STUDENTS' RESPONSES OF JOYFUL LEARNING CLASS IN ISLAMIC ELEMENTARY SCHOOL: FLASHCARD GAMES AND VISUAL WORKSHEET

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ABSTRACT

The four characteristics of young learners, which can be embodied in learning that is active, fun, concrete, and uses sensory experiences, should be considered to optimize vocabulary learning. Therefore, this qualitative research aims to investigate students' responses to the joyful vocabulary class by implementing flashcard games and visual worksheets. The instruments used were a Likert scale questionnaire, interviews, observation, and documentation, with 20 students in the second grade of SD Sunan Ampel Kediri acting as respondents selected using purposive sampling. The results showed positive student responses to the Joyful Vocabulary Learning Class. This approach not only encourages active participation, motivation, and fun in learning vocabulary but also enables students to remember vocabulary easily and understand its meaning due to the combination of concretizing the abstract with the sense of sight by visualizing through pictures of animals and creating an active and fun class in the form of games. In conclusion, the use of flashcard games and visual worksheets to promote a joyful vocabulary class can be used to teach English to young learners.

KEYWORDS: English Learning, Flashcard Games, Joyful Learning, Visual Worksheet, Young Learners.

ABSTRAK

Empat karakteristik pelajar muda, yang dapat diwujudkan dalam pembelajaran yang aktif, menyenangkan, konkret, dan menggunakan pengalaman indrawi, harus dipertimbangkan untuk mengoptimalkan pembelajaran kosakata. Oleh karena itu, penelitian kualitatif ini bertujuan untuk menyelidiki respon siswa terhadap kelas kosakata yang menyenangkan dengan menerapkan permainan flash card dan lembar kerja visual. Instrumen yang digunakan adalah kuesioner menggunakan skala Likert, wawancara, observasi, dan dokumentasi, dengan 20 siswa kelas dua SD Sunan Ampel Kediri sebagai responden yang dipilih dengan menggunakan purposive sampling. Hasil penelitian menunjukkan bahwa tanggapan siswa terhadap kelas pembelajaran kosakata yang menyenangkan adalah positif. Pendekatan ini tidak hanya mendorong partisipasi aktif, motivasi, dan kesenangan dalam belajar kosakata tetapi juga memungkinkan siswa untuk mengingat kosakata dengan mudah dan memahami maknanya karena kombinasi antara mengkonkretkan hal yang abstrak dengan indera penglihatan dengan memvisualisasikannya melalui gambar-gambar binatang dan menciptakan kelas yang aktif dan menyenangkan dalam bentuk permainan. Kesimpulannya, penggunaan permainan flashcard dan lembar kerja visual untuk mempromosikan kelas kosakata yang menyenangkan dapat dilakukan untuk mengajarkan bahasa Inggris kepada pelajar muda.

KATA KUNCI: Lembar Kerja Visual, Pembelajaran Bahasa Inggris, Pembelajaran Menyenangkan, Pembelajar Muda, Permainan *Flashcard*.

INTRODUCTION

A key component of learning English is expanding one's vocabulary. Vocabulary is the first and foremost component of acquiring language, as it shows how well people speak, listen, read, and write (Mehta, 2009; Richards & Renandya, 2002). When people lack vocabulary, they encounter various difficulties, including the inability to communicate and comprehend information in a foreign language (Purnami, 2022). Furthermore, vocabulary development should start early in life. According to Fachraini, early childhood is the best time to learn a language. Children find learning a language simpler than adults do (Fachraini, 2017). Young learners are individuals who are 0 to 15 years old. As long as a person begins learning, regardless of where or when they do it, they are a learner (Piaget, 1972: 67 in Sukmawati, 2018). Teaching language to them also differs from adults as they have specific characteristics. It means that to succeed in teaching young learners, teachers have to be aware of young learners' characteristics.

