

# THE USE OF FLASHCARDS TEACHING STRATEGY IN RECALLING ENGLISH VOCABULARY

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## Abstract

This research focuses on using the strategy of learning flashcards to recall English vocabulary, and students in the game group learn to recall English vocabulary types through learning flashcards. Find out what kind of vocabulary students in the English language recall playgroup through the flashcard learning strategy, analyze the process of recalling English vocabulary using the flashcard learning strategy. This study uses a qualitative method. The data source for this study will be conducted in Hooray Denpasar. Express oral data as written data by taking notes. One month of direct observation can be used to learn more about the process of using flashcards to recall English. The research methods used in this study are divided into three points. The first point is how data is collected, the second point is how data is analyzed, and the third is how data analysis is presented. This research led to the use of flashcards teaching strategy in English vocabulary recalling school. This strategy is very effective and very helpful for students to accept classroom learning.

**Keywords:** Flashcards; Teaching Strategy; Recalling English; Vocabulary

## I. Introduction

Language is a complex and dynamic system of traditional symbols employed in various cognition and communication processes (ASHA, 2020). The expression and comprehension of words are often referred to as language. It can be expressed in a variety of ways, including writing, signing, gestures, establishing norms that allow people to speak, and other modes of communication. In addition, it entails the exchange of thoughts, ideas, or emotions.

The English language is one of the most widely spoken languages on the planet. The language was used as the national language in a few countries. Society's heterogeneity in terms of race and country, as well as

the language's classification as a single language. There are also several English varieties, such as American, British, Australian, Chinese, Japanese, South African, New Zealand, Nigerian, and so on. The English language can be used in three ways: first, as a mother tongue/native language (Inner Circle Countries), such as England, and second, as a business language. The second language as a second language (Outer Circle Countries), such as Malaysia and others. Last but not least, a foreign language (Expanding Circle Countries), such as Indonesian. English is taught in Indonesia from elementary school to college and is regarded the primary foreign language. Building up the world allows us to learn everything,

which includes language. That language is a correspondence mechanism, as the expert understands. The English language has evolved into a global language, and a great number of people acquire English for a variety of reasons, including monetary gain, employment as an English instructor, tourism, and so on. In this regard, English is critical in the worldwide correspondence process. Learning English is a challenge in primary and secondary school, senior secondary school, and college.

There are four abilities that should be mastered when studying English. Listening, speaking, reading, and writing are the four components. Vocabulary mastery is one of the aspects of the language that accounts for a significant portion of English capability. As a result, learning vocabulary is critical for acing the linguistic English aptitudes. English is taught in Indonesia from elementary school through senior high school. It is discovered in primary school as a study of a distant language or neighboring substance, where the understudies learn English vocabulary. The understudies figure out how to build up and remember their English vocabulary. The English vocabulary covers a wide range of topics related to understudies' daily lives, including fruit, food, vegetable, and animal names, among others.

Vocabulary becomes a vocal part of the English language learning process. According to Richards, J. C., Rodgers, (2014), vocabulary is a crucial component of dialect skill and

serves as the foundation for how well pupils listen, talk, read, and write. Students who do not have a broad vocabulary system, or a method for learning new vocabulary, often do not achieve their full potential and may be unable to take advantage of language learning opportunities. Showing vocabulary is an important aspect of accentuation in foreign language learning, especially for younger children. Vocabulary development is an important part of language improvement. In addition, vocabulary development, particularly in early assessments. However, remembering terminology is still a huge challenge for young children, especially because they are concrete students. Observing the read protest or photo of the question will make it easier for them to grasp the relevance and commit it to long-term memory.

Learning vocabulary items is essential for all language skills (listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL) (Nation, 2011). Furthermore, Nation (2001) believe that having a sufficient vocabulary is critical for effective second language use. We won't be able to employ the structures and functions we've learnt for understandable communication if we don't have a large vocabulary.

English is taught to students in Indonesia as a foreign language. Children are taught English from an early age in order to develop great English skills. Some parents start teaching their children English in the

capital city as early as the second or third year of life. Their parents begin by teaching kids basic English words in their mother tongue. Following that, they will continue to learn English in school, beginning in preschool, elementary school, and high school. Parents and teachers believe that the more familiar their children are with the language, the simpler it will be for them to learn a second language at the vital ages. This research focuses on using Hooray School's flashcards to memorize English vocabulary. To see how effective flashcards are at memorizing English vocabulary, particularly among Hooray School Denpasar playgroup pupils. As a result, the researcher will conduct research under the heading "The use of flashcards teaching strategy in recalling English vocabulary."

