The Teachers' Perception on Using Flashcards as a Media to Teach English

at Elementary School

A *Skripsi*

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Abstract

In teaching English, there are various Media used by the teachers especially for elementary school such as flashcard, picture of story book, songs, and movies. Flashcard is an appropriate media for teaching elementary students to learn about English beacuse it can ease the students to learn new language especially English. This research aimed to know the teachers' perception on using flashcard as learning media at focusing on the strengths and the weaknesses of using flashcard as learning media used by the teachers at elementary school. Descriptive qualitative was used in this research. In this research, the researcher used interview to get the data. Besides, this research was conducted at one of elementary schools in Bantul, Yogyakarta. There were three teachers of elementary school as the participants of this research. Besides, the findings showed those six strengths and three weaknesses on using flashcard as learning media in elementary school. This research found six strengths and three weaknesses of using flashcard as a media in elementary school. Those strengths of using flashcard as a media were developing students' vocabulary, understanding the material eaisly, creating fun learning, enhancing students' creativity, having pictures and colour, and becoming simple and effective media learning for English. Besides, the participants also declared that there were three weaknesses of using falshcard as learning media at elementary school were learning new vocabulary, becoming too small flashcard size, and focus on sense visions only.

Keywords: Flascard, learning media, teaching English, English learning

Background of the Research

In Curriculum 2013, English is not a compulsory subject in elementary school. The English subject is considered as a local content *(muatan lokal).* In essence, all elementary school can add local content subjects, but each school does not have the addition of local content as it reduces the hours of instruction based on the curriculum. The duration of English course at Elementary school is scheduled for two to three hours in a week. If the English subject is incorporated into the curriculum of elementary school level, there are many elementary schools which do not have the means of supporting the English subject especially for elementary schools located in marginalized areas like the villages.

The target of the English language learning in elementary school includes listening, speaking, reading, and writing skill specifically in elementary school. According to Suyanto (2009), the purpose of teaching English is to foster the students' interest in English language learning. To be able to achieve the goal learing, every teacher needs to understand the characteristics of every child, student so that they can choose the method and learning materials which are appropriate for them.

To create a good learning process in the English subject, there are many Medias that the teachers can use such as using dictionary, reading a book, and flashcards. Laufer and Hill (2000) as cited in Nam (2010), stated "in order to learn unknown words while reading a text, the students can access a dictionary with various look-up options such as pictorial and verbal cues" (p. 128). Firstly, using the dictionary is a popular activity in which some students use to learn materials in the English language. Secondly, reading a book is one of the media to learn

about the English language because from reading books, the students can get more knowledge about the English language. Besides, reading a book is simple way to learn English because the books have pictures in them which can ease the readers to understand. Snow (1983) and Wells (1985) as cited in Williams (2012) explain "since the early 1980s, the research has indicated that storybook reading offers a potentially rich context for accelerating young children's language development towards their development in all components of language" (p. 502). Thirdly, the flashcard is one of media which can be used by the teachers or students in teaching and learning process. Likewise, the flashcards can be appropriate for learning new vocabulary because those contain pictures, words or sentences which can make the students feel interested to learn new vocabulary. Komachali and Khodareza (2012) stated the flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it.

Based on my experience, flashcard is a card bearing information such as words or numbers on either or both sides used in drilling classroom or private study. Usually, the teacher writes a question on a side and an answer overleaf. Besides, the flashcard can be the vocabulary, historical dates, formula or any subject matter which can be learnt via a question-and-answer format. Therefore, the flashcards are widely used as a learning drill to aid in memorization, and they are often associated with spaced repetition.

Based on researcher's experience, he found that flashcards are beneficial as teaching media to teach English. Additionally, flashcards provided many pictures which made the activity to be fun. With pictures, the students could find easiness to understand new vocabulary and everything about English. Using

flashcards also did not require a lot of money. Also, the flashcards are so simple and recommended to be favorite Medias in the teaching and learning process especially for teaching English subject at elementary school. Likewise, when I did the teaching internship, the teacher also mentioned that the flashcard media was very simple and fun in the learning process and recommended to be used to teach the students. Hence, flashcard is a good media for teaching English at elementary school level, but the teachers sometimes do not use flashcard as a media in learning process especially at elementary school.

In regards to my own experience in learning process, there were various Medias that could be used by the educators to facilitate the delivery of material. Besides, the flashcard was one of Medias which could be used in teaching and learning process. Additionally, flashcard is one of the less attractive media to teacher in learning process especially in elementary school. Some of the reasons that make the teacher have less interest to use flashcard media are preparing the material, not knowing to use flashcard media, and spending some money. Therefore, the researcher is interested in conducting a research to investigate the teachers' perception on using flashcards as learning media in elementary school regarding the phenomena mentioned above.

