



The Use Of Flashcard Media With Sign Language In Improving English Vocabulary Of Deaf Students In Grade VI At SD Negeri 2 Bengkulu

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Abstract. This study aims to investigate how the use of flashcards can improve the English vocabulary skills of sixth-grade students at SD Negeri 2 Bengkulu. This study used a classroom action research (CAR) design that combines qualitative and quantitative methods. The subjects of the study consisted of two deaf students in sixth grade, while the object of the study was the use of flashcards in English learning. Data were collected through tests and observation checklists. The tests were used to measure students' vocabulary mastery, while the observation checklists were used to assess the increase in students' interest and attention during the learning process. The test results were analyzed quantitatively using descriptive statistics, while the qualitative data were analyzed using an interactive data analysis model. The results showed an increase in the English vocabulary mastery of deaf students with the use of flashcards. Based on the test results, the average post-test score in the first cycle was 65, which then increased in the second cycle to 87.5. This increase indicates that flashcards are effective in helping deaf students master English vocabulary. The observation results also supported these quantitative findings. In each cycle, deaf students increasingly showed greater interest and attention during the teaching and learning process. This improvement is due to the use of engaging images and games that create a more enjoyable classroom atmosphere. This improvement can also be attributed to more active interaction between students and teachers, which makes students feel more motivated to learn. Thus, the use of flashcards has been proven to improve deaf students' English vocabulary mastery and increase their interest and attention in learning. This research provides an important contribution to the development of more inclusive and enjoyable learning methods for deaf students and can serve as a reference for educators in designing effective and engaging learning.

Keywords: Class Action Research, Flashcard, Inclusive Education, Sign Language, Vocabulary

1. BACKGROUND RESEARCH

English vocabulary is needed by students as most information is conveyed in English because English as a global language provides access and connection for every aspect of human to have a good future career in the digital era (Priyanti and Santoso, 2019). The term refers to the more vocabulary one knows, the easier it is for one to communicate using the language. According Rahmah et al. (2023) state Vocabulary is an aspect that must be learned and mastered by students to access information presented in English. Without sufficient vocabulary, a person will find it difficult to convey or understand information effectively. Vocabulary is a word that has a meaning that is used to communicate so having enough vocabulary is very necessary to master and communicate using English (Rachmadi et al., 2023). Therefore, it is important for students to continuously develop their vocabulary in order to communicate more fluently in various contexts.

English vocabulary in the language structure system is very different from Indonesian. Implementing the English learning process to be carried out well for teachers is not an easy

thing, especially in terms of memorizing English vocabulary. Learning English vocabulary is often a boring and tedious activity for students, making them disinterested in learning. When students are not interested in English vocabulary, then students will find it difficult to learn and even teachers cannot achieve the learning objectives, which will ultimately affect their ability to speak English. Lack of vocabulary is one of the main reasons students cannot communicate fluently. This problem encourages researchers to explore the use of appropriate learning media in the English language learning process, which aims to create a more interesting learning process and help students in mastering English vocabulary. Regarding to the issues, the teachers nowadays are suggested to give vocabulary instructions for the students in early age to maintain their interest to learn (Santoso et al., 2020).

However, the challenge for teachers in instructing English vocabulary becomes more complex when considering the diversity of learners, including deaf students. Deaf children have hearing impairments, which means they cannot use their sense of hearing to gather information like other children (Juherna et al., 2020). So here they can't rely on their hearing to communicate. Instead, they use primarily sign language and writing to communicate, while for understanding communication they use vision. According to Irchmna et al. (2025), deaf children use sign language as a communication tool to support the learning process of children with special needs in schools and there are two types of sign language in the world of education, namely the Indonesian Sign Language System (SIBI) and Indonesian Sign Language (BISINDO). Despite these limitations, deaf children can still access equal education and learn alongside their hearing peers in an inclusive education system.

Teaching English for young learners is not the same as teaching English for adult learners (Ana, 2015). We need inclusive education is a model that allows students with special needs to receive tailored support in their learning. According to Irvan and Jauhari (2018), inclusive education is a government policy designed to ensure that all citizens, including those with special needs, have access to quality education for their future. Therefore, inclusive education requires teachers to develop a good quality learning process for students with special needs as well as children in general.

