Digital Flashcards as Media to Engage Students' Vocabularies: A CAR Conducted to Young Learners at Windeerlust Course

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ABSTRACT

One of the issues in teaching English to young learners is students' low mastery of vocabulary due to unattractive learning activities. The lack of vocabulary mastery causes students' low achievement. This case also happens in Windeerlust Course. Therefore, the researcher conducted this study. The purpose of this study was to find out how digital flashcards were integrated into the learning process. The study was carried out in a class that consist of seven students at Windeerlust Course. The methodology implemented in this study was Classroom Action Research (CAR), which entails four steps: planning, data collection, observation, and reflection. The researcher used field notes, questionnaires, an interviewing guide, an observation checklist, documentation, and tests to gather data. Both qualitative and quantitative analyses were used for the research data analysis. Qualitative analysis was implemented to find the student learning behavior that was represented in their learning using flashcards. Quantitative analysis was implemented to measure students' vocabulary scores both before and after the research. The findings of this study demonstrate that utilizing digital flashcards to teach vocabulary increases students' attention and enthusiasm. Additionally, it has been discovered that using digital flash card might help children comprehend language better. After being taught vocabulary utilizing flashcards as a learning tool, students' vocabulary achievement has significantly improved.

Keywords: Digital Flashcard, Vocabulary, Classroom Action Research, Young Learner, Language Learning

INTRODUCTION

Since it was recognized as an international language, English has evolved into a vital instrument for communication. People have long been aware that they communicate with others every day through spoken and written language. Learning vocabulary is a crucial and vital part of learning English. The goal of vocabulary instruction is to improve students' communication skills. Therefore, before learning the four English abilities, students must first study vocabulary. Vocabulary, according to Richard (2012), is one of the key elements of learning a new language. Students also need to learn about vocabulary in other languages. It implies that they must be aware of its shape, significance, and application. Effective teaching methods are essential for vocabulary acquisition to be successful.

The most important component of learning a language, according to

experts, is vocabulary. Because meaningful discussion and communication cannot occur without utilizing words to communicate a wide range of meanings, it is the most important aspect of any language skill (Carter, 2014). The main focus of language acquisition is vocabulary. It is the understanding of words and their definitions ordered in alphabetical order (Alizadeh, 2016). As a result, language learners are unable to meaningfully communicate their ideas and thoughts and comprehend what others are attempting to say without an adequate vocabulary (Lessard-Clouston, 2013).

According to Carter (2014), a vocabulary is a collection of words that may stand alone in a sentence and have meanings. Therefore, if a group of words can be understood, it qualifies as vocabulary. Another way to think about vocabulary is as the understanding of words and their meanings (Diamond & Gutlohn, 2016). According to several scholars, word knowledge may be classified into two categories: productive vocabulary and receptive vocabulary. Receptive vocabulary, as described by Laufer & Goldstein (2014), is a type of vocabulary that is understood from hearing or seeing the words. Receptive vocabulary refers to words that can be recognized by their form, their meaning, and their translation into the learner's native tongue (Zhong, 2018). According to Webb (2009), productive vocabulary is language that is employed when speaking or writing. Having a working vocabulary allows one to construct words based on their equivalents in

the learner's original language and to recall their form and meaning (Alizadeh, 2016).

Since the start of the pandemic, online learning has been practiced, but English teachers and students still face numerous difficulties while acquiring vocabulary. Students' inability to comprehend the meaning of words, especially low-frequency words, is a problem when teaching vocabulary. Unlike in the classroom, online learning situations give teachers little control over their students, and they may not be able to see their reactions as clearly as in a face-to-face classroom to determine whether a student has understood or not (Herwandar 2020). Additionally, difficulties are experienced while teaching English to young learners. Burns (2014) has emphasized the difficulties instructors encounter while instructing young students in English, including a lack of resources, knowledge, and training. According to Kiftiah (2019), education is never simple or straightforward, and young learners have additional difficulties since they have little language and are prone to boredom.

