CHAPTER II
LEARNING MEDIA USING FLASHCARD MEDIA FROM
SCRAPS TO THE YOUNG LEARNERS OF KAMPUNG CERDAS

A. English Learning Media

1. Definition of English Learning Media

Media from the Latin word, the plural form of the word medium, means something located in the middle (between two parties or poles) or a tool. Webster's dictionary (Anitah, 2012: 5) suggests that media or medium is everything located in the middle in the form of a ladder, which is used as an intermediary or liaison between two parties or two things. Henich (Arsyad, 2019: 3-4) also used the medium as an intermediary that delivers information between sources and recipients. So, unprojected images, printed materials, and the like are communication media.

The expert also made restrictions on the definition of media, including those proposed by the Association of Education and Communication Technology (AECT) (Utami et al., 2021: 1). Media are all forms and channels used to distribute messages or information. Then continued with the opinion of Gerlach & Ely (Arsyad, 2019: 3), saying that the media, if understood in outline, are humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. Meanwhile, Anitah stated that the media is any person, material, tool, or event that can create conditions that allow learning to receive knowledge, skills, and attitudes (Anitah, 2012: 6).

In general, from the several explanations regarding the media above, media can be grouped based on their type as stated by several experts, including as stated by Leshin, Pollock & Reigeluth (Arsyad, 2019: 38-39), classifying media into several groups, namely: (1) media human-based (teachers, instructors, tutors, role-playing, group activities, field trips); (2) print-based media (books, guides, book, Workbooks), (3) work aids, charts, graphs, maps, pictures, transparencies, and slides.

More specifically, Seels & Glasgow (Arsyad, 2019: 35-36) grouped traditional media into eight types, namely: (1) flashcards of media from projected stationary materials, (2) flashcards of media from scraps that are not projected, (3) audio, (4) multimedia presentation, (5) media flashcards from projected dynamic Scraps, (6) print, (7) games, and (8) realia.

The media grouping is intended to make it easier for media users to choose, design, and use media according to their needs. The opinion of experts regarding the media has the same meaning: an intermediary or tool to convey information from the sender of information to the recipient of the information.

From some of the explanations for the definition of media above, it can be concluded that media is an intermediary, whether in the form of tools or visuals, which contains information that will be conveyed by the sender to the recipient of information, making it easier to provide explicit understanding knowledge about a problem or object, which is loaded.

## 2. English Learning Media for Young Learners

If the media carries messages or information that aims to convey teaching purposes, then the media is called learning media. Suhana said that in the learning process, learning media is one of the stimulants and tools provided by the teacher to encourage students to learn quickly, precisely, efficiently, and correctly, and there is no verbalism (Suhana, 2014: 61). Before using the media as a learning medium, the teacher should first know the forms of media so that it is easier to choose the suitable media in the learning process.

Hamalik (Arsyad, 2019: 19) suggests that learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. Learning media will make transferring knowledge to students more straightforward and more enjoyable.

Sujana & Rivai, (Arsyad, 2019: 28) stated the benefits of learning media in the student learning process, namely:

a. Learning media will attract more attention so that it fosters learning motivation.

b. Learning media will have a more straightforward meaning to understand students better and allow them to master and achieve learning objectives.

c. Teaching methods will be more varied, not merely verbal communication through the teacher's speech so that students do not get bored and the teacher does not run out of energy, mainly if the teacher teaches at every lesson.

d. Students can do more learning activities because they listen to the teacher's description and other activities such as observing, doing, demonstrating, and acting.

Figure 2. 1 The Function of The Media in The Learning Process
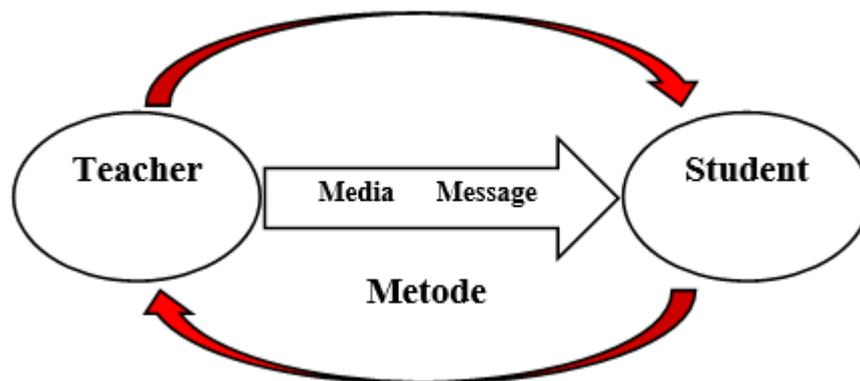
As stated by (Hamdani 2020: 246), the function of the learning process is shown in the following picture 2.1.

