



## Flashcards as Media to Students' Achieve Vocabulary: Process and Role of Flashcard in Vocabulary Class

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### ABSTRACT

This study investigates the impact of using flashcards on the learning process, focusing on vocabulary acquisition in a Senior High School in Karawang. The qualitative descriptive method, employing random sampling, was utilized for data collection through observation and interviews. The Interactive Model was employed for data analysis. The findings reveal that the integration of flashcards enhances classroom productivity, boosts student motivation, improves response rates, increases student participation, promotes active and enthusiastic engagement in the learning process, enhances pronunciation, fluency, and comprehension skills among students.

## INTRODUCTION

Mastering vocabulary is not just a supplementary aspect of language learning; it stands as the linc, particularly in the realm of spoken language. According to Hamer & Rohimajaya (2018), the significance of vocabulary in English learning cannot be overstated, requiring deliberate attention in the educational process. Agung et al. (2021) echo this sentiment, emphasizing that vocabulary is the very essence of verbal expression. This research delves into the pivotal role of vocabulary in oral communication, recognizing it as the cornerstone for effective speaking skills in learning English. Proficiency in English vocabulary is not just a feather in the cap; it is the catalyst for mastering the art of communication, both oral and written (Razaq, 2022). This study contends that the acquisition of English vocabulary is a

strategic asset, empowering students to navigate the intricacies of speaking in this foreign language with finesse and efficacy. The mastery of vocabulary, as argued in these scholarly works, emerges as the bedrock for unleashing the full potential of students in learning English, especially in honing their speaking abilities.

At this stage, the challenges of vocabulary mastery for junior high school at their level are quite different from those faced by students at other school levels, because at their level, transition from level beginner (in elementary school) to intermediate stage of the level English (Cabezas-L et al., 2019; Mirioglu, 2020). Researchers identify the problems that occur during the teaching and learning process. Students' problem with vocabulary make feeling bored due to the teacher's use of media. Teachers need to modify some learning media so that the process of learning English is more effective. However, educators continue to translate media to expand students' vocabulary. This can be seen from the textbooks they have read (Matruty & Que, 2021).

The use of media by the teacher is one of the techniques to make the class interesting for students. Various objects, pictures, and other materials can be used as teaching tools to present and modify the language and involve students in activities (Nurmala & Suryaman, 2022). One of these is an educational game with flashcard media which is considered capable of generating a sense of motivation to learn vocabulary. The strategy of using flashcards is anticipated to improve students' ability to learn English vocabulary. According to Hadi & Romadhon (2021), flashcard media is material in the form of cards with certain pictures or instructions to help students learn a subject matter more quickly. By using flashcards, students can learn English vocabulary while having fun and being more involved in the learning process. Due to students' motivation to learn, English teachers can teach vocabulary more effectively by using flashcards as a learning tool. Students then easily learn, understand, and retain knowledge using flashcards, enabling the possibility of enrichment and vocabulary expansion (Huda & Kurniawan, 2021). Therefore, to

increase student's motivation to learn English, researchers use learning media in the form of flashcards.

Based on research conducted by Amiruddin & Razaq (2022), students' vocabulary achievement in increasing word classes (nouns, verbs, adjectives, and adverbs), word meanings, and language use increased as a result of using flashcards. Thus, flashcards can improve students' vocabulary skills because they attract their attention, interest them, and motivate them to focus on learning English. Considering the benefits of the flash card itself, including a) being able to read, b) developing right brain memory, c) training toddlers' concentration abilities, d) increasing the vocabulary of toddlers, and e) students will be able to get two benefits at once, understanding English and get to know the types of animals, fruits, vegetables, etc. (Saviera & Suryaman, 2022).

Another researcher who discusses flashcards is Novtiani (2022). Her research investigates how students react when using flash cards to learn new words in class. Moreover, his research made students want to continue using these Flashcards for learning because they believed that their education lacked possibilities and quite varied flashcards. Based on previous research, there is a novelty in this study. Namely, this research not only finds out how students respond using flashcards in class English. However, this study also examines of flashcards in classroom learning vocabulary. So, from the conclusions above, This study aims to determine in learning using flashcards in English class and to find out intensely the role of flashcards in learning vocabulary in English class.

## **RESEARCH METHOD**

This researcher employed a qualitative method based on Creswell's (2014) framework. Qualitative research, known for providing in-depth and contextual explanations of the studied object, was chosen to delve into the intricacies of the subject under investigation. As per Creswell (2014), the qualitative method serves as a means to explore the meaning attributed by individuals or groups to a particular problem.

In alignment with the research aim of comprehensively understanding human or social phenomena, the selected research method was deemed appropriate. In this specific study, the descriptive-narrative research method, as outlined by Creswell (2014), was applied. The research was conducted in a junior high school in Karawang.

Data collection involved participant observation and structured interviews. The results were interpreted using the researcher's language without altering the intentions expressed by the student informants. The Interactive Concept Model by Miles et al. (2014) was employed for data analysis in this research.

## **FINDING AND DISCUSSION**

### ***Findings***

The study identified two primary motivations for incorporating flashcards in the classroom setting: firstly, to enhance overall classroom conditions, and secondly, to facilitate significant advancements in students' vocabulary learning achievements.

### ***Discussion***

#### ***The flash cards make for good classroom conditions***

In every teaching and learning activity, learning process is very important part. Learning is a combination of elements of human, material, facilities, equipment and procedures that affect each other in order to achieve learning objectives (Sofian & Rakhma, 2021). In terms of material includes books or stationery needed, while the supporting facilities of equipment that classroom, laboratories, libraries, tools, etc. Then the learning procedures such as syllabus, Lesson plans, teaching schedules, and so on are also things that must be considered in learning. In this research, researcher use flashcards as media in learning vocabulary, the researcher observes one of seventh grades A.

