CHAPTER II

LITERATURE REVIEWS

A. Learning English

The initial step of the Prophet's struggle was to eradicate illiteracy on a large scale, because he knew very well that religion would not grow stupid if its people were stupid. Islam was born to bring an educational revolution that could change Arab society which was originally ignorant (ignorance) into a knowledgeable society, this can also be understood through the first verse that came down, namely Surah Al-'Alaq, according to what was explained by the majority of scholars, this sura contains about order to study (Asrori, 2017). In the hadith narrated by Ibnu Majah it is also stated that "Seeking knowledge is obligatory for every Muslim and Muslim woman", from this it has been interpreted that education is very important, because education can give us happiness in the world and the hereafter as the Prophet once said. Ki Hajar Dewantara as quoted by Alisuf Sabri that education guides all the natural forces that exist in children so that they as human

beings and members of society and achieve the highest possible safety and happiness, education is also a guardian and basic human needs (Munir Yusuf, 2018).

Based on the Law. No. 20 of 2003 concerning the National Education System in article 3, that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Noor, 2018). Furthermore, the purpose of education according to UNESCO, in an effort to improve the quality of a nation, there is no other way except through improving the quality of education. Departing from that thought, the United Nations (UN) through the UNESCO (United Nations, Educational, Scientific and Cultural Organization) institute launched four pillars of education for both the present and the future, namely:

1. learning to Know (learn to know),

2. learning to do (learn to do something),

3. learning to be (learning to be something), and

4. learning to live together (living together).

In language learning, the teaching of language components is part of the language program. In general, the language component consists of three, namely grammar, vocabulary and pronunciation. The language components according to Kasihani are:

1. Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly. The term structure or grammar is often used in learning English for this first component. This component is a language framework that must be followed so that the language can be accepted.

2. Vocabulary, is a collection of words that are owned by a language and give meaning when we use that

language. The English vocabulary that elementary school students need to learn is estimated at approximately 500 words.

3. Pronunciation, is a way of pronouncing the words of a language. English speech is very different from the greeting system of mother tongue and Indonesian.

English Language Learning is the process of student interaction with teachers and learning resources in a learning environment. Learning is an aid provided by teachers so that the process of acquiring knowledge, mastering skills and character, and forming attitudes and beliefs in students (Safitri, 2020). English is a universal language because most countries in the world use it as the main language. In addition, English is one of the most important international languages to master or learn. Several countries, especially the former British colonies, place English as a second language that must be mastered after their native language. Even though in Indonesia English is a foreign language, it occupies an

important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to tertiary levels.

Many opinions have arisen regarding flashcard learning, one of which is the notion that speaking English is an unnationalist behavior, even though in fact this assumption is not true, because Indonesia is a developing country, so inevitably Indonesia has to keep up with the times, one of which is understanding the language. English as International language. It cannot be denied that the ability to speak English is important, because the ability to speak English can be used as a provision to survive in an era where everything is all technology and becomes one's competitiveness, the important thing is that we do not forget Indonesian as the national language of our country.

1. Learning English in Elementary School

English subject officially taught in elementary schools since the 1994 academic year as a local content subject programmed in grades 4, 5 and 6 of elementary school. This is also in accordance with the explanation from Government Regulation Number 23 of 2013, article 77I paragraph (1), concerning local content in the SD/MI curriculum structure, that foreign languages, especially English, are international languages which are very important for their use in global relations. By mastering English, it is hoped that the nation's next generation will not only be able to survive in the era of globalization, but also be able to compete with other nations, because English is a means of communication between nations, both orally and in writing so that English is very important for its use in global association (Rini & Yanti, 2018).

Learning English is really needed from an early age, because this is for the common good. Elementary school is

one of the levels in education that must be passed by children aged between six to seven to twelve years, one of the subjects taught is English, although not all elementary schools teach English, but some schools already teach English. One of the reasons is that the teacher realizes how important English lessons are for students. Elementary school age is indeed a good age to learn English, especially to increase vocabulary, because the main provision that is important for learning English is to have a qualified vocabulary (Ahmad, 2019). Education is the foundation so that our nation is not easily colonized again like before, why is it necessary to build a foundation from an early age ? because quality human beings are not born instantly, but need a process.

Just like creating a young generation that is able to compete in global associations, of course it can't be instantaneous, it is necessary to hold education from an early age, namely by providing English learning. Teachers must be good at building self-confidence in students in the

learning process, because English is a means of expression and of course high self-confidence is needed to express themselves in the use of English, this is where the importance of English lessons in elementary school lies (Hartin, 2017). Currently there are many who provide English language education, like courses, regardless of the credibility of these courses, but this needs to be supported, because it is undeniable that English is very much needed in the current era as a provision for future knowledge, because we will find many opportunities in the future or opportunity but with the condition that they must be proficient in English.

