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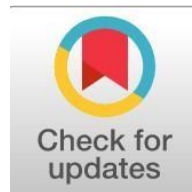
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Flashcards for English Vocabulary Acquisition in Primary Education Settings

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Abstract

General Background Vocabulary acquisition serves as the fundamental basis for foreign language proficiency and communication. **Specific Background** Elementary school learners frequently experience limited motivation and engagement during language instruction, often due to passive teaching strategies. Consequently, educators increasingly utilize visual tools to stimulate interest and interaction within the classroom. **Knowledge Gap** While previous research predominantly measures the quantitative outcomes of visual aids on memory retention, limited studies explore learner perceptions regarding how these materials transition passive instruction into experiential learning. **Aims** This study investigates the perceptions of fifth-grade students regarding the role of picture cards in supporting language mastery. **Results** Utilizing a qualitative approach with semi-structured interviews among twenty-eight participants in Sidoarjo, the findings reveal a highly positive reception. Specifically, twenty-six participants reported increased active participation, motivation, and retention, describing the media as an engaging game-like experience. Conversely, a minority noted minor difficulties in memorizing abstract terms, which require minimal pedagogical adjustments. **Novelty** This research distinctly applies Jean Piaget's constructivist principles to demonstrate that visual materials are not mere memory aids, but active catalysts transforming traditional rote learning into dynamic educational play. **Implications** These insights suggest that integrating interactive media into curricula provides vital emotional and cognitive support, encouraging educators to design participatory strategies that foster autonomous learner engagement.

Highlights:

- Fifth-grade learners experienced elevated motivation and confidence during interactive language sessions.
- Visual materials successfully transformed passive instruction into dynamic participatory play experiences.
- Complex descriptive terms presented minor memorization challenges requiring localized pedagogical adjustments.

Keywords: Flashcards, Vocabulary Mastery, Interactive Learning, Visual Media, Language Strategies

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I. Introduction

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

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

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

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

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

Several studies have explored the effectiveness of flashcards, providing a foundation for understanding the effects and mechanisms of enhancing vocabulary proficiency. Previous studies underline the worth of flashcards in vocabulary teaching. The first study by Farid [19] compared flashcards with an experimental-quasi design that involved over 50 students, which resulted that flash card increased the vocabulary knowledge effectively and, more interestingly, even when the study did not directly assess the long-term retention. Furthermore, the second study by Supriatin and Rizkilillah [5] utilizing pre-experimental design by involving 29 students from six grades, highlighting the increasement on vocabulary score from pre-test with 66,21 to post-test with 79,55. The third study by Farida, Isrina, and Apsari [20] underlines that the existence of flashcards supports students' regular adaptation to learning and enhances their understanding and memorization. The motivation increases, and attention-catching flashcards help students become more fluent in the language. This study extends the scale of previous studies by analyzing how flashcards influenced the usage of vocabulary within context, outside memorization, and exploring how students apply their new vocabulary in mutual communication between students and teachers, also understanding the valuable meaning of it. This understanding is crucial for developing teaching strategies that resonate with students and cater to their learning needs. The study emphasizes the necessity for creative teaching strategies to encourage students to actively participate in their language learning and create a good learning environment. By shifting the emphasis from simple word recognition to practical usage, this study aims to know the students' perception of the role of flashcards in improving vocabulary and determine students' responses to vocabulary learning.

II. Method

The type of research method is qualitative according to Creswell [21] which emphasizes an in-depth understanding of social phenomena through participants' perspectives and contextual interpretation. Moreover, the data collection process is done through interviews to explore students' perceptions and experiences regarding using flashcards to enhance their vocabulary mastery. With the help of one collaborator who had previously received training and direction about the interview questions and the creation of follow-up questions to ensure consistency and depth in data collection, the data were gathered over two days, on May 27 and 28, 2025. Knowledge obtained provide the comprehensive understanding of how flashcards and words list affecting their vocabulary learning.

