Students' perspective on the implementation of game-based learning using flashcards in teaching speaking at SDIT Al Hasna

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ABSTRACT

One of the most important elements in the learning process was innovation and creativity. The independent curriculum regulations made elementary schools implemented full day schools, which greatly influenced students' enthusiasm for learning, even the used of songs in learning was not enough to improve students' English skills, especially speaking skills. Using learning media such as flashcards as a learning innovation was one solution for teaching speaking skills. This research aimed to describe students' opinions regarding game-based learning using flashcards to teach speaking at SDIT AlHasna. This research used qualitative research to collect data with in-depth research results rather than generalizations where this research occurred naturally. Researchers conducted in-depth interviews with semi-structured interviews. Interviews would be conducted directly with respondents with open-ended questions so that respondents' experiences could be told. At SDIT AlHasna, this research was conducted with 7 grade IV students as research subject participants. The result was students found it easier to learn to speak using flashcards as a media. Apart from that, students tended to like game-based learning, especially with flashcard media because of its attractive appearance and fun learning model so they felt very active in learning. These results showed that the use of flashcards as a game-based learning media was able to bridge their ability to speak English. These results were strengthened by the results of interviews that students were active in class and enjoy the learning process.

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1. Introduction

Learning strategies in the classroom certainly have various problems. The learning strategy implemented by teachers at SDIT AlHasna in order to realize the objectives of the Merdeka Curriculum by increasing understanding of concepts and increasing student competence through the use of various types of media in learning in fact still shows deficiencies in the strategy. According to Rusman (2010), learning media can facilitate teachers and students in the teaching and learning process. So, learning media can increase interaction between teachers and students. Actually, the use of learning media can improve students' understanding of concepts and competencies, if the use pays attention to the potential of existing students and is based on student needs. According to Chan & Ahern (1999), when people are intrinsically motivated to learn, then they will not only learn, but will also have a positive experience.

In this research, flashcard media was used as a learning tool to improve children's abilities through game based learning methods. The attractive appearance and simple shape provide special interest for children so this will be very helpful in improving speaking skills. Apart from that, flashcard media can also be used with various methods which have an impact on teachers becoming more varied in preparing speaking lessons.

It was found that in learning English, students at school liked learning that used various types of learning media and students' accuracy in pronouncing vocabulary in English was still quite lacking. Therefore, the use of flashcard media in this research is through search word and guess word games where in these two games students are asked to line up sequentially and then look for, imitate and name each picture they get in English.

This school has enough equipment that can support learning. Some teachers have the initiative to make learning materials into a song to improve students' speaking skills, but in reality, it is not enough to help students understand and pronounce correctly, especially the level of understanding of each student is different. In the end, it still requires innovation in media utilization such as flash cards using games because learning with flash card media has promising opportunities. An effective utilization of games in learning can provide a deeper learning experience (Berkant & Avşar, 2015). According to Paras & Bizzocchi (2005), there are two criteria that can state that the game is effective in learning: the game provides an active experience, and can provide motivation

In one of the private schools in this district, it was found that there was a lack of teacher creativity in using learning media, another factor is the difficulty of improving speaking skills in some students. This situation occurs because students are difficult to control when in the class. In addition, the implementation of full day schools have a bad impact on the physical condition of students, especially since English extracurricular activities are carried out after scout extracurricular .

The utilization of digital flashcards is able to provide significant improvement in speaking skills in junior high school as evidenced through pre-test and post-test (Luthfillah & Fauzia, 2023). Also, Imansyah & Terasne (2019) showed that the use of flashcards in fact increased students' motivation to learn English especially speaking skills. The use of flash card media shows significant development with children's language skills (Pradana & Gerhni, 2019). According to Berkant & Avşar (2015), teaching with game-based learning has a positive impact on English language learning. However, in some of these studies, the utilization of flashcards as a medium for game-based teaching has not been sufficiently utilized. This is because some of these studies only use games in the form of role play, puzzles, word-walls that must be supported by gadgets as media, and on average use experiments with pre-test and post-test. In addition, the objects of the previous studies are elementary school, junior highschool and senior high school, where no one has research on students who participate in extracurricular activities. Well, the object of this research is ten students from grade 4 elementary school who participated in extracurricular activities at SDIT AlHasna and utilized flashcards as a game media in the form of guess words, and search words.

Based on the Based on the description, this research focuses on the perception of game-based learning using flashcards to improve speaking skills. The researcher is interested in conducting a study with the title "Students' Perspective on the Implementation of Game-Based Learning Using Flashcards to Improve Speaking Skill at SDIT AlHasna".