Apart from being a knowledge, English is also a skill and expertise, because the world is very dependent on its human resources. If the people are qualified and have high quality and are reliable, then a bright future can be created. Indeed, English cannot be learned in a short time, but if it is learned from an early age, then English will become a daily companion for students or it can be likened to rice which is

our mandatory food. We do have to preserve our native language, but there's nothing wrong with learning a foreign language, because it will be very useful for ourself in the future. Isn't it obligatory in Islam to study ? So, there is no reason not to learn English and also study other science, because it's never too late to learn.

2. Learning English at Elementary School in Indonesian

Initially, English was only given at the advanced level of education, but over time, the need for and the popularity of English has increased, which has caused the curriculum for teaching English to change, as a result, English has begun to be taught at the elementary school level, because English cannot be separated from the education system in Indonesia. As previously mentioned, English has started to become a concern, especially in the area of basic education since the early 1990s based on the awareness of the importance of learning English as early as possible, one of which is so that it is possible for the Indonesian people to

be able to compete in an increasingly modern and modern world. globally, until finally the government issued a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No.Chapter VIII which states that elementary schools can add subjects to their curriculum, this policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools.

This has resulted in the increasing popularity of English as part of the subjects in elementary school, elementary schools are also competing to apply English in class as a foreign language in Indonesia, this has a positive impact, because English in Indonesia has experienced a significant increase. Significantly, there are even some Kindergartens that have started to introduce English. In addition, English is also used as a promotion by the school. At that time, many parents thought that schools that applied English as a subject were more prestigious than schools that did not include English as a subject. Initially, the position

of local content subjects taught in elementary schools was intended to equip students with the skills deemed necessary. Initially, Local Content subjects were filled with local languages (Faridatuunnisa, 2020)

In Indonesia itself, learning English is more memorizing than understanding the material. This is not wrong, but also inaccurate, because if you memorize it one day you can forget it, but if you understand it, the knowledge will last longer. This method is also less supportive in preparing someone to use English in conversations and academic matters. In addition, the problem in this field is the lack of adequate human resources and supporting facilities. And there are still many old-fashioned parents who think that learning English can make students forget their own language, even though this is happening, because students will of course use their own language more than English.

Learning a foreign language, in this case English, will be very useful for us, because it will increase our potential and self-ability will increase, of course all of this will give good results for our lives, one of which is the lack of self-confidence. The large number of new vocabulary and sentence structures that are different from Indonesian makes many students lazy. This fear then makes them dislike, as a result they find it difficult to master English, this stigma must be removed immediately so that students are not lazy in learning English. The introduction of English since elementary school can be used to deal with this, because if not early on, it will be difficult to change that stigma (Roinah, 2019).

The Covid pandemic has hampered learning, but now that the Covid pandemic is considered over, many elementary schools have implemented face-to-face learning. This is of course a great opportunity for teachers in schools to optimize teaching and learning activities, which so far has been a bit hampered, especially in English

which is quite difficult for students to understand. The goal of learning English is to be able to communicate orally and in writing. This ability to communicate can be interpreted as the ability to understand and produce spoken and written texts. Teachers must be able to direct students in expressing opinions, ideas, and creativity so that teachers become good facilitators (Sitohang, 2022). Therole of the teacher is indeed very important in today's conditions, because students certainly experience a culture shock, especially for elementary school age, who still need a lot of guidance.

Many think that the government is not serious in dealing with the problem of teaching and learning English in Indonesia, if the government issues a policy that English is the second national language, or at least makes it a compulsory subject in all elementary schools in Indonesia, then the result is likely to be around 50% percent of Indonesian citizens will understand English, of course this will not only have an impact on the quality of education of students in Indonesia, but can also have an impact on

Indonesia's economic growth, because of quality students are future human resources who will continue the struggle of their ancestors to advance the country.

3. Obstacles that Arise in the Process of Learning English

English has a different structure from Indonesian, as well as other languages. This is an obstacle for students in learning English, their incomprehension starts from a sense of ignorance of the meaning of vocabulary causing confusion(Shalichah, 2021). Because of its very important role in everyday life, like it or not, language must be learned, because language is a means of communication. Besides in addition, language is also used to express ideas, opinions, desires, feelings and needs. It is undeniable that English is more difficult than Indonesian, because apart from students having to understand the meaning of English, students also have to be able to write and pronounce English correctly, but learning English must be strengthened because of English's position as an

international language. These various complexities that sometimes make students less interested or lazy in learning English, this must be overcome because English is one of the things that needs to be used as a provision in the future, besides that also because of the demands of the times (Susanthi, 2020). Some of the obstacles that arise when learning English makes English difficult, including:

a. The low ability of English speaking skills is caused by students not used to speaking in English.

There is a saying "you can get used to it", this is true. Every human being is born smart with their own abilities and of course not all have this ability to speak English with the good, but if we continue to practice and get used to it, of couse , this is very possible for a student ar someone to have a qualified abilities.

b. Students don't want to be asked to talk in English (shut up), even though their knowledge in English is quite good.

