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The Role of Flashcards for Vocabulary Mastery:
The Perceptions of 5th
Grade Students in Sidoarjo
[Peran Flashcard Untuk Meningkatkan Penguasaan Kosakata: Persepsi
Siswa Kelas 5 SD di Sidoarjo]

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Abstract. Students' English language skills remain inadequate, according to preliminary observations conducted by the researcher at an elementary school in Sidoarjo. One of the causes of low student ability is the lack of vocabulary mastery. So, the researcher has taken the initiative to use flashcard media. The purpose of the study was to explore fifth-grade students' perceptions of the role of flashcards in mastering vocabulary. The researcher has used a qualitative design, consisting of semi-structured interviews and field observations. The study population was fifth-grade students at the elementary school in Sidoarjo. With the total sample of 28 students, obtained from 20 females and 8 males by utilizing purposive sampling to collect the results. Involved researchers optimizing it by conducting interviews as the main study instrument, the interview itself contained 9 general questions. Miles & Huberman analysis has been utilized due to analyzing data effectively in this study. It resulted that students have positive perspective over flashcard, 26 from them reported their involvement, motivation, also their memories capability. While the other 4 students taking notes on little challenges with complex words. Based on the results of the data analysis, many conclusions have been obtained. Namely, students perceive flashcards as effective tools that transform passive learning into interactive experiences. Thus, it has been concluded that flashcard media has been useful in enhancing vocabulary mastery among fifth-grade students at the elementary school in Sidoarjo.
Keywords - Flashcards, Vocabulary, English Language Learning, Learning Strategies

Abstrak. Kemampuan bahasa Inggris siswa masih belum memadai, menurut pengamatan awal yang dilakukan oleh peneliti di sebuah sekolah dasar di Sidoarjo. Salah satu penyebab rendahnya kemampuan siswa adalah kurangnya penguasaan kosakata. Oleh karena itu, peneliti telah mengambil inisiatif untuk menggunakan media flashcard. Tujuan penelitian ini adalah untuk mengeksplorasi persepsi siswa kelas lima tentang peran flashcard dalam menguasai kosakata. Peneliti memanfaatkan desain yang berdasar pada kualitatif, termasuk dengan wawancara semi-formal, juga pemantauan lapangan secara langsung. Dengan total sampel dari 28 siswa, dikumpulkan melalui 20 wanita dan 8 pria dengan memanfaatkan sampling secara purposif guna menyatukan hasilnya. Peneliti-peneliti yang terlibat mengoptimalkannya dengan menyelenggarakan wawancara sebagai instrumen studi yang utama, wawancaranya terdiri dari 9 pertanyaan secara umum. Analisa yang dimiliki oleh Miles & Huberman telah dimanfaatkan guna menganalisa data dalam studi ini secara efektif. Hasil menunjukkan bahwa siswa memiliki pandangan yang sangat positif terhadap kartu flash, dengan 26 siswa melaporkan peningkatan keterlibatan, motivasi, dan retensi, sementara 4 siswa mencatat tantangan kecil dengan kata-kata yang kompleks. Berdasarkan hasil analisis data, banyak kesimpulan yang diperoleh. Di antaranya, siswa memandang flashcard sebagai alat yang efektif yang mengubah pembelajaran pasif menjadi pengalaman interaktif. Oleh karena itu, disimpulkan bahwa media flashcard telah bermanfaat dalam meningkatkan penguasaan kosakata di kalangan siswa kelas lima di sekolah dasar di Sidoarjo.
Kata Kunci - Flashcard, Kosakata, Pembelajaran Bahasa Inggris, Strategi Pembelajaran

I.
Introduction
Vocabulary is a basic of learning a foreign language [1][2][3]. Besides that, Vocabulary is one of the significant issues in language teaching. It becomes a necessary component of second or foreign language proficiency [4]. To develop students' language skills in reading, listening, speaking, and writing, the learners must have a certain degree of vocabulary. In other words, a strong vocabulary foundation enables students to engage more deeply with language, facilitating greater understanding and expression in each skill area of learning strategies and more independence in learning [5]. Language learners explore more approaches to vocabulary skills, such as vocabulary [6].

