

Enhancing English Vocabulary Mastery Through Flashcards: A Study on Fifth Graders at SDN 05 Palembang

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Abstrak

Penelitian ini mengkaji efektivitas penggunaan media flashcards dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas V SDN 05 Palembang. Dengan menggunakan pendekatan deskriptif kualitatif dan kuesioner sebagai alat pengumpulan data, penelitian ini menemukan bahwa 85% siswa merasa flashcards membantu mereka memahami kosakata dengan lebih baik. Hasil penelitian menunjukkan bahwa flashcards adalah media pembelajaran yang efektif dan interaktif untuk menciptakan suasana belajar yang menyenangkan.

Kata Kunci: *Flashcards, Kelebihan dan Kekurangan*

Abstract

This study examines the effectiveness of flashcards in improving English vocabulary mastery among fifth-grade students at SDN 05 Palembang. Using a qualitative descriptive approach and questionnaires as data collection tools, the study revealed that 85% of students found flashcards helpful in understanding English vocabulary. The research concludes that flashcards are an effective and interactive tool for enhancing vocabulary mastery and creating an engaging learning environment.

Keywords: *Flashcards, Advantages, and Disadvantage*

INTRODUCTION

English language teaching in Indonesian primary schools faces challenges such as limited vocabulary mastery and low student engagement. Flashcards, as visual learning aids, offer a solution by providing an interactive and engaging method to teach vocabulary. This study investigates the impact of flashcards on vocabulary learning among fifth graders at SDN 05 Palembang.

Alam & Lestari (2019) states that Language has a central role in students' intellectual, social, and emotional development as well as supporting learning success in all subject areas. In line with Sirbu (2015) language is essentially a means of communication among the members of a society. Learning English is very difficult for us because in Indonesia, English as a foreign language. Indonesian used bahasa Indonesia to communicate each other. Learning English means someone learn English in formal or formal setting, they learn speaking, reading, listening, and writing. In line with Suherdi (2009) Learning English as a foreign language has been utilized as an essential device or medium in educating.

English is an international language because people in the world used English to communicate other people and get information therefore that is very important to master English. Brumfit (2001:35) English as International language is spoken almost all over the world. Hornby (2005: 506) English language is seen in terms of its current role in the world, English is the language originally of England, now spoken in many other countries and used as a language of international communication trough out the world "basically English is the native language of the United Kingdom. According to Patel and Jain (2008), English is one of the most widely used International languages. It's been widely taught in schools, start from elementary schools (as a local content) and at Junior and Senior high school (as a compulsory subject) up to universities level. In line with Permendiknas RI. No. 23 of 2006 states that primary schools can make English a local content subject. English is an international

language and is also the language of instruction for most primary, secondary and higher education for children learning English at school age (Brown, 2008).

Nowadays, English Language Teaching (ELT) is important in the globalization era because from learning English, we can communication to people in different countries, get information, and else. According to Richards and Rodgers (2001) ELT is an English teaching and learning process that includes teaching speaking, listening, reading, and writing skills, as well as cultural understanding and language structure. In line with Brown (2014) defines ELT as an integrated method for teaching English to foreign language speakers in planning, teaching, and evaluation.

Fauzan (2019) said that EFL students find difficulties or challenges related to the learning process in improving speaking skills such students find difficulties in understanding the vocabulary, pronunciation, grammar, fluency, psychological elements, and supporting factors. It means that students in Indonesia, lack of vocabularies, prononunciation, etc in learning English. It relates with Sari (2020) states that in learning English, vocabulary is a basic thing that must be mastered by students because language skills will be determined by the amount of vocabulary mastered. Vocabulary is an important language component to be learned in learning English. Vocabulary is a series of words which when used will form a sentence. Teachers should have a media to teach the students especially in English language teaching. Putri (2016) says that students need to learn more English words because the learning process does not keep their attention, and they do not find the learning materials interesting. According to Nugroho, Y.S., Nurkamto, J. & Sulistyowati, (2012) The use of flashcards can help create a more active, interactive, and fun learning environment for both learners and teachers by using flashcards because flashcards can help students remember foreign language vocabulary easily.

According to Supriatin and Rizkilillah (2018), students need a foundational vocabulary to advance in reading, listening, speaking, and writing. If students have many vocabularies, they will have a much easier time communicating in English.

FLASHCARDS

Susilana and Riyana (2009: 95), 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". According to Cross (1991:119) Flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. Flash cards are small cards that contain pictures, text, or symbols that remind or guide students to something related to pictures that can be used to practice spelling and enrich vocabulary (Arsyad, 2011).

It means that flashcard is one of media that can help the teacher to teaching English easily. Flashcard as visual aids is an interesting media that can helped the students memorize the words. Flashcards is a media that uses pictures to show the students the meaning of the picture in English. Flashcards are very cheap and easy because we can make them on our own by printing the picture or photos on a piece of paper. Flashcards are very helpful method in teaching students in visual approach media, flashcards also help students in memorizing vocabulary and flashcards are an interesting because showing pictures according to the words learned, students can find meaning visually and can increase student understanding. In other words flashcard can be very helpful in increasing students' vocabulary and is effective to help students recall the words that have been learned. According to Gaol et al. (2020), students' academic performance and linguistic competence will increase.

ADVANTAGES

According to Peni (2000:20) applying flashcards in the teaching learning process has some value advantages as follows: 1). Flashcards help students in remembering what they have learned, 2). Flashcards give variation on teaching. Teacher is not only to teach and to explain the lesson verbally, but also students are asked to express words on their own sentence, 3). Flashcards can be brought everywhere because the size of the cards is not too big so that students can use her time to learn vocabulary easily, 4). Flashcards are very helpful to refresh the mind of students' previous lesson before starting the new lesson.

