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Abstract

A Flashcard is one of the media to develop student information literacy in which its application includes activities of analyzing, writing and telling stories. Storytelling is a process of reading that is useful to increase the courage to appear in public. This research used descriptive method. For preliminary research, we used experiments, making flashcards as learning media for elementary students. After that, the students were interviewed. The results of this study indicate that students are very enthusiastic to start a flashcard game that they think is fun. The benefits of a flashcard game include improving language skills, increasing the ability to compose stories, remembering and memorizing, analyzing a problem, and enriching vocabulary. Apart from the cognitive side, the benefits of a flashcard game can also increase self-confidence, develop good and effective communication, and enhance creativity. The concept of a flashcard is a learning medium by playing. The advantages of flashcards include fun learning media, and simple and attractive shapes as they are pictorial and colorful.

Keywords: information literacy, learning media, games, flashcards, students

Introduction

The discussion on the literacy issue is still often held in various groups, from government agencies, private sector to large or small communities that have the literacy movement. It is unsurprising since until now the level of literacy of Indonesians is still low. Based on the survey "Most Literate Nations in the World" conducted by Central Connecticut State University in 2016, Indonesia ranked 60th out of 61 countries under study (McLaughlin, 2016). When compared with neighbouring countries, Singapore and Malaysia, the level of literacy of the Indonesian people is still far below. The Indonesian Human Development Index (HDI) is 14.5%, while Malaysia and Singapore are still superior, 28% and 33% respectively. While in Indonesia itself according to the Ministry of Education and Culture in 2016, the province with the lowest literacy level is East Java Province. Out of 5.9 million illiterate Indonesians, 1,458,184 East Java residents are known to be unable to read and write, followed by Central Java with 943,683 people, West Java with 604,378, Papua with 584,441 people, South Sulawesi with 375,221, and West Nusa Tenggara with 315,258 people.

Whereas when each citizen has good information literacy, there will be a lot of benefits obtained for daily life (Martin, 2011; Audunson, & Nordlie, 2003), given that the current production of information is very large or commonly called the "flood of information" in which true and false information is difficult to distinguish because it is mixed into one. If each individual has the ability of information literacy, they can sort and analyze the validity of information (Freeburg, 2017; Anna & Harisanty, 2019; Yanto, Anwar, & Lusiana, 2017). In addition, this ability is also needed in the working environment since it helps to solve work problems being faced (Zang, Majid, & Foo, 2010; Abiolu, & Okere, 2012). Most importantly,

this information literacy ability is a life long learning (Solmaz, 2017). Thus, it must be possessed by all groups of people, both from high and low levels of social status.

Indonesia is placed in the lowest rank among 52 countries in East Asia. The IEA Study of Reading Literacy reports that the ability of primary school children in Indonesia is still very low. The low literacy interest in early childhood is also caused by the lack of encouragement and motivation given by parents to their children. To read, parents prefer to introduce gadgets rather than introducing reading books in early childhood (Zati, 2018). Indonesia ranks 30th in the lack of reading literacy. Early childhood education is the level of education before entering the level of primary education which is a coaching effort aimed at children from birth until six years conducted through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education, which is held on formal, informal and informal channels. Early childhood education in Indonesia is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 Regarding Early Childhood Education Standards and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum of Early Childhood Education.

Through learning in elementary schools, it is expected to be able to improve aspects of child development including morality, physical motor, cognitive, language, social emotion, and art. Elementary school education is taken for 6 years. Primary schools are usually grouped into two groups, namely low class and upper class, where the low class consists of class 1.2.3 while the upper class consists of classes 4.5 and 6. Low class groups have characteristics such as concrete, playing, happy to do or feel, while high class groups have characteristics such as starting to understand the meaning of time. First-year students of primary school are the final stage for children in passing through childhood, where they are more likely to always play.

At this level students will begin to learn to think in every lesson that is given. This transition period must be understood correctly by educators because children who are accustomed to playing and learning start know and recognize objects around them in the form of images and symbols. Things that can be done to increase students' interest in reading include the teacher's role in motivating students to love books from an early age. In the learning process teachers should be able to relate to reading activities and create an atmosphere of discussion in the classroom (Triatma, 2016). This can motivate and encourage children to increase reading interest. The low literacy in early childhood is dependent on factors that cause a lack of mastery of reading and writing abilities. Learning methods that do not see the characteristics of children can also cause a lack of literacy of children at an early age (Hotimah, 2010). Teaching children that does not use media or fun methods is considered less able to optimize the psychological, physical and sensory functions of children who are in the growth of rapid development (Hapsari, Ruhaena, & Pratisti, 2017). Reading is an activity to get meaning from what is written in a text. It is also a matter that can make someone broad-minded, and it is very important if someone can read and understand the reading text.

