THE USE OF DIGITAL FLASHCARD
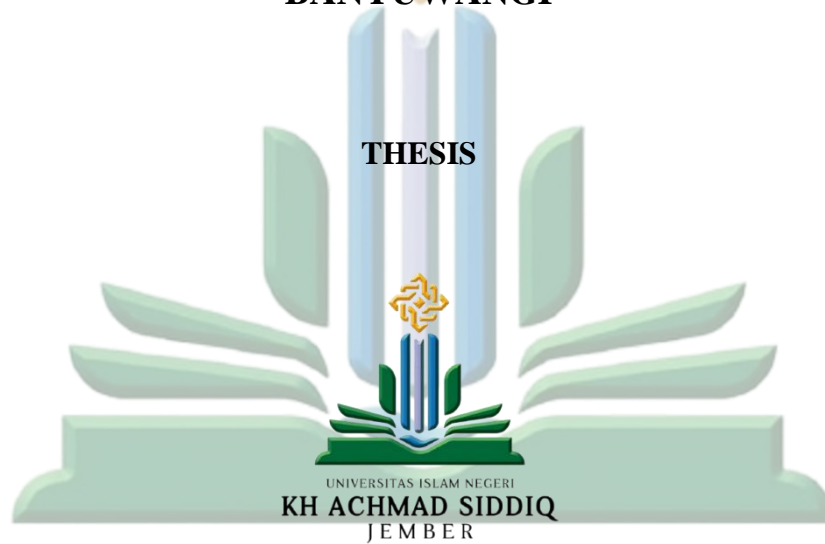# IN LEARNING VOCABULARY
AT THE SECOND GRADE STUDENTS
OF MADRASAH TSANAWIYAH DIPONEGORO
BANYUWANGI

THESIS

By:

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STATE ISLAMIC UNIVERSITY

OF KIAI HAJI ACHMAD SIDDIQ JEMBER

FACULTY OF TARBIYAH AND TEACHER TRAINING

JUNE 2024

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THE USE OF DIGITAL FLASHCARD
IN LEARNING VOCABULARY
AT THE SECOND GRADE STUDENTS
OF MADRASAH TSANAWIYAH DIPONEGORO
BANYUWANGI

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of Requirements For Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Department

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THE USE OF DIGITAL FLASHCARD IN LEARNING VOCABULARY AT THE SECOND GRADE STUDENTS OF MADRASAH TSANAWIYAH DIPONEGORO BANYUWANGI

THESIS

Has been examined and Approved by the Board Examiners
in Partial Fulfilments of the Requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Department

Day: Tuesday

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The Board of Examiners

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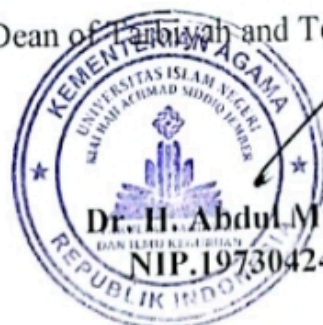
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Approved by

Dean of Tarbiyah and Teacher Training Faculty

Dr. H. Abdul Mu'is, S.Ag.,M.Si
NIP.197304242000031005

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MOTTO

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُّ

Ask (humans) to the way of your Lord with wisdom and good teaching, and argue

with them in a good way. (QS An Nahl: 125) [*]

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[*] An-Nahl (125), English Quran, https://quran.com/en/an-nahl/125 (accesed on 13 May, 2024)

DEDICATION

1. My Beloved Parents

   A lot of love for Alm. H. Kusnadi as my father and Almh. Hj. Misringah as my mother. I am sure you all toke rest in peace, thank you to always wishing me from there to reach my dream and finish my undergraduate thesis.

2. My Husband

   Moh. Frendi Hermawanto. The man who motivated me to finish the thesis and supported me until I get the bachelor's degree.

3. My Daughter

   Thank you kid because of you, I could finish this undergraduate thesis, you have been my big reason to finish this thesis and always accompanying me during the process to finish the thesis.

4. My families, who have been my reason to keep moving forward and support me, thank you so much.

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Firstly, all praises due to Allah SWT for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

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5. As'ari, M.Pd. as my advisor who helped, guided, and supported e during the writing of the thesis.

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6. Ir. H. Siswanto. As the head master of MTs Diponegoro Banyuwangi who has permitted the researcher to conduct the research.

7. Asma' Khumailiyah, S.Pd. As the English teacher of MTs Diponegoro Banyuwangi who has given the researcher permission and support in conducting this research.

Finally, all the good help that you all given to the author received a good reply from god. Needless to say, this thesis is still far for being perfect. The writer will accept gratefully every comment and suggestion.
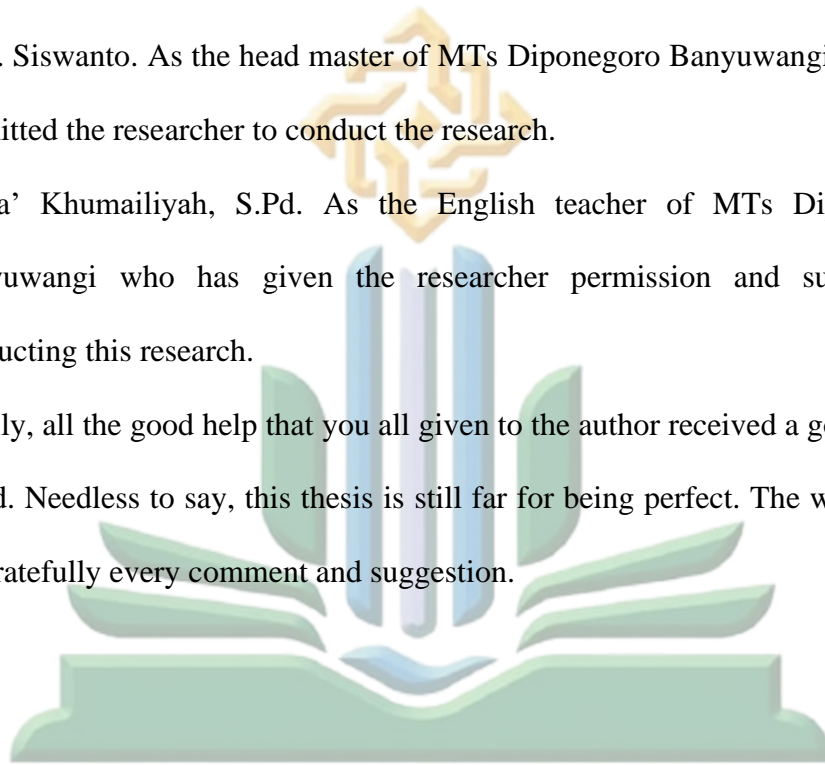
Banyuwangi, Mei 02, 2024

writer

ABSTRACT

Anita Wahyuningsih, 2024: *The Use of Digital Flashcard in Learning Vocabulary at The Second Grade Students of Madrasah Tsanawiyah Diponegoro Banyuwangi*

Key word: digital flashcard, vocabulary

In teaching and learning context, vocabulary becomes basis to understand in learning English, particularly English as foreign language. Vocabulary learning especially in EFL context should be done in more enthusiastic and motivated ways so that students can memorize and understand its use in contexts. To do so, interesting media is needed to be used as an alternative media to teach vocabulary in more interesting and fun ways. Such this study presented digital flashcard. Digital flashcard is card which designed in different mode in one card by using digital for example, text only such words or sentence and translation. Here the interesting case happened at MTs Diponegoro Banyuwangi where the teacher used digital flashcard mediated students' vocabulary mastery. The Pre-research result showed the students looked enthusiastic to increase the vocabulary mastery.

The research questions in this study were: 1) How does the implementation of digital flashcard support students' learning vocabulary mastery at junior high school students? 2) What are the supporting and inhibiting factors to implement digital flashcard in students' learning vocabulary at junior high school students?. While the research objectives were: 1) To describe the implementation of digital flashcard support students' learning vocabulary mastery at junior high school students. 2) To describe the supporting and inhibiting factors to implement digital flashcard in students' learning vocabulary at junior high school students.

This research used qualitative research. The participants were the English teacher and students at second grade of MTs Diponegoro Banyuwangi. The data collection methods that was used were observation, interview and document review. To valid the data, the researcher also used source triangulation and techniques triangulation. Meanwhile, this research also used data analysis included understanding data, compiling codes and making theme.
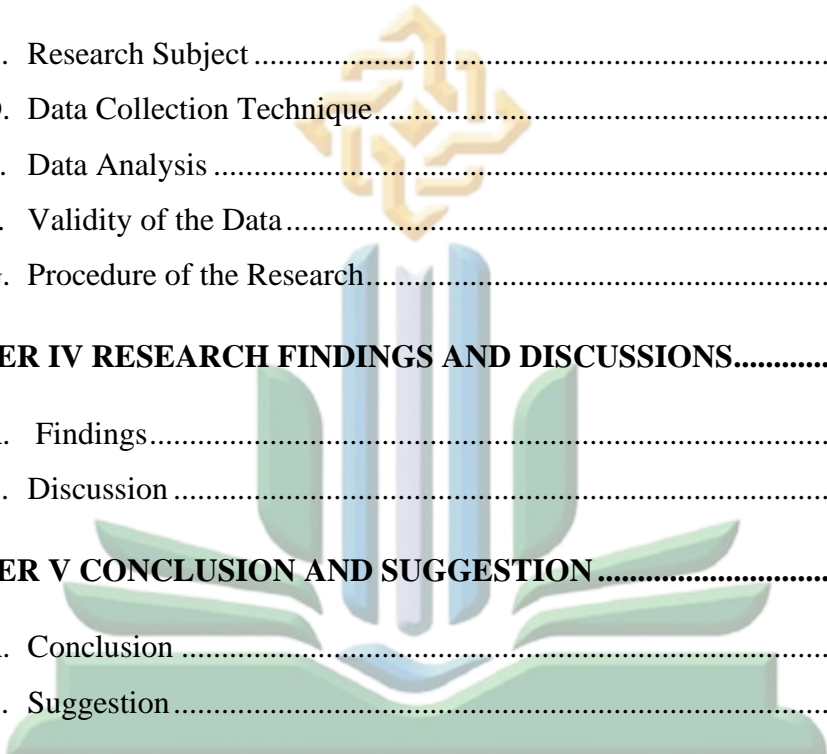
This research result included the procedure on how the teacher implemented digital flashcard, the supporting and inhibiting factor to implement it. The procedure included: 1) Creating flashcard on quizlet. 2) sharing the link of the digital flashcard. 3) playing the card. 4) giving correct pronunciation example. 5) the students pronounce the vocabulary behind the card. 6) the students made a short sentence related to the vocabulary. The evaluation conducted by making students into some group than asking other group to guess the vocabulary behind the digital flashcard and making a short sentence. The supporting factor included students' support and school's facilities, while the inhibiting factor included classmate and students' insecure.

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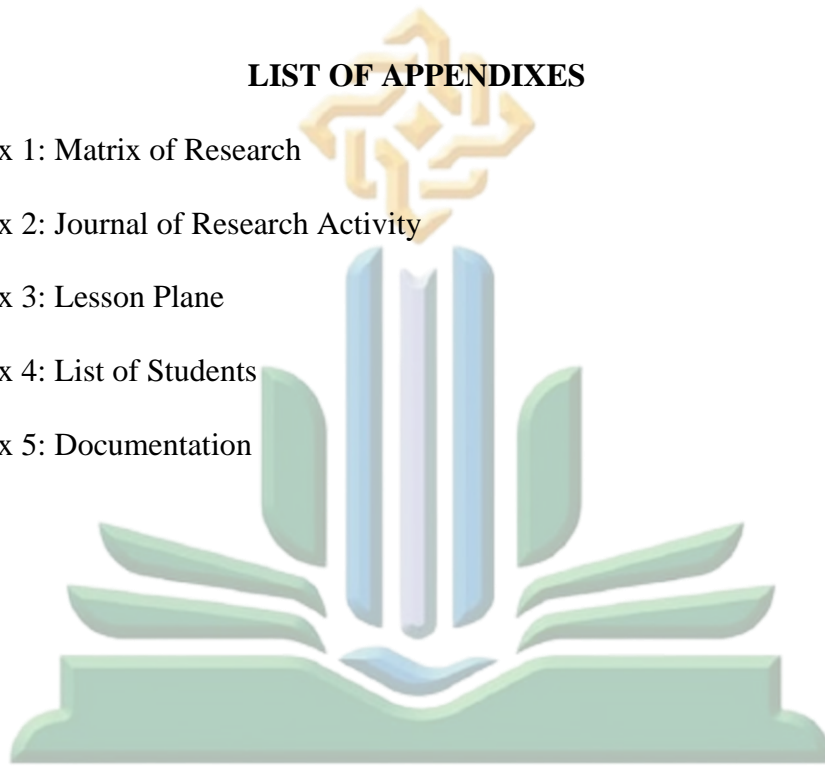
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JEMBER

CHAPTER I

INTRODUCTION

A.   Research Background

Generally speaking, technology has supplied both teachers and students with a variety of educational tools to make teaching and learning easier and help them to obtain or convey information for teaching and learning purposes effectively and efficiently. Meanwhile, the use of technology can help students in learning and developing literacies because it creates things and presents information differently. According to Shokrpour that technological tools such as computer or mobile devices have positive impact on teaching and learning process because they can improve and motivate students in learning English[2].

