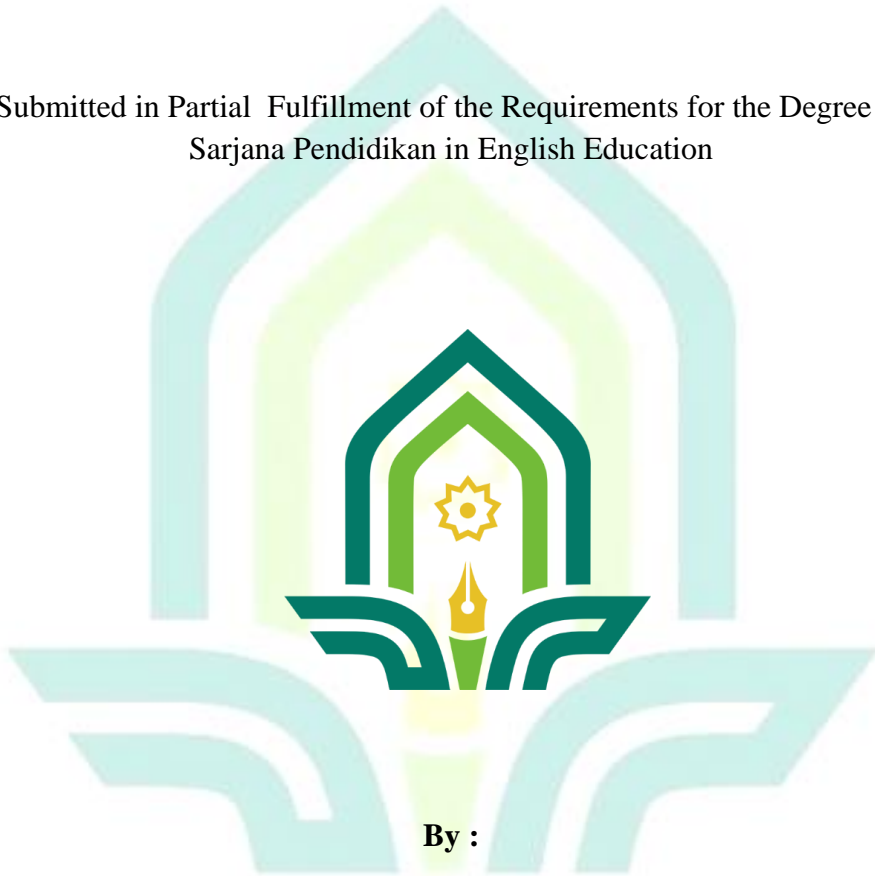


**TEACHERS' PERCEPTION TOWARD THE USE OF  
FLASHCARD IN STUDENTS' ENGLISH VOCABULARY  
MASTERY**

**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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FLASHCARD IN STUDENTS' ENGLISH  
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Wassalamu'alaikum Wr.Wb.

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FLASHCARD IN STUDENTS' ENGLISH VOCABULARY  
MASTERY**

Has been establish through an examination held on Friday, 25 October 2024 and accepted in partial fulfillment of requirements for the Degre of Sarjana Pendidikan (S.Pd.)

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## ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the Cherisher and Sustainer of all worlds, for His countless blessings and guidance. Without it, I would not have been able to complete this thesis. The process of writing this thesis has been an extraordinary experience filled with challenges and personal growth. I am deeply grateful for the support and encouragement I have received from many people.

1. First, I would like to thank my beloved family. I am grateful to my parents, Mr. Sukasno (alm) and Mrs. Eni Sugiarti, for their infinite love, prayers, and encouragement. Without their belief in me, this thesis would not have been possible. I also thank my sister, Nur Getty Anggraeni; my brother, Syafa Pradita Sukasno; my brother-in-law, Iksani; and my niece, Anesa Alfarisqia Nur Sani. Although they sometimes test my patience, I am very grateful to have them in my life.
2. I also want to express my deepest gratitude to my supervisor, Mrs. Hafizah Ghany Hayudinna, M.Pd. Your support and guidance have been invaluable in completing this thesis. Thank you for giving me the opportunity to learn and grow.
3. Thank you to my beloved friend, Dinda Cita Angela, for always being a source of encouragement and understanding. You have always been there to listen to my struggles and celebrate my successes, and I feel very lucky to have you.
4. Thank you to my partner, Muhammad Nibrosul Fikar. Your love, positivity, and support have been my anchor throughout this process. Your presence has truly been a blessing.
5. I feel incredibly fortunate to have supportive friends. Thank you for the encouragement, enthusiasm, and motivation you provided during the completion of my thesis. Without you, this journey would have been much more difficult.
6. Thank you to my inspiring friends, Nyoman Paul, Nabila Taqqiyah, Rony Parulian, and Salma Salsabil. You have shown that patience and perseverance are essential in achieving dreams. Your beautiful work has motivated me.

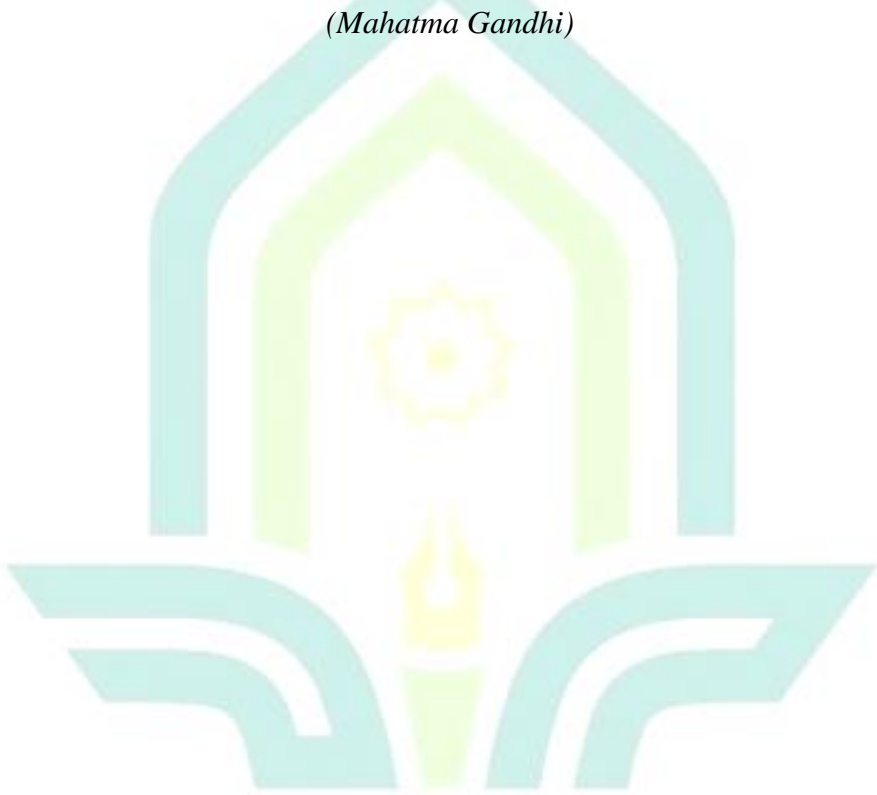
7. Thank you to my classmates in the English Education Department, Class of 2019. Your support and friendship have made the challenges we faced together easier to bear.
8. Lastly, I would like to express my gratitude to everyone who contributed to the completion of this thesis. Although I cannot mention each of you by name, I deeply appreciate your help, support, and encouragement. Your contributions, whether big or small, have been invaluable.



## 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*

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **"Teachers' Perception Toward The Use of Flashcad in Students' English Vocabulary Mastery"** can be completed. It is submitted to English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, on this occasion I would like to express my sincere gratitude to:

1. The head of English Education Department and Teachers' Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin.
2. Hafizah Ghany Hayudinna, M.Pd. as my supervisor who has given me the suggestion, guidance and time in writing this research proposal.
3. All lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan.
4. My beloved parents and my family who have given me endless support, prayer, advice and encouragement in writing this research proposal.
5. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, 12 Juli 2024

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 II**

### **THEORETICAL BACKGROUND**

#### **2.1 Literature Review**

##### **2.1.1 Teacher Perception**

Several formulas provide definitions of perception. The word "persepsi" is defined in the Big Indonesian Dictionary (2007: 1167) as a direct response (acceptance) of something. Perception, according to Desideranto in Jalaluddin Rakhmat (2007: 51), is the experience of objects, events, or relationships obtained by combining data and interpreting messages. Giving meaning to sensory stimuli is known as perception. Therefore, it can also be said that perception is the result of a person's thoughts in certain circumstances.

According to Miftah Toha (2005:141), perception is a cognitive process experienced by humans when they understand their environment through smell, feeling, hearing, and sight. On the other hand, Slameto (2010: 102) says that perception is the process of entering messages or information into the human brain. This opinion emphasises this process. Sugihartono (2007: 8) says that perception is the brain's ability to translate stimuli. Stimuli come from outside humans, so perception is translating or interpreting stimuli that enter the sense organs.

Meanwhile, Bimo Walgito (2010: 99) explains perception as a process that is preceded by a sensing process. The sensing process, also known as sensory processing, is the process of receiving stimuli from a person through their sense organs. The stimulus does not just stop, but continues, and the next process is the perception process. Sensing is the initial stage of the perception process explained by Bimo Walgito. It is very clear from what has been mentioned above that perception is a process that combines, interprets, and ultimately provides judgment. This process produces individual awareness of their environment. Laura A. King

(2012: 225) states that perception is a process carried out by the brain to organise, interpret, and give meaning to sensory information.

In the opinion of these experts, perception is a complex observation process that uses the five senses to receive and understand environmental information. Having perception through the five senses means a person knows, understands, and is aware of an object. However, perception is only the initial stage of the perception process and provides a real picture of the object. During the perception process, a person will decide whether the stimulus helps him or not (behaviour).

Factors that influence perception, according to Miftah Thoha in (Gunawan, 2012) include psychological factors, family factors, and cultural factors. These three factors will be explained as follows:

1. Psychological factors

Psychological factors are a psychological condition that occurs in a person that is directly related to the situation in the past, personality, and factors that motivate him.

2. Family factors

Family factors are conditions experienced in a family, whether in the form of parental upbringing or the value system adopted within a family.

3. Cultural factors

Cultural factors are values in a tradition in a family or adhered to by a person which are directly influenced by the environment or where a person lives in society.

This can influence a person in developing a perception about something. With this perception, it is very possible for differences to occur between individuals, due to the conditions they experience, be it psychological, conditions within their family or conditions in the culture around them.

A teacher is a profession that is responsible for the education provided to students. According to (Uzer Usman, 2002) a teacher is a position or profession held by someone who has special skills in teaching and learning. Meanwhile, according to (Gunawan, 2012) a teacher is someone who has a position or profession who consciously has responsibilities as an educator or teacher, and guides students in secondary education until they reach a higher level to achieve the educational goals expected by educational institutions.

According to (Yusuf, 2000) a teacher is someone who has a big responsibility in carrying out an educational action which is intended to achieve the expected educational goals or someone who is considered mature, can be honest, has physical and spiritual health, is expert and skilled in learning activities. teaching, open, fair and has a soul of great compassion.

It can be concluded that a teacher is someone who is responsible for the education of each student. A teacher is expected to have a good personality, as well as a strong and tough mentality, because in education a teacher is an example or role model for every student. According to Udin Syaefudin in (Ahmadi, 2018) Teachers have the following main duties:

1. Teachers as instructors

A teacher is expected to present himself as a knowledgeable person and a teacher or giver of knowledge. Therefore, a teacher must master the discipline he will teach and master the method or method of imparting his knowledge to students.

2. Teachers as instructors and educators

A teacher is expected to be able to present himself as a knowledgeable person and become an educator by mastering the discipline he will teach, how to teach, and in administering it.

3. Teachers as teachers, educators, agents of change and community development.

A teacher is expected to be a teacher and educator in various conditions, whether individual or group, inside or outside the classroom or in society.

According to Kotler in (Handayani, 2015) states that teacher perception is 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. This perception does not only rely on the physical stimulation experienced by the teacher but also on the stimulation that occurs around him and the conditions he experiences.

The ecological perception theory proposed by James J. Gibson (1979) provides a significant perspective in understanding how individuals interact with their environment and how the perception process can influence learning experiences. Gibson argues that perception is not merely the result of complex cognitive processing but rather a direct process that occurs when individuals receive information from their surroundings. In this approach, he emphasizes the importance of affordances—characteristics of the environment that offer opportunities for individuals to interact with and understand the objects around them.

