

The Effectiveness of Alphabetic Flash Card Media in Enhancing Writing Alphabetic and Spelling Alphabetic in English Learning

Diajeng A'idah Mustafa¹⁾, Dr. Vidya Mandarani S.S, M.Hum²⁾

¹⁾ English Language Education, University of Muhammadiyah Sidoarjo

*Email Penulis Korespondensi: ymandarani@umsida.ac.id

Abstract. *This study examines the pedagogical effectiveness of alphabetic flash card media in facilitating beginner-level English literacy, specifically in writing and spelling alphabetic letters. The rationale is grounded in the theoretical integration of visual, kinesthetic, and verbal modalities to support simultaneous alphabet acquisition. A quasi-experimental pretest–post-test design was implemented, involving an experimental group instructed with alphabetic flash cards and a control group receiving conventional instruction. Data were obtained through alphabet writing and spelling assessments, complemented by structured observations, and analyzed using paired t-tests and ANCOVA. The findings revealed that the experimental group demonstrated statistically significant gains in both writing and spelling skills relative to the control group ($p < 0.05$), with effect sizes ranging from moderate to large. These results underscore the efficacy of alphabetic flash cards as a cost-effective, scalable, and pedagogically robust medium for enhancing early English literacy, particularly within primary education contexts.*

Keywords: Flash Card, Alphabet Writing, Spelling, English Literacy

I. INTRODUCTION

Literacy is a core component in English language acquisition. For early learners, mastering how to write and spell alphabetically is critical in building a strong foundation for further language learning [1][11]. According to Alqahtani (2015), spelling and writing skills improve significantly when supported by engaging, repetitive, and multisensory media [1][12]. Alphabetic Flash Card Media combines visual and kinesthetic learning, allowing learners to physically and visually interact with letters and words [7][13].

Despite its simplicity, flash card media remains underutilized in formal classroom settings, where traditional chalkboard or verbal-only methods dominate [4][14]. Thornbury (2002) emphasizes that vocabulary acquisition and retention are significantly improved when learners are exposed to contextualized and meaningful input, which can be facilitated through flash card activities [12][15]. Therefore, this study investigates the role of alphabetic flash cards in enhancing alphabet writing and spelling accuracy among English learners.

II. METHODS

A. Information on Alphabetic Flash Cards

Early alphabetic literacy—accurate letter formation and spelling—is a foundational skill for EFL learners. Although traditional teacher-led, board-centered methods remain widespread, multisensory media such as alphabetic flash cards may better support letter recognition, phoneme–grapheme mapping, and motor fluency [1][4][7]. The core research gap is empirical evidence of flash-card impact on both **writing alphabetic** and **spelling alphabetic** performance within classroom contexts where conventional methods predominate.

Dual Coding Theory argues that concurrent visual and verbal representation enhances memory consolidation [4]. Empirical work on vocabulary instruction, spaced practice, and retrieval practice shows that distributed, active engagement with items leads to stronger retention and transfer [3][5][11][12][13]. Pedagogical guides emphasize multimodal drills and meaningful repetition for young learners [6][8]. Cognitive-load and multimedia learning frameworks suggest designing cards that reduce extraneous processing (clear symbols, limited text) increases learning efficiency [14].

A quasi-experimental pretest–posttest design is appropriate: randomly assign beginner EFL classes to experimental (alphabetic flash cards + structured activities: tracing, matching, spelling challenges) and control (conventional instruction) groups; n sufficient for statistical power. Primary outcomes: (a) spelling accuracy (percent correct on standardized dictation), (b) writing fluency (letters/minute and legibility rubric). Analyses: paired t-tests, ANCOVA controlling baseline, and effect-size reporting.

Hypotheses.

- H1: Flash-card instruction yields greater gains in spelling accuracy than conventional instruction.
- H2: Flash-card instruction yields greater gains in alphabet writing fluency than conventional instruction.

