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STUDENTS' PERCEPTIONS OF THE USE OF FLASHCARDS IN ENHANCING VOCABULARY AT MA TARBIYATUS SHIBYAN SUNGAI KUNYIT SEKIP II

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Abstract

This study aims to explore students' perceptions of the use of flashcards in enhancing students' vocabulary at MA Tarbiyatus Sibyan Sungai Kunyit Hulu Sekip II. This research employed a qualitative descriptive design. The total of participants in these research were 21 students of class XI. Most of the students are famle. The data were collected through interviews, observations, and documentation. The finding of this research was revealed with the result of students' interview. It showed that most of the students had positive perceptions toward the use of flashcards in learning process English, especially vocabulary. It can help the students to improve their vocabulary and make the students enjoy when they are learning English. Flashcards helped students memorize new words more easily, increased their motivation, students are able to develop a single word into a sentence, and made the learning process more enjoy. Therefore, flashcards can be considered an effective medium in improving students' vocabulary acquisitio at MA Tarbiyatus Shibyan.

Keywords: Flashcards, vocabulary acquisition, Tarbiyatus Shibyan

Introduction

Vocabulary plays a very important role in language, where a single word can develop into a sentence. Without adequate vocabulary mastery, a person will experience difficulties in constructing clear and meaningful sentences. Vocabulary becomes the main foundation in the communication process because through vocabulary, someone can express ideas, thoughts, feelings, and information accurately. Qothrunnada (2020) stated that, vocabulary is an important part in language learning and teaching because without having knowledge of vocabulary, we cannot express our ideas and use the appropriate words in listening, reading, speaking and writing.

In addition, understanding both spoken and written texts greatly depends on the amount of vocabulary mastered. The broader a person's vocabulary mastery, the easier it is to comprehend reading materials or conversations. Therefore, vocabulary mastery is one of the fundamental aspects of language learning that greatly influences the ability to communicate effectively and confidently. Without sufficient vocabulary knowledge, students may struggle to develop their listening, speaking, reading, and writing skills effectively. Samad (2021), stated that the students will not be able to understand the meaning of English if they do not comprehend a simple word of vocabulary which is known as the basic competence to complete the

communication. It means that the students must be mastered in vocabulary to understand what other people say in English.

One of the instructional media that is widely used in teaching vocabulary is flashcards. The writer attempts to implement flashcards as a media to improve students' vocabulary. By using this media, students are expected to understand and follow English lessons more enjoyably, without feeling bored due to monotonous classroom activities. Novasyari (2024) stated that Flashcard is one of media that can help the teacher to teaching English easily. It means that the media of Flashcard the best solution in teaching English especially to improve students' vocabulary.

Flashcards are simple yet effective visual tools that combine words and images to help students remember new vocabulary more easily. Novasyari (2024) Stated that Flashcards is a media that uses pictures to show the students the meaning of the picture in English. It means that, learning English using flashcard media can help students understand the meaninf of words more easily. Flashcard present vocablary in a clear and simple way, so the students can remember the words faster. By useeing pictures, words, or symbols on the flashcard, the students can connect the meaning with the vocabulary students learn. As a result, the learning process becomes more interesting and effective, and the students can improve their vocabulary understanding better.

In addition, by using flashcards, teachers can create interactive classroom activities that make learning more enjoyable and less monotonous. Visual aids such as flashcards are believed to enhance memory retention and increase students' motivation in learning English. Melani at al (2023) stated that the use of flashcards media in learning vocabulary makes the class more productive. It means that, the use of flashcard can help the English teacher teach more effeectively because flashcard increase students' motivation and enthusiasm in the teaching and learning process. Flashcard provide visual support that makes learning more interesting and easier for students to understand.

However, the effectiveness of flashcards does not only depend on the teacher's implementation but also on students' perceptions. Students' perceptions play an important role in determining whether a teaching method is engaging, helpful, and meaningful for their learning process. Positive perceptions may lead to higher motivation and better learning outcomes, while negative perceptions may reduce students' interest and participation. This idea is supported by Nunan (1999) who stated that learners' percetions and experiences greatly influence the success of language learning.

Based on the preliminary observation conducted before the research, the researcher found that many of the students experienced difficulties in understanding English. The students also tended to lose their interent quickly during the learning process. This situation mede it difficult for students to stay focused and actively participated in the classroom activities. Therefore, it is important to find appropriate teaching strategies or media that can help the students understand the materials better and make the learning process more engaging and enjoyble.

In Islamic senior high schools, including MA Tarbiyatus Shibyan Sungai Kunyi Hulu Sekip II,especially XI class, the students often face difficulties in

understanding English lessons and memorizing English vocabulary due to limited exposure and lack of engaging learning media. Therefore, the researcher, who is also the English teacher, must have creativity in implementing creative and interactive strategies to supports the students' vocabulary development at MA Tarbiyatus Shibyan Sungai Kunyit Hulu Sekip II.

Based on the problem mestioned above, the researcher as the English teacher used flashcard media as an instrctional tool to increase students' motivation and improving their perceptions in learning English, particularly in teaching and learning process more interesting and help the students understanding and remember the meaning of vocabulary easily.