This could be because students feel insecure and afraid of being wrong, so they prefer not to speak English. A booster teacher always gives them enthusiasm and motivation so that they are encouraged to want to try new things and dare to take risks.

c. Feel difficulty in speaking English so they haven't been able to communicate (Darsiana, 2018).

As previously stated, a teacher must be able to make students dare to try. There are many reasons students find it difficult to speak English, this is where the teacher must play an active role in solving these problems so that children's abilities can develop. Learning can start from simple things that are around students or those that are familiar with student life.

Apart from the student factor, the school also has to correct any other obstacles that arise, such as a lack of materials, as well as adequate facilities in the learning process. The learning method is also influential in this case,

the teacher must be smart in selecting the right way of learning, there are many ways that can be used so that learning can be fun and interactive (Sirajuddin kamal, 2018)(Sirajuddin kamal, 2018). In addition, the lack of motivation in learning English also affects students' success in learning English. This motivation can be obtained from within the student himself or from outside, the student learning process and student motivation must also be in line, so that students do not feel afraid of making mistakes in learning so that it will reduce the level of student motivation to continue learning English and improve their abilities. This situation can be caused because they feel they have inadequate grammar skills and minimal vocabulary, even though this is what will be corrected in the learning process. If students don't feel motivated, it will be difficult to develop students' English language skills

Another thing that inhibits the development of students' English is the notion that English is difficult. It is undeniable that learning English is indeed difficult,

especially for those who are completely untouched by English. However, as a teacher, you must be able to minimize this assumption, and make students think that learning English is fun. The assumption that English is difficult will make students afraid to use English, as a result the learning objectives will be difficult to achieve. The fear that arises in students will make students feel insecure and do not dare to try their abilities in speaking English (Hotmaria, 2021). In addition, if students continue to think that English is difficult it will make students lose their interest in learning, this certainly cannot be allowed, because it has a long-term impact in the future, because it makes students feel they have no opportunity or space to have proficient English skills.

Limitations of study time, teaching materials and human resources who teach also influence as an obstacle to the process of learning English. Limited study time, especially in class at school makes it difficult for students to understand the material as a whole, students still have to

spend a little time outside school to learn English, especially now that there are many supporting applications for children's learning media, but this must still be a supervised parent (Fitriani, 2022).

The availability of teaching materials and human resources, in this case teachers, are important supporting factors in the learning process, because if teaching materials and teachers are limited, students cannot receive the material properly, especially in one class there can be more than ten students , of course the number there are so many of them, so it really needs adequate teaching and teaching materials because it has a very important role too, as well as facilities and infrastructure that can support the learning process. If there is no balance between learning resources, instructors, teaching time and students, then of course it will also be difficult to achieve the teaching goals that have been planned from the start.

In English language learning, of course, there is interaction between teachers and students. With limited learning time, teachers must always encourage students so that teaching and learning activities are successful, because students will discover a new world after the lesson is over, especially after school. It is undeniable that the background of each student is different, as well as their ability to receive materials, but this can be changed if started early. Likewise with learning English, if learned from an early age students will easily become proficient in English, because if we learn English language, one of the positive impacts is avoiding self-made stupidity. Teachers, parents, and the environment must work together to create children who are proficient in English, eliminating the doctrine that English is difficult so that motivation arises to continue learning,as well as facilitating children to learn English (Safitri, 2020).

B. Memory

1. The Importance of Memory in the Learning Process

A person's memory is inseparable from the brain's ability to store information, this is very important in the learning process. Memory is an element of cognitive development, which includes all situations in which individuals store information received over time. Memory cannot be separated from the learning process, because learning is a process, and memory is the ability to store material that has been obtained during learning. Bruno stated that memory is a mental process that involves coding, storing and recalling information and knowledge. Memory is the result of the mental connection between ideas and concepts (Rahmat, 2019).

According to Tulving, memory is the way in which individuals can retain and draw on experiences from the past for present use. Another opinion was put forward by Porter & Hernacki who explained that memory is an ability

to remember what is already known. Santrock also explained that memory is the storage of information all the time, without memory, humans cannot relate events that happened in the past and events that are happening now and plan for the future, from here we can conclude that memory is an individual's ability to store, process and retrieve data, experiences, information that has been obtained in the past for the future by considering their own situation and conditions.

