

A STUDY ON THE IMPLEMENTATION OF FLASHCARDS IN TEACHING VOCABULARY

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ABSTRACT

The objectives of this research are to describe how the implementation of Flashcards in teaching vocabulary and to describe how is students' vocabulary mastery is after the implementation of Flashcards. The study applied qualitative design that implemented the Library Research Method. The data were collected from scientific writings on implementing Flashcards in teaching vocabulary between 2011 and 2021. The scientific writing was found on the internet. The data were analyzed using content analysis based on Wright (1989). There are nine scientific writings as the data. The results of data analysis showed that implementing Flashcards in nine different studies was carried out using many methods. Some researchers refer to expert recommendations using Flashcards. Buttner (2007), Budden (2013), Allen (1983), Read (2013), Wright (1989), and Harmer (2007). All studies show that students' vocabulary increases after applying Flashcards in their research. Flashcards have some impact on students. For example, Flashcards increase students' motivation to learn vocabulary, students easily understand the material, students can make simple sentences, students acquire new vocabulary, students' vocabulary increases, and students can understand the material. The increase in students' vocabulary is caused by several factors, namely the amount of treatment given, class conditions, and the strategies used by the teachers to overcome students' vocabulary weaknesses.

Keywords: Flashcards; English Vocabulary

INTRODUCTION

Vocabulary is one of the most important aspects of English. This statement is supported by Hatch and Brown (1995). They state that the foundation for building languages is vocabulary, which plays a crucial role in communication. It means that vocabulary is important to comprehend other basic English skills.

Considering the importance of vocabulary in the development of language abilities, teaching English vocabulary in schools should not be done separately. Grammar and pronunciation are constantly linked with macro and other micro language abilities. According to Tovar (2014), no matter how good the students are in grammar or pronunciation. If they do not master vocabulary, speaking will be difficult for them. As a result, teachers should devise instructional strategies that allow students to learn new vocabulary while also enhancing their language skills and solving some problems in teaching English vocabulary.

There are a few problems in teaching or learning English vocabulary. First, most students learn vocabulary only when they come across a new word for which they have prior knowledge. Second, most students learn to expand their vocabulary by tedious methods such as memorization. Third, most of the teachers taught English using PowerPoint media as a result of changing their old teaching media previously, then students wrote the vocabulary in their writing book. Media and method can help to solve those problems.

Media and method are important in learning English vocabulary. Media and method help students to understand the teacher explanation easily. Usually the teachers' used method or media were not appropriate for students' needs. In using the method or media, a teacher must be adjusted to the students like. The use of media and method was not appropriate with the situation or condition of the students, it could influence their interest and understand them. Therefore, to be more interesting, the teachers have to create ways to explain the English material, such as the teachers using instructional media to teach vocabulary.

Many researchers have proven that instructional media can make students more interested in learning vocabulary. According to Waruwu (2019), using instructional media, the students are able to increase their motivation in learning vocabulary and also help the students to master their knowledge about the English word. Furthermore, Heinich (2000) stated that there are three kinds of instructional media; they are visual media, audio media, and audio-visual media. Visual media consists of blackboard, pictures, flashcards, flannel boards, etc. Audio media includes tape, a language laboratory. In addition, some examples of audio-visual media are film, television, and a DVD player. Visual media is the least expensive and easiest to create of these three types of media, especially Flashcards. That has been proven in Waruwu's research (2019), there is a significant effect on students' vocabulary at the seventh grade of students Swasta Sari Putra. Flashcards is picture cards with words on them that are shown to students quickly, and in turn, with each word lasting two seconds. Wright (1989) stated that flashcards as instructional media is easy to prepare and organize in the classroom. According to Cross (1992) Flashcards is a

simple visual media which has a picture and word on a board. Furthermore, teachers can develop many media in teaching by using a flashcard such as a game. Moreover, teaching vocabulary using flashcards is useful to facilitate the students to acquire language skills in which they use the language actively (Heinich 2000). Ideas using Flashcards or picture cards in teaching were first introduced in the book "Pictures for Language Learning" by Wright (1989), this book provides a basis and encouragement for the teacher to invent new ways of using pictures in teaching.

