

STUDENTS' PERCEPTION TOWARDS THE USE OF FLASHCARD IN LEARNING VOCABULARY

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ABSTRACT

This research is aimed to describe the students' perception towards the use of flashcard in learning vocabulary. This research was conducted to Year-8 students of SMPN 01 Semparuk in Academic Year 2023/2024. The students in class VIII C that consist of 25 students were the subject of this research. This research was conducted by using descriptive qualitative method and the data of this research was described from the result of questionnaire given to the students. The questionnaire consists of 10 statements about students' perception towards the use of flashcard in learning vocabulary. The students might choose the suitable options based on their individual perception. Flashcard was chosen as the media used in this research. The result of this research showed that the use of flashcard could help the students to enrich their vocabulary. Most of the students strongly agreed that the pictures used on a flashcard might help them in guessing the correct word. Then, the result of questionnaire showed that mostly students agreed that the use of flashcard might increase their focus and interest in learning vocabulary. Moreover, mostly students strongly agreed that the clear and familiar pictures which used on a flashcard would not make them feel bored while learning vocabulary. Based on the result of questionnaire, it could be inferred that students showed positive perception towards the use of flashcard in learning vocabulary.

Keywords: Students' Perception, Flashcard, Learning Vocabulary

I. INTRODUCTION

Learning vocabulary in class is one of the things the students need to do, for example the Year-8 students. The teacher in class might facilitate the students in learning vocabulary, for example by preparing the suitable media used in class to learn vocabulary. Sometimes, the students had some difficulties in learning vocabulary, for example they do not know how to write the correct word, do not understand the meaning of the word or even do not know the part of speech. Those three difficulties might be the problems faced by the students in class.

Then, this kind of issue might be the reason why the researcher tried to conduct this research. The researcher would like to know how the appropriate media might be beneficial for the students to learn vocabulary. Here, the researcher choose flashcard as the media to be applied for teaching vocabulary in class. The researcher would like to know what is students' perception towards the use of flashcard in learning vocabulary.

There have been some studies related to this research topic. Nurmala & Suryaman (2022) reported that by using flashcards, students feel more helped by the various visuals contained in

the flashcards. In this case, it shows that the feedback obtained about the use of flashcards is very useful for learning media other than at school. It is in line with Hamer & Rohimajaya (2018) concluded that by following the procedures of teaching vocabulary by using flash card, it is true to say that when the teachers together with the students are discussing about the material by using flash card as instructional media, the students feel really helped to memorize vocabulary easily because it gives them clear and colorful picture.

The students' perception about the use of appropriate media in class is necessary to know by the teacher, in order to prepare the better future teaching and learning process in class. The students' perception also might be useful for the teacher to evaluate the process of teaching and learning especially learning vocabulary in class.

The students might be able to deliver their own opinion, reaction or feedback towards the use of media in class. Tania, Liando & Maru (2018) as cited in Qothrunnada (2020) describes perception as an impression from someone regarding people or things through stimulation, organization, and interpretation of an object that

become integrated activities. The respond to those activity might be useful to evaluate the process of teaching and learning.

In teaching vocabulary the teacher might prepare the media and other supported stuff before entering the class. Further more, the point about learning vocabulary by using media might help the students to know and understand the vocabulary well. Vocabulary is a list or set of words for a particular language or a list or collection of a word that individual speakers of language might use (Hatch and Brown, 1995) as cited in (Matruty & Que, 2021). It has been supported by Hornby (2006) as cited in Arsana & Maharani (2021) states that vocabulary is all the words that a person used when they talk about a particular subject in a particular language. Learning vocabulary is really useful for the students, it might help the students to learn English skill well, because vocabulary could be the basic component in learning those English skills. Vocabulary is one component of English and is very important to learn. Vocabulary is the words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman, S.B., & Dwyer, J., (2009) as cited in Arsana & Maharani (2021). It is in line with Stoeckel et al (2021) as cited in Lubis et al., (2023) states that understanding English will be difficult with a limited English vocabulary, because vocabulary becomes fundamental aspect in English language communication. Therefore, the use of vocabulary in learning English is important to learn by the students.

The media used in a class to learn and teach vocabulary might be suitable and joyful for the students. The implementation of suitable media might increase their ability in learning. Using appropriate and acceptable media in teaching and learning process is actually important as a preparation step for the teachers who would like to teach the students about vocabulary, due to the fact that media can increase teaching and learning process. The teacher might be able to present the media into the classroom in a visual, audio or even audio visual media. One of the media that can be used by the researcher in class is flashcard. Flashcard might help the students to learn vocabulary easily. Charles (2009) as cited in Hamer & Rohimajaya (2018) said that

flash cards are especially useful for memorizing vocabulary words and their definition, that in history and their significance, and picture artwork or other items that you will be responsible for identifying.