Furthermore, technology can also be used to support students to build responsibilities and autonomous learning. In other words, the combination between technology and teaching and learning process can draw students' attention to learn English more enthusiastically. Also, technology brings about usefulness in learning and teaching with effective, interesting, and creative ways to study English language. As explained in Al Qur'an:
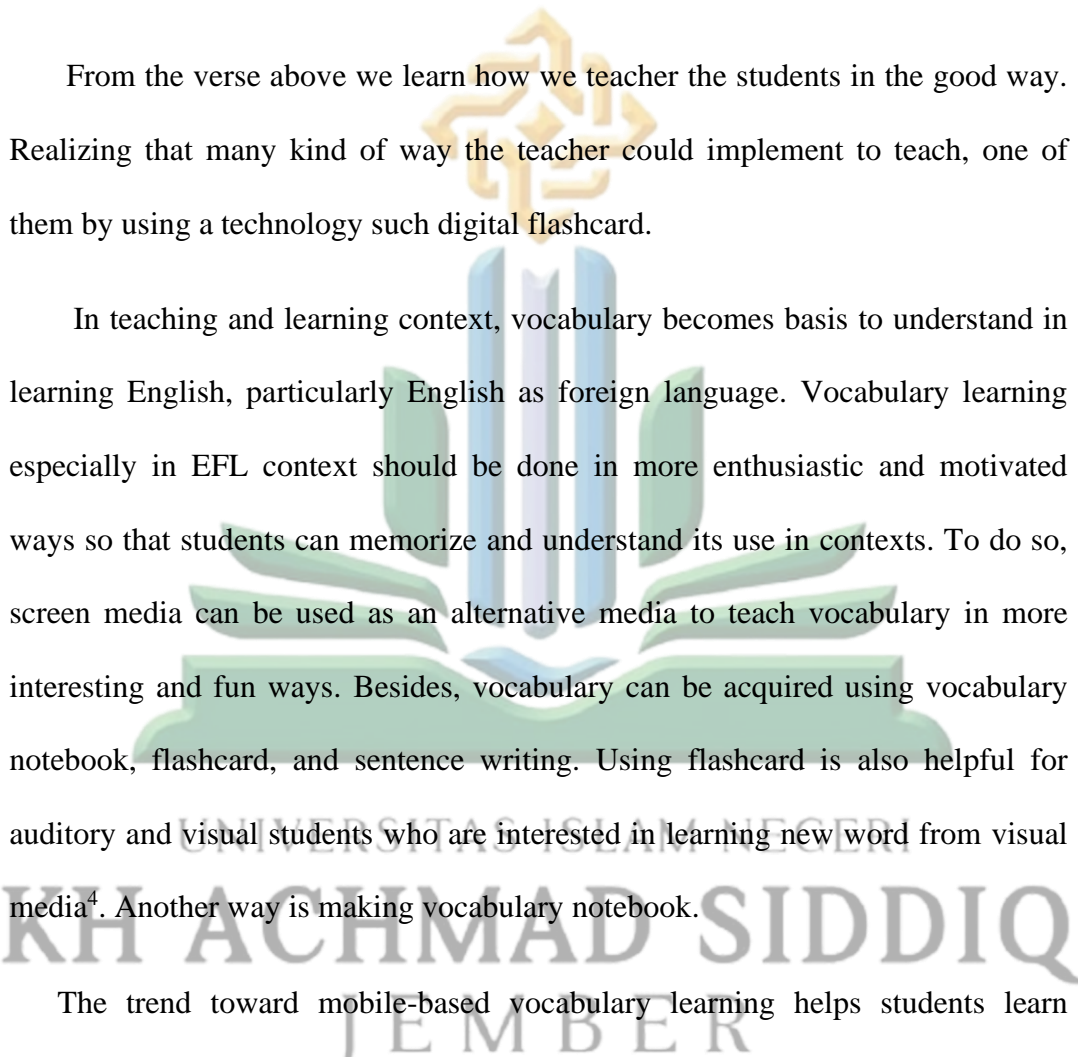
اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ ۗ

Ask (humans) to the way of your Lord with wisdom and good teaching, and argue with them in a good way. (QS An Nahl: 125)[3]

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[2] Nasrin Shokrpour, Zahra Mirshekari and Shadab Moslehi. (2019). Learning Vocabulary Electronically: Does Computer Assisted Language Learning (CALL) Instruction have any Impact an Iranian EFL leaners?. *Cogent Education.*

[3] Kementrian Agama, *Al qur'an,* (Semarang, PT Kaya Toha, 2016)

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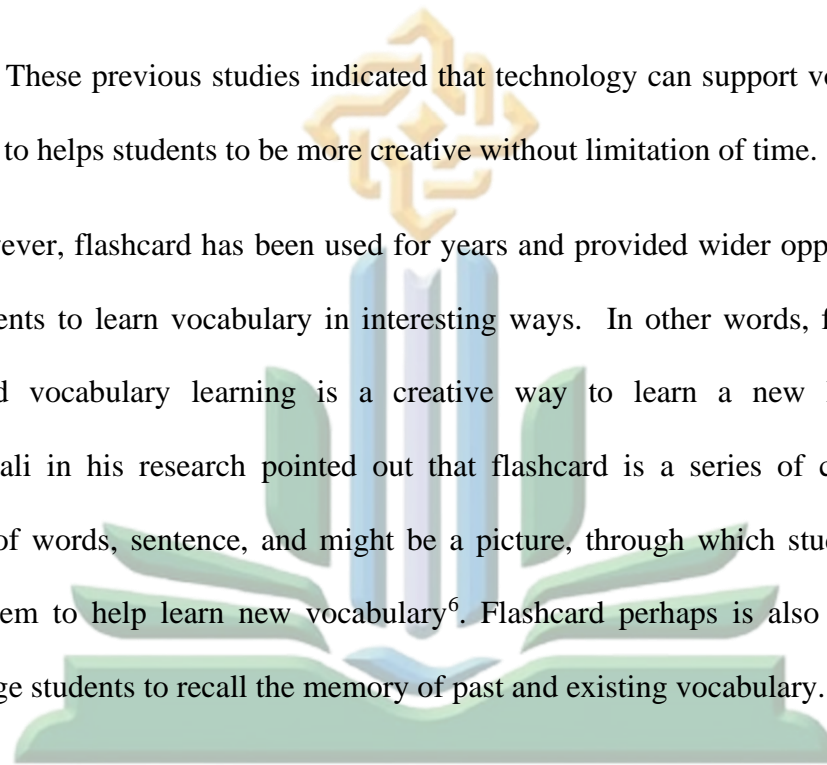
From the verse above we learn how we teacher the students in the good way. Realizing that many kind of way the teacher could implement to teach, one of them by using a technology such digital flashcard.

In teaching and learning context, vocabulary becomes basis to understand in learning English, particularly English as foreign language. Vocabulary learning especially in EFL context should be done in more enthusiastic and motivated ways so that students can memorize and understand its use in contexts. To do so, screen media can be used as an alternative media to teach vocabulary in more interesting and fun ways. Besides, vocabulary can be acquired using vocabulary notebook, flashcard, and sentence writing. Using flashcard is also helpful for auditory and visual students who are interested in learning new word from visual media[4]. Another way is making vocabulary notebook.

The trend toward mobile-based vocabulary learning helps students learn English vocabulary without limitation of time and location. However, the previous flashcard usually used can be upgraded to be digital flashcard that can be assessed by student's phone to make better understanding in vocabulary learning. A research conducted a comparative study between conventional paper flashcard based and the use of digital flashcard. The study showed that participants who used digital flashcard learned vocabulary better than those who used conventional

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[4] Kashani, shohreh (2020). A Comparison of Vocabulary Learning Strategies Among Elementary Iranian EFL Learners. *Journal of Language Teaching and Research*. 119

setting[5]. These previous studies indicated that technology can support vocabulary learning to helps students to be more creative without limitation of time.

However, flashcard has been used for years and provided wider opportunities for students to learn vocabulary in interesting ways. In other words, flashcard-mediated vocabulary learning is a creative way to learn a new language. Komachali in his research pointed out that flashcard is a series of cards that consist of words, sentence, and might be a picture, through which students can make them to help learn new vocabulary[6]. Flashcard perhaps is also useful to encourage students to recall the memory of past and existing vocabulary.

Furthermore, in recent years, technology development has affected the teaching and learning process, including flashcard use in vocabulary learning. Digital flashcard created to assist students to learn vocabulary is considered more effective than wordlist-note taking activities in developing student's vocabulary. Besides, emerging technologies have made students easy to access digital flashcard through the internet and learn it both inside and outside the class. However, flashcard is a great tools in teaching vocabulary to introduced new vocabulary, and online flashcard can easily be accessed by students using their gadget, such as mobile phone or laptop. The integration of technology into flashcard vocabulary can be efficient ways in learning vocabulary. It also creates class enjoyment and fun while learning new word. Therefore, digital flashcard can

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[5] Kashani, shohreh (2020). A Comparison of Vocabulary Learning Strategies Among Elementary Iranian EFL Learners. *Journal of Language Teaching and Research*. 112
[6] H. Gulru, Yuksel. (2020). Digital Flashcard vs. Wordlists for Learning Technical Vocabulary. *Computer Assisted Language Learning*. 220

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be an alternative way to teach vocabulary learning without paper and can be done in either online or offline.

While empirical studies have demonstrated the opportunities of using both traditional and digital flashcards, some studies indicate the challenges in using either of flashcards in learning vocabulary. A research conducted by Byrd and Lansing showed that flashcard is simple way to learn new vocabulary for students. Usually, students are introduced to new vocabulary through reading text in book[7]. However, the most use of flashcard able to make students bored, besides the teacher should also print out much paper. Digital flashcards are the effective solution and useful to improve vocabulary learning. The impacts of using flashcard application in vocabulary learning generally are more positive than traditional paper-based flashcards for EFL students to support vocabulary development, it because the teacher able to create interesting card such include the digital flashcard music to make students enjoy the media. This previous studies indicated that digital flashcard provided opportunities in teaching vocabulary.

Empirical studies on digital flashcards towards vocabulary learning have been widely documented, the more difficulties the students felt to learn vocabulary investigated the teacher to find the interesting and effective media can be used, such this present study aims to investigate how digital flashcard can be used as a bridge for EFL students to learn vocabulary particularly for secondary school

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[7] Nagasubramani, Raja, (2018). Impact of Modern Technology in Education. *Journal of Applied and Advanced Research.* Vol (3), No 2. 78

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students. It also attempts to promote students' active participation in learning vocabulary through digital flashcards mediated vocabulary learning.

Based on all explanation above that digital flashcard help students to increase their vocabulary mastery even every media surely have inhibiting. The effectiveness of using digital flashcard at MTs Diponegoro Banyuwangi proved that technology exactly able to help students when they use it as well. Moreover, the primary research the researcher conducted that the students at MTs Diponegoro Banyuwangi exactly had a bit difficulties to increase their vocabulary till the teacher implemented digital flashcard. That's why the researcher conducted this research with the title **"*The Use of Digital Flashcard in Learning Vocabulary at The Second Grade Students of Madrasah Tsanawiyah Diponegoro Banyuwangi*"** to explore more on how the teacher used the digital flashcard at the school.

B. **Research Questions**

Following the previous discussion, this study examined how digital flashcard is used to teach vocabulary. To guide this study, the research questions were formulated as follow:

1. How does the use of digital flashcard in learning vocabulary at second grade of MTs Diponegoro Banyuwangi?

2. What are the supporting and inhibiting factors to use digital flashcard in learning vocabulary at second grade of MTs Diponegoro Banyuwangi?