According to Scott & Ytreberg (1993:2-4), as referenced in Hartina, four characteristics of young learners cannot be ignored to optimize their learning experience (Hartina, 2019). Those characteristics are active through physical and practical activities, simple to understand when the five senses and sensory systems are engaged, more uncomplicated to learning through concrete objects than abstract concepts, and require an enjoyable atmosphere. Additionally, Sukmawati also noted that some characteristics of children are (1) they enjoy playing and learning things while playing; (2) they only discuss the "here" and "now" and aren't yet able to discuss conditional context; (3) they enjoy learning meaning by connecting it to what they observe; and (4) they have short attention spans or quickly get bored with monotonous or continuous activities to undertake (Sukmawati, 2018). In light of this, it may be claimed that children's traits are compatible with the joyful learning concept, which links learning to happiness.

Furthermore, Wicaksono and Widyawulandari et al. indicate that joyful learning is learning that adjusts to students' psychological and cognitive development by offering learning that allows students to express their happiness and joy in the learning process (Wicaksono, 2020; Widyawulandari et al., 2019). Thus, knowing strategies to implement joyful learning is crucial, as it can help teachers engage students' interests. Here are some concrete strategies for fostering joyful learning in the classroom: 1) make an enjoyable

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learning environment in the classroom; 2) develop materials with captivating content; 3) implement surprises and novelty in the classroom; 4) tailor the learning experience to the interests of the students; 5) group students at any time.

Flashcard games and visual worksheets can provide a joyful learning experience since they are interactive, engaging, and customizable. As noted by Komachali and Khodareza, flashcards can be a creative, colorful, and enjoyable tool to help students remember and retain vocabulary words (Komachali & Khodareza, 2012). They are cardboard consisting of a word, a sentence, or a simple picture, which can be a practical and adaptable visual medium for communicating ideas and symbols (Elisa & Tuti, 2020; Herlina & Dewi, 2017).

Some previous studies about the effectiveness of teaching vocabulary by using flashcards showed positive results when used to teach young learners as the media to improve students' vocabulary mastery (Herlina & Dewi, 2017; Taghizadeh et al., 2018). Further, the study conducted by Elisa and Tuti also evaluates the positive effect of using flashcards to teach young learners (Elisa & Tuti, 2020). It shows teachers' positive responses to using flashcards to teach vocabulary. It means that the use of flashcards helps teach vocabulary to young learners and fulfills some concrete strategies for fostering a joyful learning environment in the classroom where the concept of flashcards is in line with the idea of a visual worksheet, which promotes the sense of sight.

Further, the teacher can also have various games to use flashcards to teach young learners and multiple activities to set in visual worksheets, which can provide an element of surprise and novelty in the classroom. Flashcard games are a fun approach to encourage language learning. Play is essential for promoting language, cognition, and social competence and establishing self-regulation (Copple & Bredekamp, 2008). It is consistent with many other opinions that games or games-like activities can keep students interested and motivated (Istiqomah, 2010).

Moreover, Zdybiewska in Arifin also said that games can be an effective technique for practicing language since they serve as a model for how learners will use the language in the future (Arifin, 2003). In this study, the use of flashcard games is implemented by doing 'jump and say' games where the teacher arranges flashcards in a straight row with space in between on the floor, then instructs the students to play the game by jumping and saying the flashcard they land next to (Smith, 2018). Then, the teacher asks the students to do visual worksheets where they not only deal with the exercises but also play the worksheet by guessing the words, completing the phrase, and matching the animals to what

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they eat at the end of the teaching-learning process. A visual worksheet can attract students' interest and improve children's vocabulary mastery as it provides pictures (Ramadhani et al., 2023). Those learning experiences that offer physical and practical activities can be categorized as joyful learning.

Several studies of joyful learning showed a positive impact on students' learning outcomes. It enhances students' motivation to learn English and increases their scores and bravery to ask and express their minds. Those studies used songs, games, mind map pictures, and mobile learning to create a positive learning environment or joyful classroom (Maming et al., 2023; Wicaksono, 2020; Widyawulandari et al., 2019). Since joyful learning positively impacts the English classroom, especially for early childhood students, it is important to investigate the effect of joyful learning in early childhood classrooms that implement different teaching methods and media. This study aims to investigate students' responses to a joyful learning class at SD Sunan Ampel Kediri, which uses the flashcard game method and flashcards and visual worksheets as media to provide a joyful learning experience for the students.

