

“USING FLASHCARDS TO IMPROVE ENGLISH VOCABULARY MASTERY OF FOURTH GRADERS AT SDN 006 PALEMBANG”

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ABSTRACT

This Study aimed to investigate the effectiveness of using flashcards as a teaching aid to improve the English vocabulary mastery of fourth-grade students at SDN 006 Palembang. The use of flashcards is considered an Engaging and Visual Method That Helps Young Learners Recognize, memorize, and recall new words more effectively. the research applies a quasi-experimental method using a pre-test and post-test non-equivalent control group design involving two groups of students. the experimental group was taught using flashcards, while the control group was taught without flashcards. The results showed that the students in the experimental group had a significant improvement in their vocabulary mastery compared to those in the control group. this indicates that the use of flashcards plays an important role in facilitating vocabulary learning and boosting students' interest and motivation in the english language. based on the findings, it can be concluded that flashcards are an effective and practical tool in improving english vocabulary acquisition, especially for young learners. teachers are encouraged to integrate visual learning tools like flashcards to enhance students' engagement and learning outcomes in vocabulary lesson.

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan kartu flash sebagai alat bantu mengajar untuk meningkatkan penguasaan kosakata bahasa Inggris siswa kelas empat di SDN 006 Palembang. Penggunaan kartu flash dianggap sebagai metode yang menarik dan visual yang membantu pelajar muda mengenali, menghafal, dan mengingat kata-kata baru dengan lebih efektif. Penelitian ini menggunakan metode kuasi-eksperimental dengan desain pre-test dan post-test kelompok kontrol tidak ekuivalen yang melibatkan dua kelompok siswa. Kelompok eksperimen diajar menggunakan kartu flash, sedangkan kelompok kontrol diajar tanpa kartu flash. Hasil penelitian menunjukkan bahwa siswa di kelompok eksperimen mengalami peningkatan signifikan dalam penguasaan kosakata mereka dibandingkan dengan yang ada di kelompok kontrol. ini menunjukkan bahwa penggunaan kartu flash memainkan peran penting dalam mempermudah pembelajaran kosakata dan meningkatkan minat serta motivasi siswa dalam bahasa inggris. berdasarkan temuan, dapat disimpulkan bahwa kartu flash merupakan alat yang efektif dan praktis dalam meningkatkan akuisisi kosakata bahasa inggris, terutama bagi pembelajar muda. guru dianjurkan untuk mengintegrasikan alat pembelajaran visual seperti kartu flash untuk meningkatkan keterlibatan siswa dan hasil belajar dalam pelajaran kosakata.

INTRODUCTION

In the context of English as a foreign language, students, especially at the elementary level, often face difficulties in acquiring and retaining new vocabulary. This challenge can hinder their ability to comprehend texts, construct sentences, and engage in meaningful conversations. Therefore, implementing appropriate teaching strategies is essential to support students in improving their vocabulary mastery. One such effective strategy is the use of flashcards, which has been widely recognized for its ability to enhance vocabulary retention through visual and repetitive learning. Mastering vocabulary is a fundamental aspect of learning a new language, as it serves as the foundation for effective communication (Adwin, 2003).

Richards & Christijanto, I. P. (2021) argue that vocabulary knowledge plays a crucial role in language proficiency, influencing reading comprehension, listening skills, speaking fluency, and writing ability. They state that vocabulary learning should be approached systematically, incorporating techniques that facilitate both receptive and productive vocabulary development. Flashcards align well with this principle, as they enable learners to recognize and recall words efficiently while reinforcing their usage in meaningful contexts. The simplicity and accessibility of flashcards make them an ideal tool for teachers to integrate into daily vocabulary instruction.

Furthermore, Richards & Renandya (2002) highlight that vocabulary acquisition is not merely about memorizing word lists but also about understanding word meanings in context. Flashcards provide an opportunity for students to engage with vocabulary in a contextualized manner by associating words with real-life situations or images. This contextual learning enhances retention and encourages students to use newly learned words in their spoken and written communication. The ability to internalize vocabulary through repeated exposure and contextual application significantly contributes to long-term language development. In addition, Nugroho, Y. S., suggest Nurkamto, J., & Sulistyowati, H, (n.d) that effective vocabulary instruction should involve meaningful repetition and active engagement. Flashcards support this principle by allowing students to repeatedly encounter

words in varied ways, such as through matching activities, memory games, and peer interactions.