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C. Research Objectives

Based on the previous research questions, the objectives of this study were:

1. To describe the use of digital flashcard in learning vocabulary at second grade of MTs Diponegoro Banyuwangi

2. To describe the supporting and inhibiting factors to use digital flashcard in learning vocabulary at second grade of MTs Diponegoro Banyuwangi

D. Research Significances

The result of this study is expected to be beneficial both theoretically and practically. The significances of the research were explained as follows:
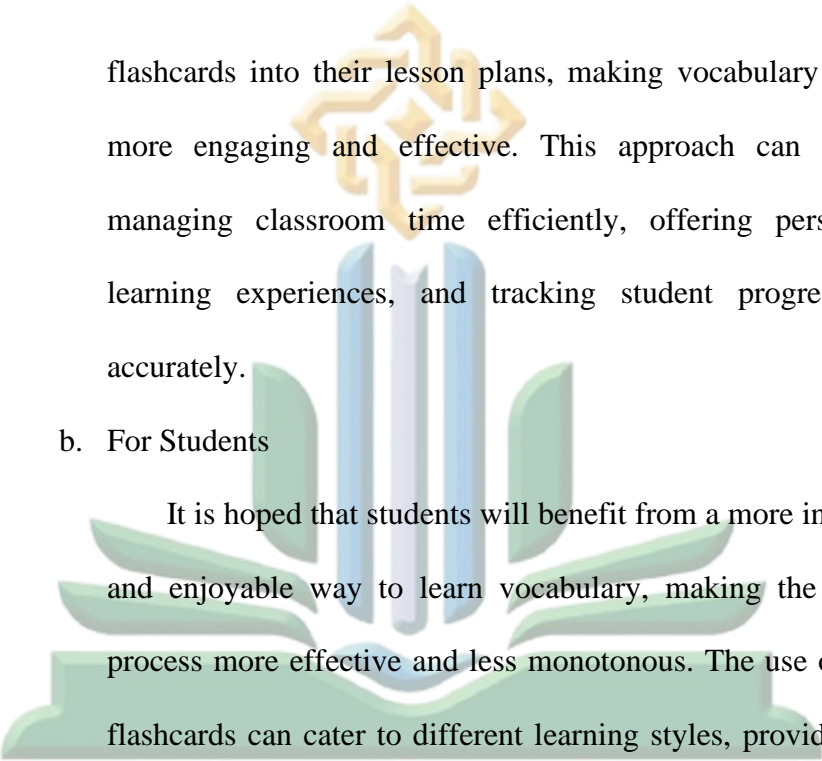
1. Theoretically

The result of this research is expected to support the previous theories dealing with use digital flashcard on vocabulary learning in secondary school students. So, the results of the research might add knowledge English learning and teaching strategies.

2. Practically

   a. For Teacher

   The findings of this research are hopefully useful for teachers, providing practical insights and methods to enhance vocabulary learning among secondary school students through the use of digital flashcards. Teachers can integrate digital

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flashcards into their lesson plans, making vocabulary learning more engaging and effective. This approach can assist in managing classroom time efficiently, offering personalized learning experiences, and tracking student progress more accurately.

b. For Students

It is hoped that students will benefit from a more interactive and enjoyable way to learn vocabulary, making the learning process more effective and less monotonous. The use of digital flashcards can cater to different learning styles, provide instant feedback, and allow students to practice at their own pace. This can lead to better retention and recall of vocabulary, ultimately improving their language proficiency.

c. For Future Researcher

Future researchers can hopefully build on this study by exploring additional aspects of digital flashcard use in language learning, such as its impact on different age groups, subject areas, or learning environments. They can also investigate the long-term effects of digital flashcard use on vocabulary retention and overall language proficiency. This research lays the groundwork for further studies, contributing to the broader academic discourse on educational technology and language acquisition.

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d.   For English Department

Hopefully, the English Department can use the research findings to update and enrich the curriculum with innovative teaching strategies that incorporate digital tools. By adopting digital flashcards as a part of their teaching methodology, the department can ensure that their instructional approaches are in line with modern educational technologies, enhancing the department's reputation for providing cutting-edge language education.

E. Definition of Key Terms

1.   Digital flashcard

Digital flashcard is a flashcard in the form of an electronic based digital format, which provided in the application or websites forms such as Quizlet. Digital flashcards allow students to create their own cards in the class. The flashcard contains word, meaning, sound, and picture. Using digital flashcard hopefully would help students for easiness, interesting, interactive in learning vocabulary.

2.   Learning Vocabulary

Learning Vocabulary refers to activities in learning new words such as words dealing with daily activities. This activity is to enhance students' knowledge of words, its meaning, and its contexts. This will help them to making better their skill specifically in English writing classroom.

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, there were several research topics, in order to fill the gap and new insight for the present study.

1. Here the researcher started from a study by Imundo, and Pan (2022) "How do college students use digital flashcards during self-regulated learning"[8]. This study examined on how the students implemented digital flashcard for their vocabulary learning and their perception when use it. The result of this study indicated that students' vocabulary knowledge is effective and increase when using digital flashcards than using wordlist. Digital flashcard possibility to study anytime and anywhere, and the variety activities on digital flashcard apps may boost students' learning efforts.

2. Still with the same scope regarding to using of digital flashcard, Rika Permata Yulsardi (2022) conducted research entitled "The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang"[9]. The use of digital flashcard has potential to help students enhance their vocabulary learning and support collaborative learning than individually. Flashcard enables students to

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[8] Megan N. Imundo. (2022*). How do college students use digital flashcards during self-regulated learning?* (LosAngeles: University of California)
[9] Rika Permata Y. The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang. (2021). Vol 10. No 3

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draw information from memory, and known by testing. Therefore, using of flashcard may encourage students to examine or repeat words by themselves and students get benefit of using flashcard to study vocabulary intentionally. This research also showed that digital flashcard was really effective to be implemented, it proved by the incenses of students' test from 130 in the pre-test to be 153 in the post-test.
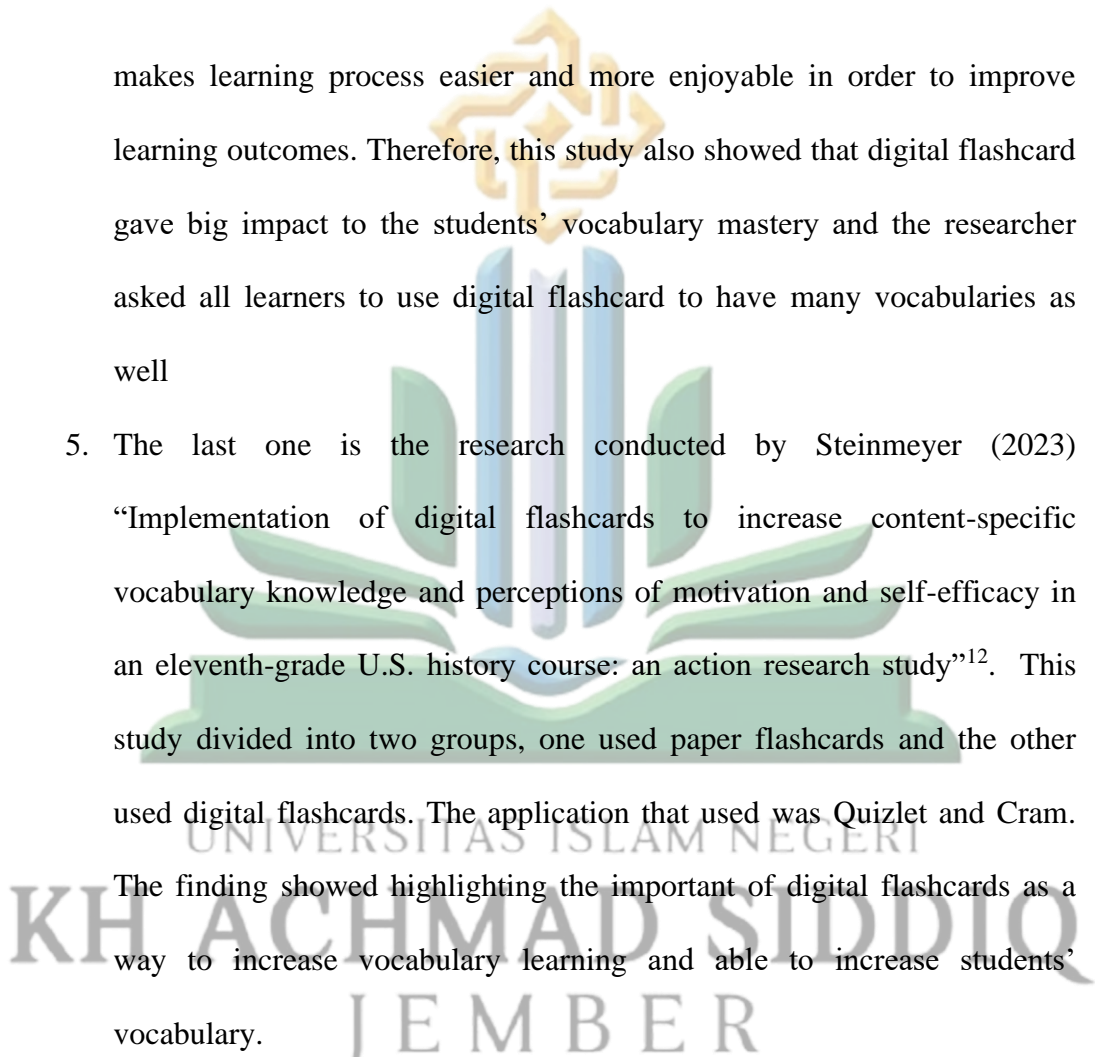
3. The study from Setiawan and Putro (2022) "Quizlet Application effect on Senior High School Students Vocabulary Acquisition[10]". This study aimed to find out the difference of using Quizlet Application and who did not used it for students' vocabulary acquisition. The results of this study concluded that students who used Quizlet Application highly acquire vocabulary than using conventional method. This study provides options and various idea for using Information and Communication Technology (ICT).

4. Next is research conducted by Omachonu (2023) "Exploring the potentials of digital flashcards in teaching vocabulary to learners of English as a second language"[11]: This present study aimed to examine the impact of digital flashcards on students' academic performance in the domain of English vocabulary acquisition. This research has been done at Prince Abubakar Audu University. This study contributed technology in language education, such Quizlet as applications to learn vocabulary. This tool

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[10] Setiawan Rizky (2022). Quizlet Application Effect On Senior High School Students Vocabulary Acquisition. *English language and literature*. Vol 4

[11] Gowon Clemen omachonu. (2023). Xploring the potentials of digital flashcards in teaching vocabulary to learners of english as a second language. No 1. Vol 2

makes learning process easier and more enjoyable in order to improve learning outcomes. Therefore, this study also showed that digital flashcard gave big impact to the students' vocabulary mastery and the researcher asked all learners to use digital flashcard to have many vocabularies as well

5. The last one is the research conducted by Steinmeyer (2023) "Implementation of digital flashcards to increase content-specific vocabulary knowledge and perceptions of motivation and self-efficacy in an eleventh-grade U.S. history course: an action research study"[12]. This study divided into two groups, one used paper flashcards and the other used digital flashcards. The application that used was Quizlet and Cram. The finding showed highlighting the important of digital flashcards as a way to increase vocabulary learning and able to increase students' vocabulary.