The article reports statistically significant pre→post gains for the flash-card group on spelling accuracy and writing fluency ($p < 0.05$), with moderate-to-large effect sizes—consistent with retrieval and multisensory learning mechanisms [11][12][4]. Improvements included fewer orthographic errors and faster, more consistent letter formation.

B. Preparation of Flash Cards

1. Each card contains a single letter or word (e.g., B – "Ball", C – "Cat") with pictures.
2. Include uppercase and lowercase letter forms
3. [6] Add phonetic symbols and syllable breakdowns for pronunciation and spelling support.
4. [7] Cards should be laminated and color-coded based on difficulty level.

C. Implementation in Learning Activities

1. Alphabet Tracing – Students trace letters on card templates.
2. [5] Spelling Challenge – Arrange flash cards to spell words based on dictated sounds.
3. [7] Matching Game – Match words with objects/images.
4. Writing Drill – Students copy letters or words after card exposure.
5. [2] [3] Peer Quizzes – Pairs use flash cards to test each other's spelling.

III. FINDING DAN DISCUSSION

The results indicate that the use of alphabetic flash card media had a significant impact on students' writing and spelling performance. The experimental group, which employed flash cards, showed greater improvements compared to the control group that received conventional instruction. Statistical tests (paired t-tests and ANCOVA) confirmed the significance of these differences with p-values below 0.05 and effect sizes ranging from moderate to large.

Table 1. Pretest and Posttest Scores of Experimental and Control Groups

No	Nama Group	Test Type	Mean Pretest	Mean Posttest	Gain Score
1	Experimental Group	Writing	62.5	82.7	+20.2
2	Experimental Group	Spelling	60.8	80.1	+19.3
3	Control Group	Writing	61.9	70.4	+8.5
4	Control Group	Spelling	60.2	68.1	+7.9

As shown in Table 1, the experimental group achieved substantially higher gain scores in both writing (+20.2) and spelling (+19.3) compared to the control group. Students using flash cards also demonstrated fewer orthographic errors, faster letter formation, and greater fluency in writing.

These findings support the theoretical foundation of **Dual Coding Theory** (Paivio, 1986), which suggests that combining visual and verbal stimuli enhances memory and learning outcomes. The multisensory design of flash cards—integrating visual, kinesthetic, and verbal activities—helped strengthen phoneme–grapheme mapping and improved retention. This aligns with prior research (Alqahtani, 2015; Nation & Webb, 2011; Thornbury, 2002) emphasizing the effectiveness of multimodal learning strategies in literacy acquisition.

In practical terms, flash cards offer affordability, simplicity, and adaptability, making them highly suitable for classrooms with limited resources. Moreover, the interactive activities embedded in flash card use, such as spelling challenges, matching games, and peer collaboration, fostered active participation and increased learner motivation.

In conclusion, this study provides empirical evidence that alphabetic flash card media are effective in enhancing early English literacy, particularly in writing and spelling. Their low-cost and engaging nature makes them an accessible yet impactful tool for improving foundational language skills in educational settings.

IV. CONCLUSION

The use of Alphabetic Flash Card Media is proven to be effective in enhancing students' alphabet writing and spelling abilities [1][6][11]. The interactive nature of flash cards encourages student participation, memory retention, and phoneme-grapheme correspondence [4][8][13]. Vocabulary learning and retention are strongly influenced by meaningful repetition and multisensory engagement, as supported by Nation (2001) and Brown (2007) [13][15]. Teachers are advised to integrate this media into early literacy lessons, especially for beginner EFL students [9][14]. Future research can explore digital flash card platforms to further expand learning engagement [10][11].

The observed improvements extend beyond accuracy, encompassing greater speed, fluency, and consistency in letter formation, thereby strengthening foundational literacy skills. Alphabetic flash cards operate as a multisensory medium that integrates visual, kinaesthetic, and verbal stimuli, fostering more robust mental representations in line with dual coding theory.