Methodology

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are seven sections namely research design, research setting, research participants, data collection method, data collection procedure, data analysis, and trustworthiness. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The aim of the research was to investigate the teachers' perception on using flashcards as learning media in elementary school. The researcher used the qualitative research design for this study. According to Cresswell (2012), qualitative research is a type of educational research method which is the best way to investigate problems and elaborate a specific and detailed understanding of the main problem. Therefore, the qualitative approach was the appropriate method to be applied in this research because it could help the researcher to explore the teachers' perception.

The researcher applied the descriptive qualitative design for this study. Merriam (1998) stated that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Based on Merriam's statement, if the researcher uses descriptive qualitative design, the reseacher can get specific information from the participants. Also, the researcher used the descriptive qualitative design to analyze and investigate the research. Creswell (2012)

asserted that through description, it will give detailed representation setting, people, place, and events. That way, using descriptive quaitative design coud expound obviously about the setting, belief, people, perception, and place in the research being conducted in detail. Therefore, this research adopted descriptive qualitative design to explain the research.

Research Setting

This research conducted at one elementary school in Yogyakarta. The researcher chose that place because the school had English teachers. Based on the researcher's observation, some of the teachers used flashcards as learning media to teach English to their students. Besides, the researcher had already practiced teaching internship program at the elementary school. The researcher conducted the research from March until May 2019. The collection and analysis of the data was conducted in two months. Besides, it took three weeks to complete the data.

Research Participants

The participants of this study were three English teachers at one elementary school in Yogyakarta. The participants were assigned to be pseudonyms to keep their identities such as Ms. Betty, Ms. Veronica, and Mr. Andrew. The researcher used a pseudonym because the researcher intended to keep personal information of the participants. According to Allen and Wiles (2016), a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy. This research applied the non-probability sample. Cohen, Manion, and Marison (2011) stated that non-probability samples originate from the researchers in determining a specific group in the full knowledge which does not represent a wider population. They also stated that

these samples can be used for case study research, ethnographic research, or action research. Thus, this study used the non-probability sample types. The researcher had specific criteria for the participants. Firstly, the participants should be an English teacher at elementary school because the researcher wanted to look through the teachers' perception. Secondly, the participants should be active in using flashcard media in the learning process especially for elementary school. For the reason, they had many experiences in the learning process especially in using flashcard as a learning media in elementary school. Lastly, they needed to be currently teaching English at the elementary school. In that school, they had four English teachers. However, the researcher had the specific criteria. Therefore, the researcher only chose three teachers as the participants of the research. The statement mentioned was in line with Arif (2017) who said that experienced teacher was a teacher whose tenure was more than ten years. Likewise, the participants had used the flashcard as learning media for their students because this research investigated more about the flashcard as learning media in elementary school.

The first participant was a female English teacher at elementary school in Bantul. The first participant was mentioned by pseudonym as Betty. She had been teaching English for fifteen years. From all of those years, she spent for teaching at elementary school. She is thirty-eight years old. She used the flashcard as learning media in every semester. The interview was held on Friday on 12th of April 2019 at teachers' office at that school. The interview took around thirty minutes and twenty-two seconds.

The second participant was a female English teacher of elementary school in Bantul. The second participant mentioned by pseudonym as Veronica. She had been teaching English for twenty-one years. Those twenty-one years were spent for teaching at the elementary school. She used flashcard as learning media very often. She is forty-three years old. The interview was held on Saturday on 13th of April 2019 at teachers' office at the Elemntary School. The interview took around fourteen minutes and twenty-one seconds.

The third participant was a Male English teacher of elementary school in Bantul. The third participant was mentioned by pseudonym as Andrew. The participant had been teaching English for eleven years. All of those years were spent for teaching in that elementary school. He is thirty-five years old. He often used flashcard as learning media. Therefore, the interview was held on Saturday 13th of April 2019 at teachers' office of the elementary school. The interview took around nine minutes.

Data Collection Method

The reseacher used interview to collect the data. The interview was used to collect the data to answer the research questions about the strengths and the weaknesses of using flashcards as a teaching media at elementary school. According to Cohen, Manion and Morrison (2011), interview is a flexible instrument for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The type of interview used in this study was standardized open-ended interviews because the researcher wanted to reduce interviewers' bias and effect when doing the interview. In the open-ended item,

the participants supply frame of reference and put a minimum of restraint on the answers and the expressions (Kerlinger as cited in Creswell 2012).