METHODS

The purpose of this mixed-methods sequential explanatory study was to investigate students' responses to a joyful learning class that implemented flashcards and visual worksheets at SD Sunan Ampel Kediri by gathering quantitative data from a questionnaire of 20 students and then following up with five selected individuals to explore those results in more depth through a qualitative case study analysis.

The questionnaire of student's responses in the quantitative phase to identify students' interest and students' understanding of the use of flashcards and visual worksheets in English joyful learning class. The participants were 20 students in the second grade of SD Plus Sunan Ampel, which consisted of nine girls and eleven boys. Students' responses to a questionnaire were ascertained after the teaching-learning process. Students were asked to respond to ten questions using the response options of 'strongly agree' (SA), 'agree' (A), 'disagree' (D), and 'strongly disagree' (SD). The ten questions cover two topics: students' interest (SI) in joyful learning and student's understanding (SU) of the materials using the joyful learning approach.

While qualitative phase. Five participants were selected from those who completed the survey. The case description provides richness and depth description; multiple sources were used for collecting the data: (1) semi-structured interviews with five participants; (2)

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an observation checklist to see some relevant aspects about the implementation of flashcard games and a visual worksheet to teach vocabulary in the English joyful learning class. Two observers filled in the observation sheets (Creswell & Creswell, 2018). The checklist was designed to be straightforward, requiring a simple "yes" or "no" response, which helped save time during observations. The checklist was divided into four categories. Three statements observed the pre-teaching process, eight statements observed the whilst-teaching process, three statements observed the post-teaching process, and two statements observed the classroom environment; (3) documents, such as photos and teaching materials used by the teacher in the English joyful learning class.

Six steps to analyze data proposed by Creswell & Creswell were used to analyze the qualitative data (Creswell & Creswell, 2018). First, preparing and organizing data from interviews, observations, and documentation. Next, coding the data. The results of the interviews were coded into two themes: SI (students' interest) and SU (students' understanding). Third, using the codes to develop a more general picture of the data (descriptions and themes) by identifying the keywords that represent the codes. Fourth, representing the findings through narratives and visuals. Fifth, interpreting the meaning of the results by reflecting personally on the impact of the findings and on the literature that might inform the findings. Last, conducting strategies to validate the accuracy of the findings by doing method triangulation. As stated by Polit and Beck in Carter et al., utilizing different data-gathering techniques for the same phenomenon is known as method triangulation (Carter et al., 2014). Interviews, observation, and field notes may all be employed in this sort of triangulation, which is widely used in qualitative investigations. This study used interviews, observation, and documentation to maintain the accuracy of the findings.

RESULT AND DISCUSSION

Result

Several instruments were used in this research: observation, surveys or questionnaires, interviews, and documentation to gain a deeper understanding and provide accurate and reliable data on the joyful learning class at SD Plus Sunan Ampel.

The Observation Result

Observation was used to observe the activities of using flashcard games and a visual worksheet to teach vocabulary. The result showed that the teacher had done all pre-

teaching activities well, from greeting, asking students to pray, taking attendance, and brainstorming the students to the discussed topic. Whilst-teaching activities were also conducted well, the teacher implemented flashcard games and visual worksheets in the vocabulary teaching and learning process. Eight activities should be observed, and all actions should be well conducted. Those activities were displayed as shown in Table 1.

Table 1. Observation Checklist of Whilst-Teaching Activities

Whilst-Teaching			
No.	Activity	Yes	No
1	The teacher explains the strategy.	2	
2	The teacher has a good command of the English language.	2	
3	The teacher is capable of explaining the subject matter clearly and in an easily understandable manner.	2	
4	The teacher employs enjoyable teaching methods.	2	
5	The teacher uses games to help students understand the material.	2	
6	The teacher divides students into five groups.	2	
7	The teacher imparts understanding through movements.	2	
8	The teacher provides enjoyable lessons.	2	

Based on the checklist in Table 1, it can be concluded that the teacher employed enjoyable teaching methods by using games (4), grouping the students (6), and encouraging them to move around while she was imparting understanding (7). Moreover, in the post-activities, the observers found that teachers gave feedback about the teaching and learning activities before closing the class. Even the teachers praised the students by applauding them. Using the observation checklist, the observers also had to notice the classroom environment, as shown in Table 2.

