

ENHANCING STUDENT'S ENGLISH VOCABULARY THROUGH FLASHCARDS (AN ACTION RESEARCH AT TK AN-NUUR BEKASI)

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Abstrak: Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini bertujuan untuk meningkatkan kosakata siswa melalui media Flashcards, khususnya di kelas B - 2 TK An-Nuur Bekasi. Peneliti ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang bertujuan untuk meningkatkan kemampuan kosakata siswa. Penelitian tindakan kelas ini dilakukan berdasarkan desain Kemmis dan Mc Taggart. Penelitian ini terdiri dari dua siklus, dimana setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam memperoleh data, penulis menggunakan metode kuantitatif dan kualitatif. Data kualitatif diperoleh melalui observasi dan data kuantitatif diperoleh melalui tes (*pre-test* dan *post-test*). Hasil dari kedua siklus menunjukkan bahwa penggunaan media flashcard dapat meningkatkan penguasaan kosakata siswa. Siswa mengalami peningkatan penambahan kosakata. Selain itu, pencapaian siswa pada *pre-test* dan *post-test* menunjukkan retensi yang signifikan. Nilai rata-rata siswa pada *pre-test* adalah 49,42 atau 14,28% (2 siswa yang lulus dengan memperoleh nilai bintang 3 atau sudah dinyatakan berkembang sesuai harapan/DAE). Nilai rata-rata pada *post-test* 1 adalah 61,71 atau 28,57% (4 siswa yang lulus dengan memperoleh nilai bintang 3 atau sudah dinyatakan berkembang sesuai harapan/DAE), dan nilai rata-rata pada *post-test* 2 adalah 82,57 atau 85,71% (12 siswa yang lulus dengan memperoleh nilai bintang 3 atau sudah dinyatakan berkembang sesuai harapan/DAE). Dari hasil tersebut, penulis dapat menyimpulkan bahwa media flashcard untuk mata pelajaran Bahasa Inggris di TK AN-Nuur Bekasi dapat meningkatkan kemampuan belajar siswa, terutama dalam penguasaan kosakata. Dengan demikian, siswa mendapatkan lebih banyak pengalaman dan meningkatkan prestasi mereka.

Kata kunci: Meningkatkan, Kosakata, Flashcards

Abstract: This study is Classroom action research. This study aims to improve students' vocabulary through Flashcards media, especially in class B - 2 AN-Nuur Bekasi Kindergarten. This researcher used the Classroom Action Research (CAR) method which aims to improve students' vocabulary skills. This classroom action research was conducted based on Kemmis and Mc Taggart design. This research consists of two cycles, where each cycle consists of planning, action, observation and reflection. In obtaining data, the author used quantitative and qualitative methods. Qualitative data was obtained through observation and quantitative data was obtained through tests (*pre-test* and *post-test*). The results of the two cycles show that the use of flashcards media can improve students' vocabulary mastery. Students experienced an increase in vocabulary addition. In addition, students' achievement in the *pre-test* and *post-test* showed significant retention. The average score of students in the *pre-test* was 49.42 or 14.28% (2 students who passed by obtaining a 3-star score or already declared developing as expected /DAE). The average score on *post-test* 1 was 61.71 or 28.57% (4 students who passed by obtaining a 3-star rating or already stated as developing as expected /DAE), and the average score on *post-test* 2 was 82.57 or 85.71% (12 students who passed by obtaining a 3-star rating or already stated as developing as expected /DAE). From these results, the author can conclude that flashcards media for English subjects at AN-Nuur Bekasi Kindergarten can improve students' learning abilities, especially in vocabulary mastery. Thus, the students gain more experience and improve their achievement.

Keywords: Enhancing, Vocabulary, Flashcards

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INTRODUCTION

English is an international language used to communicate by everyone in the world. According to Statista data in (Rahman et al., 2024), by 2023, there are an estimated 1.456 billion people worldwide that speak English first or second language. It puts English as an international language. English is very important to be taught from elementary level to college. Therefore, learning English needs to be specialized in increasing vocabulary. It is hoped that by increasing this vocabulary, it can help students in Indonesia improve their English communication competition.

