MAKING USE OF FLASHCARDS IN TEACHING ENGLISH VOCABULARY IN SOUTHERN REGION OF SUMATERA

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Abstract: Vocabulary mastery is essential to young learners in learning English. This activity of community service was aimed at utilizing flashcards in English vocabulary instruction. A convenient sample of thirteen participants, mostly females between the ages of thirteen and eighteen, was chosen for this current activity. This was carried out in one of orphanages in Palembang, South Sumatera. To monitor and evaluate the degree of vocabulary achievement of the EFL learners, a vocabulary test was administered both before and after the intervention. The results indicated that the t obtained was much higher than the set t table and p value earned was much lower than .05. Therefore, it could be concluded that using flashcards significantly accelerated the acquisition of English vocabulary by young learners. Lastly, some fruitful implication were directed to future facilitators, researchers, and young learners, as participants.

Keywords: flashcards; teaching; English vocabulary; young learners

Abstrak: Penguasaan kosakata sangat penting bagi pelajar muda dalam mempelajari bahasa Inggris. Kegiatan pengabdian masyarakat ini ditujukan untuk memanfaatkan kartu flash dalam pengajaran kosakata bahasa Inggris. Sampel yang terdiri dari tiga belas peserta, sebagian besar perempuan berusia antara tiga belas dan delapan belas tahun, dipilih untuk kegiatan saat ini. Kegiatan ini dilaksanakan di salah satu panti asuhan di Palembang, Sumatera Selatan. Untuk memantau dan mengevaluasi tingkat pencapaian kosakata pelajar EFL, tes kosakata diberikan sebelum dan sesudah intervensi. Hasilnya menunjukkan bahwa nilai t yang diperoleh jauh lebih tinggi daripada t tabel yang ditetapkan dan nilai p yang diperoleh jauh lebih rendah dari .05. Oleh karena itu, dapat disimpulkan bahwa penggunaan kartu flash secara signifikan mempercepat perolehan kosakata bahasa Inggris oleh pelajar muda. Terakhir, beberapa implikasi yang bermanfaat ditujukan di masa mendatang kepada fasilitator, peneliti, dan pelajar muda, sebagai peserta.

Kata kunci: kartu flash; pengajaran; kosakata bahasa Inggris; pelajar muda

INTRODUCTION

Incorporating vocabulary instruction to young learners is very necessary in engaging them in English language learning. The urgency of vocabulary learning could be separated from learning integrated English language skills. In addition, students' ability to express themselves in English is greatly influenced by their vocabulary. Students can effectively communicate and express their thoughts and emotions in the language they learn if they have a large enough vocabulary (Mutholib and Muflichah, 2020). Besides, as students' vocabulary has a big influence on the way they are able to read and comprehend the content, Zulkarnain

et al. (2022) claim that vocabulary acquisition is crucial for assisting some learners in becoming fluent in English. Furthermore, Rahmawati et al. (2022) stated that vocabulary is a fundamental skill that pupils must master before they can learn other abilities like speaking, writing, listening, and reading. Moreover, According to Amiruddin and Razaq (2022), teaching vocabulary is a crucial component of teaching English since it affects all four language skills and is linked to every facet of language acquisition. Additionally, for language learning to be effective, vocabulary is essential. Also, it might help people read and comprehend texts more efficiently (Nation, 2019). Having the same line, students must have a basic vocabulary in order to progress in speaking, writing, listening, and reading, according to Supriatin and Rizkilillah (2018). It will be much simpler for students to communicate in English if they understand this vocabulary. Therefore, it could be said that the need of vocabulary instruction to young learners is very vital to support their success in English language learning.

In addition, students' ability to express themselves in English is greatly influenced by their vocabulary. Students can effectively communicate and express their thoughts and emotions in the language they learn if they have a large enough vocabulary (Mutholib & Muflichah, 2020). Thus, it is essential to work on vocabulary with elementary school students learning English. Since it is commonly accepted that vocabulary is both an essential part and the foundation of any language, vocabulary training is a core part of the English curriculum in primary schools. Meanwhile, teaching young students with instructional media can improve language acquisition by making learning more dynamic, imagina-

