

**OPTIMIZING ENGLISH FLASHCARDS AS COLOR
RECOGNITION MEDIUM FOR YOUNG LEARNERS**

**BY
RIZQA SAHLAA AZQIA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024**

OPTIMIZING ENGLISH FLASHCARDS AS COLOR RECOGNITION MEDIUM FOR YOUNG LEARNERS

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in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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2024

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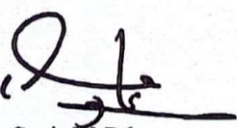
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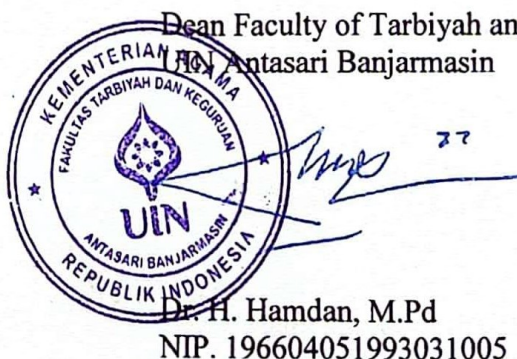
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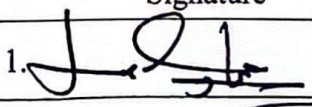

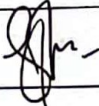
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ABSTRACT

Rizqa Sahlaa Azqia. 2024. Optimizing English Flashcards as Color Recognition Medium for Young Learners. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Hj. Raida Asfihana, M. Pd

Keywords: English Flashcards, Color Recognition, English Young Learners

In today's educational scene, learning English is a main focus. In this effort, the efficacy of various teaching approaches becomes critical, especially in meeting the needs of young learners. This study aims to investigate the use of flashcards as a strategy for improving young learners' performance in English color vocabulary. Teaching English to young pupils necessitates a unique method that recognizes their playful nature and gradually adjusts to the role of a language learner. Flashcards emerge as a potential teaching tool, providing an interactive and engaging way to improve kids' comprehension, particularly in the context of English as a Young Learner (EYL) color terminology. Participants in the study were English Young Learners (EYL) from Class A at TK Aisyiyah 23 in Banjarmasin. The study used a classroom action research design to investigate the effect of flashcards on the acquisition of color names in English. The findings revealed seven key factors that influenced young learners' understanding of English color vocabulary. These included the incorporation of flashcards into classroom instruction, the quality of teacher-student interactions, the efficacy of teaching methodologies used, the conducive nature of the classroom environment, the enthusiasm displayed by young learners, the use of familiar contexts for learning, and the evaluation through testing. Through an examination of these factors, this study not only provides light on the effectiveness of flashcards in enhancing English language acquisition, but it also emphasizes the varied nature of pedagogical techniques designed for young learners. As education evolves, projects like these provide essential insights on optimizing teaching practices to match the different demands of today's language learners.

ABSTRAK

Rizqa Sahlaa Azqia. 2024. *Optimizing English Flashcards as Color Recognition Medium for Young Learners*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Raida Asfihana, M. Pd.

Kata kunci: Kartu Flash Bahasa Inggris, Pengenalan Warna, Pelajar Muda Bahasa Inggris

Dalam dunia pendidikan saat ini, pembelajaran bahasa Inggris menjadi fokus utama. Dalam upaya ini, kemampuan berbagai pendekatan pengajaran menjadi sangat penting, terutama dalam memenuhi kebutuhan pelajar muda. Penelitian ini bertujuan untuk menyelidiki penggunaan kartu flash sebagai strategi untuk meningkatkan kinerja pelajar muda dalam kosakata warna bahasa Inggris. Mengajar bahasa Inggris untuk siswa muda membutuhkan metode unik yang mengakui sifat bermain mereka dan secara bertahap menyesuaikan diri dengan peran pelajar bahasa. Flashcards muncul sebagai alat pengajaran yang potensial, menyediakan cara yang interaktif dan menarik untuk meningkatkan pemahaman anak-anak, terutama dalam konteks terminologi warna Bahasa Inggris sebagai Pembelajar Muda (EYL). Peserta dalam penelitian ini adalah English Young Learners (EYL) dari Kelas A di TK Aisyiyah 23 di Banjarmasin. Penelitian ini menggunakan desain penelitian tindakan kelas untuk menyelidiki pengaruh kartu flash terhadap penguasaan nama-nama warna dalam bahasa Inggris. Temuan ini mengungkapkan tujuh faktor utama yang mempengaruhi pemahaman pelajar muda terhadap kosakata warna dalam bahasa Inggris. Faktor-faktor tersebut termasuk penggabungan flashcard ke dalam pengajaran di kelas, kualitas interaksi guru dan siswa, kemampuan metodologi pengajaran yang digunakan, lingkungan kelas yang kondusif, antusiasme yang ditunjukkan oleh para pelajar muda, penggunaan konteks yang sudah dikenal dalam pembelajaran, dan evaluasi melalui tes. Melalui pemeriksaan menyeluruh terhadap faktor-faktor ini, penelitian ini tidak hanya memberikan gambaran tentang efektivitas flashcard dalam meningkatkan penguasaan bahasa Inggris, tetapi juga menekankan pada variasi teknik pedagogi yang dirancang untuk pelajar muda. Seiring dengan perkembangan pendidikan, proyek-proyek seperti ini memberikan wawasan penting dalam mengoptimalkan praktik pengajaran agar sesuai dengan tuntutan yang berbeda dari para pelajar bahasa saat ini.

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