To facilitate communication in English, students must have vocabulary skills. Because vocabulary is the first step in learning English. According widia in (Nurfadilah & Nurhastuti, 2018), vocabulary is a collection of words, and words are composed of syllables. Words are elements that have a very important role in language. Adiwinata in (A. Rahman, 2014) says the definition of vocabulary is a tool to convey ideas to others. Realizing that words are a way to convey ideas will help you learn and express more words. Vocabulary acquisition plays a very important role in language teaching, as it has a big impact on language skills. The more vocabulary you have, the better your ability to master the language (Febrisma, 2013).

In general, there are many media that can be used for English vocabulary materials, one of which is flashcard media. Media that can be used in learning to read one of them is flashcard media. Literally, this word means an intermediary or messenger from the sender of the message to the receiver. According to Arif Sardiman et al in (Rohani, 2020) state that the definition of media is an intermediary or delivery of messages from the sender of the message to the recipient of the message. Under ideal conditions, an English class is a class that can teach language skills such as listening, speaking, reading and writing. The current situation in this area is that teachers are unable to utilize media in learning. A similar situation also occurs in Annur Kindergarten Bekasi.

An-Nuur Kindergarten is a private, faith-based school that is in high demand by residents around Jatiranggon. In addition, An-Nuur Kindergarten also has a good name in terms of education. Unfortunately, students' interest in English lessons at the kindergarten is low, due to the lack of media in learning English, as well as the lack of interesting media used by the teacher. To overcome these problems, teachers should focus on improving students' English vocabulary. Based on the above problems, the author found evidence that students' English vocabulary skills are still lacking. The evidence was obtained from a teacher who teaches at Annur Kindergarten. Learning will become more interesting if teachers can incorporate fun activities into the learning process.

Actually, there are many media that can be used to improve vocabulary. One of them is by using flashcards According to Arsyad in Rahman & Haryanto (2014) suggests that flashcards are small cards cards that contain images, text, or symbols that can remind and symbols that can remind and guide students to something related to the picture. This opinion contains understanding that flashcards are cards that contain images and text, so that students easily digest the writing with the help of images. According Yusuf, Suardana, & Selamat in (Kelas et al., 2024) Flashcards are one form of media educational media in

the form of cards with pictures and information in the form of letters that are customized with learning material.

Therefore, this study attempts to investigate the use of flashcards in improving students' vocabulary at An-Nuur Kindergarten. In addition, this study is expected to have a better effect in improving students' ability in vocabulary. Based on the background of the problem above, the author would like to conduct action research to find out how effective the use of flashcards is in teaching English. Students of An-Nuur Bekasi Kindergarten were chosen as the subjects whose problems were known through interviews conducted with the supervising teacher of class B of An-Nuur Bekasi Kindergarten.

Based on the results of the interview, the teacher said that students at An-Nuur Kindergarten are still very lacking in English vocabulary. Based on the above reasons, the author will conduct research entitled "Enhancing Student's Vocabulary Through Flashcards (An Action Research at TK An-Nuur Bekasi).

METHOD

This study used Classroom Action Research (CAR). According to Suyanto and Sukaryana in (Pahleviannur, 2022) Classroom Action Research (CAR) is a form of research that is reflective in nature by carrying out certain actions with the aim of improving and improving learning practices in the classroom more professionally. According (Prihantoro & Hidayat, 2019) classroom action research was conducted in several rounds (cycles). In general, each cycle of action research includes the following activities: Planning → Action → Observing → Evaluating/Reflecting. The design of the action intervention/cycle design in this study uses the Kemmis and McTaggart model, using a spiral system that starts from planning, acting, observing, reflecting, and continues again to replanning as a basis for problem-solving strategies. The An-Nuur Kindergarten in Bekasi was the site of this classroom action research project. Students in class B served as the study's subjects. Action research procedures are broken down into cycles. Each cycle is comprised of four primary tasks: preparation, execution, monitoring, and introspection. One cycle of classroom action research consists of four parts. It entails preparation, execution, observation, and reflection. There are two cycles to this action research in the classroom. They are cycles one and two. Three methods of data collection were used in the study: tests, interviews, and observation. In order to determine the validity of the data, the researcher conducted interviews both before and after the CAR and observed student activities during the teaching and learning process using qualitative data analysis. The author then calculated the average vocabulary score for each student in a single cycle while analyzing the quantitative data.

