

**EFL PRE-SERVICE TEACHERS' EXPERIENCE
IN USING FLASHCARDS to TEACH
PROCEDURE TEXTS**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



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CHAPTER I

INTRODUCTION

1.1 Background of Study

Pre -service teacher education is a crucial phase for prospective teachers, as it shapes their character for future roles, particularly as English as a Foreign Language (EFL) educators. Numerous studies (ATLAMAZ, 2018) indicate that pre-service training programs significantly influence the quality of language teaching across various educational settings globally. These programs are designed to equip future educators with the skills, knowledge, and ability to apply effective learning strategies. Additionally, effective pre-service teacher education programs emphasize aligning training with professional standards. In the field of EFL teaching, there are unique challenges associated with each material, including the need for strong practices and the development of relationships that ensure teacher readiness and quality education delivery.

In recent years, the education sector has progressed by implementing learning tools aimed at increasing student engagement and improving learning outcomes. During pre-service training, prospective teachers are encouraged to innovate and modify existing learning methods to create varied and engaging learning experiences. One innovative approach is the use of flashcards as a teaching aid in

EFL instruction. Flashcards play an important role in the learning process, offering several advantages. According to Haycraft (1986), flashcards can be used for various games, exercises, and vocabulary consolidation. There are two types of flashcards: word flashcards, which contain printed words, and picture flashcards, which introduce and review vocabulary. The use of flashcards fosters active participation, increases student motivation, and creates an inclusive learning environment, particularly in diverse EFL classrooms. For teacher trainees, teaching procedural texts presents challenges in language instruction. To ensure effective learning, procedural texts must be presented clearly and organized, providing detailed instructions. The learning process can be enhanced through teaching aids like interactive tools, audiovisual materials, and illustrations, which improve comprehension and cater to different learning preferences (Richards & Rodgers, 2014). According to Siska Sari (2024), visual aids such as flashcards can enhance students' understanding and memory of procedural texts by providing contextual cues. The interactive nature of flashcards encourages engagement and active learning, allowing students to practice procedural language and improve their understanding of text structure through exercises like matching and sequencing.

While many researchers have explored media used in teaching procedural texts, this study distinguishes itself by focusing on

flashcards, a learning medium that has been underutilized in previous research. This study aims to investigate student teachers' experiences using flashcards during teaching practicums. The choice of flashcards is motivated by their potential to create an enjoyable learning experience, as they can be designed to be engaging and interactive. This research is driven by the observation that many current teaching practices rely heavily on media such as YouTube videos and PowerPoint presentations. Although these methods effectively convey information, flashcards offer a more interactive approach that encourages active participation in the learning process. This study seeks to explore how flashcards can enhance students' understanding of procedural texts and provide a varied alternative in teaching methods, ultimately helping student teachers prepare for their teaching practicum and develop into professional educators.

In conclusion, pre-service teachers must possess skills in managing learning or be creative in using learning media. The use of these learning media can increase student engagement and understanding, ultimately fostering a more interactive and high-quality learning environment. This way, students will enjoy class and the lessons will be well-received.

1.2 Identification of the Problem

For teacher trainees, teaching procedural texts presents challenges in language instruction. To ensure effective learning, procedural texts

must be presented clearly and organized, providing detailed instructions. The learning process can be enhanced through teaching aids like interactive tools, audiovisual materials, and illustrations, which improve comprehension and cater to different learning preferences (Richards & Rodgers, 2014). According to Siska Sari (2024), visual aids such as flashcards can enhance students' understanding and memory of procedural texts by providing contextual cues. The interactive nature of flashcards encourages engagement and active learning, allowing students to practice procedural language and improve their understanding of text structure through exercises like matching and sequencing.

1.3 Limitation of the Problem

While many researchers have explored media used in teaching procedural texts, this study distinguishes itself by focusing on flashcards, a learning medium that has been underutilized in previous research. This study aims to investigate student teachers' experiences using flashcards during teaching practicums. The choice of flashcards is motivated by their potential to create an enjoyable learning experience, as they can be designed to be engaging and interactive. This research is driven by the observation that many current teaching practices rely heavily on media such as YouTube videos and PowerPoint presentations. Although these methods effectively convey information, flashcards offer a more interactive

approach that encourages active participation in the learning process. This study seeks to explore how flashcards can enhance students' understanding of procedural texts and provide a varied alternative in teaching methods, ultimately helping student teachers prepare for their teaching practicum and develop into professional educators.