## II. Method

The data source of this study is Green Leaf students from Hooray School located in Jalan Teuku Umar Barat, Denpasar, Bali. The population of this study was *twenty five* teachers and *one hundred seventy* students). There were two classes named Green Savana and Shine Rainbow class, each class consists of ten students. The students chosen as the sample is all of the playgroup class. In the Green Savana class are Cok Bram, Rendra, Almira, Aiden, Vindra, Laksmi, Toby, Keisha, Malika, Ringgo, Anindya, Tama, Ananda. In the Shiny Rainbow class are Clairry, Dastan, Abhi, Miko, Aftan, Utie,

Karina, Kenzie, Dede, Reina, Ananta, Illona, Monique.

Taking place in Hooray School. The data in this research were based on students in the kindergarten A at the age of around five years old.

The observation method is used to acquire data. The information was gathered through observation. The three-week direct observation was utilized to understand more about the process of learning English at Hooray School, particularly retaining English vocabularies.

In the first week, the students learned about part of body, In the second week, the students learned about kinds of jobs. In the third week, the students learned about kind of foods.

The findings of this study were further examined utilizing quantitative and qualitative approaches, as well as some linguists' theories and views. There were two sorts of data, quantitative and qualitative, among others. The quantitative data was acquired from direct interviews with students, as shown in the tables. The description of the quantitative data is qualitative data.

The data was collected and processed before being presented in a table with a correct response score and an erroneous answer score. The information was examined using (Stamboel, 1982). The percentage score was calculated using three formulas: the first formula calculates the proportion of correct answers, the second method calculates the percentage of erroneous responses,

and the third calculation calculates the students' average score.

- (1) The percentage of words answered correctly

$$\chi(\%) = \frac{\text{Number of words answered correctly}}{\text{Total number of questions}} \times 100$$

- (2) The percentage of words answered incorrectly

$$\chi(\%) = \frac{\text{Number of words answered incorrectly}}{\text{Total number of questions}} \times 100$$

- (3) The students mean score (M)

$$\chi(\%) = \frac{\text{Total score of the student}}{\text{The number of students}} \times 100$$

The level of mastery would also be classified based on the criteria proposed

Table 01. level classified

Percent	Predicate
90%-100%	Excellent
80%-89%	Very Good
70%-79%	Good
60%-69%	Sufficient
0%-59%	Insufficient

(Hamalik, 2012)

### III. Result And Discussion

There are two types of vocabulary, according to (McKay & Hornby, 1975) They're a perceptive and useful set of words. The terms that native speakers and foreign learners recognize and understand but rarely use are referred to as receptive vocabulary. It's a passive verb that can be used while listening or reading (Wiguna, 2021). Active use of productive vocabulary is seen in both speaking and writing. Reading vocabulary is made up of words that

people come across when reading. While listening vocabulary refers to the words that people hear and comprehend when conversing with others or listening to the radio or television. The words people employ in their daily lives and conversations make up their speaking vocabulary. The words people employ in essays, reports, and letters make up the final writing vocabulary.

A flashcard is a piece of cardboard with a word, a statement, or a basic picture on it, as defined by (Komachali & Khodareza, 2012). Because of its advantages, flashcards are thought to be a useful method. Furthermore, teachers can utilize flashcards to identify, put together, and present new words. The researcher in this study employs flashcards as an excellent teaching tool. Therefore, the researcher uses visual aid as the teaching medium because visual aid has an important role in the learning activity.

### 3.1 Learning Strategies Syllabus

The syllabus has an important role in the teaching process, and it determines the success of the teaching and learning process. Therefore, the syllabus in this research was explained as follows:

The syllabus of Playgroup Students

#### A. First Meeting

a. Introduction (5 minutes)

b. Interview about part of body and jobs by using the flashcards media (15 minutes)

c. Introduction the students to the song "My Happy Song" (10 minutes)

- B. Second Meeting
  - a. Introduction (5 minutes)
  - b. Interview about shapes and seasons by using the flashcards media (15 minutes)
  - c. Introduction the students to the song "The Pinocchio" (10 minutes)

- C. Third Meeting
  - a. Introduction (5 minutes)
  - b. Interview about vegetables and foods by using the flashcards media (15 minutes)
  - c. Introduction the students to the song "Make a Circle" (10 minutes)

### 3.2 The Use of Learning Flashcards Strategy in Recalling English Vocabulary

A flashcard is a piece of cardboard with a word, a statement, or a basic picture on it, as defined by (Komachali & Khodareza, 2012). Because of its advantages, flashcards are thought to be a useful method. Furthermore, teachers can utilize flashcards to identify, put together, and present new words. The researcher in this study employs flashcards as an excellent teaching tool. Therefore, the researcher uses visual aid as the teaching medium because visual aid has an important role in the learning activity. The interview was used to find out the use of flashcards in recalling English vocabulary. The playgroup students were interviewed for around 15 minutes. During each 10 minutes recording session, the teacher mentioned vocabularies in Bahasa Indonesia then asked them to say the words in English. There were six

classes of vocabulary asked the students.

