



Students' Perception Towards Flashcards as Media to Assist Their Vocabulary Mastery in Junior School

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Abstract

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The ability to speak English is important because this ability has an impact academically. English ability can be seen from the vocabulary that a person has. One of the creative efforts in making learning interesting is using flash card media. This study aims to examine the student's perspective on flashcards as a medium to help their vocabulary mastery in junior high school. This research method is descriptive qualitative using a narrative inquiry approach. The research subjects were 3 students from one of the schools in East Jakarta in grade 9 junior high school. The results of this study are Students have expressed positive perceptions about using flashcards as media used in learning, including reasons, methods, and advantages and disadvantages. In addition, that most students gave positive responses to the use of flashcards as a media to help them in mastering vocabulary, students felt happy, useful by using flashcards as a learning companion, effective in using them, and supporting students' metacognitive development.

Keywords: *Students' perception, Flashcard, Vocabulary*

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INTRODUCTION

Education is an effort in preparing human resources. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential. Schools are formal institutions that function to help especially parents in providing education to their children. Education provides complete knowledge, skills and attitudes to their students according to what they need. Because of this, education has an important role in the process of human and social development. The process carried out in the world of education is called the teaching-learning process. In the teaching and learning process there is a figure who has a very big role, namely the teacher. The role of the teacher is not only to guide students in the realm of maturity both physically and spiritually, but the teacher is also expected to be able to direct, train and evaluate students (Anugraheni, 2017).

In English lessons, there are 4 components, namely speaking, reading, writing, and listening. These four aspects are based on vocabulary mastery. Mastering a good vocabulary is one of the most important things for a language speaker to be able to communicate with other people. Without adequate vocabulary or mastery of words, it will be difficult for anyone to use the four language skills, listening, speaking, reading and writing. In the process of learning English, students must be able to increase their vocabulary in order to communicate effectively. Without an extensive vocabulary learners often achieve less-than their potential and

may be discouraged from making use of language”. Furthermore, the students with poor vocabulary master will not be able to communicate their ideas clearly, and they-likely unable to comprehend any texts written in English such as newspaper or -magazines and even they likely fail to understand news on radio or television. Jumariati (2010) said that vocabulary learning is an important aspect in foreign language learning. Students will improve a lot if they learn more words and expressions.

The use of learning media is a means for teachers to facilitate the learning process so that the material is delivered and implemented optimally and improves the quality of the teaching and learning process so that it is not boring (Hotimah & Muhtadi, 2018). Moreover, English lessons are one of the subjects that are considered difficult and boring. In addition, the role of English in Indonesia as a second language has not been noticed by students since childhood. English is also an international language and the language of instruction for most primary, secondary and tertiary education for children who learn English at school age (Fitriyani & Nulanda, 2017). Good vocabulary mastery can make a child good at speaking. It means that learning a language be separated from learning vocabulary. It is important to introduce it as a basic step to children in order to help them to understand utterances and to prepare them to learn English next level.

This requires teachers to be more creative in delivering material in the classroom. The creativity of teachers in the classroom can be expressed in the learning media that is delivered. That way, students can understand the material presented well. Media is a channel or bridge of learning messages conveyed by speakers to listeners so that messages can be absorbed quickly and in accordance with the objectives (Indriana, 2011).

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. The process through which creatures organize and interpret senses to create a meaningful perception of the world is known as perspective (Dobson, 1985). The process of identifying (being aware of), organizing (collecting and storing), and interpreting (binding to knowledge) sensory information is what (Lindsay & Norman, 1977, p. 73) characterize as perception. Human senses like sight, hearing, touch, smell, and taste produce signals about the environment that are related to perception.

The use of flashcard media in the process of learning English is very interesting for students. So that it can improve understanding in mastering English vocabulary saying that using flashcard media in learning English provides benefits such as, they find it easy to be interested, are more serious and attract students' attention and are active in, and the important thing is that students feel not bored so they can make high learning motivation (Fajariani, 2019). While in research (Efrizal, 2018) using the quantitative method, the data questionnaire is 85.26 which means that the majority of students chase good in the positive statements and had bad in the negative statements by using flashcard media in learning English. Therefore, this study focuses on the ninth junior school students' perceptions of the use of flashcards in vocabulary learning. Thus, the aims to examine Students'

Perspective Towards Flashcards as Media to Assist Their Vocabulary Mastery in Junior School.

METHODS

The methodology for this study will be described in this chapter. The explanation of the research design, time and site of research, participants of research, procedure of research, instruments of research, data collection strategies, and data analysis is concluded.