Since teaching vocabulary to young learners is challenging, teachers must employ efficient and engaging teaching methods to keep their students interested in their lessons. Playing games like Vocabulary Bingo, Pictionary, Hangman, Digital flashcards, etc., according to Arsyad (2016), is a fun way to teach vocabulary during the online learning process. According to Wichadee (2018),

playing games encourages and piques the attention of language learners. Flashcard are one technique for getting students to unwind, enjoy, and be engaged in learning language. According to earlier research by Sholikah (2013), flashcards are one suggestion made by the researcher to improve the student's capacity to learn language. Campbell's (2008) argument that the teacher has consistently employed images or visuals from publications like books, newspapers, and magazines is also validated. Flashcards that are modified versions of an image can be used to instruct young students.

Many researchers discovered that using flashcards to learn language is helpful (Razaq,2022; Yulsardi& Ratmanida, 2021; Putu & Agung,2021). According to Colbran et al. (2015), a digital flashcard is a flashcard that incorporates multimedia, data analytics, and a system of spaced repetition that coordinates the repeated access to the cards to enhance memory retention. In the application and online forms, there are links to digital flashcards. As a result, the students may either install the program on their mobile phones or search for it online utilizing the website. When utilizing digital flashcards, a user can make their own and share them with their students or utilize them as the primary teaching tool in the classroom.

There are numerous different types of digital flashcards, including those from Quizlet, Cram.com, Android, and dictionary.com. Quizlet was used

by the researcher to teach vocabulary in this study. Quizlet comes in two flavors, the first of which is a website and app. The Quizlet website may be used by the user to create and teach flashcards using a computer. However, the user may download the program on their mobile phone and utilize that to create and teach flashcards. As a result, both a computer and a mobile device may use it. The Quizlet offers flashcards with pronunciation, listening, writing, and speaking tests for each of them. In addition, Quizlet provides two games.

Based on the researcher's teaching experience and preliminary study at Windeerlust Course, one of the issues with teaching English to young learners is lack of vocabulary mastery. The kids may occasionally find it is difficult to understand the language and may become confused when the teacher explains it to them. Additionally, the majority of students struggle greatly with vocabulary acquisition, particularly when it comes to word meanings. Due to the unattractive nature of the circumstance, this issue keeps coming up in class. This occurs because teachers still instruct students using printed books. After speaking with a few students, it was discovered that they believe learning is not exciting because the tasks are repetitive. In order to resolve this issue, the instructor must employ the proper teaching-learning material.

Classroom Action Research are implemented by the researcher to address the issue with

vocabulary learning at Windeerlust Course (CAR). Since numerous researchers have identified digital flashcards as one of the most successful teaching tools for vocabulary, the researcher plans to use this tool. This study seeks to understand how digital flashcards are used in the educational process and how they might help young learners learn more words by using them

METHOD

Classroom Action Research (CAR) was the research methodology used. The researcher—who is also the teacher—identifies genuine issues discovered in the classroom through preliminary research before putting Classroom Action Research (CAR) into practice. The researcher uses the Classroom Action Research (CAR) approach put forward by Kemmis and McTaggart in Burns (1993). Each cycle of classroom action research has four phases (CAR). They are preparing, gathering information (pre-test and cycle test), watching (analyze and interpret data), and reflecting (develop an action).
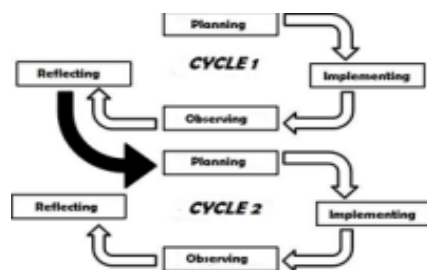

Figure 1. Action Research Cycle

The study was carried out in a seven-student at class in

Windeerlust Course. Through field notes, questionnaires, interviews, observation, recording, and testing, the researcher gathered data. In this study, surveys and interviews are used to better understand how students responded to the digital flashcard before and after therapy. The researcher described the environment of the class before to therapy using field notes and observation. The test is the primary gauge of a student's progress both before and after utilizing digital flashcards. Both qualitative and quantitative analyses were done on the data gathered throughout the investigation. Qualitative analysis was performed on the student learning behavior changes that were depicted on the flashcard. Before and after the investigation, the students' vocabulary skills were quantitatively assessed. To evaluate the quantitative data, the researcher gave the mean of the vocabulary test results for each student. The average student score must be at least 80 in order for this study to be successful. The cycle will come to an end if the success conditions are satisfied. However, the researcher should alter the following strategy and carry on to the following cycle till the success criteria are met.

