

THE USE OF FLASHCARDS AND ITS EFFECTIVENESS IN ELT: A SYSTEMATIC REVIEW

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Abstract

Flashcards are one of the tools used as a learning medium. Many school teachers have used flashcards as a medium for learning English. This article aims to conduct a systematic review of using flashcard to enhance proficiency in English Language Teaching (ELT). Using the PRISMA method, this article analyzed various previous studies relevant to the topic. The search strategy is based on the following keywords: "flashcard" "English" "elementary school" and "primary school" with 3 data from Mendeley, Eric, and Google Scholar. Based on the results of this article, 2315 articles were found, which later 14 articles used in the final analysis became. The use of flashcards in English learning in elementary schools shows that flashcard help students learn words more effectively. Various studies show that the use of traditional and digital flashcards significantly increases students' understanding and motivation to learn. The integration of technologies such as digital flashcards and augmented reality also increases the effectiveness of flashcard learning. Thus, the use of flashcards can be considered an innovative and effective learning strategy to improve students' English skills at the elementary school level.

Keywords: Flashcard, Effectiveness, English, Elementary school

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Abstrak

Flashcard merupakan salah satu alat yang digunakan sebagai media pembelajaran. Banyak guru sekolah telah menggunakan flashcard sebagai media untuk belajar bahasa Inggris. Artikel ini bertujuan untuk melakukan tinjauan sistematis penggunaan flashcard untuk meningkatkan kemahiran dalam Pengajaran Bahasa Inggris (ELT). Dengan menggunakan metode PRISMA, artikel ini menganalisis berbagai penelitian sebelumnya yang relevan dengan topik tersebut. Strategi pencarian didasarkan pada kata kunci berikut: "flashcard", "English", "elementary school", and "primary school" dengan 3 data dari Mendeley, Eric, and Google Scholar. Berdasarkan hasil artikel ini, 2315 artikel ditemukan, yang kemudian menjadi 14 artikel yang digunakan dalam analisis akhir. Penggunaan flashcard dalam pembelajaran bahasa Inggris di sekolah dasar menunjukkan bahwa flashcard membantu siswa mempelajari kata-kata dengan lebih efektif. Berbagai penelitian menunjukkan bahwa penggunaan flashcard tradisional and digital secara signifikan meningkatkan pemahaman and motivasi belajar siswa. Integrasi teknologi seperti kartu flash digital and augmented reality juga meningkatkan efektivitas pembelajaran kartu flash. Dengan demikian, penggunaan flashcard dapat dianggap sebagai strategi pembelajaran yang inovatif and efektif untuk meningkatkan kemampuan bahasa Inggris siswa di tingkat sekolah dasar.

Kata Kunci : Flashcard, Efektivitas, Bahasa Inggris, Sekolah Dasar

INTRODUCTION

Language has a central role in students' intellectual, social, and emotional development as well as supporting learning success in all subject areas (Alam & Lestari, 2019). One of the languages that are widely used today is English which one of the languages used internationally to communicate is. At the elementary school level, English lessons are limited to vocabulary recognition. learning vocabulary is an important prerequisite for speaking English As stated by Anggraeni spoken and written vocabulary is a great asset for learning other English skills (Anggraeni et al., 2019).

English Language Teaching (ELT) is becoming increasingly important in the globalization era. Process the ability to speak English opens up opportunities to communicate with people from different countries, gain wider access to information, and increase job opportunities. According to Richards and Rodgers, ELT is an English teaching and learning process that includes teaching speaking, listening, reading, and writing skills, as well as cultural understanding and language structure (Richards & Rodgers, 2001). According Nunan revealed that ELT is an activity consisting of a series of activities aimed at helping learners acquires communicative competence in English (Nunan, 1991). Brown defines ELT as an integrated method for teaching English to foreign language speakers in planning, teaching, and evaluation. Learning activities require motivation (Brown, 2014). Therefore, students need to get encouragement to adopt a positive attitude from both them and others changes in an

integrated and comprehensive manner through knowledge and skills (Ella Yuliarti Agustini, Naf'an Tarihoran, 2023).

