

Students' Perception Towards Learning Vocabulary Using Digital Flashcard

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Abstract

This research is a qualitative descriptive research. The objective of this research is to investigate students' responses towards learning vocabulary using digital flashcards. To obtain the research data, the researchers using questionnaire instrument. This research involve 30 sample of seventh grade students at SMP Negeri 3 Ngamprah, West Bandung Regency. The results of data analysis showed that 53.3% of students strongly agree that digital flashcards are easy to operate, 63.3% of students agree that the learning is being interesting, 46.7% of students strongly agree with word clarity, 66.7% of students agree that digital flashcards help them learn new vocabulary, 50% of students agree that digital flashcards are useful and 53.3% of students agree that digital flashcards provide a new experience in learning vocabulary.

Keywords: Students' Perceptions; Vocabulary; Digital Flashcard

INTRODUCTION

One of many basic abilities that have to be mastered in language is vocabulary. Vocabulary is the main part that have to be fully understood to support other abilities, namely listening speaking, writing and reading (Khan, 2022). Vocabulary is a list of words that individual speakers of language might use (Hatch and Brown, 1995 cited in Samad 2021). Vocabulary may divided into several types. Graves (2016) explains that vocabulary is classified into receptive (words we understand when we use them) and productive (words we use ourselves), besides that vocabulary may also be classified into spoken and written. In addition, according to Thornbury (2002, cited in Hamer & Rohimajaya, 2018) vocabulary is classified into two, the first is Passive vocabulary, it is refers to vocabulary that can be known and understood in the context of reading or listening, and the second is Active Vocabulary, it is refers to vocabulary that can be used in speak or write correctly, know how to pronounce it, and know its grammatical use. Since vocabulary is known to be an important basic component, vocabulary plays a major role in communication. Dakhi and Fitria (2019) stated that vocabulary plays an important role in language use, which is the heart of language skills, moreover it role as a basis for communication, a reflection of social reality, emotion booster and reflection of academic ability. In line with that, Octaberlina & Anggarini (2020) stated that vocabulary is an essential means of communication, therefore it is important to be mastered by students. Furthermore, Setiawan & Wiedarti (2020, cited in Apriliani, 2021) explains that students have to master vocabulary before practicing it in speaking and writing skills. Based on the statement above, it can be conclude that mastering vocabulary is important, without adequate vocabulary mastery, communication is not conveyed properly, a good vocabulary ability may be used as a benchmark for language academy abilities. Besides that, the basic English ability of seventh grader students at SMP Negeri 3 Ngamprah are still very poor, even in basic vocabulary of objects around, many students have not mastered it, this may influenced by the lack of teacher's creativity in using the proper media to teaching vocabulary.

In terms of improving students' vocabulary mastery, one of many strategies is learning use flashcards. Cite in Aulia (2018) Flashcards are paper containing pictures and descriptions word of the picture. According to Cross (1991, cited in Farida et al 2019) that flashcards are a piece of card or paper containing a simple picture, usually used as an education tool. Along with the technological development era, nowadays flashcards have developed into digital flashcards. Digital flashcards are assisted by application or website forms, students can search it in the internet or install the application through the phone (Kusumawati, et al 2017). Pham et al (2016, cited in Phelps & Altabbakh, 2018) elaborate that digital flashcards involve application to open, showing the next cards at the perfect timing warrant inappropriate lag in the sessions or the cards. Digital flashcards have many advantages in teaching and learning. Flashcards are an effective and efficient method for learning form-meaning connection of words (Nation & Webb, 2017). According to Marmon (2018) the use of digital flashcards can increase students' sense that they are collaborating with teachers to achieve learning objectives. Vocabulary learning using flashcards is more efficient for building student vocabulary than word lists, flashcards assist in learning new words as learners can have an image of the new term (Khan, 2022). In addition, Hamer & Rohimajaya (2018) explained that flashcards can help students to understand and remember material. Based on the explanation above, since the importance of vocabulary mastery and the many advantages of digital flashcards as media in learning vocabulary, hence this research objective is to determine students' perceptions of vocabulary learning using digital flashcards. This research focuses on the perceptions of seventh graders at SMP Negeri 3 Ngamprah, West Bandung Regency.

METHOD

This research use a qualitative descriptive method, to investigate students' perceptions of vocabulary learning using digital flashcards. Qualitative descriptive is research that describes the actual situation of the object being studied based on the time when the research is used, this method examines the status of human groups, an object, a set of conditions, or a class of events in the present (Agustin & Ayu, 2021). Students are obtain treatment learning using web-assisted digital flashcards. The research data is collect using questionnaire. This research is conduct at SMP Negeri 3 Ngamprah, involving 30 samples of seventh grade students as respondents of the entire student population.