Research design

The research's methodology is narrative inquiry. A narrative inquiry involves gathering tales from participants and documenting them. The stories are then analyzed in light of the literature in the participant's field and the literature as a whole. The study of experience as understood narratively is called narrative inquiry, a qualitative paradigm that is relatively new. It is a method for contemplating and learning about experience. To determine the causes and or amounts related to certain changes in variables, the narrative technique entails the creation of a number of historical documents. A classic illustration of how historical data can be used to pinpoint policy shocks is provided by Friedman and Schwartz (1963) in paper (Christiano & Motto, 2004). A narrative approach was used to pinpoint oil shocks by Hamilton (1985) and Hoover and Perez (1994) in (Bernanke et al., 2004) in (Bernanke et al., 2004). According to the aforementioned data, it has been established that narrative inquiry is ideally suited for this study because it will examine two variables, namely flashcards and vocabulary, which will be connected to students' perceptions of English short movies as media to support their vocabulary development.

This study was conducted with of 3 participants one of East Jakarta's junior high schools. This involved the three participants studying vocabulary with flashcards. This research was conducted from 25 April to 2 May 2022 in one of the junior high schools in East Jakarta using an inquiry narrative approach.

Data collection technique and instrument

This research begins by asking permission from the school to conduct interviews with several students who have been adjusted to the categories that are expected to help this research. After that, the researcher brought students who had been determined as participants and explained the aims and objectives of the researcher. After matching the desired category, the researcher created a WhatsApp group with the student to facilitate the implementation of this research. The researcher then contacted the tutor teacher to conduct interviews with these students. During the interview the researcher also informs students about how to participate, how the research will be conducted, how to collect data, and what their rights as participants are. For the main data collection, the researcher used personal interviews. Personal interviews focused on individual students, meaning that the researcher interviewed each participant at different times. This is done in order to gain efficiency in obtaining information. The language used is Indonesian. Interviews were conducted face-to-face using a voice recorder and notes to highlight some important points of discussion. The interview will focus on students'

perspectives on using flashcards as a media to help their vocabulary mastery in learning English.

The researchers themselves are the instrument in this research because they are an essential tool for gathering information. The scientist Sugiyono is the tool in qualitative research (2008, p. 222). Therefore, researchers must independently validate their research abilities. In order to get correct data, researchers must go through a number of steps. In this study, interviews accompanied by questionnaires were used.

Researchers used interviews and documentation for instrument. Creswell categorized interviews into four different sorts of interviews, namely: (1) one-to-one, (2) one-to-one. Interviewing of the group, (3) interview with telephone, (4) interview with e-mail. According to (Susanti et al., 2017, p. 438) based on Ary (2013), there are three types of interviews as follows:

- a. Unstructured interview, which is a type of conversational interview where questions arise from the situation.
- b. Structured interviews, scheduled to obtain specific purposes specific information from the subject. The question is structured.
- c. The interview is semi or partially structured, which is his chosen area of interest and questions are formulated but the interviewer can modify the format or questions during the interview process.

The researcher interviewed the participants in a relaxed and friendly atmosphere. Kvale and Brinkmann (2009) argue that "qualitative research interviews attempt to understand the world from the subject's point of view, to uncover the meaning of their experiences, to uncover the world of their life before scientific explanation". Therefore, the researcher focuses on students' perspectives on use flashcard as media to assist student vocabulary. The researcher stated that semi-structured interview is the most appropriate and appropriate method for collecting research data. Researchers use semi-structured interviews because semi-structured interviews as the interview guide as a source to guide interviews, but at the same time, questions are usually open to allowing participants to elaborate and the researcher to pursue developing themes.

This qualitative data will be analyzed by researchers using techniques (Braun and Clarke, 2006). According to Braun and Clarke (2006), there are:

1. Familiarizing with data
2. Generating initial codes
3. Searching for themes
4. Reviewing the theme
5. Defining and naming themes
6. Reporting the outcomes

RESULTS & DISCUSSION

Results

The purpose of this research is to find out Student's Perspective towards Flash card as Media to assist their vocabulary Mastery in Junior high school. The findings of this subsection are mostly taken from students' answers in the interview process. Each subsection of this perspective will be presented in six points or categorizations, including the reasons students learn about vocabulary using short

films in English, affective in learning vocabulary using flashcard, what methods are used, and the advantages and disadvantages of learning vocabulary using flash card.