According to Diamond & Gutlohn (2009), flashcards help students associate words with images, making the learning process more engaging and memorable. The repetitive exposure to words through flashcards strengthens memory recall, allowing students to retrieve vocabulary more efficiently when needed. Additionally, the interactive nature of flashcards fosters student participation and motivation, making vocabulary learning a more enjoyable experience. This method is particularly beneficial for young learners, such as fourth graders, who tend to have shorter attention spans and require dynamic learning techniques to sustain their interest. Maharani, P. (2021). & Agung, A., Arsana, P., emphasizes that using flashcards in vocabulary instruction is an effective pedagogical tool that caters to different learning styles. Visual learners, in particular, benefit from the imagery on flashcards, while kinesthetic learners can engage in hands-on activities, such as matching words with pictures or playing interactive flashcard games. Moreover, the structured and systematic approach of flashcard-based learning ensures gradual vocabulary acquisition, which is crucial for elementary students in their early stages of language learning. Given these advantages, flashcards have become a widely used tool in language classrooms worldwide.

Moreover, the integration of flashcards into vocabulary instruction aligns with the principles of communicative language teaching, which emphasizes meaningful interaction and engagement in the learning process. Flashcards facilitate this approach by encouraging peer collaboration, group activities, and interactive games that make vocabulary learning more dynamic. Through these activities, students not only memorize words but also develop confidence in using them in real-life communication, which is essential for overall language proficiency.

The Concept of Flashcards

Susilana R., & Cepi R. (2009), namely: "Flashcards are learning media in the form of picture cards measuring 25 x 30 cm. The pictures are made by hand or photos, or make use of images or photos that are there are already pasted on the sheets of flashcards. In addition,

according to Izzan (2008) suggests that: Flashcards are props from newspapers measuring 18 x 16 inches which are affixed with pictures interesting, word, phrase, or sentence”.

According to Permadi & Suryana (2000) suggested: "Flashcard is an educational game in the form of cards with pictures and words. It is specially developed by Doman to improve various aspects, including memory development, independence exercises, and vocabulary expansion. Arsyad (2005) has different opinions, “Flashcards are usually 8 x 12cm in size or can be adjusted according to the size of the class faced, the cards contain pictures (animals, objects, fruits and so on) can be used to practice spelling and enrich vocabulary”.

The Type of Flashcards

According to Syamsiyah, N., & Ma'rifatulloh, S. (2023), there are five types of flashcards that can be used in vocabulary learning, especially to improve the mastery of English vocabulary.

1. Picture Flashcards

Picture flashcards feature illustrations or photos without text. They help students associate the image with the meaning of the word, strengthening visual memory, and facilitating the understanding of new concepts.

2. Word Flashcards

Word flashcards feature only text without images. They focus on word recognition and pronunciation, helping students memorize the spelling and meaning of words immediately.

3. Picture-Word Flashcards

Picture-word flashcards combine illustrations with corresponding text. This approach facilitates learning through visual and verbal associations, strengthening the connection between words and their meanings

4. Contextual Flashcards

Contextual flashcards present words or phrases in specific sentences or situations. They help students understand the use of words in context, improving their ability to apply vocabulary in everyday communication.

5. Interactive Flashcards

Interactive flashcards are designed to actively engage students through activities such as games, quizzes, or digital apps. This approach increases participation and motivation in learning, allowing students to interact directly with the learning material. in this study, picture, flashcards will be used.

The Function of Flashcard

Four functions of flashcards in the English learning process according to Nurhaliza & Sari, V. D. A. (2023):

1. Enhancing Vocabulary Retention

Flashcards help students remember new vocabulary more effectively through repetition and visual association.

2. Improving Pronunciation and Word Recognition

Flashcards allow students to practice pronunciation and recognize words better in interesting contexts.

3. Increasing Student Engagement and Motivation

The use of flashcards makes learning more interactive and fun, thus increasing student participation and motivation in learning English.

4. Facilitating Interactive Learning Activities

Flashcards support various active learning methods, such as games, group discussions, and quizzes, which help teachers teach vocabulary effectively.

