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ENRICHING ENGLISH VOCABULARY OF STUDENTS AT ELEMENTARY SCHOOL 57 IN BENGKULU CITY USING FLASHCARD MEDIA

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ABSTRAK

English language learning at the elementary school level still faces various challenges, particularly limited teaching staff and a lack of appropriate learning media for students. This condition results in low vocabulary mastery, pronunciation skills, and student confidence in using English. This community service activity aims to strengthen students' English skills at Elementary School 57, Bengkulu City, through a learning program that focuses on vocabulary enrichment using flashcards in the context of Teaching English for Early Childhood (TEYL). The implementation method is carried out using a collaborative approach involving lecturers, students, and school officials. The learning process is designed interactively through vocabulary introduction, pronunciation practice, repetition, and simple games that encourage student activeness. Evaluation is carried out through vocabulary mastery tests and observations during the activity. The results of the activity show an increase in English vocabulary mastery, pronunciation, and increased student courage and participation in learning. These findings indicate that the use of flashcards is effective in supporting English vocabulary learning in elementary school students and can be an alternative solution to improve the quality of English learning from an early age.

Kata Kunci: *Flashcard, TEYL,*Vocabulary, Child.

INTRODUCTION

English is an international language that is quite important in the digital era as a means of global communication. According to (Nur et al., 2024), having the ability to master English is crucial in the era of globalization because it can help individuals interact internationally. English is also the most widely spoken language in the world, so learning English needs to be directed from an early age (Perangin - Angin et al., 2023). Because at the elementary school level, learning English plays a crucial role as a foundation in building students' language skills, especially vocabulary mastery, which is the foundation of listening, speaking, reading, and writing skills (Sondakh & Sya, 2022).

Public Elementary School 57 is one of the schools in Bengkulu City that faces obstacles in learning English. The obstacle experienced in recent years is the limited teaching staff in English subjects, so that the learning process has not been fully implemented. (Astuti & Astuti, 2024) explains that the role of competent teachers has an important function in providing support for the development of foreign language skills in early childhood. This triggers limited mastery of basic English vocabulary, limited pronunciation skills, and causes students to lack confidence in using English. Similar observation results were also found by (Amalia, 2023) who showed that low vocabulary mastery is one of the main factors hindering elementary school students in learning English at school.

In addition to limited teaching staff, the English language learning process in elementary schools also requires media that is appropriate to student characteristics. (Mulyanti & Sya, 2023) explain that the use of learning media that is less engaging can make it difficult for students to understand and remember new vocabulary. Generally,

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elementary school students tend to learn vocabulary more easily with visual, interactive, and concrete media. Therefore, learning requires media that can increase student motivation and participation during the learning process.

One of the media that can be used to help enrich students' English vocabulary is *flashcard*. According to (Khairani & Nasution, 2025) explains that *flashcard* is one of the visual media that is quite effective in helping students understand, recognize, improve, and remember new vocabulary through a combination of images and words. In addition (Sari et al., 2023) explains that the use of visual media *flashcard* can help increase learning motivation and help students master vocabulary better. *Flashcard* This also suits the characteristics of elementary school students because it is easy to obtain, use, interesting, and can be combined with various learning activities that are not boring such as games, quizzes, and group work.

Based on the partner's conditions and the students' needs, this community service activity was carried out to enrich the English vocabulary of students at SD Negeri 57, Bengkulu City through media. *Flashcard* This community service activity is expected to help students improve their vocabulary and pronunciation skills, as well as boost their confidence in using English. Therefore, the use of *flashcard* can be an alternative media to support English learning that is more interesting, effective, and appropriate to the needs of elementary school students.

METHOD

This community service activity was conducted at SD Negeri 57, Bengkulu City, from September to December 2025. This partner was selected based on observations and approval from the school, which indicated a need to strengthen English language learning for elementary school students. Based on the observations, SD Negeri 57, Bengkulu City, has experienced a shortage of English teachers for several years. The school has only had one English teacher in the past three years, so English learning at this school has not been running optimally.