FINDINGS AND DISCUSSION
Analysis of the Preliminary Teaching and Information Gathering
A number of issues with the teaching and learning process were discovered by the researcher based on the preliminary investigation utilizing a

161

questionnaire and field notes. The students who struggled with vocabulary believed that the teacher's teaching style had become monotonous. Because they were not interested in studying English, the students lacked excitement for educational activities. Out of seven students, five required a lot of attention during the teaching-learning process. The tasks were difficult for almost all of the students to complete because they had trouble remembering the language, which hindered their ability to learn English. Their difficulty learning English was confirmed by the teacher's statement during the interview. The same minimal criterion for pre-test results has not been fulfill by all students. Most of them enquired about the meaning of the terms on the test from the teacher. The test was taken quite casually by the students as well. When it came to vocations and professions that they were unfamiliar with, the students lacked language. No one was able to accurately answer every question since they occasionally left the response page blank.

According to the pretest, the students' collective average score was 48.5. However, the KKM (Kriteria Ketuntasan Minimum) or the required grade in English is 80.00. The student's performance may be characterized as subpar, and their language proficiency was quite low.

Analysis of Cycle 1
a. Planning the Action
 The researcher intended to employ digital flashcards to teach vocabulary to students in order to increase their vocabulary skills based on the challenges that the Widerlust Course

students were experiencing. The process of teaching and learning started during this period. The researcher created worksheets for the students as well as supporting materials like digital flashcards for the primary media.
b. Action
The researcher served as a teacher throughout this phase. The instructor instructed them to pay close attention to what was being taught throughout the lecture. In addition, the teacher advised them to keep calm and refrain from making noise in class. The researcher introduced certain terminology related to employment and professions to the students at the outset. The teacher then gave the class a list of words from the prior pre-test and instructed them to determine the meaning in both Indonesian and English. This task was carried out as a group. The teacher then asked each group for their response when the group discussion was complete. The instructor then began to go through the terminology using the electronic flashcards. The kids were first instructed to repeat the words with the proper pronunciation. The students next had to accurately answer questions on digital flashcards that the teacher had shown at random. This was carried out using the drilling approach.
c. Observing
The purpose of the observation, which was conducted by the researcher using an observation checklist, was to determine how digital flashcards were used to increase students' vocabulary. This

162

observation took place as classrooms started using digital flashcards. Drilling, ostensive meaning, group discussions, and individual quizzes were the strategies employed in the first cycle. The children were really engaged during the teaching-learning process, which improved the environment in the classroom. The students worked really hard and enjoyed themselves as the teacher administered an individual test.

d. Reflecting

According to the findings of the first cycle's observation and testing, the researcher discovered that some students were eager to participate in the learning activity. They also took pleasure in the teaching-learning process. The vocabulary test results of the kids increased. The pre-test and quiz results for the students in cycle one both improved. The pre-test had a mean score of 48.5, while the quiz at the conclusion of cycle one had a mean score of 75.7. The cycle must continue because every student's score is still below the required minimum of 80 to pass.

Analysis of Cycle 2
a. Planning the Action

The issue that needed to be resolved was discovered during the first cycle of the introduction of digital flashcards. The issue related to the students' involvement in the teaching-learning process. It was discovered that several kids did not actively participate in class. The teacher intends to hold class discussions in which each student must actively participate in order to motivate them to be engaged. In this cycle, a video about the work and profession was given to the students to further their education. Then, students mix the

new words they learned from the video with the ones they already knew. At the conclusion of the cycle, the researcher administered a test to gauge the students' increased vocabulary proficiency.

b. Acting

The teacher welcomed the class and made sure everyone was present before starting the session. The class then began with a review of earlier vocabulary using flashcards, followed by a challenge for the students to identify the picture's name. By displaying the flashcards at random, the teacher completed this task three times.

The instructor then asked the class to name the new terms they had learned from the film in the subsequent task. The teacher instructed the students to form groups of three and to research the meaning in both Indonesian and English before utilizing the digital flashcards. The instructor then had a discussion with the class to determine the proper response. The students were then instructed to enter their responses in the conversation section. This exercise was designed to find out how well the children could spell and write words. The teacher demonstrated the right response and instructed the students on how to pronounce it.