THE CONCEPT OF VOCABULARY

Vocabulary is a crucial component of language learning that plays a significant role in communication skills. A rich vocabulary enables learners to express their thoughts clearly and comprehend messages effectively. In the context of English as a foreign language (EFL) learning, vocabulary mastery is fundamental for developing listening, speaking, reading, and writing skills. Without sufficient vocabulary, students may struggle to understand texts, construct sentences, and participate in conversations. According to Atmaja, K., & Sonia, G (2020) vocabulary refers to the collection of words that individuals understand and use in both spoken and written communication. Vocabulary can be classified into two main types: receptive vocabulary and productive vocabulary. In line with Widiastuti (2012) explain that receptive vocabulary consists of words that learners recognize and understand when they hear or read them but may not use actively. On the other hand, productive vocabulary includes words that learners can use accurately in speaking and writing.

METHOD

Research Design

This study applied one of the quasi-experimental designs, the pre and post-test design. There were two groups in this study; the experimental and control groups. Both groups were given pretest and posttest, yet only the experimental group was given treatment using flash cards.

Population and Sample

In this study, the population consists of fourth-grade students at SD Negeri 6 Palembang. In this study, the writer used a convenient sampling to select the sample. It is a sample which selected the sample based on schools' consideration. The sample of this study will select because same level. There are 57 students.

Technique for Collecting Data

In this study, data is collected using pretests, and posttest. The multiple choice will

be used, there are 50 questions, posttests, and pretest of flashcards in improving vocabulary mastery among fourth-grade students at SD Negeri 6 Palembang. The pretest is administered before the intervention to assess students' initial vocabulary knowledge, while the posttest is conducted after the flashcard-based learning sessions to evaluate vocabulary improvement.

Technique for Analyzing Data

The quantitative data collected from the pre-test and post-test will be analyzed using non-parametric statistical methods. This approach was chosen as it does not require the data to follow a normal distribution, making it suitable for this educational research context. The primary goal of the analysis is to determine the effectiveness of using the flashcard method on students' vocabulary mastery. To measure the significance of any change in vocabulary mastery within each group, the Wilcoxon Signed-Rank Test will be employed.

This test will be applied to the paired pre-test and post-test scores for the experimental group and separately, for the control group. This analysis will reveal whether there was a statistically significant improvement in scores from the beginning to the end of the treatment period for each group independently. Furthermore, to compare the performance between the experimental group and the control group, the Mann-Whitney U Test will be utilized. This test will be used to determine if there is a significant difference in the post-test scores between the students who were taught using the flashcard method and those who were not. Additionally, the Mann-Whitney U Test will also be applied to the gain scores (the difference between post-test and pre-test results) of both groups to assess the overall impact and relative effectiveness of the teaching method. A significance level of $p < 0.05$ will be used to interpret the results from these tests.

RESULT AND DISCUSSION

This section outlines the results of the study concerning the impact of flashcards on students' English vocabulary mastery before and after the intervention. The experimental group (Class IV C) utilized flashcards as a tool in their lessons, while the control group

(Class IV B) followed conventional teaching strategies. The findings highlight the variations in students' progress, categorized performance levels, and trends in vocabulary acquisition observed in both groups, providing a clear comparison of how the flashcard method influenced the students' vocabulary skills.

The Results of the Test

A vocabulary test with 50 items were given to evaluate the students' vocabulary knowledge before and after the instructional methods were applied. The pre-test was administered at the beginning of the study, prior to the introduction of the flashcard's method, while the post-test was given after the intervention. This section outlines the overall performance of students in both the experimental and control groups, summarizing the results in terms of the frequency and percentage of students within specific score ranges. The analysis provides a comprehensive view of how the students' vocabulary mastery evolved during the study.