Those vocabularies were all have been taught to the students by their teachers. Among others, "part of the body, jobs, and foods." The total numbers of the questions were 20 questions. There are five questions for part of the body, seven questions for jobs and eight questions for foods. The number of questions of each class was different; since the students were tested merely by the vocabularies taught by teachers at school. For example, there are many kinds of foods in the world. However, the teacher merely taught eight kinds of it. Consequently, there were only eight kinds of foods assessed since one of the aims of this research is to find out what kind of vocabulary that the playgroup students in recalling English through learning flashcards strategy.

During the interview, the teacher used vocabulary prepared to note which vocabularies could or could not be recalled by the playgroup students. The example of the vocabularies checklist is as follows:

Table 02. Body Parts

No	Indonesia	English	Checklist
1.	Mata	Eyes	√
2.	Hidung	Nose	X
3.	Telinga	Ears	√
4.	Lidah	Tongue	X
5.	Jari	Finger	√

The (√) symbol indicates the students can recall the vocabularies of numbers in English. Meanwhile,

the (X) indicates the students cannot recall the vocabulary. The following sub-sections are the explanation of the result of the interview, starting from body parts, jobs, shapes, seasons, vegetables, and foods.

#### A. Body Parts

In the first meeting, interview about part of body and jobs by using the flashcards. The students were able to recall body parts by using the flashcards in English and understood the meaning of the words. The vocabularies of body parts in this meeting were described uses the song while pointing at the body and showing a flashcard with a picture to help them memorize the words. Moreover the other activity is Drilling activity with the body part flashcards. Draw a grid of around nine flashcards and attach them to the board. Second, drill the nine words with a pen or a pointer. Always make a point of pointing to the flashcard you've been drilling with. Third, remove the flashcards one at a time while drilling and pointing to the grid where the flashcard was situated. Fourth, once the first card is removed and the youngsters point to the blank place, nod your head to encourage them to repeat the word from the removed flashcard. Fifth, students should remember what they've studied and continue as though the flashcards are still present. They appear surprised that they can remember the sights. Finally, depending on the age of the kids, the teacher may ask them to come up and write the word in the

correct spot on the grid, or the teacher may ask them to come up and write the word in the correct location on the grid. This activity emphasizes the need of visual aid. It demonstrates that the kids remember the images.

"Body parts song" song was introduced to the students:

*I have two eyes, so I can see and the nose to smell  
I have ten fingers, that can touch they do it very well  
I have two ears, so I can hear the birds up in the trees  
I have a tongue inside my mouth, to taste foods I eat.*

#### B. Jobs

Table 03. Profession

No	Kind of Jobs
1.	Doctor
2.	Teacher
3.	Police
4.	Firefighter
5.	Pilot
6.	Chef
7.	Tailor

Generally, the student's performance in recalling the name of jobs in English was almost perfect, although some students could not do it. The results were also different for each individual because recalling is affected by some factors. For example, they could recall the kind of jobs a doctor, teacher, police, pilot, and chef. However, some students did not know all jobs in English. Therefore, the teacher used simple and fun activities that can do with the mini flashcard. The activity is as follows:

Spread the cards face up on the floor or table to get a good grip on them. The student then chooses a

card and places his hand on it. Despite the fact that this was our first meeting, students remained enthusiastic throughout the process. When the song was played, the students were ecstatic and joyfully sang and danced. Following the recitation of the terms they had learned, the majority of them had correctly memorized it.

### C. Foods

Table 04. Foods

No	Kind of Foods
1.	Bread
2.	Burger
3.	Cake
4.	Donuts
5.	Cookies
6.	Hotdogs
7.	Pizza
8.	Noodles

For the kinds of foods, all the students were able to recall the foods by using flashcards in English and understood the meaning of the words. Those words were bread, burger, cake, donuts, cookies, hotdogs, pizza, and noodles. Moreover, This way easier for them because the teacher always asked about the English word of food that they like by using the flashcards, for example:

Teacher: What is this? Who's like this food?

Students: This is pizza, yes I like it very much.

Teacher: Who knows, what food is this?

Students: Me! This is cake.

Hmm, Yummy...

The teacher provided simple and enjoyable exercises for them to undertake with the tiny flashcard. When the teacher asked the students, she pointed to the flashcards directly. Furthermore, the teacher is demonstrating another exercise using food flashcards. Reveal the word is the name of the activity. Cover the flashcards or a word card with a piece of paper and slowly reveal it. The kids are then asked to guess which one it is. Third, when the cards have been revealed, have the group practice the word in a chorus, using various intonations and humorous sounds to keep things interesting. Make it more interesting by varying the volume of the speech, whispering and shouting. The teacher's voice is imitated by the students. Fourth, kids can view the cards at a glance if they flip them fast. Finally, the process is repeated until the students have correctly identified the word.

