

## THE USE OF FLASHCARDS IN TEACHING VOCABULARY TO YOUNG LEARNERS

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### ABSTRAK

*Kosakata merupakan elemen penting dalam mempelajari bahasa Inggris. Mengajar kosakata kepada pelajar pemula tidaklah mudah bagi seorang guru, karena tidak hanya materi tetapi juga harus menggunakan media yang tepat agar murid dapat fokus dan memperhatikan selama dalam pelajaran. Salah satunya adalah Flashcard, yang mana flashcard ini masih menjadi salah satu media terbaik dalam mengajar kosakata. Penelitian ini berusaha menganalisis penggunaan Flashcard dalam pengajaran kosakata kepada pelajar pemula. Penelitian ini menggunakan desain kualitatif yang mana sebanyak 30 siswa dalam satu kelas telah ikut menjadi peserta. Berdasarkan hasil dari observasi dan ujian yang digunakan sebagai instrument, telah menemukan bahwa penggunaan Flashcard dalam pengajaran kosakata tidak terlalu memberikan pengaruh terhadap kosakata pelajar pemula dalam menguasai kosakata. Ini juga memungkinkan bahwa guru tidak teralalu bagus atau tidak mampu menggunakan Flashcard dengan benar. Di masa yang akan datang, guru diharapkan mampu menggunakan segala macam media termasuk Flashcard agar dapat mencapai target pembelajaran.*

**Kata Kunci:** *flashcards, pengajaran kosakata, pelajar pemula*

### ABSTRACT

Vocabulary is one of important element in learning English. Teaching vocabulary to young learners is not easy for teachers because not only the material, but also must use right media that young learners can pay attention and focus on the lesson. One of the media is flashcard, which is the flashcard is still becoming one of the best media in teaching vocabulary. The current study seeks to analyze the use of flashcard in teaching vocabulary to young learners. The study employs qualitative research design in which one class with a total of 30 students were involved as the participants. Based on the study supported by observation and test, it was found out the use of flashcard in teaching vocabulary was not really affect young learners' vocabulary in mastering vocabulary. This might be the teacher was not good enough or incapable in use flashcard. In the future, teachers are expected to capable in use any media not only flashcard to reach the target in the lesson.

**Keywords:** flashcard, teaching vocabulary, young learner.

### INTRODUCTION

Vocabulary is an essential part in learning language. In terms of learning English, good mastery of vocabularies is crucial. As Coady and Huckin (1998) state, vocabulary is central to language and of critical importance to the typical language learning (cited in Alfahqani, 2015, p. 25). A flashcard is one of media to teach vocabulary that is suitable for all ages.

Teacher nowadays must have various strategies to teach vocabulary. There are many media applied to teach students' vocabulary, such as tape recorder, word list, flashcard, etc. Many researchers have conducted studies about flashcard as a media to improve, teach, and learn vocabulary. The researches have different results, most of them say that flashcards really help students in learning and improving their vocabulary. These results depend on students' responses as they also have different impact on

students after teaching vocabulary through flashcards.

Flashcard is a learning media to help young learners in memorizing the vocabulary. According to Abbasian and Ghorbanpour (2016, p.3), "A flashcard is a set of card-based instruction bearing information, as words or numbers, on either or both sides, used in classroom drills or in private study." Nowadays, young learners are more interested in learning if there are pictures in flashcards, because learning with visualization is easier for students to understand. As stated by Gower (2005), visuals make the lesson more interesting by making it lively, by illustrating the meaning of words, by facilitating learners understanding, by eliciting language that is already known, and by allowing teachers to check students' comprehension (cited in Tamayo, Gaviria, & Rivas, 2016, p. 14).

### Vocabulary

Vocabulary is important element in learning English. Learning vocabulary does not only memorize the words but also understand the meaning and the usage. As Ur (2005) states vocabulary can be defined, roughly, as the words we teach in the foreign language. However, Ur points out that word is insufficient to describe the phrase vocabulary (cited in Kuśnierek, 2016, p. 5). There are plentiful examples where more than one word is used to represent an idea, for example mother-in-law. In these words, there are two or three words used, but still, they only have one meaning.

