TEACHER'S STRATEGIES TO DEVELOP JUNIOR HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH FLASHCARD LEARNING MEDIA

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2025

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A THESIS

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

By :

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI K.H.

ABDURRAHMAN WAHID PEKALONGAN

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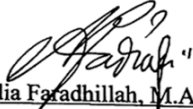Jurusan   : FTIK/Tadris Bahasa Inggris

Judul   : TEACHER'S STRATEGY TO DEVELOP JUNIOR HIGH SCHOOL STUDENTS' ENGLISH VOCABULARY MASTERY THROUGH FLASHCARD LEARNING MEDIA.

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

       Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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MOTTO

"Every small step toward your own perfection is a worthwhile journey. So, keep moving toward the best version of yourself".

ABSTRACT

English language proficiency is crucial for understanding learning materials, accessing global resources, and achieving higher academic and career opportunities. However, many students face difficulties in expanding their English vocabulary, which hinders language proficiency. This research focuses on the application of Flashcard learning media to develop junior high school students' English vocabulary mastery. This study examined seventh-grade students at a junior high school in Pekalongan Regency. This research method uses qualitative and case study approach to gain an in-depth understanding of the use of flashcards in vocabulary learning. Data were collected through classroom observations and interviews with teachers. This research found that teacher use three strategies in using Flashcard media, namely retrieval practice, spaced repetition, and interleaving practice. Furthermore, challenges faced by teacher in using Flashcard media were found, namely taking a lot of time, difficult classroom management, and lack of storage space.

Keywords : *Flashcard, Learning Media, Teacher Strategies.*

ABSTRAK

Kemahiran berbahasa Inggris sangat penting untuk memahami materi pembelajaran, mengakses sumber daya global, mencapai peluang akademik dan karier yang lebih tinggi. Namun, banyak siswa menghadapi kesulitan dalam memperluas kosakata bahasa Inggris mereka yang menghambat kemahiran berbahasa. Penelitian ini berfokus pada penerapan media pembelajaran Flashcard untuk mengembangkan penguasaan kosakata bahasa Inggris siswa sekolah menengah pertama. Penelitian ini meneliti siswa kelas VII di salah satu SMP di Kabupaten Pekalongan. Metode penelitian ini menggunakan kualitatif dan pendekatan studi kasus digunakan untuk mendapatkan pemahaman mendalam tentang penggunaan flashcard dalam pembelajaran kosakata. Data dikumpulkan melalui observasi kelas dan wawancara dengan guru. Penelitian ini menemukan bahwa guru menggunakan 3 strategi dalam menggunakan media Flashcard yaitu retrieval practice, spaced repetition dan interleaving practice. Selain itu juga di temukan tantangan yang di hadapi guru dalam menggunakan media Flahcard yaitu take a lot of time, difficult classroom management dan lack of storage space.

Kata kunci : *Flashcard, Media Pembelajaran, Strategi Guru.*

PREFACE

Praise and gratefulness are sent to Allah SWT., who has bestowed blessings and mercy, as well as provided guidance, health, and patience, enabling me to complete the writing of this thesis entitled "Teacher's Strategies to Develop Junior High School Students' English Vocabulary Mastery Through Flashcard Learning Media." This thesis is submitted to the Department of English Education, UIN K.H. Abdurrahman Wahid Pekalongan, as a partial requirement for obtaining a Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. This thesis can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my deepest gratitude to:

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

Vocabulary is an aspect of the English language that demands a great deal of energy, time, and material resources from learners. According to Ortalisje and Metboki (2020), vocabulary mastery is not limited to the process of memorizing words through rote learning but involves a deep understanding of word meanings, their use in appropriate sentence structures, and their application in everyday contexts. Paragae (2023) said that vocabulary learning can be challenging and time-consuming, it is important for teachers to find efficient and innovative teaching strategies to facilitate this process. According to Nasri (2022) teachers should continue to explore and apply various teaching approaches to help students overcome difficulties associated with vocabulary acquisition and improve their overall language proficiency.