RESULTS AND DISCUSSION

Results

Data collection in this research use questionnaire sheet consisting of 6 closed statements using Likert scale with 5 opinions, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Since the sample of this research is seventh grader junior high school students, the questionnaire given to students is in Bahasa Indonesia, thus it is easier for students to understand the statements given, students is asked to mark with a check mark in the column provided based on their perception or their agreement along the statements presented. The results of students' responses and the percentages are presented as follows.

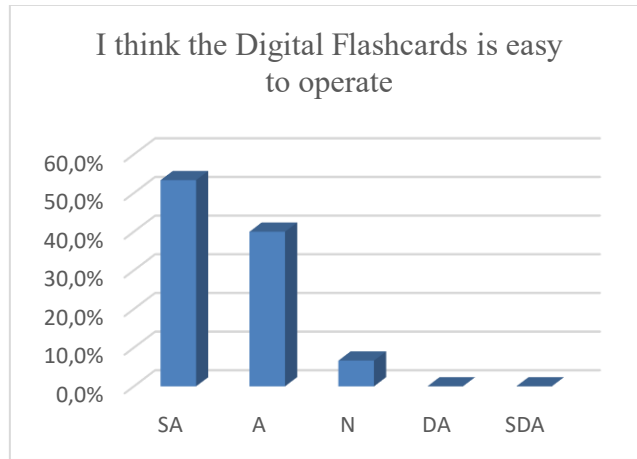


Figure 1. The Easy-to Operate of Digital Flashcards Instruction

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

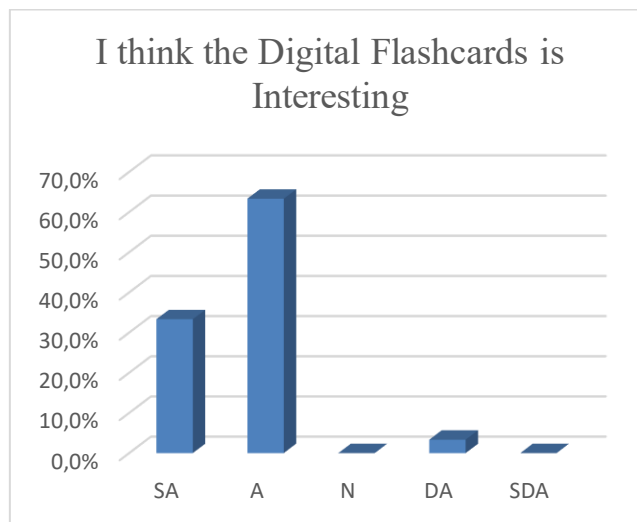


Figure 2. The Students Interests in Digital Flashcards

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

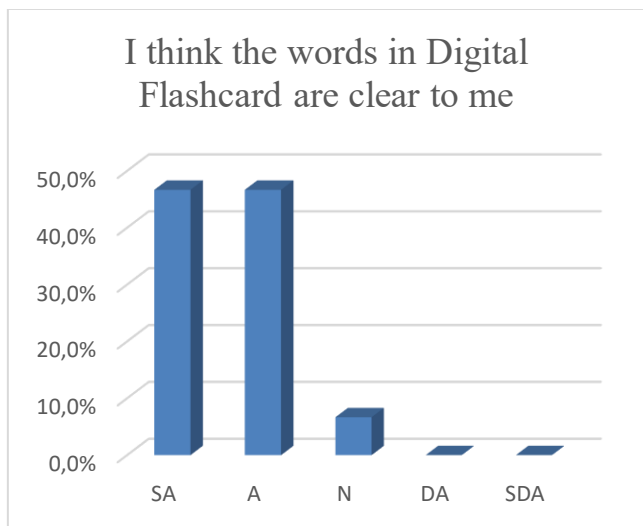


Figure 3. The Words Clarity of Digital Flashcards

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

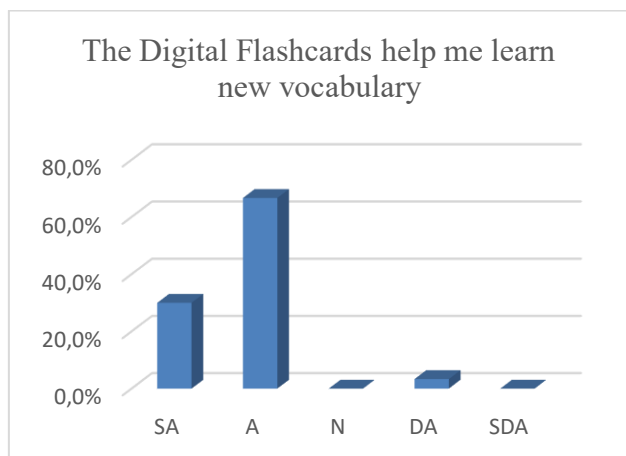


Figure 4. The Digital Flashcards Help Students Learn New Vocabulary

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

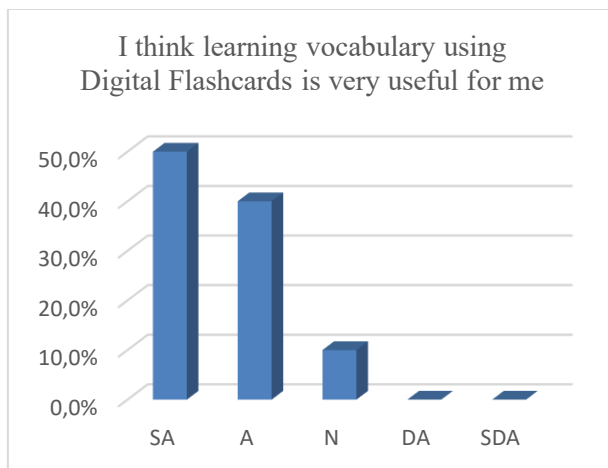


Figure 5. The Digital Flashcards is Useful

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

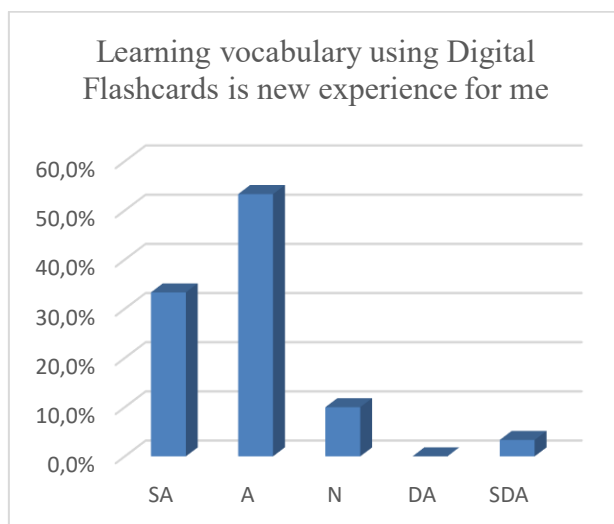


Figure 6. The Digital Flashcards is New Experience

SA = Strongly Agree
A = Agree
N = Neutral

DA = Disagree
SDA = Strongly Disagree

Discussion