In the context of education, the use of flashcards as a learning medium for mastering English vocabulary exemplifies the principles of Gibson's theory. Flashcards combine visual and textual elements, providing students the opportunity to recognize new words directly through relevant images. By viewing the images and words presented simultaneously, students can associate the meaning of words with the corresponding visuals, making the learning process more intuitive and efficient. Additionally, the concept of optical flow introduced by Gibson explains how movement and visual changes can help students understand the

information presented. When a teacher shows flashcards to students, the movement creates visual patterns that enable students to better follow the flow of information. This is particularly important in a learning context, where students' attention and engagement can increase when they are confronted with dynamic visual stimuli.

Teachers using flashcards also have the ability to adjust their presentation of the material, creating resonance between the information conveyed and students' responses. Through experience and direct interaction with this medium, teachers can adapt the use of flashcards according to the needs and comprehension levels of their students. For instance, a teacher might introduce new vocabulary in a more interactive way, such as asking students to name the word that corresponds to the shown image, thereby encouraging active participation and facilitating a more enjoyable learning process. By utilizing Gibson's perception theory, this research aims to delve deeper into teachers' perceptions of the effectiveness of flashcards in vocabulary learning, as well as how direct experience and interaction with this medium influence students' learning processes. Thus, understanding Gibson's theory not only provides a theoretical foundation for this research but also highlights the importance of using visual media to enhance students' English language skills, particularly in vocabulary acquisition.

Robbins and Judge stated that perception is the process by which people organize and interpret their memory impressions to give meaning to their environment. Perception is also defined as a direct response from absorption or the process of someone knowing several things through sensing. According to Walgito in Fatria (2018) in Tefa, in general (2022), there are three perception indicators that become references in perception:



## 1. Reception

Reception is the initial stage in the process of perception, where an individual receives stimuli or objects from the external environment through their senses, such as sight, hearing, touch, etc. At this stage, an individual's sensory system captures various physical stimuli from the external world and transmits them to the brain through the nervous system.

In an educational context, reception occurs when a teacher or student receives information or stimuli from their environment, such as the instructional material provided, the use of tools like flashcards, or even the students' responses to learning activities. This reception involves the processing of sensory input, such as visual stimuli (images on flashcards), auditory stimuli (instructions from the teacher), or kinesthetic stimuli (physical use of learning materials).

However, reception of stimuli is not merely passive; the quality of the stimuli also affects the effectiveness of reception. Stimuli that are more engaging, such as colorful images or prominent text on flashcards, tend to be more quickly received by students' senses and attract their attention. Students who are more focused on the material will be better at capturing and understanding what is being taught. At this stage, the stimuli are still raw and not yet processed or given meaning by the individual receiving them.

## 2. Understanding

The second stage in the process of perception is understanding, where an individual begins to process and interpret the stimuli they have received. This understanding involves deeper cognitive processes, where information from the stimuli is linked with existing knowledge, previous experiences, or situational

context. This is the stage where the brain works to assign meaning to what has been received.

In the context of learning, after students receive stimuli from flashcards, they start to process this information. For example, if a flashcard shows a picture of an apple with the word "apple," students not only see the image and text but also connect it with the concept they know about the fruit. They might recall its shape, color, and taste, as well as learn its spelling and pronunciation in English. This process involves background knowledge and the student's cognitive abilities to understand new vocabulary.

For teachers, understanding occurs when they assess the effectiveness of the methods they use. For instance, after introducing flashcards to students, teachers can evaluate whether the tool has effectively helped students comprehend and remember vocabulary better. Teachers also use their previous experiences to adjust their teaching methods and understand student responses to the material.

### 3. Evaluation

The final stage in the process of perception is evaluation, where an individual assesses or reacts to the stimuli they have understood. This evaluation is often subjective as it is based on personal values, attitudes, or perspectives. At this stage, individuals determine whether the stimuli are useful, relevant, or important to them, and how they should respond to it.

In education, teachers evaluate the effectiveness of teaching media they use, such as flashcards, by examining student learning outcomes. Teachers assess whether the method has successfully improved students' vocabulary acquisition, whether students are more motivated and engaged, or if there are any barriers that need addressing. Teachers may also evaluate their own

teaching experiences with these tools and seek ways to improve them in the future.

Students, on the other hand, evaluate the learning material based on their understanding and comfort with the learning process. If they find that flashcards help them learn more easily, they will view the method positively and may feel more motivated. Conversely, if they encounter difficulties or do not find it helpful, they might evaluate the method less favorably.

Evaluation can also include emotional reactions to the learning experience. For example, if students feel happy and enthusiastic while using flashcards, they are more likely to be actively involved and motivated in their learning. For teachers, effective evaluation allows them to determine if learning objectives have been met and if the methods used are appropriate for students' needs.

Teacher perception refers to teachers' views, understanding, or interpretation of a phenomenon or situation in the educational environment, particularly regarding the learning process. Teacher perception is important because it influences how they teach, design lessons, interact with students, and use specific teaching methods or materials. This perception is shaped by various factors, including personal experiences, knowledge, educational background, school culture, and interactions with students and colleagues.

In research, teacher perception is often analyzed to understand how they assess the effectiveness of a teaching method or material, student motivation, and the challenges in teaching. Below are some key points regarding teacher perception in the educational context:

1. Perception of Teaching Methods or Learning Media

Teachers have different perceptions about the use of various teaching methods or media, including

flashcards, educational videos, or discussion-based methods. For example, a teacher might think that flashcards are effective in helping students memorize vocabulary because they are interactive and visual. However, another teacher might feel that flashcards are not suitable for all types of learners, especially those who are more dominant as kinesthetic or auditory learners.

## 2. Perception of Student Needs and Abilities

Teachers also develop perceptions about their students' abilities and needs, which influence how they design lessons. If a teacher perceives that their students are slower in grasping concepts, they might adjust their teaching methods by slowing down the pace or providing more explanations. Conversely, if students are perceived to understand material quickly, the teacher might speed up the lessons or offer more challenges.

## 3. Perception of Technology Use

In today's technological era, teachers hold varying perceptions about the use of technology in education. Some teachers may believe that technology, such as educational software, interactive videos, or e-learning, greatly helps in increasing student motivation and engagement. Other teachers may feel that technology can distract students or take longer to learn compared to conventional methods.

## 4. Perception of Student Motivation and Participation

Teachers often form perceptions about the level of student motivation and participation in class. This perception affects how they respond to students and the strategies they use to enhance engagement. For instance, a teacher may perceive that passive students in the classroom are less motivated, leading them to

use more interactive teaching techniques to grab their attention.

#### 5. Perception of Teaching Challenges

Teachers also have perceptions about the challenges they face in teaching, such as a lack of resources, support from the school, or time constraints. These perceptions can influence their attitudes toward innovation in teaching. For example, a teacher who feels they do not have enough time to plan lessons might opt for simpler and quicker teaching methods, even though they know more effective methods that require more preparation.

#### 6. Perception of Parental Involvement and School Environment

Teachers often form perceptions about the role of parents and the support from the school environment in students' success. If a teacher feels that parents and the school fully support students' learning, they tend to have a more positive and optimistic view of learning outcomes. On the other hand, if support is seen as lacking, the teacher might find it more challenging to achieve the desired educational goals.

Teacher perception greatly influences the decisions they make in the learning process, whether in choosing methods, using technology, or responding to student needs. By understanding teacher perceptions, we can identify the factors that support or hinder the teaching and learning process and find solutions to improve the quality of education.

### **2.1.2 Flashcard**

#### **1. Definition of Flashcard**

Flashcards are a type of reminder card or map that is presented briefly to students. According to Said and Budimanjaya (2015, 115), "flash cards are learning cards" Flashcard material (small cards containing images, text or

symbols that remind or give instructions to students about something related to the image). Flashcards usually measure 8 x 12 cm or can be adjusted to the size of the classroom in question. For example, alphabet cards can be used to practice informal writing (in Arabic or English). Cards with pictures (objects, animals, etc.) can be used to practice spelling and enrich vocabulary. These cards act as a guide and stimulate students to give the desired response (Arsyad, 2014).

According to Susilana and Riyana (2008: 93), flashcards are learning materials in the form of picture cards measuring 25 x 30 cm. Drawings are done by hand or with photos, or using existing drawings or photos attached to note cards. The pictures on the flashcards are a series of messages presented with a description of each picture written on the back. According to Basuki Wibawa and Farida Mukti quoted by Nurjannah (2015: 292), 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.

By using flashcards, students can memorize pictures and words more easily. Using flashcards as a learning tool has benefits, including broadening students' horizons because they are used to seeing at a glance the many words written on the cards. It can help students understand the topic being studied and can increase motivation and healthy competition among students to read what they see. Make the class atmosphere lively, fun and reduce boredom. Flashcards are a form of educational word game consisting of pictures and words that are deliberately designed to improve various aspects including: memory development, independence training and vocabulary growth (Hotimah, 2010).

Flashcards are practical and applicable graphic media. So, it can be concluded that flashcards have the following characteristics:

- a. Flashcards are effective picture cards.
- b. Has two front and back sides.
- c. The front contains an image or logo. The back contains the meaning, image description, answer key, or information.

Based on several theories that have been explained. The use of flashcard learning materials in this research refers to Arsyad's theory, namely cards measuring 8 x 12 cm containing colored pictures to train students to spell and stimulate students.

## **2. The Types of Flashcard**

According to Haycraft (1978), usually, there are two kinds of flashcards. They are:

### **a. Word Flashcard**

A word flashcard is a card with words printed on it. When practicing word order, the teacher can use many cards to represent all the words in the sentence. These cards can be fixed on the board, can also be provided to students, and can be correctly arranged in the following two ways;

1. Students in the whole class
2. individual classes.

The word flashcards can similarly be used to practice structure. The use of word flashcards may be universal or specific. Some universal usages are as follows:

- 1) They could be lifted to highlight the structure or function.
- 2) They could be used to change alternative content or to work during the practice phase of the lesson.

- 3) Flashcards could be used for basic vocabulary exercises.
- 4) Students could be used randomly arranged cards to compose sentences.

The word flashcards can also be used more specifically to practice specific language item, such as:

- 1) Flashcards can be used to practice adverbial clauses.
- 2) Connective words such as "next", "soon", "then", and "a period" can be used on flashcards in the same way.
- 3) A random collection of adjectives, nouns, verbs, and adverbs can be printed on flashcards and used to practice identifying parts of speech.

b. Picture Flashcard

According to Halliwell (1992: 41), flashcards are all kinds of cards that contain words, pictures, and descriptions arranged in various combinations. The picture format of the flashcard is selected when the picture has the following characteristics: A clear idea of what a structure or word might mean.

Picture flashcards are very suitable for practicing, presenting, and revising vocabulary lists or as hints for other activities-for examples, to illustrate characters in conversations to help students improve. Picture flashcards can be used as hints for simple alternative exercises. Picture flashcards can also be used to recognize action verbs.

The picture or illustration on the card should be enjoyable, attractive, and large enough for the whole class to watch due to it will make students interested.

### 3. Flashcard in Learning English

Harmer (2001) stated that flashcards are especially beneficial for drilling grammar items to suggest different



sentences or to practice vocabulary. There are many applications of flashcards as auxiliary tools for vocabulary teaching (Harmer, 2001):

- 1) Drills can be done to support students comprehend new vocabulary. This method can be used often.
- 2) Matching Activity is an activity where students have to pair the written flashcard toward the picture in the face-down memory game.
- 3) Guessing the card is an activity where students make efforts to guess the picture of the card.
- 5) The mime trick game is a game that requires students to mime actions.
- 6) Describing the action is an activity that requires students have to say what they find on the card.
- 7) Act it out is an interesting activity to study new vocabulary. One student is requested to say the word, another student guessed the word.

There is the procedure of teaching vocabulary using Flashcard by Weight (1990):

- 1) Phonological Practice: Each card shows one person- it can be a funny depiction, whose name includes the voice to be practiced.
- 2) Words Cards for Sentence Making: These can be propped up in a stand. In other ways, every student is complete with a word card, furthermore, they can arrange themselves that they reveal a sentence to the rest of the class.
- 3) Reading Recognition: every student is given a word or a sentence card and most indicate an object or scene in the room or in a picture to which it relates. Otherwise, the card includes an instruction that the students perform. Question cards and suitable answer cards are mixed. The student or group of students must search them out and match them.