A. Reason

In learning vocabulary, there are several reasons that encourage students to master vocabulary so that they can increase their skills in English. From the interviews, two of the three participants stated that the film is an audio visual that makes students interested in learning vocabulary and is more interesting than learning manually using a book or dictionary. As the following representative quote illustrates:

“Because I prefer visuals, so when we look at pictures where the visuals are very visible, we don't imagine what it looks like. Because of that, we can also immediately remember, that's how it is” (FDS)

As we can see from the quote above, one of the students has a relevant reason because flash cards have visuals that can attract students to see. Therefore, students can remember the words contained in the picture. In addition, a student (DPY) revealed that using flashcards is one of the media that makes it more fun than studying in books, which have more confusing writing. This finding is illustrated by the following participant answers:

“Because it's more fun than studying in books or on the internet because it can be held and lots of pictures and colors. because many colors and images are sure to be liked by many people and I am also one of those who like things with pictures rather than just long words like in a dictionary” (DPY)

From the answers that have been above, two participants have a positive answer. It can be concluded that the two participants have represented that their reasons and factors are that the use of flashcards is one of the media that students like a lot because of its visuals and has an interest in being seen by students and students prefer to play the card while learning vocabulary. rather than learning to use a dictionary or book.

B. Affective

Based on interview transcript data, the findings of the three participants indicate that there is an affective domain in vocabulary learning, including enthusiasm, impressions and feelings of students in learning vocabulary using flashcards. Seen from the enthusiasm of students in playing flashcards, two out of three participants had the same answer in terms of enthusiasm. The first participant (FDS) and the third participant (DK) gave a positive response to the enthusiasm of using flashcards as a media to help master vocabulary. While the second participant (DPY) was less enthusiastic but enjoyed the game. As the following quote illustrates:

"English is an interesting language and is an international language. I'm very enthusiastic, who doesn't want to learn English, people know that language is important" (FDS)

"I'm enthusiastic because the game is very exciting and I didn't think of it. Until you don't feel like you're studying." (DK)

From the information above, it shows that they gave a positive response. The first participant revealed that English is an international and interesting language. Meanwhile, other participants said that the games that flashcards could use were so unimaginable that they were very exciting in learning. However, there was one participant who had a difference of opinion. As he said:

"Playing games using flashcards is indeed very fun, but it will happen if someone who invites to play creates it." (DPY)

Based on what was conveyed by the three participants, it means that the enthusiasm of learning depends on who brings it. It can be very interesting and fun and it can be very boring. However, they are personally enthusiastic about using flashcards to master vocabulary and it is not as complicated as imagined. In addition, their first impressions and feelings when using flashcards as a medium for mastering vocabulary were also very positive. That way when in class students can enjoy the learning process more and memorize some new vocabulary after class is over. As said below:

"My first impression when using a flashcard was quite impressive because I didn't expect a lot of things that could be done with a flashcard, it wasn't enough just to look at it. Can be used as games too and can be taken anywhere. So there is no need to carry a dictionary which is quite thick and heavy" (FDS)

"It turned out to be quite impressive when it was only a card commonly used by children for junior high school students. I think it's enough just to look at it, it turns out that there are many benefits apart from the shape, there are also pictures and writings that make me immediately understand the meaning. I enjoyed repeating it because I saw the funny shape of the picture and subconsciously memorized it." (DPY)

"I am quite happy with using flashcards as a medium for learning vocabulary. And can memorize words without the need to feel dizzy with lined up writing." (DK)

Based on their statements on the first impression using flashcards as a medium to master vocabulary, they gave positive answers. In addition,

they also feel happy when using flashcards as a medium to master English vocabulary. As said below:

"I feel happy and excited when I use flashcards in learning English. Because when I play I want to win against my friends" (FDS)

From the statements given by the three participants above, two participants have good enthusiasm and one of them is just enough. On the other hand, their first impressions and feelings are very good in using flashcards as a medium to master English vocabulary.

C. Methods

Everyone has their own way of learning and developing in a particular field of study. It is not uncommon for someone to ask others for advice on how to effectively master something. Similar to researchers, researchers are interested in knowing how participants master English vocabulary using flashcards as a medium.

The first finding from the interview is using flashcards as a game. As stated below:

"It's very easy, I like playing games. So I play games with my friends using flashcards and guess the picture and can also say the word from the letter. If you lose, there is a penalty, namely making sentences based on the words on the flashcard," (FDS)

"Usually I play it, like guessing what pictures are on the card other than the main picture. For example the color, shape, and other words of the letter." (DPY)

Based on the statement above, the method used by the first participant is very effective, namely by using flashcards as a game and not only mastering vocabulary, he can also practice making sentences as a form of habituation to practice interaction skills. The second participant is also very interesting, he uses the details in the picture to find out and is developed into other words that have the same prefix. While the researchers found different findings from other participants, as stated below:

"When using flashcards in class and playing with friends and being accompanied by a teacher, it's better. Because there will be clear rules when playing, and it's not easy to forget too." (DK)

"... because when the game is over, I personally often forget the word even though I remember the shape of the picture and know it in Indonesian. Meanwhile, when in class it will be very fun and not easily forgotten because the class knows what happened. That way the teacher can provide meaningful memories and give assessments,

categorize the vocabulary in the game such as verbs, nouns, adverbs, and adjectives and students can remember clearly the words being studied also make an improvement in remembering.” (DK)

From the explanation given by the participants above, playing it in class can have a greater positive impact and it would be better if there was an accompanying teacher. This is said with a fairly strong basis, because when there is an error there will be a teacher who corrects it and the students are not lost by mistakes. Another reason is so that students can distinguish between types of categories, such as verbs, nouns, adjectives, and adverbs.

