TEACHING VOCABULARY USING FLASHCARDS IN EFL CLASSROOM IN INDONESIA AND MALAYSIA

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ABSTRACT

Previous studies proved that Flash Cards is beneficial in learning English vocabulary. However, comparing the young learners' perspectives about the implementation of this media in two different context is still limited. The research aims to explore how young learners perceived the use of Flash Cards as a learning medium in learning English in two different cultural background. The participants included 8 students from *Sanggar Bimbingan* in Malaysia and 41 students from an elementary school in Waru, Indonesia, spanning grades 4 through 6. Data of the research were collected through giving questionnaires and interviewing the elementary school students. The findings suggest that incorporating flashcards into the learning process is an effective strategy for improving students' English vocabulary. The study anticipates that this approach will lead to increased student engagement and activity in English learning, providing them with more opportunities to practice vocabulary and sentence structures within real-life contexts. By utilizing Flash Cards, students are expected to engage more actively in practicing various vocabulary and sentence structures, enhancing their English language skills. This research encourages teachers to integrate this medium into their classrooms, making lessons enjoyable, comprehensible, and innovative in bolstering students' vocabulary.

ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki efektivitas Flash Card sebagai media pembelajaran dalam meningkatkan penguasaan bahasa Inggris di antara para siswa di sebuah bimbingan belajar di Malaysia dan sekolah dasar di Waru. Para peserta penelitian terdiri dari 8 siswa dari sebuah bimbingan belajar di Malaysia dan 41 siswa dari sebuah sekolah dasar di Waru, yang terdiri dari kelas 4 sampai kelas 6 SD. Penggunaan Flash Card terbukti bermanfaat bagi guru dan siswa dalam mengajarkan dan memahami kosakata bahasa Inggris, serta menumbuhkan lingkungan belajar yang lebih interaktif. Data untuk penelitian ini dikumpulkan melalui tabel persepsi siswa dan wawancara. Temuan menunjukkan bahwa memasukkan

kartu flash ke dalam proses pembelajaran merupakan strategi yang efektif untuk meningkatkan kosakata bahasa Inggris siswa. Penelitian ini mengantisipasi bahwa pendekatan ini akan mengarah pada peningkatan keterlibatan dan aktivitas siswa dalam pembelajaran bahasa Inggris, memberi mereka lebih banyak kesempatan untuk mempraktikkan kosakata dan struktur kalimat dalam konteks kehidupan nyata. Dengan menggunakan Flash Card, siswa diharapkan dapat terlibat lebih aktif dalam mempraktekkan berbagai kosakata dan struktur kalimat, sehingga dapat meningkatkan kemampuan bahasa Inggris mereka. Penelitian ini mendorong para guru untuk mengintegrasikan media ini ke dalam kelas mereka, membuat pelajaran menjadi menyenangkan, mudah dipahami, dan inovatif dalam meningkatkan kosakata siswa.

How to Cite:

INTRODUCTION

Teaching vocabulary in elementary school constitutes a crucial component of English as A Foreign Language (EFL) learning, aiming to introduce and enhance students' lexical knowledge. This process facilitates their ability to comprehend and effectively employ vocabulary for communication[1]. Proficiency in communication stems from possessing an extensive vocabulary, allowing students to articulate thoughts, feelings, and ideas clearly and precisely. Moreover, the acquisition of vocabulary contributes to literacy development in both reading and writing[2]. Atmaja and Sonia emphasize the significance of English vocabulary learning, highlighting its pivotal role in language acquisition[3]. A robust vocabulary not only fosters effective communication but also enhances students' comprehension of the world around them. The introduction of vocabulary relevant to their daily lives enables students to recognize and relate to familiar objects and situations[4]. However, it is essential for students to grasp vocabulary as a crucial aspect of language, imperative for effective

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[1] Alvita, A., & Airlanda, G. S. (2021). Pengembangan Flashcard untuk Meningkatkan Keterampilan Menulis Permulaan pada Siswa Kelas I Mata Pelajaran Bahasa Inggris di Sekolah Dasar. Jurnal Basicedu, 5(6), 5712–5721. https://doi.org/10.31004/basicedu.v5i6.1686

[2] Firdausah, A., Merris Maya Sari, D., & PGRI Sidoarjo, S. (n.d.). TEACHING VOCABULARY TO YOUNG LEARNERS USING FLASHCARDS.

[3] Atmaja, Aisyah Siti Khasanah., Sonia, Gina. (2020). Using Flash Cards to Improve Students' Vocabulary. PROJECT Professional Journal of English Education. Volume 03 No 2.

[4] Fitania, M., & Puspitarani, R. (2019). Flashcard Learning Media to Improve English Vocabulary for Elementary School Students (Vol. 2, Issue 1). https://jurnal.uns.ac.id/shes

communication. In countries like Indonesia and Malaysia, initiating English language instruction from elementary school is paramount. This early exposure lays the foundation for communication with people from diverse nations, emphasizing the global importance of English proficiency[5].

In practical application, the teaching of vocabulary in elementary schools is inevitably shaped by local culture. Tarihoran and Pratiwi emphasize that the use of local languages helps students understand English effectively [6]. This demonstrates that introducing everyday language, which students use in communication, as an initial approach to learning English, sparks their interest in the subject. The interplay between rural and urban cultures holds a significant sway over the process of vocabulary acquisition. The distinct traditions and social environments associated with rural and urban cultures wield an impact on the vocabulary learning experience[7]. Rural culture, characterized by its simplicity and adherence to traditional rural life, contrasts with the more modern and urbanized aspects of urban culture. These cultural disparities contribute to variations in vocabulary, influencing how students comprehend and utilize language.