- 4) The student must Connect the Written and Spoken Forms.
- 5) Guessing Game: The teacher shows several cards of actions to the class. First, he asks them to keep in mind the pictures. Then, he takes one up, hides the picture, and asks them to mention what it is, perhaps pretending to try out the students' powers of extra-sensory perception. Every student makes a guess. Then, the teacher looks at the card, then asks each student again, "what did you say?".. Contrasts for Meaning: Flashcards with pictures on both sides can be used to increase the recognition of contrasting concepts and to give oral reproduction practice,

These are some implementations of using flashcards in learning English. The researcher believes that the above flashcard implementation could be used in learning English for the fifth-grade students of an elementary school in Pekalongan.

#### **4. Flashcard Learning Media Steps**

According to the UPI Repository team quoted by Nurjannah (2016: 60), the steps for using flashcards in classroom learning are as follows:

- a. Stand approximately 1 to 1.5 meters from the class so that all students can see the teacher.
- b. Prepare cards from the same group, arrange them on top of each other and hold them with your left hand at chest level. The card page has the image on the front, facing the student.
- c. To attract students' attention, show them the card page with the picture by taking a card from the back and placing it on top while clearly stating the name of the picture, for example "star".
- d. Then flip the photo over until it says "star" on the front, do it quickly.

- e. Ask students to follow or repeat what the teacher says.
- f. Then, take the second card from the last card listed and do the same as steps c and d.
- g. Run sequentially to the end, at a rate of no more than one second for each displayed image and text.
- h. Once all the cards are finished, they will be mentioned one by one quickly. Give the explanation card to the student sitting next to the teacher.
- i. Ask all students to look behind them one by one then turn to another student.
- j. After returning the cards, continue the section with a class discussion to consolidate memory.

Based on the opinion above, it can be concluded that the purpose of using flashcard media is to train students to remember more easily, accurately and easily understand the subject matter. In this way, choosing and determining the right learning media allows the teaching and learning process to run well and be able to provide good understanding to students. Learning steps using flashcard media can be applied to students in elementary schools or Madrasah Ibtidaiyah. The contents of the flashcards are adjusted to the learning material and student learning age group. What you need to know about using flashcard media is that flashcards should be arranged and grouped based on the same subject. The pictures on the note cards should be large and clear enough so that students sitting at the back can see them.

##### **5. Characteristics of Flashcard Learning Media**

The characteristic of flashcard media is that it presents messages or information related to the image on each card presented. Presenting this information will make it easier for students to remember the message. Combining pictures and picture descriptions helps students easily recognize the concept of an object and

know the names of the objects that the picture helps with. Therefore, it can be concluded that flashcard media is a graphic media that is very easy to remember because it contains short messages so that students can easily absorb the content that has been explained.

## **6. Advantages and Disadvantages of Flashcard as Learning Media**

Indriana (2011: 69) says that the age offered obvious, such as flashcard it easy to carry mywhere, practice is make and to use it, flashcard help in summarizing tot memorizing the media is on very fun to use as a medis learning, it can be und in the form of the game Therefore, Based on Komachali and Khodarcza (2012 137), the advantages of flashcards are useful for drilling new letters, syllables, words, and other information. They are normally wond in a classroom, bar can also be used more informally.

There is pros and cons on using flashcard, they said that using flascard as a tool for teaching is not effective such as for buying or making it by themselves, furthermore, when using flashcard, it can be seen by the students clearly because of the size, therefore it appears the misunderstand on their learnng activity (Asnawir and Usman in Inayah (2010: 24), In addition, Suhaimi (2014: 12), states that the disadvantages of flashcards are not all material can be conveyed by flashcards, need require thought and preparation in advance.

Debora cited Wright (1968) as saying that the following are benefits of using flashcards :

- 1) It can make it easier for the students to remember the words they have studied.
- 2) The cards are not overly large, thus it is portable to anywhere.

- 3) It provides diversity in instruction. Not all of the teacher's job is to impart knowledge and provide explanations.
- 4) Students might benefit greatly from using flashcards to review material prior to beginning a new lesson plan.

### **2.1.3 Vocabulary**

#### **1. Definition of Vocabulary**

In daily activities, humans as social creatures certainly interact with other people, language is one of the communication tools that humans use to interact. The older a person becomes, the more proficient he is in vocabulary, so that he is able to express something by choosing vocabulary that shows awareness of the value of life and prioritizes cooperation (Adhani, 2017). According to Tarigan (2015: 3) core vocabulary includes words that do not change or are very difficult to borrow from other languages. The vocabulary that elementary school students must master is 9,000 words, however in the 1994 elementary and middle school curriculum it is stated that the vocabulary mastery of elementary school graduates is 3,500 words (Kurniati, 2020).

Hurlock explained that there are two types of vocabulary that need to be mastered by children aged 6 to 13 years or elementary school students, namely general vocabulary and special vocabulary. General vocabulary encompasses common words frequently used across various situations and contexts. These words are typically known by nearly all language users and are not limited to specific fields. Examples include words like "house," "run," "good," and "day." According to Nation (2001), general vocabulary consists of words with high frequency in daily language use and is essential to master first, as it forms the foundation for effective communication at basic to intermediate levels. Mastering general vocabulary

enables learners to understand and express general ideas, thereby aiding in basic conversation and writing.

In contrast to ordinary vocabulary, special vocabulary consists of words used within specific contexts or fields. These words often appear in academic or professional domains, such as science, medicine, law, and engineering. For example, in medicine, terms like "antibiotic," "diagnosis," and "pathogen" are commonly used. Special vocabulary tends to be more technical and does not frequently appear in everyday conversation unless the context is related to the respective field (Coxhead, 2000). According to Gardner and Davies (2013), special vocabulary helps learners understand literature or communication that is more specific, making it essential to study this vocabulary when focusing on particular academic or professional goals.

Vocabulary is a necessary foundation for language skills, according to research conducted by Heater Lee M. Baron from Union City University shows that vocabulary is important for reading success so, as Tarigan said, the more words students learn, the more words they understand when reading, can help students read fluently and perfect the knowledge they have acquired (Stone, 2013).

The vocabulary often acquired by elementary school students is core vocabulary, namely words that do not change easily or are very difficult to borrow from other languages. According to Tarigan, basic vocabulary includes names of body parts, main verbs, basic state words, universal objects. Students need to have a good vocabulary because vocabulary is associated with students' everyday language.

## **2. Vocabulary Learning**

Vocabulary learning is a crucial process in language acquisition, involving the recognition, understanding, and

recall of new words and their meanings. In language learning, vocabulary plays a fundamental role as it influences listening, speaking, reading, and writing skills (Nation, 2001). According to Schmitt (2008), mastering vocabulary enables language users to convey meaning more clearly and effectively in communication.

Some effective techniques for vocabulary learning include periodic repetition, the use of flashcards, and contextual approaches. Repetition and continuous practice have been shown to improve students' memory, especially when combined with spaced repetition, which organizes intervals of repetition based on the student's memory retention (Nation, 2013). Flashcards, as noted by Hung (2015), are interactive tools for practicing vocabulary, particularly because they focus attention on one concept at a time, thus reducing cognitive load. Learning in context is also highly beneficial, as understanding words within sentences or stories helps students grasp nuances of meaning and usage naturally (Schmitt, 2010).

Additionally, effective vocabulary teaching approaches involve explicit instruction and contextual teaching. For example, teachers can directly teach the meanings and usage examples of words, especially academic or specialized vocabulary (Graves, 2016). Other contextual learning approaches include simulations or role-playing, which motivate students to communicate in the target language, and the use of technology, such as vocabulary learning apps, to reinforce their understanding in a supportive and interactive environment (Lightbown & Spada, 2013).

### **3. The Importance of Vocabulary**

It is very important to learn English, vocabulary is very important for comprehension and reading comprehension. This opinion is very important for two

reasons. First, vocabulary helps understand forms, phrases, sentences, single paragraphs or multiparagraphs, and second, vocabulary helps explain the meaning of the words themselves in the text being read. To help students communicate well in English, they must know some words and use them correctly (Hastuti, n.d.).

Therefore, showing vocabulary is the basis for understanding the authority of English in understanding vocabulary, understanding various types of word implications, and understanding vocabulary in various types of language. Therefore, showing vocabulary tends to be of great importance. the purpose included in the sentence or reading.

#### **4. Factors that Influence Vocabulary**

Vocabulary is one of the many variables that influence a person's speaking ability. According to Mohammad Efendi from Ferdinand Zona Rukmana, there are three factors that influence the growth of a person's speech or language (Rukmana, 2016):

- 1) Physiological conditions, especially organ capacities related to the ability to help children understand language development tasks.
- 2) Mental state: Factors that influence children's discourse and language development include knowledge, interests, the tendency to perceive and grasp topics of conversation, and the desire to talk to others. Children learn vocabulary.

Environmental conditions: In the early stages, children are more present in the family environment. Therefore, we must try to create a family environment that helps children's language development.

#### **5. Vocabulary Mastery**

Vocabulary mastery refers to a person's ability to understand and use vocabulary effectively in both spoken and written communication. Vocabulary



mastery is the foundation of language skills, including listening, speaking, reading, and writing. According to Schmitt (2000), vocabulary mastery not only includes knowing the meaning of words but also encompasses how the words are pronounced, written, used in sentences, and how they collocate or relate with other words.

## **6. The Importance of Vocabulary Mastery in Language Learning**

Vocabulary mastery is the core element of effective language skills. Thornbury (2002) argues that without adequate vocabulary, a learner cannot comprehend or communicate messages properly, even if their grammar and phonology are perfect. Here are some reasons why vocabulary mastery is essential:

1. **Effective Communication:** The more vocabulary one masters, the easier it is to convey ideas and emotions.
2. **Improved Reading Comprehension:** Vocabulary mastery helps understand texts faster and better.
3. **Enhanced Writing and Speaking Abilities:** A wide vocabulary allows one to express ideas in a richer and more varied way, both orally and in writing.

## **7. Components of Vocabulary Mastery**

According to Nation (2001), there are several important components in vocabulary mastery that learners need to understand and master:

1. **Form:** This includes the spelling and pronunciation of words.
2. **Meaning:** Understanding both the basic and contextual meanings of words.
3. **Use:** Using words in the correct context, including appropriate grammar.
4. **Collocation:** The use of words in natural combinations with other words. For example,

“make a decision” is more common than “do a decision.”

Nation also emphasizes the importance of depth of vocabulary knowledge, where learners not only know the meaning of words but also various other aspects of word usage, such as synonyms, antonyms, and different word forms.

## **8. Factors Affecting Vocabulary Mastery**

1. Frequency of Exposure : Nation (2001) states that vocabulary mastery is greatly influenced by how often a person is exposed to new words. Frequent exposure through activities such as reading, listening, and speaking in the target language accelerates the process of mastery.
2. Motivation : Learning motivation plays an important role in vocabulary mastery. Gardner (1985) mentions that students with intrinsic motivation and a strong drive to learn a language will acquire vocabulary more quickly than those who lack strong motivation.
3. Age : Age is another factor that affects vocabulary mastery. According to Ellis (1994), children learn new vocabulary more quickly than adults, but adults have an advantage in learning vocabulary systematically through formal learning strategies.

## **9. Measuring Vocabulary Mastery**

Vocabulary mastery can be measured through various methods, such as:

1. Written Vocabulary Tests: Multiple-choice tests or fill-in-the-blanks exercises.
2. Listening Tests: Learners listen to words or sentences and must identify the meaning or synonyms.

3. Writing Tests: These assess the students' ability to use new words in the context of sentences or essays.

Schmitt (2010) emphasizes the importance of varied testing to measure not only how many words students know but also how deeply they understand those words in various contexts.

Vocabulary mastery is an essential component of language learning. With effective strategies such as active repetition, contextual learning, and using visual techniques like word mapping, learners can expand their vocabulary. Vocabulary mastery not only helps learners communicate more effectively but also enhances their skills in reading, writing, and critical thinking.

## **2.2 Previous Study**

There are some studies concerning the use of Flashcards for English learning. Indahyanti & Rahman (2002) conducted research using technology to determine teachers' perceptions of teaching media in English classes. This research shows that the use of teaching media in English classes is a meaningful way to reduce negative feelings during the learning process.

Arisandi (2015) conducted research with the title "Improving Students' Vocabulary Mastery by Using Flash Cards at Forth Grade Students in SDN Lawangan Daya 2 Pamekasan". This journal makes flashcards a media that is needed in the learning process. These findings show that students' vocabulary mastery has increased significantly from preliminary research. In this research, the teaching and learning process requires appropriate and effective strategies. This research also shows that flashcards are considered an appropriate technique for improving students' ability in vocabulary mastery.