tive, and conversational (Petina et al., 2023). However, given that the EFL materials being presented were engaging creative, consequently young students in particular tended to become bored and unfocused when learning English in an EFL classroom. Additionally, they were able to spell and speak English letters and words correctly. Their lack of engagement with the circumstances and state of the class due to improper media supply was another issue. Besides, numerous studies have shown that the language acquisition process is hampered by inadequate vocabulary retention and knowledge (Wright et al., 2021). A flashcard is a straightforward picture on a sheet of paper or card that is used as a visual aid during instruction, according to Wong et al. (2021). Beside that, flashcards are a straightforward and efficient way to teach English to young learners because of their eye-catching images that keep young learners interested (Kusumawardhani, 2020). Furthermore, using flashcards in vocabulary sessions for young learners is a beneficial approach because they are a necessary tool with numerous benefits (Supriatin & Rizkilillah, 2018). For starters, flashcards have been popular because they provide visuals that help students stay focused. Learners will gain experience with vocabulary retention in addition to vocabulary knowledge. With the use of the pictures on the cards, flashcards can be utilized to break down mental blockages (Ngarofah & Sumarni, 2019). Hence, it is significantly prominent to undergo an activity of community service in making use of flashcards in English vocabulary instruction.

Some recent studies were conducted formerly in relation to instilling flashcard in English vocabulary instruction to EFL learners. A study was carried

out by Amiruddin & Razaq (2022) to find out how students might increase their vocabulary in terms of word classes. The study's findings showed a significant improvement in the post-test results. According to the research findings, the use of flashcards enhanced students' vocabulary achievement. Similarly, Pasaribu et al. (2022) recently looked into how flashcard media might improve students' vocabulary. Due to learners' strong visual memory, flashcard media was selected as a means of increasing their vocabulary. The results showed that the ability to swiftly understand courses through flashcard media makes learners more eager to study English. Students who learn while playing are more successful. When conducting experiment, learners were highly excited about learning from the pictures contained in the flashcards that the authors provided; they began to guess what had been drawn but were also eager to verify the definition. On the other research, experimental research involving EFL learners have shown that students who were taught vocabulary using the flashcard method were more involved in the learning process because they thought it was easy, but they also retained more language. Additionally, compared to learners who do not use flashcards, they have a stronger vocabulary grasp. One strategy to increase vocabulary is to use a dictionary to find new terms and learn their definitions (Chen & Chan, 2019). But it takes time to make a word more powerful. Using a vocab card or flashcard to assist users in learning new terms is an additional choice. Flashcards help students learn new words by providing them with a visual of the term. Flashcards and word lists can be introduced simultaneously to assist students in becoming familiar with new vocabulary. Flashcards are another tool that many of

them utilize to help them remember previously learned terms. Flashcards are portable and can be studied anytime there is a moment to spare (Li & Tong, 2019; Yüksel et al., 2020). This is just one of their many benefits. They can also be combined to create terms that make sense to the intended audience. With that way, it could be further pointed out that utilizing flashcards could significantly promote EFL learners' English vocabulary mastery.

In alignment with the above description, problems and previous related research, the researcher was interested to fill the gap and undergo an activity of community service pertaining to the use of flashcards in English vocabulary instruction. This was aimed to see whether flashcards were significant impactful on the EFL learners' mastery of English vocabulary. Also, this would provide a proper benefit for the participants as this could enhance their learning participation and way up their English vocabulary acquisition.

METHOD

Current activity of community service was employed in providing an English instruction using flashcards to enrich EFL learners' mastery of English vocabulary. One group was selected in a convenient way as the sample in this present activity which consisting of thirteen participants dominated by females with aged 13-18 years. This was done in one of orphanages in Palembang, South Sumatera. The administration of vocabulary test was set before and after the intervention to track the EFL learners' level of attainment.

In addition, the teaching steps of using flashcards in English vocabulary

learning were done as follows: (1) the instructor asked the participants' problem of learning English, (2) the participants were given slight insights of the problems they encountered, (3) they were exposed with flashcards on certain theme, (4) they were asked to guess the flashcards showcased in English, (5) afterwards they were instructed to read out and spell out the flashcards displayed, (6) Gentle correction was made when they pronounced the words wrongly, (7) choral and individual repetition were made to make sure they pronounced the words correctly, (8) they were directly examined to the displayed pictures to see their comprehension in terms of the intervention given, (9) they were posttested to gain their score of English vocabulary mastery. To provide proofs of community service activity where the instructor exposed the English vocabulary to the participants through flashcards, please see figure 1 and 2.

Besides, pertaining to collection of participant' score data, English vocabulary test was administered before and after intervention. The test items designed was in line with what they learnt. After collecting the pretest and posttest, the participants' achievement were checked and scored. Thereafter, their scores was analyzed by using descriptive analysis with SPSS to figure out their correct answer in pretest and posttest after being intervened with flashcards. After that, their scores were checked descriptively in terms of lowest and highest obtained, mean, median, mode, and standard deviation. After the descriptive statistical analysis was done, progressive analysis was further computed regarding mean score, standard deviation (henceforth SD), t obtained, degree of freedom (henceforth df), and p value. After all statistical analyses were

made, thorough and itemized interpretation was narrated systematically.