Table 2. Observation Checklist of Post-Teaching Activities

Post-Teaching			
No	Activity	Yes	No
1	The teacher gives feedback to the student.	2	
2	The teacher closes the class by asking the students to pray together.	2	
3	The teacher gives applause to the student.	2	
4	Students are interested in the use of the method.	2	
5	Students are active in responding and participating.	2	

Based on the result of observation in Table 2, it can be noticed that the students were interested in the method and actively contributed to the teaching and learning process by responding and participating in class.

The Questionnaire and The Interview Result

The questionnaire consisted of ten items assessing students' responses to a joyful learning class. The questionnaire was divided into two main topics: five questions investigating students' interest (SI) in joyful learning class using flashcard games and visual worksheets, and four questions exploring students understanding (SU) of the materials using the method. Whereas one question is a form of follow-up question designed to find out how students' responses determine whether or not the method should be used again. The questionnaire included response options such as 'strongly agree' (SA), 'agree' (A), 'disagree' (DA), and 'strongly disagree' (D). Moreover, the interviews were conducted to find more in-depth information related to the implementation of joyful learning by using flashcard games and visual worksheets. The interview guide was based on the list of questions in the questionnaire. Based on the list of questions, the interviewer asked follow-up questions to gain a deeper perspective and understand the participant's viewpoint towards a joyful learning class. The first topic concerns students' interest in a joyful learning class, as seen in Table 3.

Table 3. Students' Interest in a Joyful Learning Class

No	List of Questions	The Result of the Questionnaire				The Result of the Interview
		SA	A	D	SD	
1	Do you like learning English about animals using flashcard games and visual worksheets?	20%	65%	10%	5%	Saya suka karena menarik ada gambarnya. Saya suka karena binatangnya lucu Saya suka karena bisa bermain sambil belajar Saya suka karena tidak bikin bosan, bisa lompat-lompat Suka karena seru, jadi gak ngantuk
2	In your opinion, does using flashcards of animals and visual worksheets make learning English more fun?	20%	80%	-	-	Iya menyenangkan, seru bisa lompat-lompat. Iya seru karena harus cepet-cepetan. Seru sekali bisa cepet-cepetan dan lompat-lompat Asyik sekali karena ada gamesnya Menyenangkan. Belajarnya seru, tes nya juga ada gambarnya.
3	Do you feel happy when the teacher uses flashcard games and visual	35%	60%	5%	-	Saya senang karena tidak bosan, gak duduk terus. Saya senang karena kelasnya jadi rame ketika harus cepet-cepetan menebak Senang karena kakaknya seru…diajak

No	List of Questions	The Result of the Questionnaire				The Result of the Interview
		SA	A	D	SD	
	worksheets when teaching English?					main. Senang… emmm seru aja Senang karena bisa harus lomba cepet-cepetan
4	Do you feel more enthusiastic when the teacher uses flashcard games and visual worksheets in English lessons?	35%	55%	10%	-	Iya, lebih semangat karena menarik, ada gambarnya Iya lebih semangat karena ada permainannya Iya karena gak bikin ngantuk, lebih menarik Semangat donk karena seru ada gamesnya, Latihan soalnya juga terasa mudah karena ada gambarnya Semangat karena grup yang menang dapat hadiah
5	In your opinion, does using flashcards of animals make you more interested in learning English?	-	95%	5%	-	Iya menarik karena diajak bermain Iya menarik karena kalau lupa masih bisa nebak lihat gambarnya, Cuma harus cepat biar menang. Iya menarik sekali karena ada permainannya dan bisa lihat gambarnya Menarik, seru dan ada gambarnya jadi gak mudah lupa. Menarik sekali karena kelasnya jadi rame, gak ngantuk dan kalau lupa masih bisa ngira-ngira dari gambarnya
10	Do you want the teacher to continue using flashcard games and visual worksheets in learning English?	15%	65%	20%	-	Iya karena seru. Ada gambarnya yang berwarna, bisa lompat-lompat dan yang menang dapat hadiah Iya gak bikin ngantuk karena bisa cepet-cepetan nebak trus diajak bermain game juga. Waktu ngerjakan soal juga lebih mudah karena ada gambarnya. Iya seru, kelas jadi semangat karena harus lomba dan yang kalah disuruh nyanyi. Soalnya mudah karena masih diingatkan dengan gambarnya. Iyalah kan jadi enak belajar bahasa inggrisnya. Jadi klo lupa masih bisa ingat-ingat lewat gambarnya. Iya donk bisa cepet-cepetan nebak, bisa main game juga. Trus waktu ngerjakan soal gambarnya juga membantu.