Students of seventh grade A of MTS Al-Hasan are students that could be said average in learning development. At the first meeting, most of the students are low

ability make English teacher more motivates to improve students' ability. In fact, students are at the lower average level. Lack of student motivation is believed to be one of the main problems of learning English. In fact, student motivation can come from outside, such as the condition of the classroom environment that is less supportive in that direction, the lack of teaching resources, materials and tools (Farizi & Herwiana, 2022). As a result, they tend to be passive, not participatory, not active, not conducive, bored, not fun. So, the environment in the classroom does not support the teaching and learning process, so they think learning English is very difficult, causing a feeling of lazy learning. This is proven by the results of observations when the research took place, especially when they paid less attention to the lessons when the teaching and learning process took place. In notes observation this research, they tend to chat with their desk mates and do other activities such as doodling, studying subjects, and some even sleeping.

Good teaching materials and facilities are important in the classroom, for example, using flashcards. Learning vocabulary by using flashcards using relevant books based on the lesson plan. In classroom implementation, the teacher provided the material well, guided students to pronounce the vocabulary, especially verbs repeatedly, and then the teacher and students discussed the material. Finally, students practiced the material and task well; it makes sentences as well. The teacher is one of the main components as well as a regulator of the course of the learning process is carried out (Rajagopalan, 2019). 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 use of flashcards media in learning vocabulary makes the class more productive. Class conditions can determine the success of learning objectives directly. If the class is conditioned in a way that is not conducive to making it uncomfortable, it is difficult to achieve learning targets. This flashcard media is a learning media that can help increase student motivation (Hamer & Rohimajaya, 2018), increase student response rates (Razaq, 2022), increase student participation

(Amiruddin & Razaq, 2022), make students active and participatory (Feng , 2018), and enthusiasm in the learning process (Hamer & Rohimajaya, 2018). Flashcard media is a media that helps in remembering and reviewing study material such as definitions or terms, symbols, the spelling of foreign languages, formulas, etc. (Oanh & Thanh Dung, 2022; Rashid et al., 2022) , so that this activity steals the attention of students in the learning process takes place. Flashcard media is more concrete and can overcome the limitations of space and time, so students are more motivated and will find it easier to concentrate.

*The flash cards help students get achievements in learning vocabulary*

Vocabulary is a unit that can later form a sentence (Agung et al., 2021). For this reason, students are forced to master English vocabulary, considering that vocabulary is important to master. However, the researcher found that the problem of the students based on the research was that the level of students' vocabulary knowledge was still quite low. The low student vocabulary factor is because English words are difficult for students to recognize, students have difficulty remembering words, and students have difficulty pronouncing words accurately. According to Wahyuni & Najmee Amroo (2019), student difficulties are caused because the language they are learning is not their mother tongue, and it is something that is not usually done. They also have difficulty understanding the material being taught, are less confident and more withdrawn during the learning process. Another difficulty that students have is the lack of English vocabulary and the lack of passivity in speaking English.

Students need to use media in learning as a supporting tool. Based on these reasons, researchers provide problem solving with media, namely flashcards. The use of Flash Cards in vocabulary learning activities helps achieve the language target to describe the pictures of each card, namely in terms of pronunciation, fluency and comprehension. According to Mathura & Zulu (2021) using flashcard media the improvement includes the five aspects of speaking, namely pronunciation, vocabulary, grammar, fluency, and sentence organization of sentences will be

achieved well. However, the current researcher only focuses on achieving students' pronunciation, fluency and students' understanding of English vocabulary.

Based on the result of the interview and observation after participating in learning vocabulary. In vocabulary pronunciation, flashcards help students get to know more about how to pronounce every word in English, especially verbs. With flashcards, the teacher gives the opportunity to repeat each word after the teacher has finished saying it. When the student's pronunciation is wrong, the teacher will always repeat the correct pronunciation until finally the student pronounces it correctly. Other studies such as Novtiani (2022) have proven that flashcards help a speaker get used to pronouncing the sounds of language correctly. Incorrect pronunciation of language sounds is an important achievement in the aspect of English vocabulary.

On vocabulary fluency, flashcards can make students more confident. Based on the results of interviews and observations in research, there were some students who felt they were not fluent. The reason is they have a small vocabulary and they are worried if the listeners don't understand their English. However, some students are more fluent and confident in speaking English by using flashcards. This is related to previous research which said flash cards made media students stimulate subjects to speak English words fluently (Ramdhani, 2022).

In understanding vocabulary, flashcards help students get to know the meaning and function of each word. Based on the results of interviews and observations, students can understand each vocabulary in the picture on the flashcard. Because at the time of learning, the teacher gives an explanation of the meaning and function of the vocabulary shown, especially in verbs. Students remember much more when the interpretation is illustrated through visuals so they can easily interpret and conclude it. At this stage, students are given the opportunity to ask if there are words that are not known. According to Sihombing (2021) in remembering words, we need to be able to describe them. In this case, known words can be implemented into simple and even complex sentences. The word is explained with the meaning and function of each word shown on the flashcard.

## CONCLUSION

In conclusion, the integration of flashcards as a pedagogical tool in the language learning process proved to be instrumental in fostering a positive classroom environment and facilitating substantial advancements in students' vocabulary acquisition. The research highlighted the transformative impact of flashcards on classroom dynamics, leading to heightened motivation, increased student participation, and a more enjoyable learning experience. Furthermore, the study underscored the pivotal role of flashcards in addressing challenges related to pronunciation, fluency, and comprehension, thereby contributing to students' overall language proficiency. The findings emphasize the significance of innovative teaching approaches, such as strategically incorporating flashcards, to create a conducive learning atmosphere and enhance students' language learning outcomes.

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