The researcher conducted a study at SD Negeri 2 Bengkulu. Based on the observations and interviews conducted on September 27, 2024, with the relevant teachers, it was found that the school has implemented an inclusive education system since July 19, 2007, and continues to do so today. At SD Negeri 2 Bengkulu, there are both regular students and students with special needs, specifically deaf students. The focus of this study was on deaf students in Grade 6. Observations revealed that the learning interest of these students is very low. This lack of

interest significantly affects the learning process, particularly in the inclusive classroom setting for English language instruction, which is the primary focus of the research.

From the interviews, it was found that deaf students have not participated in classroom learning processes like regular students and have not mastered English vocabulary, especially basic past tense samples such as verb 1 and 2, as well as subjects and objects, which support the past tense material taught to regular students. This is due to their low interest in learning. So, here, the deaf students in grade VI at SD Negeri 2 Bengkulu have not yet mastered English vocabulary, especially past tense samples, which is classified as low. This can be seen from their test results, which are still below the Minimum Competency Standard for English, where student 1 and student 2 scored below 60, namely 45. At SD Negeri 2 Bengkulu has a Minimum competency standard of 60 for English lessons in accordance with the independent curriculum. So, it can be concluded that here deaf students have not received English learning like regular students because of students' low interest in learning so that teachers only make students learn independently according to their wishes and here the teacher has not prepared a lesson plan (RPP). This is because teachers have not found suitable media in learning that supports the learning process.

To address the issues mentioned above, researcher suggest implementing an Individualized Education Plan (IEP). An IEP provides the necessary services and accommodations tailored to the specific needs of students (Yuniari and Santosa, 2024). The goal of an IEP is to ensure that every student, regardless of their disability, has equal access to education and the opportunity to succeed academically. Therefore, the implementation of an IEP can help overcome the challenges faced by deaf students.

Researcher using an Individualized Education Plan (IEP) using visual learning media, such as flashcards, can improve vocabulary mastery among deaf children. Visual media are particularly suitable for deaf children because they rely on their sense of sight to comprehend information (Purniasih et al., 2024). Therefore, images in visual media serve as a suitable learning tool. Flashcards, as a form of visual aid, are especially helpful in language learning because they assist learners in memorizing new words and actively engaging in the learning process (Matruty and Que, 2021). According to Hadi et al., (2021) also emphasize that flashcards with colorful pictures can capture students' attention and increase their interest in learning English. Flashcards are not only engaging but can increase vocabulary easily, as their fun and visually appealing design helps maintain students' attention (Feranty et al., 2024). According to Yasa and Sudirman, (2023) the use of Flashcards in the process of learning

English vocabulary is said to be fun and interesting because there are pictures, so that it can attract students to learn and improve basic English vocabulary.

Learning English must be done regularly, and literacy must be introduced so that reading habits can be created and literacy skills can be developed (Ana et al., 2023). Building on this idea, the researcher proposes the implementation of an Individualized Education Plan (IEP) for deaf students using flashcards in combination with sign language as a tool to improve vocabulary mastery in Grade VI at SD Negeri 2 Bengkulu. Sign language is included as it serves as a crucial medium of communication for deaf students. This study adopts the Classroom Action Research (CAR) method, which involves a cyclical process of planning, acting, observing, and reflecting. In each cycle there will be changes to achieve the desired learning outcomes. The researcher aims to find out to examine how the use of flashcards media improves the English vocabulary skills of grade 6 students at SD Negeri 2 Bengkulu Inclusive School.

2. THEORETICAL REVIEW

Inclusive Education

Education has an important role in human's lives (Padmadewi et al., 2019). Inclusive education is an approach that emphasizes equal access to education for all learners, including those with special needs. According to Dewi et al. (2020), inclusive education aims to provide quality learning environments that respect and support diversity by ensuring that all students, regardless of their physical or mental conditions, can study together in the same school. (Irvan and Jauhari, 2018) add that inclusive education promotes learning together for children with and without disabilities in one educational setting. At SD Negeri 2 Bengkulu, inclusive education is implemented to accommodate students with special needs, particularly deaf students, allowing them to receive the same educational opportunities as their hearing peers. Understanding and improving teachers' perceptions of inclusive education is essential to ensuring that every student receives an equal opportunity to learn and grow within an inclusive environment (Padmadewi, 2024).