Human memory is like the hard disk of a giant computer, which means that information is stored indefinitely and over time or can be stored for life. Memory begins with the process of recognizing new information, storing it, then recalling it at a later date (Anita & Hadiati, 2016). Memory has a close and very important role in the learning process, if a student has low memory then it will also affect the effectiveness of learning and the achievement of learning objectives. Memory has individual and unique properties, meaning that each student has a

different type of memory. Replaying memories canallows people to remember what they have learned, but does not mean that all the storage in this memory will remain properly, because at one point the storage in brain memory will be lost or in this case people experience forgetfulness (Fitriani & Ifdil, 2018). Memory is the most important gift that God has given to humans,it is located in the human head.
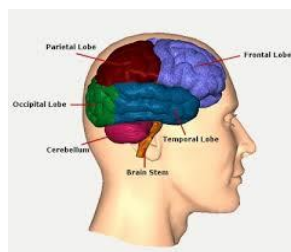
Figure 2.1 Human Brain

Figure 2.2 Memory Curve

There are two levels of memory in terms of its memory duration, namely short term memory and long term memory. Short term memory and long term memory are of course not the same, both have their own characteristics and their respective functions.

a). Short Term Memory

Short-term memory is memory that can remember information only for a few moments, and a few hours later we have difficulty remembering it, short-term memory has a limited capacity, only 15-30 seconds, even so short-term memory has a fairly important role in memory processing.

b) Long Term Memory

Long-term memory is where learners store their general knowledge and beliefs about the world, what they have learned in school and their memories of events in their personal lives. Long-term memory is a place to store memories of various things and has a connecting

nature, this memory is a memory that has been codified and stored thoroughly in the brain. Long-term memory acts as a hard drive which is a storage area for past experiences in the outer shell area of the brain (Cerebral Cortex).

This grouping is based on the assumption that information processing is first performed in the short-term memory/storage system. This short-term storage/memory system does not operate alone, but is always associated with "knowledge" stored in the long-term memory system. On the other hand, information and "knowledge-huan" stored in the long-term memory system is also always related to the latest information that enters the short-term memory system, which can change or enrich the long-term memory content.

Humans can have strong memories because they have good long-term memory abilities, they can move information from short-term memory to long-term memory

by associating new information with prior knowledge that has been learned. Learning is an activity of conveying information carried out by the teacher to students to achieve certain goals, these objectives must have been prepared from the beginning before teaching and learning activities took place, as an educator, of course, he will provide a good learning process to lead students to become quality human resources to meet future needs.

Learning is not just remembering, but more broadly, namely experiencing. Good memory will also have a good impact on the material received by children, parents also play an important role in this, such as providing children with sufficient nutritional needs so that children during the learning process are fresher and able to receive material well and are locked in their memory

In addition, parents must also continue to fortify their children to avoid conditions that can damage their children's mentality, because all kinds of bad events that

children experience will be imprinted in their brains and their memories will appear at any time without us knowing, so that it will affect the child's memory.

2. Factors Affecting Students' Memory in the Learning Process

In improving the cleanliness of student learning at school, of course there must be efforts made, one of which is to find out the absorption of students in understanding the subject matter presented, of course this is related to student memory, because if a student has good absorption then his memory that would be great too. If students have low absorption, it will complicate the teaching and learning process and it will also have an impact on achievement and student learning outcomes (Haryani et al., 2021).

Memory is influenced by several factors, namely: physiological, psychological and pathological such as age, type of food, exercise (physical exercise), repeated memory training, ability to concentrate, hormones, gender, and others. Suharnan explained that there are several other

factors that affect memory, including: serial position effects, expertise, special coding, emotions and effects, environment and physical and mental conditions k (Dahlan, Rosmawatti, & Umari, 2017).

According to Walgito dalam Ningsih (2009), there are two ways to reproduce or bring back messages or material that has been stored in memory, namely by recalling or recalling memory and recognizing or recognizing memory. In recalling, the individual can bring back messages or material that has been stored in memory into consciousness in the absence of an object or stimulus, while in recognizing individuals, it can bring back messages or material that has been stored in memory into consciousness in the presence of objects or stimuli can be used as a foundation in bringing up the message or material.

Re-issuing experience or knowledge to prevent forgetfulness, so that memory can be strong. The ability to recall is influenced by two factors, namely internal and

external factors. These internal factors are in the form of intelligence, motivation, physical condition, and the ability to recall the material that has been delivered. Meanwhile, external factors are the environment in which the learning process occurs and the material being studied (Ningsih, 2009). Menurut Zimbardo and Ruch, that the factor that can increase the retention of the material studied is the amount of material that is relatively not much, repeating the material learned (rahearshal), the material learned has meaning for the subject and the material is new for the subject. The retention referred to here is the acquisition of student learning results that he still has before he takes a new action.

a. Intelligence

The intelligence possessed by students in learning helps to process information in the form of the ability to think and remember more quickly. Students who have high intelligence have no difficulty in recalling

information that has been stored in their minds/souls when this information is needed. This is of course very helpful in leraning process, because if the child has high intelligence, there will bw less chance of obstacles in the learning process. Theachers should be able to face this obstacles as much as possible, because the main task of a teacher is to educate te nation's children. Although this must also be accompainied by the role of parents, it is usually the teacher who his role.