Furthermore, Baleghizadeh & Ashoori (2011) as cited in Qothrunnada (2020) expresses that a flashcard is a piece of cardboard comprising of a straightforward picture, word, or sentence, that can be utilized to educate and learn English vocabulary for some topics. The use of appropriate picture on flashcard might be able to make the students feel enjoyable in learning process. Flashcard is a sort of card which had been developed to store information. The information which is of greater importance can be easily stored on the flashcard as its primary purpose is to store the information for the easy of the people (Amalia, 2018) as cited in (Elisa & Tuti, 2020).

Moreover, there are some advantages of using flashcard in learning vocabulary. Yuliantari et al (2021) states that flashcard is considered to be a creative and fun way to help memory and retention of the vocabulary word. Furthermore, Haycraft (1983) as cited in Insaniyah (2016) states that flashcards can be used for consolidating vocabulary, practicing structure and word order or for a variety of games.

The use of flashcard in learning vocabulary might contribute significant effect to the process of teaching and learning in class. It is in line with Cross (1991) as cited in Qothrunnada (2020) proposed a few benefits of involving flashcard in language learning. They are; 1) flashcard can be utilized for uniting vocabulary; 2) flashcards are propelling and eye-getting; 3) flashcards are efficient that can be utilized for any level students; 4) flashcards are easy to carry, in case learning can take place anywhere; 5) flashcards can be set up to classify the objective words; 6) flashcards are affordable; 7) Flashcards give visual connection among L1 and the objective language; and 8) flashcards can be utilized for rehearsing design and word request or for different games. Moreover, according to Wright (1968) as cited in (Matruty & Que, 2021) states that the advantages of using flashcards are: it can help the students to ease themselves in memorizing words they have learned, it can be brought everywhere because the size of the

cards is not too big, it gives variation in teaching. The teacher is not only to teach and explain the lesson and flashcards are very helpful to refresh the students' minds before starting the new lesson plan.

Nowadays, the implementation of flashcard might be one of the options taken by the teacher to teach vocabulary to students in class. This is because the use of flashcard might attract the students' attention to learn. Nurmala & Suryaman (2022) states that flashcard media is a picture card and there are symbols or writing that can be used to spell and enrich vocabulary and can be used as a card game so that it is very possible to attract students' attention in understanding the material presented. It has been supported by Arsana & Maharani (2021) states that the implementation of vocabulary teaching at the elementary school level, vocabulary learning activities using flashcards will become more interesting. Flashcards can be applied in the form of games with picture cards that can improve students' ability to read and retell stories with what was in the images on the flashcards.

Based on the explanation above, the use of flashcard in teaching and learning process might be useful for both the teacher and student. The use of appropriate picture and colour might help the students to understand the material easily and correctly.

II. RESEARCH METHODOLOGY

This research has been conducted by applying descriptive qualitative as a research method. According to Creswell (2012) as cited in Qothrunnada (2020) states that qualitative research means exploring and developing a phenomenon more detailed in a natural setting. Qualitative research also seeks to understand the perspective of the participant through exploration. It is in line with Yin (2015) as cited in Kalsum (2021) stated that descriptive qualitative research is based on that aims to declare a deeply understanding about the particular phenomenon, in this case the perception of using flashcard in learning vocabulary.

This research was conducted to Year-8 students of SMPN 01 Semparuk in Academic Year 2023/2024. The students in class VIII C that consist of 25 students were the subject of

this research. The tool of data collection used in this research was questionnaire. It was administered to the students after having the process of teaching and learning vocabulary using flashcard. The questionnaire consists of 10 statements about students' perception towards the use of flashcard in learning vocabulary. The students might choose the suitable options based on their individual perception.

The data of this research was described from the result of questionnaire given to the students. Then, the researcher analyze the students' perception in the form of table and using number as well as the percentage formula. Lastly, the description of students' perception was described in some paragraph by the researcher.

III. RESULT AND DISCUSSION

Learning vocabulary is one of the lessons that the Year-8 students need to do. This research has been conducted at the Year-8 students of SMPN 01 Semparuk in academic year 2023/2024 in VIII C class which consist of 25 students. This research is aimed to describe the students' perception toward the use of flashcard in learning vocabulary. Before doing the research to the selected subject, the researcher tried to prepare the media and the tool of data collection which will be used in this research.