Hamer and Rohimjaya (2018) conducted research that focused on flashcards as a learning medium to enrich students' mastery of skills. This research shows that flashcards are very good at

teaching vocabulary to students. Students can stimulate their imagination to develop more ideas. Therefore, students feel happier in participating in the learning process. Students can learn and add lots of new vocabulary.

Amiruddin & Yusuf (2022) with the title "The Use of Flashcards to Improve Students' Vocabulary Achievement". This journal makes flashcards a media that is needed in the learning process. These findings indicate that students' vocabulary mastery increased significantly compared to the probability value. This research also shows that flashcards are considered an appropriate technique that using flashcards can increase students' vocabulary achievements.

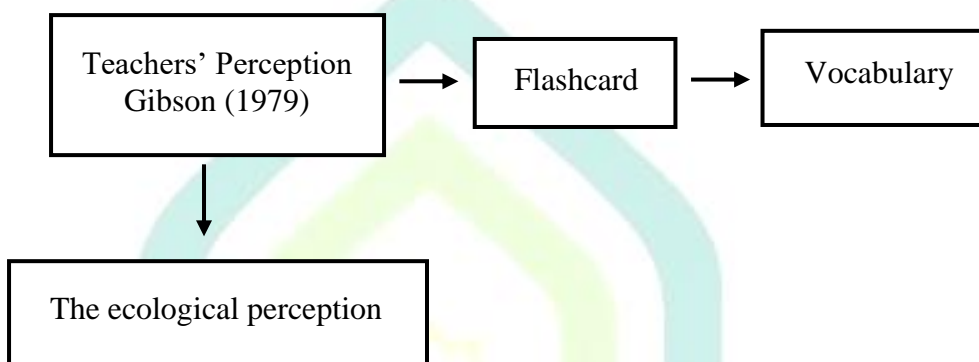
Senzaki, Hactoron, Appleby, & Gurung (2017) conducted research with the title "Reinventing Flashcards to Increase Student Learning". This article shows how this strategy requires students to create flashcards designed to improve their ability to remember, understand, and apply textbook material in exams. The findings in these three studies show that students who are introduced to learning strategies using flashcards will get much higher test scores compared to students who are not given them. This friend shows that this easy-to-implement teaching strategy can help students to reach deeper levels of processing in a way that is independent and more beneficial for students.

Of the five studies above, they were chosen as studies that are relevant to this research because studies in previous studies focused more on the use of flashcard media and involving students as research participants. From the five previous studies, it can be compared that this narrative research focuses on the use of flashcard media in students' mastery of English vocabulary as a specific context. This research emerged to investigate teachers' perceptions of the use of flashcard media in students' mastery of English vocabulary. The English class in elementary school was chosen as a case to illustrate the problem in the research. The differences between this research and previous research are: (1) using Flashcard and investigating teachers' perception (2) for II

grade, and (3) in topics of the first semester. So, this research is different from the previous findings above.

### 2.3 Conceptual Framework

The conceptual framework that must be the basis of the research shows that the teacher's perception of the teaching media is in the form of graphic flashcards that teachers use in teaching English vocabulary. The graphic components are explained as follows:



**Picture 1. Conceptual Framework**

This study aims to investigate teachers' perceptions of the use of flash cards in mastering English vocabulary for second grade elementary school students. Researchers focused on teachers' perceptions of flashcard media in mastering English vocabulary and analyzed Walgito (2018) regarding perceptions. Teachers were asked to find out their perceptions of the use of Flashcards in mastering English vocabulary through interviews. Semi-structured interviews give the interviewee the freedom to answer the interviewer's questions to explain information in more detail (Barkhuizen, et. al., 2014). This interview will be conducted using Indonesian to avoid misunderstandings and misinterpretations of questions.

## **CHAPTER III**

### **RESEARCH PROCEDURE**

#### **3.1 Research Methodology**

Data collection methods are important in research, because these methods can help researchers collect the necessary data such as information, materials, facts and reliable information.

The research entitled "Teachers' Perception Toward The Use of Flashcard in Students' English Vocabulary Mastery" uses qualitative research methods with a narrative approach. According to Basrowi & Suwandi 2008 (Nugrahani, 2014), through qualitative research researchers can recognize the subject, feel something that the subject experiences in everyday life. In qualitative research, researchers are involved in the context, with the situation and setting of the natural phenomenon that is being studied. Each phenomenon is something unique, different from others because of the different context. Strauss and Corbin (Nugrahani, 2014) this qualitative research is research that can be used to examine community life, history, behavior, organizational functionalization, social movements, or kinship relationships. Meanwhile, according to Bogdan and Taylor (Nugrahani, 2014), qualitative research is a research procedure that is capable of producing descriptive data in the form of speech, writing and behavior from the people being observed. Through this qualitative research, it is possible to gain an understanding of reality through an inductive thinking process.

Qualitative research has several types of approaches, namely narrative, phenomenological, grounded research, case studies and ethnography methods. In this research, researchers used a narrative approach so that researchers could focus on individual experiences and chronology in more detail. Narrative research according to James Schreiber and Kimberly Asner-Self 2011 (Nugrahani, 2014) is the study of individuals' lives as told through stories of their experiences, including discussions about the meaning of those experiences for the individual. Meanwhile, according to Webster

and Metrova, narrative is a research method in the social sciences. The essence of this method is the ability to understand a person's identity and worldview by referring to the stories (narratives) that he listens to or tells in his daily activities. There are examples of psychology journals that use a narrative approach to their research. (Olvi Aldina Perry, 2018) uses a qualitative research method with a narrative approach because research produces descriptive data in the form of written or spoken words from people and observable behavior. Narrative research records experiences through reconstructing personal stories.

### **3.2 Research Context**

This research has a clear focus on investigating teachers' perceptions of the use of flashcards in mastering English vocabulary at the elementary school level. In the context of education, flashcards are recognized as effective aids for enhancing students' learning abilities, particularly in vocabulary acquisition. Through this research, the author aims to understand how teachers view the effectiveness of flashcards as a teaching method, as well as how they assess its impact on students' understanding and retention of vocabulary. By involving various perspectives from experienced teachers, this study is expected to provide deeper insights into the challenges and successes encountered in implementing this method in the classroom. Ultimately, this research aims to provide a comprehensive and detailed account of the phenomena observed as a result of this study, serving as a reference for educators and other researchers interested in the field of English language teaching and the use of learning aids.

### **3.3 Setting and Participant**

This research will be conducted at an elementary school located in Pekalongan, Central Java, Indonesia. The primary focus of this study is to explore the understanding and experiences of a single teacher in teaching English vocabulary using flashcards. By involving one teacher, the research aims to gain in-depth insights into the teaching methods employed, as well as the challenges and

successes encountered during the learning process. This teacher is expected to provide rich perspectives based on their experiences in interacting with students, including the strategies used to enhance vocabulary mastery. Through this approach, the study seeks to present a comprehensive analysis of the effectiveness of using flashcards in English language teaching and how it contributes to the development of students' language skills. With the findings from this research, it is hoped that valuable recommendations can be provided for teaching practices in other elementary schools, particularly in the context of English language learning in Indonesia.

### **3.4 Data Collection**

The research method applied in this study is the interview method, which plays a crucial role in gathering in-depth data from participants. According to Moleong (2002), an interview is a purposeful conversation between two parties, namely the interviewer, who poses questions, and the interviewee, who responds. The aim of the interview is to extract detailed information that relates to the specific goals of the research. In this case, the researcher utilizes open-ended questions, allowing the subjects to express their answers freely and without constraints. This approach ensures that the participants are not limited in their responses, and they can provide a full range of insights as long as their answers remain relevant to the topic being discussed. Furthermore, the flexibility of the questions allows the researcher to adapt to different situations and the flow of the conversation. While the conversation may take different directions, the researcher carefully maintains control, ensuring that both questions and answers stay focused on the main themes of the research.

In addition to interviewing the main subjects who are directly related to the research topic, the researcher also conducts interviews with individuals close to the subjects, such as family members, friends, and parents. This broader approach helps to gather more detailed and nuanced information, providing additional perspectives on the subjects' experiences and validating



the accuracy of the data obtained. The goal is to dig deeper into the subjects' background and to understand their experiences from various viewpoints, making the data richer and more reliable.

To avoid any misunderstandings or misinterpretations that could arise due to language barriers, the interviews are conducted in both Indonesian and English. This bilingual approach ensures that both the researcher and the participants can communicate their ideas clearly and accurately. By using both languages, the researcher minimizes the risk of confusion and ensures that the participants can respond in the language they feel most comfortable using, which ultimately contributes to the quality and clarity of the data collected.

### **3.5 Data Analysis**

After collecting the data and studying the information obtained from the data collection steps and theories related to the discussion of this study, the researcher conducted a systematic analysis of them. Qualitative data analysis based on Flick (2013) could discover and describe phenomena in more detail, which can be the subjective experience of specific individuals or group. The purpose of data analysis is to summarize and simplify the data to explain it so that the problem can be solved accurately. In analyzing data, this research starts with data collection, data reduction, data display, and the last step is for the researcher to conclude as described by Miles & Huberman (1994).

#### **1. Data Collection**

According to Lodico et al. (2006: 266) in qualitative research, especially in the field of education, there are types of data collection methods that are appropriate. Those types are interviews, observations, and documents. Therefore, this study decided to use interviews as appropriate methods for investigating teachers' perception.

#### **2. Data Reduction**

In this stage, after the researcher obtains the data, the next step is selecting the data. So that data is quick and easy to use, Sugiyono P (2005) suggests that streamlining data means

summarizing, selecting the main things, focusing on important things, finding themes and patterns, and removing things that are needed. In this research, the recorded interviews were converted into transcripts. In reducing the data, the researcher focused on the researcher's questions related to the data regarding the teacher's perception of the use of Flashcard media on English vocabulary mastery in elementary schools and how to analyze the data.

### 3. Data Display

In this case, data display can help express data reasoning by displaying organization, summarizing, and simplifying data. The display format and form of notes can vary, usually depending on research needs. There are many types of data display research including graphs, charts, networks, and various types of charts. At the same time, short notes, narrative texts and tables were used in this study.

### 4. Drawing Conclusion

As stated by Miles & Huberman (1994), concluding that the final step is data collection. After the first two steps, data reduction and more data display occurs. In this research, from the beginning of data collection, researchers began to determine what variables they wanted to obtain. Conclusion and include it explicitly in the conclusion stage and verification stage of all previous stages. Qualitative research conclusions may find answers to the questions asked. Finally, in this case the researcher can obtain results and conclusions from the research.

## 3.6 Research Steps

In this study, researcher must first go through a process of several steps before they can obtain the required data. The following 3 procedures must be performed:

### 1. Interviewing the Teachers

Two participating teachers were selected as interviewers. Two teachers provided interesting answers. This interview aims to obtain further information regarding the use of

Flashcards as a learning medium that can be used to enrich students' mastery of English vocabulary.

2. Analyzing the Data

After gathering all of the data from interview, the researcher analyzed the data which had been the collected.

3. Reporting the Result

The last step is for the researcher to report the analyzed data. The researcher summarized and wrote out what teachers' perception about using Flashcards as learning medium to improve the students' vocabulary mastery.

**3.7 Research Schedule**

The overall process of this research will take four month as follow :

No	Activities	Mei 2022	Jun 2022	Mei 2024	Jun 2024	Oct 2024	Nov 2024
1	Submssion of research topic						
2	Research topic approval						
3	Writing research approval						
4	Proposal approval						
5	Seminar proposal approval						
6	Conducting and writing the research						

7	Estimation of thesis examination						
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## CHAPTER IV RESULT AND DISCUSSION

### 4.1 The Implementation of Learning Vocabulary Mastery Using Flashcard

From the interview with Mr. Roni, an English teacher at one of the schools in Pekalongan Regency regarding the use of flashcards as supplementary learning media, it can be generally concluded that the use of flashcards enhances the teaching and learning process. The use of flashcards for vocabulary acquisition significantly helps improve classroom dynamics by stimulating student interest and strengthening interaction between teachers and students. Furthermore, the application of flashcards as a learning tool is considered an innovative breakthrough that can replace previous, more monotonous teaching methods.

Flashcards are small cards containing information, words, or pictures used as tools in learning, especially in teaching vocabulary to young learners (Wulandari R 2020). This indicates that flashcards can greatly assist in making the learning process more engaging and colorful.