The construction of questions used by researcher was open-ended items because open-ended questions were flexible. Cohen (2011) mentioned that there are several advantages of the open-ended questions, and those are flexible. Also, they enable the interviewers to investigate so that they may go into more in-depth information or correct any misunderstandings. Regarding the statement mentioned, the researcher decided to choose open-ended questions for the collection of data.

The researcher adopted indirect questions for this study. Specifically, the researcher chose the indirect questions because the researcher could get forthright and open responses. Cohen et al. (2011) stated that the indirect form is more likely to result in forthright and open responses. The researchers choose unstructured responses for this study because the researcher can get participants to answer in whatever way they choose. They also said that unstructured responses allow the participants to explore their answers in any way which hey choose to.

Data Collection Procedure

The researcher created the interview schedule to construct the gathering instrument. The researchers looked for the phone number of the participants and contacted them. Then, the researcher contacted the participants via WhatsApp. The reseacher needed an agreement from the participants to ask for their time. Besides, the researcher and the participants decided the place and time of conducting the interview. The language used in the interview and communication was Indonesian language because it was the researcher's and participants' first

language. Also, it could reduce misunderstanding, and the researcher could have an easier time to communicate with participants. Besides, the researcher needed some tools to conduct the interview. The researcher needed an interview guideline, note, pen, and smartphone. The smartphone was used to record the participants' voice in the interview and measure the duration of the interview. Thus, the duration of the interview approximately took thirty minutes for each session.

Data Analysis

After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraphs.

The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. Additionally, he also mentioned that audio recorded interviews were transcribed verbatim. In addition, the researcher used a pseudonym such such as Ms. Nurul, Ms. Dani, and Mr. Anang since the researcher intended to keep personal information of the participants. Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. Besides, Morse and McEvoy (2014) explored that member checking defined as returning back the transcribed interview to the participants and asked those participants if the answers represented their thoughts. The researcher reached back the participants through social messenger by sending the transcript file to those three participants to avoid any misunderstanding. All three participants confirmed that the data sufficiently represented the interview, and there were no any other additions for the answers towards the interview.

The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). Besides, Saldana (2009) mentioned that coding is a word or a short phrase which gives a bold sign or code based on the language and visual data. Those data consist of interview transcript, observation notes, journal, documents, artifacts, photographs, videos, websites, and correspondence. Therefore, code is a transition process between data collection and wider data analysis. The statement mentioned was in line with Creswell (2012) who said "coding is the process of segmenting and labeling the text to form description and broad themes in the data" (p.243). In addition, Cohen, Manion, and Morison (2011) mentioned that there were four steps in doing coding such as open coding, analytical coding, axial coding, and

selective coding. Hence, for more detailed inforation each coding step is explained in the following paragraphs.

. The first step of coding was open coding. Open coding is a process to code important answer from the participants. Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011). Besides, open coding is the process when the researcher appends a simple label in a piece of text which aims to define and classify the transcribed data based on the participants' answers. For example, in each sentence which answered the research questions, the researcher gave a code such as A.1.1. The A word was the first participant, number 1 was the first research question, and another number 1 was the answer found from the dialogue.

After doing the open coding, the researcher did the analytical coding. This step was how the labels from open coding were changed to be theme. Also, the researcher selected data to make as much code as possible which could be suitable to the axial coding. Cohen, et al., (2011) mentioned that in analytical coding, group of the descriptive code should be explained deeper and becomes more interpretive. Besides, the researcher gave a descriptive code to each key sentence in each sentence. Additionally, they also stated that analytical code is more than descriptive coding, and it becomes more interpretive.

The third step of coding was axial coding. In axial coding, the researcher classified the similar meaning of the label. Cohen, Manion, and Morison (2011) maintained "Axial coding is a category label ascribed to a group of open codes whose referents were similar meaning" (p.561). In axial coding the researcher looked for some words with the similar meaning and grouping for each similar

meaning. There were seven categories of strengths on using flashcard as learning media in elementary school which answered the first research question. Besides, the flashcard could develop students' vocabulary, being easy to understanding the material, creating fun learning, making students to be more creative, providing the pictures and full of color, effective for teaching English, and simple media for teaching English. Besides there were also three categories of weaknesses on using flashcard as learning media in elementary school which answered the second research question. Those categories included flashcard only for learning new vocabulary, too small size of flashcard, and only focusing on sense visions.