The data was collected and processed before being presented in a table with a correct response score and an erroneous answer score. The table below summarizes the usage of flashcards by playgroup students in recalling English words using the (Stamboel, 1982) evaluation technique.

Table 05:  
The percentage of Playgroup Students in recalling  
English vocabularies by Using the Flashcards.

No	Students	Numbers Of Words	Numbers Of Words Answered Correctly		Numbers Of Words Answered Incorrectly	
1.	Cok Bram	40	40	100%	0	0%
2.	Rendra	40	30	75 %	10	25%
3.	Ananta	40	39	97.5%	1	2.5%
4.	Almira	40	32	80%	8	20%
5.	Aiden	40	40	100%	0	0%
6.	Vindra	40	40	100%	0	0%
7.	Laksmi	40	39	97.5%	1	2.5%
8.	Toby	40	29	72.5 %	11	27.5%
9.	Keisha	40	40	100%	0	0%
10.	Malika	40	40	100%	0	0%
11.	Ringgo	40	35	87.5 %	5	12.5%
12.	Anindya	40	34	85 %	6	15%
13.	Tama	40	40	100%	0	0%
14.	Ananda	40	37	92.5 %	3	7.5%
15.	Clairy	40	38	95 %	2	5%
16.	Dastan	40	40	100%	0	0 0%
17.	Abhi	40	36	90 %	4	10%
18.	Miko	40	38	95 %	2	5%
19.	Aftan	40	39	97.5 %	1	2.5%
20.	Utie	40	33	82.5 %	7	17.5%
21.	Karina	40	39	97.5 %	1	2.5%
22.	Kenzie	40	38	95 %	2	5%
23.	Dede	40	29	72.5 %	11	27.5 %
24.	Reina	40	40	100%	0	0%
25.	Illona	40	36	90 %	4	10%
26.	Monique	40	30	75 %	10	25%
		<b>Mean</b>	36.6	91.5 %	3.4	8.5%
		<b>Predicate</b>	<b>Excellent</b>			

Based on the data above, this study resulted in using flashcards teaching in recalling English vocabulary at hooray school. The strategy was effective and very

helpful for students in receiving classroom learning.

#### IV. Conclusion

The test result through interview shows that the student's



average score in recalling English vocabulary is 91.5 %. It indicates that use of flashcards in recalling English vocabularies at Hooray School is Excelent. As a result, the students can follow and remember the English vocabulary while seeing the flashcard pictures. The English vocabularies recalled by the students are the picture of the flashcards "part of the body, jobs and foods. In the learning process, the students showed the progress of recalling vocabulary. For example, they start knowing the words, learning the words, and remembering the words. Most of the students are familiar with and understand the vocabulary. However, some of them still make mistakes and harder to understand the vocabulary. Moreover, recalling vocabulary with the help of flashcards is very effective for the students.

The result of the interviewed students had great vocabulary basis. It was shown in the percentage of the correct answer is 91.5% and for the percentage of incorrect answer is 8,5 %. The scores of students' achievements were various. There were students who achieved Excellent, Very Good, and Good. To obtain specific percentage of each category about the recalling English vocabularies, they are counted as follows: Excellent 18 students, Very Good 4 students, Good 4 students

The spercentages show us that the students from Hooray School were very active and clever. They were excited to learn something new and had a great curiosity to learn.

Most of them speaks English very well and use English as their second language instead of foreign language. The school's curriculum is National Curriculum. Therefore, Bahasa and English are equally used during learning process. It was no surprise that the students have a great knowledge for English vocabulary. Although some of them did answer correetly for all of the questions, majority of them had made a small mistake in several questions related to body parts, jobs, and foods.

The use of flashcards as a teaching strategy can increase students' interest in learning English, especially in recalling English vocabulary. Flashcards can be used to supplement vocabulary instruction in a variety of ways. As a result of this method, the pupils appeared to value and like the process of teaching and learning English vocabulary in the classroom. It was particularly simple to remember their English vocabulary.

Based on the findings and conclusions of the study, the researcher recommends that English teachers adopt the Flashcard teaching approach as an alternate strategy in teaching English, particularly vocabulary, because it can aid in vocabulary memorization and classroom enthusiasm. This technique can help pupils become more motivated to learn English. In order to make studying English easier for students, the researcher recommends memorizing terminology utilizing the Flashcard teaching strategy. Furthermore, the

researcher suggests memorizing vocabulary using Flashcard teaching Strategy in order to make them easier in studying English.

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