*“Saya pertama kali mulai menggunakan flashcard dalam pembelajaran kosakata karena saya merasa media ini sangat efektif dalam membantu siswa memahami dan mengingat kosakata baru. Flashcard menarik perhatian saya karena sifatnya yang sederhana namun interaktif. Dengan adanya kombinasi gambar dan kata, siswa lebih mudah menghubungkan visual dengan makna kata, yang kemudian mempercepat proses pemahaman. Selain itu, flashcard memungkinkan pengulangan secara cepat, yang sangat penting dalam proses pembelajaran kosakata. Pilihan ini juga didukung oleh berbagai literatur yang menunjukkan bahwa flashcard merupakan salah satu media yang efektif untuk meningkatkan daya ingat siswa, terutama dalam pembelajaran kosakata bahasa Inggris.”*

**(Mr. Roni, 5 juli 2024)**

“I first started using flashcards in vocabulary learning because I found this media very effective in helping students understand and remember new vocabulary. Flashcards caught my attention due to their simple yet interactive nature. The combination of images and words allows students to more easily connect visuals with the meanings of words, which accelerates the understanding process. Additionally, flashcards enable quick repetition, which is crucial in the vocabulary learning process. This choice is also supported by various literature showing that flashcards are one of the effective media for enhancing students' memory, especially in English vocabulary learning.”

**(Mr. Roni, 5 July 2024)**

Based on the interview results with Mr. Roni, the use of flashcards in teaching English vocabulary began because he saw the potential of this simple yet effective media in helping students understand and remember new words. Flashcards were chosen because they allow students to more quickly connect visuals with word meanings. This method is also considered to support a rapid repetition process, which is crucial in learning new vocabulary. Additionally, the use of flashcards is supported by literature showing that this media is effective in enhancing students' memory, especially in vocabulary teaching.

The use of flashcards as a learning medium in vocabulary teaching has been widely supported by various studies. Flashcards are effective visual tools for helping students remember information, particularly when involving a combination of words and images. As stated by Nation (2001), visualization through images can reinforce vocabulary understanding because it engages more than one sense—sight and hearing—thereby improving memory retention. Flashcards also facilitate repetition, which according to Schmitt (2008), is key to helping students internalize vocabulary in the long term.

Furthermore, flashcards are regarded as interactive learning tools. This interaction can enhance student motivation, especially when combined with games or group activities, thus creating a more

enjoyable learning environment (Rohmatillah, 2018). Their simple yet flexible nature also allows for the use of flashcards in various learning contexts, from teaching in large classes to individual learning.

From the interview, it is evident that Mr. Roni feels that flashcards help students understand and remember vocabulary more quickly, which aligns with previous research. The use of visuals as representations of vocabulary helps students, particularly those with visual learning styles, to more easily connect images with word meanings. As stated by Paivio (1991), the dual coding theory suggests that information processed through two channels—visual and verbal—is easier to remember compared to information processed through only one channel.

*“Dalam menyiapkan materi untuk flashcard, saya selalu memperhatikan kosakata yang relevan dengan tema pembelajaran yang sedang berlangsung. Saya memilih kata-kata yang sesuai dengan tingkat kesulitan siswa, kemudian memasukkan elemen visual yang mendukung, seperti gambar yang sederhana namun menggambarkan makna kata secara jelas. Selain itu, saya juga menambahkan definisi singkat atau sinonim dari kata yang diajarkan untuk memperkaya pemahaman siswa. Hal ini membantu siswa tidak hanya mengingat gambar dan kata, tetapi juga memahami maknanya dalam konteks yang lebih luas. Saya terkadang membuat flashcard sendiri, namun ada kalanya juga saya menggunakan flashcard yang sudah tersedia dengan menyesuaikan konten agar lebih sesuai dengan kebutuhan siswa saya.”*

**(Mr. Roni, 5 juli 2024)**

“In preparing the materials for flashcards, I always pay attention to vocabulary that is relevant to the ongoing learning theme. I select words that match the students' level of difficulty and then include supporting visual elements, such as simple images that clearly depict the meaning of the words. Additionally, I also add brief definitions or synonyms of the words being taught to enrich students'

understanding. This helps students not only remember the images and words but also comprehend their meanings in a broader context. I sometimes create the flashcards myself, but at other times, I use pre-existing flashcards, adjusting the content to better suit my students' needs.”

**(Mr. Roni, 5 July 2024)**

From the interview results regarding the use of flashcards in teaching English vocabulary, it can be concluded that the preparation process for flashcard materials is conducted with careful attention to the relevance of the learning themes. Teachers select vocabulary that matches the students' abilities and the appropriate level of difficulty. The use of simple and clear supporting images to depict the meanings of words is an essential part of the flashcard design. Additionally, teachers also add brief definitions or synonyms to enrich students' understanding, so they not only recognize the words and images but also grasp their meanings in a broader context. Teachers sometimes create flashcards themselves, but at other times, they use pre-made flashcards and adjust the content to better fit the students' needs. This flexible use of flashcards reflects how this media can be tailored to various specific learning requirements.

The interview results highlight the importance of thorough preparation in the creation and use of flashcards. Teachers integrate supporting visual elements with vocabulary to help students learn and remember new words. This aligns with the views of several experts, as explained by Nation (2001), that visual elements like images can enhance students' memory and understanding of new vocabulary because visual information tends to be easier to remember than verbal information. The use of brief definitions or synonyms on flashcards also adds value to the learning process. These findings support Thornbury's (2002) opinion, which states that repetition and the association between words, images, and additional definitions can accelerate the process of vocabulary internalization for students.



By using a combination of self-made materials and existing flashcards, teachers can be more flexible in adjusting the learning content. This approach shows that flashcards are not merely visual aids but also media that can be adapted to educational goals, contexts, and students' needs. As stated by Brewster et al. (2002), adjusting learning media to the context is key to the successful use of media in education. The use of flashcards also reflects creativity in teaching. Teachers can select vocabulary and design engaging flashcards that align with the learning topics, making students not only interested but also motivated to learn further.

*“Dalam menentukan kosakata yang diajarkan, saya biasanya mengacu pada kurikulum dan materi yang sesuai dengan tingkat kemampuan siswa. Kosakata dipilih berdasarkan topik pembelajaran yang sedang berlangsung, misalnya, jika tema pelajarannya adalah "makanan", maka saya akan memilih kata-kata yang berhubungan dengan makanan. Tentu saja, saya juga menyesuaikan kosakata dengan tingkat pemahaman siswa, terutama jika kelas saya terdiri dari siswa dengan tingkat kemampuan yang berbeda. Untuk siswa yang lebih cepat menangkap materi, saya mungkin menambahkan kata-kata yang lebih sulit atau kompleks, sementara bagi siswa yang membutuhkan lebih banyak waktu, saya fokus pada kata-kata dasar yang lebih mudah dipahami. Dengan begitu, saya bisa memastikan bahwa semua siswa dapat mengikuti pembelajaran sesuai dengan kemampuan mereka.”*

**(Mr. Roni, 5 juli 2024)**

“When determining the vocabulary to be taught, I usually refer to the curriculum and materials appropriate for the students' skill levels. Vocabulary is selected based on the ongoing learning topic; for instance, if the lesson theme is "food," I will choose words related to food. Of course, I also adjust the vocabulary according to the students' comprehension levels, especially if my class consists of students with different abilities. For students who grasp the material more quickly, I may add more difficult or complex words,

while for those who need more time, I focus on simpler, foundational words. This way, I can ensure that all students can follow the learning process according to their abilities.”

**(Mr. Roni, 5 July 2024)**

The results of the interviews with the teachers indicate a systematic and structured approach in determining the vocabulary taught to students. The teachers explained that in the process of selecting vocabulary, they usually refer to the curriculum and materials that align with the students' abilities. This approach is crucial to ensure that vocabulary teaching aligns with established educational standards. Vocabulary is chosen based on the current learning theme; for example, if the lesson theme is 'food,' the teacher will select words directly related to food. This shows that the teachers use a relevant and contextual thematic approach, allowing students to better understand and connect new vocabulary with their daily experiences. This thematic approach supports the research by Marzano and Pickering (2007), which emphasizes the importance of relating teaching materials to real-world contexts to enhance student understanding.

Furthermore, the teachers also stated that vocabulary adjustment is very important, especially if the class consists of students with varying abilities. In this context, the teachers carefully apply different learning methods. For students who grasp the material quickly, they may add more difficult or complex vocabulary, while for students who need more time, the focus is placed on basic vocabulary that is easier to understand. In this way, the teachers strive to create an inclusive learning environment where every student can follow the lessons according to their abilities. This approach aligns with research showing that differentiation in teaching is highly effective in meeting individual students' needs and improving their learning outcomes (Tomlinson, 2014).

After the preparation stage is completed, the teachers proceed to the implementation stage of the selected vocabulary. In this regard, the use of learning aids such as flashcards becomes a highly

effective strategy. Flashcards help visualize vocabulary and encourage interaction between the teacher and students, as well as among the students themselves. During the learning sessions, the teachers use flashcards to introduce and review vocabulary, as well as provide opportunities for students to practice using words in relevant sentences. According to research conducted by Bakhsh et al. (2021), the use of flashcards in vocabulary teaching has proven to enhance students' information retention and understanding. Flashcards not only facilitate memorization but also encourage students to engage in active and collaborative discussions, which are essential for deeper learning.

Additionally, the teachers noted that the diversity of teaching methods, including word games and other interactive activities, also plays a role in maintaining student motivation during the learning process. In this way, students are not only expected to memorize vocabulary but also to apply it in a broader context. This supports the concept that student engagement-based learning is more effective than traditional passive teaching methods (Bonwell & Eison, 1991).

Overall, the results of these interviews provide a clear picture of effective teaching practices in vocabulary usage. Responsive and adaptive teachers to student needs can create a better learning experience, ultimately supporting overall vocabulary mastery among students. With these planned and responsive teaching strategies, it is expected that students can effectively engage in the learning process according to their respective abilities. This research highlights the crucial role of teachers in creating an inclusive and supportive learning environment, which in turn contributes to the success of English language learning at the elementary school level.

*“Saat menggunakan flashcard di kelas, saya biasanya memulainya di awal pelajaran sebagai bentuk aktivitas pemanasan. Flashcard sangat efektif digunakan untuk memperkenalkan kosakata baru atau mengulang materi sebelumnya. Pertama, saya menunjukkan gambar atau kata di flashcard dan meminta siswa untuk menebak*

*arti atau mendiskusikannya secara kelompok. Setelah itu, saya menjelaskan makna kata dan bagaimana kata tersebut digunakan dalam kalimat. Pada tahap ini, saya sering mengajak siswa untuk mengulang secara bersama-sama agar mereka bisa lebih mengingatnya. Flashcard juga saya gunakan di akhir pelajaran sebagai bentuk penutup untuk menguatkan kembali kosakata yang sudah dipelajari, dengan memberikan kuis atau tantangan cepat.”*

**(Mr. Roni, 5 juli 2024)**

“When using flashcards in class, I usually start at the beginning of the lesson as a warm-up activity. Flashcards are very effective for introducing new vocabulary or reviewing previous material. First, I show the image or word on the flashcard and ask the students to guess the meaning or discuss it in groups. After that, I explain the meaning of the word and how it is used in sentences. At this stage, I often invite students to repeat together so they can remember better. I also use flashcards at the end of the lesson as a closing activity to reinforce the vocabulary that has been learned by giving quizzes or quick challenges.”

**(Mr. Roni, 5 July 2024)**

The results of the interviews with the teachers show a systematic and structured approach in determining the vocabulary taught to students. In the vocabulary selection process, teachers usually refer to the curriculum and materials that are suitable for the students' abilities. Vocabulary is chosen based on the current learning theme; for example, if the lesson theme is 'food,' the teacher will select words that are directly related to food. This demonstrates that teachers use a relevant and contextual thematic approach, enabling students to more easily understand and relate new vocabulary to their daily experiences.

After the preparation stage is completed, the teachers move on to the implementation stage of the selected vocabulary. When using flashcards in the classroom, teachers begin with a warm-up activity at the start of the lesson. Flashcards are very effective for

introducing new vocabulary or reviewing previous material. First, the teacher shows an image or word on the flashcard and asks students to guess its meaning or discuss it in groups. For instance, if the flashcard shows a picture of an "apple," the teacher might ask students to guess what they see and discuss other types of fruit in small groups. After that, the teacher explains the meaning of the word "apple" and how it is used in a sentence, for example: "I like to eat an apple every morning."

At this stage, the teacher often encourages students to repeat the vocabulary together to help them remember it better. The repetition involved in this activity supports deeper learning, where students not only memorize but also understand the context of its use. Flashcards are also used at the end of the lesson as a closing activity to reinforce the vocabulary that has been learned. For example, the teacher might give a quiz or a quick challenge with flashcards, where students are asked to respond quickly when the teacher shows the flashcard. For instance, the teacher can display a flashcard with the word "banana" and ask students to create a sentence using that word, such as "I bought a banana at the market."

