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Research Article

Balinese Flashcard as English Learning Material in Teaching Vocabulary

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KEYWORDS

Balinese Flashcard;
 Culture and Tradition;
 English Vocabulary.

A B S T R A C T

English as a foreign language challenges the non-native speaker to develop their ability in improving four essential English skills. Furthermore, Bali as a famous tourism destination that is rich in cultures and traditions, requires Balinese, especially students in Communication Study Program to master both Balinese and English in order to be able to describe the related terms in English. To gain that purposes, the lecturer can implement learning media namely Balinese Flashcard for university students. This study aimed at describing Balinese Flashcard as English learning media at Communication Studies Program, STAHN Mpu Kuturan Singaraja. The Balinese Flashcard contained several vocabularies and written in Balinese-English. The research was designed using qualitative approach. The subject was students in the fourth semester of Communication Studies Program, STAHN Mpu Kuturan Singaraja. The data were collected through observation, interview, and questionnaire. The data were analyzed qualitatively. Overall, the use of Balinese flashcards in English learning can have many positive implications for students. The result showed that Balinese Flashcard effectively enriched English vocabulary in describing Balinese culture and tradition. Furthermore, using Balinese Flashcard can stimulate the students to build their ideas, encourage creativity, and evolve themselves in English learning. By incorporating flashcards into language learning activities, the lecturer can help the students to improve their English language proficiency and make learning more meaningful and enjoyable.

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INTRODUCTION

The development of English language became challenge for non-native speaker to improve their abilities in mastering communication skills. In the communication proses, language has a significant role in conveying the message from the communicator to the communicant. The essence of message would be optimal when all of the participants can achieve the communication goals. In order to achieve the purposes, the communication resistor should minimize. The lack of vocabulary significantly caused

non-native speakers difficult to develop their ideas or opinion during the conversation. This phenomenon also made the non-native speaker tend to be reluctant to increase their proficiency in foreign languages in communication activities.

Vocabulary is a foundation for bridging effective communication. The more people know the vocabulary, the more effective communication will be. In the language learning process, vocabulary is key to enhancing four essential English skills. In this case, there has been some notion of the effectiveness of vocabulary in improving

students' English skills. Beglar and Hunt in McLean, Hogg, and Rush (2013) explained that vocabulary acquisition is a core component of successful foreign language acquisition in learning a new language. It also is supported by Richards and Renandya in Rohimajaya, and Welliem (2018) argued that vocabulary is an essential component of language proficiency and serves as much of the foundation for how proficient students are at speaking, listening, reading, and writing. In terms of communication, Alharthi (2020) asserted that vocabulary categories as language knowledge support successful communication. It is necessary to master both vocabulary and the pronunciation of each word and grammatical structure (Ngarofah and Sumarni, 2018).

Besides, in order to increase students' vocabulary, language learning can be supported by English Learning Media. Despite a wide variety of learning media, the teacher could select arelevant media to improve students' vocabulary. The teacher must be willing to learn new things, such as knowing that students have different backgrounds and learning styles in understanding a new language. To do so, flashcard could be one alternative media to enrich student vocabulary. Hotimah in Tirtayani, Magna, and Lestari (2017) examined a study on elementary school students in the second grade showed students' vocabulary mastery improved when flashcards were implemented as a learning media.

Besides, a case study conducted by Lan, Torr, & Degotardi (2011) informed that flashcard also works well to stimulate foreign language in their home. Some studies also discovered that the flashcard could improve students' word reading and speaking skills (Azahra et al., 2024; Pramadanti, 2023). The utilization of technology such as the digitalized flashcard also beneficial in making the learning process be more engaging thus, students will be more motivated to study (Andriani & Drajadi, 2024; Longchin, Poopatwiboon & Phusawisot, 2024; Murtiningsih, Khasanah & Puspitasari, 2024).

Furthermore, flashcard is suitable for implementation at University Level. According to the Education Ministerial Decree of Republic Indonesia No: 232/U/2000 explained that English lessons are included on the institutional curriculum at University Level. In this case, English lessons are divided into general study and subject study. Those subjects have different specifications and are adapted to students' needs. To support the successful of English lesson, flashcard could be one alternative learning media to apply during the English lesson.

Although extensive research already explored the effectiveness of flashcards in foreign language learning, there is still a lack of studies that specifically utilize flashcards to teach Balinese-English terms in the university level. It is essential because it will enable students to accurately convey Balinese cultural concepts to non-

Balinese speakers, fostering mutual understanding and appreciation. Therefore, this study aims to address this gap by implementing the Balinese-English flashcard for the student at A class of Communication Science Program, STAHN Mpu Kuturan Singaraja. Balinese-English flashcard is applied to support learning material, namely Descriptive Text (Balinese Culture and Tradition). By implementing the Balinese-English Flashcard, the students are expected to enrich English vocabulary, which has beneficial in improving their ability to learn English.

