementation of learning in cycle 2.

**TABEL 3.** *Posttest I I results*

<b>Descriptions</b>	<b>Average Score</b>	<b>Classical Mastery (%)</b>
Post-Test Cycle II	71.53	92.30%

Based on the table of posttest results in cycle 2, we can see that, of the 13 students who took the posttest, there were 12 students (92.30%) who had managed to get a complete score or had obtained the KKM score, while there were still 1 student (7.69%) who had not been able to achieve a complete score. the percentage of completeness in cycle 2 also increased from the previous 76.92% to 92.30%. This percentage of completeness shows that the minimum completeness indicator that was previously set at 80% has also been achieved in cycle 2. This shows that there has been a significant improvement in the implementation of the action.

In addition to the increase in the percentage of completeness, the average score in cycle 2 also increased, which in cycle 1 the average score of students only reached 62.30 while in cycle 2 the average score of students increased to 71.53. This shows that there has been a significant increase and this increase can provide a positive influence from the use of E-Flash Card media assisted by Heyzine with Problem Based Learning method.

## **DISCUSSION**

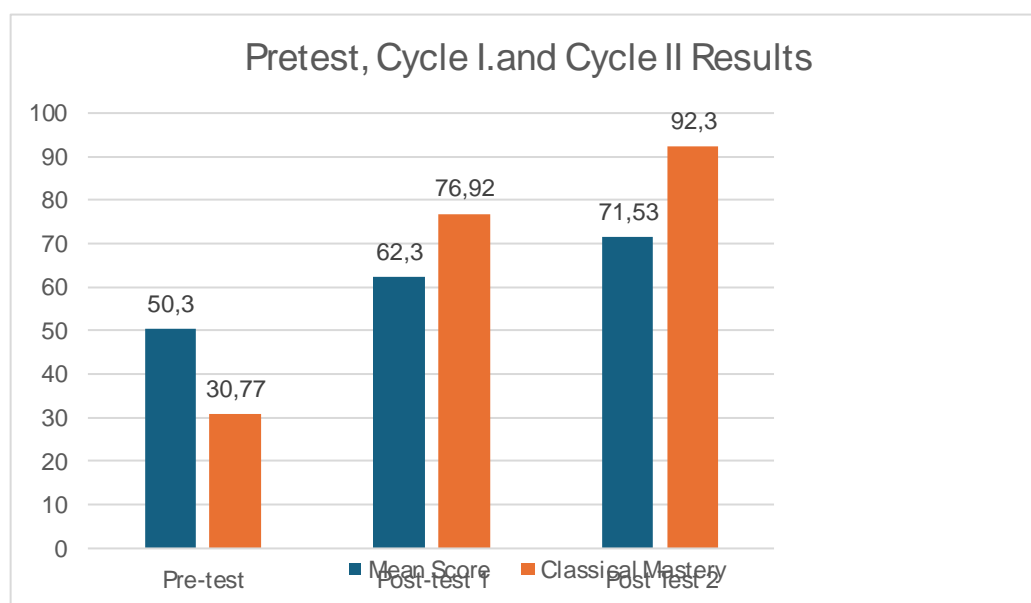
Based on the research conducted by researchers, the following data results that have been obtained during the implementation of actions in cycle 1 and cycle 2 are presented in the following table: Based on the thick, it can be seen that there is an increase in student scores from the initial pretest, posttest 1, and posttest 2. This shows that the use of E-Flash Card assisted by Heyzine with Problem Based Learning Method is able to improve students' English vocabulary especially about fruits. This improvement can be seen from the increase in student scores during the implementation of the actions carried out in cycle 1 and cycle 2. Comparison of the scores obtained by students can be seen from the table and graph below. Where in the graph it can be seen that the increase in grades that occurred experienced a significant increase.

**TABEL 4.** *Comparison of pretest, posttest I, and posttest II*

<b>Test Type</b>	<b>Average Score</b>	<b>Classical Mastery</b>	<b>Descriptions</b>
Pre-Test	50.30	30.77%	Initial score before action
Post-Test	62.30	76.92%	Score after implementing cycle I
Post-Test	71.53	92.30%	Score after implementing cycle II (final improvement)

**TABEL 5.** Recapitulation of research pretest, cycle I and cycle II

No	Kriteria	Pretest	Posttes 1	Posttest 2
1.	Means	50,3	62,30	71,53
2.	Total skor	655	810	930
3.	Ketuntasan klasikal	30,77%	76,92%	92,30%

**Tabel 6.** Graph of percentage of completeness

This can be seen from the results of the pretest followed by 13 students of grade 3 at SD N 5 Besakih. the results show that out of 13 students who took the pretest only 4 students were able to get a score of 60. From the results of this pretest shows that students have not been able to achieve indicators or learning outcomes, students have not been able to mention the names of fruits in English, and students have also not been able to distinguish between pictures and names of fruits in English correctly. Thus based on the pretest results that have been obtained, further action is needed to be able to improve the mastery of English vocabulary, especially about fruits for grade 3 students at SD N 5 Besakih.