One method that is often used to improve ELT capabilities is the use of flashcards. The learner then tries to remember the translation by looking at the foreign word (Yowaboot & Sukying, 2022). The use of flashcards can help create a more active, interactive, and fun learning environment for both learners and teachers (Nugroho, Y.S., Nurkamto, J. & Sulistyowati, 2012). Flashcards are a learning tool to help learners remember foreign language vocabulary.

Flashcards have been used in education as a teaching tool, especially in English language teaching (ELT). The development of the times has become a challenge in English language teaching (ELT) several obstacles such as changes in methodology, limited resources, lack of classroom management, and lack of student activity in learning and in practical media (Baesa-Alfelor & Ocampo, 2023).

Flashcards are very helpful in teaching students in visual approach media, flashcards also help students in memorizing vocabulary and flashcards are an interesting and very interactive medium. By showing pictures according to the words learned, students can find meaning visually and can increase student understanding. In addition, flashcard media is a varied medium in teaching, helping teachers in the learning process listen to different methods, such as playing memory or other more competitive games that can increase student involvement in learning process activities.

This article will discuss the use and efficacy of flashcards in English language teaching (ELT). Considering the above background, this article raises questions in relation to the research that will be examined by researchers: 1) How effective are flashcards in improving English language teaching (ELT) skills? 2) How to use flashcards most effectively? This article's goal is to present empirical data through a thorough literature analysis of relevant research on how using flashcard affects students' comprehension and usage of English. Previous research has mentioned various benefits of using flashcards in learning such as increasing vocabulary, understanding grammar, and improving students' speaking and listening skills. In addition, this literature review is also to identify what factors can influence the effectiveness of using flashcards in English language teaching (ELT). Therefore, researchers hope this article can provide insight for educators who want to use flashcard media in teaching strategies to improve students' English skills.

Literature Review

The use of flashcards is one type of learning aid that has a significant part in supporting the teacher's learning process and practicing a variety of effective teaching methods. Card sets are available in various types and offer a variety of resources to support various aspects of learning, including picture cards, letter cards, word cards, and sentence cards. As revealed by Sadiman, Flashcards are not just a

tool, they also help students improve their reading comprehension quickly and efficiently by displaying words on each card in a short period, about 1 second per word (Sadiman, 2012). It is also an effective way to improve your performance. This shows that utilizing flashcards not only improves u but also facilitates the ability to read at optimal speed.

In addition, Kumullah states that use of card media, including flashcards, is very beneficial for the child's learning process (Kumullah et al., 2019). Card media not only provides an interesting learning tool, but also provides opportunities for children to play, explore, and manipulate letters while learning. This means that flashcards are not only an effective learning tool but also provide a fun and interactive learning experience for students, especially children. In general, flashcards are beneficial for learning and can facilitate the acquisition of diverse skills, such as Reading comprehension, vocabulary comprehension, and creative discovery in the learning process. Therefore, flashcards can be considered one of the essential tools for diverse and innovative learning approaches.

Sulaiman and Akidah Explains that the use of flashcards is not only an alternative tool, but also an effective learning tool to improve various aspects of language skills, including vocabulary expansion, listening skills, and speaking skills (Sulaiman & Akidah, 2021). With flashcards as learning tools, teachers can create an interactive and engaging learning environment where students can actively participate in the process of instructing and learning. With flashcards, students have the opportunity to visually understand new vocabulary, expand vocabulary, and improve their ability to express ideas in English. In addition, by presenting the course material through flashcards, additionally students can enhance their listening skills with listening and reacting to the information presented more dynamically and interestingly.

The article Alam and Lestari shows that the application of flashcards in the learning process plays a very important role in the development of receptive language in early childhood (Alam & Lestari, 2019). In the process of learning activities using flashcards, teachers have the opportunity to improve listening skills by presenting flashcards and reading comprehension skills by being asked to say the vocabulary displayed on flashcards given to children. The vocabulary presented in this context helps children enrich their vocabulary and improve their understanding of the language.