In the picture above, it can be interpreted that teachers use media with learning methods to make it easier to convey subject matter to students so that learning objectives can be achieved. The tools used in the teaching and learning process, which are learning media, are classified as educational media as explained that educational media, according to (Suhana: 2014), is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings,

concerns, interests, and concerns of students in such a way that the learning process occurs.

The general characteristics of learning media, according to Arsyad (2013: 33) in his book entitled educational media, are as follows:

a. The emphasis of educational media on media flashcards from Scraps.

b. Educational media has the meaning of aids in the learning process both inside and outside the classroom.

c. Educational media is used in communication and interaction between teachers and students in the learning process.

d. Educational media can be used en masse, for example, posters, slide cards, word cards, and modules.

e. Attitudes of action, organization, strategy, and management related to the application of science.

From some of the discussions above, it can be concluded that learning media is a tool or intermediary used by teachers in delivering subject matter to students so that it is easy to understand and capture its meaning so that it can increase student motivation and learning outcomes.

B. Using Flashcard Media from Scraps

1. Flashcards Media from Scraps

a. Definition of Flashcards Media

Visual-based media (images or parables) play a crucial role in learning. Visual media can facilitate understanding (for example, through the elaboration of structure and organization) and strengthen student memory can, foster student interest, and can provide a connection between subject matter content and the natural world to be visually compelling instead of being placed in a meaningful context that students must interact with to ensure the process of information. Gerlach& Ely (Anitah, 2012:8) stated that visuals could give you an idea of everything. So, visual-based learning media improve insight as

long as processes in learning and visuals media can provide feedback from the student.

Visual-based media is used as learning media, such as posters, charts, pictures, and flashcards. Flashcard is a form of educational media in the form of cards that contain pictures and words whose size can be adjusted to the students being faced, and to get them, they can make their own or use ready-made ones (Fajar, 2021:27). The use of media flashcards in learning media in the classroom is adjusted to the needs and targets of the media users. In this research, the main visual-based media is flashcards media. (Sadiman, Rahardjo, Haryono, & Rahardjito,2012:46) States flashcard media are crucial for conveying certain impressions, but they can also influence and motivate viewers' behaviour. Maghfiroh in Nalendra (2020:130) stated that the flashcard media is a media card containing images and writing that can be made as a card game so that students can understand the material provided or delivered by educators. With the flashcard media, students can learn while playing. Making it possible for students to be calmer and more comfortable using the media.

This media is selected because flashcards media have several advantages when used in learning media compared to other media. Scraps can be used as a suitable medium. Scraps are reused, reduced, and recycle; therefore, in the Indonesian dictionary (Chaniago, 2002: 61), the word Scraps is something or goods that have been used. In webster's English dictionary (2003: 253), scrap is a small piece, a fragment of discarded material.

The Scraps can be used as a helpful medium. To get to know more deeply about this terminology and technique, the most important thing is to know about the history of Scraps and the techniques used to create Scraps. It started long ago, and in those days.

Scraps are goods that are no longer used but can be reused. Scraps are materials for making flashcards and learning media. Not only that,

but scrap goods are also widely used to make scraps that could save the world.

Therefore, the selection of Scraps is because no one has used goods from scraps. Scraps have several advantages when used in learning media compared to other Scraps. Used goods have advantages when used in learning media compared to other used goods.

b. Flashcards Media Worksheets from Scraps

Media flashcards from scraps have a work area consisting. Media flashcards from scraps are messages, information, or concepts that students and teachers want to convey to students that can be developed in various forms such as photos, pictures or illustrations, sketches, drawings, line graphics, charts, and a combination of the two forms of photographs produces illustrations through images that match the reality of an object or situation. The overall idea is supported by Anitah (2012:11). They see Flashcard media as an image or another form that is intended to explain and display a personality and contains an attraction and provides a stimulus and motive for a movement. (Fajar, 2021:26) stated that a flashcard is a media in the form of a picture card made using photos or images, on the back, there is a description of the image on the flashcard. From the quote, it is explained that the size of the flashcard is 25 x 30 cm.