Based on the statements given, the findings about the method used by the three participants above are using flashcards only as games to help master English vocabulary and using flashcards as a reference to find out new vocabulary by classifying it based on its category.

D. Advantages and Disadvantages

Researchers are also interested in participants' opinions about the weaknesses and strengths of using flashcards as a medium to master English vocabulary. Each participant gave a different opinion. The first participant (DPY) said that the advantages of using flashcards as a medium for mastering English vocabulary are that they are small, attractive and easy to carry anywhere. While the drawback is that not all students are able to buy attractive flashcards. As he said below:

“In my opinion, the advantage of using flashcards as a medium for mastering vocabulary is that it is attractive, small, and easy to carry everywhere. But the perceived drawback is that because of its shape which attracts the attention of many people, it is the same as the price which is not cheap. So, I think it would be better if someone would share.” (DPY)

As said above, it can be seen that students find it very helpful to use flashcards as a medium to master English vocabulary. But students objected to having to buy it because the price was not friendly enough for students. While the second participant (FDS) gave a different response, according to his opinion, his attractive visuals made him addicted to keep watching and instinctively memorized the words. While the drawback is not being able to know other words outside the main object, as he says below:

“The advantage is that the shape is small and cute, so it's more interesting to watch the song and again, we subconsciously memorize the words. The downside is, if we want to know the meaning of a word from other details we can't immediately tell, like the color.” (FDS)

“In my opinion, the advantage is the function of the flashcard itself, Sis, because there are so many ways that you can use it so you

don't get bored. The drawback is when we don't know how to read it and there is no teacher or someone who can tell around us." (DK)

From the opinion of the third participant above (DK), he stated that using flashcards had many advantages, especially in carrying out the learning process so as not to get bored. While the drawback is that if no one is watching, it will be difficult to know how to pronounce the correct word.

Based on the statements from the three participants above, the researchers found that the advantages of using flashcards as a medium for mastering English vocabulary are: 1) can be carried anywhere, 2) flexible, 3) visually attractive, 4) flashcards as games. While the shortcomings can be found the following results: 1) the price is relatively expensive, 2) the vocabulary is minimal on the cards, and 3) there is no supervision which results in students having difficulty in pronouncing the correct vocabulary.

DISCUSSION

Based on the analysis presented above, the findings related to students' perspectives on the use of flashcards to help mastery of vocabulary in junior high school students gave very good results. In this case, students stated that using flashcards in mastering English vocabulary really helped them. Especially in the affective side, students feel happy and enthusiastic in using flashcards as their learning media, especially if it is applied as a game.

During the teaching and learning process using flashcards students showed a response to be more active and enthusiastic in learning English. Using flashcards is very effective in teaching and improving vocabulary mastery. Students not only improve vocabulary, but also understand the writing of words contained on flashcards and know the meaning of words. In addition, students also know about double meaning, and how to place words according to the context. The use of flashcards in the learning process can be applied to all ages. It is recommended to be a reference for training teachers, because it is one of the effective media that can be applied easily.

In addition, students' enthusiasm in using flashcards is also positive for their vocabulary mastery. This condition is in line with research conducted by (Rahmasari, 2016) which gives the result that flashcards can motivate them because the pictures are interesting and the language in use is easy to understand. Therefore, this media will indirectly attract students to learn English vocabulary. Interest in something will have an impact on concentration and good learning outcomes. Therefore, this study shows that students are more interested in using flashcards because the visual form is more attractive and easy to use so that they do not experience difficulties when in need and can overcome boredom while in the teaching and learning process.

CONCLUSION

Based on the discussion of students' perspectives on flashcards as a medium to help mastery of vocabulary at the junior high school level, it can be explained as follows: Students have expressed positive perceptions about using flashcards as

media used in learning, including reasons, methods, and advantages. deficiency. In the findings above, that most students gave positive responses to the use of flashcards as a medium to help them in mastering vocabulary, students felt happy, useful by using flashcards as a learning companion, effective in using them, and supporting students' metacognitive development. However, the use of flashcards also encountered several obstacles, such as, students had difficulty in pronouncing what was written on the card, thus making students still need supervision of the ongoing learning process. 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. Another thing is that the vocabulary contained in the flashcard is very easy to reach so that students do not experience difficulties in using it. Even so, the use of flashcards in learning needs to be redeveloped so that students are enthusiastic and creative.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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