The principal advantages of this medium lie in its low cost, ease of production, and flexibility of application, making it suitable for diverse classroom contexts, including those with limited resources. Consequently, this research offers practical implications for teachers in selecting effective instructional media and contributes to the growing body of literature on early English literacy development. Future studies are encouraged to explore the integration of alphabetic flash cards with technology-enhanced learning strategies or educational games, as well as to investigate their longitudinal impact on more complex language skills across different educational levels.

The authors would like to express their sincere gratitude to the funding institution and donors whose support made this research possible. Appreciation is also extended to the school administrators, teachers, and students who kindly participated and provided valuable assistance during the research process. Their contributions were essential in facilitating the data collection and ensuring the smooth implementation of this study.

ACKNOWLEDGMENT

The authors would like to extend their deepest appreciation to **Universitas Muhammadiyah Sidoarjo** for providing the academic environment and facilities that supported the completion of this research. Gratitude is also expressed to the **participating schools, teachers, and students** whose active involvement and cooperation greatly contributed to the success of the study.

The authors further acknowledge the assistance of the **Language Laboratory and administrative staff** for their support during data collection and classroom observations. Finally, sincere thanks are conveyed to all colleagues and peers who provided constructive feedback and encouragement throughout the research process.

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Conflict of Interest Statement:

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Efektivitas Media Kartu Huruf dalam Meningkatkan Kemampuan Menulis Huruf dan Mengeja Huruf dalam Pembelajaran Bahasa Inggris

Diajeng A'idah Mustafa¹⁾, Dr. Vidya Mandarani S.S, M.Hum²⁾

¹⁾ English Language Education, University of Muhammadiyah Sidoarjo

*Email Penulis Korespondensi: vmandarani@umsida.ac.id

Abstrak. Penelitian ini mengkaji efektivitas pedagogis media kartu huruf alfabet dalam memfasilitasi literasi bahasa Inggris tingkat pemula, khususnya dalam menulis dan mengeja huruf alfabet. Dasar teoritis penelitian ini terletak pada integrasi visual, kinestetik, dan verbal untuk mendukung pemerolehan alfabet secara simultan. Desain penelitian quasi-eksperimen pretest–posttest diterapkan dengan melibatkan kelompok eksperimen yang diajar menggunakan kartu huruf alfabet dan kelompok kontrol yang diajar dengan metode konvensional. Data diperoleh melalui tes menulis huruf dan mengeja, dilengkapi dengan observasi terstruktur, serta dianalisis menggunakan uji t berpasangan dan ANCOVA. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh peningkatan yang signifikan secara statistik dalam keterampilan menulis dan mengeja dibandingkan kelompok kontrol ($p < 0,05$), dengan ukuran efek sedang hingga besar. Temuan ini menegaskan efektivitas kartu huruf alfabet sebagai media pembelajaran yang hemat biaya, dapat diskalakan, dan kokoh secara pedagogis untuk meningkatkan literasi awal bahasa Inggris, khususnya dalam konteks pendidikan dasar.

Kata Kunci: Flash Card, Alphabet Writing, Spelling, English Literacy

I. INTRODUCTION

Literasi merupakan komponen inti dalam pemerolehan bahasa Inggris. Bagi pembelajar pemula, penguasaan keterampilan menulis dan mengeja huruf alfabet sangat penting sebagai fondasi untuk pembelajaran bahasa selanjutnya [1][11]. Alqahtani (2015) menyatakan bahwa keterampilan menulis dan mengeja dapat berkembang signifikan apabila didukung oleh media pembelajaran yang menarik, repetitif, serta melibatkan multisensori [1][12]. Media kartu kata bergambar alfabet memadukan pembelajaran visual dan kinestetik, yang memungkinkan peserta didik berinteraksi secara fisik maupun visual dengan huruf dan kata [7][13].