The success of using flashcards media based on Scraps can be determined by the quality and effectiveness of flashcards media materials from scraps and graphics; this can only be achieved by organizing and organizing the ideas that arise, designing them tightly, and using essential flashcards media from scraps for information concept objects or situations. Although planning learning media is not a painter with a background. The researcher should know some basic principles and determinants to meet the needs of using media flashcards from scraps.

Suppose observing the materials, pictures, and others. What is around us, such as magazines, advertisements, and information boards? The research will find many ideas for designing student materials concerning arranging media flashcards from scraps displayed. The arrangement of these elements must be able to display media that can be understood clearly or can be read and can attract attention so that it can convey the message desired by the student. User usage.

Specific design principles must be considered in the arrangement process, including simplicity, integration of emphasis, and balance of points of visual media elements, which further need to be considered: shape, line, texture space, and colour.

According to Arsyad (2019:102-109) in his book entitled educational media, in the arrangement process, certain design principles must be considered, including:

1) **Simplicity**

In general, simplicity refers to the number of elements contained in a media flashcard from Scraps, making it easier for students to capture and understand the message presented. Media flashcards from scraps are messages or information that are easy to read and easy to understand and the accompanying text. Student materials must be limited, for example, between 15-to-20-point words. Words must have simple letters in a font style that is easy to read and not too diverse in one display or a series of displays of media flashcards from Scraps. Sentences should also be concise but concise and easy to understand

2) **Cohesiveness**

Cohesiveness refers to the relationship that exists between the elements of the media flashcards from scraps that are observed to function as elements that must be interrelated and unified as a whole element so that the media flashcards from scraps are a

recognizable comprehensive form that can help to understand the message and the information it contains.

3) Emphasis

Although the presentation of media flashcards from scraps that are designed may often be the presented concept requires an emphasis on one element that will center student attention by using size, relationships, perspective, color, or space, emphasis can be given to essential elements.

4) Balance

The chosen shape or pattern should occupy the viewing room, giving the perception of balance even though it is not symmetrical. An entirely symmetrical balance is called a respectful balance. This balance shows two shadows of flashcards media from the same Scraps and is congruent. Therefore, proper balance tends to appear static. On the other hand, informal balance is not entirely symmetrical, giving the impression of being dynamic and attracting attention.

The development of media flashcards from scraps with an informal balance requires a higher imagination power and a desire for experimental expression from the design of media flashcards from Scraps.

5) Shape

Forms that are strange and unfamiliar to students can arouse interest and attention. Therefore, selecting forms as elements of media flashcards from scraps in presenting information messages or lesson content needs to be considered.

6) Line

Lines connect elements to guide students' attention to learn a particular sequence.

7) Texture

The texture is an element of media flashcards from scraps that can be rough or smooth. Texture can be used to emphasize an element such as only color.

8) Colour

Colour is a critical element of flashcards media from scraps but must be used with care to get a good impact; color gives the impression of separation or emphasis or builds a point of integration. Besides that, color can increase the level of realism of the object or situation depicted, showing similarities and differences, and to create a specific emotional response, three crucial things must be considered in using color, namely (1) color selection (red, blue, yellow, white, brown and so on), (2) colour value (thickness level and compared to other elements). in the media flashcards of the scrap), and (3) finally the intensity or strength of the intensity to give the desired impact.

C. Conceptual Framework

The importance of the existence of learning media that can help students understand the material requires every educator to have the ability to develop learning media that aims to help students understand the learning material easily. Vocabulary materials are studied by the young learner of the Kampung Cerdas Rusunawa Pontianak, which requires students to understand concepts in solving each question. The development of English learning media on vocabulary aims to help students understand the material quickly and not be boring.

To assess the extent to which the instructional media program using the flashcards program of media from Scraps meets the standards, several stages are carried out, namely: (1) learning design, (2) design of media flashcards from Scraps, (3) production (4) evaluation includes assessments from media experts (5) the application of learning media flashcards media from Scraps.