The last step of coding was selective coding. According to Cohen, et al., (2011), selective coding identifies point category and collected them to the related theories. Selective coding explores whether the data from axial coding is appropriate to answer the research questions or not. The researcher looked into axial coding and selected the categories which one was appropriate to be used in selective coding. For example, the researcher summarized the sentences in axial coding and turned them into better sentences to be more appropriate to be used in selective coding and answer provided research question. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.

Trustworthiness

The validity of the data is a standard validity of the retrieved data. Sugiyono (2007) asserted that validity is benchmark accuracy between the data that happens to an object of research with data which can be reported by

researchers. Besides, the valid data are data which do not differ between the data reported by researchers with the real data object occurred on the research. In qualitative research, the term of trustworthiness is used instead of validity. There are several types of trustworthiness called transferability, credibility, dependability, and conformability. Trustworthiness was conducted to maintain the correct data. To check the trustworthiness of the data, the researcher applied the credibility by using member checking and triangulation data. Member checking is the qualitative technique used to establish the tenet of credibility in trustworthiness which shows that the findings are accurate and honest. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. In triangulation data, the researcher used the interview to get the data of the research from the participants. In doing member checking, the researcher showed the transcript of the interview of the teachers' perception on using flashcards as learning media at elementary school. Besides, if the results were agreed by the elementary school Englishl teachers through the transcript, the researcher kept writing the results in the chapter four, finding and discussion.

Finding and Discussion

In this chapter, the researcher reports the findings based on the data analysis and the discussions of the findings. The research findings show the data obtained from the analysis results to see the teachers' perception on using flashcards as learning media in elementary school. There are two findings found in this research. Those findings are the stenghts and the weaknesses of using flashcard as learning media at elementary school.

The Use of Flashcards Used by the Teachers as a Media to Teach English at Elementary School

Flashcard is one of media to teaching English for young learners. Additionally, in elementary school flashcard was usually used as teaching media for English subject. Besides, three participants Ms. Betty, Ms. Veronica and Mr. Andrew said that flashcard was recommended for teaching English especially for elementary school. Additionally, there were similarities from the three participants about strengths of using flashcard as learning media in elementary school. They said that flashcard could develop the students' vocabulary, ease the students to understand the material, create fun learning, and make the students to be more creative, have the pictures and full of color, and be effective and simple media for teaching English.

Besides, flashcard had some weaknesses. Additionally, three of participants, Ms. Betty, Ms. Veronica and Mr. Andrew said that the weaknesses of using flashcard as learning media was flashcard only for learning new vocabulary. Then, the size in flashcard is too small, and falshcard only focuses on sense of vision. However, some of participants said on how to cope the shortage of using

flashcard. Ms. Betty explained that to make the picture clearly, as a teacher, we had to upgrade the picture in flashcard. For example, we draw the pictures in white board. Besides, there was different opinion from Mr. Andrew. He said "we should prepare the media before teaching, and sometimes the pictures in flashcard are not clear to see. Usually, I print the picture manually".

This research reported two main findings about the strengths and weaknesses of using flashcard as learning media at elementary school. The findings were based on teachers' perceptions on the use of flashcard as the media for teaching at elementary school. Hence, for more detailed information, each finding of this research is explained in the following paragraphs briefly.

Strengths of Using Flashcard as Learning Media at Elementary School

There were six strengths of using flashcard as learning media at elementary school mentioned by three participants. Those strengths of using flashcard as learning media were developing students' vocabulary, uderstanding the material eaisly, creating fun learning, enhancing students' creativity,, having pictures and colour, and becoming simple and effective media learning for English. For more detailed information, each strength of using flaschard as learning media at elementary school is explained in the following paragraphs in detail.

Developing students' vocabulary. Developing students' vocabulary was the first strength in using flashcard as learning media at elementary school. Developing students' vocabulary was mentioned by three participants, Ms. Betty, Ms. Veronica and Mr. Andrew. All participants said that flashcard was able to help them to develop students' vocabulary mastery. Ms. Betty revealed that one of

the strengths of using flashcard as learning media at elementary school was developing students' vocabulary. Ms. Betty said "using Flashcard could ease the students to introduce the new vocabularies" (A1.2). She also said that "Flashcard eases the students towards the introduction new objects" (A1.3). Then, Ms. Veronica stated "flashcard can help the students to learn new vocabularies" (B1.2). Lastly, Mr. Andrew told "flashcard can help to learn new vocabulary" (C1.2). As participants said, using Flashcard could ease the students to introduce new vocabularies. Besides, flashcard made the students introduce the objects easily. Flashcard could also help the students to learn new vocabulary.