In rural cultures, the prevalent vocabulary may revolve around daily life in the countryside, encompassing terms related to agriculture, nature, and local traditions. Conversely, urban cultures may feature vocabulary more centered on technology, transportation, and urban living. Tarihoran and Pratiwi emphasize in the vocabulary learning process, the mother tongue is the initial language of instruction[8]. Consequently, the influence of rural and urban culture plays a pivotal role in shaping the vocabulary acquired and employed by elementary school students. Thus, there arises a need for solutions that enhance the effectiveness and relevance of English teaching and learning activities in schools, sparking students' enthusiasm, interest, and motivation in vocabulary acquisition [9]. Vocabulary learning using flashcards in Indonesia and Malaysia has its own challenges. Many students have difficulty in mastering vocabulary and students have limited number of English vocabulary, as do immigrant students in Malaysia

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[5] Luardini, M. (2020). TEACHING VOCABULARY BY USING FLASHCARD MEDIA AT THE FIFTH GRADE ELEMENTARY SCHOOL. Natalina Asi Journal Compound, 8(2), 127–131.

[6] Tarihoran, I. H., Pratiwi, D., & Jazadi, I. (2023). Penggunaan Bahasa Lokal Sebagai Pengantar Pengajaran Bahasa Inggris Untuk Anak Sekolah Dasar di Wilayah Pedesaan Kabupaten Sumbawa. Jurnal Pengabdian Masyarakat Nusantara, 5(1), 35-43.

[7] Lubis, M. S. I., Rahim, R., Nasution, A., Nurhayati, N., Anggraini, P., & Sartika, D. (2023). IMPLEMENTASI PENGGUNAAN ALAT EDUKASI KARTU BERGAMBAR (FLASH CARD) DALAM MENINGKATKAN KEMAMPUAN BAHASA INGGRIS SISWA. Jurnal AbdiMas Nusa Mandiri, 5(2), 71–76. https://doi.org/10.33480/abdimas.v5i2.4716

[8] Oktaviani, E. N., & Komarudin, R. E. (2021). Efektivitas Penggunaan Flash Cards dalam Meningkatkan Bank Kosa Kata Bahasa Inggris pada Siswa Sekolah Dasar Effectiveness of Using Flash Cards in Improving Bank English Vocabulary in Elementary School Students. https://proceedings.uinsgd.ac.id/index.php/Proceedings

[9] Sofian Hadi, M., & Fitriana, R. O. (2021). Improve Students' English Vocabulary Skills With Flashcard Media. 4. https://doi.org/10.23887/jippg.v4i3

who have the very vocabulary problem. Some children cannot even read and write because immigrant students in Malaysia have difficulty accessing education due to Malaysian government policies that limit and make it difficult for foreign nationals who do not have documents to access education under its auspices. For this reason, the Indonesian government is trying to equalize education by establishing schools called *Sanggar Bimbingan* spread throughout Malaysia [10]. Likewise students in Indonesia, many students have difficulty in mastering vocabulary and students have very little English vocabulary, and according to their recognition they only learn English at school[11].

To address this concern, implementing effective strategies in English language learning is crucial to prevent children from feeling bored and to enhance their understanding of the lessons [12]. The utilization of teaching media for vocabulary instruction in elementary school not only aids teachers in delivering materials more effectively but also captures students' interest, fostering better comprehension of the lessons. Among these media, flash cards emerge as a valuable tool to enhance students' English vocabulary in a visually engaging manner. Flash cards serve as a set of picture cards with written descriptions, making them a practical resource for facilitating the learning process [13]. Their use can contribute to an active and participatory teaching and learning environment. This innovative approach stimulates students' imagination, encouraging the development of ideas and the exploration of new vocabulary. Moreover, flash cards play a vital role in aiding students' memory retention, enabling them to recall and remember words more effectively. By incorporating this media into the learning process, students are anticipated to be more interested and enthusiastic about learning English, creating a more engaging and dynamic educational experience[14].

Based on the necessity of utilizing media for children's vocabulary learning, the researcher conducted a study in two educational settings: a public elementary school in Waru in November and a tutoring center in Malaysia in February[15]. The primary objective of this research is to contribute to enhancing English language skills among students in both Indonesia and Malaysia, with a

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[10] Studi, P., Bahasa, P., Indonesia, S., & Barantai, P. (n.d.). CENDEKIA: Jurnal Ilmiah Pendidikan MENINGKATKAN VOCABULARI SISWA DENGAN MENGGUNAKAN MEDIA FLASHCARD PADA PEMBELAJARAN BAHASA INGGRIS

[11] Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A study of translanguaging practices in an EFL classroom in Indonesian context: A multilingual concept. Research and Innovation in Language Learning, 5(2), 167-185.

[12] Nordlund, M., & Norberg, C. (2020). Vocabulary in EFL teaching materials for young learners. International Journal of Language Studies, 14(1), 89-116.

[13] Siti, A., Atmaja, K., & Sonia, G. (2020). USING FLASH CARDS TO IMPROVE STUDENTS' VOCABULARY. 3(2).