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[12] Steienmeyer J. l. Implementation of digital flashcards to increase content-specific vocabulary knowledge and perceptions of motivation and self-efficacy in an eleventh-grade U.S. history course: an action research study. (2023). *Educational studies.*

Table 2.1

The Similarities and Differences between Previous Studies

And Present Study

NO	Researcher's names and title	Similarities	Differences
1	2	3	4
1.	Megan N. Imundo, and Steven C. Pan (2022) "How do college students use digital flashcards during self-regulated learning	Both of research investigated the implementation of digital flashcard for vocabulary learning	● Research participant ● Type of research design, the previous study used quasi-experimental and the present study use phenomenology. ● The previous study also used paper flashcard and digital flashcard, while the present study only use digital flashcard
2.	Rika Permata Yulsardi (2022) "The Effect of Digital Flashcard on Students' Vocabulary Mastery: An Experimental Research at SMPN 12 Padang	Both of research investigated the implementation of digital flashcard for vocabulary mastery	● Research participant ● Type of research design, the previous study used quasi-experimental and the present study will use phenomenology study. ● the previous study

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1	2	3	4
			used quantitative study, while the present study use qualitative study
3.	Setiawan and Putro (2022) "Quizlet Application Effect Senior High School Students Vocabulary Acquisition"	Both of research investigated the implementation of digital flashcard for vocabulary learning	• Research participant • Type of research design, the previous study used quasi-experimental and the present study use phenomenology study.
4.	Clement Gowon Omachonu (2023) "Exploring the potentials of digital flashcards in teaching vocabulary to learners of English as a second language	Both of research investigated the effect of digital flashcard for vocabulary learning on EFL students'	• Research participant • Type of research design, the previous study used quasi-experimental and the present study phenomenology study. The previous study has been done at university student and this present study will be done at junior high school students.
	Steinmeyer (2023)	Both of research	• Research participant

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1	2	3	4
5.	"Implementation of digital flashcards to increase content-specific vocabulary knowledge and perceptions of motivation and self-efficacy in an eleventh-grade U.S. history course: an action research study".	investigated the effect of digital flashcard for vocabulary acquisition	● Type of research design, the previous study used quasi-experimental and the present study use case study. ● The previous study has been conducted at eleventh-grade U.S course. The present study will been done at junior high school student

Reflecting on the previous studies, it could be seen that almost all research investigated about the effect digital flashcard for students to enhance vocabulary learning. However, the outcome of using digital flashcards is worth to further investigation. To fill this gap, this research conducted a phenomenology that focus on digital flashcard in helping secondary school student to learn vocabulary and to develop their writing skill based on the phenomenon

B. Theoretical Framework

  1. Digital Flashcard

    a. Multimodality in language learning

In the digital age, multimodality has become central to communication, especially for language learner. The term of multimodality refers to the combination of multiple communication modes, such as images, sound, music,

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video and so on that produce meaning or message. Dressman argues that the coordination of multimodal sources combining of spoken, written and visual[13]. Additionally, multimodal text is shaped in many forms and resources such as language, gesture, sound, speech, body posture, and writing. In other words, the combination of several modes that contribute to meaning-making, are called multimodal. Multimodality offers opportunities in language learning, such as in translation activity. Their study highlights the benefits of employing multimodal resources (visual, linguistic, gestural, etc. to construct meaning in texts. The study also promotes learner's awareness of different culture and usage of language. Besides, digital multimodal has potential to engage English language learning. For pre services teachers, readiness for digital multimodal is beneficial to their career and their teaching placements[14]. However, little is known for digital multimodal in linguistically and culturally diverse classrooms. Therefore, the present study found out that multimodality offers benefit for pre-service English teachers as a language learners as additional language as well as future teacher.

Multimodality has important role for future English teachers, cause digital and multimodal practice are common in daily life of English language learning. For example prepare PowerPoint presentation publicists to YouTube. The use multimodal can influence teachers' pedagogies into their instructional materials and procedures. Teachers should begin their students to understand what multimodal practices and how they might be used in the classroom and

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[13] Dressman, mark. *Multimodality and Language Learning*. Chichester, (2019). UK: Jhon Wiley &Sons Ltd.
[14] Dressman, mark. 119

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the result teachers and students can collaborated to gain a deeper understanding multimodal and activities.

b. Digital flashcard in language learning

Flashcard is traditionally framed as set of cards contain of information, as a picture, numbers, or words, on either if the card, used in classroom or in private study[15]. Flashcard is often used and familiar in language education that can be learned by question and answer format. The function of flashcard is to connect information for both of students and teachers.

In recent years, the growth of digital and communication technologies were affected in language education. For exploring the use of mobile phone, digital flashcard offered new look of traditional flashcard. Digital flashcard or electronic flashcard is card which is card can be designed in different mode in one card for example, text only such words or sentence and translation, text and image, text and sound, and all combined of the modes. Digital flashcard used on either a website or mobile application.

Furthermore, Digital technologies in education can contribute to developing teachers' skill for designing learning material and engage student motivation to learn language activity particularly using digital flashcard in teaching and learning process.

In digital flashcards, there are many websites or applications that can be accessed or used, one of which is Quizlet. The reason why the researcher

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[15] Elyas T. (2020). The Effect of Electronic Flashcard on EFL Students' Vocabulary Learning: The Case of Saudi Arabia. *Randwick International of Education and Linguistics Science (RIELS) Journal.* Vol (6), No 2. 176

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chooses Quizlet as a learning medium is, the service has over 20 million monthly users and over 140 million user- created flashcard sets available for free. Quizlet is a flashcard tool that allows students to learn vocabulary through a pair-associate style[16]. It also has a text-to-speech audio feature, which allows users to hear as well as read card information. Quizlet has been shown in studies to help children expand their receptive vocabulary knowledge. Students can also produce the phrase in writing or oral form, which may help them develop more controlled productive knowledge[17].

Table 2.2

Example of digital flashcard

Digital Flashcard	Vocabularies
	Noun: Bag Book Paper Ruler Clip
	Verb: Teach Think Study Read

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[16] Tatsuya Nakata, 'Computer-Assisted Second Language Vocabulary Learning in a Paired-Associate Paradigm : *A Critical Investigation of Flashcard Software', Computer Assisted Language Learning*, (April 2013, 2011). 37–41

[17] M. Camino Bueno-Alastuey and Katalin Nemeth, 'Quizlet and Podcasts: *Effects on Vocabulary Acquisition*, Computer Assisted Language Learning (2022), 1407–36

	Analyze
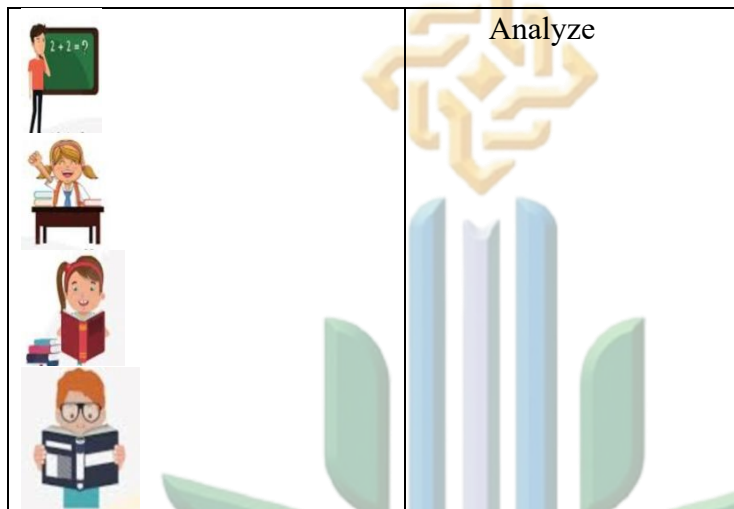
2. Vocabulary

a. The Definition of Vocabulary

Vocabulary words have many meanings. Numerous definitions of vocabulary can be found from various experts, but the author chooses only a few that are important to discuss. Learning vocabulary is a crucial aspect of acquiring a new language. In fact, it is widely recognized as the primary focus of foreign language acquisition because mastering a language's vocabulary is essential to achieving fluency. This is particularly true in the context of English language instruction, where vocabulary plays a vital role.

Vocabulary not only aids in the comprehension of written and spoken texts but also facilitates the ability to express ideas and communicate effectively. A broad vocabulary enables learners to understand context, grasp nuances of meaning, and participate in conversations with greater confidence. Therefore, in English language

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learning, emphasizing vocabulary development should be a top priority for both teachers and students.

According to Ghazal, words are fundamental building blocks crucial for constructing knowledge in a second language. Without a robust vocabulary foundation, language learners may struggle to comprehend and learn effectively.[18] This deficiency in vocabulary not only impedes their ability to practice and develop language skills but also hampers overall language acquisition.

Hatch and Brown define vocabulary as a comprehensive collection of words specific to a particular language, emphasizing its pivotal role in language proficiency.[19] Richard and Renandya further underscore that vocabulary proficiency is essential across all language modalities—speaking, listening, reading, and writing.[20] They argue that a rich vocabulary facilitates nuanced understanding, effective communication, and mastery of linguistic nuances.
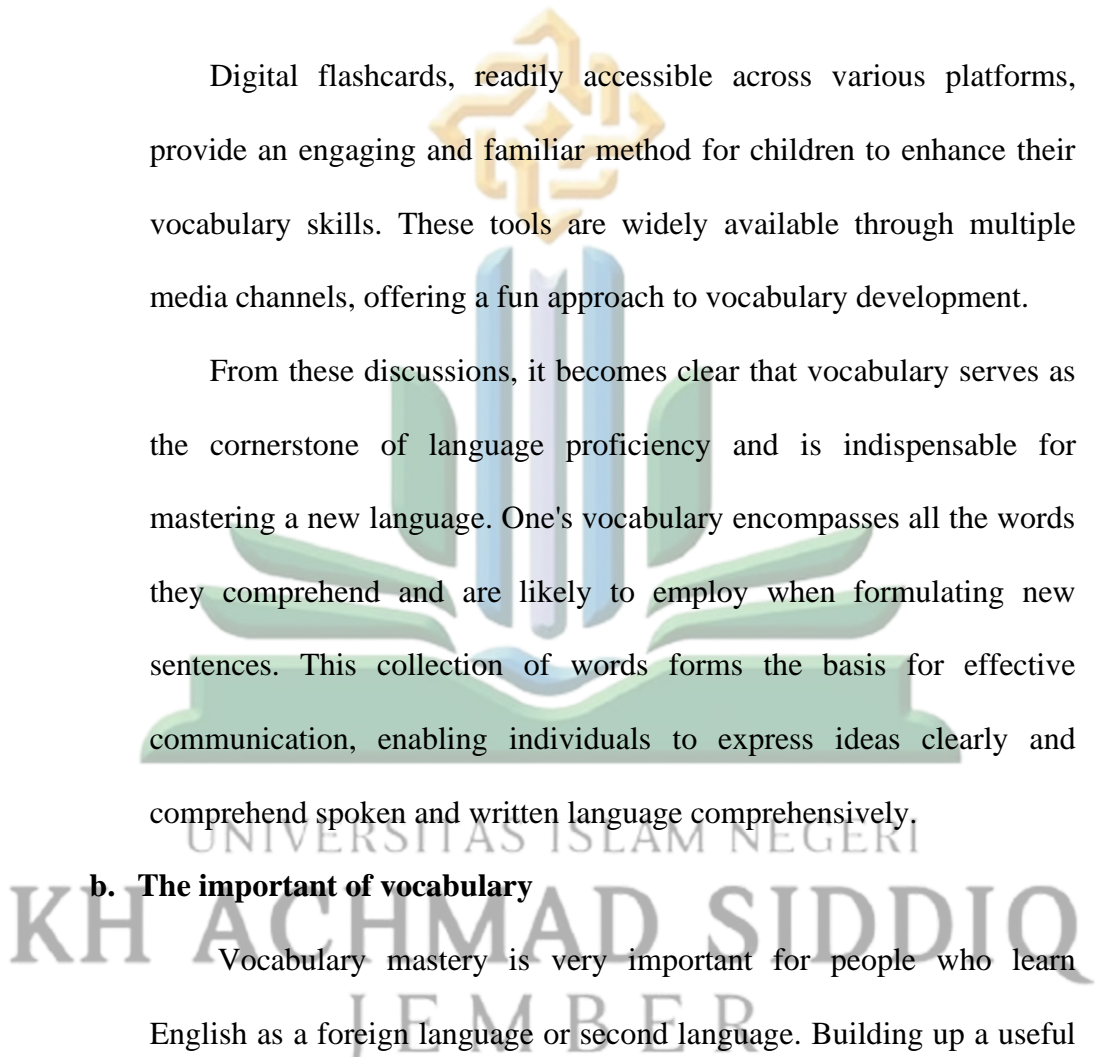
Therefore, according to these scholars, a strong emphasis on vocabulary acquisition is critical in language learning contexts. It enables learners to engage more fluently with the language, comprehend complex texts, and express themselves with precision and clarity in various communicative settings.

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[18] Lotfi Ghazal, Learning Vocabulary in EFL Context through Vocabulary Learning Strategies, 1(2), 2007, p. 84.
[19] Evelyn Hatch and Cheryl Brown, Vocabulary, Semantics, and Language Education, 1998, p.1
[20] Jack C Richards and Willy A Renandya, Methodology in Language Teaching: An Anthology of Current Practice, 2002, p. 255.

Digital flashcards, readily accessible across various platforms, provide an engaging and familiar method for children to enhance their vocabulary skills. These tools are widely available through multiple media channels, offering a fun approach to vocabulary development.

