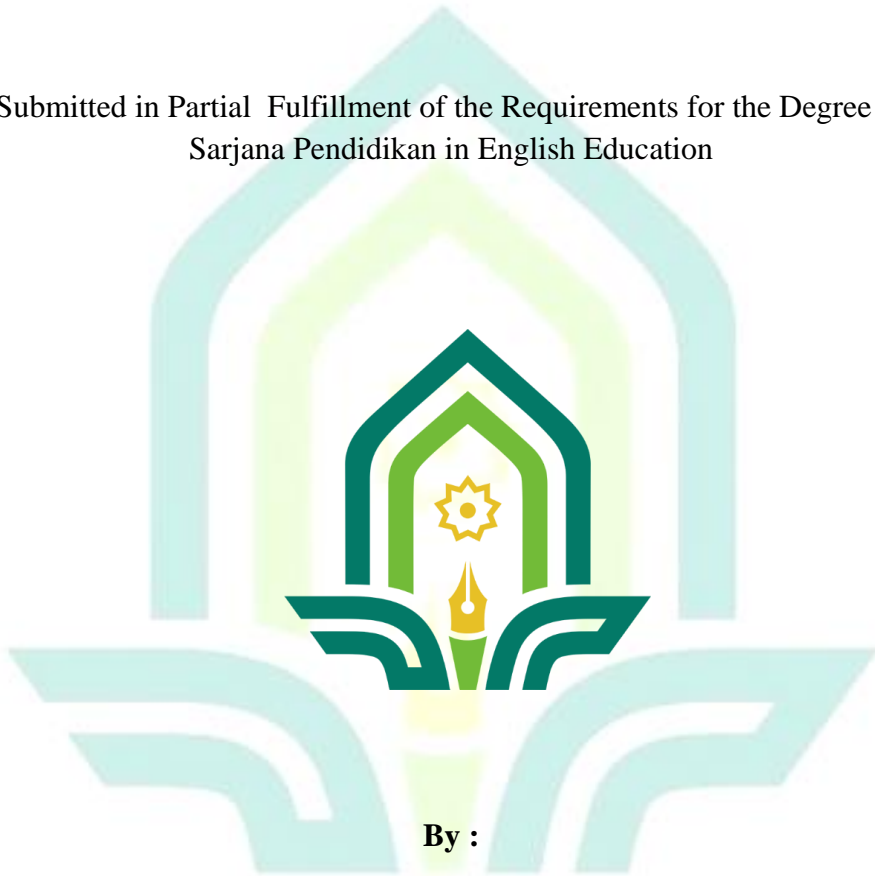


**TEACHERS' PERCEPTION TOWARD THE USE OF  
FLASHCARD IN STUDENTS' ENGLISH VOCABULARY  
MASTERY**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education



By :

**SAFIRA FITRI SUKASNO**

**2519128**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
K.H ABDURRAHMAN WAHID PEKALONGAN UNIVERSITY**

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2024**

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Wassalamu'alaikum Wr.Wb.

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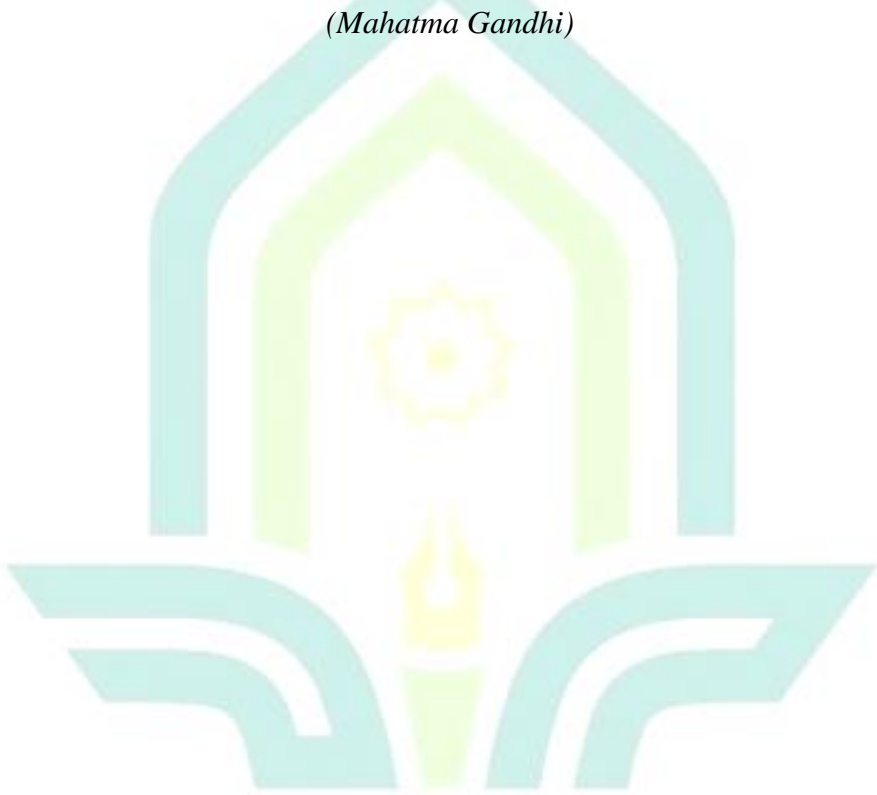
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## MOTTO