[14] Vu, D. V., & Peters, E. (2021). Vocabulary in English language learning, teaching, and testing in Vietnam: A review. Education Sciences, 11(9), 563.

[15] Ilmiddinovich, K. S. (2020). Methods Of Teaching English To Young Learners. The American Journal of Social Science and Education Innovations, 2(11), 65-69.

specific focus on employing effective strategies for teaching vocabulary. Through the introduction of an innovative and engaging approach using flashcards, this study aims to offer valuable insights that can aid students in expanding their vocabulary knowledge and usage[16].

This research, tailored to the Indonesian and Malaysian contexts, investigates teaching methods and techniques, offering practical guidance for English teachers to facilitate more effective communication among their students. Furthermore, given the close connection between language and culture, this study delves into vocabulary teaching in the English classroom to illuminate the cultural aspects intertwined with language learning. By exploring these cultural dimensions within vocabulary lessons, the research aims to empower teachers to incorporate cultural elements, fostering a deeper understanding and appreciation of the English language within its cultural context. Ultimately, this holistic approach can contribute to more comprehensive language education and cross-cultural competence among students in both Indonesia and Malaysia[17].

This research distinguishes itself from previous studies, particularly in terms of focus and target demographic. Unlike prior investigations, this study specifically concentrates on elementary school students residing in Indonesia and immigrant students residing in Malaysia. The primary objective is to explore and compare the elementary school students from both countries perceive the utilization of flashcards to enhance the English vocabulary. These perspectives are important to investigate since they give overview about the effective strategies in using flash cards applied by the teacher in two difference cultural contexts. This study is rarely limited in number. Hence, the study was conducted to fill the gap. The adoption of an interesting and interactive learning method involving flashcards is anticipated to boost students' interest and motivation in English vocabulary acquisition. The significance of this research lies in its potential to offer insights into the efficacy of flashcards in vocabulary learning, ultimately providing recommendations for educators and relevant institutions to enhance English vocabulary instruction in both elementary schools in Indonesia and among immigrant students in Malaysia. To meet the previous research gap, the study is conducted to ask the following question: "How do the elementary school students perceive the utilization of flashcards in schools with different contexts?"

Methods

This research employs a mixed-methods approach to investigate the problem and attain the research objectives. This design integrates both

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[16] Pradini, P. C., & Adnyayanti, N. L. P. E. (2022). Teaching english vocabulary to young learners with wordwall application: An experimental study. Journal of Educational Study, 2(2), 187-196.

[17] Reynolds, B. L., Liu, S., Milosavljevic, M., Ding, C., & McDonald, J. (2021). Exploring pre-service pre-primary EFL teacher beliefs about teaching English to very young learners: A Macau case study. Sage Open, 11(4), 21582440211052932.

quantitative and qualitative methodologies within a single study, providing a comprehensive exploration of vocabulary teaching in elementary schools. The study is conducted on immigrant students in a *Sanggar Bimbingan* in Malaysia and a public elementary school in Waru, Indonesia. The researchers selected participants from these two locations aiming to offer a more holistic understanding of teaching comprehension within the context of English as a Foreign Language (EFL) classrooms in both countries. By including participants from Indonesia and Malaysia, the researchers can compare approaches, strategies, and challenges that may vary between the two nations. Despite the differences in cultural background, the similarity in teaching vocabulary to immigrant students in Malaysia and elementary school students in Indonesia lies in their shared experience of being students in a formal learning environment. Both groups require teaching and guidance from educators to achieve their learning goals. The distinction arises in that immigrant students in Malaysia have a cultural background aligning with the country they reside in, namely Malaysia, while elementary school students in Indonesia share a different cultural background.

In this study, the researchers put the emphasis on exploring the students' perspectives in learning new English vocabulary using flashcards. It focused on the students' knowledge, feeing, and emotion as they engaged in the teaching and learning process. The research employed a mixed-methods approach, incorporating both quantitative and qualitative research methods. According to Creswell (2016), quantitative research involves testing relationships between variables using specific methods, and quantitative data, including validity tests using SPSS, is analyzed in this study. Additionally, qualitative research, as defined by Creswell (2016), utilizes methods to explore the phenomenon under study. In this study, qualitative data is derived from the results of interviews and observations conducted by the researcher. The data collected for this research encompass information obtained through observations, questionnaires, and interviews. These data are gathered from the classroom observation of English vocabulary teaching using flashcards in grades 4, 5, and 6 at the Public Elementary Schools in Waru, Indonesia, and the *Sanggar Bimbingan* in Malaysia.

The validity of the measuring instrument used to conduct measurements is assessed by comparing an individual's overall score on each question item with the method's score on each respective question item. Individual validity testing is facilitated with computer assistance through the SPSS application. In this study, validity testing was exclusively performed on 48 respondents. The decision-making process involves evaluating whether the calculated value of r count

(Corrected Item-Total Correlation), which is 0.707 and 0.312 for degrees of freedom (df) equal to 40 and 8, surpasses the critical value of r table.