METHOD

The empirical information was obtained through the research on Balinese Flashcard as learning media in teaching vocabulary. This study involved 15 students in the fourth semester at Communication Studies Program, STAHN Mpu Kuturan Singaraja. The data was gathered through observation and questioner. The observations were conducted during two meetings. The interview session was done to know the student's responses after the lecturer implemented Balinese Flashcard as learning media. The questionnaire was given to the student of the fourth semester at Communication Studies Program, STAHN Mpu Kuturan Singaraja. Besides, the questionnaire contained some questions. The students were instructed to mark each item of the questionnaire in the range score 1-5. Each answer had to be assessed using the formula shown below:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Total of students}} \times 100\% \quad (2)$$

The total score means the total of respondent in answering question items in the questionnaire. Thus, the result questionnaire used to describe the data in about the implementation of Balinese Flashcard as Learning Media for student at Communication Studies Program, STAHN Mpu Kuturan Singaraja.

RESULTS AND DISCUSSION

RESULT

According to the result of the observation, it could be noticed that the implementation of Balinese Flashcard could improve students' vocabulary. In the observation session, the researcher found that the students were instructed to choose several flashcards as a guideline in making sentences related to Descriptive Text material. The students looked very enthusiastic and challenged during the learning process. At the end, the researcher assumed that the students had learned new vocabulary, which was beneficial to increase their English skills.

Furthermore, the result of the observation is also supported by the questionnaire result. The questionnaire was given to

the students in 4th semester of D class. There were 10 questions items in the questionnaire, included (1) Balinese flashcard appropriate to students' level, (2) Balinese flashcard suitable with students' prior knowledge, (3) Balinese flashcard could improve students' motivation during learning process, (4) Balinese flashcard could increase students' knowledge in learning Descriptive Text, (5) Balinese flashcard could train students concentration (6) Balinese flashcard could improve students' memory, (7) Balinese flashcard gave the student opportunity to practice the concept (8) Format, font style, picture or illustration used in Balinese flashcard were interesting, (9) The implementation of flashcard is easy, and (10) Balinese flashcard did not display *SARA* (ethnicity, religion, race, and inter-group relations). There were several answers available, included: *SS* (Very Agree), *S* (Agree), *KS* (Neither Agree nor Disagree), *TS* (Disagree), *STS* (Strongly Disagree). The result of the questionnaire is shown below:

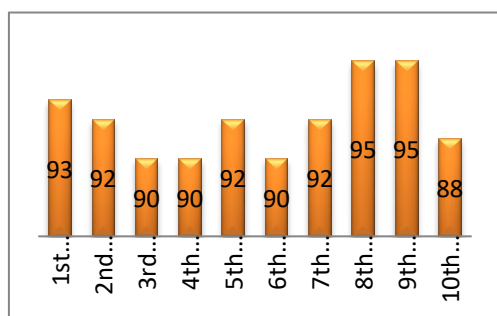


Figure 1. The questionnaire result

The questionnaire result showed that 93% believe Balinese flashcard is appropriate with students' level. In this case, the students felt helpful with the implementation of Balinese Flashcard. New vocabulary was introduced for students during learning Describing Text about "Balinese Culture and Tradition". Besides, the data displayed that 92% students believed that the Balinese Flashcard was related to the student's background knowledge. The researcher found that there was Balinese flashcard which is showed *Nyakan Diwang* tradition. This tradition was known as one of the traditions held in Banjar Village-North Bali. The researcher observed that all students had basic information about this tradition and gained new information from the Balinese Flashcard.

Furthermore, the data presented that three question items had the same percentage. In this case, 90% students believed that Balinese flashcard could improve students' motivation during learning process. The students' look enthusiastic to learn new vocabulary by using Balinese Flashcard. This is connected by the observation which showed in the beginning some students had limited vocabulary about *Nyakan Diwang* Tradition. After the implementation of Balinese Flashcard, the students could

enrich their vocabulary. This is evidenced by the situation that several students were fluent to describe *Nyakan Diwang* tradition in front of the classroom. It could be summarized that students could increase their knowledge by learning descriptive texts about Balinese culture and traditions.