Furthermore, the use of flashcards not only helps visualize vocabulary but also encourages interaction between the teacher and students, as well as among the students themselves. According to research conducted by Bakhsh et al. (2021), the use of flashcards in vocabulary teaching has been shown to improve information retention and student understanding. By integrating this technique, students not only memorize vocabulary but also understand how to use it in real contexts. Additionally, the diversity of teaching methods, including word games and other interactive activities, plays a significant role in maintaining student motivation during the learning process. This supports the concept that student engagement-based learning is more effective than traditional passive teaching methods (Bonwell & Eison, 1991).

Overall, these interview results provide a clear picture of effective teaching practices in vocabulary usage. Responsive and adaptive teachers to student needs can create a better learning

experience, ultimately supporting overall vocabulary mastery among students. With these planned and responsive teaching strategies, it is expected that students can effectively engage in the learning process according to their respective abilities. This research highlights the crucial role of teachers in creating an inclusive and supportive learning environment, which in turn contributes to the success of English language learning at the elementary school level.

*“Ya, saya sering menggunakan metode permainan dan kuis saat mengajarkan kosakata dengan flashcard. Salah satu metode yang paling sering saya gunakan adalah "matching game", di mana siswa harus mencocokkan gambar dengan kata atau definisi yang benar. Metode lain adalah "flashcard race", di mana siswa dibagi menjadi dua tim dan mereka harus berlomba untuk menjawab pertanyaan tentang kosakata yang ada di flashcard. Selain itu, saya juga menggunakan teknik pengulangan secara berkala, di mana saya memperlihatkan kembali flashcard yang sama di sesi-sesi berikutnya untuk memastikan siswa benar-benar mengingat kosakata tersebut. Pendekatan ini membuat siswa lebih terlibat secara aktif dalam pembelajaran dan membantu mereka mengingat kosakata dalam jangka waktu yang lebih lama.”*

**(Mr. Roni, 5 juli 2024)**

“Yes, I often use game and quiz methods when teaching vocabulary with flashcards. One of the most frequently used methods is the "matching game," where students must match images with the correct words or definitions. Another method is the "flashcard race," where students are divided into two teams, and they race to answer questions about the vocabulary on the flashcards. Additionally, I also use periodic repetition techniques, where I show the same flashcards again in subsequent sessions to ensure students truly remember the vocabulary. This approach engages students more actively in learning and helps them retain vocabulary for a longer period.”

**(Mr. Roni, 5 July 2024)**

The interview results with the teacher reveal a structured approach to vocabulary teaching through the use of flashcards, where the teacher combines curriculum-based material selection with interactive methods tailored to students' proficiency levels. In choosing the vocabulary to be taught, the teacher typically refers to the curriculum and relevant materials, which are then aligned with the current learning topic. With this approach, vocabulary can be connected to contexts that are easily understood by students, such as a "food" theme that allows students to learn words like "apple," "banana," or "bread." The teacher then explains the meaning and usage of these words in sentences, providing a real context for students to understand them.

Additionally, the teacher utilizes flashcards in various game-based activities that actively engage students. One of the most frequently used methods is a matching game, where students must match images on the flashcards with the correct word or definition. This game not only trains students' visual memory but also develops their cognitive abilities in recognizing and associating information. The teacher often conducts a flashcard race, in which students are divided into two teams and compete to answer questions related to vocabulary on the flashcards. This activity adds a fun, competitive element to the class and motivates students to focus and participate more in learning. These games align with Bonwell and Eison's (1991) findings, which show that active learning approaches, such as games and competitions, can significantly enhance student engagement and motivation.

The use of repetition techniques is also an important part of the teacher's teaching strategy. Periodically, the teacher reintroduces the same flashcards in subsequent learning sessions to ensure that students genuinely retain the vocabulary they have learned. This method of spaced repetition aligns with Bahrick et al.'s (1993) theory, which states that gradual repetition helps strengthen information retention in students' long-term memory. In this way,

students not only learn new vocabulary but also retain it over a longer period, enhancing their mastery of the target language.

Overall, this approach demonstrates the effectiveness of responsive, student-centered vocabulary teaching. The teacher not only prepares material according to proficiency levels and learning topics but also ensures that students actively participate in the learning process through various activities and games. This approach is especially suitable for elementary school levels, where active student involvement is crucial to maintain their interest and concentration. The use of flashcards, combined with game-based methods and spaced repetition, yields optimal results in vocabulary teaching, as supported by previous research emphasizing the importance of interactive methods and repetition in language learning (Bakhsh et al., 2021).

*“Respon awal siswa terhadap penggunaan flashcard biasanya sangat positif. Mereka tampak antusias dan lebih tertarik belajar dengan media ini dibandingkan metode lain seperti membaca buku teks. Saya perhatikan bahwa flashcard memberikan sentuhan visual yang membantu siswa yang lebih visual untuk terlibat lebih baik dalam proses pembelajaran. Siswa lebih cepat memahami konsep yang diajarkan karena mereka tidak hanya melihat kata-kata, tetapi juga gambar yang membantu mereka mengasosiasikan makna dengan lebih mudah. Selain itu, mereka juga merasa senang karena flashcard sering kali dikaitkan dengan permainan atau aktivitas interaktif yang membuat belajar menjadi lebih menyenangkan.”*

**(Mr. Roni, 5 juli 2024)**

“The initial response from students towards the use of flashcards is usually very positive. They appear enthusiastic and more interested in learning with this media compared to methods like reading textbooks. I notice that flashcards provide a visual touch that helps visual learners engage better in the learning process. Students understand the concepts being taught more quickly because they are not only looking at words but also at images that help them associate



meanings more easily. Furthermore, they also feel happy because flashcards are often associated with games or interactive activities that make learning more enjoyable.”

**(Mr. Roni, 5 July 2024)**

The interview results reveal that students have very positive initial responses to the use of flashcards in vocabulary teaching. Students appear enthusiastic and more engaged in learning with this medium compared to traditional methods, such as reading textbooks. Flashcards introduce a visual dimension to learning that significantly assists students, particularly those with a visual learning style. According to Fleming and Mills (1992), students with a visual preference tend to grasp material presented in images or visualizations more easily, making flashcards an appropriate tool for their learning.

Flashcards not only present words but also include images that help students associate meanings more readily. For instance, when learning the word "apple," students can see a picture of the fruit, which aids in remembering and understanding the concept being taught. This approach aligns with Paivio's (1986) dual coding theory, which posits that presenting information in both visual and verbal forms simultaneously enhances students' understanding and memory retention. By incorporating images, students are able to comprehend vocabulary textually while also remembering the visual representations that reinforce the meanings of the words.

The teacher connects the use of flashcards to interactive activities, such as matching games and flashcard races, which enhance the learning experience and boost student motivation. These games enable students to actively participate and collaborate with their peers, fostering a supportive learning atmosphere that reduces pressure during the learning process. This aligns with the concept of active learning, where students' physical and mental engagement can significantly enhance their understanding and motivation towards the material (Bonwell & Eison, 1991).

Moreover, these games and activities facilitate longer vocabulary retention, as students engage in a fun and repetitive learning process.

Overall, the use of flashcards as an aid in vocabulary teaching demonstrates significant effectiveness, particularly in increasing student interest and participation. The teacher cultivates an interactive classroom environment that caters to the diverse learning styles of students, especially visual learners. This approach allows the teacher not only to fulfill curriculum requirements but also to address students' cognitive needs, ultimately supporting their success in mastering new vocabulary. Based on these findings, it can be concluded that learning media that combine visual, verbal, and interactive elements yield optimal results in mastering English vocabulary at the elementary school level.

*“Salah satu tantangan terbesar dalam menggunakan flashcard adalah menjaga keterlibatan semua siswa, terutama bagi siswa yang memiliki gaya belajar yang berbeda, seperti siswa kinestetik yang mungkin membutuhkan aktivitas lebih banyak daripada hanya melihat gambar atau kata. Untuk mengatasi hal ini, saya sering mencoba mengombinasikan penggunaan flashcard dengan metode lain, seperti permainan fisik atau aktivitas kelompok yang lebih dinamis. Tantangan lain adalah menjaga agar materi flashcard selalu relevan dan menarik bagi siswa, terutama jika kosakata yang diajarkan semakin kompleks. Dalam hal ini, saya terkadang menambahkan elemen kreatif seperti gambar yang lebih menarik atau kata-kata yang lebih menantang untuk menjaga minat siswa tetap tinggi.”*

**(Mr. Roni, 5 juli 2024)**

“One of the biggest challenges in using flashcards is keeping all students engaged, especially those with different learning styles, such as kinesthetic learners who may need more activities than just viewing images or words. To overcome this, I often try to combine the use of flashcards with other methods, such as physical games or more dynamic group activities. Another challenge is keeping the

flashcard material relevant and engaging for students, especially as the vocabulary being taught becomes more complex. In this case, I sometimes add creative elements such as more appealing images or more challenging words to keep students' interest high.”

**(Mr. Roni, 5 July 2024)**

While the use of flashcards in vocabulary teaching has proven effective, teachers encounter several challenges in maintaining the engagement of all students. One significant challenge is addressing the needs of students with different learning styles, particularly kinesthetic learners, who thrive on hands-on experiences and physical activities. Kinesthetic students may feel less engaged when the learning experience consists solely of looking at images or reading words on flashcards. To mitigate this, teachers often combine flashcards with other methods, such as physical games or dynamic group activities. For example, a teacher might integrate flashcards with a game like “Simon Says,” where students perform specific movements related to the vocabulary being studied. This approach allows students to move and interact, thereby keeping them actively engaged in the learning process.

Another challenge teachers face is ensuring that flashcard materials remain relevant and interesting as the complexity of the vocabulary increases. Students may lose interest if the material becomes monotonous or overly difficult. In response, teachers take creative measures to maintain student engagement, such as incorporating vibrant and appealing images or selecting challenging words that are still contextually relevant. For instance, in a lesson centered on “hobbies,” the teacher can use flashcards featuring enjoyable hobbies like drawing, playing music, or exercising. This strategy helps students find relevance in the vocabulary being taught and enhances their motivation to learn.

Additionally, teachers actively seek feedback from students after each lesson to evaluate the effectiveness of using flashcards and to make necessary adjustments. This practice aligns with a student-centered learning approach, in which teachers strive to

understand students' needs and preferences throughout the learning process (Tomlinson, 2014). By involving students in decision-making regarding the content they learn, teachers not only provide materials but also encourage student engagement. Research by Bakhsh et al. (2021) highlights the importance of relevance and engagement in learning, which can be achieved through diverse and creative teaching methods.

Overall, the challenges associated with using flashcards can be addressed through a combination of creative and participatory approaches focused on student needs. By adapting teaching methods to accommodate diverse learning styles and ensuring that materials are interesting and relevant, teachers can foster a more enjoyable and effective learning experience. This approach not only aids students in understanding the vocabulary being taught but also supports their engagement and motivation in learning English overall.

#### **4.2 Teachers' Perception toward the Use of Flashcard**

Based on the analysis of interview data, the researcher identified teachers' perceptions regarding the use of flashcards in English vocabulary mastery among students. From the collected data, themes related to teachers' perceptions during the use of flashcards emerged according to Gibson (1979).

*“Pengalaman saya menggunakan flashcard sangat positif dan memuaskan. Saya telah menggunakan flashcard selama beberapa tahun dalam mengajar bahasa Inggris, dan saya menemukan bahwa alat ini sangat efektif untuk membantu siswa memahami kosakata baru. Flashcard memberikan pendekatan visual yang menarik, yang sangat penting bagi siswa yang mungkin kesulitan belajar melalui metode tradisional. Siswa terlihat lebih bersemangat dan antusias ketika saya memperkenalkan kosakata baru dengan menggunakan flashcard. Mereka tidak hanya belajar dari kata-kata yang tertulis, tetapi juga dari gambar yang menyertainya, yang membuat proses belajar menjadi lebih interaktif. Selain itu, saya menemukan bahwa flashcard memungkinkan saya untuk melakukan variasi dalam pengajaran, seperti permainan dan kuis, yang meningkatkan keterlibatan siswa.”*

**(Mr. Roni, 5 juli 2024)**

“My experience using flashcards has been very positive and satisfying. I have used flashcards for several years in teaching English, and I find them highly effective in helping students understand new vocabulary. Flashcards provide an engaging visual approach, which is essential for students who may struggle with traditional learning methods. Students appear more excited and enthusiastic when I introduce new vocabulary using flashcards. They not only learn from the written words but also from the accompanying images, making the learning process more interactive. Additionally, I find that flashcards allow me to add variety to my teaching, such as incorporating games and quizzes, which enhance student engagement.”