From these discussions, it becomes clear that vocabulary serves as the cornerstone of language proficiency and is indispensable for mastering a new language. One's vocabulary encompasses all the words they comprehend and are likely to employ when formulating new sentences. This collection of words forms the basis for effective communication, enabling individuals to express ideas clearly and comprehend spoken and written language comprehensively.

b. **The important of vocabulary**
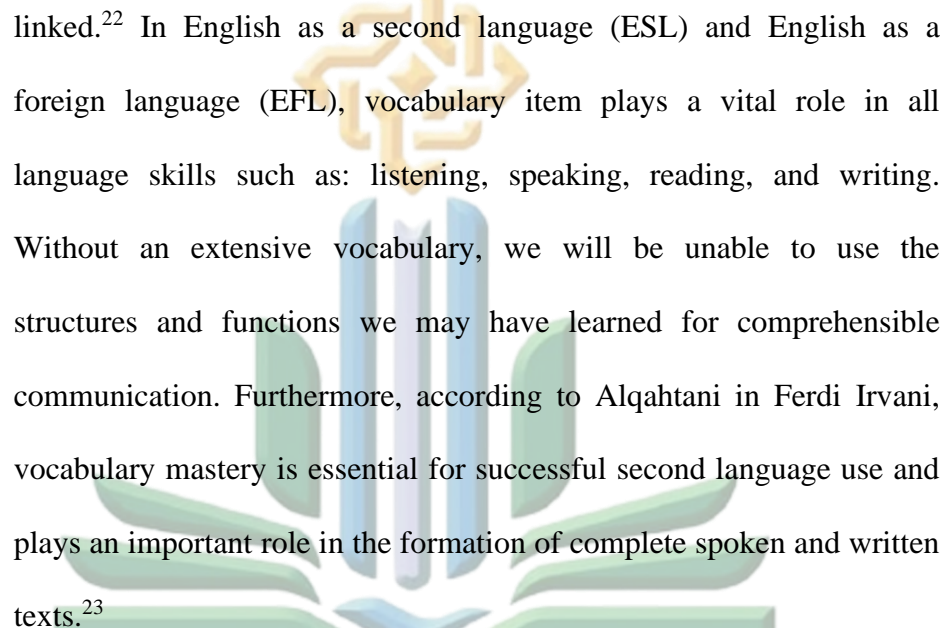
Vocabulary mastery is very important for people who learn English as a foreign language or second language. Building up a useful vocabulary is central to the learning of a foreign language at primary level. Learners' vocabularies put a helpful perspective on classroom foreign language learning[21].

Tozcu & Coady point out that vocabulary mastery is an important aspect of development foreign language acquisition, academic achievement, and vital to master English which it is closely

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[21] Cameron Lynne, *Teaching Languages to Young Learners*, (Cambridge University Press, New York: 2001),72

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linked.[22] In English as a second language (ESL) and English as a foreign language (EFL), vocabulary item plays a vital role in all language skills such as: listening, speaking, reading, and writing. Without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Furthermore, according to Alqahtani in Ferdi Irvani, vocabulary mastery is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.[23]

From the explanations importance of English vocabulary mastey, it can be conclude that vocabulary is very important in learning language. The mastery of vocabulary cannot be denied in learning English, not only learners" listening and speaking skills, but also their reading and writing as well, because vocabulary is one of the most important elements to improve the learners" English skill.

c. **Type of Vocabulary**

Hiebert and Kamil propose word has two forms, first oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Second, print vocabulary consists of those words for which the meaning is known when we write or read silently.[24] Words classes or parts of speech. They are divided into eight

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[22] Tozcu, A., & Coady, J, *Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed, computer assisted language learning*,(London: Routledge,2004),243

[23] MHD. Ferdi Irvani, Thesis: "An Analysis Of Students' Difficulties In Vocabulary Mastery At State Senior High School 1 Kampar",17

[24] Elfrida H. Hiebert, Michael L. Kamil, *Teaching And Learning Vocabulary:Bringing Research To Practice* (routledge : 2005), 3

21

classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.[25]

1) Nouns

Noun is a word (or group of words) that names a person, place, thing, activity, quality, or idea that can be used as the subject or object of a verb within a sentence. There are types of noun as follow; countable noun, uncountable noun, proper noun, concrete noun, collective noun and noun compounds

2) Pronoun

Pronoun is a word that is used in place of a noun to avoid repetition and to refer to a noun previously mentioned or understood in the context, for example: I, you, they, we, he, she, it.

3) Verbs

Verbs are a type of word that expresses an action, occurrence, or state of being. Verbs are used to convey what someone or something does, such as stand, sleeping, eat, go etc.

4) Adjective

Adjective is a word that modifies or describes a noun or pronoun by providing more information about its quality, quantity, or state. Adjectives can describe characteristics such as size, color, shape, age, origin, material, or other qualities of the noun they modify, for example: hard, slippery, handsome etc.

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[25] Scott Thornbury, *How to Teach Vocabulary*, (Essex: Longman, Pearson Education, 2002), 3

22

5) Adverbs

Adverbs are words that used to describe or modify a verb, adjective or another adverb, for example: early, tomorrow, extremely, etc.

6) Prepositions

Preposition is a word that typically shows the relationship between a noun (or pronoun) and other elements in a sentence. Prepositions usually indicate location, direction, time, or relationships between objects or ideas. For example: on, with friends, without a job, etc.

7) Conjunctions

Conjunction is a word used to connect words, phrases, or clauses within a sentence. Conjunctions are usually used in adverbial clauses, for example: but, because, and, since, as. etc.

8) Determiners

Determiners are types of words that introduce a noun and identify or define a noun. Determiners include articles such as "a", "an", the, demonstratives such as "this", "that", possessives such as "my", "our", quantifiers such as "some", "many", and numbers such as "two", "three".[26]

1) Teaching Vocabulary
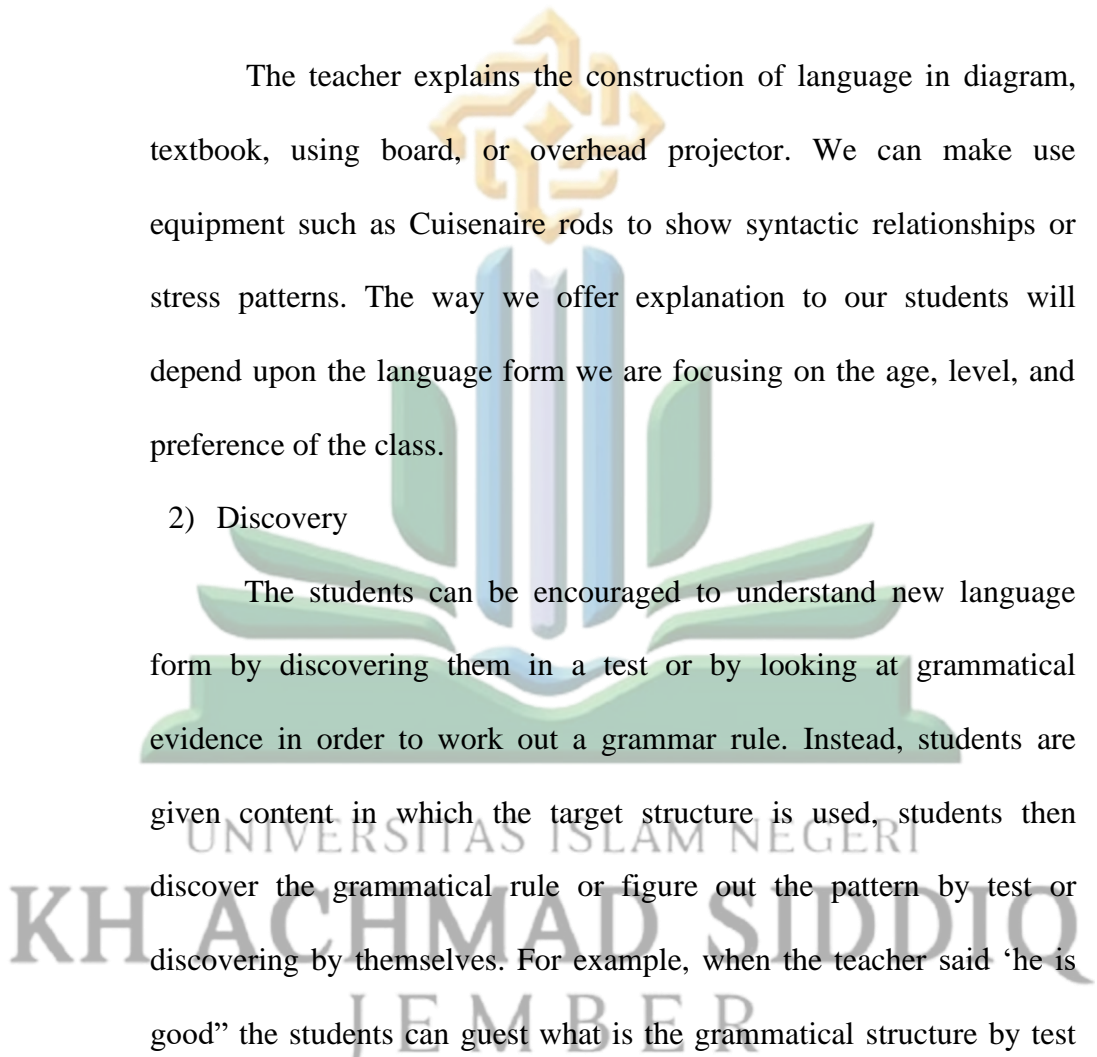
Harmer gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:[27]

1) Explanation

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[26] Scott Thornbury, 3

[27] Jeremy Harmer, *The practice of English language teaching, (4th Ed* .(Harlow: Longman, 2007), 154-156

23

The teacher explains the construction of language in diagram, textbook, using board, or overhead projector. We can make use equipment such as Cuisenaire rods to show syntactic relationships or stress patterns. The way we offer explanation to our students will depend upon the language form we are focusing on the age, level, and preference of the class.
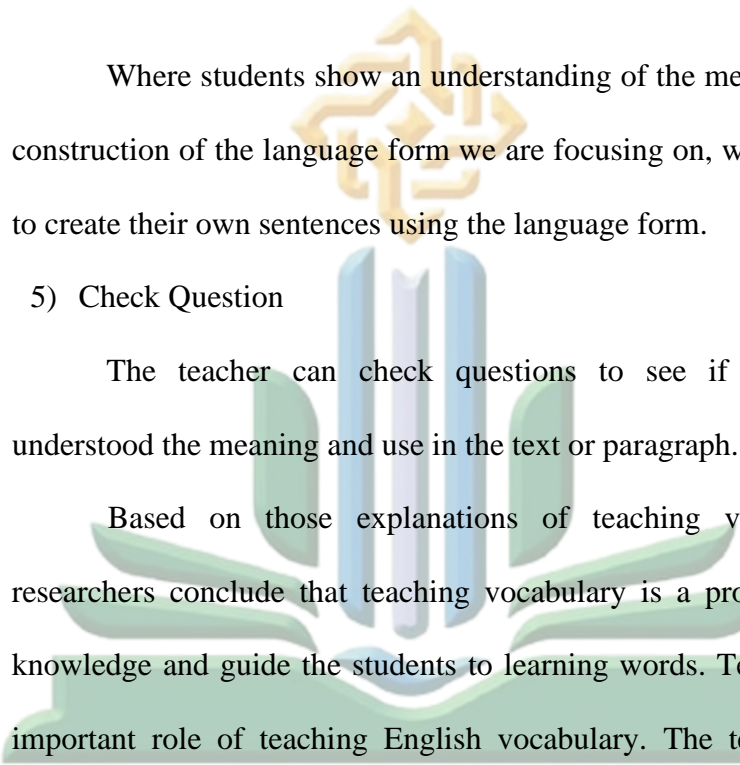
2) Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule. Instead, students are given content in which the target structure is used, students then discover the grammatical rule or figure out the pattern by test or discovering by themselves. For example, when the teacher said 'he is good" the students can guest what is the grammatical structure by test which has given by the teacher or looking at the pattern of the sentence. Then the teacher can explore the word by similarities or differences.

3) Accurate Reproduction

One of the ways students learn new language forms best through an accurate reproduction stage. Here we ask students to repeat new word, phrase, or sentence in controlled way.

4) Immediate creativity

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Where students show an understanding of the meaning, use, and construction of the language form we are focusing on, we can ask them to create their own sentences using the language form.