Moreover, the students could improve their memory about learning material. The situation proved that the researcher found the student could make another sentence related to vocabulary about Balinese Culture and Tradition. In other words, the students felt easy to use new vocabulary in a different context. The researcher assumed that the students were able to create meaningful learning during the learning process. They could have more confidence to improve four essential skills by using Balinese Flashcard as learning media.

In addition, the same percentage was also found in the 5th and 7th question items in the questionnaire result. The data showed that Balinese flashcard could train students' concentration. This data was supported by the observation that all students focused and gave attention to the Balinese Flashcard. Sometimes, some students looked curious to find the meaning of each vocabulary in Bahasa. It was indicated that Balinese Flashcard could stimulate the student to be more focus during teaching and learning process. Besides, the students had an opportunity to practice the concept after they understood the meaning of vocabulary in the Balinese Flashcard. The student practiced describing Balinese culture and tradition by taking some Balinese Flashcard.

Next, the result of questionnaire displayed that 95% students agreed that format, font style, picture, or illustration used in Balinese Flashcard were attractive. The researcher used Balinese Flashcard, which is suitable for the Balinese Culture and Tradition theme. The flashcard estimates students' motivation and is also appropriate for students' development. In this session, the researcher looked that the students were attractive during the lesson. Besides that, the implementation of flashcard is easy. Both lecturer and students could apply Balinese Flashcard to improve their ability in learning English. The size of Balinese Flashcard was small and could be taken anywhere.

And the last, the data showed that 88% agree that Balinese Flashcard did not display *SARA* (ethnicity, religion, race, and inter-group relations). The Balinese Flashcard contains Balinese culture and tradition vocabulary, which is beneficial for student's life. The Balinese Flashcard would be helped the student to be more aware of their culture and tradition. At the end, the students were expected to appreciate their culture and tradition and be able to inform their culture or tradition to foreign people.

DISCUSSION

Balinese Flashcard is one of the learning media that supports students in learning English. In this research, the researcher chose some techniques to collect the data, included observation, interview, and questionnaire. The implementation of Flashcard mostly dealt with students' needs, characteristics, and psychological developments. These aspects are used as a guide for the lecturer to be more effective in implementing the Balinese Flashcard.

Regarding the result of the research, the researcher found that Balinese Flashcard was effectively to be implemented as English Learning Media. In this case, the researcher found that this media was applied to teach vocabulary about Balinese culture and tradition. The implementation of flashcard showed in some steps. In the beginning, the lecturer instructed the students to describe Balinese culture and tradition orally.

The researcher saw that some students were difficulty to follow the instruction because they had a limited vocabulary. Ngarofah and Sumarni (2018) stated that a limited vocabulary was an obstacle for students to learn a foreign language. To overcome that problem, the lecturer tried to apply Balinese Flashcard to stimulate the students to understand each vocabulary's meaning.

After implementing Balinese Flashcard, the students were fluent in describing the Balinese culture and tradition. They were confident to explore the vocabulary which already learnt from Balinese Flashcard. The researcher assumed that the student could increase their vocabulary during the learning process. The students were able to memorize the new words through Balinese flashcard. This is similar with Komachali (2012) which explained that student often uses flashcards as exercises to facilitate memorization through repetition. The positive stimulation through flashcard provides the students to recognize and comprehend the spoken language (Tirtayani, Magta, and Lestari, 2017). This is also connected with Doman J and Doman G theory, which explains that the implementation of flashcards impacts short-term memory, and if it is repeated from short-term memory, it can be a long-term memory (Hatiningsih and Adriyati, 2019). Thus, it can be concluded that the students could have long-term memory in accordance with English vocabulary.

In addition, the students' improvement is also connected to the content of flashcard. The Balinese flashcard contained of word and some exciting pictures which suitable with the material. Astuti (2018) pointed out that an attractive picture in flashcard could build interesting atmosphere during teaching and learning process. In other words, the implementation of flashcard could create an enjoyable situation as well as help the student to retain their vocabulary words (Hamer and Rohimajaya, 2018). It could

be stated that, an interesting picture on flashcard effect on student's concentration in learning a foreign language. This result also in line with Atmaja and Sonia (2020) which showed that flashcard could enhance the students activeness significantly.

Furthermore, the result of observation also related with the questionnaire result. The researcher collected the questionnaire result which showed that Balinese flashcard could be one alternative to enrich student ability in increasing four essential English skills. In this case, Balinese flashcard gave students a chance to be more independent and creative during teaching and learning. In this case, students' autonomous learning could have positive effect for student such as the students are provided with a learning environment that emphasizes active participation without they feel pressured (Teng and He, 2015; Pondalos, Saputri and Pratiwi, 2022). This is related with the sense of flashcard that improve student cognitive skills and develops students' physical skill (Sarika and Tesmanto, 2021). In this research, the students' have shown their efforts to enrich their vocabulary. The situation evidenced that the students were active in finding the meaning of each vocabulary word in Bahasa. By observing this, the researcher summarized that Balinese flashcard could help students become independent learners.