Figure 2. 2 The Conceptual Framework

Learning Design

Design Flashcard Media

Product

Evaluation

Revision

Expert media

Using Flashcard Media
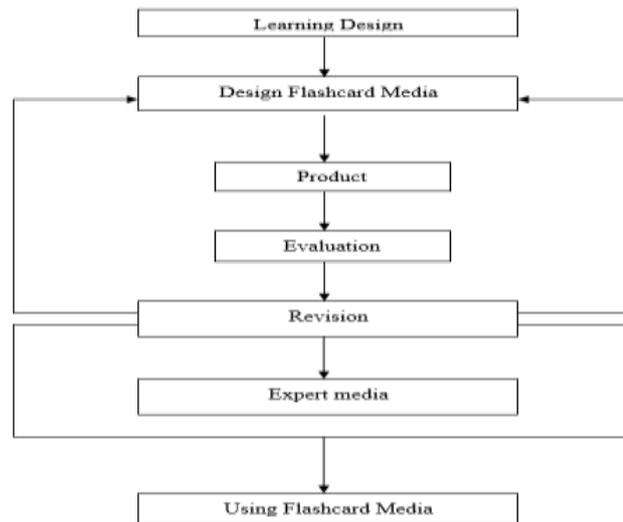
(Darmawan: 2019)

For more details, the Conceptual framework in figure 2.2. This research can be concluded.

Learning less varied English causes students to be less interested and even consider English a scourge in education. In learning English in schools, teachers should choose and use appropriate strategies, approaches, methods, and learning media to achieve learning English. One step that can be taken is to use learning media. The use of media when learning can provide an explanation of the subject matter as well as increase student interest in learning.

The progress of science and the flow of globalization also affects the world of education, one of which is the development of learning media with the help of Scraps. Scraps nowadays have become something that cannot be overcome. So, the design of flashcards media from scraps.

D. Previous Study

Some previous related studies in support of this research are as follows.

1. Herlina and Dewi. (2017). Conducted their research "Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School". This study aimed to analyze to

develop   in understanding English vocabulary by using flashcard media in students   elementary school. This research was conducted at primary students in boarding school. The subjects were students of the third class with fourteen students. The research method was classroom action research using the model of Kemmis and Mc Taggart with four stages: planning, action, observation, and reflection.

2. Sari (2018) conducted his research "*Developing Flashcard Media for Teaching Vocabulary to the Seventh Grade Students of Junior High School (Study Case in the seventh-grade students at SMPN 1 Sanankulon)"*. In this research, the researcher made a flashcard media to develop vocabulary mastery in the seventh-grade students at SMPN 1 Sanankulon. Therefore, the researcher used Research and Development (R&D) as a thesis. At the same time, the approach used by the researcher is the qualitative and quantitative descriptive approach.   Because this research is descriptive, maknawi, and not focused on quantification of data. So, the approach of this research is the qualitative descriptive approach.

3. Nalendra (2020) conducted his research "*the Effect of Learning Model Learning with Youtube Versus Media Flash Card Media and Learning Motivation on Learning Outcomes in English*." This research uses a quantitative approach to the experimental method with a factorial design model. Each factor has two or more levels, such as the motivation and learning of students and student learning outcomes. The population in this study were all students of SMP N 4 Sidoarjo and SMP N 1 Sidoarjo. The sampling technique was used by random sampling. In this case, SMP N 4 Sidoarjo and SMP N 1 act as an experimental class and a control class of two classes.

   The previous study is a reference used by the author in making this. Relevant research was conducted by Herlina in 2017 and Sari in 2018 with the title " Flashcard Media: The Media for Developing Students Understanding for English Vocabulary at Elementary School". The similarity of the research conducted by Herlina and Sari is that they both

examine the development of learning media using flashcard. The differences in the research conducted are that the research conducted by Herlina and Sari examines Flashcard Media: The Media for Developing Students' Understanding for English Vocabulary at Elementary School. In contrast, this study examines Developing Learning Media Using Flashcard from Scraps to The Young Learner of Kampung Cerdas Rusunawa Pontianak.

In addition to relevant research, Nalendra also conducted in 2020 with the title " Developing Flashcard Media for Teaching Vocabulary to The Seventh Grade Students of Junior High School. The similarities between this research are that they both examine using Flashcard Media. The difference lies in the research subjects used and previous research. This research uses a quantitative approach to the experimental method with a factorial design model. Each factor has two or more levels, such as the motivation and learning of students and student learning outcomes. The population in this study were all students of SMP N 4 Sidoarjo and SMP N 1 Sidoarjo. The sampling technique was used by random sampling. In this case, SMP N 4 Sidoarjo and SMP N 1 act as an experimental class and a control class of two classes. In contrast, this study used more R&D., a study that focuses on developing learning media using flashcards from scraps to the young learner.

The researcher intended to design flashcard media from scraps to teach vocabulary based on the previous studies above. From those to previous are adding such strong media and exciting media.