Learning vocabulary can be challenging, so it's essential to actively engage with the target words by understanding, using, and practicing them in various contexts [7]. Elementary-level vocabulary instruction provides students with basic terms like clothing, animals, classroom objects, etc. Their limited vocabulary stems from their lack of motivation to acquire new words and the teacher's infrequent use of appropriate media to teach vocabulary [8]. Many lack interest and do not give their full attention to vocabulary tasks, making it difficult for the learning process to be effective and engaging. Lack of vocabulary causes them to struggle in various ways, including being unable to comprehend and communicate in another language [9]. Learning is designed to overcome learning problems while taking into account the characteristics of students, especially in the characteristics of early childhood, learning is given while playing, and the nature of teaching materials and facilities provided to children must be by their developmental stages children must be by their developmental stages [10]. Its impact on the comfort obtained when laughing will provide an opportunity for the emotional brain or memory brain to store information longer. Information that enters the brain involves deep emotion, making it easier to recall [11].

Observations have revealed that learners often exhibit limited motivation and engagement during vocabulary lessons, frequently resulting in difficulties in comprehension and expression. Additionally, they demonstrate low proficiency in utilizing vocabulary in meaningful contexts, hindering their ability to communicate effectively in English. This lack of vocabulary mastery not only affects their academic performance but also diminishes their confidence in using the language. Addressing these challenges through innovative teaching strategies, such as the use of flashcards, may enhance their vocabulary acquisition and improve their overall language learning experience.

Referring to the students' lack of motivation to learn English, it is necessary to apply a fun strategy to be used by the researcher so that the students do not find it difficult to learn English. The use of media is very much recommended in learning activities, and the teacher should be conscientious in choosing the appropriate media [12]. Students will feel interested and willing to learn without coercion [13]. One of the best strategies to teach vocabulary is to use flashcards [14][15].

Learning vocabulary can be delivered through teaching with the medium of flashcards [16]. A flashcard is a simple picture on a card or piece of paper, which is most likely the most popular visual tool for teaching languages. and widely used in Foreign Language (FL) teaching and learning processes [17]. Flashcards play a special role in teaching because they are characterized by originality and eagerness. Also, it will be fun because usually the flashcards are colorful, so the flashcards themselves can attract the learners' attention [18].

Several studies have explored the effectiveness of flashcards, providing a foundation for understanding the effects and mechanisms of enhancing vocabulary proficiency. Previous studies underline the worth of flash card in vocabulary teaching. First study [19] compared flash card and words list with experimental-quasi design that involved over 50 students, it resulted that flash card increased the vocabulary's knowledge effectively and more interesting, even when the study was not directly rating the long-term retention. Furthermore, second study [5] utilizing pre-experimental by involving 29 students from six grader that highlighting the increasement on vocabulary score from pre-test with 66,21 to post-test with 79,55. Third study [20] underlines that the existence of flash card helps students to adapt themselves regularly with specific understanding and facilitate their memorization. The motivation increasement, and attention catching from flash card pulling up to help students in becoming more fluent in language. This study extending the scale of previous study by analyzing how flash card influenced the usage of vocabulary within context, outside memorization, also exploring how students apply their new vocabulary into the mutual communication between students and teachers, also understanding the valuable meaning of it. This understanding is crucial for developing teaching strategies that resonate with students and cater to their learning needs. The study emphasizes the necessity for creative teaching strategies to encourage students to actively participate in their language learning and create a good learning environment.

By shifting the emphasis from simple word recognition to practical usage, this study aims to know the students' perception of the role of flashcards in improving vocabulary and determine students' responses to vocabulary learning. Based on the background above, the research endeavors to explore the answers to the following research questions, as follows: How do 5th-grade students perceive the role of flashcards for mastering vocabulary?