The results of observations and initial identification indicate that students' English vocabulary skills are still relatively low. This can be seen from the results of the pre-test given to the participants of this community service. The results showed an average vocabulary mastery of 17.45 words, indicating that students still need to strengthen basic vocabulary as a foundation in learning English. Therefore, this community service activity focused on enriching English vocabulary through the use of media. *Flashcard* which is considered appropriate to the characteristics of elementary school students and is also effective in helping the recognition process and is effective in remembering vocabulary (I Made Ari Wahyudi, 2025; Sari et al., 2023)

Participants in this community service activity consisted of 11 active students in grades IV, V, and VI of SD Negeri 57, Bengkulu City, who participated in the English learning program until its completion. The program utilized a collaborative approach involving lecturers, students, English teachers, and school officials. The activity was carried out through three main stages: preparation, implementation, and evaluation.

a. Preparation Stage

1) Conduct initial observations and identify partner needs to obtain an overview of the conditions of English learning in schools.
2) Coordinate with the principal and English teachers regarding the schedule, participants, and implementation of activities.
3) Compile learning tools that include learning objectives, vocabulary material, learning strategies, and evaluation instruments.
4) Prepare the media *flashcard* which contains pictures and vocabulary according to the development level of elementary school students.

b. Implementation Stage

Learning is conducted face-to-face in

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the classroom using a student-centered approach. Flashcards are the primary medium for introducing English vocabulary. Each session includes activities that introduce new, relatively simple and basic vocabulary, pronunciation practice, repetition, educational games, and group activities aimed at improving students' understanding and retention of the vocabulary learned.

The use of flashcards allows students to connect visual forms with the meaning of words so that the learning process becomes more interesting, not boring, fun, and in accordance with the characteristics of elementary school-age learners.

c. Evaluation Stage

Evaluation was conducted through pre- and post-tests on vocabulary mastery, as well as observations during the learning process. The pre-test was administered at the beginning of each meeting before the learning activities began to determine students' initial abilities. The post-test was administered after all meetings and learning activities were completed to measure students' vocabulary mastery improvement during the activities.

Observations were conducted continuously to assess the level of student participation, enthusiasm, and engagement during the activity. Data from the pre-test, post-test, and observations were analyzed descriptively by comparing the results before and after the community service program implementation. The analysis showed an increase in students' average vocabulary mastery, from 17.45 vocabulary words in the pre-test to 37.91 vocabulary words in the post-test. This data was used to evaluate the effectiveness of the media use. *Flashcard* in enriching the English vocabulary of elementary school students.

Table 1. Schedule of Community Service Implementation.

Meeting	Activity	Media
2	*"Introduce Yourself" Conversation*"	*Flashcard*
8	*Introduction to vocabulary "What's in the ocean"*	*Flashcard*
13	*Game "Word puzzle game"*	*Flashcard*

RESULTSAND DISCUSSION

This section presents the results and discussion of the implementation of community service activities in the form of strengthening English language skills through courses that focus on enriching vocabulary using *flashcard* at State Elementary School 57, Bengkulu City. The discussion was systematically structured to describe the activity process, participants' level of understanding before and after the activity, and documentation of implementation in the field.

This community service activity was implemented in stages and structured according to a pre-developed plan. It focused on elementary school students with limited basic English vocabulary. Overall, the activity was designed to create a fun and interactive learning environment suited to the characteristics of elementary school-aged students.