FINDINGS AND DISCUSSIONS

Description of the Research Result: The Result of interview

Based on the pre-interview with the class B teacher of An-Nur Kindergarten which was held on Monday, 3 January 2024 starting at 09.00 WIB and finishing at 10.00 WIB, the author asked several questions to the teacher which were divided into three categories. Namely, the general condition in the classroom regarding students'

achievement in mastering English vocabulary, the difficulties faced by students in learning vocabulary, and the strategies applied by teachers in improving students' vocabulary before CAR to overcome students' difficulties in learning vocabulary.

The second category discusses the difficulties faced by students in learning vocabulary, namely: understanding meaning. Most students have difficulty in understanding words because they cannot understand the lesson well. In addition, students also cannot distinguish the spelling of foreign words. The students often find some similar words and sounds in English, which makes them confused.

The third category discusses the strategies applied by teachers in improving students' vocabulary before CAR in overcoming students' difficulties in learning vocabulary. Teachers utilised objects in the classroom and around the school yard as English learning materials to train students' vocabulary. Meanwhile, regarding the strategies provided by the teacher in improving students' vocabulary, the teacher said that it was still not optimal in still needing a lot of improvement as well as improvement to optimise English learning in the classroom. Because currently the teacher conveys English learning still using the blackboard as a medium to convey learning material. And currently only active students understand and are interested in the material rather than passive students. At least, the teacher suggested to the author to use picture media to improve students' vocabulary.

The Result of Observation

Observations were made to observe the vocabulary learning process before implementing the action. Observations were made in class B of An-Nuur Kindergarten in the 2024 school year. The number of students in the class is 14 students. The pre-observation was conducted on 03 June 2024. In general, during the teaching and learning process, the teacher dominates in class so that students do not get the opportunity to be active in class. Furthermore, the teacher asked students to look at objects in the classroom and then asked students to mention them. After that, the teacher wrote it on the blackboard. The teacher also asks the students to find objects that they do not know the mention of in English or nouns that they find difficult when mentioning them. Afterwards, the teacher also asks the students to repeat the vocabulary they have learnt before.

In addition, the teacher asks students to write them down in their respective books. Then the teacher reads it out loud, and asks the students to repeat what the teacher has said. As a result, the students look bored and they don't learn vocabulary.

The Result of Pre-Test

The pre-test was conducted on 3 June 2024 to measure the students' pronunciation ability and how much vocabulary they knew at first, and it was conducted before the Classroom Action Research. In the pre-test, the students' vocabulary was not very good. It can be seen from the test list in Table 1.

Table 1. The Student's Result Score of Pre-Test

No	Name	Scoring
1	Achmad Azam Khalif	36
2	Adiba Hasna Maahira	44
3	Alesha Nur Nanyara	44

4	Alula Tazkiya Mustopa	44
5	Annasha Nur Sakeena	52
6	Aqilla Fariza Kinanti	72
7	Arkana Khalifi Al-Hafla	56
8	Arsyila Nafza Fiona	52
9	Devian Hazard Al-farizi	56
10	Fatimah Queensha Maydina KH	20
11	Miftah Arsy Hanifah	72
12	Muhammad Zafran Azzami	48
13	Nafilah Azzahra	48
14	Nikheyla Ailecya Ardani	48
Total		692
Mean		49,42

Based on the results of the pre-test that students have done, the data obtained that the average pre-test score is 49.42. This figure is still far from the standard student score so that it can be said to be good enough to understand the lessons given by the teacher. In this case, the minimum assessment is equivalent to 3 stars or students can be said to be developing as expected (DAE) which has been set by the school as a reference for student grades.

After analyzing the results of the Pre-Test, it can be concluded that most students in class B of An-Nuur Kindergarten have difficulty in mastering vocabulary. Therefore, it is necessary to find a solution to overcome the problem. Here, the researcher used group discussion and charades strategies in each cycle of the Classroom Action Research to overcome the problem and to develop students' English vocabulary acquisition skills.

Discussion

Cycle 1

At this stage, the teacher makes a lesson plan that focuses on increasing students' vocabulary through picture cards or flashcards. In addition to making lesson plans, researchers also checked whether the lesson plans had been made before or not. Furthermore, the teacher also prepares post-test 1 to collect data to find out whether it is in accordance with the lesson plan that has been made before or not.