II. Methodology
The type of research method is qualitative according to Creswell' [21]. Moreover, the data collection process is done through interviews to explore students' perceptions and experiences regarding using flashcards to enhance their vocabulary mastery. Knowledge that obtained provide the comprehensive understanding about how flash card and words list affecting their vocabulary learning.

In this study, data were collected from the total of 28 students, majorly by women with 20 students, followed by the other 8 students as a man, all of them based as fifth grader

student in one of Sidoarjo elementary school. Students were selected directly due to the fulfillment of research criteria including a fifth grader students who struggling with English vocabulary, it led the result that obtained by this study in aim to solve the specific challenge and explore how flash card is able to positively supporting their learning process. Data were collected through semi-structured progress where the interviewer explicitly questioned about the main element of the learning phenomena. Flash card underlines visual design that includes images which contain various of illnesses, it stands as the visual representation without descriptive text. Flash card is utilized within a game format where the teachers start with explaining the concept of each illness and then ask the students to guess the actual meaning a couple times to sharpen their understanding and memorization. All students were interviewed individually in terms of obtaining personal experiences, preferences, also their challenges in actively involving to English learning at school. Furthermore, students were chosen due to the significant challenge that they face in collecting vocabulary caused by the lack of professional teachers teaching. It led to their English language skills to be under average. Without the teaching from professional and experienced teachers, they faced hard times in understanding new vocabularies and applying English language into various contexts. With that, the importance of identifying and applying effective learning method including flash card is crucial in aim to help students facing their significant challenge and increasing their vocabulary knowledge. Experience and direct response remain important in terms of understanding the effectivity of alternative learning tools including flash card.

The educators are pushed to collaborate with children within research process, treating them as their research partner rather than just a subject [22]. This approach helps in developing the agency senses among children and helps the educators to obtain deeper knowledge through their personal perspective. It is possible because flash card contained lots of game variation, this method is aligned with students' learning way. Children have conceptual understanding in clear about the meaning of playing for them, it underlines the different way of adult's perception significantly through it [23].

Data collected through semi-structured interviews where the interviewer explicitly questioning about the main element of learned phenomena [24]. All students are interviewed directly face-to-face, expected around 10-15 minutes and include 13 general questions designed to explore personal experience, preference, also their challenge in utilizing flash card. The questions focused into various aspects including their experiences, the usage and effectivity of flash card, motivation and their participation, challenges that they are faces, also critics that they probably have for flash card. The questions are based on the Constructive Learning Theory by Jean Piaget [25], who stated about learners' active role in building their understanding and knowledge through experiences.

This study started with research methodology development that designed carefully based on the study background and relevant literature reviews in aim to identify the exact approaches to analyze and understanding those issues. Continue with data collection through interviews with 28 students as the source in exploring the role of flash card within their English learning process. After that, result showed with table and visual tools. Researcher concluded the study with summarizing the findings and connecting the analyzed data with theoretical framework and related literature for in-depth knowledges.

III. Findings and Discussion

A. Findings

Several important conclusions about students' opinions on the role of flashcards for vocabulary mastery were drawn from the analysis of interview data with 28 students in grades 5 at one of the elementary schools in Sidoarjo. Interview data were recorded, transcribed, and manually coded to identify recurring patterns, focusing on themes such as vocabulary learning experiences, flashcard effectiveness, motivation, challenges, and overall perceptions. Following an open-ended in procedure, each significant piece of data was categorized, and the categories were used to identify important themes. This procedure was carried out to prevent the researchers' prejudice and to guarantee that the data interpretation matched the students' initial responses.