5) Check Question

The teacher can check questions to see if students have understood the meaning and use in the text or paragraph.
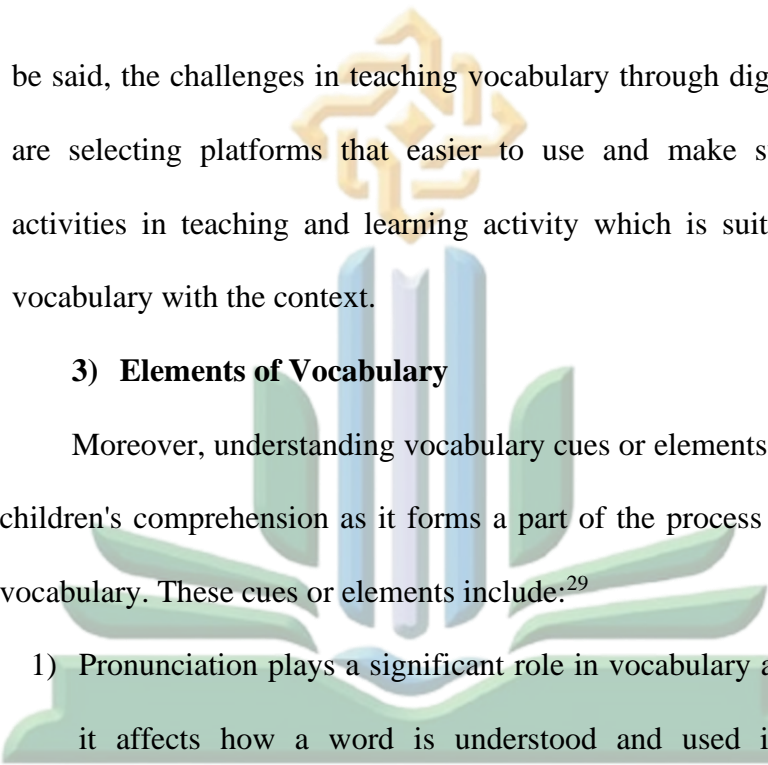
Based on those explanations of teaching vocabulary, the researchers conclude that teaching vocabulary is a process of giving knowledge and guide the students to learning words. Teacher takes an important role of teaching English vocabulary. The teacher have to know the purpose of learners, teacher will be able to teach vocabulary in accordance with the needs of the learner.

2) Challenging of engaging students in vocabulary learning through digital flashcard

E-media is used to describe distance education, but now they have more popular to mention teaching and learning process that happened through online platforms. According to Lee Steinmeyer in this journal that there are some considerations for teacher to pay more attention in using digital resource. Such as when selecting digital resource, planning their use, teacher have already considered the lesson and learning objective, and context[28]. Also it is clear or not with material by internet is appropriate for every single type of class. It can

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[28] Jill lee steyeimeyer. Implementation of Digital Flashcards to Increase Content-Specific Vocabulary Knowledge and Perceptions of Motivation and Self-Efficacy in an Eleventh-Grade U.S. History Course: *An Action Research Study.* (August: 2023). *112*

25

be said, the challenges in teaching vocabulary through digital flashcard are selecting platforms that easier to use and make sure planning activities in teaching and learning activity which is suitable to learn vocabulary with the context.

3) Elements of Vocabulary

Moreover, understanding vocabulary cues or elements is crucial for children's comprehension as it forms a part of the process of mastering vocabulary. These cues or elements include:[29]

1) Pronunciation plays a significant role in vocabulary acquisition as it affects how a word is understood and used in a specific language.

2) Spelling involves understanding the letters and syllables that form a word. It requires the ability to accurately construct words from individual letters or to recognize the correct spelling of a word.

3) Grammar is intricately connected to vocabulary; thus, studying words aids students in understanding grammar rules. This highlights the importance of balancing vocabulary acquisition with grammar learning.

4) Understanding the meaning of words involves cognitive effort, which influences how well a learner remembers new terms. The more effort a learner puts into understanding a word and its meaning, the more likely they are to retain it over time.

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[29] Cameron, Lynne. Teaching Language to Young Learner. 2001. Cambridge: Cambridge University Press.

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CHAPTER III

RESEARCH METHOD
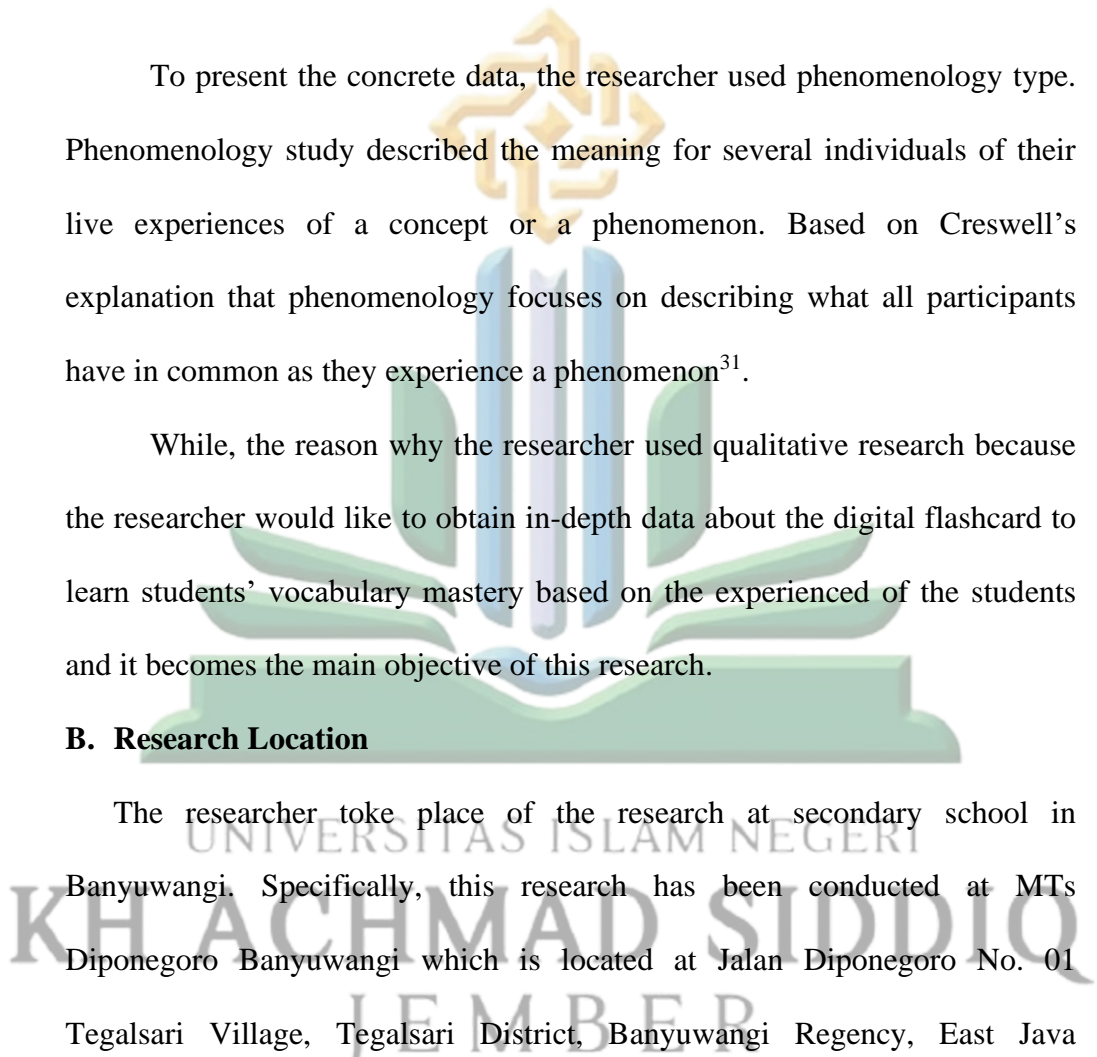
There are some parts of explanation contained in this chapter, such research design, research location, research subject, data collection technique, data analysis, validity of the data and procedure of the research. all those explanation as follows:

A. Approach and Research Design

The design of this research was qualitative research. According to Steven that Qualitative means a research concerned with the meaning people attach to things in their lives, such as behavior, perception, motivation, action, etc[30]. Generally, qualitative researcher empathizes and identifies with people the researcher study in order to understand how those people see things. Besides, qualitative research is the Central to the phenomenological perspective and understanding people from their own frames of reference and experiencing reality as they experience it. Qualitative research also refers to research procedure which brings about descriptive data in the form of written or spoken words and behavior available to be studied. Qualitative research is a research which investigates the quality of relationships, activities, situations, or materials in a particular activity or situation. The researcher of Qualitative research begins with the assumptions a worldview the possible use a theoretical lens, and the study of research problems inquiring into the meaning individuals or group ascribe to a social orhuman problem.

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[30] Steven J. Taylor, S. (2016) *Introduction To Qualitative Research Methods. A Guidebook And Resource 4th Edition* (Canada: Acid-Free Paper). 120

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To present the concrete data, the researcher used phenomenology type. Phenomenology study described the meaning for several individuals of their live experiences of a concept or a phenomenon. Based on Creswell's explanation that phenomenology focuses on describing what all participants have in common as they experience a phenomenon[31].

While, the reason why the researcher used qualitative research because the researcher would like to obtain in-depth data about the digital flashcard to learn students' vocabulary mastery based on the experienced of the students and it becomes the main objective of this research.
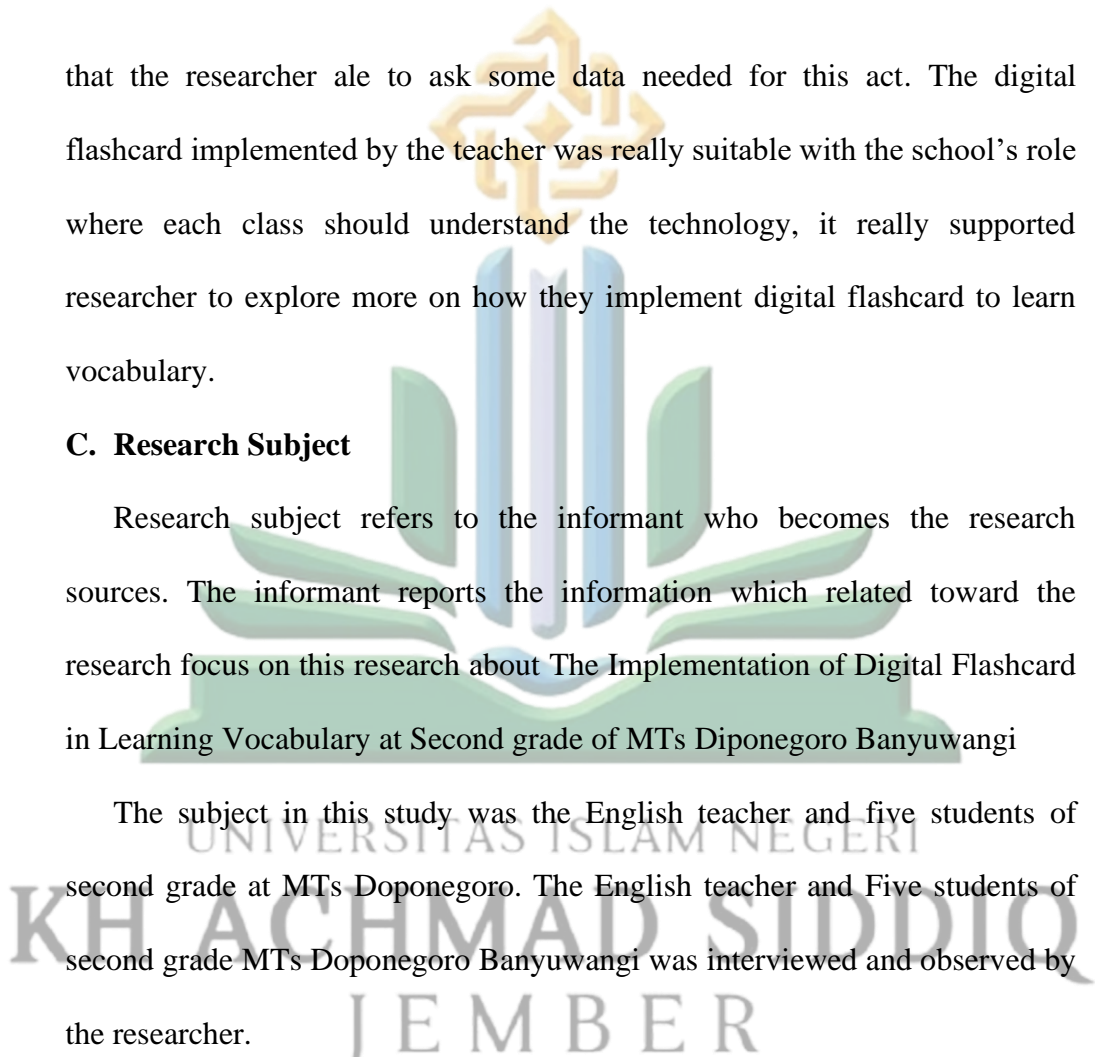
B. Research Location

The researcher toke place of the research at secondary school in Banyuwangi. Specifically, this research has been conducted at MTs Diponegoro Banyuwangi which is located at Jalan Diponegoro No. 01 Tegalsari Village, Tegalsari District, Banyuwangi Regency, East Java Province. Here, the teacher told that English is taught two times a week for every class, every class got 45 minutes to learn English, it limited the researcher to conduct the research, so that, it only focused on the second class on implementing digital flashcard to learn vocabulary. Besides, the researcher conducted the research in this school because the researcher has got permission from the headmaster to conduct the research and there has not been yet researcher conducted the research about the digital flashcard implemented to learn vocabulary, the school has great accreditation and provide computer

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[31]C Jewitt.. *Technology, Literacy, and Learning: A Multimodal Approach*. (London, England; Routledge; 2009). 98

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that the researcher ale to ask some data needed for this act. The digital flashcard implemented by the teacher was really suitable with the school's role where each class should understand the technology, it really supported researcher to explore more on how they implement digital flashcard to learn vocabulary.