Deaf Students and Communication Barriers

Deaf students face partial or total hearing loss, making verbal communication difficult. According to (Irawan and Yuliarti, 2024), deafness refers to hearing impairments that hinder the reception of sound stimuli. As a result, deaf students rely more heavily on their visual senses to access information. This condition demands alternative communication strategies, especially in educational settings, to support their learning.

Sign Language

Sign language is a visual communication system primarily used by deaf individuals. (Murwati and Syefriani, 2024) describe it as a language that incorporates hand gestures, facial expressions, body movements, and lip-reading to convey meaning. In Indonesia, there are two main forms of sign language: SIBI (Sistem Isyarat Bahasa Indonesia) and BISINDO (Bahasa Isyarat Indonesia). (Nugraheni et al., 2023) explain that both systems enable deaf individuals to communicate effectively. This study specifically applies SIBI, as it is the primary language used by sixth-grade deaf students at SD Negeri 2 Bengkulu alongside written communication.

Individualized Education Program (IEP)

Education holds a vital role in developing life quality in all countries where the student was placed as the learning subject and education becomes a significant need to improve and repair education (Padmadewi et al., 2021). An Individualized Education Program (IEP) is a customized learning plan tailored to the needs of each student with special needs. According to (Dahlia et al., 2015), an IEP is designed based on a student's specific abilities, needs, and circumstances to help optimize learning outcomes. In inclusive settings, IEPs allow teachers to adapt teaching strategies, methods, and materials, such as visual aids and sign language, to ensure students receive effective support. (Dwimarta, 2015) also emphasizes that these personalized learning plans enhance the educational experience for students with special needs.

Definition of English Vocabulary

English is considered a global language essential for international communication. (Fitriyani and Nulanda, 2017) explain that English is widely used in primary, secondary, and tertiary education. According to (Arsini et al., 2022), vocabulary is a critical aspect of language learning, as it supports learners in understanding and expressing ideas effectively. (Milton, 2009) notes that vocabulary acquisition is fundamental for developing communicative competence, while (Wulanjani, 2016) highlights that the more vocabulary students master, the easier it becomes for them to understand and use English in various contexts.

Vocabulary Mastery

Vocabulary mastery refers to a learner's ability to understand, remember, and correctly use words in both oral and written communication. (Thornbury, 2002) identifies three primary components of vocabulary mastery:

- a) **Meaning:** Understanding the definitions of words.
- b) **Spelling:** Writing words accurately to ensure clarity.
- c) **Grammar:** Using words in correct grammatical contexts.

Milton, (2009) said that further emphasizes that valid vocabulary assessments depend on the careful selection of target words and appropriate evaluation methods. Using tools like flashcards, especially for deaf students, can enhance their understanding of vocabulary through visual and repetitive exposure.

Learning Media: Flashcards

Learning media are tools used to facilitate the teaching and learning process. Batubara (2020) defines learning media as instructional aids that help deliver concepts during learning activities. Dewi et al., (2022) add that such media promote communication between teachers and students while making learning more engaging. Visual media, such as flashcards, are especially useful for presenting abstract concepts in an accessible manner. Matrutty and Que, (2021) describe flashcards as small, colorful cards containing images and word explanations that support memory retention and vocabulary learning. Flashcards offer multiple advantages, including portability, practicality, memorability, and engagement through games (Arman, 2019).

Integration of Flashcards with Sign Language

Integrating sign language with flashcards provides a multisensory approach to language instruction for deaf students. By combining visual elements images and text on flashcards with manual gestures from SIBI, students receive dual reinforcement of new vocabulary. This integration aligns with multisensory learning principles, particularly effective for special education students, as it supports retention and comprehension by involving multiple sensory pathways.

Steps of Using Flashcard Media

Amin et al., (2023) outline the steps for using flashcards in class that The teacher holds and shows flashcards one by one. Students observe, repeat, and eventually pronounce the words independently. The process is repeated to reinforce vocabulary. In addition, game-based activities can be incorporated, as suggested by (Rahayu, 2023), such as randomly placing flashcards and asking students to identify the correct image or word. These methods not only enhance memory but also increase motivation and participation in class.

