

EXPLORING TEACHER STRATEGIES IN USING FLASHCARDS TO TEACH ENGLISH VOCABULARY IN AN INCLUSIVE CLASSROOM AT SINGARAJA MONTESSORI SCHOOL

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ABSTRACT

This study explored the strategies used by teachers in using flashcards to teach English vocabulary in an inclusive classroom at Singaraja Montessori School, specifically in the Octopus Class. The Octopus Class is a mixed-grade class combining grades 1 to 3, consisting of regular students and students with special needs, including those with Down syndrome, autism, slow learners, and ADHD. This study employed a basic qualitative research design (Merriam, 2009; Creswell, 2014). Data were collected through classroom observation, semi-structured interviews, and document analysis. The research subjects were two English teachers who taught in the Octopus Class. The findings revealed that teachers applied six main strategies in using flashcards: (1) Drill Strategy, (2) Game-Based Strategy, (3) Peer Teaching Strategy, (4) Questioning Strategy, (5) Worksheet-Based Strategy, and (6) Multi-Modal Teaching Strategy. These strategies were implemented through a differentiated instruction approach aligned with Montessori principles, where learning activities, materials, and objectives were adapted to the diverse abilities and needs of each student. The study also identified four main challenges faced by teachers: (1) student diversity in terms of mixed abilities and mixed grade levels, (2) the different approaches of students with special needs, (3) classroom management difficulties, and (4) instructional differentiation challenges related to material adaptation and learning pace. These findings contribute to a deeper understanding of inclusive, Montessori-aligned English vocabulary teaching practices at the elementary school level.

Keywords: teaching strategies; flashcards; English vocabulary; inclusive classroom; Montessori method; differentiated instruction

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ABSTRAK

Penelitian ini mengeksplorasi strategi yang digunakan oleh guru dalam menggunakan flashcard untuk mengajarkan kosakata bahasa Inggris di kelas inklusi Singaraja Montessori School, khususnya di Kelas Octopus. Kelas Octopus merupakan kelas campuran yang menggabungkan siswa kelas 1 hingga 3, terdiri dari siswa reguler dan siswa berkebutuhan khusus, termasuk siswa dengan Down syndrome, autisme, slow learner, dan ADHD. Penelitian ini menggunakan desain penelitian kualitatif dasar (basic qualitative research) (Merriam, 2009; Creswell, 2014). Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen. Subjek penelitian adalah dua guru bahasa Inggris yang mengajar di Kelas Octopus. Hasil penelitian menunjukkan bahwa guru menerapkan enam strategi utama dalam penggunaan flashcard, yaitu: (1) Drill Strategy, (2) Game-Based Strategy, (3) Peer Teaching Strategy, (4) Questioning Strategy, (5) Worksheet-Based Strategy, dan (6) Multi-Modal Teaching Strategy. Strategi-strategi tersebut diimplementasikan melalui pendekatan diferensiasi pembelajaran (differentiated instruction) yang sejalan dengan prinsip Montessori, di mana aktivitas, materi, dan tujuan pembelajaran disesuaikan dengan kemampuan dan kebutuhan masing-masing siswa. Penelitian ini juga mengidentifikasi empat tantangan utama yang dihadapi guru, yaitu: (1) keberagaman siswa dari sisi kemampuan dan jenjang kelas yang berbeda, (2) berbagai pendekatan yang diterapkan pada siswa berkebutuhan khusus, (3) tantangan manajemen kelas, dan (4) tantangan diferensiasi pembelajaran terkait adaptasi materi dan kecepatan belajar. Temuan ini berkontribusi pada pemahaman yang lebih mendalam mengenai praktik pembelajaran kosakata bahasa Inggris yang inklusif dan berbasis Montessori di tingkat sekolah dasar.

Keywords: teaching strategies; flashcards; English vocabulary; inclusive classroom; Montessori method; differentiated instruction