

CHAPTER V

CLOSURE

A. Conclusion

This research will look into the numerous elements that may influence the efficacy of flashcard use, such as pedagogical techniques, instructional design, and learner characteristics. This study aims to elucidate the underlying mechanisms driving the effectiveness of flashcards as a learning medium for young children by analyzing both qualitative and quantitative data, such as student performance metrics, teacher observations, and student feedback. The following description gives a quick overview of the findings and discusses each research topic in this study.

1. The first research question : *How does the use of flashcards help young children learn the names of colors applied in the teaching and learning process?*

Based on research analysis, using color recognition flashcards can help early childhood children learn English more effectively. The implementation of enhancing English learning with color recognition flashcards consists of multiple processes, including planning, action, observation, and reflection based on Classroom Action Research (CAR). The preparation step includes suggestions for language acquisition strategies such as determining success

criteria, developing flashcard resources, creating evaluation questions, and creating learning schedules. Meanwhile, the action stage involves carrying out all of the planned activities, such as preparing the classroom, presenting color identification flashcards, teaching English color vocabulary through flashcards, and performing assessments. In addition, during the observation stage, observe the use of the flashcard approach, the classroom climate, and the level of student participation. In particular, valuable reflections based on the observation results should be made at the reflection step.

2. The second research question : *How can flashcards optimize children's knowledge about colors in English?*

As a result, using color recognition flashcards helped the young learners significantly enhance their English vocabulary learning. The classroom surroundings and student engagement levels improved as well. Classroom conditions became more favorable and dynamic, and students paid close attention to the flashcards and teacher explanations. The results of the pre-test, post-test 1, and post-test 2 provide solid evidence that color identification flashcards can help young learners enhance their english color names vocabulary. The overall assessment scores reveal that just a few students met the minimal competency requirements (MMC) in the pre-test, but a higher number of students met the MMC in post-test 1, and the majority of students passed the MMC in post-test 2. The average scores reflected this progression,

with the pre-test averaging 60, increasing to 75 in post-test 1, and reaching 90 in post-test 2. The improvements between pre-test and post-test 1 was 17.5 points, while the jump from post-test 1 to post-test 2 was 34.5 points. Furthermore, the number of students that passed the MMC grew dramatically, from 25% in the pre-test to 60% in post-test 1, and finally to 90% in post-test 2, demonstrating the effectiveness of using English flashcards as a color recognition medium for young learners.

B. Suggestions

1. Other Researcher

The researcher also proposes that future scholars use the findings of this study as extra relevant references to enrich existing data. The proposal is to include a variety of data collection approaches that will provide more information about how teachers utilize flashcards as a medium for learning English. Researcher also propose employing flashcard media to address the obstacles associated with English learning and take many views from the results. Aside from that, other researchers can investigate similar topics in research entitled "The Utilize of Flashcards as a Media for Young Learners Color Recognition"