Meskipun sederhana, media kartu kata masih jarang dimanfaatkan dalam pembelajaran formal, di mana metode konvensional berbasis papan tulis dan ceramah verbal masih mendominasi [4][14]. Thornbury (2002) menekankan bahwa pemerolehan kosakata dan retensi meningkat secara signifikan apabila pembelajar memperoleh masukan yang kontekstual dan bermakna, yang dapat difasilitasi melalui aktivitas kartu kata [12][15]. Oleh karena itu, penelitian ini bertujuan untuk menelaah peran media kartu kata bergambar alfabet dalam meningkatkan ketepatan menulis alfabet dan mengeja pada pembelajar bahasa Inggris.

II. METODOLOGI

A. Information on Alphabetic Flash Cards

Literasi alfabet dasar—meliputi keterampilan membentuk huruf dengan benar dan mengeja—merupakan kemampuan fundamental bagi pembelajar EFL (English as a Foreign Language). Walaupun metode konvensional berbasis guru dan papan tulis masih banyak digunakan, media multisensori seperti kartu kata alfabet dapat lebih mendukung pengenalan huruf, pemetaan fonem–grafem, serta kelancaran motorik [1][4][7].

Kesenjangan penelitian utama terletak pada kurangnya bukti empiris mengenai dampak kartu kata terhadap keterampilan menulis dan mengeja alfabet dalam konteks kelas yang masih dominan menggunakan metode konvensional. Teori *Dual Coding* menekankan bahwa representasi visual dan verbal yang diberikan secara bersamaan akan memperkuat konsolidasi memori [4].

Penelitian ini menggunakan desain kuasi-eksperimen pretest–posttest dengan pembagian kelas pemula EFL ke dalam dua kelompok: kelompok eksperimen (menggunakan kartu kata + aktivitas terstruktur seperti *tracing*, *matching*, tantangan mengeja) dan kelompok kontrol (pembelajaran konvensional).

Hipotesis penelitian:

- **H1:** Instruksi dengan kartu kata menghasilkan peningkatan yang lebih besar pada ketepatan mengeja dibandingkan instruksi konvensional.
- **H2:** Instruksi dengan kartu kata menghasilkan peningkatan yang lebih besar pada kelancaran menulis alfabet dibandingkan instruksi konvensional.

Artikel ini melaporkan adanya peningkatan yang signifikan secara statistik antara hasil *pretest* dan *posttest* pada kelompok yang menggunakan kartu huruf, baik dalam ketepatan mengeja maupun kelancaran menulis ($p < 0,05$), dengan ukuran efek sedang hingga besar—sejalan dengan mekanisme *retrieval* dan pembelajaran multisensori [11][12][4]. Peningkatan tersebut mencakup berkurangnya kesalahan ortografis serta pembentukan huruf yang lebih cepat dan konsisten.

B. Persiapan Kartu Kata

1. Setiap kartu memuat satu huruf atau kata (misalnya B – *Ball*, C – *Cat*) dilengkapi gambar.
2. Menyajikan huruf besar dan huruf kecil.
3. Menambahkan simbol fonetik serta pemenggalan suku kata untuk mendukung pelafalan dan ejaan.
4. Kartu dilaminasi dan diberi kode warna sesuai tingkat kesulitan.

C. Implementasi dalam Aktivitas Pembelajaran

1. **Alphabet Tracing** – siswa menebalkan huruf pada template kartu.
2. **Spelling Challenge** – siswa menyusun kartu untuk mengeja kata berdasarkan bunyi yang didiktekan.
3. **Matching Game** – mencocokkan kata dengan gambar atau objek.
4. **Writing Drill** – siswa menyalin huruf atau kata setelah melihat kartu.
5. **Peer Quizzes** – siswa berpasangan menggunakan kartu untuk saling menguji kemampuan mengeja.

III. RESULT DAN DISCUSSION

Hasil penelitian menunjukkan bahwa penggunaan media kartu kata alfabet berdampak signifikan terhadap peningkatan kemampuan menulis dan mengeja siswa. Kelompok eksperimen menunjukkan peningkatan yang lebih tinggi dibandingkan kelompok kontrol. Uji statistik (*paired t-test* dan ANCOVA) mengonfirmasi perbedaan signifikan tersebut ($p < 0,05$) dengan ukuran efek sedang hingga besar.