Auliah et. al., (2023) stated that flashcards are a very interesting and enjoyable learning medium for developing vocabulary mastery, especially for students at various levels of education. The use of flashcards not only makes it easier for students to remember new words through the visualization of the displayed images and words, but also increases learning motivation because this method is interactive and interesting. With flashcard media, the learning process becomes more varied and not monotonous, so that students can participate more actively in teaching and learning activities. This is in line with the

finding that flashcards can significantly improve vocabulary skills through repetition and strong visual associations.

According to Novitasari and Rahmawati (2024), flashcards can also be applied in various formats, both conventional and digital, further simplifying access and use in language learning. Digital flashcard media even offers the added advantage of interactive features that can be tailored to students' learning needs, making vocabulary mastery more efficient and enjoyable.

Wati et. al., (2020) says that the use of flashcard strategy in teaching English vocabulary to students has a very important meaning because this media not only functions as a simple and effective visual aid to introduce and memorize new words, but also can increase students' active involvement in the learning process, thereby reducing boredom and increasing their intrinsic motivation towards learning a foreign language.

Although various previous studies have explored the role of flashcards in helping students develop their English vocabulary. Badu and Uloli (2023) research highlights the use of flashcards as a learning medium, but this research tends to be quantitative and descriptive, so it lacks in-depth qualitative aspects to provide broader insights into classroom learning practices, such as the specific strategies teachers use in integrating flashcards and the challenges teachers face in using Flashcard media. Fidiyanti (2020) research focused specifically on flashcards as a powerful strategy for building a foundation of relevant vocabulary, without exploring further implementation aspects such as teachers' perspectives. Researcher also encountered a similar phenomenon in English language learning at a junior high school in

Pekalongan. One of the teachers also used flashcards as a media for teaching procedure text. To further explore the teaching process, the researcher reviewed this research. Therefore, this study aims to fill this gap by providing a more comprehensive overview of flashcard use in the classroom, identifying the strategies used by teachers and the various challenges they experience in implementing flashcards in English learning. Thus, the results of this study are expected to make a significant contribution to the development of more enjoyable, efficient, and adaptive learning methods, as well as helping teachers optimize the use of flashcards as a learning medium that is not only interesting but also efficient in developing students' English skills.

1.2 Formulation of the Problems

Based on the background of the above research, the researcher aims to answer the following questions:

1. How are teacher strategies in developing english vocabulary mastery by using flashcard in Junior High School?

2. What are the challenges encountered by teacher in using flashcard learning media for English Vocabulary Learning?

1.3 Aims of the Study

This reasearch has two aims:

1. To find out the teacher strategies in developing English Vocabulary Mastery by using Flashcard in Junior High School.

2. To unfold the challenges faced by teacher in using flashcard learning media for English Vocabulary Learning.

1.4 Operational Definitions

Some of the key terms in this study are explained as follows:

1. Flashcard Learning Media : Flashcard Learning Media is a learning media that uses picture cards accompanied by brief information so that the learning process becomes more effective (Richards & Renandya, 2022).

2. Vocabulary Mastery : Vocabulary mastery is the ability to understand, recognize, and use a wide variety of words effectively, which is an important foundation for successful language

learning and communication, especially in learning English as a foreign language (Meung & Htut, 2021).

1.5 Significance of the Study

This research is expected to provide the following benefits:

1. Theoretical Uses : This research will contribute to the theory of Learning Teaching by Jim Scrivener.

2. Empirical Uses : This study will provide empirical insights into teachers' strategies in learning using Flashcards media for students' mastery of English vocabulary.

3. Practical Uses : This research provides knowledge for students of English language education study programs and prospective English teachers in using learning media in the form of Flashcards to encourage English vocabulary mastery for students in the classroom.

