FLASHCARD MEDIA EFFECTIVENESS IN ENRICHING STUDENTS' ENGLISH VOCABULARY AT VOCATIONAL SCHOOL

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Abstract: This study aimed to describe the effectiveness of flashcard media in enriching student's English vocabulary. The objective of the study referred to identify the effectiveness of flashcard media, and to evaluate flashcard media in enriching student English vocabulary. Descriptive qualitative was used as a research method. The data of this study was a result of questionnaire and interview, and the source of the data was taken from students at SMK Swasta Yapim Biru-Biru. The result of this study was that flashcard media were successfully effective in enriching students' vocabulary, and flashcard media must have more variety. For instance, the flashcard did not only show animal, school tool, and home furniture pictures; it could also show road signs, motorcycle and car spare parts, machine material, and computer material pictures, all of which were suitable for student vocational needs.Flashcard media must be appropriated to students' needs. Its purpose, to make sure flashcard media was accepted and right on target.
Keyword: *effectiveness; flashcard media; enriching; vocabulary.*

INTRODUCTION

English proficiency is one of the most essential skills that every student must master in school. There are many ways for teachers to increase their students' English skills, such as by using media to help them present their learning material. English teachers are having a hard time right now because most students do not know how to speak English well. To teach students to speak English, teachers must have a high level of expertise. Teachers should be creative and innovative in presenting materials, so that the materials are easily accepted by students and applied in daily activity. The students' low interest in learning English makes teachers in difficult position; to make the student see that learning English is fun instead of scary but fun. Teachers' skills are tested and enhanced. The use of media is one of the most effective solutions for improving the English language skills of students. One of the media that is considered effective in improving the English vocabulary of students is the flashcard media. This is because flashcards media can be an effective media because students can immediately see the image of an object and the name of the object in English. The media should be one of the media platforms for teachers to improve the English language skills of students, in particular their vocabulary. Teachers often use flashcard media to help students improve their English pronunciation. In this study, however, flashcards are used to improve students' English vocabulary, the foundation of their ability to write, read, and speak the language. This research contributes knowledge to school teaching effectively and creatively. Many students struggle with English vocabulary, so it is a major focus for teachers in the classroom.

English vocabulary becomes important thing to student to improve their English ability. Vocabulary mastery is one of the most important things to make our communication fluent (Lubis *et al.,* 2022), vocabulary is one of the most essential

aspects of language acquisition (Ha, 2022). Vocabulary instruction is a crucial component of language instruction (Cheng and Matthews, 2018; Dang, 2020). Many people would like to speak English fluently, but their English vocabulary becomes their weakness (Gyllstad *et al.,* 2021). There was not much that can be conveyed without grammar, but nothing can be conveyed without vocabulary. Knowing grammar was actually much needed in studying English, but remembering much vocabulary is the most important thing in learning English. Vocabulary becomes basic knowledge to English learning (Ha, 2021). In general, vocabulary is the knowledge of words and their meanings. Nothing could be done if there was no vocabulary. Someone cannot speak without vocabulary. Someone cannot write without vocabulary. Someone cannot interpret listening and reading without knowing vocabulary. Vocabulary is needed to improve four skills in language, namely listening, speaking, reading and writing (Lubis & Syahputri 2022). Therefore, mastering a lot of vocabulary is something important to master a language (Lange & Matthews, 2020). For instance, someone would like to master English. it means that someone should master a lot of English vocabulary. The primary component of a language is its vocabulary (Nurmukhamedov, & Sharakhimov, 2021; Aryadoust & Sayama, 2021). The formation of a phrase that communicates a concept relies on vocabulary. A rich vocabulary enables someone to communicate more ideas.

Understanding English will be difficult with a limited English vocabulary, because vocabulary becomes fundamental aspect in English language communication (Stoeckel *et al.,* 2021). Decades of study have provided a solid basis for understanding the link between vocabulary knowledge and comprehension (Nurmukhamedov and Webb, 2019). Lack of vocabulary accurately limits the speaker's ability to speak fluently, understand the interlocutor's language, and may lead to misunderstanding. Vocabulary is the fundamental foundation for building language in communication (Dang, 2020; Nguyen, & Boers, 2019). Learning vocabulary is the very beginning step to learning second or foreign language (Qian and Lin, 2019; Sun and Dang, 2020). The acquisition of new vocabulary is a continuous process. It is because something changes in language and gives the language learner new experiences. There are many methods, techniques, approaches and media that are able to help people in acquire English vocabulary, but the most

effective way to enrich students' English vocabulary was through media. Many teachers use media as their tools in English classroom (Puspitarini & Hanif, 2019; Widodo, 2019). Media give student new experience in learning English. Therefore, teacher has to choose right media to teach English, especially teaching English vocabulary. Teaching vocabulary is not as simple as imagination, it needs much creativity and energy because English is a foreign language in some developing countries, especially in Indonesia.