Komorowska (2005) states the basic aim of language learning nowadays is communication, and vocabulary plays an important role in conversation (cited in Kuśnierek, 2016, p. 6). As the researcher says, communication can happen if the speaker and listener have a lot of vocabulary, then both of them can understand the meaning of what each other say. You can communicate only with words and some expressions, without any grammar.

### Teaching Vocabulary

Teaching vocabulary is a process or a unit of ways to make students learn or acquire vocabulary that is presented by the teacher. There are various ways of teaching vocabulary, but there is no single "best" way of teaching vocabulary. It is because every way or technique used in teaching vocabulary has its own specific strong points. On the other hand, it also has a weakness.

### Teaching English to Young Learners

In studies of language learning, according to Harley (1995), younger children (7 - 8) are more interested or pay attention more to sound or prosody (the music of utterance), whereas older children (12 - 14) pay more attention to cues of the word (cited in Cameron, 2001, p. 15). Therefore, older children are more suitable to start learning vocabulary. According to Nishida (2002, p. 83) "The best age of beginning to learn English is around 10 years of age, because after that age is difficult for student acquire language". Elementary school students are in their time of figuring out new things.

### Flashcards

Flashcard is one of media in teaching vocabulary that's suitable for all ages. Flashcards are a learning medium to help children in memorizing the vocabulary. According to Abbasian and Ghorbanpour

(2016, p.3) flashcards is a set of card-based instruction showing vocabulary, as word, number, used in classroom drills or in private study. Nowadays, children are most interesting if there are the pictures in a flashcard, because learning with visualization is easier to student understands it.

### METHOD

The writer conducted this study by using qualitative method with a case study research design. The participants of this research were students in MI Hukurawa II School. The writer chose that school because the school doesn't use a flashcard strategy in English lesson. The writer took 5<sup>th</sup> grade students as a participant. the researcher used participant observation and test as the instruments. The researcher prepared the topic flashcard based on the LKS that they have not yet learned the vocabulary, therefore during collecting the data was not bothering the time of the lesson. During learning, the teacher would use flashcards to teach the vocabulary based on the topic that they have not yet learned. The teacher also did some games by using flashcards.

### RESULT AND DISCUSSION

Table 1. The Percentages of the Test Results

Score	Total	Percentage
20 – 50	9	30%
60 – 70	11	37%
80 – 100	10	33%

The table above is the percentage of the test results from the students. As you can see from the test results, if we compare it with the observation results it really different.

After scoring the test, the students with score 20 – 50 were 9 students. The writer analyzed their exams, and the results were the 9 students not serious in fill out the questions. It looks alike they was not interested or not pay attention during the learning section. Most of the students were male. As Gangwer (2009, p. 2) states 65% students are visual learners.

Probably the 9 students were not visual learners. The students with score 60 – 70 were 11, this score has the most students. In this score, the students that got 7 were dominant. Most of the were writing the wrong answer of vocabulary „playing“, most of them write „playing“ became „flaying“.

This was probably they were misheard what the teacher said and the questions about random letters of the names of the days. They wrote wrong answer at „Saturday“ and „Thursday“, they were probably also not careful in answered the questions. And the last with score 80 – 100, 10 students got that score. The most mistakes from this group was vocabulary „hiking“, they were miss spelling became „haiking“. However, the students that got 100 only one students.

Furthermore, from this test results, we can see that students with visual learners were less than half students in the class of 5B of MI Hukurawa. As Allwright & Hanks (2009, p.9) state that every teachers can not treat all students equally in terms of learning. As teachers we must find one best teaching method that will work in all situations.

## CONCLUSION

The conclusion from both instruments, the answer is the use of flashcard in teaching vocabulary to young learners in affects their vocabulary in mastery vocabulary not works out to all students. The reasons are some of students were not visual learners, because students with visual learners very suitable learning with flashcards. Another reason, the teacher lacks in using flashcards as a media, so that the students did not understand during the learning. All of the subjects has an important role, both teacher and student. We also couldn't blame the flashcards as a media. However, the result of this research is flashcards can affect some of young learners in mastery their vocabulary.

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