Therefore, this research aims to investigate students' perceptions of the use of flashcards in enhancing vocabulary at MA Tarbiyatus Shibyan Sungai Kunyit Hulu Sekip II. By understanding how the students view the use of flashcards in their English classes, this research is expected to provide valuable insights for teachers in selecting appropriate instructional media to improve students' vocabulary mastery.

Method

The reseacher used a qualitative descriptive design. Qualitative descriptive is a research method to explain in detail by using non-numeric. Creswell (2014) stated that qualitative reseacrh is an approach that explores and understanding the meaning individuals or groups ascribe to a social or human problem. This approach relies on textual data rather than numerical data and emphasizes perticipants' experiences and interpretations.

The participants of this research were 21 students of class XI at MA Tarbiyatus Sibyan Sungai Kunyit Hulu Sekip II. The data were collected through interviews of the students, classroom observations, and documentation. The data were analyzed using data reduction, data display, and conclusion drawing.

Result

The findings of this research showed that the students had positive perceptions toward the use of flashcards in the teaching and learning process. This could be seen from the result of the students' responses and enthusiasm during the lessons that used flashcards as a learning medium. Most of the students appeared to be more active, motivated, and enthusiastic in participating in the class. They were able to follow the learning activities more comfortably and seemed to enjoy the process of learning vocabulary through flashcards.

The students also stated that flashcards helped them memorize vocabulary more easily and effectively. In addition, the use of flashcards increased their motivation to learn English because the learning process became more interesting and interactive. As a result, students were more willing to participate in classroom activities, such as answering questions, repeating vocabulary, and practicing the use of new words.

Based on the classroom observation, out of 21 students, 19 students were actively involved in the learning activities and were able to memorize vocabulary along with its meaning quite easily. Furthermore, 15 students were already able to develop the vocabulary into simple sentences. This indicates that the use of

flashcards not only helped students remember words but also supported them in using the vocabulary in context.

However, there were still 2 students who experienced difficulties in understanding and remembering the vocabulary correctly. This may have been caused by differences in students' learning abilities, prior knowledge, or learning motivation. Nevertheless, overall, the results of the study suggest that flashcards are an effective and engaging medium for enhancing students' vocabulary mastery in the classroom.

The results of the students' interview were obtained on five questions that were given to the 21 students in order to gather information about their respons in learning flashcard.

The following table of the results students' interviews conducted with 21 students of class XI at MA Tarbiyatus Shibyan Sungai Kunyit Hulu Sekip II regarding their perceptions of using flashcards in vocabulary learning.

No	Interview Aspect	Students' Responses	Frequency (n=21)
1	Ease of Memorizing Vocabulary	Flashcards help students remember new words more easily through pictures and repetition.	19 students
2	Learning Motivation	Students feel more motivated and enthusiastic during vocabulary learning.	19 students
3	Classroom Engagement	Flashcards make learning interactive and encourage participation.	21 students
4	Preference Over Traditional Method	Students prefer flashcards compared to word lists and textbook-based learning.	21 students
5	Independent Learning Support	Flashcards can be used for self-study at home.	20 students

Based on the result of interview with 21 students of class XI at MA Tarbiyatus Shibyan Sungai Kunyit Hulu Sekip II, most of the students gave positive responses

to the use of flashcards in teaching and learning process especially in vocabulary. Most of the students stated that flashcards help them memorize new words more easily because they use pictures and repetition. In addition, the students felt more motivated and enthusiastic during the learning process when flashcards were used. They also mentioned that flashcards make classroom activities more interactive and encourage them to participate actively.

Furthermore, the students preferred using flashcards compared to traditional methods such as word lists and textbook-based learning. Most of the students 19 out of 21 also said that flashcards support independent learning because they can be used for self-study at home. Overall, the findings indicate that flashcards are an effective and engaging tool for enhancing students' vocabulary learning of class XI at MA Tarbiyatus Shibyan Sungai KUnyit Hulu Sekip II.

Conclusion

It can be concluded that the students of MA Tarbiyatus Shibyan Sungai Kunyit Sekip II have positive perceptions of the use of flashcards in enhancing vocabulary learning. Based on the findings, most of the students believe that flashcards help them understand and remember new vocabulary more easily. The visual and simple form of flashcards makes the learning process more interesting and easier to follow.

In addition, the use of flashcards creates a more enjoyable learning atmosphere in the classroom. Students feel more motivated and actively involved in vocabulary learning activities when flashcards are used as a learning medium. It can be seen from the result of the students observation and interview. The findings of this research indicate that flashcards are an effective and engaging tool for enhancing students' vocabulary learning of class XI at MA Tarbiyatus Shibyan Sungai KUnyit Hulu Sekip II.

Therefore, flashcards can be considered an effective and supportive medium in teaching and learning especially for vocabulary learning based on students' perceptions. The positive responses from the students indicate that flashcards play an important role in helping them improve their vocabulary at MA Tarbiyatus Shibyan Sungai Kunyit Sekip II.

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