In addition, the flashcard developed the students' vocabulary. The statement mentioned was supported by Inayah (2010) who emphasized that in learning new vocabulary, the use of flashcard is a useful and effective method to help students in learning process. Besides, Grillo and Dieker (2013) argued that flashcard can help and support the students in the learning process. Also, flashcard can help students in learning process because the pictures and explanation of the cards can help them to remember new vocabularies. That way, the students could develop the vocabulary and flashcard as the media to be used. Furthermore, Wardani (2013) argued that flashcard can be used to improve some aspects such as developing memory, self-reliance, creativity and improving vocabulary mastery. Additionally, Eric (2011) argued that Flashcard is a tool of an effective memory which can help the students to learn new materials quickly.

Understanding the material easily. Understanding the material easily was a second strength on using flashcard as learning media at elementary school. Flashcard can ease the students to understand the material. Regarding the

statement mentioned, it was mentioned by three participants, Ms. Betty, Ms. Veronica and Mr. Andrew. Ms. Betty mentioned "Flashcard eases the students to understand the material quickly" (A1.4). Similarly, Ms. Veronica mentioned that the flashcard eases the children to understand materials (B1.3, 4, 5). Besides, Mr. Andrew stated "flashcard eases the kids to understand the material well" (C1.3). As participants said, using flashcard could make the students quickly understand the material. Additionally, flashcard also eased the students to undeerstand the material in teaching learning process.

Flashcard is a tool to help teachers in teaching process. Scrivener (2005) explained that flashcard is the ELT jargon for pictures (diagrams and words) which the teachers can show to students. Besides, it is typically something which the teachers can hold up when standing front of the whole class (p. 333). The teachers could use flashcards as a learning media in learning activity especially at elementary school. According to Grillo and Dieker (2013), flashcard can help and support students in the learning process as a way for the students to easily understand the material well. Additionally, Eric (2011) argued that flashcard has different colors, and the teachers can use for the reference to make material theme in teaching process.

Creating fun learning. Flashcard could ceate fun learning which became the next strength of using flashcard as learning media at elementary school. Creating fun learning through flashcard was conveyed by Ms. Betty and Mr. Andrew. Ms. Betty stated "flashcard makes sthe learning process to be more fun" (A1.7). Besides, Mr Anang stated "flashcard makes the students not to get bored

in the learning process" (C1.4). From the statement mentioend, through the flashcard, the students did not feel bored, and it ould create fun learning.

In addition, the statement mentioned was supported by Susilana and Riyana (2009) who stated that flashcard creates fun learning especially in its use through the game. For example, the students could compete looking for one matter or specific names of flash card in store at random with the way the race to find students to run to the appropriate commands related to the cognitive skills trained the stunt (physic). Regarding the statement mentioned, it was in line with Aliponga and Johnston (2013) who explained that when playing word card games, the students have to generate sentences with randomly chosen words from their collection. Also, it allows the students to do extensive reading with graded readers at their level to allow them to encounter several high frequency words which they are studying. To create fun learning, flashcard is suitable media in teaching and learning process. Additionally, Nurseto (2011) argued that flashcard is a media which is able to offer a more interesting learning and demanding activity of students. With the learning media, surely it could motivate the teachers to enrich their learning techniques to make it more varied. However, the students could be more interested, active, creative, and happy in learning which could be more meaningful.

Enhancing students' creativity. Flashcard could make the students to be more creative which came up as the strength of using flashcard as learning media at elementary school. Also, flashcard could lead the students to be more creative. Ms. Betty stated "flashcard makes the students to more creative in learning" (A1.6).

The statement mentioned was supported by Nurseto (2011) who said that flashcard is a media which is able to offer a more interesting learning and demand the activity of the students. With the learning media, it could motivate the teachers to enrich the learning techniques to be more varied. However, students could be more interested, active, creative, and happy in learing to be more meaningful. Furthermore, Wardani (2013) argued that flashcards can be used to improve some aspects such as developing memory, self-reliance, creativity and improving vocabulary mastery. As Ms. Betty said, flashcard can make the students to be more creative, and flashcard could also be interesting teaching and learning process, developing memory, self-reliance, and improving vocabulary mastery.

Having pictures and colour. Flashcard is full of colourful teaching media which would be strength of using flashcard as learning media in elementary school. Flashcard has pictures and full of colour. Besides, Ms. Betty stated "Media on the flashcard has the pictures" (A1.5). Mr Anang stated "flashcard has the pictures and colours which can be easily interested learning aids in the teaching and learning process" (C1.5). Mr. Andrew also stated "students quickly memorize with pictures and full of colours that exist in the flashcard" (C1.6), and flashcard has the images and colours so that the students are interested in learning easily" (C1.7).