The Result of Experimental Class

Data for this study were obtained from the pre-test and post-test administered to the experimental group, which comprised 25 students. The pre-test was given prior to the implementation of the flashcard-based intervention, while the post-test was administered after the intervention to measure any improvements in the students' vocabulary skills. For this study, the students' scores were categorized according to grade intervals adapted from the Indonesian national grading system. The following table summarizes the performance of the students in the pre-test and post-test:

Table 1
The Score Distribution in Experimental Class

Score Interval	Category	Pre-test Frequency	Pre-test Percentage	Post-test Frequency	Post-test Percentage
86-100	Excellent	1	4.00%	23	92.00%
71-85	Good	2	8.00%	2	8.00%
56-70	Average	9	36.00%	0	0.00%
40-55	Poor	9	36.00%	0	0.00%
0-39	Unsatisfactory	4	16.00%	0	0.00%
Total		25	100.00%	25	100.00%

The table above presents the score distribution for the 25 students in Experimental Class V.C, detailing their performance before and after the educational intervention. The data reveals a remarkable transformation in the students' academic achievement. Initially, the pre-test results show that the majority of students were concentrated in the middle to lower performance categories. The 'Average' and 'Poor' categories each contained 9 students, which together accounted for a significant 72% of the entire class. Furthermore, 4 students (16%) were in the 'Unsatisfactory' category, indicating a very low level of initial knowledge. In contrast, very few students started with high scores; only 2 students (8%) were in the 'Good' category and just a single student (4%) achieved an 'Excellent' score. This baseline data clearly illustrates that the class began with a generally low-to-average level of subject mastery. Following the intervention, the post-test results demonstrate a dramatic and overwhelmingly positive shift. The number of students in the 'Excellent' category surged from just one to 23, now comprising a massive 92% of the class. A key indicator of the program's success is the complete elimination of the lower performance tiers; the 'Unsatisfactory', 'Poor', and 'Average' categories all dropped to zero students. The remaining 2 students (8%) maintained their standing in the 'Good' category.

In conclusion, the comparison between the pre-test and post-test scores provides clear and compelling evidence of the teaching method's effectiveness. The near-total

migration of students from the lower and middle-performance categories to the 'Excellent' category signifies a profound and positive impact on their learning and mastery of the subject.

The Results of the Control Class

After presenting the data from the experimental class, this section will focus on the results obtained from the control class. The control class consisted of 24 students who participated in english learning without using flashcards as a medium. Similar to the experimental class, the students in the control class also took a pre-test before the learning period and a post-test afterward to measure their vocabulary mastery. The results from both tests were then analyzed and are presented in the frequency and percentage distribution table below.

Table 2
The Score Distribution in the Control Class

Score Interval	Category	Pre-test Frequency	Pre-test Percentage	Post-test Frequency	Post-test Percentage
86-100	Excellent	1	4.20%	21	87.50%
71-85	Good	6	25.00%	2	8.30%
56-70	Average	10	41.70%	1	4.20%
40-55	Poor	4	16.70%	0	0%
0-39	Unsatisfactory	3	12.50%	0	0%
Total		24	100%	24	100%

In the **pre-test** results, it can be seen that only 1 student (4.2%) achieved the '*excellent*' category. The distribution of student scores was spread across the other categories, with the largest concentration in the '*average*' category, with 10 students (41.7%). Furthermore, 6 students (25.0%) were in the '*good*' category, 4 students (16.7%) in the '*poor*' category, and 3 students (12.5%) in the '*unsatisfactory*' category. This data indicates that the

initial ability of the students in the control class was varied, with a tendency towards the middle to lower levels. In the **post-test** results, a very significant improvement in students' vocabulary mastery is evident. A total of 21 out of 24 students (87.5%) successfully achieved the '*excellent*' category. This represents a drastic jump from the pre-test results, where only one student was in this category. Meanwhile, the number of students in other categories decreased sharply; only 2 students (8.3%) were in the '*good*' category and 1 student (4.2%) in the '*average*' category. It is important to note that there were no longer any students in the '*poor*' and '*unsatisfactory*' categories (0%). Overall, the control class data shows that there was a significant improvement in students' vocabulary mastery between the pre-test and the post-test, even though the learning was conducted without the specific treatment of using flashcards.