Here, the researcher prepared the flashcard which consist of some vocabularies about job as well as the picture of the job itself. Then, the researcher prepared the questionnaire which consist of ten statements as the tool of data collection. The questionnaires were administered to all of the subjects of this research after having teaching and learning process using flashcard, and they need to complete those questionnaires based on their own individual perception of using flashcard in learning vocabulary.

Table 1. The Number of Questionnaire Responses

Number	Statement	SA	A	N	D	SD
1	The use of flashcard can motivate me in learning vocabulary	5	17	3	-	-
2	The use of flashcard helps me to enrich my vocabulary	9	9	7	-	-
3	The use of flashcard helps me to increase my focus in learning vocabulary	6	11	7	1	-
4	The pictures on flashcard are objects that are familiar	5	12	8	-	-
5	The picture on flashcard are clear and colourful	11	9	3	2	-
6	The pictures on flashcard can help me to guess the vocabulary	14	10	1	-	-
7	The picture on flashcard can increase my interest in learning vocabulary	2	14	9	-	-
8	The use of flashcard helps me to know the vocabulary	4	17	4	-	-
9	I am not bored in learning vocabulary by using flashcard	12	8	5	-	-
10	I am interested in learning vocabulary by using flashcard	12	8	5	-	-

Table 2. The Result of Questionnaire

Statement	Correspondent	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total (%)
Statement 1	25	20	68	12	-	-	100
Statement 2	25	36	36	28	-	-	100
Statement 3	25	24	44	28	4	-	100
Statement 4	25	20	48	32	-	-	100
Statement 5	25	40	40	12	8	-	100
Statement 6	25	56	40	4	-	-	100
Statement 7	25	8	56	36	-	-	100
Statement 8	25	16	68	16	-	-	100
Statement 9	25	20	32	48	-	-	100
Statement 10	25	48	32	20	-	-	100

The findings showed that the use of flashcard could help the students to enrich their vocabulary. Most of the students strongly agreed that the pictures used on a flashcard might help them in guessing the correct word or vocabulary. Then, the result of questionnaire showed that mostly students agreed that the use of flashcard might increase their focus and interest in learning vocabulary. Moreover, mostly students strongly agreed that the clear and familiar pictures which used on a flashcard would not make them feel bored while learning vocabulary.

Based on the result of questionnaire, it could be inferred that students showed positive perception toward the use of flashcard in learning vocabulary. Mostly students agreed that learning vocabulary by using flashcard could help them to know the vocabulary well, as well as it could motivate them to learn more vocabularies based on the lesson given. An

interactive and fun learning activity by using flashcard might increase the students' engagement during the learning process.

After learning the vocabulary by using flashcard, the researcher asked some questions to the students about their opinion in learning vocabulary using flashcard directly. Most of the students said that it was fun to learn vocabulary by using flashcard. It was because of the use of flashcard might help them to guess the correct vocabulary by seeing the picture on the flashcard.

In other words, the use of flashcard might increase their curiosity in knowing the correct vocabulary. Then, it might increase students' interaction in class by guessing the correct vocabulary based on the pictures showed. In conclusion, students have positive and good perception toward the use of flashcard in learning vocabulary.

By using the flashcard, the students were

enthusiastic and can be managed because they were focused on the teacher when the teacher showed flashcards to them while mentioning the name of the picture of it (Elisa & Tuti, 2020). It has been supported by Arsana & Maharani (2021) concluded that applying the flashcard strategy has many advantages that can improve understanding and learning skills of English vocabulary for students.

IV. CONCLUSION

The use of flashcard as the media also built up students' confident in memorizing English vocabulary. The conclusion of this research is delivered based on students' perception from the results and discussions regarding the use of flashcard in learning English vocabulary. Based on the results of this research, it can be concluded the use of flashcard in learning vocabulary was significantly effective to be applied by the English teacher especially in teaching vocabulary.

Based on the students' perception answering the questionnaire, the use of flashcard could make the students enrich their vocabulary and increase their interest in following the teaching learning process in class. The use of flashcard would not make them feel bored easily in following the process of teaching and learning in class, because the flashcard might be clear, colorful and familiar to them.

In addition, it could be inferred that students showed positive perception toward the use of flashcard in learning vocabulary. Most of the students said that it was fun to learn vocabulary by using flashcard. It was because of the use of flashcard might help them to guess the correct vocabulary by seeing the picture on the flashcard.

An interactive and fun learning activity by using flashcard might increase the students' engagement during the learning process. In other words, the use of flashcard might increase students' interaction in class by guessing the correct vocabulary based on the pictures showed. To sum up, students have positive and good perception toward the use of flashcard in learning vocabulary.

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