In this study, data were collected from a total of 28 students, mainly women, with 20 students, followed by the other 8

students as a man, all of them based as fifth grader student in one of the Sidoarjo elementary schools. Students were selected directly due to the fulfillment of research criteria, including a fifth-grade student who was struggling with English vocabulary, which led to the results obtained by this study, aiming to solve the specific challenge and explore how flashcards are able to positively support their learning process. Flashcards underline a visual design that includes images which contain various illnesses, it stands as the visual representation without descriptive text. Flash card is utilized within a game format where the teachers start by explaining the concept of each illness and then ask the students to guess the actual meaning a couple of times to sharpen their understanding and memorization. All students were interviewed individually in terms of obtaining personal experiences, preferences, and their challenges in actively involving to English learning at school. Furthermore, students were chosen due to the significant challenge that they face in collecting vocabulary, caused by the lack of professional teachers. It led to their English language skills to be under average. Without the teaching from professional and experienced teachers, they faced hard times in understanding new vocabulary and applying the English language in various contexts. Therefore, the importance of identifying and applying effective learning method including flashcards, is crucial in the aim to help students face their significant challenges and increase their vocabulary knowledge. Experience and direct response remain important in terms of understanding the effectiveness of alternative learning tools, including flashcards.

Data collected through semi-structured interviews where the interviewer explicitly questioned about the main element of learned phenomena [22]. All students are interviewed directly face-to-face, expected to last around 10-15 minutes, and include 13 general questions designed to explore personal experience, preference, and their challenges in utilizing flashcards. The questions focused on various aspects, including their experiences, the usage and effectiveness of flashcards, motivation and their participation, challenges that they face, and also criticisms that they probably have for flashcards. The questions are based on the Constructive Learning Theory by Jean Piaget [23], who stated about learners' active role in building their understanding and knowledge through experiences.

This study started with research methodology development that was designed carefully based on the study background and relevant literature reviews, with the aim of identifying the exact approaches to analyze and understand those issues. Continue with data collection through interviews with 28 students as the source in exploring the role of flashcards within their English learning process.

III. Findings and Discussion

A. Findings

Learners were educated using cards displaying images connected to a variety of sicknesses. The cards were incorporated into a game to promote predictions and strengthen the remembering of terminology. The learning resources centered on terms about ailments and were utilized throughout a month, which included four teaching times, letting learners bit by bit grow knowing, understanding, and remembering of the vocabulary through repeated seeing and hands-on learning events.

Figure (1) Flashcards of Diseases



To examine students' responses to this instructional approach, the interview data were recorded, transcribed, and manually coded to identify recurring patterns, focusing on themes such as vocabulary learning experiences, flashcard effectiveness, motivation, challenges, and overall perceptions. Following an open-ended procedure, each significant piece of data was categorized, and the categories were used to identify important themes. This procedure was carried out to prevent the researchers' prejudice and to guarantee that the data interpretation matched the students' initial responses. Each responder was given an identity code from P1 to P28, which was constantly utilized to represent participant dialogues throughout the study in order to guarantee participant privacy and methodical data organization.

1. Students' Opinion of the Use of Flashcards

Students' perceptions of flashcard use were generally positive; they described flashcards as dynamic visual tools that

transformed traditionally passive learning, such as rote memorization of word lists, into interactive, game-like experiences that fostered a sense of discovery and engagement. This shift was particularly evident in how students viewed flashcards not merely as aids but as catalysts for active participation, where they could guess, discuss, and apply words in a playful context.

Before, learning was boring, and I didn't pay attention, but now with flashcards, it's exciting because I can touch and guess the pictures (P11)

The pictures make it like a game, and I feel like I'm discovering something new (P2, P23)

I get more excited, because it's not just reading or hearing the teacher explaining (P5)

This is so fresh, my teacher never taught me using this before, and I understand better (P7, P3, P4)

2. Students' Perceived Benefits of Using Flashcards

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

The pictures help me remember words quickly (P8, P15, P24)

Flashcards make me pay more attention because they are colorful. It's easier to look at than the book (P4)

When I see the picture, the word comes to my mind (P19)

Other ways make me think too hard, but flashcards make it clear (P6, P12)

I like flashcards, they are more fun and easier to understand (P1, P18)

3. Motivation and Confidence to Learn

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

I feel more confident when we use flashcards because it's fun. I don't feel scared to answer because it's like a game (P20)

I get excited when the teacher brings flashcards. It makes English class feel happy, not stressful (P13)

When I can guess the picture, I feel so proud of myself (P19)

I am a student who really avoids English, but after learning using flashcards, now I like English (P26) (P9)

For me, it's okay. Flashcards are fine, but I don't feel super excited or bored. I just learn normally (P16)

It is as easy as a book, enough fun, but I experienced a more fun way to learn (P28)

4. Challenges and Difficulties Encountered

While the majority of students reported minimal issues with using flashcards, encountering them as intuitive and supportive tools for vocabulary acquisition, 2 students highlighted persistent difficulties in memorizing and applying more complex or abstract words, even with the visual aids provided. Despite these hurdles, the students viewed them as minor setbacks that could be addressed through teacher-guided modifications, rather than inherent flaws in the flashcard method.