An explanation of community service activities can be described as follows:

a. Activity Preparation

Developing an English course name and logo, and understanding the meaning of each letter and symbol. This ensures that students involved in community service have official identification validated by the study program and faculty. Developing a Learning Implementation Plan (RPP) tailored to the characteristics of elementary school students in partner programs and incorporating the use of *flashcard*. Create a learning schedule that is tailored to the students' time, ensure regular

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implementation according to the established schedule and suit the duration of student learning activities. Prepare learning media in the form of *flashcard*, with attractive visuals and vocabulary that is appropriate to the ability level of elementary school students.

b. Implementation of Learning

Learning takes place in the classroom, with a two-way approach that allows students to actively participate in class once learning begins. Use of media *Flashcard* For learning sessions, the focus is on learning new vocabulary, practicing pronunciation, and repeating activities to strengthen students' memory so they don't forget quickly. Collaborative strategies are implemented, where students are taught to study in pairs or groups, resulting in interactions that increase students' confidence in using English. This is done during game or role-play sessions. Direct feedback from the teacher to students is provided to help students improve their pronunciation and vocabulary comprehension.

c. Evaluation

Evaluation is conducted directly and continuously, using vocabulary mastery tests and assessing the development of students' pronunciation skills. Monitoring is conducted throughout the learning sessions to assess students' engagement in class, their motivation levels, and their confidence in using English. This is done to identify and monitor which students are still experiencing difficulties during the learning sessions and which are actively participating in the learning activities. Evaluation results are recorded and then analyzed to assess student progress throughout the learning process.

Overall, the positive student responses and increased participation during the activities indicate that interactively designed learning is able to create a more conducive learning atmosphere for elementary school students, especially when students are actively involved in each stage of learning.

Students' understanding of English vocabulary was analyzed by comparing pre- and post-course conditions. Measurements were conducted using a vocabulary mastery test that counted only correctly spelled words. Misspelled words were excluded to ensure the data accurately reflected students' true abilities. Based on the results of the pre-test, it was found that students' vocabulary skills ranged from low to very low. Some students were only able to write fewer than 10 words correctly, and some were unable to write even a single word. This indicates that the students had limited prior exposure and practice in English.

After the learning activities were implemented continuously, a final measurement (post-test) was conducted to assess the development of students' vocabulary mastery. The results showed significant improvement in the majority of students, indicating that continuous additional learning can support elementary school students' vocabulary development.(Astuti & Astuti, 2024)

Table 2. Comparison of pre-test and post-test.

No.	Amount	*Pre-test*	*Post-test*
1.	Student 1	32	61
2.	Student 2	31	64
3.	Student 3	30	59
4.	Student 4	20	55
5.	Student 5	20	54
6.	Student 6	15	15
7.	Student 7	14	25
8.	Student 8	11	24
9.	Student 9	10	23
10.	Student 10	9	27
11.	Student 11	0	10

From the table it can be seen that:

a. Students with intermediate initial abilities showed very significant improvement. For example, students who were previously only able to write around 30 vocabulary words were able to write more than 50 vocabulary words correctly after the activity.

b. Students with low initial abilities also experienced improvements, although not as significant as those with medium

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initial abilities. Nevertheless, these improvements demonstrate that learning activities continue to have a positive impact on all students.

c. Some students showed relatively small improvements. This was influenced by individual factors, such as attendance, learning motivation which was indeed influenced by their own interests and environment, for example: there were some students whose parents did not allow them to participate in the program anymore because their parents were not yet open-minded about English which was very important in this era, and the level of student confidence during the activities carried out.

This community service activity not only helps improve English learning, but we also try to help increase students' confidence in speaking English. However, of course, it all comes back to each individual student, both their willingness and their environment that shapes their personality.

And the results of our special program are children who have high self-confidence, namely, children who were already confident before the course, and there are also those who become confident because we encourage and guide them, not forgetting to give praise such as, "well, that's possible, come on, don't be shy, it's okay if you can't do it at first, you'll be able to do it in time" so that students become more courageous. Based on the data above, the average pre-test score was 17.45 vocabulary and the average post-test score was 37.91 vocabulary. Thus, there was an increase of 117.25%. These results show that learning activities using media *flashcards* has a fairly positive impact on improving students' English vocabulary, although the level of improvement varies from individual to individual.

To clarify the differences in students' levels of understanding before and after the activity, the data can also be presented in graphical form.