The figures above provide an overview of students' perceptions towards learning vocabulary using digital flashcards. Based on Figure 1 above, it can be described that as many as 53.3% of students are respond strongly agree, 40% are agree and 6.7% are answer neutral that digital flashcards are not difficult for them to operate. In Figure 2 above, as many as 33.3% of students are respond strongly agree, the majority of students as much as 63.3% are respond agree and 3.3% of students are answer disagreed that digital flashcards are interesting for them.

As for the clarity of the words used in digital flashcards, 46.7% of students are given answers both strongly agree and agree, and 6.7% of students are answers neutral as presented in Figure 3 above. In Figure 4, it can be describe that 30% of students are strongly agree, and the majority of students as much as 66.7% are answer agree and only 3.3% of student are given an answer not agree that learning using digital flashcards helps them understand new vocabulary. Moreover, this is supported by their perception in Figure 5 above, it is shown that as many as 50% of students are strongly agree, 40% are agree that learning vocabulary using digital flashcards are useful for them. The use of digital flashcards in learning vocabulary is a new experience for students, as presented in Figure 6, as many as 33.3% of students are answer agree, 53.3% are strongly agree, 10% are neutral and only 3.3% are strongly disagree.

CONCLUSION

Depend on the data obtained on learning vocabulary using digital flashcards, it can be conclude that student give perceptions that operating the digital flashcards are not difficult, this is known from the majority of students who responds strongly agree that operating digital flashcards is easy. Students assume that learning vocabulary using digital flashcards is interesting, and very useful for them. Moreover, they assume that digital flashcards help them in learning new vocabulary. Along the involvement of technology in it, students feel that learning using digital flashcards is a new experience for them.

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