For me, flashcards are easy to use. I just look at the picture, and I understand the word (P5, P13, P22)

Some words are just too hard to pronounce. It's not because of the flashcards (P10, P14)

I can feel the difficulty when I see "sore throat and cough" because the pictures are similar (P17)

Results demonstrate the students' generally favorable opinions of using flashcards to study vocabulary, emphasizing the improved engagement, visual efficacy, and boosted confidence mentioned in the interviews. Building on these empirical findings, the discussion section that follows will now incorporate these thematic findings, such as the transition from passive to interactive learning, with well-known theoretical frameworks, particularly Jean Piaget's Constructivist Learning Theory, and pertinent research on the effectiveness of flashcards. In order to better enhance vocabulary acquisition, this integration

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attempts to address the specific study objectives, critically examine the observed effect of flashcards, and pinpoint places where teaching tactics need to be modified.

B. Discussion

The discussion integrates thematic findings from interviews and observations with Jean Piaget's Constructivist Learning Theory, emphasizing active knowledge construction through experiences, and literature on flashcard efficacy study [19]. This addresses the research objectives of exploring the students' perceptions of flashcards' role in vocabulary mastery, highlighting shifts from passive to interactive learning while noting areas for adaptation.

1. Students' Perception of the Use of Flashcards

Positive perceptions align with the literature on vocabulary as a foundation for engagement [5] and the need for active methods [7]. Observations of enthusiastic participation support this, linking to objectives by showing flashcards' role in contextual application beyond memorization. Data show flashcards transforming passive learning into interactive play, supporting the theory of experiential construction [23]. This echoes recommendations for media in learning [12] and flashcards as engaging tools [14][15][17], addressing initial experiences and effectiveness as per objectives.

2. Students' Perceived Benefits of Using Flashcards

Benefits like enhanced retention link to studies on flashcard efficacy [19][20] and visual aids, reducing confusion [18]. Data indicate flashcards facilitate greater skills, consistent with vocabulary proficiency needs [4], and active engagement [7]. Observations confirm practical application, aligning with literature on fun, colorful tools and media recommendations [12][13].

3. Motivation and Confidence to Learn

Heightened motivation supports attention-boosting effects [18] and emotional retention [11]. Data reveal flashcards fostering confidence without coercion [13]. This addresses elementary challenges like low motivation [8] and struggles in comprehension [9], with most students showing engagement, though some remain neutral, indicating individual differences.

4. Challenges and Difficulties Encountered

Challenges with complex words highlight developmental considerations [10], as per Piaget's stages [23]. Data suggest issues are minor, addressable via modifications, linking to literature on tailored learning for children. This informs objectives by identifying barriers to mastery [9], emphasizing adaptations for inclusivity.

IV. Conclusion

This research examined the views of the students regarding the use of flashcards as a creative method to enhance English vocabulary skills at an elementary school in Sidoarjo. The research question, "How do 5th-grade students perceive the role of flashcards for mastering vocabulary?", was explored using qualitative analysis of semi-structured interviews. Results show that students have a very favorable view of flashcards. Students with variable cognitive capability showed increase in participation and memorization, with 26 of 28 students reporting significant improvement in motivation and understanding during the implementation period. Students are appreciating the visual interest of flashcards, interactive guessing games that provide vocabulary reflection on-and-on within a positive context, and chances in learning naturally within direct participation. However, several challenges were identified, including difficulties in memorizing complex or abstract vocabulary, limited variation of visual materials, and decreased attention during repetitive activities. Despite its contributions, this study is limited by its small sample size, short data collection period, reliance on self-reported data, and focus on a single school context, which may restrict the generalizability of the findings. Therefore, future research is recommended to improve flashcard design, compare flashcards with other learning methods, and incorporate teachers' perspectives to strengthen implementation and integration within the curriculum.

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