1.3 Formulation of the problem

1. What are the experiences of pre-service teachers who teach English as a foreign language (EFL) in using flashcards to teach procedural texts?

1.5 Aim of the study

1. Explores the experiences of prospective teachers teaching English as a Foreign Language (EFL) in utilizing flashcards as a teaching aid for procedural texts.

1.6 Operational Definitions

1. Pre-service teachers : Courses or programs completed by student educators before starting their teaching career. This is synonymous with in-service education, which describes the experiences provided to teachers as part of their ongoing development as professionals while they are in the classroom (Richards & Schmidt, 2013).
2. EFL : The abbreviation of English as a Foreign Language. Typically, this refers to English taught in a non-English- speaking country, but it can also refer to situations where English is taught

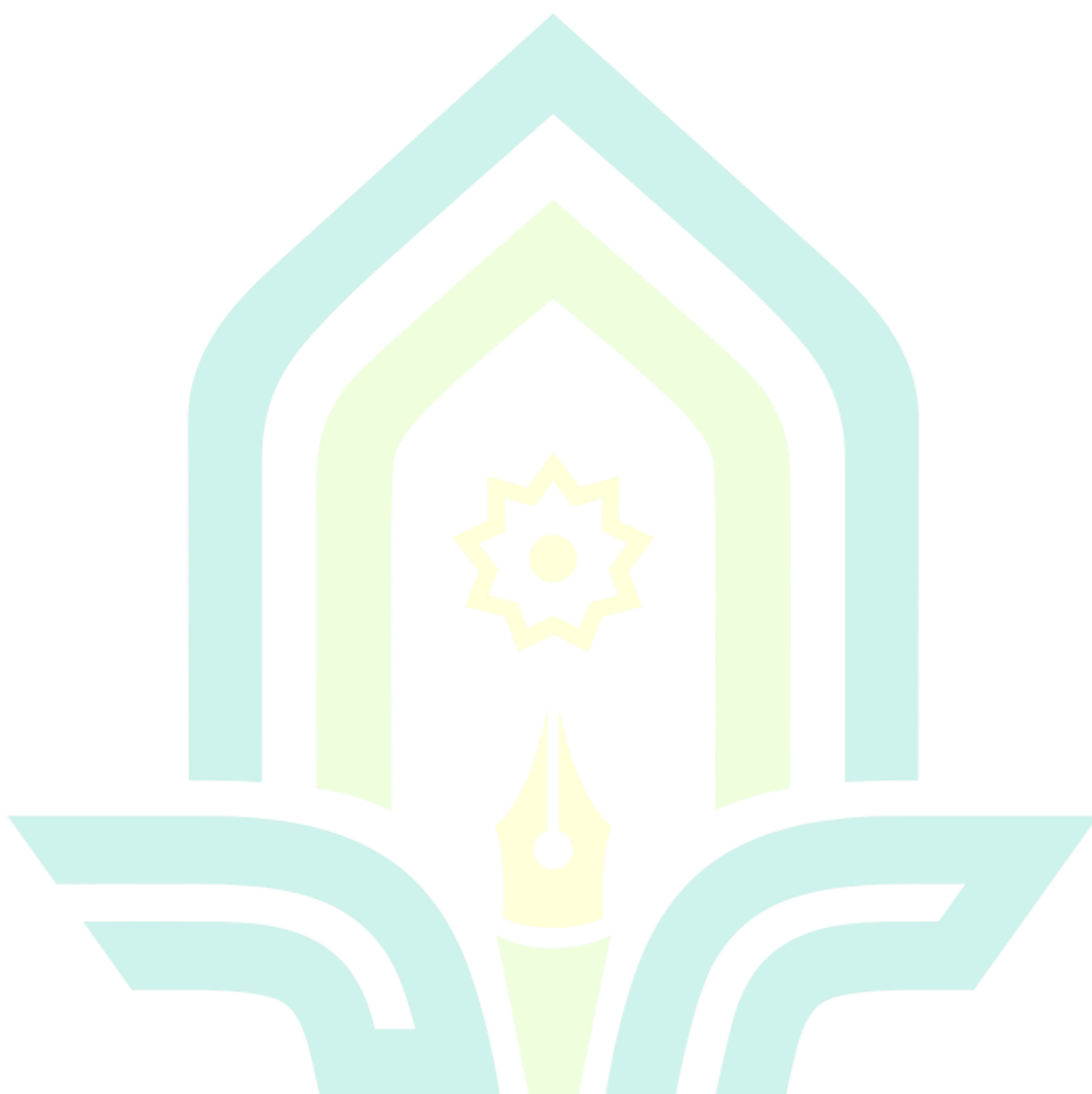
to speakers of another language.