Because media is anything that can be used to transmit a message from sender to receiver, media can stimulate students' thoughts, feelings, interests, and attention in such a way that it aids in the learning process (Dwijayani, 2019). Media is able to convey information that people wish to learn. Educational media are indeed a tool for teaching and learning (Myori *et al.*, 2019; Novita *et al.*, 2019). Everything that can be used for students' ideas, emotions, focus, and talents or skills to enhance the learning process, supporting the learning process, learning media is a component of the teaching delivery system. The utilization of learning media throughout the learning process has a significant impact on students' motivation and interest in learning. In the teaching and learning process, the usage of learning media may produce new needs and interests, generate motivation and stimulate learning activities, and even have psychological effects on pupils (Romadhon *et al.*, 2021). Media also helps people understand something that is basically new or that they need to explore more than usual. There are numerous media that can assist people in carrying out activities. (Atsani, 2020; Sherley, Ardian & Kurnia, 2021). Especially in this case, media is going to be used to transfer English learning activities to enrich students' vocabulary. Media is essential for English learning, particularly for young learners. Teaching and learning English for children should be accompanied by using media, especially visual media. Visual media helps children to focus in leaning (Parede *et al.,* 2022; Di Ronco, & Allen-Robertson, 2021). It is because children are able to see the media and how it works in teaching learning activities. There are many kinds of visual media that are able to use in teaching learning process, especially in enriching English vocabulary. Flashcard is a special media that is able to be used as it should be. Flashcards are one of the visual media that can be provided to students (Aisyah *et al.,* 2020). Flash cards are small cards with images, text, or symbols that are used to remind or instruct students about anything

associated with images. One of the visual media types is flash card. Significant study has been conducted on flashcard as a popular vocabulary teaching instrument, but digital flashcard has gotten far less attention (Sage *et al.*, 2020; Pasaribu, Hutasoit & Sihombing, 2022). Students may improve their verbal skills and test results with the use of flashcard (Khairunnisa *et al.*, 2022). According to students, flashcard media is useful for memorizing, convenience, self-testing, and repetition (Sage *et al.*, 2019; Musyaffa, 2020). A flashcard is a card with information printed on both sides that is meant for memorizing purposes. On one side of each flashcard is a question, and on the other, the corresponding answer. Flash cards are cards containing symbols, signs, images, words, and definitions intended to aid pupils in comprehending a learning content. However, flashcard may be harmful to learning for a variety of reasons, including their shallow learning method, their creation burden, and their inapplicability to specific subjects. The success of flashcard is also influenced by variables such as students' motivation and their perception of the task's importance. Traditionally, flashcard are printed on paper, often index cards.

Typically, each independent word is printed on a separate card. A standard flashcard has a word or question on one side and a definition or answer on the other. Paper flashcard includes simple information, such as a word and its corresponding picture (Chen & Chan, 2019). Traditional flashcard can be utilized in numerous ways to enhance children's vocabulary acquisition, and numerous trials presented by researchers have proved the usefulness and utility of conventional paper flashcard for language acquisition. Because conventional flashcard visuals are static, children's understanding of the language may be confined to a single viewpoint. Due to their perspectives, they may not be able to change or extend the visual cues on the flashcard, which might restrict their engagement with typical paper flashcard. Paper is preferred over digital cards for a variety of reasons, including technological difficulties and distractions.