In addition, the role of productive vocabulary is also very important in terms of developing language skills. Productive vocabulary refers to phrases that are actively utilized when speaking and writing, such as when constructing sentences and essays. Related research Susanto shows that vocabulary acquisition can be a good predictor of speaking and writing variables (Susanto, 2017). The use of flashcards not only helps develop receptive language skills but also contributes to the development of productive language skills such as speaking and writing. Therefore,

the application of flashcards to language learning can provide significant benefits in the development of comprehensive language skills in early childhood.

Several studies have consistently shown that the use of flashcards has a positive effect on improving the vocabulary mastery of English learners. For example, research Nation (2001) found that structured and consistent use of flashcards significantly improved students' ability to learn and memorize new vocabulary (Nation & Nation, 2001). Similar research Webb also affirms that the use of flashcards in English language learning has a positive contribution that cannot be ignored in improving students' comprehension and vocabulary retention (Webb, 2007). Therefore, we can conclude that the use of flashcards is not just an additional technique, but an effective tool to support the learning of English vocabulary, offering real benefits in expanding vocabulary and improving your language skills.

The use of flashcards when learning English is not just about presenting information, but it also inspires students to play a proactive part in the educational process. As reported Jones demonstrates the interactive nature of flashcards allows learners to actively create, repeat, and memorize vocabulary in addition to engaging with the subject matter (Jones et al., 2013). This active engagement allows students to adopt an active role when learning a language, encouraging deeper engagement and engagement. That is, there is not only a transfer of knowledge but also a deeper process of internalization of linguistic concepts. This is according to research Richards and Schmidt, which confirms that active involvement in learning increases understanding and retention of language concepts in the long run (Richards & Schmidt, 2013). Therefore, the use of flashcards is not only a passive tool in the classroom but also encourages students to actively contribute to developing their English comprehension.

RESEARCH METHODS

Description of the sample

In the search strategy, this article used a set of keywords selected by the authors according to the title theme of the systematic literature. This article also follows the rules of the Preferred Items for Systematic Review and Meta-Analysis (PRISMA) (Moher et al., 2009). In its search strategy and used a set of keywords determined by the author according to the theme of the systematic literature title. The keywords searched include Flashcards, English Language Teaching, Effectiveness, and Elementary school. The search was conducted in several journal databases including ERIC, Google Scholar, and Mendeley. It consists of research published between the 2019 and 2023 school years that meet the criteria to be part of this article.

Procedure

A reviewer (A.R.) uses the researcher list of keywords to conduct a preliminary search. To ascertain whether the articles discovered during the initial

search are pertinent to the article, a selection process is conducted: a) Read the title: If the title is deemed relevant, the citation is Read with special software (Mendeley Desktop 1.19.8), Then use the Mendeley tool to view and remove duplicates so that you only have one copy. b) Reading the abstract: If the abstract does not provide enough information according to the inclusion criteria, then the paper will be excluded from the article. c) Read the full text of the article: determine which article will be the final one included in the systematic review by assessing and reviewing the chosen article. The research is excluded if it does not satisfy the exclusion criteria.

Article selection criteria

This article examines recent research according to the following inclusion criteria: a) Articles published from ERIC, Google Scholar, and Mendeley, b) Last 5 years, i.e. articles published from 2019 to 2023, c) Flashcard discussions while learning English in elementary school, d) Articles that are original and available in full-text form. Current exclusion criteria are a) Research discussing students from Senior High School, b) Research discussing students from Junior High Schools c) Research discussing English Courses d) Research that does not discuss variable flashcards of Elementary School Students, and c) Article review or meta-analysis.

RESULTS AND DISCUSSION

Findings

Article selection Based on the results of systematic searches on three online research platforms, only articles related to flashcard topics in English learning were selected. A search across online research platforms yielded 2315 articles that were identified and combined. After removing duplicate articles, titles, and abstracts, the authors had 93 studies ready for further review. From there, the authors obtained 34 qualified full-text articles, and 14 of them were selected for further analysis.