3. RESEARCH METHODS

This study employed a Classroom Action Research (CAR) design based on the cyclical model proposed by (Kemmis and Mc-Taggart, 1988), which includes four key stages: planning, action, observation, and reflection. The research aimed to improve the English vocabulary mastery of sixth-grade deaf students at SD Negeri 2 Bengkulu through the use of flashcard

media combined with sign language. CAR was chosen because it allows systematic and reflective interventions within the classroom setting to address specific learning challenges. The study proceeded in iterative cycles until the desired improvement was observed. Both quantitative and qualitative approaches were used: tests (pre-test and post-test) were conducted to measure students' vocabulary mastery, while structured observations provided supporting data on student behavior and engagement during the intervention.

The participants of this research were two deaf students in the sixth grade of SD Negeri 2 Bengkulu, selected based on their unique needs and active involvement in the classroom. The flashcards used contained visually engaging images and accompanying vocabulary, facilitating easier recall and comprehension. Data collection instruments included a multiple-choice vocabulary test and an observation checklist developed based on behavioral indicators such as student interest, engagement, accuracy in pronunciation and grammar, and recall of vocabulary meanings. The results were analyzed using descriptive statistical methods (mean, median, mode, range, variance, and standard deviation), calculated with SPSS software, and supported by qualitative analysis using Miles and Huberman's interactive model (data reduction, data display, and conclusion drawing). The minimum success criterion for the study was a student score of at least 60 on the vocabulary test, in alignment with the school's independent curriculum. The research was considered successful if all students achieved or exceeded this benchmark, indicating improvement in vocabulary mastery through the use of flashcards.

4. RESULTS AND DISCUSSION

Research Findings

The researcher uses a Classroom Action Research design which uses the theory of Kemmis et al (1998) and is deepened by the theory of Burns (2009). this research design has 4 stages, namely planning, action, observation and reflection which are carried out in cycles. This research was conducted at SD Negeri 2 Bengkulu in English subjects to improve English vocabulary and the purpose of this study was to examine how the use of flashcards media improves the English vocabulary skills of grade VI students at SD Negeri 2 Bengkulu Inclusive School.

1. Pre Cycle

Here the researcher before doing cycle 1, the researcher conducted a pre-cycle on September 27, 2024 which was carried out in class 6 at SD Negeri 2 Bengkulu. At this stage, the researcher explained the problems identified at SD Negeri 2 Bengkulu faced by deaf students in the English learning process, particularly in vocabulary mastery. Based on the

results found from observations and interviews with teachers there. Researchers found a problem that the mastery of English vocabulary of deaf students is still relatively low. This is caused by low interest in learning so that the end-of-semester test results are still below the English Minimum Competency Standards set by the school. Here deaf students also have not received English learning like regular students because the teacher has not found suitable media in learning this is what makes the teacher has not compiled a lesson plan (RPP) because it has not found media that supports the learning process. So the absence of suitable visual media, makes deaf students unable to access English lessons equally like regular children. This makes it difficult for them to memorize vocabulary, which in turn has an impact on their low interest and engagement in learning English.

The researcher also obtained data on the results of students' daily test scores in English subjects before the application of flashcard learning media and it can be seen that the learning outcomes of students were unsatisfactory. The following are the results of the test scores of students in English subjects.

Table 4.1 English Language Student Score Sd Negeri 2 Bengkulu

NO	NAMA	NILAI MID-TEST
1	Siswa 1	45
2	Siswa 2	45

So based on the table above, it can be seen that mastery of English vocabulary is still relatively low because the scores achieved are still very below the Minimum Competency Standards (SKM). This is a problem that must be solved by researchers. So here the researcher will make improvements with a learning plan using flashcard media.