Following that activity, the instructor utilized digital flashcards to help the students grasp. The kids were instructed to repeat the teacher's comments when each flashcard was revealed one at a time. Drilling was the method employed in this learning and teaching process. To assist the students remember the terms and how

163

to spell them, the teacher engaged in drilling multiple times. The teacher blended the new words with the previously studied ones after practicing them. The flashcards were presented by the teacher at random during the drilling process, either in written or visual form. The students must also provide accurate responses.

The researcher requested the students to learn about the new language during the closing activity. The instructor then asked the students whether they were having any issues before ending the seminar. Fortunately, there were no issues at that time for the students. As a result, it suggested that the kids' vocabulary proficiency had increased.

c. Observing

The kids were more animated in cycle two than they had been in cycle one. Every exercise was enjoyable for the students, who grew more engaged in the lecture. They participated in both solo and group learning exercises, paid closer attention to the lecture, and responded to the teacher's questions. The kids were also more familiar with the new terminology. Drilling was done in cycle two, which helped the students grasp. Furthermore, the problem was more manageable than previously.

d. Reflecting

Some points could be awarded in the second cycle based on the observation and test. Cycle two has a lot of improvements. These were the following:

1) Students showed more enthusiasm for participating in educational activities and for the teaching-learning process.
2) The vocabulary test results of the kids improved. The results of cycle two's post-test revealed it. Cycle

One's mean score was 75.7, and Cycle Two's mean score was 92.1. This improvement served as proof that the issue with vocabulary ability had been resolved.

The researcher obtained numerous conclusions that addressed the study questions after evaluating the data from the questionnaire, interview, observation, document (students' worksheet), and tests (pre-test and post-test). The first discussed increasing students' language skills. The table below provides a summary of the mean score:

Table 1. Students' Improvement

Kind Of Test	Total Score	Mean Score	Increasing of the Students Mean Score
Pretest	340	48.5	-
Posttest Cycle 1	530	75.7	27.2
Posttest Cycle 2	645	92.1	16.4

Because digital flashcards were not employed as teaching tools for the pre-test, the researcher followed the traditional approach. The majority of the students weren't engaged in and excited about the lesson. Additionally, they did not participate fully. The pre-test mean score was 48.5. The mean score then climbed to 75.7 in the first cycle. Despite score growth, cycle 1 was a failure since the students' score fell short of the required minimum of 80. The typical score for the previous cycle was 92.1. As the score had met the required grade, the research was halted after

cycle 2, suggesting that it had been effective.

According to survey results and field notes taken prior to the introduction of digital flashcards, it was clear that students who had difficulty using vocabulary thought the teacher's method of instruction was dull since it was so traditional and simple. Due to their lack of interest in learning English, the students lacked motivation for educational activities. After employing digital flashcards as a teaching tool, the researcher discovered that certain students were eager to participate in the learning process. They also appreciated the teaching and learning process.

Additionally, it was evident from the qualitative information acquired through observation and questionnaires that the students had a favorable opinion of the use of digital flashcards in the classroom. They were delighted and delighted with the educational exercise. The use of digital flashcards helped me become more proficient with language. The use of digital flashcards in the Windeerlust Course's classroom action research to teach vocabulary was therefore a success.

CONCLUSION

The researcher draws the conclusion that employing digital flashcards aids in vocabulary development for students in light of the data. The students' vocabulary achievement significantly increased after being taught using digital flashcards as a learning tool, according to the first study. As can be seen, the students' pre-test mean scores were 48.5 and 75.7 on cycle 1. From the pre-test through cycle 1, the gained mean was 27.2. The increasing mean from cycle 1 to cycle 2 was 16.4, while cycle 2's average scores were 92.1. It demonstrated that the student's performance had increased. The study also revealed that utilizing flashcards to help students with their vocabulary was successful. It's obvious that using digital flashcards in the classroom was more enjoyable for the students. As a result, students can readily recall the terms following the session. The use of digital flashcards to teach vocabulary might increase student engagement in the teaching-learning process, according to the second finding. It was clear that the students engaged with the lesson material well and paid great attention to the teacher's explanations. They appreciated it and were driven in the teaching-learning process, which made the classroom environment vibrant and engaged.

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