Students often like utilizing flashcard for self-evaluation. They may associate the meaning of new words with simple images using flashcard (Chen & Chan, 2019; Nalendra, *et al.*, 2020). Frequently, flashcard are used to remember vocabulary, historical dates, formulae, and any other topic that may be learnt via a question-and-answer format. Flashcard are an application of the testing effect, which is the discovery that long-term

memory is strengthened when a portion of the learning time is dedicated to recovering knowledge via testing with appropriate feedback. Study habits influence the pace at which a flashcard user learns, and it has been shown that optimal spacing of flashcard enhances learning. Flashcard could have positive effect on pupils' test performance (Sage *et al.*, 2020; Fitriani *et al.*, 2021). The use of flashcard as a learning tool for enhancing a language's vocabulary knowledge is a common practice. This is due to the fact that flashcard was visual aids that aid pupils in acquiring knowledge, especially in English vocabulary. Flashcard was one method for teaching vocabulary. As a visual aid, flashcard was an engaging medium that may help children memorize words. The vibrant picture stimulates a student's desire to study (Romadhon *et al.*, 2021)

METHOD
This study was conducted by applying descriptive qualitative as research method. The researcher is the key instrument. Another instrument was supporting instrument that help researcher to find data, such as text (vocabulary test) and questionnaire sheet and interview. The data of this research was answer of students' questionnaire and interview and the source of the data was taken from SMK Swasta Yapim Biru-Biru. The technique of data analysis used interactive analysis. The purpose of technique analysis consist of three concurrent steps, they were:

Data condensations, the process of selecting, focusing, simplifying, abstracting and/or transforming the data that appeared in test, questionnaire sheet and interview that was taken from students at SMK Swasta Yapim Biru-Biru.

Data display is the process of organizing the data. The researcher displayed the data to look at the whole test, questionnaires sheet and interview. It was applied to make sure all of data that was taken from students at SMK Swasta Yapim Biru-Biru was accurate and surely needed to organize the result of the study.

Drawing and verification conclusion were done through deciding meaning of data that was found in data condensation and data display.

RESULT AND DISCUSSION
Students' vocabulary is successfully expanded through the use of flashcard media, particularly in vocational schools. Students actually feel confused about much English vocabularies, because many teachers asked their students to open dictionary and find out what vocabulary in English they needed. Actually, it was a traditional technique to enrich

students' vocabulary. There are many ways to enrich students' vocabularies. This research served flashcard media effectiveness in enriching student vocabulary.

As a result of students' participation in a test and questionnaire and the teacher's implementation of flashcard media in class, the effectiveness of flashcard media in enhancing students' vocabulary has been increased. After seeing students' vocabulary test, 95% students had significant increased vocabularies, especially in animal name, school tools and home furniture. The rest 5% students did not follow the classroom or absent when flashcard media was applied.

Table 1 *Student's range score*

Average Student's Score Vocabulary	
Before applying Flashcard media	After applying Flashcard media
60-75	85-100

The table demonstrates that flashcard media actually enhances students' vocabulary. Before using flashcard media, the student's range score was between 60 and 75. After the teacher implemented flashcard media, the student's score ranged from 85 to 100.

This result was also supported by questionnaire result that has been concluded. The questionnaire was administered following classroom vocabulary testing. The questionnaire's content is based on students' reactions to the use of media flashcard in the classroom. There are ten statements in questionnaire that are needed to mark (√) by students.

Table 2. *Questionnaire sheet*

No	Statements	SA	A	N	DA	SDA
1	Flashcard media is very interesting to motivate me in learning					
2	The picture displayed on flashcard media are able to increase my learning interest					
3	Flashcard media was not boring when it was applied in learning processes					
4	The picture on flashcard media are very clear and colourful					
5	The picture on media flashcard helps me to					
	increase my English vocabulary					
6	Flashcard media is very helpful to enrich English vocabulary					
7	Pictures that are used on flashcard media are objects that I have never known in English					
8	Flashcard media helps me to know the names of nouns around me					
9	Flashcard media helps me to know the names of animal in English					
10	Flashcard media helps me to know about school tools which I used in English					

*Notes:
SA (Score 5)	: Strongly Agreed
A (Score 4)	: Agreed
N (Score 3)	: Neutral
DA (Score 2)	: Disagree
SDA (Score 1)	: Strongly Disagree

The result of the questionnaire that was applied can be seen below:

The first statement "Flashcard media is very interesting to motivate me in learning", based on students' marking on questionnaire sheet, there are 100% of students who strongly agreed (SA) about this statement. It can be seen from student's range scores, following the use of flashcard media, students' vocabularies grew in depth.

Second statement "The picture displayed on flashcard media are able to increase my learning interest", based on students' marking on questionnaire sheet, there are 99% of students who strongly agreed (SS) and 1% of students who agree (S) with questionnaire statement. The proof of this statement can be seen from student's range scores, 85-100.