b. Motivation

Motivation to learn is a very influential thing in the learning process of students, a student who is not motivated will find it difficult to accept the material presented so that the memory of the material provided is low, and vice versa if students feel motivated when carrying out the learning process, the participating students will remember the material longer. Again and again, here educators are required to channel everything

they have and come up with various ways so that students feel motivated to learn Again and again, here educators are required to channel everything they have and come up with various ways so that students feel motivated to learn.

c. Physical condition

Physical health influences students in remembering a lesson. Pain, lack of sleep or fatigue will have an impact on the decline in memory performance. To get good stamina so that learning material can be well received by the brain, then we must maintain our health so that we have no difficulty in accepting the material presented by the teacher. It is not only physical health that must be maintained, but spiritual and mental health also needs to be maintained for the smooth running of learning.

d. Individual learning modalities

The memory of students, whether short term memory or long term memory, is influenced by the extent to which students have learned and understood the material being taught from the start. parents can start teaching their children light material so that when their children enter school they don't find it too difficult because they already have capital. this can also affect the achievement of children, because apart from teachers, parents also have an important role in teaching children.

e. Disturbance

One of the important reasons that affect the memory of students in remembering the lessons that have been given is the existence of distractions. Disruptions occur when information is mixed up or pushed aside by other information. This is one of the triggers why educators always advise students to repeat the material they have learned, the reason is so that students do not

forget previous material even though they have received new material.

f. Emotions

Students will remember things well if the events touch feelings or are fun for students, problems that have been understood correctly and considered carefully will be more memorable. Emotions are not meaningful and are not always about anger, there are positive emotions, and these positive emotions play a role in the learning process. Emotions are more directed to how a person handles a problem and finds a solution. in education, student emotions refer to how a student can control himself, both in behaving and receiving material. If positive emotions are active, then students can receive the material, because brain activity will increase and concentration will become stronger. Learning concentration can create high learning motivation so that there will be encouragement in students to get good grades, learning objectives will be achieved.

External factors that affect a person's learning process include the environment in which the learning process occurs, such as the atmosphere of the learning environment, and the subject matter studied. The atmosphere of this environment includes two main things, namely the atmosphere of the physical environment and the atmosphere of the social environment. Therefore, in this case the environment has a very large contribution. The atmosphere of the physical environment includes the conditions of the room in the class, the smell of the class (can be included in the stimulus), the cleanliness of the class, the ventilation of the class, the arrangement of the class room, the length of the class, etc. Meanwhile, the atmosphere of the social environment where one mingles with society (Marlina & Sholehun, 2019).

For example, the interaction between teachers and students, students with other students. There are several ways to improve students' long-term memory in learning, such as improving learning strategies, because teaching

strategies that actively involve students in the learning process will play a role in improving students' long-term memory. Low memory in the learning process is one of the student's problems, because it will affect student understanding, this can be overcome by repetition or additional study time. Limited study hours certainly cannot produce the results we expect, even though they can, but not one hundred percent, there will still be deficiencies.

3. Indicates in Maesuring Students' Memory

Memory is one of the factors that help students in English lessons, as well as other lessons. Students have different levels of memory, so efforts are needed to improve their memory and minimize forgetting to be able to master learning material. Because English is a foreign language for Indonesian citizens, so it must be studied since elementary school English must be learned. Education is the teacher and learning is the student-led education itself, with the aim to develop students' knowledge, attitudes and skills as learning objectives.

Low student learning competence is influenced by the lack of student participation in classroom learning, teachers must always make students interested in participating in learning. Atkinson revealed that there are three stages in the process of remembering, namely:

a. Enter

   Either reflexively or directly or indirectly, the impression is received and studied so that an encoding process occurs, namely the process of converting information into symbols..

b. Keep

   After the encoding process is complete, then storage is carried out, in this case there is storage of some impressions received from previous experiences

c. Reissue

   This stage can be defined as the stage of remembering experiences stored in memory.

Makhfudin revealed several indicators of children's memory, namely:

`   1. Students' Ability to Answer Practice Questions

If students are able to answer questions smoothly and the results are satisfactory, it means that the student's memory of the material being taught is strong.

2. Students' Skill in Memorizing (In this case is English Vocabulary)

Students who have a good memory will easily memorize English vocabulary, not only that, grammar formulas will be easy to memorize. This is very useful, when students have good memorization and a lot, then he will not have difficulties in the teaching and learning process, especially in answering questions.

3. Memory atau Knowledge

The ability of students to remember the material that has been learned is also a supporting factor, sometimes

students use their reasoning to answer practice questions, this is legitimate. Usually this situation occurs when students only remember keywords from the answer to the question in question, So that students use their reasoning power to answer questions.

4. Understanding

Comprehension here means the ability of students to understand, translate and interpret. This ability to understand comes naturally from birth, but can be trained so that students are not left behind.