The purpose of this article is to summarize previous study on flashcards in English language training in elementary school students. This Article uses 14 studies on flashcards in English learning published from 2019 to 2023 over the past 5 years

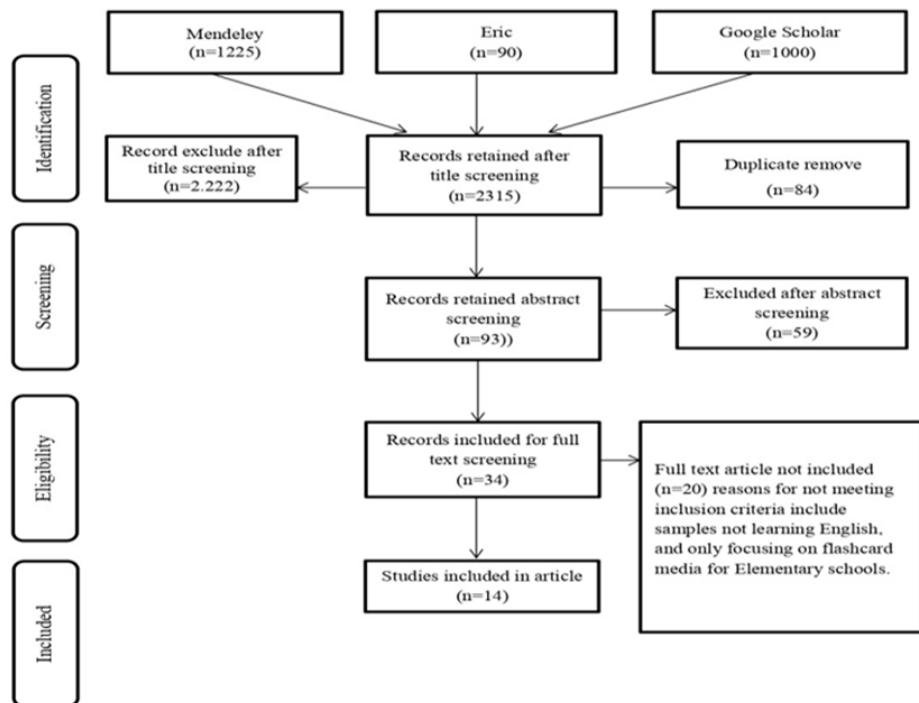


Figure 1. PRISMA Flowchart of the selection process.

After going through the selection process, 14 articles relevant to this research topic have been identified. The articles involved in this article are those related to the discussion of the use of flashcards in elementary school students. Information on article characteristics, research design, and related key findings are presented in Table 1. Summary and Characteristics of the Selected Final Article.

Of the 14 studies reviewed, all studies found that using flashcards is a highly successful method and interesting in learning and provides convenience for students in memorizing English vocabulary. In addition, flashcard media also helps students increase motivation in learning English (Hamidah et al., 2023). Flashcards are an interesting strategy for helping students understand English vocabulary, especially in elementary school.

Tabel 1. Summary and Characteristics of the Selected Final Article.

No	Authors	Main Characteristic	Research design	Findings
1	(Puspitasari et al., 2022)	Students of SD Negeri 016 Sungai Perak Village	Observation and post-test	Students' vocabulary in English can be increased by using flashcards. Flashcards can motivate students involved in the learning process. The use of flashcards helps students practice listening and speaking skills.
2	(Christijanto, 2021)	Grade 3 students at SD Negeri Muktiharjo Kidul 01 Semarang	Non-randomized pretest-posttest control group design	There is a significant difference in the increase in English vocabulary before and after the cluster theme flashcard approach is applied, there is a noticeable difference on increasing English vocabulary, on increasing vocabulary in the school subject area and the food field. The outcomes of data analysis employing statistical test like the