To create fun learning, flashcard is suitable media to be used. Brown as cited in Komachali and Khodareza (2012) explained that as one main advantage of flashcard, it can be taken almost anywhere and studied when one has free time. Flashcard is also able to reduce the students' boredom when learning new vocabulary because the pictures or words in flashcards are full of colour.

Becoming simple and efective media learning for English. Flashcard is an effective media for teaching English as the strength of using flashcard as learning media at elementary school. Mr. Andrew stated "flashcard is an effective method and has low cost to make as teaching media" (B1.7). Besides, Mr. Andrew said "flashcard media comes up as simple and effective way to teach English to the students" (C1.8).

Scrivener (2005) found that flashcard is very useful as a teaching aid especially at the beginning of the semester. From the statement mentioned, it is a way to teach English through the flashcard media because it is effective and simple media to use. Furthermore, Eric (2011) argued that flashcard can help to increase the efficiency of the time when the students learn material or new topic discussion. Likewise, the students can take and read the flashcar. Thus, the students could use their time more effectively. For instance, when the students waited for for the bus or pick-up before going home, the teachers could use the flaschard aids to buy some time in teaching and learning activity.

In addition, flashcard is simple media for teaching English which comes up as the strength of using flashcard as learning media at elementary school. Flashcard is simple media for teaching English especially for elementary school. The statment mentioned was mentioned by Ms. Veronica and Mr. Andrew. Ms Dani stated "flashcard is a simple media for teaching" (B1.6). Mr Anang also said "flashcard media is a simple and effective way to teach" (C1.8).

Komachali and Khodareza (2012) stated "A flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it". Furthermore, Eric (2011) argued that flashcard makes the easier learning. Flashcard indirectly can

eliminate the foreign materials which are considered as less important (principal).Thus, the students can focus on one of the most important elements of the material which needs to be studied.In fact, the paper with different colors can be used to make the material theme.

Weaknesses of Using Flashcard as Learning Media at Elementary School

This research found three weaknesses of using flashcard as learning media at elementary school from the participants' experience. Those three weaknesses of using falshcard as learning media at elementary school were learning new vocabulary, becoming too small flashcard size, and focuisng on sense visions only. For more detailed explanation, each wekness of using flashcard as learning media at elementary school is explained in the following paragraphs.

Learning new vocabulary. Flashcard was only for learning new vocabulary which became the first weakness of using flashcard as learning media at elementary school. Flashcard only for learning new vocabulary was mentioned by two participants, Ms. Bettyand Mr. Andrew. Ms. Betty said "not all the materials is taught uisng the flashcard" (A2.1). Also, she also said "flashcard was only to learn new vocabulary" (A2.2). Besides, Mr. Andrew said "flashcard can only be used to learn new vocabulary" (C2.1).

According to Gilfgren (2012), flashcard media only focuses for learning new vocabulary. Additionally, Arsyad (2011) argued that flas cards are small cards which contain the images, texts, or symbols. Besides, those flashcards remind or guide the students to something related to pictures used to practice spelling and enrich vocabulary mastery.

Becoming too small flashcard size. The size of flashcard was too small which could be the second weaknesses of using flashcard as learning media at elementary school. Three of participants, Ms. Betty, Ms. Veronica and Mr. Andrew said "size in flashcard is too small, and some of students cannot see the picture clearly". Ms Nurul stated "flashcard size is too small, so it is hard to look clearly" (A2.3). There was similar opinion from Ms. Veronica, and she said "flashcard size was too small so that it was hard to look clearly" (B2.1). Besides, Mr. Andrew said that "flashcard size trapped so hard to look clearly" (C2.2).

According to Gilfgren (2012), if the picture is not made bigger, the students will never see the pictures. Flashcards must be bigger because those would ease the students to clearly see the pictures. Additionally, Sadiman (2006) argued that flashcard size is limited to large groups.

Focusing on sense visions only. Flashcard only focused on sense visions which became the last weakness of using flashcard as learning media at elementary school. The statment mentioned was supported by two participants, Ms. Veronica and Mr. Andrew. Firsly, Ms. Veronica said "the media only focuses on flashcard sense just vision" (B2.3). Mr. Andrew said "the flashcard media is too small so that students sit far away which cannot see the material clearly" (C3.3).