Language is an important aspect for developing children's basic abilities. Children's language skills are very important to develop because through language children can communicate with the surrounding environment. Through language, children can understand words and sentences and the relationship between spoken language and early pre-written writing. One of the development of language skills in early childhood is early reading. Beginning reading is the initial reading given to children as a basis for subsequent learning. It is given to children so they can read simple words and sentences. One method of learning to read that is fun and can

increase children's interest in reading is by using flashcards. Flashcard is graphic media that promotes the sense of sight. This media is a medium that presents visuals in the form of symbols, numbers, ideas with words and images (Herlina & Dewi, 2017). Flashcard games can create a fun and exciting atmosphere. Through the flashcard game method the child does not realize that he is enriching his or her vocabulary. Flashcard games can also be used as a means to bring children to children and children and teachers closer. Not only is the media approach between children and teachers but also one of the effective media in education which is a visual resource and an approach to ensure the learning process becomes meaningful learning for children or students. Through this flashcard game method in the learning process, it is expected to be able to improve the ability to begin reading of elementary school children (Umiyati & Zuhdi, 2014). The learning model using the modified game method can have a very important influence on a child's motor skills so that the learning process is more fun and participatory (Basyiroh, 2017). Therefore, it is suggested to provide the opportunity for children to develop the ability to read optimally in accordance with their interests and age through the planning of reading interest development programs in elementary schools.

Based on this background, this study aims to determine the effectiveness of flashcard games in the development of elementary school student information literacy so that it can be used to formulate literacy culture development policies.

Literature Review

The development of information literacy for children is very important as a tool for children to live their life stages. Information literacy for children includes language, reading and writing (Dennis & Horn, 2011). Many ways can be used to improve children's information literacy skills. As research conducted by Schryer, Sloat & Letourneau (2015), developing children's literacy can use animated books containing vocabulary, numeric and basic knowledge. The results of the study indicate that animated books are feasible and effective for teaching early reading skills. How to develop information literacy in children can also be done with HeadsUp! Reading (HUR) as showed in a study conducted by Jackson et.al. (2006). HUR focuses on literacy practices, explicit exposure to key concepts of information and reinforcement of reading and writing. The results showed that HUR can effectively support the process of literacy programs in school. The use of flashcards is also one way for increasing information literacy in children (Lin, McDaniel, & Miyatsu, 2018). Flashcard is a learning media in the form of small cards containing pictures, text, or symbolic signs that can remind or guide students to do something related to the picture (Kupzyk et. Al., 2011). Flashcard is a learning media in the form of a 25 cm x 30 cm picture card. The pictures on a flashcard are a series of messages that are presented in the form of information on each picture (Hatiningsih & Adiyati, 2018). The advantage of using a flashcard as a media literacy is that it can be taken anywhere and is used flexibly.

Many people use flashcards to improve children's vocabulary (Nikoopour & Azemi, 2014). According to Erbey, McLaughlin, Derby and Everson (2011), flashcards are used to teach letters, words, numeric sounds. The results also show that some students are more successful using flashcards than others. Baleghizadeh and Ashoori (2011) demonstrated that flashcards are used to improve the vocabulary learned by students. Komachali and Khodareza (2012) also examined the use of flashcards to improve student vocabulary. The results of the study showed that students in the experimental group outperformed students in the control group in their

vocabulary knowledge. Therefore, it was concluded that the contribution of flashcards in teaching vocabulary to students led to an increase in vocabulary at a higher level.

Besides increasing student vocabulary, flashcards can also be used to improve foreign language understanding. Students often experience difficulties while in English class lessons. They realize that poor understanding of English vocabulary will hinder communication in English (Abbasian & Ghorbanpour, 2016). Currently the way students learning English vocabulary is only by writing words into a notebook then writing the meaning of the word next to it. Flashcard is used to understand the meaning of words and their pronunciation in English (Milles & Ehri, 2017; Herlina & Dewi, 2017; Daulay, 2016). Teachers find it very helpful when using flashcards during English lessons, and students find it easier to understand the material presented (Hamer & Rohimajaya, 2018). Research by Khodashenas, Farahani and Alishahi (2014) aims to investigate the benefits of using a flashcard compared to educational cartoons on learning English vocabulary. After giving a vocabulary pre-test, all 44 research respondents were randomly selected to form an experimental group and a comparison group. In the experimental group, participants were taught through the use of flashcards, while participants from the comparison group were taught using education cards. After the post test was given to the two groups, the results showed that there were statistically significant differences between the two groups. Therefore, it is concluded that the use of flashcards can improve students' vocabulary.

Research Method

This research uses descriptive method. For preliminary research, we used experiments, namely making flashcard for learning media. A Flashcard is a game product in the form of a picture card that can enhance the ability of students to read and retell stories by writing stories contained in the picture on the flashcards.