2. Findings of the First Cycle

a. Planning

At this stage the researcher prepares all the things that will be used to carry out the learning process for the action stage. In this planning stage, researchers will make lesson plans with sample past material according to the structure of making lesson plans. After the researcher prepares the lesson plan, the researcher prepares learning media in the form of flashcards that will be used in class. These flashcards were chosen by researchers as a solution to solve this problem as a visual tool to assist students in increasing student interest in learning and remembering the English vocabulary to be taught. These flashcards feature various verbs and interesting pictures to make the learning process more interesting and meaningful for students. Furthermore, researchers also develop research instruments to measure how students

master vocabulary by using the test sheet that has been made and also here researchers make a checklist observation to be used in observing the learning process that will be carried out at a later stage.

b. Action

Here researcher took action in class 6 at SD Negeri 2 Bengkulu on April 17 at 09.00-11.00 WIB with a time allocation of 120 minutes. In this first cycle, researchers have four activities carried out in the classroom using flashcard media, namely Introduction, Main activity, Assignment and Closing. The following is an explanation of the implementation of actions taken by researchers, namely:

c. Introduction

Here the teacher starts the lesson by greeting the students. Here the teacher greets the students by using the blackboard "Good morning, everyone! How are you today?". After that the teacher explains the learning objectives for today's learning we will use flashcard media about sample past material. Explaining this to students is very useful to help students understand the focus of the material to be learned while preparing them for the next learning activities.

d. Main Activity

The teacher writes the formula and explains the simple past tense formula
The formula for the simple past tense:

Positive sentence

S + Verb 2

Negative sentence

S + Did + Not + Verb 1

Question sentence

Did + S + V1

Here the teacher tells the simple past formula after that the teacher tells the students that we will learn to remember the subject and vocabulary in the form of verb 1 and verb 2 by using flashcards media. Here the teacher prepares flashcards containing vocabulary in the form of verbs (Verb 1 and Verb 2) and subjects. after that the teacher stands in front of the class facing the students by holding the flashcards parallel to the chest and facing them to the students. Here the teacher Shows the Flashcards One by One: The teacher takes out the flashcards one by one, showing each card to explain to the students. Here the teacher explains that the front of the flashcard contains a picture for example "me". While the back part is sign language and

English. This is followed by the teacher showing all the subject and verb word flashcards (Verb 1 & Verb 2):

The teacher shows all the flashcards containing subject vocabulary first. First, the teacher shows the front side of the card with the picture and tells the Indonesian of the picture such as “Saya”. Then the teacher flips the card over to show the back side which contains the sign language and English, for example: “I”.

Next, the teacher shows flashcards containing verb forms, namely Verb 1 and Verb 2, for example: study - studied. The teacher mentions and explains each vocabulary word one by one. Here

The teacher also asks the students to repeat the words that have been mentioned. Students are asked to pay attention to the flashcards so that they can remember the vocabulary well. After that, students are asked to read repeatedly without the help of the teacher. Students are asked to pronounce the words they have read without looking at the flashcards. In this activity, the teacher also explains which is the subject, object, verb 1 and 2 and examples of past tense sentences such as I didn't play yesterday in the past tense formula example.

e. Assignment

In the assignment stage, the teacher distributed a multiple-choice test covering vocabulary meaning, spelling, and grammar usage. This test was intended to evaluate students' progress in vocabulary mastery and understanding of sentence structure after the lesson.

f. Closing

Here the researcher closes the lesson by briefly reviewing all the vocabulary that has been taught. Students are asked to say the words once more as reinforcement. The teacher then thanks the students and encourages and praises them for their active participation during the learning process.

g. Student test results

Table 4.2 Results of Students' Comprehension Score Cycle I

NO	Name	Minimum Completeness Criteria	Score	Completion	Incompletion
1	Siswa 1	60	55		✓
2	Siswa 2	60	75	✓	
Mean			65.00		
Median			65.00		

Mode	55.00
Range	20.00
Variance	200.00
Standard Devisition	14.14214

Here, grade VI bronze students achieve an average score which reaches the Minimum Completeness Ketria. This can be seen from the results of cycle 1 described in the table above. The test results carried out by the two students in the inclusion class, namely Student 1, got a score of 55 even though it had not reached the Minimum Completeness Criteria (KKM), while Student 2, got a score of 75, which means it has exceeded the Minimum Completeness Criteria (KKM). So here the average value of the two students reached the Minimum Completeness Criteria value of 65 which is the Minimum Completeness Criteria value for the independent curriculum at SD Negeri 2 Bengkala, especially English, which is 60. This shows that the use of flashcards can improve the vocabulary mastery of deaf students in grade 6 SD Negeri 2 Bengkala compared to before which both deaf students got a score that the Minimum Completeness Criteria and the second average value also did not get the Minimum Completeness Criteria value.

h. Results of Observation Checlish

Based on the results of interactive data analysis, it can be concluded that flashcard media can attract attention, increase interest, attention in students 1 and 2 and can improve students' mastery of English vocabulary but for student 1 it is not optimal but there is an increase. this media can improve mastery of English vocabulary because this learning media has interesting pictures and adapts to the needs of students with disabilities.