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Based on Figure 3., it can be seen that the majority of students (85%) like learning English about animals using flashcard games and visual worksheets. The students liked it because they were interested in the pictures and could learn through playing games. All students (100%) agreed that using flashcard games and visual worksheets makes learning English more fun, as the flashcards were used by implementing a 'jump and say' game where they could jump and compete to guess the vocabulary based on the pictures. 95 % also felt happy (95%) when the teacher used flashcard games and visual worksheets in teaching English, as the games could erase their sleepiness and encourage their interest because they were completed by pictures. They were also happy when they could be the winner because they could get a prize. Moreover, the use of flashcard games and visual worksheets increased students' enthusiasm (90%) for learning English because the pictures not only attracted their attention but also helped them memorize the English words, and the games attracted students' attention to relieve boredom and sleepiness and motivated students to compete and build a positive classroom environment.

From the result of investigating students' interest in a joyful learning class, the five keywords indicating students' interest (like, fun, happy, enthusiastic, interested, want to continue) showed a higher result of agreement. Therefore, it can be concluded that the use of animal flashcard games and visual worksheets in the teaching and learning process of English vocabulary at SD Plus Sunan Ampel in Kediri, East Java, received positive responses from the students. Meanwhile, the data that showed students' understanding of the materials delivered using flashcard games and visual worksheets can be seen in Table 4.

Table 4. Questionnaire of Students' Understanding of the Materials Taught by Using Flashcard Games and Visual Worksheet

No	List of Questions	The Result of the Questionnaire				The Result of the Interview
		SA	A	D	SD	
1	Do you think flashcard games and visual worksheets help you understand English words about animals?	35%	55%	10%	-	Iya karena langsung bisa paham dengan melihat gambarnya Iya, karena apa ya…mudah ingat karena bisa tahu gambar binatangnya Iya, karena ada gambarnya Sangat membantu. Kalau tidak tahu hewannya ada gambarnya. Iya, meski kadang lupa sedikit tapi klo lihat gambar jadi ingat
2	Do you find	45%	45%	10%	-	Iya lebih mudah ingat karena

No	List of Questions	The Result of the Questionnaire				The Result of the Interview
		SA	A	D	SD	
	remembering animal names in English easier when looking at flashcards and visual worksheets?					gambarnya Iya jadi mudah karena kalau lupa bisa ingat-ingat tadi gambar ini Bahasa inggrisnya apa ya Iya bisa ingat dengan mudah karena ada gambarnya. Iya lebih mudah diingat daripada cuma tulisan saja. Iya lebih mudah diingat karena gambarnya menarik
3	When you see flashcards, do you find pronouncing and understanding English words about animals easier?	15%	75%	10%	-	Iya lebih mudah karena bersama-sama sambil lihat gambar Iya karena sambil lihat gambar sambal ngomong juga Iya karena ada gambarnya juga, ada gamenya juga Iya bisa lihat gambar sambil ingat-ingat Iya karena gambarnya ada
4	Do flashcards of animals help you associate English words with their meanings?	15%	85%	-	-	Iya lebih mudah hafal katanya Iya lebih mudah untuk hafal Bahasa inggrisnya karena kalau lupa hewan apa bisa ingat karena ada gambarnya Iya jadi lebih mudah tahu katanya Iya lihat gambar jadi mudah ingat katanya dalam Bahasa inggris Iya bisa mudah hafal Bahasa inggrisnya apa

Four keywords (understand, remember, pronounce, and understand easier, associate) identify students' understanding of the materials delivered using flashcard games and visual worksheets. Those keywords showed positive results where flashcard games and visual worksheets helped students understand the materials more efficiently. Most students (90%) agreed that using picture cards helped them understand English words about animals. The picture on the flashcard and the visual worksheet helped them understand the material more easily. Thus, it can be said that flashcards and visual worksheets facilitated the students to learn vocabulary. The exact number (90%), flashcard games, and a visual worksheet helped them remember the names of animals in English more easily.