After making flashcards, this media is implemented in 4th grade elementary school students, 120 students. After that an interview was conducted to find out the description of elementary school students' perceptions in the use of flashcard games and the effectiveness of the use of flashcard games for the development of information literacy.

This flashcard game product can be made by using a picture card size of 25x30 cm or 8x12 cm, the size can be adjusted to the age of the respondent. First, provide thick cardboard as the base of the story page to make it look stiff. The size is adjusted to each story that will be presented. Second, attach the story sheets that will be presented on the cardboard as the base of the story sheet. The cards are presented in the form of pictures. The picture is a series of messages that are presented with randomly illustrated patterns and then arranged and made into a short story. The materials that the authors use to make flashcard games are as follows: paper scissors, illustrated stories, thick cardboard paper, and glue.

Data collection techniques used in this study include primary data collection conducted by interviewing elementary school students and secondary data collection by doing a literature review of various books, articles, news and reports on the results of previous research. After that the researchers analyzed the data.

Discussion

A flashcard is a group of cards that have instructions and contain information, such as words or numbers on one side that are usually used to practice independently or in groups in a

class (Abbasian, 2016). The game using flashcards is one of the media that can attract the interest of children. Using flashcards as learning media is considered a very helpful strategy because of its benefits. The benefits of the flashcard itself are: (a) with flashcards, the teacher can stimulate the activities of his or her students in order to carry out the implementation of activities involving the ability in the field of linguistics, (b) flashcards can improve the ability of students to practice good and effective communication by implementing language skills in expressing opinions, (c) then with increased individual language skills, they will have no difficulty in telling a story, and they can improve the quality of individual identification of the problems given on the flashcard (Pradana & Gerhani, 2019). Besides being used by students, teachers can also use this flashcard to explore information and new vocabulary (Sitompul, 2013). A flashcard is in a small shape so it is easy to carry anywhere and has a variety of images and colors that make students interested in using it.

Randomly arranged flashcards are given to students and then students arrange the flashcards so they can describe a story. Students write a story and then tell it.

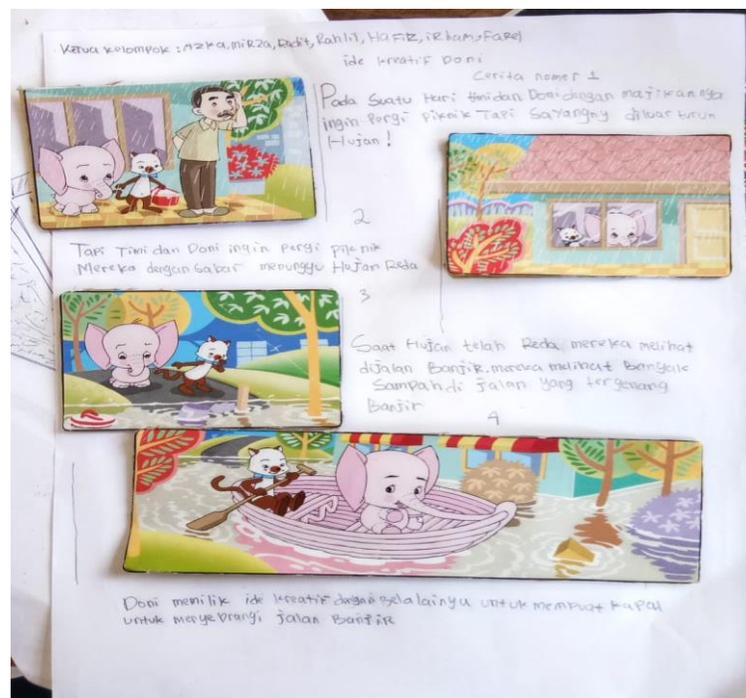


Figure 1. Flashcard design

Students are very enthusiastic to start a flashcard game that they think is fun. This is illustrated when an arrangement of picture cards is issued, they scramble with each other to get an image of the card that they think is interesting because the flashcard presents colorful and funny pictures. The image is an object to provide code to stimulate other memories that are verbal. The image itself has the nature to be easily remembered and stored in memory compared to words that are abstract (Fitriyani & Nulanda, 2017). Children will be easy in learning if the media used is packaged as attractive as possible so that curiosity to use and understand it arises.

This flashcard media is representative of the utilization of the right brain and balances it with the left brain where it is very effective in improving a child's ability (Maryanto & Christmastianto, 2018). The activities that utilize flashcard media is expected to be able to improve the ability to compose stories, memorize, analyze a problem, and enrich vocabulary

because elementary school age is an early literacy stage in which literacy activities are not only based on writing and reading (Permatasari, Inten, & Mulyani, 2017).