 Students' Perceived
Benefits of Using
Flashcards

Students' Perceived
Benefits of Using
Flashcards

 Students' Opinion of the
Use of Flashcards

Students' Opinion of the
Use of Flashcards

 Research
Findings

Research
Findings

 Challenges and
Difficulties Encountered

Challenges and
Difficulties Encountered

 Motivation and
Confidence to Learn

Motivation and
Confidence to Learn

Students' perceptions of flashcard use were generally positive; they described flashcards as dynamic visual tools that transformed traditionally passive learning, such as rote memorization of word lists, into interactive, game-like experiences that fostered a sense of discovery and engagement. This shift was particularly evident in how students viewed

flashcards not merely as aids but as catalysts for active participation, where they could guess, discuss, and apply words in a playful context.

Before, learning was boring, and I didn't pay attention, but now with flashcards, it's exciting because I can touch and
guess the pictures (P11)
The pictures make it like a game, and I feel like I'm discovering something new (P2, P23)
I get more excited, because it's not just reading or hearing the teacher explaining (P5)
This is so fresh, myteacher never taught me using this before, and I understand better (P7, P3, P4)

The perceived benefits centered on visual aids and interactivity, with the students noting that flashcards made vocabulary easier to remember and understand compared to other methods. Most benefits included are enhanced retention through images. Besides that, it also reduced confusion and a sense of freshness, consistent with the literature on flashcards' efficacy. This theme connects to preferences and effectiveness, demonstrating how flashcards support deeper language skills.

The pictures help me remember words quickly (P8, P15, P24)
Flashcards make me pay more attention because they are colorful. It's easier to look at than the book (P4)
When I see the picture, the word comes to my mind (P19)
Other ways make me think too hard, but flashcards make it clear (P6, P12)
I like flashcards, they are more fun and easier to understand (P1, P18)

Most students reported heightened motivation and confidence, feeling excited and empowered by the playful format of flashcards, which made learning enjoyable without coercion. However, some students still feel indifferent; They do not feel motivated to learn English, nor do they dislike it. This part reflects emotional engagement, Supporting studies on flashcards' attention-boosting effects.

I feel more confident when we use flashcards because it's fun. I don't feel scared to answer because it's like a game
(P20)
I get excited when the teacher brings flashcards. It makes English class feel happy, not stressful (P13)
When I can guess the picture, I feel so proud of myself (P19)
I am a student who really avoids English, but after learning using flashcards, now I like English (P26) (P9)
For me, it's okay. Flashcards are fine, but I don't feel super excited or bored. I just learn normally (P16)
It is as easy as a book, enough fun, but I experienced a more fun way to learn (P28)

While the majority of students reported minimal issues with using flashcards, encountering them as intuitive and supportive tools for vocabulary acquisition, some students highlighted persistent difficulties in memorizing and applying more complex or abstract words, even with the visual aids provided. Despite these hurdles, the students viewed them as minor setbacks that could be addressed through teacher-guided modifications, rather than inherent flaws in the flashcard method.

For me, flashcards are easy to use. I just look at the picture, and I understand the word (P5, P13, P22)
Some words are just too hard to pronounce. It's not because of the flashcards (P10, P14)
I can feel the difficulty when I see "sorethroat and cough" because the pictures are similar (P17)