Then after getting the pretest results, the action was carried out in cycle 1 which was carried out for 2 meetings. In cycle 1, student scores increased from what was initially at the pretest stage only 4 students were able to get a score of 60, but in this cycle 1 as many as 11 students were able to get a score of 60 or even more. Even the percentage of student completeness also increased which in the pretest only reached (30.77%) then in cycle 1 it increased to (76.92%). This percentage of completeness has also exceeded 50%. This shows that the learning media, teaching modules, and also the strategies used can provide good results through the improvements that occur. It also shows that some of the students have been able to improve their mastery of English vocabulary especially about fruits through the use of E-Flash Card assisted by Heyzine with Problem Based Learning method.

However, although in cycle 1 there was an increase, the previously set indicator of

completeness, namely 80% of students must get a complete score, was not achieved in cycle 1, this was also due to things that became deficiencies in cycle 1. These deficiencies can be in the form of students still lacking focus in participating in learning and students are still less able to remember various vocabulary about fruit names in English. However, in cycle 1 there has been an increase from the previous pretest results to (76.92%). But even though there has been an increase, there needs to be further emphasis so that students can remember English vocabulary, especially about fruits and also the indicators of completeness can be achieved in the implementation of the next action in cycle 2 by paying attention to the shortcomings in cycle 1.

After the implementation of the action in cycle 2, the results obtained from the implementation of the action experienced a very significant increase. A total of 12 students were able to get a complete score and only 1 student who had not been able to get a complete score. The classical value also increased which initially in cycle 1 only reached (76.92%) but after the action in cycle 2 the classical value increased to (92.30%). The indicator of completeness has also been met in cycle 2 and has even exceeded the previously set indicators. This increase shows that the teaching module and also the learning strategy used in this case through the use of E-Flash Card assisted by Heyzine with Problem Based Learning method can improve students' English vocabulary especially about fruits. In addition, the shortcomings in cycle 1 were also improved in this cycle 2 by applying various strategies to keep students focused in participating in learning, emphasizing vocabulary especially about fruits in English by providing additional videos about the names of fruits in English to further improve students' vocabulary mastery of the names of fruits in English.

In addition to the percentage of student completeness increasing, the classical average score has also increased. Where in cycle 1 the classical average value was only 62.30 then in cycle 2 the classical average increased to 71.53. This increase shows that there is a very significant improvement from the implementation of the actions in cycle 1 and cycle 2. This increase proves that there is an influence from the use of E-Flash Card assisted by Heyzine with Problem Based Learning method, especially in improving students' English vocabulary about fruits. This increase also shows that students become more focused in participating in learning activities, and also students have been able to improve their mastery of English vocabulary, especially about fruits. Thus, based on the data obtained in cycle 2, it can be stated that E-Flash Card assisted by Heyzine can improve students' English vocabulary.

In addition, by using the Problem Based Learning method in this learning process, students become more active in learning. The initial problem given in the learning process can make students become more active in learning. Where the problems given can trigger students' curiosity so that they become challenged to solve problems and can create a sense of cooperation between friends. Through the use of this method, students' English vocabulary, especially about fruits, increases because they are challenged to solve the problems given.

In addition, although each student is faced with various difficulties and challenges both from within themselves and from the surrounding environment, it does not make students give up in improving their vocabulary. each student is able to show an increase in learning outcomes and try to be able to remember various vocabulary about fruits in English.

This study is in line with research conducted by (Putu et al., 2024). Which is entitled "The use of E-Flash Card to improve the vocabulary of early childhood students", in his research shows that the use of E-Flash Card media can improve the mastery of English vocabulary of early childhood students. His research supports this research even though this research has differences in terms of the subjects and methods used, but the use of media, namely E-Flash Card, is the basis for similarities in the research conducted, which can equally increase students' English vocabulary.

Other studies are also in line with this research such as another study conducted by

(Wati & Oka, 2021) which states that the use of media in learning, in this case Flash Card media, can improve vocabulary. The results of this study show that the use of Flash Card media can increase students' English vocabulary. This shows that the use of media in learning can improve English language learning such as English vocabulary. In addition, research conducted by (Emil Biyansyahna & Maulana, 2020) also states that the use of image media in learning English can improve students' English vocabulary. Media used in this study is picture media. This research has similarities, namely both of which increase students' English vocabulary. The media used are different, these studies both use media in English language learning and both want to know the increase in student vocabulary.

## CONCLUSION

Based on the results of the research conducted at SD N 5 Besakih, it can be concluded that the use of E-Flash Card assisted by Heyzine with Problem Based Learning method can improve students' English vocabulary especially about fruits. This can be seen from the improvement that occurs in each cycle starting from the administration of the initial test (pretest) until the administration of the posttest in cycle 2. Where in the initial test (pretest) many students were not able to get the maximum score of 60, the percentage of classical completeness in the initial test (pretest) only reached 30.77% so that it could not meet the predetermined classical completeness of 80%. Then the action was carried out in cycle 1, which in the implementation of the action in cycle 1 experienced an increase, namely classical completeness reached 76.92% with an average value increasing to 62.30. However, the percentage of classical completeness was still not met in cycle 1 so that action was taken in cycle 2.

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## BRIEF PROFILE

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