3	(Zulaini et al., 2023)	Grade 2 students of SDN Karawaci 5	Classroom action research	Mann-Whitney and Wilcoxon test corroborate this conclusion.
4	(Ramadhanti et al., 2022)	Grade III students of SD Inpres 109 Perumnas Sorong City	Experimental research design	Shows that the application of flashcard using educational materials to enhance vocabulary in English beneficial for second-graders students of SDN Karawaci 5.
5	(Mariana Hesti & Nuryanti, 2022)	Third-grade elementary school students	Pre-experimental design	Using flashcard has advantages influence on the mastery of English vocabulary of grade III students of SD Inpres 109 Perumnas Sorong City.
6	(Hamidah et al., 2023)	State Elementary School 3 Banjarwangi, Garut, West Java	Descriptive qualitative article	Students' English proficiency can be enhanced by using flashcards vocabulary and writing skills in elementary school.
7	(Tsai, 2018)	Third-grade students in an elementary school in Taiwan	Experimental methods	The findings in this article further emphasize the importance of using flashcards in learning English vocabulary to increase student motivation and understanding and these flashcards need to be combined with interesting learning strategies.
8	(Alvita & Airlanda, 2021)	Students grade 1 elementary school	Research and Development (R&D)	With the exception of the high and medium levels, there are notable variations in the English flashcard learning approach between the middle and low level groupings, in addition to the high and low categories.
				The findings in this article show that the creation of flashcard learning has been successful in enhancing writing skills in beginner grade 1 students in English

9	(Nur Ulil Absoriah, Ngatman, 2023)	Students and instructors in the fourth grade at SDN 1 Kebumen during the 2022-2023 school year	A collaborative classroom action research design	language learning. This research highlights the effectiveness of using flashcards as a media tool to enhance language learning and improve students' speaking skills in English
10	(Safira, 2021)	SDN tamansari II pulomerak.	A quasi-experimental design method,	These results imply that using flashcard media to help students acquire vocabulary in English can have a good effect on their vocabulary mastery.
11	(Pradana et al., 2023)	The fifth grade of SDN Kendung which is addressed to Kendung Village, Kwadungan District, Ngawi Regency, East Java Province	Classroom action research	This article provides evidence that the use of flashcard media can have a positive impact in improving the description writing skills of fifth graders
12	(Lisa, 2019)	Elementary school fourth-grade students	Experimental methods	These findings suggest that incorporating flashcards into English language teaching can enhance students' motivation and vocabulary acquisition, leading to more effective language learning outcomes.
13	(Kurniati et al., 2023)	5th-grade SDN 205/IV Jambi	A descriptive qualitative method.	From the results of research at SDN 205/IV Jambi, it's critical that you understand terminology in English. Additionally, it must be given priority in order to make speaking English simpler and quicker. This can be achieved by teaching students using engaging media, such flashcards, to help them become more

14 (Yowaboot & Sukying, 2022)	The participants were 120 Thai Primary School students.	The experimental design	proficient in vocabulary in elementary school. The analysis of the current discoveries uncovered the significant impacts of vocabulary information on digital flashcards for Thai Primary school students.
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This article's goal was to identify the relationship between the effectiveness of using flashcards as a means of English language teaching from previous studies. This article received 14 articles on the use of flashcards in elementary school students published between 2019 and 2023 over the past 5 years.

Teachers find it easier when students use flashcard media for English learning, especially in vocabulary learning for elementary school students. The utilizing flashcard as a teaching tool is proven to provide a positive stimulus for students to enrich their English vocabulary (Puspitasari et al., 2022). The outcomes of this research review with research that focuses on research studied in elementary schools have proven that all previous studies have shown the effectiveness of employing flashcard materials to aid in students' learning.

Effectiveness and Use of Flashcards in English Language Teaching (ELT) Flashcard in Teaching and Motivation Learning Vocabulary

Vocabulary is the word that makes up a language, so to learn a language you have to start by learning vocabulary. Students need being instructed to acquire language used written and spoken language. The existence of the media is very important in defining vocabulary, especially for those who are acquiring a language in a strange country. The medium that teachers most often use in English subjects in schools is pictures or flashcards. Teachers need to support English subjects with Indonesian-language media. Several researchers who discuss flashcards in learning media say that when learning vocabulary, using flashcard is very effective as the results of research Christijanto show a significant influence of the application of the use of cluster theme flashcards to help third-grade elementary school students' vocabulary in English grow (Christijanto, 2021).