METHOD

The researchers used qualitative research by applying a library research method. Mardalis (1999) stated that library research is a study that uses various materials in the library to collect information and data, such as documents, books, magazines, historical stories, and etc. According to Khatibah (2011), library research is an activity that is carried out in a systematic manner to collect, process, and conclude data using specific methods/techniques in order to find solutions to the problems.

The data was analyzed by using the content analysis method. According to Wilson (2016), content analysis is an analysis that can be used both quantitatively and qualitatively to systematically analyze written, verbal or visual documentation. Data analysis presented a descriptive way:

1. Read and identified the data sources to find the information needed.
2. Understood the content and key information of data sources.
3. Describe the information found in the data sources.
4. Organized the information and explanation into their classification.
5. Made conclusion of the data sources descriptions which are obtained

FINDINGS AND DISCUSSION

FINDINGS

This study aimed at answering the questions of this study in order to find out the implementation of Flashcards and students' vocabulary after the implementation of Flashcards. In this research, researchers' data was obtained from academic writing namely 9 skripsi written by Kurniawan (2011), Suhaimi (2014), Hanifa (2016), Masriyanti (2016), Aulia (2016), Sutresno (2017), Satriawan (2019), Jannah (2020) and Jahratunisa (2014). Flashcards were implemented in many ways. All of these research show that Flashcards can improve students' vocabulary mastery on the secondary level, even though they were implemented in different ways.

DISCUSSION

The researchers describe the previous research on Flashcards. It was found that not all researchers followed the procedure suggested by Wright (1989), and all previous studies found that Flashcards can improve students' vocabulary mastery. The researchers divided in nine parts:

Kurniawan's study (2011)

In his research, he used a technique of teaching vocabulary using Flashcards suggested by Buttner (2007), namely a question-and-answer game. He did not change the procedure of the question and answer game. It means that he adopts Buttner's technique in teaching vocabulary

using Flashcards. The technique that he used aims to increase students' motivation in learning vocabulary. This technique was different from Wright's (1989) technique, this technique applied a game in teaching vocabulary while Wright did not.

His research found that using Flashcards in teaching can improve students' vocabulary mastery. He stated that this strategy was effective in improving vocabulary mastery because flashcards trained the right brain's ability to retain images and words. Flashcards also increased students' motivation in learning vocabulary. Mean score of post-test was higher than pre-test, in pre-test students' mean score was 40 and post-test mean score was 71. The gap of mean score on pre-test and post-test was 31. There was significant improvement on students' vocabulary. The reason for increasing vocabulary mastery in his research is Flashcards that he used were colorful. It made students motivated in learning vocabulary. Furthermore, the test that he used in post-test was the same as the test in pre-test. Students become more familiar with the test.

Jahrattunnisa's Study (2014)

Jahrattunnisa used Memory Activities and Guessing Game technique suggested by Budden (2013). She applied memory activities and a Guessing game without changing the procedure. It means she adopted this technique. This technique assumes that students have a good memory for words. This technique was different from Wright's technique, this technique used Flashcards to help students memorize words as many as they could in a fun way.

In Jahrattunnisa's research, she found that Flashcards helped students in memorizing vocabulary. There is a significant improvement in students' vocabulary, it can be seen in the mean score of pre-test higher than post-test. Students' mean score in pre-test was 50 and in post-test 87,7. There was a significant difference between pre-test and post-test, the gap was 37,7. This is due to students' high motivation in learning English vocabulary. A short session of playing a game was very helpful for students in increasing their motivation to learn English. It will be easier for students to acquire vocabulary if they are motivated to learn English. Students also could memorize the vocabulary, because students are easier to remember by looking at the visuals of the words given. Furthermore, she gave 4 treatments before the post-test in her research, students became familiar with the words that were given.

Suhaimi's study (2014)

The technique that she used in teaching vocabulary was Guessing Game by Allen (1983). Suhaimi adapted this technique using Flashcards as a learning media. In Guessing Game technique by Allen (1983), the teacher directs students to guess the meaning of the words on the whiteboard, then students were instructed to draw visuals from the words on the whiteboard. In Suhaimi research, she replaced the instruction to draw visuals from the words by becoming matching Flashcards with words on the whiteboard. This technique was different from Wright (1989) because she applied Flashcards as a game.