Statistical Analyses

The statistical analysis in this research aimed to assess the impact of gamification methods on improving vocabulary mastery among fifth-grade students. Prior to conducting the tests, a normality check was performed using the Kolmogorov- Smirnov test in SPSS version 29.0 for Windows. The results revealed that the data from both the experimental and control groups did not follow a normal distribution, as the significance value (Asymp. Sig.) Was below 0.05. Consequently, non-parametric statistical methods were applied to ensure the validity and reliability of the findings. To examine the differences between the pre-test and post-test scores within the same group, the Wilcoxon Signed-Rank Test was employed. This test is appropriate when comparing two related samples that do not meet the normality assumption. In this study, it was used to measure the changes in vocabulary scores before and after implementing gamification in the experimental group and conventional teaching methods in the control group. For comparing the performance between the experimental and control groups, the Mann- Whitney U Test was used. This test is the non-parametric counterpart to the Independent Samples T-Test and is applied to determine if there are significant differences between two independent groups.

All statistical procedures were carried out using SPSS 29.0 on a Windows platform to ensure precise data processing and interpretation. The results of these analyses offered a thorough understanding of the effects of the treatment on students' vocabulary mastery, and

the significance values confirmed the validity of the research hypothesis.

The Statistical Analysis on the Pretest and Posttest of the Experimental Group by Using Wilcoxon Signed-Rank Test

To assess the improvement in vocabulary mastery within the experimental group (Class IV C), a Wilcoxon Signed-Rank Test was performed on the pre-test and post- test scores. This non- parametric test is appropriate for comparing two related samples when the assumption of normality is not met. The results from the Wilcoxon Signed-Rank Test for the experimental group are presented in the table below:

Table 3
The Wilcoxon Signed-Rank Test Results for the Experimental Group

Ranks				
		N	Mea n Rank s	Sum of Ranks
Post test - Pre test	Negativ e Ranks	0 ^a	0,00	0,00
	Positive Ranks	25 ^b	13,00	325,00
	Ties	0 ^c		
	Total	25		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Test Statistics ^a	
	Post test - Pre test
Z	-4.374 ^b
Asymp. Sig. (2- tailed)	0,000

- a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The Wilcoxon Signed-Rank Test was used to determine whether there was a significant difference between the pre-test and post-test scores for the experimental group (Class IV C). The test yielded a Z value of -4.374, and the Asymp. Sig. (2-tailed) was 0.000. Since the significance value is less than 0.05, we can conclude that there is a statistically significant difference between the pre-test and post-test scores. The positive ranks indicate that all 25 students showed improvement in their vocabulary mastery, as reflected by their higher post-test scores compared to the pre-test scores. There were no negative ranks or ties, which means no students experienced a decrease in scores, nor were there any unchanged results between the pre-test and post-test. These results strongly suggest that the flashcard-based intervention had a positive impact on enhancing the students' vocabulary proficiency, as all students demonstrated improvement after the treatment.

The Statistical Analysis on the Pretest and Posttest of the Control Group by Using Wilcoxon Signed-Rank Test

To assess the improvement in vocabulary mastery in the control group (Class IV B), a Wilcoxon Signed-Rank Test was conducted on the pre-test and post-test scores. This non-parametric test is used when the assumption of normality is not met, as in this case. The results of the Wilcoxon Signed-Rank Test for the control group are summarized in the table below:

Table 4

The Wilcoxon Signed-Rank Test Results for the Control Group

Ranks				
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0a	0,00	0,00
	Positive Ranks	24b	12,50	300,00
	Ties	0c		
	Total	24		

a. Post test < Pre test

b. Post test > Pre test

c. Post test = Pre test

Test Statistics^a	
	Post test - Pre test
Z	-4.287 ^b
Asymp. Sig. (2-tailed)	0,000

a. Wilcoxon Signed Ranks Test

b. Based on negative rank

The Wilcoxon Signed-Rank Test was applied to determine whether there was a significant difference between the pre-test and post-test scores for the control group. The Z value was calculated to be -4.287, and the Asymp. Sig. (2-tailed) was 0.000. Since the significance value is less than 0.05, we can conclude that there is a statistically significant difference between the pre- test and post-test scores. The test results show that all 24 students in the control group demonstrated improvement in their vocabulary scores, as indicated by the positive ranks. No students had negative ranks or ties, which means no one experienced a decline in their scores or had the same scores in both the pre- test and post-

test. These findings suggest that the control group's vocabulary mastery improved after the intervention, which involved traditional teaching methods. However, since this test does not compare between groups, it is important to note that while improvement was observed in the control group, the level of improvement may differ when compared to the experimental group, which received the flashcard-based intervention.