5. Apllication

Students must be able to identify and unite separate parts, connecting between parts to build a whole. Sometimes teachers deliberately test students so that students want to think, the thing that is combined is usually the current material with the previous material, if the student succeeds then his memory can be said to be good.

6. Synthesis

Students must be able to sum up and unite separate parts in order to construct a whole, whole, and so on. Just as described earlier, if students have a strong memory, they will not have difficulties.

7. Evaluator

Students must be able to review values or prices such as statements, research reports, and so on based on a criterion (Ike & Ariani, 2021). When a person has a good memory, then he will be able to compare everything without having to look directly at the objects being compared.

To measure students' memory, researchers will use multiple-choice test questions. According to Sudjana (2013: 35), tests are questions given to students to get answers from students in oral or written form, or in the form of actions (action tests). Uni and Kuno (2012: 111) also gave his opinion that a test is a set of stimuli given to a person with the intention of getting answers – answers that form the basis for

determining number scores. The score, based on a representative score of the test taker's behavior, is an indicator of how far the person being tested has the characteristics being measured. Another opinion is described by Koyan (2011: 7) regarding tests, which are systematic instruments or tools consisting of a set of questions or tasks to measure a certain behavior in students with the help of numerical scales or general categories. Muhibbin Shah said that there are two indicators of good memory, namely:

1. Able to recite what has been learned, and
2. Able to show back what has been learned.

From this we can conclude, that the test is a systematic tool and consists of a set of questions to get answers from students both in written, oral, and deed forms and is used as a basis for determining number scores. Because, if based on several theories that have been described, then a child's memory is considered to increase if:

1. Children are able to revisit the material that has been learned

2. Children are able to do tasks according to the material taught

3. Children are able to grasp the material that has been explained by the teacher

4. Children are able to mention the material given again for some time

5. Children are able to memorize the material as explained by the teacher

6. Children are able to explain back the material given by the teacher.

C. Flashcards

The age of elementary school children is indeed the age when children have a high sense of curiosity, especially to explore things around them. Schools are becoming facilitators who are believed to be sufficient in this respect to accommodate all aspirations, both from students, teachers, and

parents of students. Learning in this case is English is one of the lessons in elementary school, why should English be taught from an early age? because children will more easily master a second language than teenagers, which is why children must be taught English from an early age. While adult students make faster initial progress, final success in second language acquisition is never as good as that of children (Fitriyani & Nulanda, 2017). The monotonous teaching and learning process also makes students feel bored and bored when teaching and learning activities take place, a new breakthrough is needed so that students are more enthusiastic about learning, ice breaking can be one of the right choices to dilute the learning atmosphere so as to create a new atmosphere in learning. In addition, success in learning can be helped by the use of teaching media.

Learning objectives are essentially a process of mutual interaction between teachers and students in a learning activity. The teacher as one of the main components as well as a regulator of the course of the learning process is carried out.

Therefore, teachers should be able to make the learning process more effective, interesting and meaningful for students so that learning objectives can be achieved optimally. The success of learning objectives is determined by many factors, one of which is the selection of learning methods and the use of learning media that are appropriate to the material and characteristics of students. This is the task of the teacher as a facilitator in the learning process, so that each process carried out by a student can build motivation, and good interaction occurs between the teacher and students, so that learning is not only centered on the teacher, but students participate actively in every activity (Wahyuni, 2020).

Humans certainly always crave a comfortable mood and mind, so that it creates a feeling of happiness, as well as in learning. The learning process must make students feel comfortable, in this case the teacher can apply the learning is fun guidelines, especially for elementary school age students, this is homework for the teacher so that students feel comfortable in the learning process, because learning without

the support of comfortable conditions will be useless. drain. One way to make students feel comfortable with the learning process is to use the ice breaking method. There are several types of ice breaking, such as games, singing, dancing, gymnastics, yells, and others (Sukmajadi & Simanjuntak, 2021). Flashcards are a type of media used in ice breaking, because flashcards can be used as games, but they still have educational value. Flashcard is a media in the form of picture cards, consisting of two sides, namely the front side and the back side.

Hamdani stated that media is a component of learning resources or physical vehicles that contain instructional material in the student environment, which can design students to learn. One of the media that can be used is flashcard, on the front side there is a picture, and the back side is an explanation. According to Yudhi Munadi, the function of learning media is as a learning resource that contains the meaning of activeness, namely as a conveyor, channel, and also a liaison. In addition, it is also a semantic for students'

vocabulary (symbols) to increase so that their meaning can be understood by students. Finally, as a manipulative to overcome the limitations of space and time, as well as sensory limitations. Flashcards also have equality with the function of the media, because flashcard media also has the criteria for the function of the media.