Suhaimi (2014) found that Flashcards can improve students' vocabulary. Students could understand the given material easily, and it was an interesting way to learn vocabulary. Students enjoyed the learning process because learning with Flashcards was fun. It can be seen on

students' mean score. The mean score of post-test is higher than pre-test. in pre test, students' mean score 77,3 and on post-test, students' mean score was 80,08. The gap was 2,78. This improvement was low when compared to other studies. This low improvement was due to the researcher finding problems in conducting her research. There had been UCUN (uji coba ujian nasional) for 2 weeks, which disturbed the research schedule. Then, there was PENSI (pentas seni) in MAN 19 that was located beside MTsN 13 Jakarta, which made a noisy condition when she did research in the class. Students did not focus on research.

Mayristanti's study (2014)

Mayristanti did not use Wright's method of using Flashcards to teach vocabulary; instead, she used two of Read's (2013) ten methods, namely What Is Missing and Flashcards Riddles. She was adapted Read's methods. She combined her procedure with other fun activities. Her procedure was different with Wright's (1989). Her procedure focuses on attracting students' attention. While Wright's focus on increasing students' critical thinking to see what is on the Flashcards.

Mayristanti found that Flashcards could improve students' vocabulary mastery. She argued that Flashcards stimulate students to master vocabulary and boost their motivation in learning English because Flashcards are a fun, colorful, and creative way to aid. In pre-test, students' mean score is 70 and in post-test, 85,7. The students' post-test mean score is higher than pre-test. The gap between pre-test and post-test was 15,7. This improvement was not low and high. According to her research, the reason why the improvement was not high, because she only gave 1 treatment using Flashcards in her research.

Hanifah's Study (2016)

Hanifa used a technique suggested by Wright (1989) called challenge. This technique aims to stimulate students' visual memory, which means that students will remember what they saw while studying in this way. She adapted Wright's procedure. She put teaching descriptive in her procedure to make it compatible with the 2006 Institutional Level Curriculum for Junior High School.

In Hanifa's research, she found that Flashcards help students to improve their vocabulary. The result of vocabulary achievement showed that the use of flashcards could help the students improve their vocabulary achievement. It is relevant to Schmitt and Schmitt (1995) who state that flashcards can help learners in acquiring vocabulary more effectively than word lists. The students' mean score indicates that the post-test mean score is higher than the pre-test mean score. The mean score of pre-test was 67.8 and post-test was 82,8. This improvement was not high and low. The cause of this improvement was that she conducted Action Research in her study, and Hanifa stopped her research when the target of her research had been fulfilled. The research target of the vocabulary achievement test was 75% of the students got a score at least 74 or higher, and the mean scores of the students' vocabulary test was at least 74.

Aulia's Study (2016)

The technique that she used in her research was Flash Technique by Read (2013). She did not change the procedure suggested by Read. The flash technique is a technique for piqueing students' interest and encouraging them to learn English vocabulary. It means she adopted Flash technique. This technique is similar to the technique suggested by Wright (1989), the difference is that the Flash technique used by Aulia gave pronunciation practice to the students in her procedure.

Aulia found that Flashcards improve students' vocabulary. Applying flashcards motivated the students to learn new vocabularies in English. It helped students to understand the vocabulary related to describing people. Furthermore, they were able to make simple sentences using the Flashcards. The mean score of post-test was higher than pre-test. in pre-test, students' mean score was 34,7 and 76.4. The gap between pre-test and post-test was quite high. The mean score gap was 42. The high gap is because she conducted Class Action Research with 2 cycles, each cycle has 3 treatment sessions. It means that she gave 6 treatments in her research. The more treatments given, the better to increase students ' vocabularies. This is one of the factors that influence the high gap in her research. Furthermore, he also evaluated deficiency at the end of cycle 1 and in cycle 2, she modified the treatment so that the students' deficiency in cycle 1 was covered.

Sutresno's Study (2017)

In her research, she used the drilling technique by Harmer (2007). Drilling is a technique that is used repeatedly in order to permanently improve a student's vocabulary achievement. She adapted Harmer's strategy of using Flashcards to overcome students' problems in spelling by adding more spelling activities in her research. This technique was different with Wright's technique. The difference using Flashcards from Wright's, she did not ask the students to tell something related to the Flashcards.