CHAPTER V
CONCLUSION

5.1 Summary of the Findings

Based on findings and discussions, this study revealed that the strategies implemented by teachers in using flashcard media to improve students' English vocabulary mastery include retrieval practice, spaced repetition, and interleaving practice. These findings indicate that retrieval practice helps students remember vocabulary through active testing, spaced repetition strengthens long-term memory with appropriate time intervals, while interleaving practice encourages in-depth understanding through variations in learning categories or topics.

The use of flashcards also presents three challenges: significant time required for preparation, classroom management difficulties, and lack of storage space. The first challenge involves the time-consuming process of creating flashcards, including searching for relevant images and words, which can hinder teacher motivation despite their proven benefits in improving student retention through retrieval and interleaving practice. Potential solutions include the use of ready-to-use digital resources or collaboration between teachers. The second challenge relates to difficult classroom management, where a lack of image variety can lead to boredom and chaos due to high student enthusiasm, necessitating more cards to reduce competition. The third challenge is the lack of storage space, which can lead to card loss and decreased motivation, making it important to use storage boxes for quick and secure access. Overall, these

challenges highlight the need for innovation to optimize the effectiveness of flashcards without sacrificing learning efficiency.

5.2 Recomendation

Based on the findings and conclusions of this research, several recommendations can be made to those involved in English language learning. Teachers are expected to improve their teaching methods by integrating flashcards more effectively to improve students' English vocabulary mastery. Furthermore, to overcome challenges such as time-consuming preparation, teachers can utilize digital tools or ready-to-use flashcard resources available online. Teachers also need to enhance engaging and enjoyable learning by providing a variety of flashcards to prevent students from getting bored easily.

For future researchers are expected to expand their research by exploring the application of flashcards in broader contexts, such as in schools with diverse cultural backgrounds. Furthermore, future research can delve deeper into specific aspects of flashcard use, such as the integration of digital technology to address preparation and storage time challenges.

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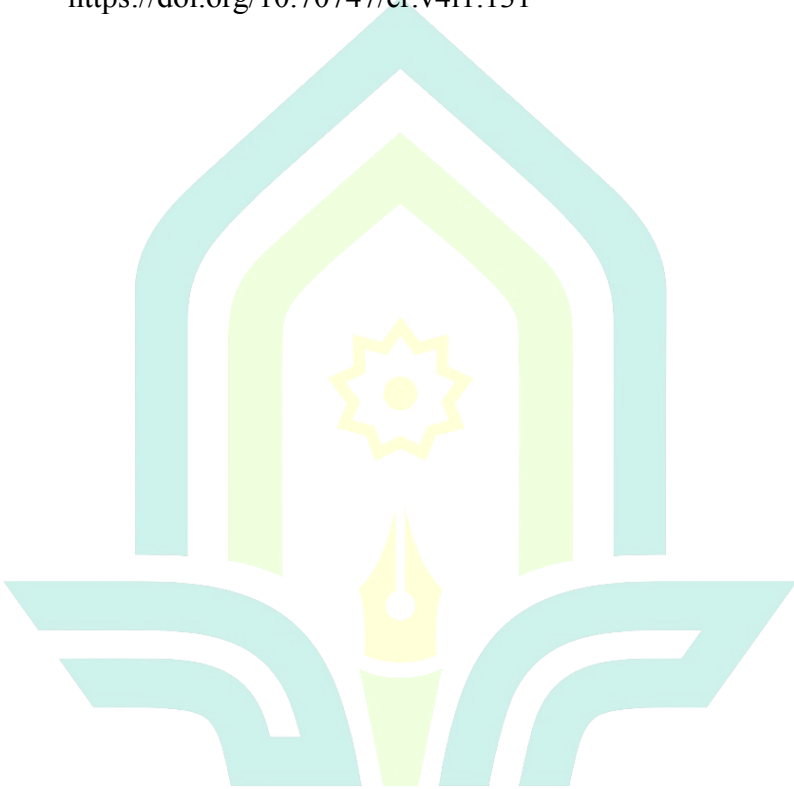
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