C. Research Subject

Research subject refers to the informant who becomes the research sources. The informant reports the information which related toward the research focus on this research about The Implementation of Digital Flashcard in Learning Vocabulary at Second grade of MTs Diponegoro Banyuwangi

The subject in this study was the English teacher and five students of second grade at MTs Doponegoro. The English teacher and Five students of second grade MTs Doponegoro Banyuwangi was interviewed and observed by the researcher.

1. English Teacher of Mts Diponegoro Banyuwangi

   Furthermore, Mrs. Asma' Khumailiyah, an English teacher at MTs Diponegoro Banyuwangi teaching second grade, was selected as the subject of this study for conducting interviews and observations. The goal is to gather relevant data concerning the utilization of digital flashcards in vocabulary learning, including its implementation, supportive factors, and barriers.

2. The Students of MTs Diponegoro Banyuwangi

The second group consisted of 28 second-grade students selected for observations. Additionally, five students—Sopia, Fadel, Ayu, Bunga, and Yulia—were chosen for focus group interviews as research subjects. These students were selected based on several criteria: first, they were recommended by their English teacher at MTs Diponegoro Banyuwangi; second, one of the students demonstrated proficiency in English, was actively engaged, and showed high academic capability; third, two students showed enthusiasm for learning English despite lacking prior background knowledge in the language; and finally, two other students, although initially lacking English proficiency, were actively involved in class and highly motivated.

These selected subjects were involved in implementing digital flashcards as a tool for learning vocabulary, a method recommended and described by the English teacher at MTs Diponegoro Banyuwangi.

Having subject of the research, the researcher used purposive sampling. Purposive sampling is qualitative sampling technique which the researchers intentionally select individual and sites to learn or understand the central phenomena[32]. Purposive sampling also as the selecting information rich cases

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[32] John W. Creswell, *educational research*, 4th edition (united states: pearson educationinc,2012), 206

for the most effective use of limited resources with must be consistent with the
aim and assumption that use in the research

D. Data Collection Techniques

This research conducted some data collecting techniques, those techniques
explain below:

1) Observation

   Observation is a technique which people use in their natural settings in
   order to understand social life from the perspective of the participant[33].
   Observation can be called as a technique in which the researcher used in
   taking field note of individual behavior and activities of the research site.

   This research used participant observation where the researcher
   participated in the learning process of vocabulary mastery while
   becoming observer related to the implementing digital flashcard. The
   observation conducted to get the data about the digital flashcard in
   students' learning vocabulary at junior high school students

2). Interview

   Interview is favored digging tool of social researcher. Interview is as
   the cheerful data collector with the role involves getting people to relax
   enough to answer the predefined series of question completely[34].

   This research employed in-depth interviewing, specifically open-ended
   interviewing, as its qualitative research method. This type of interview

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[33] P Leavy, *Research design* (new york: the Guilford press,2017). 79

[34] Steven Taylor, J. 2016. *Introduction To Qualitative Research Methods. A Guidebook And
Resource 4ᵗʰ Edition* (Canada: Acid-Free Paper). 120

31

involved face-to-face interactions between the researcher and the informants, aimed at gaining a deep understanding of the informants' perspectives on their lives, experiences, or specific situations, particularly in relation to the use of digital flashcards in students' vocabulary learning.

The researcher chose this method because of its flexibility, allowing for the adaptation and refinement of questions to ensure comprehensive and valid information collection. Through these interviews, the researcher gathered data specifically focused on how digital flashcards were utilized in enhancing students' vocabulary acquisition. The insights gained from these interviews provided detailed and firsthand perspectives on the effectiveness and impact of digital flashcards in educational settings. Some the list of interview has been used in this research could be seen as follows:

Table 3.1
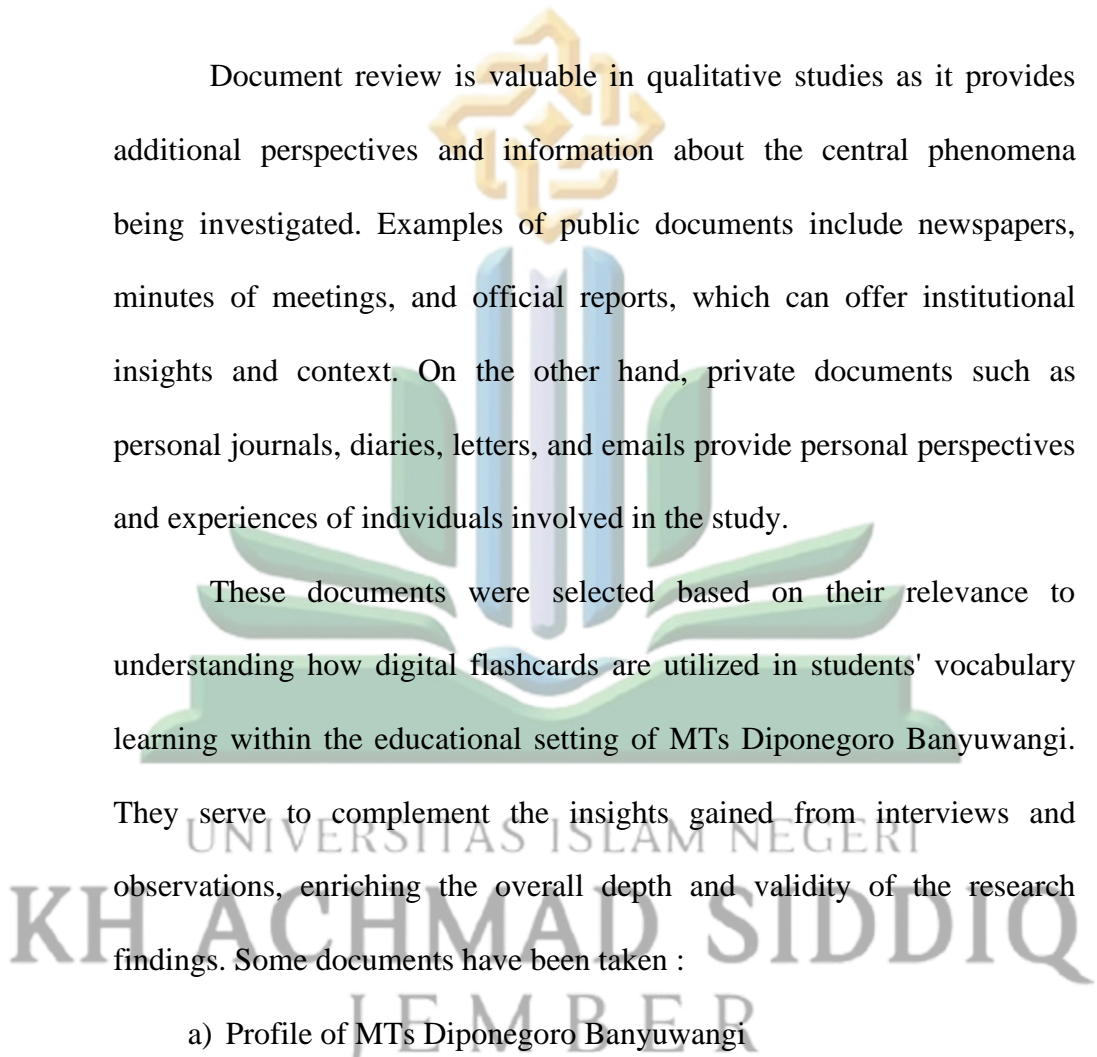
In-depth interview list questions

No.	Research Purposes	Questions
1.	Describing students' feeling in learning vocabulary	1. What is your opinion about learning vocabulary process? 2. Do you think the teacher make easier after using digital flashcard? 3. What do you feel when using digital flashcard?

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2.	Explaining student's attitude in using digital flashcard	1. Do you think digital flashcard is useful as learning media? 2. Do you have inhibiting factor during using digital flashcard?
3	Explaining students learning vocabulary through digital flash card	1. Does digital flashcard improve your vocabulary mastery? 2. How does the teacher implement digital flashcard? 3. Can you explain why digital flashcard suitable used in learning vocabulary? 4. What is the supporting and inhibiting factor to implement digital flashcard in learning vocabulary?

3). Document review

During the research process, the researcher utilized not only interviews and observations to gather accurate data but also conducted document review. Documents are considered as sources of both public and private data that qualitative researchers obtain about participants and the study site.

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Document review is valuable in qualitative studies as it provides additional perspectives and information about the central phenomena being investigated. Examples of public documents include newspapers, minutes of meetings, and official reports, which can offer institutional insights and context. On the other hand, private documents such as personal journals, diaries, letters, and emails provide personal perspectives and experiences of individuals involved in the study.

These documents were selected based on their relevance to understanding how digital flashcards are utilized in students' vocabulary learning within the educational setting of MTs Diponegoro Banyuwangi. They serve to complement the insights gained from interviews and observations, enriching the overall depth and validity of the research findings. Some documents have been taken :
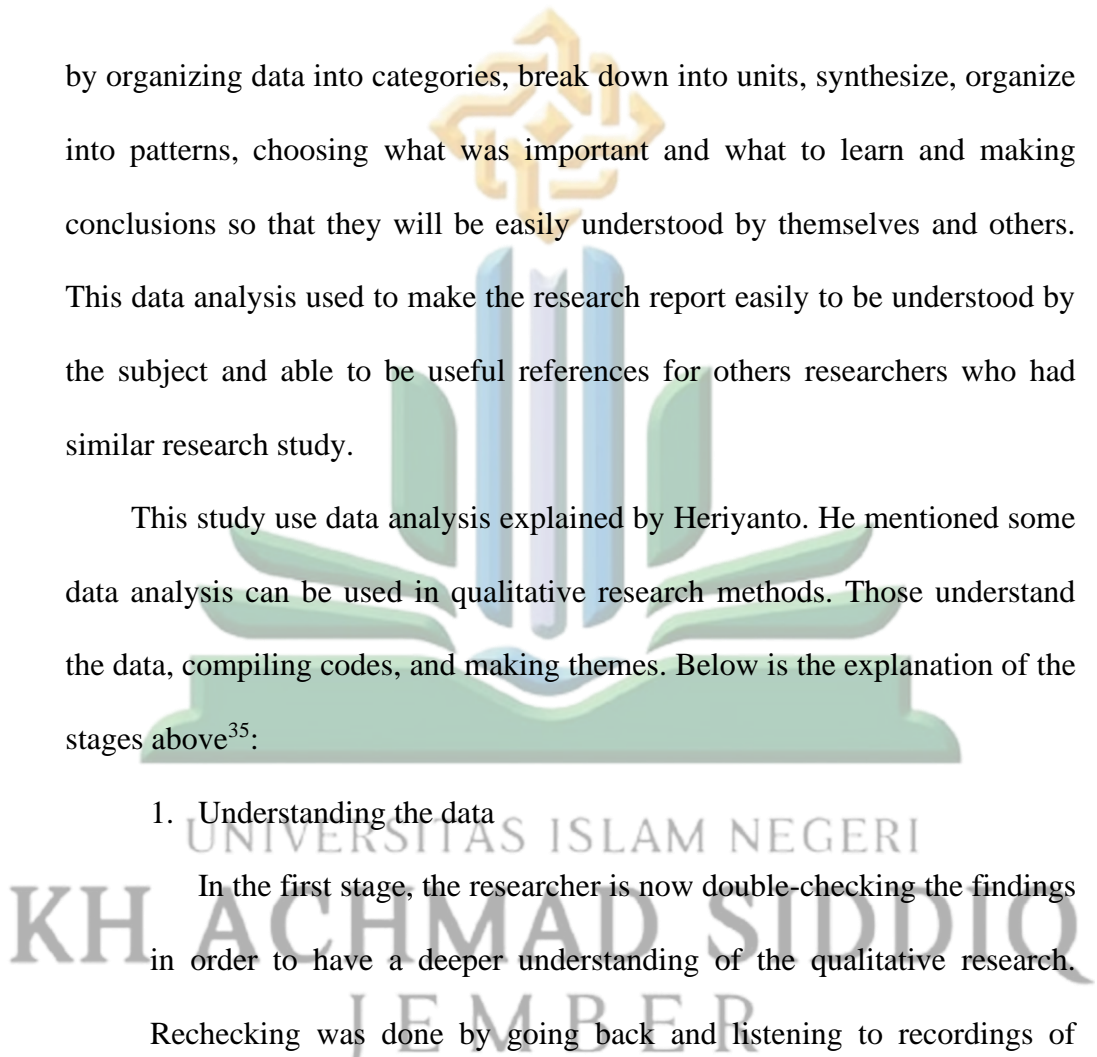
a) Profile of MTs Diponegoro Banyuwangi

b) Vision and Mission MTs Diponegoro Banyuwangi

c) The data of the students at eight class of MTs Diponegoro

d) Photos of learning vocabulary process

e) The Lesson Plan

E. Data Analysis

This section presented data analysis procedures performed on the collecting data in order to answer the research questions.

