

## The Effect of Using Flashcard in Teaching Vocabulary to Young Learners

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### ABSTRACT

It was important to teach vocabulary to English young learners, since vocabulary is the starter to master language. However, it was more challenging to teach vocabulary to young learners compared to adult learners. Young learners have short attention span; thus, the teachers need to vary their learning media to make the students excited in learning the new language. One of the learning media that can be used is flashcard. Flashcard was one of media in teaching vocabulary that can help the students actively participate in the class. To find the effectiveness of flashcard, this study employed a pre-experimental research design with one group pre-test and post-test conducting 10 questions of multiple choice. Sampling technique used was total sampling, where all populations became the sample. The object of this research consisted of 36 children in the third grade of class G at MI Taqwa Bondowoso. The method used in this research was quantitative method design. The data were analyzed by using SPSS 21.0. The data showed the average score of pre-tests was 65.00 and in post-test was 79.44. Furthermore, the result of t-test showed that the significant 2-tailed was 10.277. It could be concluded that there was significant effect in using a flashcard in teaching vocabulary to young learners.

## 1. Introduction

In this millennial era, English is a widely used second language (L2) across many countries, prompting individuals to enhance their English skills for better communication with people from different nations (Hermansyah & Nurhendi, 2021). English has important position like medicine, flight, tourism, and so on. So that the parents want their children to be taught English in their primary school for their best future. Despite this, young learners, particularly those not majoring in English, often find it challenging to learn the language. In contrast, students specializing in language studies may engage with English as a support tool for their primary subjects, which involves different teaching strategies (Sariyati, 2013).

To develop proficiency in English, four key skills must be mastered: listening, speaking, reading, and writing. Additionally, foundational elements like vocabulary, grammar, and

pronunciation play a crucial role in language acquisition. Vocabulary, in particular, is fundamental for effective communication, as it provides the necessary words for speaking and understanding (Harmer & Nur Azmi Rohimajaya, 2018).

Vocabulary not only encompasses the words themselves but also their meanings and uses in various contexts. For effective speaking, interaction relies heavily on one's vocabulary; in listening, vocabulary mastery helps in interpreting audio. Similarly, reading comprehension is contingent upon a solid understanding of vocabulary, while writing requires one to express thoughts accurately. Thus, comprehensive vocabulary knowledge is essential for effective communication (Tambun & R.A., 2014).

Teaching vocabulary to young learners necessitates innovative methods to maintain engagement and prevent boredom in the classroom. Unlike adult learners, children often prefer active participation instead of passive listening. Consequently, educating young learners requires different approaches, methods, and strategies. Tambun notes that children enjoy playful and dynamic learning experiences (Shin & J.K, 2006). Using visual aids like videos and pictures can facilitate understanding, as children are naturally inclined to play and engage with interactive materials. Therefore, teachers must employ creativity in their teaching methods to captivate young learners' attention.

Some previous studies supported the statements above. Students can memorize the vocabulary better using flashcard and word list (Sitompul, E. Y., 2013). The use of puppet and flashcard was effective to improve English vocabulary mastery for students with special needs (Wahyuni, 2019). And, the use of flashcard can make students more active and interested with the class activity (Thoriqul Huda et al., n.d., 2021). Another study was conducted and it concluded that students at elementary school and high school favored and enthusiastic about using flashcards with a range of colors and images. Additionally, flashcards encourage pupils to be more active and prevent boredom when learning vocabulary in English (Arsana & Maharani, 2021). Classroom action research was conducted by Aba ini 2019. The study's findings also demonstrated that using flashcards as a medium is adequate to help students' vocabulary grow (Aba, 2019). Using flashcard to teach vocabulary in young learners could make the students engaged in the learning activity by giving positive response (Firdausah & Sari, 2022) and being active and interested in the learning process (Atmaja & Sonia, 2020).

Based on preliminary observations at MI At-Taqwa Bondowoso, it appears that students exhibit a low vocabulary level. Vocabulary is essential at every educational stage, particularly for young learners. They often struggle to remember English vocabulary and frequently mispronounce words. Moreover, their motivation seems to be lacking; they tend to converse with their peers, request permission to leave for the restroom, disregard the teacher's instructions, and often appear lethargic during lessons. These challenges align with the findings of Elsyia Matruty and Stella Rose Que in their article titled "Using Flashcard as A Media in Teaching Vocabulary for The Eighth Grade Students of Junior High School" published in the *International Journal of Language Education*. In light of these observations, it is clear that utilizing media in teaching can serve as a crucial bridge to successful learning. Teachers should possess a clear understanding of the types of media, methods, and materials that align with their educational objectives. When used effectively, media can enhance lesson delivery, making classes more engaging and interactive. Flashcards, in particular, are an effective tool for vocabulary instruction. They are appealing to students—many enjoy playing card games—and they provide a simple visual aid that is well-suited for young learners. These tools help to engage children and contribute to a dynamic classroom environment during the learning process. Teaching

vocabulary through flashcard is one of interesting media in teaching vocabulary because most of them like playing card (Supriatin & Rizkilillah, 2018).