Figure 1. Conducting Community Service

Figure 2. Explaining the English vocabulary through Flashcards

DISCUSSION

After having collected and analyzed properly the obtained data from the community service participants, it was found out that the results of gained lowest score in the pretest was 40 and the gained highest score was 70. Additionally, the obtained mean score was 60, the obtained median score was 60, the obtained mode score was 70, and the earned SD was 11.457. Beside that, it

was found out that the results of grabed lowest score in the posttest was 80 and the grabed highest score was 100. Furthermore, the grabed mean score was 91.54, the grabed median score was 90, the grabed mode was 90, and the earned SD was 8.006. Afterwards, progressive analysis was made due to seeking much deeper analysis. The research results revealed that the mean score generated was 31.538, the earned SD was 10.682. the t obtained was 10.645, the earned df was 12, and the p value earned was .000. Since the t obtained result was much higher than the set t table and p value earned was much lower than .05, it could be explicitly pointed out that there was statistically significant progress earned by the participants after being intervened with flashcards in English vocabulary instruction.

After having obtained the descriptive statistical and progressive analyses, it could be further noted that seeing for the statistical view point, there was a better attainment earned by the EFL participant in English vocabulary learning after being provided with an flashcards intervention. Moreover, after earning the the data collection and analysis of the EFL vocabulary participants' pretest and posttest, it could be explicitly stated that making use of flashcard could give significant impact on young learners' EFL vocabulary acquisition. This was probably caused by the colourful and attractive flashcard given by the instructor. Besides, this was also caused by simulteneous exposure with different kind of flashcards topics which it can grasp the EFL participants to more engaged and relaxed in understanding newly learnt English vocabulary. Another cause appeared is that they participants were drilled to pronounce and spell the English vocabulary one by one to ensure that they had a correct pronunciation and spelling. The above findings and interpretation were supported by some scholars which claimed that flash cards are a useful tool for improving EFL students' vocabulary in English in an eye-catching way. Flash cards are a useful tool for aiding in the learning process because they are a collection of picture cards with written descriptions (Atmaja and Sonia, 2020). Their application can provide a dynamic and engaging learning environment. Students' imaginations are stimulated by this creative method, which promotes the growth of concepts and the study of new words. Additionally, flash cards are essential for improving EFL students' memory retention, which helps them recall and retain words more successfully. It is expected that students will be more eager and interested in studying English as a result of integrating multimedia media into the curriculum, making the learning process more dynamic and captivating (Vu and Peters, 2021). Having the same mind, according to Pasaribu et al. (2022), flashcard media may help students' EFL vocabulary acquisition. Flashcard media was chosen as a way to help students expand their vocabulary because of their powerful visual memory. The findings demonstrated that students are more motivated to learn English when they can quickly comprehend courses using flashcard media. Learning while having fun is more effective for students. During the experiment, students were very anxious to learn from the images on the flashcards the authors had provided; they started to speculate as to what had been drawn but were also keen to confirm the definition. Furthermore, Amiruddin & Razaq (2022) conducted a study to determine how students may expand their vocabulary in terms of word classes. The

results of the study indicated that the post-test scores had significantly improved. The results of the study showed that using flashcards improved students' vocabulary learning. For those findings, interpretation, and supported preset researchers, it could then be cliamed that making use of flashcards were successfully impactful on English vocabulary learning to young learners.

CONCLUSION

After having done and over with data collection, analysis, and interpretation, the aim of community service has been resolved by providing a solution to the problem of the participants particularly on English vocabulary mastery by intervening simultaneous teaching procedures by utilizing flashcards in instructing English vocabulary. Also, the results of the participants' attainment before and after the intervention showed a significant progress statistically. Hence, it could further pointed out that using flashcards significantly promoted young learners' English vocabulary learning.

Afterwards, some explicit implication were made to participant in independently learning English vocabulary by using flashcards in order to enlarge their EFL vocabulary knowledge. Besides, they were also highly required to have a specific English notebook and to self practice spelling and articulating properly when they earn new EFL vocabulary. In addition, it is strongly suggested for future facilitators to use this media of instruction empowered by excessive exercise and practice to obtain better results. Lastly, it is really intensely advised to run similar community service supported with dissimilar learning media, instructional technique and instrumentations on different participants to gain much more fruitful analyses.

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