Table 1. Pretest and Posttest Scores of Experimental and Control Groups

No	Nama Group	Jenis Tes	Rata rata Pretest	Rata rata Posttest	Skor Peningkatan
1	Eksperimen	Menulis	62.5	82.7	+20.2
2	Eksperimen Group	Mengeja	60.8	80.1	+19.3
3	Kontrol Group	Menulis	61.9	70.4	+8.5
4	Kontrol Group	Mengeja	60.2	68.1	+7.9

Temuan ini sejalan dengan *Dual Coding Theory* (Paivio, 1986), yang menyatakan bahwa kombinasi rangsangan visual dan verbal memperkuat daya ingat serta hasil belajar. Media kartu kata dengan desain multisensori terbukti membantu pemetaan fonem–grafem, mengurangi kesalahan ortografis, mempercepat pembentukan huruf, serta meningkatkan kelancaran menulis.

Selain itu, kartu kata menawarkan keunggulan praktis berupa biaya rendah, kesederhanaan, dan fleksibilitas, sehingga cocok digunakan di kelas dengan keterbatasan sumber daya. Aktivitas interaktif seperti tantangan meneja, permainan mencocokkan, dan kuis pasangan juga meningkatkan partisipasi aktif serta motivasi belajar siswa.

IV. CONCLUSION

Penggunaan media kartu kata alfabet terbukti efektif dalam meningkatkan keterampilan menulis dan meneja alfabet siswa [1][6][11]. Sifat interaktif dari kartu kata mendorong keterlibatan siswa, memperkuat daya ingat, serta meningkatkan korespondensi fonem–grafem [4][8][13]. Penggunaan media kartu kata alfabet terbukti efektif dalam meningkatkan keterampilan menulis dan meneja alfabet siswa [1][6][11]. Sifat interaktif dari kartu kata mendorong keterlibatan siswa, memperkuat daya ingat, serta meningkatkan korespondensi fonem–grafem [4][8][13].

Kelebihan utama media ini adalah biaya rendah, kemudahan produksi, serta fleksibilitas penggunaannya. Dengan demikian, media ini sangat relevan untuk diintegrasikan ke dalam pembelajaran literasi awal bahasa Inggris, khususnya pada tingkat pemula. Kelebihan utama media ini adalah biaya rendah, kemudahan produksi, serta fleksibilitas penggunaannya. Dengan demikian, media ini sangat relevan untuk diintegrasikan ke dalam pembelajaran literasi awal bahasa Inggris, khususnya pada tingkat pemula.

Penelitian lanjutan direkomendasikan untuk mengeksplorasi penggunaan kartu kata dalam bentuk digital atau berbasis permainan edukatif, serta mengkaji dampak jangka panjangnya terhadap keterampilan bahasa yang lebih kompleks pada berbagai jenjang pendidikan. Penelitian lanjutan direkomendasikan untuk mengeksplorasi penggunaan kartu kata dalam bentuk digital atau berbasis permainan edukatif, serta mengkaji dampak jangka panjangnya terhadap keterampilan bahasa yang lebih kompleks pada berbagai jenjang pendidikan.

UCAPAN TERIMA KASIH

Penulis menyampaikan penghargaan yang setinggi-tingginya kepada Universitas Muhammadiyah Sidoarjo atas dukungan fasilitas akademik yang memungkinkan terlaksananya penelitian ini. Ucapan terima kasih juga ditujukan kepada sekolah, guru, dan siswa yang telah berpartisipasi secara aktif dalam penelitian. Dukungan dari laboratorium bahasa, staf administrasi, serta kolega yang memberikan masukan konstruktif sangat berperan dalam kesuksesan penelitian ini.

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