2. Method

This research was conducted at SDIT AlHasna in grade 4 who participate in English extracurricular activities at the school. Located at Dukuh Samiran, Dusun II, Gondang, Kec. Kebonarum, Klaten Regency, Central Java 57486. In this study, the researcher used descriptive qualitative to collect data. According to Sugiyono (2005) , that qualitative research is concerned with in-depth research results rather than generalizations where this research occurs naturally. Researchers made observations to find out what media had been used in learning English. The next step is to face the fact that researchers use game-based learning by using flashcards as a learning medium. At the end of the lesson there is documentation to show the validity of the data that each research process was actually carried out coherently in accordance with the research objectives.

The participants in this research were 7 students consisting of 3 male students and 4 female students of fourth grade at SDIT AlHasna. The researcher selected students to be interviewed, the criteria for

interviewees were; active students, inactive students, and less active students participating in class learning. The subjects of this research were chosen based on recommendations from English teachers who teach this subject to see what students' perspectives are regarding the methods and media used. Researchers used these criteria to see whether game-based learning using flashcards was successfully applied to students in each criterion for understanding knowledge.

The research instrument used was adjusted to the data collection techniques, namely (1) observation, (2) interviews and (3) documentation. Further explanation of the instrument in question is as follows:

2.1. Observation

According to Hasanah (2017), observation is an observation and documentation activity carried out in a structured manner of things that are being used as objects / targets of observation where all of this is a first step to collecting data. In the observation section, the researcher presented meetings on the speaking learning cycle, especially speaking words in class. The researcher explains first how the search word and guess word games are played, flashcards, pictures on flashcards etc. are all discussed by the researcher. Observation results show that students are interested in the appearance and games used. This can be seen from their attention to the teacher's instructions and they try to understand what is explained. There are also those who ask questions and express their opinions and then share ideas with their friends. This can also be seen from when students play the game.

2.2. Interview

Interview is one of the techniques to extract information through 2-way communication with feedback from each other (Esterberg, 2002). The use of interviews in this study is to help support the findings from observations and collect data that is relevant to the feelings of the interviewees. An interview guide is a list of topics and questions that the researcher will ask when conducting an interview. Interview guides can range from highly structured interviews to unstructured conversational types, and they are an effective tool for maintaining consistency and direction during an interview. Researchers gave 5 questions to the students to be interviewed.

2.3. Documentation

Documentation is an evidence of data collection process in the form of images.

3. Findings and Discussion

This research is shown based on the use of flashcard in teaching speaking that are familiar to student. In addition, this media was chosen because it is easily accessible to all student. SDIT AlHasna hasn't started using flashcards as a learning tool in the classroom. After conducting several observations, the researcher became curious about the students' perception of using flashcards as a learning aid. The researchers carefully observed the classroom dynamics, marveling at the students' enthusiasm for the flashcard learning media. The researcher meticulously conducted in-depth interviews with seven students to gain a comprehensive understanding, delving into their thoughts and perspectives. During the research, some students appeared to be very engaged and enthusiastic, while others seemed indifferent. Below are the interview results from the conducted research.

3.1. Do you think game-based learning using flashcards in teaching speaking is interesting?

In general, 7 students gave the opinion that the use of game-based learning using flashcards provides interest in learning to speak, especially spelling words. As Dzeko and Mirza :

> *The game used is interesting, we collect points, compete with friends and it doesn't feel like learning. I learned new vocabulary and how to pronounce it. so, game based learning using flashcards helps me relax, and actually learn something which I can use in my assignments.*

3.2. Do you think about game-based learning using flashcards is easy to use in learning English?

In general, 6 students expressed the opinion that the use of game-based learning using flashcards was easy to use in learning English. They expressed that the simple but attractive display equipped with striking images and colors made it very easy for them. However, there was 1 student who found it difficult to use flashcards. As Haqi described:

> *Actually, I find it difficult to see flashcards from a distance because the font size used is not big enough considering that I have a high minus.*

Following thorough observations and comprehensive interviews with seven students, the researcher has carefully analyzed the advantages and disadvantages of using flashcards as a learning medium. These nuanced findings will be fully expounded upon in the conclusion section, providing a detailed understanding of the impact of flashcards on the learning process.

4. Conclusion

In Summary, the results confirmed previous studies' results that using flashcards as learning media can improve children's language skills (Pradana & Gerhni, 2019). Most of the seven students interviewed answered they were more interested in learning using flashcards. Students consider learning to use flashcards easy because flashcards have attractive pictures and colors accompanied by information about the objects' names, making it easier for students to understand them.

1. Most students agreed that flashcards are easy to use in speaking activities. However, one student said that he has some difficulty using them.
2. They stated that various functions provided by Flashcard are well-integrated.
3. All students stated that game-based learning using Flashcards is an exciting platform for speaking activities.

It means implementing game-based learning using flashcards as a medium for speaking activities is applicable. It motivates them to learn to talk more. By reviewing the results, most students gave good perceptions of using game-based learning using flashcards.

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