However, for students who have fear or lack of confidence like student 1, a different approach is needed to support them to optimize their potential in learning such as adding game activities in the form of guessing and flashcard media can be modified such as giving the meaning of the picture in front and behind combining pictures and words in English on one side of the card. this is done in order to adapt to the needs of the students being taught such as the problems faced by student 1. This is done to make it easier for student 1 to remember English vocabulary when learning takes place.

i. Reflection

Based on the results of cycle 1, it can be concluded that flashcards can attract students' attention, increase interest, attention and can increase students' mastery of English vocabulary

because this learning media has attractive images and adjusts to the needs of children with disabilities. However, for students who have fear or lack of confidence like Student 1 and sometimes forget quickly during the learning process, a differentiation approach is needed so that they can optimize their potential in learning. This approach can be done by:

1. Adding flashcard-based educational game activities, such as: Guessing
2. Making modifications to the flashcard media, for example: Adding a translation of the meaning of the picture on the front of the flashcard and combining the picture and the English word on the back of the flashcard. These modifications are intended to make it easier for students like Student 1 to remember English vocabulary visually and contextually during learning.

3. Findings of The Second Cycle

a. Planning

The results of the Cycle I reflection, the researcher conducted cycle II to improve cycle I to achieve the targeted research results where all students scored above the Minimum Completeness Criteria and the average score of all students with disabilities reached the Minimum Completeness Criteria. then Cycle II was carried out to achieve this, in Cycle II a lesson plan was carried out which was more focused on a differentiated approach for students who had anxiety or forgot quickly (such as Student 1). From these results the researcher prepared things that would be done in cycle II, namely:

- 1) Here the researcher made modifications to the learning media used in cycle 1, namely flashcard media. Here flashcard media only adds the meaning of the image on the front and on the back of the flashcard only adds images to make it easier for students to remember English vocabulary.
- 2) Here the researcher also adds a game using flashcard, namely the game of Guess
- 3) Teachers add games to the lesson plan

b. Action

Researchers carried out cycle I action in grade 6 at SD negeri 2 Bengkulu on May 16 at 09.00-11.00 WIB with a time allocation of 120 minutes. This study has three activities, namely initial activities, core activities, and closing activities. The following is an explanation of the implementation of the action.

c. Introduction

Here the teacher starts the lesson by greeting the students. Here the teacher greets the students by using the blackboard "Good morning, everyone! How are you today?". After that the teacher explains the learning objectives for today's learning we will use flashcard media

about sample past material. Explaining this to students is very useful to help students understand the focus of the material to be learned while preparing them for the next learning activities.

d. Main Activity

The teacher writes the formula and explains the simple past tense formula. The formula for the simple past tense:

Positive sentence

S + Verb 2

Negative sentence

S + Did + Not + Verb 1

Question sentence

Did + S + V1

Here the teacher tells the simple past formula after that the teacher tells the students that we will learn the subject and vocabulary in the form of verb 1 and verb 2 by using flashcards media. The teacher prepares flashcards containing vocabulary in the form of verbs and subjects, object and (verb 1 and verb 2). The teacher takes out the flashcards showing one card to explain to the students. Here the teacher explains that the front of the flashcard contains a picture and its Indonesian meaning, for example “saya” on the back contains vocabulary such as “I” in English and sign language accompanied by a small picture in front of the flashcard.

The teacher shows all the flashcards containing the subject vocabulary. First, the teacher shows the front side of the flashcards with the picture and the translation in Indonesian “Saya”. Then, the teacher turns the flashcards over to show the back side which contains a small picture, the English translation, and a sign language, for example: I. Next, the teacher shows flashcards containing verb forms, namely Verb 1 and Verb 2, for example, study - studied. The teacher mentions and explains each vocabulary word one by one. Students are asked to see what the teacher says after that repeat the word that has been mentioned, for example the teacher says me after that the students mention, Students are asked to read repeatedly without help from the teacher. Students are asked to say the word that that has been read without looking at the flashcards. In this activity, the teacher also explains which is the subject, object, verb 1 and 2 and examples of past tense sentences such as I didn't play yesterday in the sample past formula.