Table 1. Results of the Validity Test of the Training Method Variable (X1)

Number	Corrected Item/ Total Correlation/ r c	r_{table}	Criteria
1	0,331	0,312	VALID
2.	0,509	0,312	VALID
3.	0,727	0,312	VALID
4.	0,525	0,312	VALID
5.	0,453	0,312	VALID
6.	0,576	0,312	VALID
7.	0,560	0,312	VALID
8.	0,377	0,312	VALID
9.	0,769	0,312	VALID
10.	0,539	0,312	VALID
11.	0,567	0,312	VALID
12.	0,698	0,312	VALID
13.	0,797	0,312	VALID
14.	0,531	0,312	VALID
15.	0,618	0,312	VALID
16.	0,341	0,312	VALID
17.	0,495	0,312	VALID
18.	0,483	0,312	VALID

Based on Table 1.1, it can be seen that all questions for the training method variable have a valid status, because the r count value (Corrected Item-Total Correlation) > r table of 0.312.

Table 2. Results of the Validity Test of the Training Method Variable (X2)

Number	Corrected Item/Total Correlation/ r count	r_{table}	Criteria
1	0,976	0,707	VALID
2.	0,873	0,707	VALID
3.	0,891	0,707	VALID
4.	0,938	0,707	VALID
6.	0,938	0,707	VALID
7.	0,920	0,707	VALID
8.	0,827	0,707	VALID
9.	0,866	0,707	VALID
10.	0,842	0,707	VALID
11.	0,938	0,707	VALID
12.	0,870	0,707	VALID
13.	0,720	0,707	VALID
14.	0,912	0,707	VALID
15.	0,770	0,707	VALID
16.	0,969	0,707	VALID

| 17. | 0,912 | 0,707 | VALID |
| 18. | 0,827 | 0,707 | VALID |

Based on Table 1.2, it can be seen that all questions for the training method variable have a valid status, because the r count value (Corrected Item-Total Correlation) > r table of 0.707.

Based on quantitative data analyzed using SPSS, the validity test, vocabulary learning for both schools, namely the public elementary school in Waru and the guidance studios in Malaysia is "VALID" and the use of flashcards is expected to be able to help students and teachers in helping teaching and learning activities become more interesting and more fun. Based on Table 1.2, it can be seen that all questions for the training method variable have a valid status, because the r count value (Corrected Item-Total Correlation) > r table of 0.707.

Corrected Item-Total Correlation (CITC) is a statistical measure used in the field of psychometrics, which is the branch of psychology that deals with the measurement of psychological traits and abilities. Specifically, CITC is commonly employed in the context of assessing the quality of individual items within a psychometric test or questionnaire. In order to get comprehensive knowledge about the students' perspectives, the researchers interviewed the selected students. The researchers asked the students' parents before doing the interview. It took about 15 minutes for the researchers to interview the students during the school break. The qualitative data was analyzed using content thematic analysis and validated using data triangulation.

RESULTS AND DISCUSSION

Based on observations conducted at the public elementary schools in Waru and the *Sanggar Bimbingan* in Malaysia, the researchers employed flashcards featuring images of various occupations in English, along with flashcards displaying individual letters. The researchers demonstrated the flashcards to students and provided examples of the proper pronunciation of English words. Specifically, the flashcards used in this study focused on professions such as nurse, farmer, fisherman, teacher, police, soldier, and pilot for the students in Waru Indonesia. In addition, the vocabulary given to the students in *Sanggar Bimbingan* dealt with parts of body. The researchers encouraged students to memorize the professions displayed on the flashcards through repeated reading, and prompted the students to arrange the correct letters according to the spelling indicated on the flashcards. These similar strategies were implemented in both schools for

three meetings. Then the researchers distributed questionnaire to the students. The results are discussed in the following session.

Flashcards promotes students' motivation in learning vocabulary

The questionnaires given to the students showed that flashcards made the students both in Waru Indonesia and the Sanggar Bimbingan in Malaysia interested in learning. This implies that flashcards are very useful especially to increase students' motivation in learning vocabulary. As found by Keller (2008) and Kim et al (2016), this motivation determines students' engagement in learning and encourages them to master the learning material. The results of the questionnaire are presented as follows.

Public Elementary School in Waru, Indonesia

In the research on the utilization of flash cards in elementary school vocabulary learning in Indonesia and Malaysia, the participants of research is grade 4, 5, and 6, totaling 41 students. The questionnaire was given in a piece of paper in the form of a table below. The total number of questionnaires distributed was 18 questionnaires, with grouping according to the type of question as follows:

Table 3. Students' perspective on learning English vocabulary using flash cards

Number	Questions	1	2	3	4
1.	Is learning English using Flash Cards fun?	2%	12%	61%	25%
2.	Is learning to use Flash cards interesting?	5%	15%	44%	36%
3.	Are the images contained in the Flash Card attractive?	5%	12%	22%	61%

Note: 1: normal, 2: a little interesting/ fun, 3: fun, 4: very fun

Based on the table above, it can be concluded that the use of flash cards in learning vocabulary at the public elementary school in Waru is fun and interesting with a percentage of 61%, and the images contained in interesting flash cards help students learn vocabulary well with a percentage of 44%. This is a positive response from students and students' views on learning vocabulary using flash cards can be said to be successful.