According to Leny (2006), there are some weaknesses of using flashcards in the teaching and learning process. As an example, the students pay too much attention on the flashcards in the learning process especially for young learners. Additionally, Sadiman (2006) argued that flashcard only emphasizes the perception of the sense of vision.

To conclude, this research found six strengths and three weaknesses of using flashcard as learning media in elementary school. Those strengths of using flashcard as learning media were developing students' vocabulary, uderstanding the material eaisly, creating fun learning, enhancing students' creativity, having pictures and colour, and becoming simple and effective media learning for English. Besides, Those three weaknesses of using falshcard as learning media at elementary school were learning new vocabulary, becoming too small flashcard size, and focuisng on sense visions only.

Conclusion

This chapter presents conclusion and recommendation of the study. The conclusion section discusses the summary of the overall finding and the discussion of the study. Furthermore, the recommendation section provides the further suggestion about this study for some parties related to this study.

Conclusion

Flashcard is a card bearing information such as words or numbers used in classroom drills or in private study. Someone sometimes writes a question on a side and an answer overleaf. Flashcard can bear vocabulary, historical dates, formula or any subject matter which can be learnt via a question and answer format. Besides, the flashcards are widely used as a learning drill to aid in memorization. Also, they are often associated with spaced repetition. Komachali and Khodareza (2012) stated that a flashcard is a cardboard consisting of a word, sentence, or simple picture on it. Additionally, flashcard is a tool to help the teachers in teaching process. Scrivener (2005) explained "flashcard is the ELT jargon for pictures (diagrams and words) which the teachers can show to students, and it is typically something which they can hold up when standing in front of the whole class" (p. 333). Besides, the teachers could use the flashcard as a learning media especially at elementary school. According to Grillo and Dieker (2013), the flashcards can help and support the students in the learning process. Also, the flashcards can help the students in learning process because the pictures and explanations in the cards can help the students to remember new vocabularies. Grillo and Dieker (2013) stated that the students may have the opportunity to use The Study Stack cards to put key vocabulary words into their memory storage

with the support of a mnemonic device and practice. Brown as cited in Komachali and Khodareza (2012) explained that as one main advantage of flashcards, those flascards can be taken almost anywhere and studied when the people have free time. Flashcard is also able to reduce students' boredom when learning new vocabulary because the pictures or words in flashcards are full of colour. Therefore, the appropriate media for the learning process is flashcard for the stduents' vocabulary mastery. Scrivener (2005) found that flashcard is very useful as a teaching aid especially at the beginning of the semester.

This research used qualitative research design. Creswell (2012) stated that qualitative research required looking further about students' opinion about the recent occasion. Then, the interview was required for qualitative research. In the interview, there were three participants in which some experienced English teachers had fulfiled the criteria for this research. The interview result represented that there were seven strengths and three weaknesses of using flashcard as learning media at elementary school. The results related to this research were dug deeper through teachers' perceptions on using flashcard as learning media at elementary school. Regarding the participants who had full-time in-service English teachers at elementary school in Bantul, Yogyakarta, there were several strengths and weaknesses on using flashcard as learning media at elementary school. Moreover, those results from the participants could be seen from the interview results of three English teachers in order to obtain deep data.

The research showed that there were six strengths and three weaknesses of using flashcard as learning media in elementary school. Those strengths of using flashcard as learning media were developing students' vocabulary, uderstanding

the material eaisly, creating fun learning, enhancing students' creativity,, having

pictures and colour, and becoming simple and effective media learning for

English. Besides, three weaknesses of using falshcard as learning media at

elementary school were learning new vocabulary, becoming too small flashcard

size, and focuisng on sense visions only.

In conclusion, as findings of the obtained research, there were the

strengths and weaknesses of using flashcard as learning media at elementary

school. Additionally, three participants argued that flashcard was good media to

teach English especially for teaching at elementary school. Besides, two

participants argued that flashcard was suitable for teaching young learners.

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Interview Guideline

Research Question:

1. What are the strengths of using flashcardss by English teachers as a teaching media in elementary school?

2. What are the weaknesses of using flashcardss as a teaching media in elementary school?

Interview Guideline:

1. **Main Question:** menurut bapak/ibu guru apakah ada kelebihan menggunakan flashcards sebagai media mengajar B. Inggris untuk anak SD?

   Follow up Question

   - Apa kelebihan media flashcard untuk mengajar B. Inggris untuk anak SD?

   - Mengapa anda menggunakan flashcards sebagai media pembelajaran?

   - Seberapa sering anda menggunakan flashcards sebagai media megajar?

2. **Main Question:** menurut bapak/ibu guru apakah ada kelemahan menggunakan flashcards sebagai media mengajar di sekolah dasar?