After that the teacher gives a guessing game, namely: Teacher places the flashcard randomly in a box away from the learners, prepares the learners who will participate, the teacher instructs the learners to look for cards that contain pictures, writings, or symbols according to the instructions, after getting the card, the learners return to their original place,

the student shows the picture only and the other students guess it according to the instructions such as One student shows a picture while the other guesses the meaning of the picture in English, spells it, and makes the right sentence based on the vocabulary shown.

e. Assignment

In the assignment stage, the teacher distributed a multiple-choice test covering vocabulary meaning, spelling, and grammar usage. This test was intended to evaluate students' progress in vocabulary mastery and understanding of sentence structure after the lesson.

f. Closing

Here the researcher closes the lesson by briefly reviewing all the vocabulary that has been taught. Students are asked to say the words once more as reinforcement. The teacher then thanks the students and encourages and praises them for their active participation during the learning process.

g. Student test results

Table 4.3 Results of Students' Comprehension Score Cycle 2

NO	Name	Minimum Completeness Criteria	Score	Completion	Incompletion
1	Putu Riska Pratiwi	60	80	✓	
2	Ni Kadek Damar Narayanni	60	95	✓	
Mean			87.500		
Median			87.500		
Mode			80.00		
Range			15.00		
Variance			112.500		
Standard Deviation			10.60660		

The test results found in cycle II found that the mastery of English vocabulary was increasing in grade 6 at SD Negeri 2 Bengkulu by using flashcard media. The increase in the ability to master English vocabulary can be seen from the test results of the two students. Student 1 who in cycle I obtained a score of 55, after doing cycle 2 student 1's score increased to 80 which has reached the Minimum Completion Criteria (KKM). This increase in scores

shows progress in mastering vocabulary by using flashcards that have been modified and contain games. Meanwhile, Student 2 showed a more significant improvement, from the initial score of 75 to 95, which means that it has exceeded the KKM. Here the average score of the two students increased rapidly and had reached the Minimum Completeness Criteria score of 86.5 which is the Minimum Completeness Criteria score for the independent curriculum at SD Negeri 2 Bengkulu, especially English, which is 60. This shows that the use of flashcards can improve the vocabulary mastery of deaf students in grade 6 SD Negeri 2 Bengkulu.

h. Results of Observation Checklist

Based on the results of interactive data analysis, it can be concluded that flashcard media can attract attention, increase interest, attention and can improve mastery of English vocabulary because this learning media has attractive images and adapts to the needs of students with disabilities from the improvement of cycle 2. This happens because flashcards media is modified so that it is very helpful in improving vocabulary memory, especially for students who forget easily and game-based activities such as guessing make the learning process more fun and not stressful so that the acquisition of English vocabulary increases, especially student 1 and student 2.

i. Reflection

Reflection of the implementation of Cycle II shows that the use of flashcards that have been modified to suit students is proven to improve the mastery of English vocabulary in both students. The modification in the form of presenting the picture and meaning on one side, and the picture and English word on the other side, helped Student 1 who previously had difficulty in remembering, to understand and remember the vocabulary more easily because he saw the picture in front and behind. Meanwhile, Student 2 showed a significant improvement in the test results, indicating that this strategy also strengthened the ability of students who had shown interest from the beginning. This success was reinforced by the game activities, which not only made the learning process less stressful but also fun. Thus, the combination of flashcard media modification and educational games is a useful learning strategy to improve English vocabulary acquisition in the classroom.

DISCUSSIONS

The results of this study found that the English vocabulary of deaf students increased in grade 6 at SD Negeri 2 Bengkulu by using flashcard media as a medium that helps improve English vocabulary. The results of this study are in accordance with the opinion of the research conducted by Matrutty and Que (2021) Flashcards, are visual aids that are very helpful in language learning because they help learners memorize new words in the learning process.