Images contained on flashcards can be in the form of photos or hand-painted, flashcards enter into visual media in the form of images which will later be designed according to the needs and goals to be achieved in the learning process. Nurseto states that flashcard media is learning media in the form of picture cards (Hasanah, Victoria, & Anita, 2019).Another opinion expressed by Arsyad stated that flashcards are small cards that contain pictures, text, or symbols that can remind and guide students to something related to that picture. According to Indriana, "flashcard media is learning media in the form of picture cards that are about 25x30 cm in size, the images on this media are a series of messages presented with a description".

Whereas Chatib (2011) explains that "flashcard media are cards that contain pictures or writing related to concepts". Another definition expressed by Windura (2010), "that media flashcards or flashcards are cards that are used to remember and review in the learning process". So, in other words, flashcard media is media that helps in remembering and reviewing subject matters such as: definitions or terms, symbols, foreign language spelling, formulas, and other (Saputri, 2020). From some of the meanings above, it can be concluded that flashcards are a form of educational media in the form of cards that contain pictures and words whose size can be adjusted to the students they are facing and to get them, they can make their own or use ready-made ones.

Flashcards are believed to be able to help train students' memory, so that student learning outcomes can continue to increase, and learning objectives are also implemented, especially if done repeatedly. Then, memories can be permanently embedded, this is in line with flashcard learning, where educators convey material repeatedly through flashcard

media so as to strengthen memory. Flashcards can help improve various aspects, such as improving memory, training independence, increasing the number of vocabulary as well as training children's creativity.There are several advantages or benefits of flashcard media described by Indriana (2011) and Riyana and Susilana (2009), including :

a. It's easy to carry everywhere because of its small size and light weight, besides that it's also easy to organize.

   This is very profitable, because it makes it easier for us as users to save it. Does not require a lot of space, is easy to store and organize, and is not difficult if you are going to travel.

b. Practical in making and using it, so whenever students can learn well using this media.

   The teacher can also invite students to make this flashcard media together, so that in addition to trained memory, student creativity is also trained. Flashcards are also easy if you want to duplicate them. Judging from this

shape, this flashcard is indeed effective, because it is not complicated both in use and manufacture.

c. Easy to remember because these cards have pictures and are very eye-catching, contain simple letters or numbers, thus stimulating the brain to remember the message longer (Saputri, 2020).

Elementary school students who incidentally are still small children will of course like things that are colorful, this will attract their attention so that a sense of excitement arises and makes them feel happyand enthusiastic about learning, because pleasure can foster motivation.

d. The materials for making flashcards are quite cheap and easy to obtain in the local environment.

We all realize that not all teachers have adequate funds to buy media, but teachers still have to make a movement, so a teacher must innovate. With cheap materials and easy to make, flashcard can indeed be the

right choice for theachers to create a fun leraning atmosphere, so that there is a change in a new atmosphere.

Each media certainly has weaknesses, just like flashcards, besides the advantages, flashcards also have disadvantages, namely:

a. The picture only emphasizes the sensory perception of the eye.

Sensory reactions are obtained when the eyes get light and obtain information, as well as the use of flashcards as a learning medium, the eyes as sensory organs will obtain information from flashcards that are used and seen. If only the flashcard is made in the form of a three-dimensional form, of course its function will increase. Not only the sense of sight works, but the sense of touch as well. This is indeed legitimate if done, it all depends on the teacher as a facilitator in the learning process.

b. Images of objects that are too complex are less effective for learning activities.

This is because in one flashcard there is only one main image, so the teacher cannot simultaneously pursue other material. Except in the manufacturing process which can be used as an alternative to teach student creativity.

c. Size is very limited for large groups (Angreany & Saud, 2017).

Its minimalist shape makes flashcards less effective for use in large groups, because teachers will find it difficult to control the learning process, unless flashcards are used in large quantities.

d. Less suitable if used for secondary school level

The age of secondary school starting at the junior high school level is not suitable if using flashcards as a learning medium, this is because their age is in a period of high curiosity, so it would be great if the media used can support many questions in their minds, because their curiosity is great. They will certainly feel lazy and not

excited if the learner still uses flashcards, because flashcards are too simple and easy to guess.

This flashcard media is very fun to use as a learning medium, it can even be used in the form of a game, especially for elementary school age who still like to play. At the elementary school level, the acquisition of English vocabulary is still very minimal, this could be due to the limited quantity of their study time, the uncomfortable atmosphere they feel. A person's ability to speak English can be seen from the use or knowledge of the vocabulary they have, when a person has a lot of English vocabulary, the communication will be more effective and run smoothly.

According to the Gleen Doman method, said that one of the stimulations that can be given in the form of learning methods by developing children's ability to think and reason effectively is to learn while playing using media, one of which is flashcards. The image presented on the flashcard is a series of messages presented with the presence of information on each image. In its application, there is a step

that leads students to pay attention and repeat the vocabulary on the flashcard. Every mistake will be repeated, with the repetition it will greatly help students better remember the vocabulary that has been learned.