The author carried out two cycles of action research in order to gather precise data. The activities were centered on enhancing the vocabulary of the pupils using picture cards or flashcards. Below is a detailed explanation of every image in the first cycle:

The first meeting, the teaching and learning process began by conditioning the students. The researcher greeted the students in the classroom. The researcher asked the class leader to lead the prayer as this was the initial stage before starting the learning activities. After that, the researcher checked the students' attendance list and tried to remember the students' names.

The researcher started the lesson by warming up the students by mentioning the objects in the classroom. The researcher introduced the picture cards or flashcards to the students which contained pictures and descriptions of words in English, then the students were asked to look at and discuss in groups and ask questions related to the vocabulary in the flashcards that were still not understood by the students. The researcher reviewed

the students' memories of the vocabulary that the students had learnt. The teacher and students correct the vocabulary and pronunciation together.

The researcher invited students to recall the vocabulary they had learnt. Some students gave positive energy in showing their activeness in class and showed that they had understood. The researcher ended the lesson with prayer.

The second meeting, the researcher gave the same line drawing problem but with different pictures. The researcher asked again about the material that had been learnt in the previous meeting. The researcher distributed worksheets containing several different pictures. The researcher asked the students to draw a line from the picture to the corresponding vocabulary text. After the activity was completed, the researcher summarised the lesson and ended by saying a closing greeting. The students' post-test scores can be seen in Table 2.

Based on the Post-Test results, the data shows that the average post-test score is 61,71. This figure still does not reach the minimum completeness criteria set or the equivalent of 3 stars.

Table 2. The students result score of post-test cycle I

No	Name	Scoring
1	Achmad Azam Khalif	48
2	Adiba Hasna Maahira	64
3	Alesha Nur Nayyara	56
4	Alula Tazkiya Mustopa	64
5	Annasha Nur Sakeena	64
6	Aqilla Fariza Kinanti	72
7	Arkana Khalifi Al-Hafla	72
8	Arsyila Nafza Fiona	64
9	Devian Hazard Al-farizi	68
10	Fatimah Queensha Maydina KH	32
11	Miftah Arsy Hanifah	72
12	Muhammad Zafran Azzami	48
13	Nafilah Azzahra	72
14	Nikheyila Ailecya Ardani	68
Total		864
Mean		61,71

The researcher analyses the activities during the teaching process. Looking at the results of the tests that have been carried out by students, researchers consider what to do. In Cycle I the average student score was 61,71. Based on the standards of Cycle I, it is still unsatisfactory because there are still many students who have not met the standards of good assessment. Based on the above results, the researcher continued to Cycle II because to analyze the results of the teaching and learning process and rebuild a better teaching and learning process.

Cycle II

In Cycle II, the researcher made a plan by helping students to remember the pictures on the flashcards and providing translations of the pictures in English. This plan was made to teach students how to remember English vocabulary through the media of flashcards or picture cards seen in order to make it easier for students to increase their

vocabulary. At the end of the meeting the researcher asked the students to say the vocabulary they had learnt.

In this cycle, the activities carried out are almost the same as cycle I. The researcher showed some picture cards or flashcards to the students and then helped the students remember and then translate the pictures into English. At this meeting, the researcher gave 3 types of flashcards to learn. They actively discussed and asked questions during the lesson.

The first activity was when the students were asked to look at the flashcards and have a group discussion. The students were divided into groups of 2-3 students. They were given different picture cards. This activity focused on vocabulary skills about the picture.

After that, each student in each group had the responsibility to answer the questions given orally. After the students finished discussing, the researcher reviewed and helped students who were still confused or still made mistakes in mentioning the vocabulary that had been learned. The researcher gave an oral test to each student so that all students could understand what vocabulary had been learned.

This activity helps students to increase their English vocabulary and understand the pictures on the flashcards because they can ask the teacher and their group mates if they don't understand something. By working together with their group mates, it avoids confusion among them as they can immediately discuss it together. This activity also aims to ensure individual accountability. The students who in Cycle I were still less focused in learning, in Cycle II they tried their best to be ready and answer questions when the researcher called them.

The students did the activity well. In the last meeting, the researcher invited students to summarise what they had done. The class leader led the prayer. Then, the researcher ended the lesson with prayer.

Flashcards were still used by the researcher in this second meeting of cycle 2. By saying greetings, the researcher started the teaching and learning process. Next, the researcher confirmed the students' attendance. The students were reminded by the researcher about the lessons they had learnt in the last meeting.