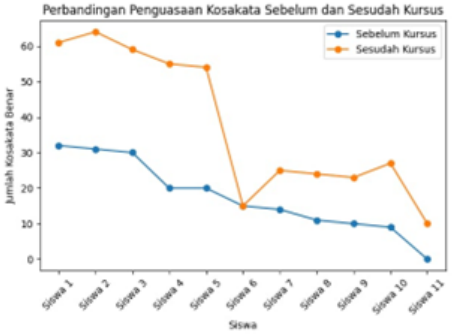


Figure 1. Before and after course implementation graph.

This graph is derived from the pre-test and post-test vocabulary counts, showing that the students vocabulary increased before and after stages of the learning process. Descriptively, the average vocabulary mastery of students shows a significant increase. This indicates that the use of*flashcard*in effective learning activities in helping students remember and write English vocabulary correctly, because attractive visual media makes it easier for students to connect words with pictures, so they are easier to understand and remember (Arnas et al., 2025). These results are in line with early childhood language learning theory, which emphasizes the importance of using visual media and activities that directly involve students. *Flashcard* not only serves as a vocabulary recognition tool but also as a trigger for interaction, play, and repetition, thus making the learning process more meaningful. This documentation supports quantitative analysis, which shows an increase in students' vocabulary mastery after the course activities are implemented, and demonstrates active student engagement during the learning process.Documentation of community service activities is necessary as evidence of implementation and to support analysis of results. Documentation is collected throughout the activity, from the preparation stage to the evaluation stage.

Activity documentation covers the following aspects:

a. Documentation of classroom learning activities. This documentation shows student activities during flashcard-based

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learning, such as paying attention to teacher explanations, creating vocabulary lists together, and participating in vocabulary games.



Figure 2. Learning activities in the classroom.

b. Documentation of student-teacher interactions. This section displays moments when the teacher provides direct guidance, pronunciation correction, and motivation to students. This documentation demonstrates students' active involvement in the learning process.



Figure 3. Student and Teacher Interaction.

c. Documentation of evaluation activities. This documentation shows students completing a written vocabulary test. This documentation demonstrates the students' seriousness and enthusiasm in participating in the evaluation.



Figure 4. Classroom learning.

Activity documentation shows that students were actively engaged throughout the learning process, both during material explanations, vocabulary games, and evaluation activities. This finding supports test results that showed an increase in vocabulary mastery after using the media *flashcard*. Active student engagement during learning indicates that engaging visual media and interactive activities can create more meaningful learning experiences for elementary school students.

Overall, the results of the activity show that the use of *flashcard* not only does it help improve English vocabulary mastery, but it also supports a more active and enjoyable learning environment. This finding aligns with previous research that suggests visual media can help students understand and remember new vocabulary more effectively.

CONCLUTION

Based on the results and discussions of community service activities that have been carried out at SD Negeri 57 Bengkulu City, it can be concluded that the main problems faced by students, namely low mastery of basic English vocabulary, limited pronunciation skills, and lack of confidence in using English, can be overcome through the implementation of English courses using flashcard media.

Evaluation results showed a significant increase in students' vocabulary mastery after participating in community service activities. Pre- and post-test data showed that most students experienced an increase in the number of words they could write correctly. This finding suggests that the use of *flashcard* effective in helping

students remember, understand, and write basic English vocabulary, especially for students who were previously in the low to intermediate ability category.

In addition to improving cognitive aspects, this activity also successfully addressed students' affective challenges. Throughout the learning process, students demonstrated increased vocabulary confidence, increased participation in class activities, and increased motivation to learn. Interactive learning, the use of games, group work, and immediate feedback have been shown to create a fun learning environment and support the characteristics of elementary school students.

Thus, this community service activity can be an alternative solution to overcome the limitations of English language learning in elementary schools, especially in schools facing a shortage of teachers and minimal use of interesting learning media.*Flashcard*It is recommended for continued use as an English learning strategy because it has been proven effective in improving students' vocabulary, pronunciation, and confidence from an early age.

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