Third statement "Flashcard media was not boring when it was applied in learning processes", there are 90% of students who strongly agreed (SS) with that statement and 10% of students who were neutral (N) about this statement. As a proof, not all of students got 100 for their scores.

Fourth statement "The picture on flashcard media are very clear and colourful", there are 100% of students who strongly agreed (SS) about this statement. It can be demonstrated by the expansion of a student's vocabulary.

Fifth "The picture on media flashcard helps me to increase my English vocabulary", based on the mark in questionnaire sheet, there are 95% of students who strongly agreed (SS) and 5% of students who were neutral (N). It can be seen from student's range score, the range of the score 85-100. This meant that not all students receive a score of 100.

Sixth statement "Flashcard media is very helpful to enrich English vocabulary", there are 100% of students who strongly agreed (SS) about this statement. It can be proofed based on student's range scores after flashcard media is applied.

Seventh "Pictures that are used on flashcard media are objects that I have never known in English", there are 80% of students who strongly agreed (SS), 20% of students who agreed (S). This percentage can be utilized to determine the student's range scores. The scores after applying flashcard media were higher than before.

Eight statement "Flashcard media helps me to know the names of nouns around me", and there are 100% of students who strongly agreed (SS) about this statement. Students had a rich vocabulary after flashcard media was applied in the classroom.

Ninth statement "Flashcard media helps me to know the names of animal in English", based on questionnaire sheet that has been collected, there were 75% of students who strongly agreed (SS) and 25% of students who agreed (S). The proof can be seen in student's range scores. After using flashcard media, students' vocabulary increased.

Tenth statement "Flashcard media helps me to know about school tools which I used in English", 100% of students who strongly agreed (SS) about this statement. Actually students have known the names of school tools in Indonesia language, but they did not know them in English. Based on that, 100% of students got help with flashcard media. It can be proofed based on student's range scores. There are 85–100 students whose scores increase after flashcard media is applied.

Table 3. *Percentage of questionnaire point*

No	Statements	SA	A	N	DA	SDA
1	Flashcard media is very interesting to motivate me in learning	100%				
2	The picture displayed on flashcard media are able to increase my learning interest	99%	1%			
3	Flashcard media was not boring when it was applied in learning processes	90%	10%			
4	The picture on flashcard media are very clear and colourful	100%				
5	The picture on media flashcard helps me to increase my English vocabulary	95%	5%			
6	Flashcard media is very helpful to enrich English vocabulary	100%				
7	Pictures that are used on flashcard media are objects that I have never known in English	80%	20%			
8	Flashcard media helps me to know the names of nouns around me	100%				
9	Flashcard media helps me to know the names of animal in English	75%	25%			
10	Flashcard media helps me to know about school tools which I used in English	100%				

Table 3 explains that most of the students identified strongly agreed about the effectiveness of flashcard media in enriching students' English vocabulary. Flashcard media was proven to increase students' scores in English vocabulary, especially in animal names, school tools, and home furnishings.

After identifying the results of the vocabulary test and questionnaire, the next action that had to be seen, it was about the result of the interview. The result of interview was used to evaluate the application of flashcard media in enriching

students' English vocabulary. Based on whole interview recorder, there was still found weakness about flashcard media application especially at vocational school. SMK Swasta Yapim Biru-biru has an engineering and computer department, therefore, animal names, school tools, and home furniture did not need very much in their practice activities. Actually this vocational school needed more specific vocabulary that increased their students' vocabulary, such as road sign, bike and car spare part, machine material, computer material English vocabulary, those kinds of English vocabularies that were needed at SMK Swasta Yapim Biru-Biru. Consequently, the application of flashcard media must be evaluated before applying and must be specific to the department that has run in that school.

The effectiveness of flashcard media in enriching students' English vocabulary at SMK Swasta Yapim Biru-Biru was discovered through research. Students' English vocabulary had significantly increased, and the use of flashcard media must be appropriate to the department of vocational itself. Its goal was to ensure that the vocabulary that was increased, was applicable to the students' daily activities.

CONCLUSION

The effectiveness of flashcard media accurately enriched students' English vocabulary at SMK Swasta Yapim Biru-biru. Student's range score increased after flashcard media applied in English learning activity. Flashcard media also built up students' confident in memorizing English vocabulary. The application of flashcard media actually needs much evaluation, but specifically in this case, flashcard media should be applied based on student's necessity. For instance, engineering student should be given flashcard media that support their English vocabulary.

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