In her research, she found that Flashcards help students to improve their vocabulary mastery. The students be more enthusiastic about joining the learning activity, and they also enjoyed the learning teaching process. Moreover, students knew new words and they could spell the action verb given by the teacher correctly. The post-test mean score was higher than the pre-test, as can be seen. Students' pre-test mean score was 55,00, and their post-test score was 97.87. This improvement indicated that using Flashcards as a teaching tool had improved students' vocabulary. The gap of mean score was quite high, it was 42,87. This high gap was caused by some factors. The factors were that the class she taught was easy to handle, she was only focusing on action verbs, and she drilled students' vocabulary before post-test was conducted to make students remember the vocabulary had been given by the teacher.

Satriawan's Study (2019)

In his research, Satriawan (2019) used 2 of 10 techniques suggested by Harmer (2007). Namely, Matching Activity and Guessing Game. Matching activity requires students to match written flash cards with pictures in a face-down memory game, while guess the card requires

students to guess what the picture is. He combined these techniques with pronunciation practice and drilling activities. It means that she adapted these techniques. His technique was different with Wright's (1989) technique. His technique did not ask anything related to the Flashcards.

Satriawan found that the implementation of Flashcards could improve students' vocabulary mastery. The result of the research showed that using flash cards as a media to teach vocabulary made the students' achievement better. In addition, flash cards gave students opportunities which helped students in memorizing the meanings. The mean score of the students revealed that the post-test mean score was higher than the pre-test mean score. The pre-test mean score was 71, and the post-test mean score was 84. The gap of mean score between pre-test and post-test was 13. This improvement was not high and low. It was due to students' mean score on pre-test being quite high, it was 71. And also he only gave 2 treatments in his research.

Jannah's Study (2020)

She used two of Read's (2016) ten suggestions, this technique aimed to increase student enjoyment in order for them to grasp the material more easily. She applied two activities, flashcards, Riddles, and Hands on Head. The writer also combines with other activities, such as pronunciation practice. It means that she adapted Read's methods. This method was different from Wright's. The differences were that she did not Flash the Flashcards and she did not ask the students to tell something related to the Flashcards.

Jannah (2020) discovered that using Flashcards as a teaching tool was effective in assisting students with vocabulary mastery. Students' vocabulary improved as a result of using Flashcards as a teaching tool, and they were able to comprehend materials. The students' mean score improved from 40 on the pre-test to 71 on the post-test. The gap between pre-test and post-test was 31. There were several factors that caused this improvement. Such as, she gave 4 treatments in her research, only focusing on the meaning of vocabulary.

CONCLUSION

Based on the data explained above, the implementation of Flashcards in nine different studies conducted many methods. These studies of using Flashcards in teaching vocabulary are referred to some experts. Such as Buttner (2007), Budden (2013), Allen (1983), Read (2013), Wright (1989), and Harmer (2007). Kurniawan (2011) used question and answer game method suggested by Buttner (2007), Jahratunnisa (2014) used memory activities by Budden (2013), Suhaimi (2014) used guessing game by Allen (1983), Hanifa (2016) used Wright's (1989) technique. Mayristanti (2016) conducted What is Missing and Flashcards Riddle, Aulia used Flash Technique (2016) and Jannah (2020) used Flashcards Riddle and Hands on Head suggested by Read (2013). Sutresno (2017) used Drilling technique, Satriawan (2019) used Matching and guessing game suggested by Harmer (2007).

Despite Flashcards being implemented many ways, all of the results improved students' vocabulary mastery. Flashcards had some impacts on students. Such as, Flashcards increase students' motivation for learning vocabulary, students understood materials easily, students were

able to make simple sentences, students acquired new vocabulary, students' vocabulary increased and students were able to comprehend materials. All research improved students' vocabulary, it could be seen on the students' mean score. All research showed that students' mean scores were improved. The biggest mean score improvement was on Sutresno (2017), the gap between pre-test and post-test was 42,87. Other research also showed improvements on students' mean score. The mean score gap between pre-test and post-test in Kurniawan (2011) was 31, Jahratunnisa (2014) was 37, Suhaimi (2014) was 2,47, Mayristanti (2016) was 15,7, Hanifa (2016) was 15, Aulia (2016) was 42, Satriawan (2019) was 13 and Jannah (2020) was 31. Those improvements were caused by some factors. Such as, the number of treatments given, the condition of the class, strategies used by the teacher to overcome weaknesses in vocabulary

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