The students' responses were similar to the previous clue, that the picture can attract them to remember the English words and remind them if they forgot the words. They said teaching vocabulary using words and images is better than only providing words to ask

them to remember English vocabulary. 90% of them also agreed that seeing pictures made them easier to pronounce, understand English words, and associate the words and the meanings because they could pronounce the words by looking at the animals' pictures directly, and the picture could remind them of the words if they forgot them.

All positive responses towards the joyful learning class using flashcard games and animal worksheets to stimulate their motivation and interest directed them also to give positive responses when the question asked them about whether joyful learning class using flashcard games and visual worksheets needed to continue or not to be used in the teaching and learning process as shown in figure 3. Although there was a slight disagreement (20%), most students (80%) wanted teachers to continue using animal picture cards in English learning, showing the added value of this method in learning. Thus, it can be concluded that a joyful learning class using flashcard games and visual worksheets not only succeeds in attracting students' interest but also helps students understand the materials more efficiently.

The Result of Documentation

Both media, which were used to teach vocabulary and test students' understanding in the joyful learning class of the second-grade students at SD Sunan Ampel, have similar concepts where they promote the sense of sight. The animal flashcard is interesting because it provides colorful animal pictures, as explained by the student in the interview result, as shown in Figure 1.

FRONT SIDE   BACK SIDE

Figure 1. An Example of a Flashcard

First, the students were asked to identify each animal on the flashcard and pronounce it together. Then, the students were divided into five groups to play 'jump and say'

flashcard games. Next, the teacher arranged the flashcards in a straight row with space in between on the floor. Then, she instructed the students to jump and say the word in the flashcard they landed next to. Each member of the group did a similar activity. Last, the teacher decided the winner and the loser group. The group that got the most correct and quickest answers was the winner. The winner got a gift, and the loser was punished by singing a song.

After, the flashcards were played. Each group was asked to do a visual worksheet for 5-10 minutes. The visual worksheet provides some activities and is completed with pictures, as seen in Figure 2.
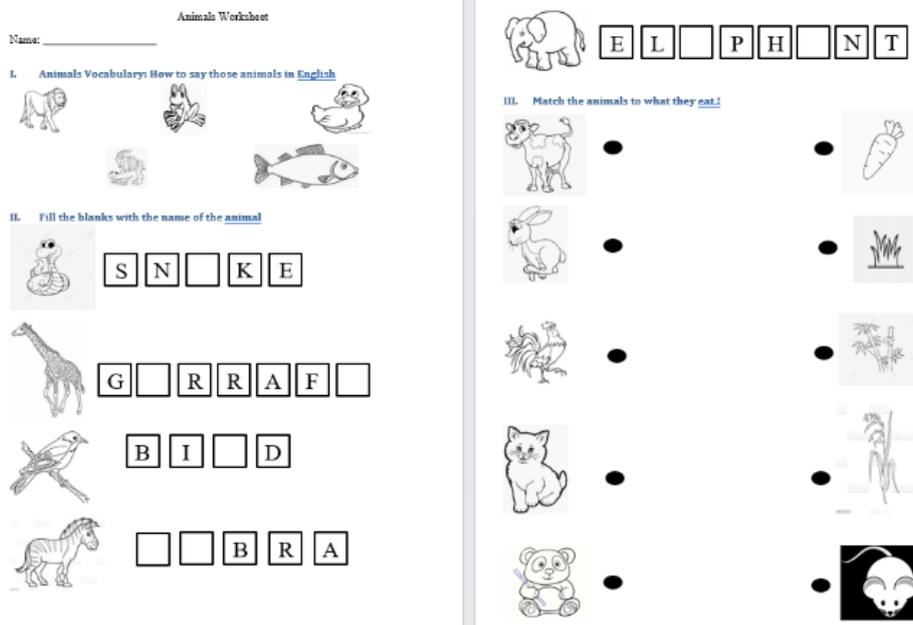

Figure 2. The Visual Worksheet

The activities in a visual worksheet are divided into three sections. First, the students were asked to guess the English words of the animals. Second, the students were challenged to complete the words by filling in the blank letter (s). Last, the students had to match the animals to what they eat by drawing a line. The worksheet was delivered at the end of the teaching-learning process to determine students' understanding of the material.