**(Mr. Roni, 5 juli 2024)**

The teacher's experience using flashcards in English language instruction over the past few years has yielded very positive and satisfying results. Flashcards have proven to be an effective tool for helping students understand new vocabulary in an engaging and interactive manner. One of the primary advantages of flashcards is their visual approach, which appeals particularly to students who may struggle with traditional learning methods. Research indicates that students respond more favorably to visually presented material, as visualization significantly enhances understanding and memory retention (Mayer, 2009). By allowing students to see words in a real context, flashcards facilitate deeper learning.

When introducing new vocabulary with flashcards, students exhibit increased excitement and enthusiasm. They learn not just from the words but also from the accompanying images, which help them associate meanings with relevant visual elements—a critical aspect of language acquisition. This interactive learning process encourages students to actively engage in discussions and activities centered around the vocabulary. This aligns with constructivist learning principles, emphasizing that knowledge is constructed

through experience and interaction (Piaget, 1976). With flashcards, students explore new vocabulary in a more meaningful way, reinforcing their understanding of the language.

In practice, flashcards allow teachers to diversify their teaching methods. By integrating games and quizzes, educators can foster a dynamic and enjoyable classroom atmosphere. For instance, in the flashcard race game, where students are divided into teams and compete to answer vocabulary-related questions, engagement increases alongside positive social interaction. This activity promotes healthy competition and intrinsic motivation to learn. Similarly, games like matching activities, where students pair images with the correct words or definitions, help them internalize vocabulary in an enjoyable way. Research by Bakhsh et al. (2021) shows that such interactive methods can significantly enhance student motivation and understanding of vocabulary.

Moreover, flashcards facilitate adaptive teaching tailored to individual student needs. For students requiring more support with vocabulary, teachers can introduce flashcards with more images or simpler words. In contrast, more advanced students can be challenged with complex vocabulary. This flexibility not only serves as an effective teaching tool but also fosters an inclusive and responsive learning environment where every student feels valued and supported.

From a psychological perspective, using flashcards can also alleviate students' anxiety about learning. A more relaxed and enjoyable learning format encourages comfort and openness to participation. Active engagement in this way can boost students' confidence in using English. Dörnyei (2001) noted that high motivation and a positive learning atmosphere are crucial for students' success in language mastery.

Overall, the use of flashcards in English teaching has significantly impacted student engagement and motivation. This tool not only enhances the enjoyment of learning but also improves teaching effectiveness by presenting information visually and interactively. The positive experiences reported reflect the

importance of implementing responsive methods that cater to students' needs, ultimately contributing to their vocabulary mastery and overall English proficiency. Through the use of flashcards, teachers not only meet curriculum requirements but also create enriching learning experiences that spark curiosity and interest in language acquisition.

*“Saya percaya bahwa gambar dan kata yang ada di flashcard memiliki pengaruh yang sangat besar terhadap pemahaman siswa. Ketika kedua elemen ini disajikan bersamaan, siswa dapat mengasosiasikan kata dengan makna secara lebih cepat. Saya sering melakukan percobaan dengan siswa di kelas. Ketika saya menunjukkan gambar tanpa kata, mereka mungkin mengenali gambar, tetapi ketika saya menambahkan kata, mereka dengan cepat dapat mengaitkan gambar tersebut dengan kosakata yang benar. Misalnya, saat saya menunjukkan flashcard dengan gambar 'apple,' hampir semua siswa bisa langsung mengucapkan kata tersebut. Ini menunjukkan bahwa pengalaman visual yang mereka dapatkan melalui flashcard memperkuat proses belajar mereka. Saya merasa metode ini sangat efektif, terutama bagi siswa yang lebih cenderung belajar secara visual.”*

**(Mr. Roni, 5 juli 2024)**

“I believe that the combination of images and words on flashcards has a significant impact on students' comprehension. When both elements are presented together, students can associate the word with its meaning more quickly. I often experiment with this in class. When I show just the image, they may recognize it, but when I add the word, they quickly connect the image to the correct vocabulary. For example, when I show a flashcard with an image of an 'apple,' almost all students can instantly say the word. This demonstrates that the visual experience they gain through flashcards strengthens their learning process. I find this method very effective, especially for students who tend to learn visually.”

**(Mr. Roni, 5 July 2024)**

One key aspect of using flashcards in vocabulary teaching is the strong influence that combining images and words has on students' comprehension. When these elements are presented together, students are able to associate words with their meanings more rapidly and effectively. Research supports the idea that visual aids in learning improve memory retention and understanding (Mayer, 2009). In my daily classroom practice, I often experiment to observe students' responses to flashcards. For instance, when I show only an image without a corresponding word, students might recognize the picture but may struggle to recall the precise vocabulary.

However, when I add the word alongside the image, there is a noticeable improvement in their ability to link the image to the vocabulary. For example, showing a flashcard with an image of an "apple" prompts most students to immediately identify and say the word. This indicates that the visual reinforcement provided by flashcards enhances the learning process. By engaging both verbal and visual memory, students are more equipped to recall and recognize vocabulary. This suggests that visual-based approaches, like flashcards, offer a highly effective method for teaching new vocabulary, especially for visually inclined learners.

This approach is especially advantageous for students who naturally learn through visual means. Research by Bakhsh et al. (2021) suggests that when students engage with materials combining visuals and text, their comprehension and retention improve notably. Not only does this combination make learning more engaging, but it also enables students to develop a deeper grasp of the vocabulary being taught.

Flashcards also encourage active participation, as students connect images to words in a more interactive learning process. This method fosters a dynamic and responsive learning environment where students feel more involved and motivated. Such active engagement aligns with constructivist principles, which emphasize that learning occurs through interaction and experience (Piaget, 1976).



Moreover, pairing images and words in flashcards supports vocabulary acquisition while also helping students understand contextual usage. By seeing images and words together, students grasp how vocabulary applies to real-world situations. For example, with a flashcard showing an "apple," students learn not only the word itself but can discuss its usage in sentences, such as "I eat an apple" or "An apple is a healthy fruit." This contextual understanding enriches their learning and helps them apply vocabulary in meaningful ways.

Overall, my experience has shown that combining images and words in flashcards significantly enhances students' understanding. Flashcards not only reinforce learning but also support cognitive and language skill development. Through these engaging and effective learning experiences, students achieve greater vocabulary mastery in English.

*“Saya selalu berusaha untuk menyesuaikan cara penyajian flashcard agar sesuai dengan kebutuhan siswa. Jika saya melihat beberapa siswa kurang tertarik atau kesulitan memahami kosakata baru, saya cenderung menggunakan pendekatan yang lebih interaktif. Misalnya, saya sering meminta siswa untuk berpartisipasi dengan cara meminta mereka menebak kata yang ada di flashcard sebelum saya menyebutkannya. Selain itu, saya juga mengadaptasi penggunaan flashcard dengan mengintegrasikan permainan, seperti bingo kosakata atau kuis cepat menggunakan flashcard. Respons siswa sangat membantu dalam menyesuaikan metode saya. Saya sering mendengarkan umpan balik dari mereka, dan berdasarkan itu, saya mencoba untuk memperkenalkan variasi dalam penggunaan flashcard yang lebih menarik dan menantang.”*  
**(Mr. Roni, 5 juli 2024)**

“I always strive to adapt the presentation of flashcards to meet the needs of my students. If I notice some students are less interested or struggling to understand new vocabulary, I tend to use a more interactive approach. For example, I often ask students to participate

by having them guess the word on the flashcard before I reveal it. Additionally, I adapt the use of flashcards by integrating games, like vocabulary bingo or quick quizzes with flashcards. Student feedback is very helpful in adjusting my methods. I frequently listen to their input, and based on that, I try to introduce more engaging and challenging variations in the use of flashcards.”

**(Mr. Roni, 5 July 2024)**

In teaching English, the teacher consistently strives to tailor the presentation of flashcards to suit students' varying needs. Recognizing the diversity in learning styles within the classroom is essential, particularly when some students show lower interest or face challenges in grasping new vocabulary. In such instances, the teacher employs a more interactive approach to increase engagement and comprehension. Research by Hattie and Timperley (2007) indicates that appropriate and responsive feedback significantly enhances the effectiveness of both teaching and learning.

One technique the teacher uses is encouraging active student participation. For example, before revealing the word on a flashcard, the teacher prompts students to guess it. This activity not only boosts enthusiasm but also encourages critical thinking, as students work to associate the image with the vocabulary word. This aligns with active learning principles, where involving students directly in the learning process helps reinforce information retention and vocabulary understanding (Prince, 2004).

The teacher also incorporates games like vocabulary bingo or quick quizzes using flashcards, making learning more enjoyable and adding a healthy dose of competition, which stimulates student interest. Research by Lavy and Shriki (2020) shows that integrating games into learning not only enhances engagement but also improves memory retention.

Feedback from students plays a critical role in shaping teaching methods. Through informal discussions after lessons or simple surveys on learning experiences, the teacher listens to student input

to further tailor flashcard activities. If students express enthusiasm for games, for example, the teacher integrates more game-based activities in future sessions, creating a positive classroom environment where students feel recognized and valued.

This responsive approach not only enhances engagement but also allows the teacher to accommodate the different learning styles within the class. When students feel involved and heard, they are generally more motivated to learn and participate. Thus, adapting flashcard usage to students' preferences contributes to improved vocabulary mastery and makes learning more enjoyable for everyone.

Overall, this responsive use of flashcards effectively increases students' engagement and understanding of new vocabulary. Through interactive activities, games, and feedback, the teacher creates a dynamic learning experience that encourages students to take an active role in their learning process.

*“Sangat jelas bahwa penggunaan flashcard meningkatkan partisipasi aktif siswa. Saya sering melihat bagaimana siswa yang awalnya lebih pendiam dan tidak terlalu aktif dalam kelas menjadi lebih berani untuk berpartisipasi ketika flashcard digunakan. Saya mendorong siswa untuk terlibat lebih aktif dengan menciptakan suasana belajar yang menyenangkan dan interaktif. Misalnya, saya mendorong mereka untuk bekerja dalam kelompok kecil, di mana mereka dapat saling bertanya dan berdiskusi tentang kosakata yang diajarkan. Selain itu, saya juga mengadakan sesi tanya jawab di mana siswa dapat mengajukan pertanyaan mengenai kosakata baru, sehingga mereka merasa lebih terlibat dalam proses pembelajaran.”*

**(Mr. Roni, 5 juli 2024)**

“It’s very clear that the use of flashcards enhances students' active participation. I often see how students who were initially quieter and less active in class become more confident in participating when flashcards are used. I encourage students to be more actively

involved by creating a fun and interactive learning environment. For example, I encourage them to work in small groups where they can ask each other questions and discuss the vocabulary being taught. Additionally, I hold Q&A sessions where students can ask about new vocabulary, making them feel more engaged in the learning process.”

**(Mr. Roni, 5 July 2024)**

The use of flashcards in teaching English effectively increases students' active participation. Often, students who start as quiet and reserved become more engaged when flashcards are introduced, illustrating that these tools not only aid teaching but also encourage social interaction within the classroom. Research by Blatchford et al. (2016) supports this, indicating that social interaction in study groups can enhance both motivation and learning outcomes.

To further encourage active engagement, I strive to create an enjoyable and interactive learning environment. One strategy is organizing students into small groups, where they discuss the vocabulary being taught and ask questions of one another. These group discussions improve vocabulary understanding and also give students a chance to practice speaking English. This approach benefits kinesthetic learners, who thrive on hands-on experiences and collaborative activities.

Additionally, I conduct Q&A sessions where students ask questions about new vocabulary, fostering a greater sense of involvement. Studies, such as Chi and Wylie (2014), indicate that student dialogue enhances understanding and supports deeper learning. As students ask questions and explain their ideas, they not only internalize vocabulary but also strengthen their communication skills.

Flashcards provide a visual context that supports these discussions, making learning both concrete and engaging. For instance, when discussing animal vocabulary, students can show flashcards and talk about each animal's characteristics within their

groups. This visual support reinforces vocabulary understanding while also nurturing essential social skills.

The interactive atmosphere created by flashcards helps to alleviate students' anxieties about speaking and participating. Many students who initially hesitate to speak in front of the class feel more comfortable expressing themselves in smaller groups. Thus, flashcards serve as a valuable tool not only for teaching vocabulary but also for building a supportive learning community.