Sanggar Bimbingan Malaysia

In the research on the utilization of flash cards in learning elementary school vocabulary in Indonesia and Malaysia, the participants of research are 4th, 5th, and 6th grade students the *Sanggar Bimbingan* in Malaysia, totaling 8 students. The questionnaire used paper in the form of a table as below. A total of 8 questionnaires were distributed, with groupings according to the type of question as follows:

Table 6 Students' views on learning English vocabulary using flash cards

Number	Questions	1	2	3	4
1.	Is learning English using Flash Cards fun?	0%	12%	50%	38%
2.	Is learning to use Flash cards interesting?	12%	12%	38%	38%
3.	Are the images contained in the Flash Card attractive?	25%	12%	25%	38%

Description: 1: normal, 2: a little interesting/ fun, 3: fun, 4: very fun

From the table above, it can be concluded that students think that learning using flash cards is fun and more interesting. The images contained in the flash cards are also interesting, which can be seen from the percentage in the questionnaire, namely 38% of students considered that flash cards are very interesting for learning vocabulary. Flash cards have been successfully applied well at *Sanggar Bimbingan* in Malaysia. The results imply that the use of flash cards in *Sanggar Bimbingan* Malaysia can provide benefits for students such as increasing interaction and collaboration between students, improving students' reading, spelling and pronunciation skills. The cards succeed in providing a lot of benefits for students as a learning medium to improve students' vocabulary.

The questionnaire results show that vocabulary learning in both cultural contexts is similar. The percentage of learners' interest in the two schools is not significantly different, which is 36% of students in Waru and 38% in Malaysia. This finding supports previous research conducted by Aslan[18]; Lisa[19]; Chen & Chan[20]; Yüksel et al.[21]; Maulidar & Samad[22]. This identifies that vocabulary learning strategy by utilizing flashcards is suitable for young learners.

Flashcards improve students' cognitive skills in mastering vocabulary

Besides increasing motivation to learn, flashcards also improve students' ability to master the knowledge taught. This study supports previous research

[18] Aslan, Y. (2011). Teaching vocabulary effectively through flashcards. *International Journal of Arts & Sciences*, 4(11), 347.

[19] Lisa, H. (2019). The Effectiveness Of Flashcards On The Motivation To Increase English Vocabulary Among The Fourth Elementary School. *JOALL (Journal of Applied Linguistics and Literature),* 4(1), 43-53. https://ejournal.unib.ac.id/index.php/joall/article/view/6852

[20] Chen, R. W., & Chan, K. K. (2019). Using augmented reality flashcards to learn vocabulary in early childhood education. *Journal of Educational Computing Research*, 57(7), 1812-1831. https://doi.org/10.1177/0735633119854028

[21] Yüksel, H. G., Mercanoğlu, H. G., & Yılmaz, M. B. (2020). Digital flashcards vs. wordlists for learning technical vocabulary. *Computer Assisted Language Learning*, 1-17. https://doi.org/10.1080/09588221.2020.1854312

[22] Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher's strategies in teaching speaking for cadets. English Education *Journal EFL*, 10(1), 80-94.

which states that flashcards are an effective medium in teaching vocabulary mastery[23]. The questionnaire data found that the knowledge mastered by students was related to increased concentration, understanding of the material taught such as vocabulary about work, and vocabulary of body parts. The following are the findings of this study.

The use of flashcards can improve students' vocabulary in a guidance center in Malaysia and an elementary school in Waru. Flashcards are cards containing words or pictures that are used to help students learn new vocabulary. By using flashcards, students can learn vocabulary in an interactive and fun way. Research has shown that the use of flashcards can improve students' vocabulary comprehension and retention. The use of flashcards has several benefits in improving students' vocabulary. First, flashcards help students associate words with pictures, making it easier for them to understand and remember new vocabulary. Secondly, flashcards can be used in various learning activities, such as vocabulary games and vocabulary recall exercises. This makes vocabulary learning more interesting and interactive for students.

In the context of guidance centers in Malaysia and primary schools in Waru, the use of flashcards can be one of the effective strategies in improving students' vocabulary. However, it is also important to pay attention to other factors that can affect vocabulary learning, such as the use of relevant contexts, regular repetition, and the use of varied learning techniques.

Public Elementary School in Waru, Indonesia

Table 4. The benefits of using flash cards in vocabulary learning

Number	Questions	1	2	3	4
1.	Do you feel flash cards help improve your concentration and focus in studying?	5%	24%	32%	39%
2.	Do you feel flash cards help strengthen your memory of the learning material?	5%	22%	46%	27%
3.	Do you feel flash cards help improve your understanding of difficult concepts in learning?	5%	27%	41%	27%
4.	Do you feel flashcards help improve your ability to remember and apply the information you've learned?	10%	22%	34%	34%
5.	Do you feel flash cards help improve interaction and collaboration between you and your classmates in learning?	2%	15%	44%	39%

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[23] Chusnul Chotimah, (2021). Flashcards as A Learning Media to Motivate Students in Learning Vocabulary. Lingua: *Jurnal Pendidikan Bahasa*, 17(1), 67-75. https://doi.org/10.34005/lingua.v17i1.1373

6.	Do you feel flash cards help make learning more fun and interesting for you?	5%	17%	24%	54%
7.	Do you feel flash cards help improve your ability to listen to English?	5%	15%	51%	29%
8.	Do you feel flash cards help improve your ability to read English?	15%	15%	33%	37%
9.	Do you feel flashcards help improve your ability to write English?	2%	17%	49%	32%
10.	Do you feel more active and engaged in learning English while using flashcards?	2%	35%	29%	34%
11.	Do you feel more motivated to learn English when using flashcards?	5%	15%	46%	34%
12.	Do you feel flashcards help improve your ability to form English words?	0%	12%	39%	49%

Note: 1: Not helpful, 2: Slightly helpful,3: Helped,4: Very helpful

Based on the table above, the utilization of flash cards as learning media successfully improve the students' vocabulary mastery. Flash cards can help improve student concentration (39%), improve vocabulary learning concentration, and improve student memory. 46% of the students are helped by the use of flash cards as a learning media to improve memory. Flash cards can also increase collaboration and interaction between students with a fairly high presentation. 44% of them feel helped by the existence of flash cards. So it can be concluded that flash cards are useful for improving students' vocabulary and other English language skills such as spelling and pronunciation.