Given the importance of engaging teaching strategies, this study examines the effectiveness of flashcards as a vocabulary teaching tool. Using flashcards can enhance classroom engagement and facilitate students' comprehension and retention of new vocabulary. This method allows learners to visually associate words with images, making it easier to memorize and understand their meanings. Therefore, flashcards are considered one of the best media for teaching vocabulary (Rachmadi et al., 2023).

## 2. Methods

This study used a quantitative pre-experimental method with a pre-test and post-test. It was one group because, in this class, the students in the third G were low in memorizing vocabulary. So, this class needs to be researched. This method aims to compare with one or more experimental groups and verify the effect of research of each subject quantitative method is systematic research used to explain the variable in the research (Abdullah & dkk, 2021). This research compared between before and after treatment by using pre-test and post-test. It aimed to find the effect of using flashcard in teaching vocabulary on young learners.

The population of this research is all the third grade of MI At-Taqwa Bondowoso that consists of 252 students. Sample is a part of population. This sample of this study using probability sampling that is proportionate stratified random sampling. This sample had non homogeneity (Sugiyono, 2016). Then the class that was taken was the 3G conducts 36 students because students in this class were low in speaking and for another reason, this method is accurate way for the teacher through teaching vocabulary. Researcher takes only this class because it is impossible to research all of population, so that researcher take a sample of it (V.Wiratna Sujarweni, 2015).

The instrument that researcher used is a vocabulary test. The test used multiple choice contained 10 questions on pre-test and post-test. For the validation of the test, this research used expert validation to check the validity of the instrument.

To analyze the data, this research used t-test with 95% significance level.

## 3. Result

Through the several test in the experimental class in previous by total 36 students by using test, the result as follows:

Table 1. The Students' Score of Experimental Class

| Name of Students | Pre-test | Post-test |
|------------------|----------|-----------|
| AAA              | 40       | 50        |
| AAA              | 60       | 70        |
| ATZ              | 80       | 80        |
| BQP              | 60       | 70        |
| DAF              | 70       | 80        |
| DAF              | 80       | 100       |
| DLW              | 60       | 80        |
| FZK              | 60       | 70        |
| FKR              | 70       | 90        |
| HS               | 60       | 70        |
| HS               | 80       | 100       |
| HUSK             | 80       | 90        |
| IARA             | 50       | 60        |
| KN               | 70       | 80        |

|             |       |       |
|-------------|-------|-------|
| MADC        | 60    | 70    |
| MKAS        | 60    | 80    |
| MFA         | 60    | 50    |
| MAZ         | 70    | 80    |
| MDDRA       | 70    | 90    |
| MHD         | 60    | 70    |
| MNRU        | 60    | 90    |
| MRH         | 70    | 80    |
| NIKZ        | 70    | 90    |
| NKI         | 90    | 100   |
| NA          | 40    | 60    |
| NRA         | 90    | 100   |
| PNA         | 50    | 70    |
| RSA         | 90    | 100   |
| RKJ         | 50    | 80    |
| SAA         | 50    | 70    |
| SAF         | 80    | 80    |
| SRNH        | 70    | 90    |
| SMDH        | 40    | 60    |
| SSMS        | 70    | 90    |
| ZMF         | 40    | 70    |
| ZNF         | 80    | 100   |
| Total Score | 2340  | 2860  |
| Score Min   | 40    | 50    |
| Score Max   | 90    | 100   |
| Average     | 65.00 | 79.44 |

Table 4.1 showed that the result of pre-test and post-test involved by 36 of students. The highest score of pre-test was 90 and the lowest score was 40. Meanwhile the highest score of pos-test was 100 and for the lowest was 50. Otherwise, the mean score of pre-test was 65.00 and the mean score of post-test was 79.44. So, it can be said from the data shown, using flashcard increase students in earning vocabulary.

The following table shows the result of Experimental Class:

Table 2. The Result of Experimental Class

|           | Statistics |                 |
|-----------|------------|-----------------|
|           | Pretest    | Posttest        |
| Valid     | 36         | 36              |
| N Missing | 0          | 0               |
| Mean      | 65.00      | 79.44           |
| Median    | 65.00      | 80.00           |
| Mode      | 60         | 70 <sup>a</sup> |
| Minimum   | 40         | 50              |
| Maximum   | 90         | 100             |
| Sum       | 2340       | 2860            |

a. Multiple modes exist. The smallest value is shown

From analysis on the picture above, the median score of pre-tests was 65.00 and for the median of post-test was 80.00. Meanwhile, the maximum score of pre-tests was 90, and minimum of pre-test was 40. Meanwhile, maximum score of pos-test was 100 and for the

minimum score was 50.