Overall, my experience highlights that using flashcards can significantly enhance active participation in class. By fostering a fun, interactive environment, students feel empowered to contribute to discussions and share knowledge, creating a positive and inclusive atmosphere where all students feel valued and motivated to learn.

*“Salah satu tantangan yang saya hadapi adalah ketika beberapa siswa merasa kesulitan memahami kosakata baru, terutama jika mereka belum memiliki dasar yang kuat. Saya mengatasi tantangan ini dengan memberikan lebih banyak contoh visual dan konteks dalam penggunaan kosakata. Misalnya, ketika mengajarkan kata-kata baru, saya tidak hanya menggunakan flashcard tetapi juga menampilkan video atau gambar yang lebih luas untuk memberikan konteks tambahan. Umpan balik dari siswa juga sangat berharga. Mereka sering memberi tahu saya tentang gambar mana yang paling membantu mereka, dan saya menggunakan informasi itu untuk memperbaiki flashcard yang saya buat di masa depan.”*

**(Mr. Roni, 5 juli 2024)**

“One of the challenges I face is when some students struggle to understand new vocabulary, especially if they don't have a strong foundation. I address this challenge by providing more visual examples and context for vocabulary usage. For instance, when teaching new words, I not only use flashcards but also show videos or broader images to add context. Feedback from students is also very valuable. They often tell me which images help them the most,

and I use that information to improve the flashcards I create in the future.”

**(Mr. Roni, 5 July 2024)**

One significant challenge in teaching vocabulary that emerged in this study is that some students struggle with understanding new words, especially when they lack a strong foundational knowledge of English vocabulary. Without a solid understanding of basic vocabulary, students often feel frustrated, which negatively impacts their motivation to continue learning. This aligns with findings by Beck, McKeown, and Kucan (2013), who emphasize that an initial comprehension of vocabulary is crucial to effective language learning. Therefore, addressing the needs of students facing these difficulties is essential.

To mitigate this challenge, I observed that using more visual examples and providing additional context helps enhance students' vocabulary comprehension. Instead of solely relying on flashcards, incorporating broader media—such as videos or images—adds depth to the learning experience. For example, when introducing vocabulary like "furniture," images depicting various types of furniture in settings like a living room or kitchen, along with an explanation of each item's function, enable students to associate the vocabulary with real-life contexts. This method, as noted in classroom observations, tends to facilitate a deeper and more comprehensive understanding among students.

Student feedback also plays an important role in refining vocabulary teaching methods. Through informal discussions and feedback sessions, students reported that they benefit from visual aids showing vocabulary in relatable, everyday contexts, while others expressed a preference for simpler illustrations. Integrating this feedback into lesson planning has proven effective in improving the relevance and impact of teaching materials. This approach supports the assertion by Wiggins and McTighe (2005) that incorporating student feedback can enhance the quality of

instructional planning, as demonstrated in the observed outcomes in my classroom.

Additionally, employing repetition techniques in a contextual manner has proven beneficial. After students view videos or images, encouraging them to use the new vocabulary in sentences related to their personal experiences reinforces both understanding and memory retention. This practice also supports students' speaking confidence and aligns with Swain's (2000) research, which suggests that contextual language use can enhance vocabulary retention and comprehension.

In summary, the findings of this study indicate that addressing vocabulary learning challenges through a holistic approach—combining varied media, context-based repetition, and student feedback—can significantly improve students' engagement and vocabulary mastery. This approach not only helps overcome learning obstacles but also fosters a supportive learning environment where students feel more confident in their language abilities.

*“Saya menilai flashcard sangat efektif dalam membantu siswa menguasai kosakata bahasa Inggris, terutama dibandingkan dengan metode lain seperti ceramah. Flashcard memungkinkan siswa untuk belajar dengan cara yang lebih visual dan interaktif. Dengan melihat gambar dan kata secara bersamaan, siswa tidak hanya menghafal, tetapi juga memahami dan mengingat kosakata dengan lebih baik. Saya telah mengamati bahwa siswa yang menggunakan flashcard lebih cepat dalam menguasai kosakata baru dan lebih mampu menerapkannya dalam kalimat sehari-hari.”*  
**(Mr. Roni, 5 juli 2024)**

“I find flashcards to be highly effective in helping students master English vocabulary, especially compared to other methods like lectures. Flashcards allow students to learn in a more visual and interactive way. By seeing both images and words simultaneously, students are not only memorizing but also better understanding and retaining vocabulary. I've observed that students who use flashcards

acquire new vocabulary more quickly and are better able to apply it in everyday sentences.”

**(Mr. Roni, 5 July 2024)**

Based on my assessment, the use of flashcards is highly effective in aiding students' mastery of English vocabulary, particularly when compared to more traditional methods like lecturing. Flashcards serve not only as teaching aids but also as interactive visual tools that facilitate a more engaging learning experience. This observation aligns with Marzano's (2004) findings, which suggest that visual aids in teaching can significantly enhance student comprehension. Flashcards, in particular, provide a rich visual experience that is often lacking in lecture-based instruction.

When students view images and words together on flashcards, they are not merely memorizing vocabulary; they are also better able to understand and recall it. This approach aligns with constructivist learning theories, where knowledge is actively constructed through experience (Piaget, 1976). Flashcards provide visual contexts that help students make meaningful associations between words and their meanings. Observations indicate that students using flashcards achieve vocabulary mastery more quickly and apply new words more readily in everyday contexts.

A notable advantage of flashcards is their capacity to foster active student engagement. By incorporating flashcards, students are encouraged to participate actively, both in discussions and through interactive games. Research by Wong and Kuo (2021) supports this, showing that active engagement can improve vocabulary retention and communication skills. In my classroom, students demonstrate increased enthusiasm and are more willing to practice new vocabulary in context when engaging with flashcard-based games.

Flashcards also lend themselves well to effective repetition strategies. Regular exposure to the same vocabulary through flashcards in successive lessons has proven effective in reinforcing memory. Cepeda et al. (2006) found that repeated exposure to information across various contexts can enhance long-term



retention, and classroom observations confirm that students retain vocabulary longer with repeated flashcard exposure, as opposed to passive lecture-based methods.

Furthermore, flashcards have a positive impact on students' confidence in using English. As students become more adept at recognizing and applying new vocabulary, their confidence in speaking and writing grows, which is crucial for language acquisition. Confidence plays a vital role in students' willingness to practice and participate actively in class.

In conclusion, the findings indicate that using flashcards to teach English vocabulary offers numerous benefits. This interactive, visually enriched approach not only improves learning outcomes but also motivates students to participate actively. Flashcards thus represent a valuable instructional tool in language education and should be considered an essential component of vocabulary teaching strategies.

*“Ya, saya sangat jelas melihat perbedaan antara siswa yang menggunakan flashcard dan yang tidak. Siswa yang belajar menggunakan flashcard menunjukkan pemahaman yang lebih baik terhadap kosakata baru, dan mereka juga lebih percaya diri saat menggunakan kata-kata tersebut dalam konteks berbicara dan menulis. Misalnya, ketika saya mengadakan tes setelah pengajaran menggunakan flashcard, siswa tersebut cenderung mendapatkan nilai yang lebih tinggi dan dapat memberikan contoh penggunaan kata dalam kalimat dengan lebih akurat dibandingkan dengan siswa yang tidak menggunakan flashcard.”*

**(Mr. Roni, 5 juli 2024)**

“Yes, I can clearly see the difference between students who use flashcards and those who don't. Students who learn using flashcards demonstrate a better understanding of new vocabulary, and they are also more confident when using these words in speaking and writing contexts. For example, when I conduct a test after teaching with flashcards, those students tend to score higher and provide examples

of word usage in sentences more accurately compared to students who do not use flashcards.”

**(Mr. Roni, 5 July 2024)**

The teacher have observed a significant difference between students who utilize flashcards in their learning process and those who do not. Students engaging with flashcards exhibit a deeper understanding of new vocabulary. Research supports this observation, indicating that visual aids like flashcards can enhance learning and information retention (Mayer, 2001). My experience corroborates these findings, as students involved in activities that incorporate flashcards not only retain vocabulary more effectively but also display greater confidence in using those words in both speaking and writing contexts.

For instance, when the teacher administer tests following lessons that utilize flashcards, students who have learned through this method consistently achieve higher scores. These results reflect their enhanced comprehension of the vocabulary taught. Moreover, they are able to provide more accurate examples of word usage in sentences compared to their peers who did not use flashcards. This aligns with the work of Tharp and Gallimore (1988), which emphasizes that visual aids can help students develop a stronger grasp of the concepts being taught.

Additionally, students who engage with flashcards often demonstrate improved abilities to apply new vocabulary in real-life contexts. They can not only identify words but also effectively incorporate them into relevant sentences. For example, during a learning session where the teacher asked students to use new vocabulary in group dialogues, those accustomed to flashcards found it significantly easier to communicate and expressed themselves with more confidence. This underscores the notion that flashcards serve not merely as tools for memorization, but also as facilitators for developing communication skills.

Furthermore, my observations suggest that students who learn with flashcards exhibit higher levels of motivation. They appear

more enthusiastic and active during learning sessions, which is crucial since intrinsic motivation is linked to improved academic achievement (Deci & Ryan, 2000). When students feel interested and engaged in the learning process, they are more likely to invest additional effort and consequently achieve better results.

*“Saya sangat merekomendasikan agar guru lain mencoba menggunakan flashcard dalam pengajaran mereka. Salah satu tips yang saya berikan adalah untuk membuat flashcard sendiri agar sesuai dengan konteks kelas dan minat siswa. Gambar yang menarik dan relevan sangat membantu dalam menarik perhatian siswa. Selain itu, penting untuk tidak hanya mengandalkan flashcard dalam bentuk statis; bisa di coba untuk mengintegrasikan aktivitas yang menyenangkan, seperti permainan dan kuis, agar siswa tetap termotivasi dan tetap terlibat dalam proses pembelajaran. Dan jangan lupa untuk selalu mendengarkan umpan balik siswa untuk terus meningkatkan metode dan media pada proses pengajaran.”*

**(Mr. Roni, 5 juli 2024)**

“I highly recommend that other teachers try using flashcards in their teaching. One tip I’d suggest is to create personalized flashcards that align with the classroom context and students' interests. Engaging and relevant images can really help capture students' attention. Additionally, it’s important not to rely solely on static flashcards; try integrating enjoyable activities like games and quizzes to keep students motivated and engaged in the learning process. And remember to always listen to student feedback to continuously improve both your methods and media in the teaching process.”

**(Mr. Roni, 5 July 2024)**

The significant difference observed by the teacher between students who use flashcards in the learning process and those who do not is striking. Students engaged with flashcards demonstrate a better understanding of new vocabulary. Research shows that visual aids, such as flashcards, can enhance learning and information

retention (Mayer, 2001). In the teacher's experience, students participating in activities with flashcards are not only more effective at remembering vocabulary but also display greater confidence in using those words in speaking and writing contexts.

For example, after the teacher conducts tests following instruction with flashcards, they find that students who learned through this method tend to achieve higher scores. These results reflect a deeper understanding of the vocabulary taught. Additionally, they are often able to provide more accurate examples of word usage in sentences compared to their peers who did not use flashcards. This observation aligns with the findings of Tharp and Gallimore (1988), which assert that the use of visual aids can strengthen students' grasp of the concepts being taught.

Furthermore, students who regularly use flashcards demonstrate better abilities to apply new vocabulary in real-life contexts. They can not only recognize the words but also incorporate them into relevant sentences. For instance, during a learning session when the teacher asks students to use new vocabulary in group dialogues, those accustomed to using flashcards find it easier to communicate and express themselves with greater confidence when speaking. This indicates that flashcards serve not just as tools for memorization but also support the development of better communication skills.

In addition, based on the teacher's experience, students who learn with flashcards exhibit higher levels of motivation. They appear more enthusiastic and active during learning sessions, which is important since intrinsic motivation can contribute to better academic achievement (Deci & Ryan, 2000). When students feel interested and engaged in the learning process, they tend to exert greater effort and, consequently, achieve better results.

Overall, the clear distinction between students who use flashcards and those who do not indicates that flashcards are an effective tool in teaching English vocabulary. By enhancing students' understanding, confidence, and motivation, the use of

flashcards proves to be a highly beneficial learninstrategy for achieving language mastery.



## **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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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

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Yang berjudul : TEACHERS' PERCEPTION TOWARD THE USE OF FLASHCARD IN  
STUDENT' VOCABULARY MASTERY

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