From the results of interviews and observations that have been conducted at Sanggar Bimbingan in Malaysia and elementary schools in Waru, the use of flashcards in learning is very useful for students there, this is evidenced by the results of interviews that researchers have conducted as follows. The interview process was carried out on October 26 2023 and was carried out at the Public Elementary School in Waru. In this interview process, 2 sources were taken with the initials RA and DN. The results of the interview with Resource 1, namely RA, resulted in the following statement.

RA: "Learning using flash cards makes it easier for me to memorize vocabulary in English than just using ordinary writing recorded by the teacher on the blackboard." Meanwhile, the results of the interview with the second source, namely DN, found the following statement.
DN: "I have liked English since I was a child, with these flash cards I like learning English more because the pictures are interesting and make me more enthusiastic in memorizing vocabulary."

Here is a picture when teaching and learning activities using flash cards are taking place:

Picture 1. Learning activities using flash Public Elementary School in Waru

The 2nd interview process was carried out on 22 February 2023 at the *Sanggar Bimbingan* in Malaysia. In this interview process, 2 sources were also taken to ask for their opinion with the initials FR and DA. Based on the results of the interview, the first result was that the information obtained from source 1, namely FR, was as follows. FR: "Learning using flash cards makes it easier for me to memorize vocabulary in English than just using ordinary writing recorded by the teacher on the blackboard."

Meanwhile, the results of the interview with the second source, namely DA, found the following statement. DA: " I prefer to learn using the pictures on the flash cards, because the pictures can help me to remember the vocabulary in English."

Here is a picture of the teaching and learning activity using flash cards:

Picture 1. Learning activities using flashcard *Sanggar Bimbingan* in Malaysia

The findings of this study show that flashcadrs are preferred by children because new words are easier to memorize because they are easily visualized. According to Rahmayanti[24] using flashcards is one of the effective learning methods for early childhood, because through picture objects they can easily

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[24] Rahmayanti, Luardini, M., & Asi, N. (2018). Teaching Vocabulary by Using Flashcard Media at The Fifth Grade Elementary School. *Journal of English Language Teaching*, 8(2), 127–131. http://ejournal.unp.ac.id/index.php/jelt/article/view/101775.

understand and memorize their vocabulary in English. Several other studies, namely according to Okdiansyah[25], say that flashcards are a variation of learning to overcome several learning problems, especially English so that learning is interesting, effective, and can have an impact on improving student abilities. In addition, according to Susantini[26] the delivery of learning can be conveyed well if the concept used requires students to be directly involved in it rather than just observing learning.

Flashcards enables the students to face difficulties in learning covabulary

Based on the findings, flashcards enable students to overcome problems in learning vocabulary. The results of this study provide empirical evidence of the problems faced by students. According to Susantini[27] flashcards are an alternative that can be expected to help improve English vocabulary so that in the future students can master English well and correctly, both in speaking and writing. The questionnaire results show as follows.

Table 5 Students' challenges and difficulties in using flash cards as vocabulary learning media

Number	Questions	1	2	3	4
1.	Are you having trouble learning to use Flash Cards?	36%	36%	12%	16%
2.	Do you find it easier to understand learning material when using flashcards?	5%	10%	36%	49%
3.	Do you find it easier to remember English vocabulary when using flash cards?	0%	22%	44%	34%

Note: 1: Very difficult/ no problem,2: Difficult/ little problem,3: Easy/ problematic,4: Very easy/ very problematic

From the table above it can be concluded that in using flash cards students reveal that there are no difficulties found with a percentage of 36% feeling no problem in learning to use flash cards and 36% expressing little problem in using flash cards students also find it easier to remember vocabulary using flash cards with a percentage of 49%. From the table above, it can be seen that flash cards can make it easier for students to learn vocabulary.

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[25] Okdiansyah, O., Satria, T. G., & Aswarliansyah, A. (2021). Pengembangan Media Pembelajaran Flashcard Pada Pembelajaran Tematik Kelas IV SD Negeri 4 Srikaton. Edu *Cendikia: Jurnal Ilmiah Kependidikan*, 1(3), 148–154. https://doi.org/10.47709/educendikia.v1i3.1183

[26] Susantini, N. L. P., & Kristiantari, M. G. R. (2021). Media Flashcard Berbasis Multimedia Interaktif untuk Pengenalan Kosakata Bahasa Inggris pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(3), 439. https://doi.org/10.23887/paud.v9i3.37606

[27] Ibid.

From the table above it can be concluded that in using flash cards students reveal that there are no difficulties found with a percentage of 36% feeling no problem in learning to use flash cards and 36% expressing little problem in using flash cards students also find it easier to remember vocabulary using flash cards with a percentage of 49%. The result implies that flash cards can make it easier for the students to learn vocabulary.