Besides that, the researcher believed that some factors support the students' development in increasing vocabulary through Balinese flashcard. The researcher viewed that Balinese flashcard was appropriate with student level especially university students. Din and Wienke in Komachali (2012) argued that, flashcard is an effective learning media suitable for higher education and has a positive effect for teacher and students. Flashcard could bring significant aspects for students' EFL learning and assist the students in catching the goal in the learning process. This is related to the subject of this study, which is categorized as foreign language learners who need more effort in understanding and practicing the vocabulary in the context of English language.

Moreover, the implementation of flashcard could facilitate the students' prior knowledge about Balinese culture and tradition. From the researcher observation, most of students had basic information related to Balinese flashcard. Cultural factor plays an important role to support the successful of students during learning English as second language. This is connected with Jin and Cortazzi (2014) in their research entitled "Changing Practice in China Cultural Learning" suggests that the combination between foreign teacher and Chinese Student in understanding the cultural diversity might build the English learning more productive. This is also relevant with Solissa et al (2023), which argued that implementing flashcards as learning media could improve cultural

recognition in terms of physicality and beauty in clear colors, pictures, and writing. In simply, culture and language cannot be separate and related in learning a new language. Some English language teaching (ELT) concurred that focusing on the cultural aspects of the target language assists in the comprehension of how the language functions in a particular setting (Kanoksilapatham, 2020). It is assumed that language learning will be more accessible by exposure to the target language and its context.

Nevertheless, some researchers believed that multicultural understanding between the target culture and local culture must be combined in order to create meaningful English learning. In this case, this study has analyzed the implementation of Balinese Flashcards where students were able to achieve the target language and develop their cultural awareness. On the other side, the researcher reported that Balinese flashcard did not display *SARA* (ethnicity, religion, race, and inter-group relations). From this point of view, the researcher agrees that Balinese flashcard could be used as a bridge to learn foreign language without leaving the sense of their own culture and tradition.

The Balinese flashcard is believed could increase students' performance in learning English. It was evidenced by the students' improvement in mastering speaking skill. Komachali (2012) also argued that using a flashcard will encourage the student in communication and gradually stimulates pronunciation. The researcher viewed that Balinese Flashcard are widely used to practice the concept of Descriptive Text. This is similar to the questionnaire and interview results, which explained that Balinese flashcards build opportunities for students to practice vocabulary in describing Balinese culture and tradition. The lecturer also agreed that Balinese Flashcard made teaching and learning easier. The students gave good responses when the lecturer explained the material. And when the students had problems, the lecturer facilitated and helped them during the teaching and learning process.

There were some limitations of this study. First, it involved the small sample size, which may not be representative of the wider population. The study was conducted on a single group of fourth-semester students in a specific program at a particular institution, namely STAHN Mpu Kuturan Singaraja, which may limit the generalizability of the findings to other settings or student populations.

Additionally, the study relied on self-reported data from the students, which may be subject to bias and may not accurately reflect their actual learning outcomes. The study also did not employ any control group, which limits the ability to draw causal conclusions about the effectiveness

of Balinese flashcards compared to other teaching and learning methods.

Finally, the study did not consider other factors that may have influenced the students' learning outcomes, such as their prior knowledge of English and their motivation to learn. These factors could have affected the results of the study and should be considered in future research.

CONCLUSION

Balinese flashcard is an innovative learning media that spurs four essential English skills. The implementation of Balinese Flashcard brings positive effects for students during teaching and learning process. Based on the data above, Balinese flashcard could engage students' ability in learning English. In addition, the student's vocabulary also improved. It was evidenced by the student performance, which showed that they were able to describe Balinese Culture and Tradition.

Furthermore, the students can memorize the new vocabulary and increase their concentration in understanding the material. Through Balinese Flashcard, the learning atmosphere is more conducive and enjoyable. The students feel happy to develop their skills, and the lecturer allows them to be independent learners. This situation will motivate the students to learn optimally and achieve their learning goals.

Overall, this study highlights the potential benefits of using Balinese flashcards as an innovative learning media to enhance students' English language skills. Further research could explore the effectiveness of Balinese flashcards in different contexts and for different age groups to provide more comprehensive insights into their potential as a teaching and learning tool.

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