This is also supported by the opinion of Putri (2016) which states that the use of flashcard media can improve students' vocabulary mastery ability. According to Puspitasari et al., (2024) flashcard media helps students remember and add new vocabulary. The increase in vocabulary found by researchers when conducting research using flashcard media is due to several things, namely

The vocabulary of deaf students in grade 6 can increase because this flashcard learning media has interesting pictures that help students to increase English vocabulary. According to Maypangestu et al. (2023), which states that flashcards are small cards that display interesting pictures accompanied by word explanations, thus helping students in understanding the material effectively and increasing their English vocabulary.

The results of this study can be seen from the increase in test results where students have improved and are supported by the results of observations made during the learning process. In this first cycle, the use of simple flashcards has been able to increase students' attention and interest in learning because the pictures presented are interesting. This is supported again by the opinion of Hadi et al, (2021) which states that colored flashcards can attract students' attention and increase students' motivation in learning English. Here, flashcard media is suitable for use because it is a visual medium that can help students in learning. this is in line with the opinion of Visual media, according to Purniasihi et al., (2024), are particularly suitable for deaf children because they rely on their sense of sight to comprehend information.

Here flashcard media can also increase grade 6 English vocabulary at SD Negeri 2 Bengkulu because researchers made modifications with flashcard media in cycle 2 by giving the meaning of the image on the front of the flashcard and the back of the flashcard contains additional images to complement English and sign language and the size of the flashcard is 8 x 12. This is done to suit the needs of students, so that students can easily bind the vocabulary taught. According to Empit,(2010) flashcards are a form of educational media in the form of cards that contain images and words whose size can be adjusted to the student at hand to help improve memory, train independence and increase the amount of vocabulary. So, this research adds pictures and meanings to further strengthen students' memories of the vocabulary being taught.

The vocabulary of Grade 6 deaf students was improved because flashcard learning media is also used as a game to create a fun learning atmosphere and help students improve their mastery of English vocabulary. This can be seen from the results of student tests and observations made in cycle 2. According to Fitriyani and Nulanda (2017) which states that flashcards can be used in the form of games to create a sense of fun and interest in learning, so

that the learning process becomes more effective and not stressful. Here according to Varia (2022), that Flashcards are game media which is believed that learning while playing can improve children's ability to understand lessons. here is also evidenced by the results of observations which can attract attention, increase interest, attention and can increase mastery of English vocabulary to be higher according to the test results as evidence.

In the implementation of this study, researchers have made modifications to the learning media in the form of flashcards, and added game elements to support the learning process of students with special needs, especially deaf students in class VI. This modification is not done arbitrarily, but has been designed and adapted to the individual needs of the students concerned and the game adapts to the needs of students. this is in accordance with the opinion of Yuniari and Santosa, (2024) IEP provides the necessary services and accommodations tailored to the specific needs of students and Individualized Education Program (IEP) is a flexible plan designed to support students with special needs, which aims to optimize student performance and meet student needs Durmusoglu et al, (2025). In this context, researchers use the IEP as the main foundation in designing learning that adapts to the needs of students. Visual media such as flashcards are one of the tools that are very suitable to support learning and it has been proven in this study that flashcard media can increase English vocabulary.

4. CONCLUSION AND SUGGESTIONS

Based on the research conducted in Grade VI at SD Negeri 2 Bengkulu, it can be concluded that the use of flashcard media significantly improves the English vocabulary mastery of deaf students. The improvement was evident through the increase in test scores and positive observation results. Flashcards, with their visually engaging images, helped students better understand and memorize vocabulary. Additionally, the incorporation of games made the learning process more enjoyable and interactive, reducing anxiety and increasing student motivation. Overall, flashcards proved to be an effective medium for vocabulary learning among deaf students when combined with appropriate strategies tailored to their needs.

Following the findings, several suggestions are proposed. Teachers are encouraged to utilize visual media like flashcards more consistently, incorporating colorful designs and educational games to enhance engagement and comprehension. Schools, especially inclusive institutions such as SD Negeri 2 Bengkulu, should consider adopting flashcards as a standard learning tool for deaf students. Finally, future researchers are recommended to explore the development of digital flashcards or multimedia-based tools to further support language learning among students with hearing impairments.

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