Sanggar Bimbingan, Malaysia

Table 8 Students' challenges and difficulties in using flash cards as vocabulary learning media

Number	Questions	1	2	3	4
1.	Are you having trouble learning to use Flash Cards?	50%	37%	13%	0%
2.	Do you find it easier to understand learning material when using flashcards?	0%	13%	37%	50%
3.	Do you find it easier to remember English vocabulary when using flashcards?	0%	13%	37%	50%

Notes: 1: Very difficult/no problem, 2: Difficult/little problem, 3: Easy/problematic, 4: Very easy/very hard

In the table above, it can be seen that students do not find it difficult to learn vocabulary using flash cards by looking at the percentage of 50% of students do not find it difficult to use flash cards as learning media, and 50% of students consider that flash cards can also make it easier for students to remember English vocabulary.

Elementary Schools in Waru, Indonesia and 8 students at the *Sanggar Bimbingan* in Malaysia. The study demonstrates that the use of flashcards has been effective in enhancing student learning outcomes. Flashcards, being interactive learning media, play a pivotal role in assisting students in vocabulary acquisition. Through the utilization of flashcards, students engage in a more enjoyable and effective learning experience, leading to improved retention and understanding of vocabulary. Furthermore, the use of flashcards contributes to the enhancement of students' reading and writing skills. Given these positive outcomes, it is evident that the use of flashcards can serve as a viable and effective alternative in classroom learning.

This study reveals that the challenges faced by students in learning the English language *Sanggar Bimbingan* in Malaysian surpass those encountered in public elementary schools in Waru, Malaysia. Several factors contribute to these constraints, including the students' limited interest in English classes and the lack of parental support due to their busy work schedules. According to research conducted by Utomo et al.[28], a significant number of migrant workers have school-aged children. Typically, these children either accompany their parents using tourist visas or follow them to Malaysia. Moreover, some enter Malaysia through illegal border crossings, and there are instances of Indonesian children born in Malaysia through marriages between fellow migrant workers. Consequently, students face difficulties in accessing education, resulting in delayed educational attainment. This delay affects their cognitive abilities, putting them slightly behind Indonesian students, particularly those in Waru public elementary school. Based on the observations recorded in the table above, the results of learning using flashcards in both schools consistently yield positive responses and impacts on students. The researchers employed flashcards as a medium for teaching vocabulary in a classroom setting, with 41 students at the Public

DISCUSSION
Integrative Drilling Method in Using Flashcards

Although the findings of this study illustrate the creation of an interactive classroom, the research shows that flashcards are done by integrating the traditional method of drilling, the drilling method is very helpful in improving your English speaking skills, especially in improving vocabulary, grammar, and pronunciation. During the activity, the students explained that they felt the teaching method had been successfully applied and their English knowledge had deepened, so they should continue to pursue this activity.

According to Fitria[29] Through training activities using the drilling method in the introduction and memorization of English vocabulary, it is expected that teachers from will apply the drilling technique from in English teaching especially in English teaching especially related to memorization, pronunciation or pronunciation of English words.

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[28] Dias Tiara Putri Utomo, et.al. Pelatihan Bahasa Inggris untuk Anak Pekerja Migran Indonesia di Malaysia melalui "Fun Easy English", *Lumbung Inovasi: Jurnal Pengabdian kepada Masyarakat*, Vol. 8 No. 1 (2023), 1-10. https://journal-center.litpam.com/index.php/linov

[29] Fitria, R., & Syahrul. (2021). The Correlation Between Reading Habit and Students' Vocabulary Mastery at XII Grade in SMAN 5 Bukittinggi. *Indonesian Journal of Learning Studies,* 123-126

In tandem with the continuous evolution of technology and learning methodologies, the innovation in creating and implementing educational tools is crucial, particularly in teaching elementary school students. The integration of innovative learning media plays a vital role in enhancing students' understanding and mastery of vocabulary. A robust vocabulary is pivotal for students' communication skills in today's increasingly globalized world. A diverse vocabulary empowers students to be more confident and capable of effective communication in various situations, both in daily interactions and academic contexts. The utilization of engaging and interactive learning media, such as flashcards, contributes to the ease and enjoyment of vocabulary learning. By exposing students to examples of vocabulary usage in relevant contexts, they can connect the vocabulary to real-life situations, facilitating better comprehension and appropriate usage in communication. Moreover, the incorporation of innovative learning media has the added benefit of elevating students' motivation to learn vocabulary. Engaging and interactive learning materials make the learning process enjoyable, reducing monotony and fostering increased interest in vocabulary acquisition. This, in turn, accelerates the students' learning process. In the era of globalization, the ability to communicate proficiently in a variety of languages is exceptionally significant. Thus, the innovation in creating and implementing learning media becomes paramount in elementary school education. Through the integration of innovative learning media, students can expand their vocabulary and enhance their proficiency in effective communication, preparing them for success in an increasingly globalized world.

Adaptive and Creative Strategies in Utilizing Flashcards in Teaching Vocabulary

The utilization of flashcards in vocabulary learning yields several noteworthy benefits. Firstly, it enhances pronunciation as students, by visually processing the images or words on the flashcards, can improve their pronunciation of new words. Secondly, the use of flashcards contributes to improved spelling, as students can visually observe the letters on the flashcards and learn to pronounce them accurately, aiding in the mastery of English word spelling. Additionally, flashcards play a role in expanding students' vocabulary; by examining the pictures or words on the flashcards, students can more easily recognize and remember new vocabulary. This, in turn, assists in the enhancement of their overall English language skills. In summary, the use of flashcards in vocabulary learning provides significant advantages, encompassing the improvement of pronunciation, spelling, and the expansion of vocabulary.