Discussion

Students' Responses to the Joyful Learning by Implementing Flashcard Games and Visual Worksheet

Vocabulary is important to teach young learners as the first and foremost component of acquiring a language. Fachraini states that the best time to learn a language is in early childhood (Fachraini, 2017). As a result, this study examined students' responses

to a joyful learning class in an elementary school (SD Plus Sunan Ampel) with students in grade two and ages 7-8. Furthermore, teaching vocabulary to young learners is a bit different from adults, where it should consider four characteristics of young learners (Scott & Ytreberg, 1993:2-4), as referenced in Hartina (Hartina, 2019).

The first characteristic is active through physical and practical activities. This study explored students' responses to joyful learning, which asked them to have operational physical and practical exercises, as shown in Table 3. It can be seen from students' responses that they said that they could play games when learning vocabulary through flashcards because they could compete to guess the vocabulary, jump around, and do visual worksheets. Similar to the idea of flashcard games, visual worksheets also provided practical activities for students where they could directly check their understanding after having the teaching and learning process by doing visual worksheets. T

he flashcards and visual worksheets are also easy to understand as they actively engage students' sense of sight by providing concrete objects through images, as shown in Figure 2. It is supported by Ramadhani et al., who said that a visual worksheet can attract students' interest and improve children's vocabulary mastery as it provides pictures (Ramadhani et al., 2023). The data can be used to identify one more characteristic of teaching learners: the classroom environment must be enjoyable. The observation results in Table 1 no. 4, 5, 6, 7, 8, and Table 2 no. 4 and 5 demonstrate that this research provides a fun learning environment in the classroom.

Additionally, this can be seen from the questionnaire and interview results related to student interest (SI), shown in Table 3. Sukmawati also said about children's characteristics that (1) they enjoy playing and learning things while playing; thus, this study focuses on investigating English joyful learning class at SD Plus Sunan Ampel (2) they only discuss the "here" and "now" and aren't yet able to discuss conditional context. This study uses vocabulary about animals for teaching and learning; (3) they enjoy learning meaning by connecting it to what they observe (Sukmawati, 2018). The flashcard comes with words and colorful pictures, as seen in Figure 1. The visual worksheets offer pictures and practical activities, as shown in Figure 2. They have short attention spans or easily get bored with monotonous or continuous activities to undertake.

Hence, this study also investigated various activities to encourage students' interest and minimize their boredom, which was done during and after the teaching and learning process, including several activities to guess and pronounce the word in flashcards together, to play flashcard games, and to do visual worksheets. Finally, flashcards and

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visual worksheets can also provide a fun atmosphere in the learning process. The students then stayed at their desks and did some movements after dividing into groups to erase their boredom and attract the students' interest. Consequently, the follow-up question to gain a deeper perspective and understanding of the participant's attitude towards a joyful learning class shows positive results. Although there was a slight disagreement (20%), most students (80%) needed teachers to continue teaching with fun using animal picture cards in the English teaching-learning process.

CONCLUSION

Students responded positively to the joyful learning class at SD Sunan Ampel Kediri through flashcard games and visual worksheets. The positive responses were found in the questionnaire and could also be identified based on the interview results. Students' positive responses were also in line with the result of observation, which showed that students can provide an enjoyable learning atmosphere. Thus, it can be concluded that when teachers provide an enjoyable classroom learning atmosphere, the students will respond positively, as happened at SD Plus Sunan Ampel. This study is expected to benefit students who can adapt flashcards to help them learn vocabulary, teachers who can get many ideas to implement various flashcard games and design engaging worksheets for their students, and future researchers who want to conduct research related to joyful English learning classes.

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