DISADVANTAGES

According to Peni (2000:20) applying flashcards in the teaching learning process has some value advantages as follows: 1). Flashcards are not suitable uses at all level. For those who already have a large number of vocabulary flashcards are not effective, 2). Teacher who wants to make flashcards have much time in presenting flashcards as well as making the cards.

METHODOLOGY

The design used by the researcher is descriptive. The subjects of this study were the fifth grades students of SDN 05 Palembang. The instrument used in this research was a questionnaire . According to Kabir (2016:2011) "Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing". All data were analyzed qualitatively by using Miles and Huberman's theory (cited in Sugiyono, 1994) namely data collecting, data reducing and concluding. This research employed a qualitative descriptive approach. Data were collected through questionnaires distributed to 47 fifth-grade students at SDN 05 Palembang. The questionnaires contained five questions assessing students' perceptions of flashcards in English learning. Data were analyzed using Miles and Huberman's framework, involving data reduction, data display, and conclusion drawing.

FINDINGS

The findings of the research deals with the scoring classification of the students' questionnaire. This is the classification of students' questionnaire for each item:

TABLE 1
Question 1 : Do you like English Subject ?

No	Opinion	Frequency	Percentage (%)
1.	Yes	25	53%
2.	No	22	47%
Total		47	100

Table 1 showed that 25 (53%) out of students chose yes and 22 (47%) chose no. It means that most students like learning English subject.

TABLE 2
Question 2 : What do you think about the teachers used of media on teaching English in the classroom?

No	Opinion	Frequency	Percentage (%)
1.	Very Good	30	64%
2.	Good	17	36%
3.	Bad	0	0
4.	Very Bad	0	0
Total		47	100

Table 2 showed that 30 (64%) out of students chose very good (VG), 17 (36%) chose good (G), none chose bad (B), and very bad (VB). In other words, most students think about the teacher used of media on teaching English in the classroom is very good.

TABLE 3
Question 3 : Do you know flashcards?

No	Opinion	Frequency	Percentage (%)
1.	Yes	35	74%
2.	No	12	26%
Total		47	100

Table 3 showed that 35 (74%) out of students chose yes 12 (26%). In other words, most students know about flashcards.

TABLE 4
Question 4 : Do you think flashcard as media in teaching and learning process to help understand in learning English

No	Opinion	Frequency	Percentage (%)
1.	Yes	40	85%
2.	No	7	15%
Total		47	100

Table 4 showed that 40 (85%) out of students chose yes 7 (15%) chose no. It means that, most students think learning English in the classroom by using the flashcard media is very good, because flashcard media help them to know the vocabulary of English.

TABLE 5
Question 5 : Do you think flashcard is a good media to learn vocabulary in English?

No	Opinion	Frequency	Percentage (%)
1.	Yes	38	81%
2.	No	9	19%
Total		47	100

Table 5 showed that 38 (81%) out of students chose yes 9 (19%) chose no. It means that, through flashcards students have the opportunity to visually understand new vocabulary, expand vocabulary, and improve their ability to express ideas in English.

DISCUSSION

Using flashcards in English language teaching has a positive effect on improving the vocabulary mastery of English learners. Nation (2001) found that structured and consistent use of flashcards significantly improved students' ability to learn and memorize new vocabulary. In line with Khodashenas et al (2014) Flash card media can easily help students recall new vocabulary that is being studied, because flash cards have two sides, namely words and meanings.

The finding that 85% of students found flashcards helpful aligns with Nugroho et al. (2012), who stated that flashcards improve vocabulary retention and engagement. The visual and interactive nature of flashcards likely contributed to the increased interest and vocabulary acquisition among students..

The teacher should have a good media use in the teaching and learning process to help students motivate to learn. One suitable to improve students motivate is flashcard media. According to Susilana and Cepi Riyana (2009: 95) flashcard media have advantages:

Easy to carry

Easy to carry with a small size, the flashcard can be stored in the bag and even in the pocket, so it do not require large space and can be use anywhere, in class or outside in the classroom.

The practical

Practical in terms of how they are make and their use, flashcard media is very practical, in media use the teachers don't need to have special skills, this media don't need electricity. If will use it, we just need to arrange the picture as to our wishes, surely the exact position of the picture is not upside down, and if have done use, it is save again by mean of being tied or used in a box so that it does not scatter.

Easy to remember

The characteristics of flashcard media are presenting short massages on each card presented. For example, recognize letters, recognize numbers, and recognize animals. This short massage presentation will make it easy for students to remember the message. The combination of images and text it easy for students to recognize the concept, to know the name of an object, can be help by the picture, and vice versa to find out what an object or concept is by look at the letter or text.

Fun

Flashcard media can be use through games. For example, students are competition to find one object or certain names from flashcard that are store random, by running students race to search as to orders, in addition to hone their cognitive ability and practice agility (physical)

CONCLUSION

This study confirms the effectiveness of flashcards in enhancing vocabulary mastery and student engagement in English learning. Teachers are encouraged to incorporate flashcards as a supplementary tool in English instruction. Future research could explore the long-term impact of flashcards on language skills development in different educational settings.

Based on the research, the use of flashcards in teaching and learning process can enhance the English vocabulary of elementary school students. Using flashcards will not only improve students' vocabulary comprehension, but also speaking, writing, and listening skills in English. Therefore, the efficient learning media of using flashcards has shown good results and can be an effective strategy to improve students' English skills. Using flashcards also provide a fun and interactive learning experience for students. Furthermore, the researcher suggest that flashcards can be used as one of good media for English learners in improving their students' English skill.

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