*"Believe you can and you're halfway there. It all begins with the mind. If you can visualize it and truly believe in it, then you can achieve it."*  
(Theodore Roosevelt)

*"The future depends on what you do today. Take the first step towards your goals, and believe that your efforts will lead to success. Every small step counts on the journey to greatness."*  
(Mahatma Gandhi)





## ABSTRACT

This study explores the perceptions of elementary school teachers regarding the effectiveness of flashcards as a pedagogical tool for enhancing vocabulary acquisition among students. Language learning is inherently complex due to the diverse backgrounds, needs, and learning styles of students, which makes vocabulary mastery critical for successful communication and comprehension in English. In this context, flashcards are recognised as an interactive learning medium that can significantly improve student engagement and retention of vocabulary. Employing a narrative qualitative methodology, the research utilises semi-structured interviews with English teachers at an elementary school in Pekalongan, Central Java, Indonesia. This design allows for an in-depth exploration of teachers' insights on the implementation of flashcards in vocabulary instruction and its perceived impact on student learning outcomes. Findings reveal that teachers view flashcards as an innovative and effective medium that enhances students' understanding of vocabulary by facilitating quicker associations between words and their meanings through visual imagery and textual information. Furthermore, the flexibility of flashcards permits personalised instruction that caters to varying learning abilities, fostering an inclusive classroom environment. Teachers also emphasise the role of flashcards in creating a dynamic and interactive learning atmosphere essential for motivating students and promoting active participation. The study concludes that the positive perceptions of teachers regarding the use of flashcards highlight their potential to improve vocabulary mastery in English language education, providing valuable implications for the development of more effective teaching strategies while emphasising the importance of teacher creativity in utilising educational media to enhance vocabulary learning.

**Keywords:** *Vocabulary, Flashcard, Teachers' Perception*

## **ABSTRAK**

*Penelitian ini mengeksplorasi persepsi guru sekolah dasar mengenai efektivitas kartu flash sebagai alat pedagogis untuk meningkatkan akuisisi kosakata di kalangan siswa. Pembelajaran bahasa secara inheren kompleks karena latar belakang, kebutuhan, dan gaya belajar siswa yang beragam, sehingga penguasaan kosakata menjadi sangat penting untuk komunikasi dan pemahaman yang sukses dalam bahasa Inggris. Dalam konteks ini, kartu flash diakui sebagai media pembelajaran interaktif yang dapat secara signifikan meningkatkan keterlibatan siswa dan retensi kosakata. Dengan menggunakan metodologi kualitatif naratif, penelitian ini memanfaatkan wawancara semi-terstruktur dengan guru bahasa Inggris di sebuah sekolah dasar di Pekalongan, Jawa Tengah, Indonesia. Desain ini memungkinkan eksplorasi mendalam tentang wawasan guru mengenai penerapan kartu flash dalam pengajaran kosakata dan dampaknya yang dirasakan terhadap hasil belajar siswa. Temuan menunjukkan bahwa guru melihat kartu flash sebagai media yang inovatif dan efektif yang meningkatkan pemahaman siswa terhadap kosakata dengan memfasilitasi asosiasi yang lebih cepat antara kata-kata dan maknanya melalui citra visual dan informasi tekstual. Selanjutnya, fleksibilitas kartu flash memungkinkan pengajaran yang dipersonalisasi yang sesuai dengan berbagai kemampuan belajar, mendorong lingkungan kelas yang inklusif. Guru juga menekankan peran kartu flash dalam menciptakan atmosfer pembelajaran yang dinamis dan interaktif yang penting untuk memotivasi siswa dan mendorong partisipasi aktif. Penelitian ini menyimpulkan bahwa persepsi positif guru mengenai penggunaan kartu flash menyoroti potensi mereka untuk meningkatkan penguasaan kosakata dalam pendidikan bahasa Inggris, memberikan implikasi berharga untuk pengembangan strategi pengajaran yang lebih efektif sekaligus menekankan pentingnya kreativitas guru dalam memanfaatkan media pendidikan untuk meningkatkan pembelajaran kosakata.*

**Kata Kunci:** Kosakata, Flashcard, Persepsi Guru

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The Writer

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language learning itself is a complex task, especially because of the differences in perspectives and goals among students. Every student has different backgrounds, needs, and learning styles, which makes it essential for teachers to be creative in selecting the right approach and method. In the context of language learning, vocabulary mastery is a very important aspect. According to Elizabeth (1980), adequate vocabulary mastery is the key to success in language learning. A broad vocabulary enables students to understand and use the language more effectively, both orally and in writing. Additionally, there is a positive correlation between vocabulary mastery and students' language skills; the more vocabulary they master, the better they can receive and convey information.