Consequently, incorporating flashcards proves to be an effective method for learning vocabulary in English.

Based on interviews conducted in 2 places, namely at SDN Waru and at the Sanggar Bimbingan in Malaysia regarding his opinion on the use of flash cards to help memorize English vocabulary as a foreign language which all students must master. Therefore, the researchers conducted research in 2 places with the same research object even at different times. As a result of the information from the sources who were questioned, it was found that flash cards really help students memorize English vocabulary, besides that they can also help school learning so that it takes place quickly and effectively.

The interview process was carried out on October 26 2023 and was carried out at the Public Elementary School in Waru. In this interview process, 1 sources were taken with the initials YG. The results of the interview with Resource 1, namely RA, resulted in the following statement. YG: "Using flash cards can improve my memory to memorize English vocabulary, maybe because there are pictures in flash cards that make me remember more When I forget the vocabulary, I can remember the picture then the vocabulary can be remembered again, the difficulty in using flash cards is only when looking for letters and having to take turns with my friends "

The 2nd interview process was carried out on 22 February 2023 at the Sanggar Bimbingan in Malaysia. In this interview process, 1 sources were also taken to ask for their opinion with the initials DA. Based on the results of the interview, the first result was that the information obtained from source 1, namely DA, was as follows. DA: "flash cards can make me and my friends interact well, because my friends and I are enthusiastic in taking flash cards and it can foster our enthusiasm for learning, because we fight over the pictures we like and want to present in front of the class, the difficulty in using flash cards in my opinion does not exist.

Based on the observations recorded in the table above, the results of flashcard learning in both schools consistently provide positive reactions and impacts for students. The researchers used flash cards as a medium for teaching vocabulary in class and involved 41 students from a public elementary school in Waru and eight students from a tutoring center in Malaysia. This research shows that the use of flashcards is effective in improving student learning outcomes. As an interactive learning medium, flashcards play an important role in supporting students' vocabulary acquisition. By using flashcards, students experience a more enjoyable and effective learning experience, increasing vocabulary retention and understanding. Additionally, using flashcards can help students improve their

reading and writing skills. Given these positive results, it is clear that the use of flashcards can be a viable and effective alternative in classroom learning. Students feel learning with flashcards is more fun and interesting. The pictures on the flashcards are also interesting, reflected in the survey percentages. This means that 38% of students find flash cards very interesting for learning vocabulary. Therefore, it can be said that flashcards have been successfully implemented in tutoring centers in Malaysia. Students reported no problems when using flashcards. 36% said they had no difficulty learning how to use flashcards, and 36% said they had mild difficulty using flashcards. Using flash cards makes it easier to memorize words by 49%. As seen in the table above, flash cards make it easier for students to learn vocabulary. Students reported no problems when using flashcards. 36% said they had no difficulty learning how to use flashcards, and 36% said they had mild difficulty using flashcards. Using flash cards makes it easier to memorize words by 49%. As seen in the table above, flash cards make it easier for students to learn vocabulary. The use of flashcards as a learning medium to increase students' vocabulary is considered successful. Flashcards help students improve their concentration. 39% of students said flashcards really helped them focus when learning vocabulary. Flashcards can also improve students' memory abilities. 46% of students were able to increase vocabulary and improve memory by using flashcards as a learning medium. Flashcards can also increase collaboration and interaction between students with good presentations.In fact, 44% of students felt that flashcards helped them. It can be concluded that flashcards can help students improve vocabulary and other English skills such as spelling and pronunciation.

This study aimed to explore the advantages of using flashcards in vocabulary learning within elementary schools in Indonesia and among immigrant students in Malaysia. Flashcards serve as a learning tool that contributes to the enhancement of students' vocabulary, spelling proficiency, and pronunciation skills. Recognizing the importance of keeping teaching and learning activities engaging to prevent student boredom, teachers are encouraged to innovate, aligning with the findings of Rahmawati (2019). Rahmawati suggests that incorporating interesting learning media, such as flashcards, can stimulate and enhance student engagement in vocabulary learning activities. The significance of vocabulary teaching as a crucial component in language acquisition is highlighted in this study. It aims to facilitate students in understanding the meanings of words in English and, consequently, improving their communication skills. This aligns with the research conducted by Rahmayanti (2022), which emphasizes the essential role of vocabulary as a fundamental component in language teaching,

particularly in English. Learning a language is deemed indispensable for mastering vocabulary and enhancing overall language proficiency.

CONCLUSION

Based on the conclusions drawn, the researcher observes that the implementation of flashcards in English vocabulary learning at Public Elementary School in Waru and Sanggar Bimbingan in Malaysia, specifically in grades 4, 5, and 6, has been effective. Flashcards emerge as an engaging vocabulary learning tool that is novel to students, contributing to increased interest in learning vocabulary. The presence of captivating pictures on the flashcards makes it easier for students to memorize new vocabulary in an enjoyable manner. The study establishes that the use of flashcards has been verified to enhance student learning outcomes, as evidenced by the data from the perception table and interviews with selected students. Flashcards, identified as interactive learning media, prove beneficial in aiding students' vocabulary acquisition. The incorporation of flashcards not only fosters a more enjoyable and effective learning experience but also assists students in better remembering and understanding vocabulary. Given these positive outcomes, the utilization of flashcards emerges as a viable and effective alternative in classroom learning.

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