The popularity of a game among elementary school students is very influential on the development of teaching and learning in the classroom. The attention of students has shifted to prefer playing games rather than studying. However, from the popularity of this game, a positive impact can be taken. Teachers can teach by using interactive game media to enhance students' multisensors by adjusting students' learning abilities so as to stimulate student learning outcomes (Nikoopour & Kazemi, 2014). Games using flashcards can be used in the classroom by adjusting the learning rate of students and can be packaged by teaching and presenting information visually or other learning styles. The teacher no longer explains by books but the teacher can explain with other media such as this flashcard so that it can create an inner bond between teacher and students and students can also easily understand the information provided by the teacher. Another example of developing game media is Kinect. A study shows that new digital technologies, such as the Kinect system, are promising media for developing games to support children's literacy and language acquisition (Homer et al., 2014). Similar to Kinect, flashcard media is also very influential on the level of children's literacy. When children play they are actually learning, and when children are playing they are actually doing activities to record events in the surrounding environment. Thus, indirectly flashcard media teach children to learn with the concept of play (Khobir, 2009).

Based on the results of the study, the flashcard media have advantages and disadvantages including: (1) getting ease to carry anywhere, because a flashcard does not have a large size; (2) no hassle, where the teacher can use it without having to have special abilities and if you want to use it, the teacher just do the arrangement in the order of the picture and after using, the card can be tied or placed in a special box so it is not scattered; (3) easy to understand, because in this media there are special messages that can make it easier for students to understand and remember them; (4) fostering a sense of fun, because this media is a game so students can compete according to the rules so they can enhance cognitive abilities and also train creativity (Angreany & Saud, 2017).

There are 3 stages in using flashcards as learning media: 1. understanding, identifying, and composing a story, 2. writing a story from the flashcard series, 3. telling the story in front of the class. As storytellers, students have the opportunity to do everything from reading, writing, listening to speaking. The relaxed and lively atmosphere of the environment around them created by stories encourages students to talk and discuss with each other. They have fun experimenting with sounds, facial expressions, emotions, and gestures that make the story "right" to tell. They present their stories and the art of listening becomes a two-way street (Mokhtar, Farida, Halim, Zurina, & Kamarulzaman, 2011). Students tend to be ashamed to come forward in class to tell stories. This is due to the lack of support and encouragement from the environment. After using this flashcard media, they are braver to move forward and tell the results of their stories. This flashcard media can be used to instill a child's sense of confidence to communicate in public and with others.

Literacy skill is very influential on one's success. Flashcard learning media really connects the ability to write with the ability to read. An initial study of the reading-writing relationship found that the reciprocal relationship with reading had an effect on writing and writing had an effect on reading for students in grades 2 and 5. Yet, the effect of reading on writing was stronger. In other studies, the effect of writing was stronger on reading than vice versa. Thus, the ability to write and read of students can be measured based on the level of

reading and writing skills and the age of students (Calmar et al., 2018). Grade 4 students are very fluent in writing and reading activities. They can identify one by one the images provided in the flashcard media. In writing activities, children are required to have the ability to understand meaning by building ideas individually and building ideas with the thoughts of others (Rojas-drummond et al., 2017). Students have creative thinking. This is evidenced from the storytelling worksheets in each group that they can work together between group members to build a story using flashcard media. Drawing and writing require the same sensory motoric skills. Both involve making images on a flat surface, and using tools. Therefore, both involve instrumental motor movements including effectors on the hands, wrists, and arms. In addition, both are motoric activities that are visually guided by hand-eye coordination, and visual feedback are very important for accuracy in performance and results (Yuan & Brown, 2015). From the stages possessed by this flashcard media game, it helps students in balancing the child's motoric sensory so that children can use all their senses in carrying out an activity.

Flashcard media also have the benefit to enrich students' vocabulary so that they have good communication skills. Flashcards focus on memorizing definitions of terms and producing examples of how these terms are applied to their daily life (Lin, Mcdaniel, Miyatsu, & States, 2018). Thus, the focus of using a flashcard is to instill and improve students' ability to enrich vocabulary, enhance the ability to identify, understand a problem to get a solution, improve writing and reading skills, practice communication skills and work together with others so that they have good confidence.

Conclusion

From the use of this flashcard media, it can be seen that children at primary school age prefer and are interested in media that are equipped with various images and have a variety of colors. This is because a variety of pictures and colors makes them not bored quickly when using them, which is different from books because most books only present one picture and are full of writing so that children easily feel bored.

Information literacy is not only about writing and reading. This is reflected in flashcard games where children are trained to be able to read, write, listen, and speak. The flashcard game is effectively used to develop students' information literacy skills. The benefits include improving language skills, increasing the ability to compose stories, memorizing, analyzing a problem, and enriching vocabulary. Apart from the cognitive side, the benefits of a flashcard can also increase self-confidence, develop good and effective communication, and enhance creativity. The concept of a flashcard is a learning medium by playing. The advantages of flashcards include fun learning media, simple and attractive shapes because they are pictorial and colorful.

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