In educational institutions, teachers often give students opportunities to speak, ask questions, or tell stories as ways to enrich their vocabulary. These activities are usually complemented by the use of learning media such as flashcards, which are designed to enhance the interaction between teachers and students. Flashcards themselves, as explained by Anggraini, Listyarini, and Huda (2019), are small cards containing images, texts, or symbols that help students remember information related to vocabulary. Flashcards are effective tools because they can capture students' attention through attractive visualisations and the use of striking colours, which help increase their engagement in learning.

The effective use of learning media, such as flashcards, is also greatly influenced by the teacher's role as a facilitator in the teaching and learning process. Teachers play an important role in determining the most appropriate learning approach for their students. According to Ahmad (2008:23), there are four important elements in language learning: students, teachers, learning materials, and teaching methods. Among these elements, the teacher factor is key because teachers are responsible for developing the most appropriate



teaching methods and strategies that meet the needs of the students. Creative and innovative teachers always strive to find new methods to enhance students' interest in learning. The teacher's creativity in designing and utilising engaging learning media, such as flashcards, becomes one of the main factors determining the success of the learning process.

Educational media itself, according to Santosa (2019), is a collection of materials, tools, and equipment that can be effectively used to convey information and facilitate the learning process. In this context, interactive media such as flashcards provide a more engaging and dynamic learning experience for students, as they combine both visual and cognitive aspects simultaneously. By using flashcards, teachers can not only increase students' interest in the subject matter but also help them remember and understand vocabulary more quickly and easily.

Research findings show that second-year students in several schools often feel bored with monotonous teaching methods. When teachers use flashcards, students become more interested and motivated because they are exposed to more engaging visualisations and striking colors. Teachers can also adjust the use of flashcards to meet the needs and abilities of individual students, allowing each student to learn at their own pace and in the way that suits them best. In this process, teachers also have the opportunity to observe students' strengths, weaknesses, and potential in learning English, which ultimately helps them adjust their teaching approach to be more effective.

As part of their role, teachers are also required to provide both internal and external motivation to students. This motivation is crucial in encouraging students to develop their skills and face the challenges that arise during the learning process. Praise and rewards are also important factors that can influence students' enthusiasm for learning. Innovative and intelligent teachers play a key role in helping students overcome obstacles and enhance their interest in learning English. One proven effective way to increase students' learning motivation is through the use of interactive media, such as

flashcards, which not only enrich students' vocabulary but also increase their engagement in learning.

By choosing the research title "Teachers' Perceptions Toward the Use of Flashcards in Students' English Vocabulary Mastery," the researcher hopes to examine how the use of flashcards can help students master more vocabulary and broaden their understanding of the English language. This study also aims to identify the challenges teachers face in using flashcards, providing new insights into ways to improve English teaching methods in the future. It is expected that this research will make a significant contribution to the development of more effective teaching methods, especially in vocabulary mastery through the use of interactive media such as flashcards. Through this research, the researcher also hopes to observe how elementary school students can develop and master more vocabulary when learning English using flashcards.

## **1.2 Formulation of the Problem**

This study will try to investigate the following issues:

1. How is English learning using flashcards implemented in mastering vocabulary?
2. What is the teachers' perception in English learning using flashcards implemented in mastering vocabulary?

## **1.3 Operational Definitions**

To avoid misunderstanding about the terms in the study, the researcher provides some definitions related to the study as follow:

1. Teacher Perception : A person's process of being able to choose, a person's process of organizing and interpreting the information obtained in order to create something meaningful in the world of education (Kotler, 2015).
2. Flashcard : Flashcards often contain words, images or a combination thereof and can be used for vocabulary in foreign language classes in general and foreign languages in particular (Nurjannah, 2015)

3. Vocabulary : Vocabulary includes words that do not change or are very difficult to borrow from other languages (Tarigan, 2015).

#### **1.4 Aims of the Study**

The objectives of this study are listed as follows :

1. To describe the implementation of English Vocabulary Mastery using Flashcard.
2. To investigate the teachers' perceptions of the implementation of English Vocabulary Mastery using Flashcard.