The researcher then handed out picture cards or flashcards that had not been used at the previous meeting, instructing the students to have a group discussion in order to review and retain the vocabulary descriptions and pictures on the cards. Subsequently, the researcher engaged in a discussion with the students regarding the activities conducted during this meeting. Because they could assist one another in achieving a similar objective, the students found this activity enjoyable. This in line with the pros of flashcards by (Sabrina, 2024) that with the use of Flashcards students can feel happy and not bored in the learning process. The researcher provided a summary of every activity that was done during this meeting in the final activity. Before leaving for home, the researcher said a prayer to close the class. The following table supports the students' post-test results.

From the calculation results, the researcher found that the average of the students' second post-test results was 82.57. The results of the second post-test also show that the average score of 14 students has passed the Minimum Completion Value Criteria set or

equivalent to a 3-star score or students can already be said to be Developing As Expected (DAE). This means that the actions taken have met the requirements for the success of the action, namely with a 3-star value or equivalent to 70 - 85. Students passed with a score of 82.57. In this case, the value shows the success of Classroom Action Research conducted on class B students of An-Nuur Kindergarten.

Table 3. The students result score of Post-Test II (Cycle II)

No	Name	Scoring
1	Achmad Azam Khalif	68
2	Adiba Hasna Maahira	84
3	Alesha Nur Nayyara	76
4	Alula Tazkiya Mustopa	84
5	Annasha Nur Sakeena	84
6	Aqilla Fariza Kinanti	92
7	Arkana Khalifi Al-Hafla	92
8	Arsyila Nafza Fiona	84
9	Devian Hazard Al-farizi	88
10	Fatimah Queensha Maydina KH	52
11	Miftah Arsy Hanifah	92
12	Muhammad Zafran Azzami	80
13	Nafilah Azzahra	92
14	Nikheyila Ailecya Ardani	88
Total		1156
Mean		82,57

The implementation of actions in Cycle II was carried out in 1 meeting. From the information previously mentioned, there are several things that can be reflected on from the actions that have been taken. In Cycle II, the average score of students was 82.57. Based on the standard assessment criteria, Cycle II was declared successful because it had met the specified standards.

In this part, the researcher shows the result of the students' score as in the Pre-Test and Post-Test. Those score be seen in table 4, table 5, figure 1 and figure 2.

Table 4. Students' Mean Score

Pre-Test	Cycle I	Cycle II
49,42	61,71	82,57

Table 5. Students' Percentage Score Improvement

Pre-Test	Cycle I	Cycle II
14,28%	28,57%	85,57%

This is diagram score of students after implementation of Classroom Action Research from Pre-Test, Cycle I and Cycle II.