   Follow up Question

   - Apa kelemahan menggunakan flashcards sebagai media mengajar B.Inggris di sekolah dasar?

   - Bagaimana cara anda mengatasi kelemahan menggunakan flashcards sebagai media ajar B.Inggris?

1. Participant 1 (A1), Participant 2 (B1), Participant 3 (C1)

3. What are the strengths of using flashcardss by English teachers as a teaching media in elementary school?		
Kategorisasi	**Interpretasi**	**Pemadatan Fakta**
Developing students' vocabulary	(A1.2) pengenalan vocab	(A1.2) Flashcard membuat siswa lebih mudah untuk pengenalan vocab
	(A1.3) memperkenalkan sesuatu benda	(A1.3) Flashcard mempermudah memperkenalkan suatu benda
	(B1.2) belajar vocab baru	(B1.2) Flashcard membantu belajar vocab baru
	(C1.2) vocab baru	(C1.2) Flashcard membantu belajar vocab baru

Easy to understanding the material	(A1.4) cepat memahaminya	(A1.4) Flashcard membuat murid cepat memahami materi
	B1.3) gampang mengerti	(B1.3) Flashcard membuat anak-anak gampang mengerti
	(B1.4) anak-anak gampang paham	(B1.4) Flashcard membuat anak-anak gampang paham/mudah memahami materi
	(B1.5) mudah paham kalau pakai flashcard	(B1.5) Flashcard membuat anak-anak mudah memahami materi
	(C1.3) mudah ngerti	(C1.5) Flashcard membuat anak-anak lebih mudah mengerti

Flascard create Fun Learning and full of colour	(A1.5) ada gambarnya	(A1.5) Media pada flashcard memiliki gambar
	(A1.6) kreatif	(A1.6) Flashcard membuat siswa lebih kreatif
	(A1.7) lebih menyenangkan	(A1.7) Flashcard membuat proses belajar lebih menyenangkan
	(C1.4) nggak bosen	(C1.4) Flashcard membuat siswa tidak bosan dalam proses pembelajaran
	(C1.5) banyak gambar dan warna	(C1.5) Flascard memiliki gambar dan warna untuk memudahkan dalam proses pembelajaran

	(C1.6) siswa cepat menghafal dengan gambar dan full warna	(C1.6) Siswa cepat menghafal dengan gambar dan full warna yang ada dalam flashcard
	(C1.7) lebih tertarik kalo ada gambar sama warna nya	(C1.7) Flashcard memiliki gambar dan warna sehingga siswa mudah tertarik untuk belajar
Flashcard is effective and simple media for teaching English	(B1.6) gampang simple	(B1.6) Flascard adalah media yang simple untuk proses mengajar
	(B1.7) efektif & low cost	(B1.7) Flashcard adalah media yang efektif dan low cost
	(C1.8) mudah, simple, dan efektif	(C1.8) Flashcard media yang simple dan efektif untuk mengajar

4. Participant 1 (A1), Participant 2 (B1), Participant 3 (C1)

2. What are the weaknesses of using flashcardss as a teaching media in elementary school?		
Kategorisasi	**Interpretasi**	**Pemadatan Fakta**
Flashcard only for learning new vocabulary	(A2.1) Tidak seluruh materi ada di flashcard	(A2.1) Tidak seluruh materi yang diajarkan ada di flashcard
	(A2.2) Flashcard hanya untuk belajar vocab	(A2.2) Flashcard hanya untuk belajar vocab baru
	(C2.1) cuman bisa untuk belajar kosa kata baru,	(C2.1) Flashcard hanya bisa untuk mempelajari kosa kata baru
The size in flashcard is too small	(A2.3) Ukuran flashcard kecil	(A2.3) Ukuran flashcard terlalu kecil sehingga

		susah terlihat dengan jelas
	(B2.1) flashcard itu ukurannya terlalu kecil	(B2.1) Flashcard ukurannya terlalu kecil sehingga susah terlihat dengan jelas
Flashcard only focus on indra pengelihatan	(C.2.2) ukuran flashcard kekecilan	(C.2.2) Ukuran flashcard kekecilan sehingga susah terlihat dengan jelas
	(B2.3) hanya focus pada indra pengelihatan	(B2.3) Media flashcard hanya focus pada indra pengelihatan saja
	(C3.3) yang jauh-jauh kadang ga keliatan, gitu.	(C3.3) Media flashcard terlalu kecil sehingga siswa yang tempat duduknya jauh tidak bisa melihat dengan jelas