B. Discussion
The discussion integrates thematic findings from interviews and observations with Jean Piaget's Constructivist Learning Theory, emphasizing active knowledge construction through experiences, and literature on flashcard efficacy study [19][20]. This addresses the research objectives of exploring the students' perceptions of flashcards' role in vocabulary mastery, highlighting shifts from passive to interactive learning while noting areas for adaptation.
Students' Perception of the Use of Flashcards
Positive perceptions align with literature on vocabulary as a foundation for engagement [5] and the need for active methods [7]. Observations of enthusiastic participation support this, linking to objectives by showing flashcards' role in contextual application beyond memorization. Data show flashcards transforming passive learning into interactive play, supporting the theory of experiential construction [25]. This echoes recommendations for media in learning [12] and flashcards as engaging tools flashcards [14][15][17], addressing initial experiences and effectiveness as per objectives.
Students' Perceived Benefits of Using Flashcards
Benefits like enhanced retention link to studies on flashcard efficacy [19][20] and visual aids, reducing confusion [18]. Data indicate flashcards facilitate greater skills, consistent with vocabulary proficiency needs [4], and active engagement [7]. Observations confirm practical application, aligning with literature on fun, colorful tools and media recommendations [12] [13].
Motivation and Confidence to Learn
Heightened motivation supports attention-boosting effects [18] and emotional retention [11]. Data reveal flashcards fostering confidence without coercion [13]. This addresses elementary challenges like low motivation [8] and struggles in comprehension [9], with most students showing engagement, though some remain neutral, indicating individual differences.
Challenges and Difficulties Encountered
Challenges with complex words highlight developmental considerations [10], as per Piaget's stages [25]. Data suggest issues are minor, addressable via modifications, linking to literature on tailored learning for children [22][23]. This informs objectives by identifying barriers to mastery [9], emphasizing adaptations for inclusivity.

IV. Conclusion
This research examined the views of the students regarding the use of flashcards as a creative method to enhance English vocabulary skills at an elementary school in Sidoarjo. The research question,
"How do 5th-grade students perceive the role of flashcards for mastering vocabulary?"
, was explored using qualitative analysis of semi-structured interviews, field observations, and relevant documents. The results show that students have a very favorable view of flashcards. Students with variative cognitive capability showed increasement in participating and memorizing, with 26 of 28 students reported significant improvement in motivation and understanding while implementation period. Students are appreciating the visual interest of flash card, interactive guessing games that provide vocabulary reflection on-and-on within positive context, also chances in learning naturally within direct participation. The flashcards effectively enhanced student motivation, turned passive learners into engaged participants, and promoted organic peer learning and contextual vocabulary practice.
Nevertheless, students also recognized various challenges that deserve consideration in future applications. Challenges in memorizing complex words became a major issue, especially for students with lesser cognitive skills who struggled with abstract terms. Some students felt that the limited variety of images was not enough, as they quickly adapted and wanted more diverse or advanced content. Moreover, issues with maintaining attention during repetitive games occurred due to varying engagement levels.

Limitations of the Study
This study finds its limitations including the sample size with only 28 students, even when it provided precious qualitative information that reflect various level of cognitive, it limits the ability to apply the findings to a wider group. Furthermore, a student was not able to come and participate within interview session while data collection session, it led to the bias selection and potentially vanished various perspectives. Next, short interview duration and observation may possibly inaccurately reflect long-term effects from vocabulary retention. Moreover, this study limits on observation within one school in Sidoarjo only, it may not stand that much to various education environment which have different perspectives, available resources, even student demographic that can be found all over Indonesia. Lastly, some of students showed their nerves during interview sessions, it led to them struggled to answer the provided questions accurately and in full-format answer which affected to their self-report. By the end of the day, this study mostly still depending on the students' self-report and research observation rather than utilizing standard vocabulary rating tools in aim to measure the improvement of quantitative learning.

Recommendations for Upcoming Studies
By considering result and challenge that revealed on this study, some of suggestions for further research are proposed:
Improving Flash Card Design: Future study regarding this topic should combine phonetic transcription, example of the words and its application, also vocabulary set rotation in aim to maintain the challenge in further study.

Comparison Study: Study that comparing the effectivity of flash card with another vocabulary learning method including digital application, words list, and audio-visual media are able to provide precious knowledges about relative advantages.

Teachers Perspective: Future study should systematically analyze the teachers' perspective about implementation challenges, training needs, also adaptation and integration for existed curriculum rules.

This study exists to help in understanding about how creative visual media including flash card is able to help in English vocabulary learning in the elementary school environment, align with the purpose of Kurikulum Merdeka, that purposing to improve the literation with utilizing creative learning method, relevant, also focusing on the students. It resulted precious and beneficial information to the teachers.

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