

## **CHAPTER 3**

### **RESEARCH METHODS**

#### **3.1 Research Design**

Learning at the elementary school level required interactive and engaging methods. Flashcards had long been used as effective learning aids to enhance students' understanding and memory. However, further research was needed to determine their effectiveness in elementary school settings, particularly at SD Gedanganak 03.

This study employed a qualitative approach using participatory observation. The purpose of the observation was to analyze how third-grade students responded to the use of flashcards in learning, identify the impact of flashcard use on students' comprehension, and observe the interaction between teachers and students during flashcard activities.

This is similar to the study conducted by I Gede Nurjaya (2021), which examined classroom interaction in Indonesian language learning among elementary students. The sample in that study consisted of 51 fifth-grade students. The data collection methods included observation and documentation. The instruments used were observation sheets.

Through the use of flashcards in learning, it was expected that students would find it easier to understand English vocabulary. Hotimah (2010) also stated that the advantage of flashcards was their ability to support the right brain in memorizing images and words as their components.

#### **3.2 Setting**

This study was conducted at SD Gedanganak 03, located in Semarang Regency, Central Java Province. The research process took place over five days during the month of July 2025, and included several learning sessions in the third-grade classroom by directly observing the

activities of students and teachers in using flashcard learning media. The role of the researcher in this study is as a teacher and observer who monitors the teaching and learning process.

### **3.3 Participants**

The participants in this study were third grade students of Gedanganak 03 Elementary School, consisting of 25 students. In addition to the students, the participants in this study also included third grade teachers who were responsible for the learning process and served as research subjects to understand their role in using flashcards as a learning medium.

The object of this study was the use of flashcards in learning activities in third grade of Gedanganak 03 Elementary School, particularly in the introduction and application of English vocabulary by the students. The main focus of this study lay in how flashcards were used as visual aids in the classroom teaching and learning process, as well as the extent to which these medium helped students in recognizing, understanding, and actively using English vocabulary.

Third grade elementary students were at the concrete operational stage of cognitive development, during which they tended to understand learning materials more easily through visual approaches and hands-on practice. Therefore, the use of flashcards as a learning medium was considered relevant and potentially effective in increasing the success of learning foreign vocabulary especially English, which was still a foreign language for them.

The role of the researcher in this study was both as an instructor and an observer. As an instructor, the researcher was directly involved in delivering the English vocabulary lessons using 3D flashcards, ensuring that the learning activities were implemented according to the planned design. At the same time, the researcher observed the students' responses, including their level of engagement, enthusiasm, participation, and understanding during the learning sessions.

### 3.4 Procedure

#### 1. Preparation:

- Prepared observation list

In the initial stage, the researcher carried out a series of preparatory activities before entering the field. These activities included:

- a. Prepare a lesson plan that includes learning objectives, materials, activities using 3D flash cards to ensure vocabulary lessons are well-structured, engaging, and aligned with students' learning needs.
- b. The preparation of observation instruments, in the form of a list of indicators or aspects to be observed during the learning process. These indicators included student involvement, student reactions to flashcards, and their ability to recognize and use vocabulary.
- c. The creation or selection of flashcard media that were adjusted to relevant English vocabulary materials for third-grade students. The flashcards contained simple images and words that were appropriate to the developmental level of elementary school students.

#### 2. Observation Implementation:

This stage referred to the direct implementation of data collection activities in the classroom:

- a. The researcher conducted direct observations during several learning sessions using flashcards media.
- b. During the observation, the researcher take notes student responses, such as the level of enthusiasm, participation in activities, and how they absorbed and understood the vocabulary material taught.

#### 3. Data Analysis:

- Analyzed observation notes to find patterns and key themes

Observation notes were analyzed qualitatively to identify patterns of student engagement and the effectiveness of using flashcards in aiding vocabulary comprehension.

- Compared student understanding before and after using flashcards

Where possible, comparison were made between conditions before and after learning with flashcards, either through teacher notes or predetermined vocabulary achievement indicators. How the two conditions were compared involved analyzing teacher’s observational notes on students’ participation and accuracy in answering questions, as well as checking vocabulary mastery indicators before and after the use of flashcards during the learning sessions.

#### 4. Reporting Results:

- Prepared a research report based on observation findings

The researcher compiled a report to document the actual results of using flashcards in learning, so that the findings could serve as a basis for decision-making or as a reference for other teachers.

- Provided recommendations for the use of flashcards in grade 3 learning

### 3.5 Instrument Observation Sheet

**Table 3.1. Observation Sheet**

Date	Theme	Learning Activities	Notes on Learning Situation Students' Attitude

The table that had been compiled contained complete information about the implementation of learning using flashcard media in grade 3 of elementary school. In the Date column, the implementation time of each learning session was recorded, showing the schedule of activities carried out over several days or weeks. The Theme column explained the learning topics addressed in each session, such as animals, fruits, and vegetables.

Next, the Learning Activities column detailed the activities that were carried out by students, for example, matching animal pictures to their habitats (land & sea), mentioning favorite fruits and vegetables, and playing guessing games with the help of flashcards. These activities not only encouraged students to recognize the material more quickly but also motivated them to actively interact and participate in group discussions.

Meanwhile, the Notes column contained the teacher's reflective notes on the learning process, such as students' responses to the learning media, obstacles encountered, and suggestions for improvement for the next meeting. For example, it was noted that students appeared more enthusiastic and focused when flashcards were used in the form of games. However, there were also notes indicating that some students still needed guidance when reading the words on the flashcards, so teachers needed to adjust the level of difficulty of the material to match the students' abilities.

### **3.6 Triangulation**

Triangulation was a technique for check the validity of data by utilizing elements other than the data itself for the purpose of checking or comparing that data. In this study, triangulation was carried out by combining several data sources and data collection techniques to ensure that the research results are more valid and objective.

Data validity in this study was checked using triangulation techniques, namely source triangulation, which serves to confirm or cross-check observation results. In this case, the

researcher's opinion was compared and confirmed with the teacher's opinion as another data source, to ensure the accuracy and consistency of the findings throughout the learning process.