However, students often find it difficult to remember words in English, because the pronunciation is difficult to read and say. With flashcard media, it is hoped that students will be encouraged and motivated to improve their skills in English, because flashcards can attract students' attention, especially if the design is displayed well. Flashcards can be made according to our wishes, generally flashcards contain definitions, translations, synonyms, antonyms, and others. In this study, researchers will use a type of image flashcard, so students are asked to name the words in English according to the cards shown. After that, the researcher will give questions for students to answer, this is to prove the effectiveness of this flashcard media, the questions used are multiple choice questions.

D. Previous Studies

There are some related previous researches that relating students' memory. First, the research was conducted by Tusi Abbidatul Hasanah, D. Cristiani Victoria, Ike Anita (2019) with the title "Using Flashcards Media to Improve English Vocabulary Memory for Grade 4 Elementary School Students". This research uses a descriptive qualitative method, the theory used is Djunaidi & Fauzan's (2012) theory, this research will explain the facts and characteristics factually and carefully which conclusions will be drawn later. Participants in this study consisted of 4 people namely, three students and an English teacher. In this study, data were collected using observation techniques, interviews and tests. The results showed that learning using flashcard media was proven to be able to improve students' memory in learning English in class IV A at SDN Rancamanyar. The improvement in students' memory can be seen from the observation results which increased by several points and the test results which increased by 15%. Apart from observations and tests,the interview

results also show that the use of flashcard media can attract students' attention so that their memory also increases.

The similarities between this research and the research conducted by the author are in the research objectives, namely increasing the vocabulary of elementary school students, as well as data collection which has the same method, and the difference lies in the class level taken for research. But in essence, we can draw conclusions that this research has the same goals and methods as the research conducted by the author, the hope is that the writer will also get results like this research.

Second, the researcher was conducted by Sri Wahyuni (2020) with the title "Implementation of Flashcard Media to Improve Learning Outcomes with the theme "My Activities". 1 Academic Year 2019/2020. The research was carried out in 2 cycles, in the first cycle it achieved an average score of 68.33 with 19 students completing.In the second cycle, the average score reached 81.67 with 24 students completing.The similarities with this research are the same as previous

research, namely to improve learning outcomes, and the difference lies in the material taken, this research does not take data from English subjects.However, the main point is the same, namely to see the role of flashcards media in improving the learning outcomes of elementary school students.

Third, Rizkariani Sulaiman and Ihramsari Akidah (2021) also conducted research with the title "English Language Learning Using Flashcard Media at the Baitul Maqdis Mosque TPA", the researchers carried out the research because they had an awareness of the nature and importance of English to increase the nation's competitiveness in a global society. The results of the research that the researchers have done are that of the interest and motivation of the elementary school-aged participants regarding basic vocabulary using flashcards with various topics that are appropriate to the age of the participants and supported by the audio-lingual learning method.

The similarity of the research entitled "English Language Learning Using Flashcard Media at the Baitul Maqdis Mosque TPA" is that researchers have the same hope,

namely to foster the interest and motivation of elementary school-age children, and the difference lies in the research location . What we can underline is that there is no need to be afraid to do a good cause, just like this research, even though it is not being done at school, efforts to improve children's English skills can be done anywhere.

From several studies that have been carried out by several researchers above, it can be concluded that the use of flashcard media is quite efficient and effective in training the memory of elementary school-age students, so that their learning outcomes can improve. This encourages the enthusiasm of researchers to continue to try to create new breakthroughs in the learning process, because educators do not only have to be competent, but also have to be friendly with various situations, look for things that they feel are hindering them and find solutions.

What is no less important is to create a comfortable atmosphere for students, because comfort will lead to excitement so that students will be interested in being more

active in learning and the learning process is not only teacher-centered. Teachers must be innovative and creative, so that learning is not monotonous. Being creative and innovative doesn't have to be expensive, but you can use objects around you at affordable prices, just like flashcards which are also easy to make and don't take up a lot of money and time.

E. Conceptual Framework

A conceptual framework is a description and visualization of the relationship or relationship between one concept to another, or between one variable and another variable of the problem to be studied (Putri AO, 2018). The conceptual framework is also a guideline for researchers to systematically explain the research carried out. The conceptual framework also provides an explanation of something that the researcher will conceptualize to make it easier for the reader to understand, because the conceptual framework can also describe an overview of what the researcher will do later. In addition, the design can also be more mature and appropriate,

or in other words not deviate from the desired concept. The conceptual framework is always considered important, because the conceptual framework is the point of view, the stepping point, and the soul of every researcher (Guntur, 2019). The purpose of the conceptual framework is to guide and synthesize or direct research, as well as a guide for analysis and intervention (Swarjana, 2012).

Chart 2.1 The Conceptual Framework of the Study

Improve Students' Memory	Don't Improve Students' Memory	Decreased Students' Memory

Learning	Learning with Flashcard Media

Increase Learning Outcome	Same of Learning Outcome	Decreased Learning Outcomes