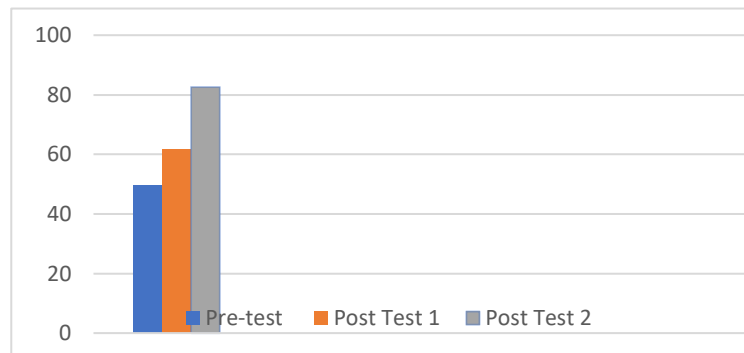


Figure 1. The Students Score Mean Improvement

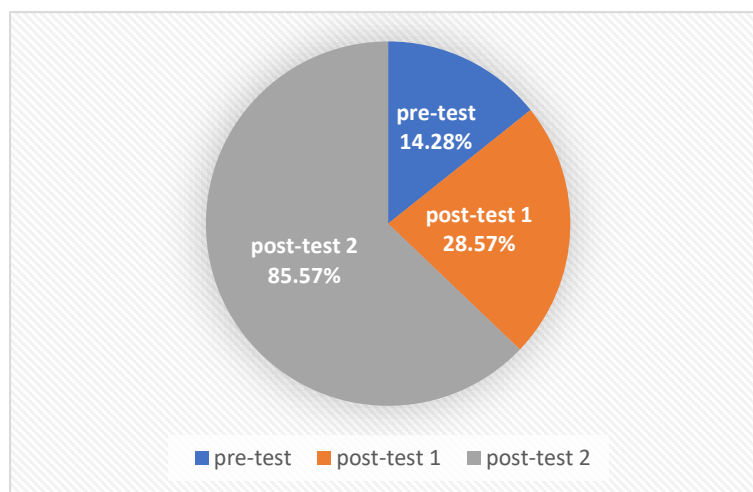


Figure 2. Score of Percentage students

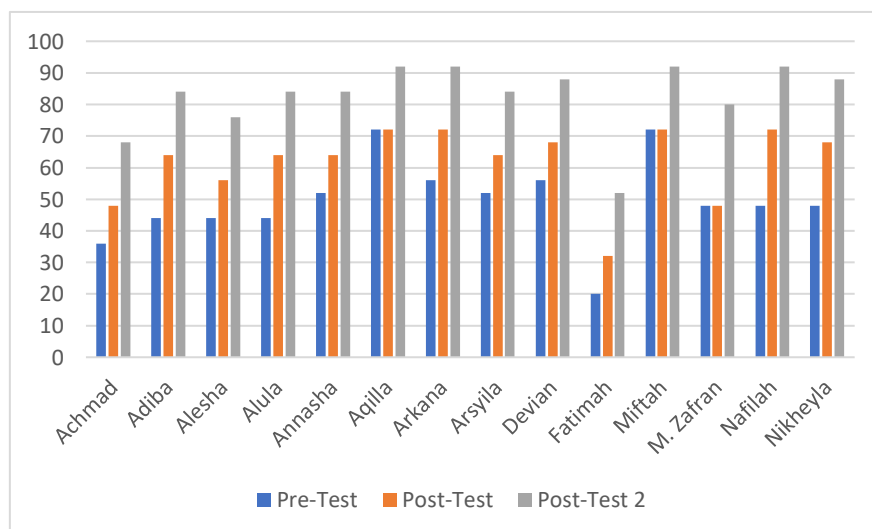


Figure 3. Mean score improving students (per individual)

Before using the 'explain the picture' technique to improve students' vocabulary, researchers collected data from the pretest results. In the pretest, the class average score before the action was 49,42.

In addition, the researcher summarized the percentage of students' vocabulary scores to identify which students met the standard criteria of the completion or three-star

rating, or which students were developing as expected (DAE). The pretest showed a pass rate of 14.28%. That is, there were 2 students who scored within the standardized completeness rating criteria (70-85) and 12 students who scored below the standardized completeness rating criteria.

After calculating the pretest results, the researcher conducted an action research to apply the picture explanation method to improve students' vocabulary skills. The researcher identified the post-test results and concluded: The average student score on the Post-Test (Cycle I) was 61.71. This means that the increase obtained by students was 28.57%. Furthermore, after the researchers conducted Cycle II. The average score of students in Post-Test 1 (Cycle I) to Post-Test 2 (Cycle II) was 82.57%, there were 12 students who passed the standard completeness value criteria including 6 students got 4 stars or the equivalent of Developing Very Well (DVG / 85-100), 6 students got 3 stars or the equivalent of Developing As Expected (DAE / 70-85) and 2 students still did not pass got 2 stars or the equivalent of Starting to Develop (STD / 50-69). So that it has met the criteria for successful action. So, it has met a criterion of the action was success.

CONCLUSION

Based on the results of research conducted at An-Nuur Kindergarten, the school year 2023/2024, it can be concluded that teaching English using flashcards media can increase students' English vocabulary through the introduction of pictures and captions in the cards. This can be proven through some data. The pre-test and post-test showed that the students' average score was only 49.42; in post-test 1, the students' average score was 61.71; and in post-test 2, the students' average score increased to 82.57 which means that the students who can be said to pass the minimum score attainment criteria Developed as Expected or have a score >70 in post-test 2. So, this shows a significant improvement in vocabulary teaching by using Flashcards Media. By applying this media, the students also became more motivated to speak, interested, and active during learning because they enjoyed learning vocabulary with picture cards or flashcards. Flashcards have a variety of activities that can be used effectively for teaching in large classes.

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