3. Experience : A process carried out to acquire knowledge and skills. Experience can be defined as knowledge or skills that have been experienced directly, either long ago or recently (Suparwati, 2012).

1.7 Significance of the Research

1. . Theoretical : This study will contribute to Sri Astuti, Noor Eka Chandra's theory about flashcards as a medium in learning English and provide information about student teachers' experiences in teaching procedural texts using flashcards.
2. Empirical : This study will involve collecting data obtained from the experiences of prospective foreign language teachers in using flash cards to teach procedural texts. Through careful field research, this research can provide concrete evidence about the effectiveness of these methods, as well as the challenges and opportunities faced by teachers in implementing them in real contexts.
3. Practical : This study will provide practical guidance for foreign language educators on how to effectively use flashcards in teaching procedural texts. This research can produce practical suggestions, learning strategies, and implementation tips that can be applied directly in the classroom. Thus, this research not only contributes to academic knowledge but also provides direct

benefits for educational practitioners



CHAPTER V

CONCLUSION AND SUGGESTIONS

In the final chapter of this thesis, the author presents a summary of the research findings that have been conducted, as well as puts forward the implications of the results. In addition, the author also provides recommendations for further research, in the hope of deepening the understanding of this topic. Thus, this chapter not only summarizes the results but also opens up opportunities for further exploration in the future.

5.1 Summary

This study explores pre-service EFL teachers' experiences utilizing flashcards as a teaching medium for procedural texts. The primary focus is on understanding the implementation and challenges faced by pre-service teachers in the classroom, with data collected through in-depth interviews with two pre-service teachers to identify key themes. The use of flashcards in teaching procedural texts consistently demonstrates its significant role in enriching students' learning experiences, making it a pedagogically valuable tool. This visual medium has been shown to fundamentally increase student engagement and motivation, serving as an effective bridge to understanding, particularly in introducing new

vocabulary and complex text structures.

The interaction triggered by the images on the flashcards encourages students to more actively ask questions and search for meaning, naturally increasing their participation in learning. Furthermore, flashcards allow teachers to flexibly adapt and differentiate teaching methods, tailoring them to students' individual levels of understanding and needs, from introducing basic concepts to practicing writing and speaking, all supported by concrete visuals. However, implementing flashcards is not without challenges, such as the time-consuming and complicated process of creating them and the complex dynamics of classroom management, especially when dealing with students with diverse characteristics. However, the perceived positive impact in increasing students' overall understanding and enjoyment of learning far outweighs these obstacles, confirming flashcards as a tool worth implementing.

5.2 Suggestion

Based on the findings and implications of the research, several suggestions are proposed for further research and for education practitioners.

1. For Teachers: Exploration and development of creativity in the use of visual media: Teachers are advised to continue to innovate and not

hesitate to experiment with various forms of visual media, including flashcards, to make procedural text materials more interesting and easier for students to understand. Utilize creativity in designing or modifying flashcards to suit the context and characteristics of students.

2. For Researchers: Further researchers can conduct comparative studies to compare the effectiveness of flashcards with other visual media (e.g., video tutorials, digital infographics, simulations) in teaching procedural texts or other types of texts.

3. Implications and suggestions:

a) This study is expected to be a reference for further research that focuses on the use of other learning media in teaching English, especially in improving the understanding of procedural texts or other types of functional texts. The findings on the benefits of visualization and the challenges of implementation can be the basis for exploring more diverse media.

b) The results of this study imply the importance of more comprehensive training for pre-service teachers in the development and implementation of innovative learning media. Teacher education institutions are expected to enrich the curriculum with practical modules on media design, classroom management in the context of media use, and the effective use of technology for language learning.