From analysis on the picture above, the median score of pre-tests was 65.00 and for the median of post-test was 80.00. Meanwhile, the maximum score of pre-tests was 90, and minimum of pre-test was 40. Meanwhile, maximum score of pos-test was 100 and for the minimum score was 50. It was shown that the post-test was very good.

a. Normality Test

The following table shows the result of students' score in speaking ability:

Table 3. Normality Result of Pre-test and Post-test

| Tests of Normality                    |           |    |                   |
|---------------------------------------|-----------|----|-------------------|
|                                       | Statistic | df | Shapiro-Wilk Sig. |
| pre-test                              | .938      | 36 | .043              |
| post-test                             | .931      | 36 | .027              |
| a. Lilliefors Significance Correction |           |    |                   |

Based on result of data above, we can figure out that score in normality test of pre-test was significance from  $0,43 > 0,05$ , and for post-test result was  $0,27 > 0,05$  that indicated if the data of pre-test and post-test was normally distributed.

b. T-test

Table 4. T-test Result of Pre-test and Post-test

| Paired Sample Test |           |        |                |                 |   |        |        |    |                 |
|--------------------|-----------|--------|----------------|-----------------|---|--------|--------|----|-----------------|
| Paired Differences |           |        |                |                 |   |        |        |    |                 |
|                    |           | Mean   | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |        | t      | df | Sig. (2-tailed) |
|                    |           |        |                |                 | Lower                                     | Upper  |        |    |                 |
|                    | Pre-Test  |        |                |                 |   |        |        |    |                 |
| Pair 1             | Post-Test | 14.444 | 8.433          | 1.405           | 11.591                                    | 17.298 | 10.277 | 35 | .000            |

From the table, we can see the score was  $0,000 < 0,05$ . For the t-test value was 10.277. It can be said that there was different significance between pre-test and post-test. So, it can be concluded that using flashcard much more high significance in studying vocabulary for young learners.

4. Discussion

This research examines the impact of using flashcards on the vocabulary skills of third-

grade students at MI At-Taqwa in Bondowoso. The findings indicate that the classroom atmosphere became more dynamic when flashcards were utilized. Students demonstrated increased engagement and were able to memorize vocabulary more quickly with the use of flashcards. Therefore, this teaching method is especially suitable for teachers working with young learners. Most of children like playing card (Supriatin & Venska Prajna Rizkillah, 2018). So, the researcher was interested to take the same media for students in 3G of MI at Taqwa Bondowoso. As the researcher explained in previous chapter, picture like a flashcard has an important role in improving vocabulary because young learners easily enhancing vocabulary by visualization (Ngarofah & Ani Sumarni, 2018). They reported that they had a fun learning by using the flashcard and it gives them motivation in learning vocabulary. The advantages using this media was strengthened by Schmitt Nobert and McCarthy that the students can remember and improve vocabulary easily because they like learning by using a picture (Nobert & Mc.Carthy, 1997). Therefore, this media can effect young learners' student vocabulary.

The result showed that there was high score in the post-test after using flashcard rather than in pre-test before using flashcard. The highest score of post-tests was 90 and for the lowest score was 50. Meanwhile, the mean of post-test was 65.00 and the mean score of pre-tests was 79.44, and for the median of pre-test was 65.00, while the median of post-test was 80.00. From the analysis of the test that using flashcard in teaching vocabulary had a high impact for young learners. In addition, the result of normality test was  $0.27 > 0.05$ . So, we can say that the data was normally distributed. Meanwhile the lowest score of pre-tests was four frequency students by percentage 11,1% and the highest score of pre-tests was three frequency students by the percentage 8,3%. Meanwhile in post-test, the highest score was six frequency students by the percentage 16,7% and for the lowest score of post-tests was two frequency students by the percentage 5,6%. In another hand we can see the result of t-test was 10.277 and sig. (2 tailed) 0,000. In this case  $0,000 < 0,05$ . Based on description above the result of using flashcard had a high significant in teaching vocabulary for young learners.

## 5. Conclusion

It can be seen there were a high significant in using flashcard in teaching vocabulary to young learners in output of normality and t-test result by SPSS. Normality score of pre-test was  $0,43 > 0,05$ , and for post-test result is  $0,27 > 0,05$  that indicated if the data of pre-test and post-test is normally distributed. In t-test value  $0,000 < 0,05$  and for the t-test value was 10.277. It can be said that there was different significance in reaching high level after using flashcard.

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