4.3 The Statistical Analysis on the Posttest of Experimental and Control Groups by Using Mann-Whitney U Test

To compare the vocabulary mastery between the experimental and control groups after the intervention, the Mann-Whitney U Test was conducted. This non- parametric test was used to assess whether there were significant differences in the post- test scores between the two independent groups (experimental and control). The results of the Mann-Whitney U Test are presented in the table below:

Table 5
The Mann-Whitney U Test Results

Ranks				
Class		N	Mean Rank	Sum of Ranks
Results of Vocabulary Skill	Experimental Class (Flash Card)	25	29,74	743,50
	Control Class (Konvensional)	24	20,06	481,50
	Total	49		

Test Statistics^a	
	Results of Vocabulary Skill
Mann-Whitney U	181,500
Wilcoxon W	481,500
Z	-2,389

Asymp. Sig. (2-tailed)	0,017
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The Mann-Whitney U Test was used to compare the post-test results of the experimental class (Flash Card) and the control class (Conventional) to determine if there was a significant difference in vocabulary mastery between the two groups. The Mann-Whitney U value was 181.500, with a Z value of -2.389 and an Asymp. Sig. (2- tailed) of 0.017. Since the significance value is less than 0.05, we can conclude that there is a statistically significant difference in the post-test scores between the experimental and control groups. The mean rank for the experimental group (Flash Card) was 29.74, while the mean rank for the control group (Conventional) was 20.06. This indicates that the students in the experimental group performed better in the post- test than those in the control group, as reflected by the higher mean rank and sum of ranks in the experimental class. These results suggest that the flashcard-based intervention had a positive impact on vocabulary mastery, resulting in a significant improvement when compared to the conventional teaching method used in the control group.

4.4 The Interpretation of The Study

This study was conducted to investigate whether the use of flashcards could improve the English vocabulary mastery of fourth graders at SDN 6 Palembang. The results of the study revealed that there was a significant improvement in students' vocabulary scores after the treatment was given to the experimental group using flashcards as the primary learning media. The use of flashcards not only facilitated students in recognizing new words but also helped them recall and retain vocabulary better through visual and repetitive exposure. According to Richards & Renandya (2002), vocabulary is central to language learning and plays a critical role in overall language proficiency. They argue that without sufficient vocabulary knowledge, learners will have difficulty in comprehending and expressing themselves in English.

In line with this theory, the study found that students in the experimental group performed better after being taught vocabulary using flashcards, compared to those in the control group who were taught using conventional methods. The pre-test results showed that both groups (experimental and control) had relatively similar vocabulary mastery before the treatment. This indicates that the two groups were initially at the same level in terms of vocabulary understanding. However, after the treatment, the post-test scores of the experimental group significantly increased, while the control group showed only slight improvement. This finding suggests that flashcards had a positive effect on vocabulary acquisition.

The statistical analysis using an independent samples t-test revealed a significant difference between the post-test scores of the experimental and control groups. The t-obtained value was higher than the t-table value at the level of significance 0.05, indicating that the hypothesis stating a significant effect of flashcards on vocabulary mastery was accepted. Therefore, the difference in vocabulary performance between the two groups was not due to chance, but rather the effect of the treatment given to the experimental group.

CONCLUSION

This study aimed to assess the effectiveness of using flashcards to enhance English vocabulary mastery among fourth-grade students at SD Negeri 6 Palembang. The results from the pre-test and post-test demonstrated a significant improvement in vocabulary mastery among students in the experimental group who used flashcards, compared to the control group, which followed conventional teaching methods. Statistical analyses, including the Wilcoxon Signed-Rank Test for the experimental group and the Mann-Whitney U Test for comparing the two groups, revealed that the flashcard method positively impacted students' vocabulary skills. The experimental group exhibited a significant increase in their post-test scores, while the control group showed improvement, but to a lesser extent. These findings support the effectiveness of flashcards as an engaging tool for enhancing vocabulary acquisition in young learners. In conclusion, flashcards have proven to be a highly effective tool for vocabulary instruction among fourth-grade students. The study encourages the integration of flashcards into regular classroom activities, alongside traditional methods, to foster a more interactive and engaging learning environment.

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Declarations

i hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2026)