



## Flashcards As Media To Students' Achieve Vocabulary: Process And Role Of Flashcard In Vocabulary Class

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### Abstract

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*This study aims to analyze the process in class with flashcards and the role of flashcards in learning vocabulary. The method of this research is the qualitative descriptive method that uses random sampling. This research was conducted in Senior High School in Karawang. The instruments of this research used observation and interviews to collect data. Other information, in analyzing the data of this study using the Interactive Model. The results obtained from this study are that flash cards make the class more productive, increase student motivation, increase student response rates, increase student participation, make students active and participatory enthusiastic in the learning process, increase students' pronunciation, increase students' fluency and increase students' comprehension.*

**Keywords:** *Vocabulary, Flashcard and Achievement.*

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## PENDAHULUAN

Vocabulary is an essential aspect of language, especially in terms of speaking. Hamer & Rohimajaya (2018) stated that vocabulary is an important part of learning English, but it needs to be addressed in the learning process. Vocabulary is a language component related to using words when someone speaks. This was also conveyed by Agung et al., (2021). The key to learning a foreign language is mastery of vocabulary, which is also important for oral and written communication, but this research focuses on oral communication that relies on speaking skills. Thus, it can be said that mastery of English vocabulary to students will be an asset for them to master speaking skills in learning English, including properly communicating in this foreign language. Vocabulary proficiency impacts the power of students to learn English, especially speaking ability. Therefore, learning vocabulary is essential for students (Razaq, 2022).

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 respons 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.

## **METODE/EKSPERIMEN**

This researcher uses a type of qualitative method by Creswell (2014). Qualitative research provides an in-depth and contextual explanation of the object studied in detail. In other words, according to (Creswell, 2014), the qualitative method is a way to explore the meaning of each individual or group of a particular problem. Thus, selecting qualitative as a research method is considered appropriate because this research aims to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in clear words. In this particular study, a method of research known as descriptive-narrative research was

utilized. The research in question is of the descriptive qualitative narrative variety by Creswell (2014). The researcher carried out in one of junior high school, in Karawang. However, data collection and instruments in this study were participant observation and structured interviews. These results are interpreted using the language of the researcher without changing the intentions conveyed by the students as informants. So, this research used the Interactive concept model as data analysis by Miles et al. (2014).

## **HASIL DAN PEMBAHASAN**

### **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.

## **PENUTUP**

From the results of this study, it can be concluded that Junior high school still have difficulties in learning foreign language vocabulary, especially English. With this difficulty, it is necessary to use learning media in the classroom. Media is a tool that can be applied in learning, especially in teaching and learning English. When the data collected show the flash cards make for good classroom conditions and the flash cards help students get achievements in learning vocabular. In classroom condition, makes the class more productive, increase student motivation, increase student response rates, increase student participation, make students active and participatory, and enthusiasm in the learning process. In students' achievement, 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.

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