#### **1.5 Significance of the Research**

The research result were devised to contribute to English teaching and learning. They are :

1. Theoretical: This study will enrich the existing body of knowledge, specifically by supporting Walgito in Fitria (2018) theory on teachers' perceptions, providing further theoretical insight into how educators view the use of instructional tools like flashcards in vocabulary acquisition.
2. Empirical: The research offers empirical evidence on teachers' perceptions of teaching English vocabulary, particularly focusing on their experience and effectiveness when using flashcards in the classroom.
3. Practical: This study provides valuable information for readers, especially educators, about how flashcards can be utilized in vocabulary learning. The findings are expected to help both teachers and students by demonstrating how flashcards can facilitate better understanding and retention of vocabulary material.

## **CHAPTER V CONCLUSION**

### **5.1 Conclusion**

The implementation of English language learning using flashcards involves a thorough preparation process where teachers select vocabulary that matches the learning theme and students skill levels. For example, when the theme is "food" words like "apple," "banana," and "bread" are chosen, accompanied by clear images and short definitions to enhance understanding. The lesson begins with a warm-up activity where students guess the meanings of the words, promoting group discussion and engagement. Teachers explain word meanings and contexts, encourage verbal repetition, and incorporate interactive games like matching and flashcard races to boost motivation and active participation. After introducing new vocabulary, a quiz or quick challenge reinforces learning, allowing teachers to assess student understanding. Overall, this approach fosters an interactive and enjoyable learning atmosphere, significantly improving students' vocabulary skills and accommodating diverse learning styles, thus laying a solid foundation for future English language learning.

Teachers believe that the use of flashcards in English teaching significantly enhances students' vocabulary skills. Flashcards not only serve as teaching aids but also create an interactive and enjoyable learning environment that encourages students to participate more actively. Teachers observe that shy quiet students become more confident when using flashcards, thanks to the supportive atmosphere fostered through small group discussions and Q&A sessions. Despite challenges, particularly for students with a weaker vocabulary foundation, a holistic approach that includes providing visual examples and student feedback can help address these difficulties. Flashcards enable students to relate new vocabulary to real-life contexts, thereby improving their understanding and retention. Teaching outcomes show that students who use flashcards tend to score higher on tests and are better able to apply vocabulary in everyday sentences. Therefore teachers'

perception is that flashcards are an effective method in English learning contributing to improved vocabulary mastery among students. Recommendations for other teachers include utilizing flashcards that are relevant to students interests and integrating enjoyable activities to maintain motivation, thus creating an inclusive and effective learning environment.

As the implementation of flashcards in English language learning continues to enhance vocabulary acquisition, several future challenges and discoveries may arise. Teachers will need to adapt these tools to meet the diverse learning styles of all students, particularly those with specific learning difficulties. The integration of digital tools presents opportunities but also challenges related to equal access to technology. Maintaining student motivation will be crucial, especially as learners progress to more advanced vocabulary, necessitating innovative strategies like gamification. Additionally, developing effective assessment methods to measure vocabulary retention and application will be important, as will ensuring that flashcard content is culturally relevant and sensitive in increasingly diverse classrooms. Research into techniques for long-term retention, such as spaced repetition, could also provide valuable insights. Lastly, fostering collaboration among teachers to share best practices and resources can lead to continuous improvement in vocabulary instruction. By addressing these challenges, educators can further leverage flashcards as a powerful tool in English language learning, ensuring that all students have the opportunity to succeed.

## **5.2 Recommendations**

Based on the research findings, it is recommended that teachers enhance the use of flashcards in teaching English vocabulary, particularly for students needing support to boost their confidence in speaking and writing. Flashcards that include images and words can effectively aid students visually, making them feel more confident in applying new vocabulary. Teachers should also involve students

in the flashcard development process, gathering feedback on images and content to create more relevant and engaging materials.

Additionally, flashcards should be integrated into various interactive activities, such as games and quizzes, to foster a dynamic learning environment. Activities like flashcard bingo and matching games not only enhance vocabulary comprehension but also encourage student participation and improve peer relationships. A differentiated approach is essential, as students have varying learning styles and levels, teachers can adjust the difficulty of flashcards to challenge advanced learners while providing basic materials for those needing extra support.

Moreover, flashcards can help alleviate anxiety in language learning contributing to a relaxed and supportive atmosphere where students feel comfortable participating. By implementing these strategies, the use of flashcards in vocabulary teaching can be optimized to meet diverse student needs, ultimately enhancing the effectiveness of English language learning at the elementary level. These recommendations aim to guide teachers in developing more effective, responsive, and student-centered teaching methods.



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