Research Zulaini also showed the same thing even though in the first findings the results achieved were not optimal with students still having difficulty in pronouncing and understanding English vocabulary, in the kedu cycle there was an increase and achieved 100% learning completeness (Zulaini et al., 2023). According Ramadhanti the data analysis's conclusions, showed that the typical pretest result he did was 60.00 while the average posttest score was 82.50. In the t-test in the sample test, it was found that the significance of t-count (17.524) was greater than t-table (2.262), and the result of sig (2-tailed)(0.000) was smaller than t-

table (0.05). This shows that the utilization of flashcard has a big impact on students' understanding of English vocabulary (Ramadhanti et al., 2022).

According to Hamidah in his research resulted while using flashcards to study can improve learning motivation and increase knowledge of terminology, including technical vocabulary. These flashcards can be given to students with appropriate strategies to create authorizing and effective learning (Hamidah et al., 2023).

(Lisa, 2019) In his research, research was found that showed a notable variation in the desire of students to acquire vocabulary in English after the implementation of flashcard media. After implementation, there was an increase in motivating students by 76.6 % of the sample there was a difference in the fourth grade students' comprehension of English vocabulary between those who learned it with and without flashcards($t=7.74$). But overall flashcards can help students in improving students' vocabulary mastery.

Research results Kurniati Reveal that using flashcard can be crucial to creating a fun and efficient learning method for improving the memory of English vocabulary (Kurniati et al., 2023). According to Sukying research with a sample of Thai elementary school students also shows that flashcards are very effective in learning media mastery of English vocabulary (Yowaboot & Sukying, 2022).

Flashcard in reading and writing skills

One way to characterize reading is as an individual's interaction with symbolic information. Reading is a mental process rather than a lazy way of moving the eyes because it's a communication process that calls for a number of talents (Tarihoran & Rachmat, 2019).

Flashcards have shown to be among the most effective instructional strategies now in use. Flashcards are unique and exciting, which is why they are so important in reading and writing instruction. From the results of a review of research researchers show flashcards are a very useful tool for developing writing and reading skills, for example, research Mariana Hesti and Nuryanti, this article showed an increase in scores and a decrease in English vocabulary writing errors (Mariana Hesti & Nuryanti, 2022).

Then research Alvita validation by material experts and media experts shows a high level of validity, thus showing that the product developed is of good quality and appropriate for improving English writing skills (Alvita & Airlanda, 2021). In addition, research Pradana shows the same thing the average student score from pre-action has increased, first cycle, and second cycle so this flashcards material is a highly useful tool for enhancing students' comprehension of writing decryption in English (Pradana et al., 2023).

Flashcard in speaking and listening skills

Speaking has become an important skill in English language teaching. The role of a proxy for interaction highlights the importance of this. Individuals can communicate with people all over the English-speaking world. Several elements contribute to students' communication skills. One factor is the application of instruction methods or strategies as outside factors. From the results of Puspitasari's research, the researcher's fist research can help students practice students' listening and speaking skills (Puspitasari et al., 2022).

According Nur Ulil Absorah his research using collaborative classroom action research, demonstrates how using flashcards can help students become more proficient speakers, this is demonstrated by the percentage of completeness that rises with each cycle (Nur Ulil Absorah, Ngatman, 2023).

CONCLUSION

Based on the research overview of employing flashcards when studying the English language in elementary school, several important things can be concluded: The use of flashcards increases the English vocabulary of elementary school students. Proven effectiveness in Various studies shows that consistent use of flashcards significantly improves students' comprehension and proficiency with language, Flashcard learning methods such as the topic cluster method and employing flashcards when employing flashcard as an educational tool, students tend to show more interest and motivation in learning, Using flashcards will not only improve your vocabulary comprehension, but also speaking, writing, and listening skills in English, This shows that flashcards have the potential to improve various aspects of students' language skills. Integrating technologies such as digital flashcards and augmented reality can increase the effectiveness of flashcards in English language learning, Digital flashcards can be an interesting and effective tool to increase student motivation and vocabulary acquisition.

The importance of developing innovative and engaging learning strategies, including the using of flashcards, to enhance one's English language learning at the elementary school level. Educators should consider using flashcards as a useful teaching tool to improve student learning outcomes. Therefore, the efficient learning method of using flashcards has shown positive results and can be an effective strategy to improve students' English skills.

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