Data analysis means the process of searching and compiling systematically data obtained from interviews, field notes and documentation,

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by organizing data into categories, break down into units, synthesize, organize into patterns, choosing what was important and what to learn and making conclusions so that they will be easily understood by themselves and others. This data analysis used to make the research report easily to be understood by the subject and able to be useful references for others researchers who had similar research study.

This study use data analysis explained by Heriyanto. He mentioned some data analysis can be used in qualitative research methods. Those understand the data, compiling codes, and making themes. Below is the explanation of the stages above[35]:

1. Understanding the data

   In the first stage, the researcher is now double-checking the findings in order to have a deeper understanding of the qualitative research. Rechecking was done by going back and listening to recordings of interviews, seeing videos shot during the data gathering process, and reading transcripts of interviews again.
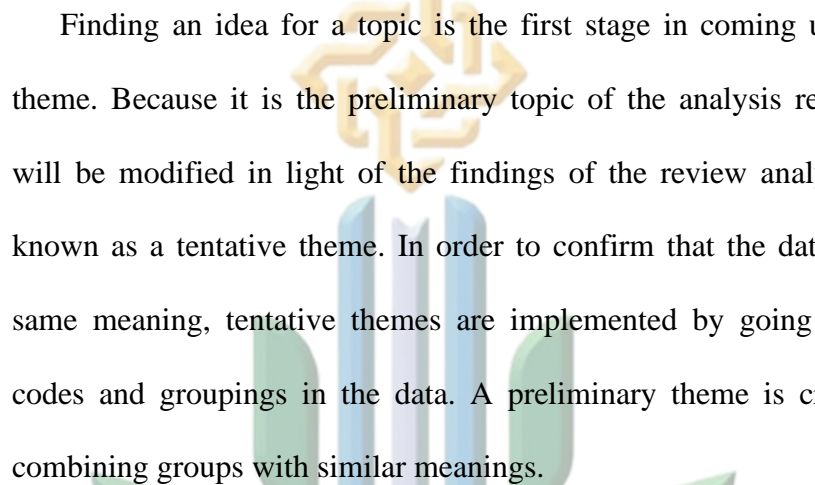
2. Compiling codes

   Finding the primary concept in a text is similar to this coding step. Another way to think about codes is as labels found in data that correspond to research topics. Here, the researcher determined which information in the interview transcript has to be coded at this point.

3. Making themes

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[35] Heriyanto. Thematic Analysis sebagai Metode Menganalisa Data untuk Penelitian Kualitatif. *Anuva: Jurnal Kajian Budaya,* (2018). *2.*(3). 142

Finding an idea for a topic is the first stage in coming up with a theme. Because it is the preliminary topic of the analysis results and will be modified in light of the findings of the review analysis, it is known as a tentative theme. In order to confirm that the data has the same meaning, tentative themes are implemented by going over the codes and groupings in the data. A preliminary theme is created by combining groups with similar meanings.

The next step was to review the interview transcript to make sure the written information aligns with the emerging tentative themes

F. Validity of The Data

For all kinds of research, including qualitative research, possibly the key quality control issue deals with the validity of a study and the findings. According to Robert that Validity is referring to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account[36]. A valid study is one that has properly collected and interpreted its data, so that the conclusions accurately reflect and represent the real world (or laboratory) that was studied

The validity of the data that has been used by researcher in this research is Sources triangulation and Techniques triangulation. Triangulation is defined as checking data from various sources and various ways. Triangulation is useful in checking the validity of data or whether it is more a means of

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[36] Robert Yin. *Qualitative Research From Start To Finish* (New York: The Gulford Press2011). 120

widening or deepening understanding of a subject through the combination of multiple readings[37].

Sources Triangulation is the test to credible the data done by checking data from different sources with the same technique[38]. The data was obtained from the interview and observation process with the teacher and students regarding digital flashcard in students' learning vocabulary

Techniques Triangulation is the test to credible the data done by checking the data to the same source with different techniques[39]. Here, the data was obtained from the interview and observation process with the teacher and students regarding digital flashcard in students' learning vocabulary

G. Procedure of The Research

Procedure of the research is a part which explains the research start from preface research, design development, the real research, and until report the writing or the result[40]. In this research there were three procedures that implemented.

Table 3.2

The research procedure

This activity applied by the researcher from the researcher stage till the

research report about the implementation of digital flashcard in learning

vocabulary

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[37] J Lewis. Qualitative research practice: A guide for social science students and researchers. (SAGE: 2013). 172

[38] Sugiyono, *MetodePenelitian Kuantitatif, Kualitatif dan R&D* (*Bandung*: Alfabeta: 2011). 114

[39] Sugiono. 114

[40] Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

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No	Research Procedure	Activities
1	Stage of Pre-field Research	a) Arranging a research plan b) Selecting the research field c) Managing the license d) Exploring and evaluate the field of research e) Selecting the participant or the informants f) Prepare the research instrument
2	Stage of fieldwork	The researcher collected the data with observation, interview and document review to get any information about the implementation of digital flashcard to learn vocabulary at second grade students of MTs Diponegoro
3	Stage of data analysis	The researcher analysed the data and verifies it. Next, after the data analysed, the last step was making a research report

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, the researcher explored three important points, first is overview of the research location, second is research findings and data analysis, and the third is discussions on the result of data analysis. However, the researcher collected the data from the teacher and eighth grades students at MTs Diponegoro Banyuwangi east java about exploring junior high school students' voice in digital flashcard-mediated vocabulary learning

A. Overview of The Research Location

MTs Diponegoro is located on Jalan Diponegoro No. 01 Tegalsari Village, Tegalsari District, Banyuwangi Regency, East Java Province. This school has a strategic geographical location, because it is located between two cities, namely Genteng District City and Gambiran District City. While the support of relatively easy transportation and relatively widespread and even publication of the school in the surrounding community, this school is in demand by students who live within a 5 km radius of the school.
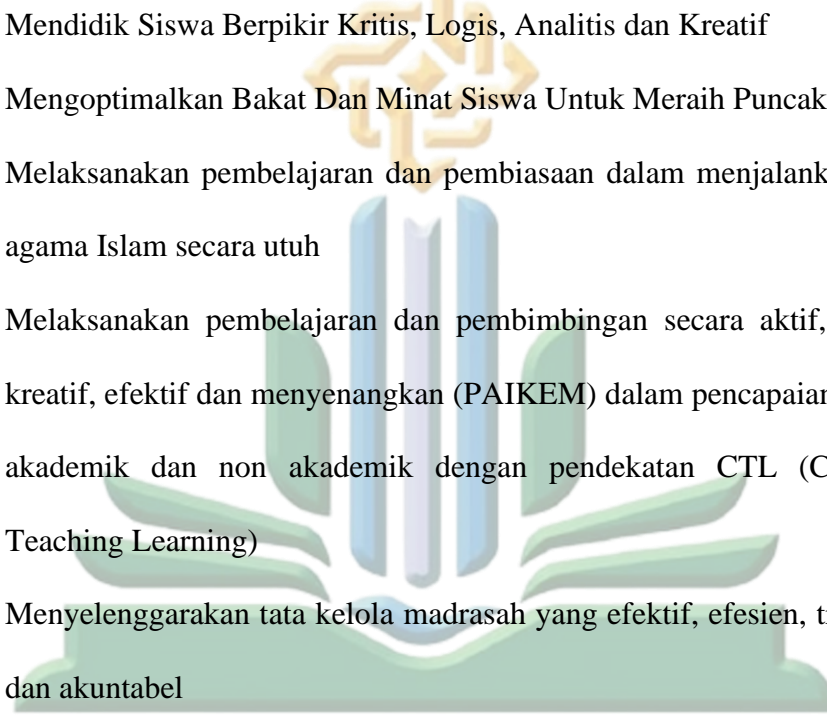
Vision and Mission of MTs Diponegoro Banyuwangi

Vision

Mewujudkan Prestasi Terdepan Yang Tangguh Dalam Imtaq Dan Iptek

Mission

➢ Mencetak Kader Bangsa Muslim Sejati Berwawasan Ahlussunah Wal Jama'ah

39

> Mendidik Siswa Berpikir Kritis, Logis, Analitis dan Kreatif

> Mengoptimalkan Bakat Dan Minat Siswa Untuk Meraih Puncak Prestasi

> Melaksanakan pembelajaran dan pembiasaan dalam menjalankan ajaran agama Islam secara utuh

> Melaksanakan pembelajaran dan pembimbingan secara aktif, inovatif, kreatif, efektif dan menyenangkan (PAIKEM) dalam pencapaian prestasi, akademik dan non akademik dengan pendekatan CTL (Contextual Teaching Learning)

> Menyelenggarakan tata kelola madrasah yang efektif, efesien, transparan dan akuntabel

> Meningkatkan pengetahuan dan profesionalisme tenaga kependidikan sesuai dengan perkembangan dunia pendidikan

> Menjadikan madrasah sebagai madrasah model dalam pengembangan pembelajaran yang mengintegrasikan Imtaq dan Iptek.

> Memiliki daya saing dalam prestasi Information and Communication Technology (ICT)

> Menumbuh kembangkan semangat keunggulan secara intensif kepada seluruh warga madrasah baik dalam prestasi akademik maupun non akademik

> Menerapkan manajemen partisipatif dengan melibatkan seluruh warga madrasah dan komite madrasah

> Mendorong dan membantu setiap siswa mengenai potensi diri sehingga dapat dikembangkan secara lebih optimal

40

➢ Menciptakan lingkungan madrasah yang sehat bersih dan indah

B. Research Findings

A research should be provided with the data serving as the main of this research and the data would be analysed. Based on the previous discussion that the researcher used observation, interview and document review which was served by collecting data using those three techniques. Researcher described, elaborated and interpreted the data till becoming whole description

Researcher elaborated the research findings based on the interview, document review and observation as follows

1. The Implementation of Digital Flashcard In Learning Vocabulary at Second Grade Students of MTs Diponegoro

The implementation of digital flashcard at MTs Diponegoro Banyuwangi consisted of two important points, those were the procedure of the application and the evaluation of using digital flashcard on learning vocabulary.

The procedure of the implementation digital flashcard has been explained by the English teacher as follows:

Untuk media pembelajaran, saya biasa menggunakan digital flashcard yang sebelumnya sudah saya rancang lewat situs Quizlet.[41]

I used digital flashcard as a learning media which before I have made on Quizlet.

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[41] Teacher Asma' Khumailiyah, interviewed by Anita Wahyuningsih, Banyuwangi 30th of March 2024

Based on the explanation above that the teacher used Quizlet to make digital flashcard in learning english at MTs Diponegoro. However, that statement has been straightened by one of the students, Sopia whom researcher interviewed:

Biasanya Miss Asma' Khumailiyah mengirimkan link pembelajaran kak, dan isinya tentang flashcard yang berisi seperti kartu[42]
The teacher usually share us a link which content as card

Those explanations above showed us on how the teacher taught vocabulary by implementing digital flashcard, it could be concluded that teacher created an account on Quizlet to make the digital flashcard then share it to the students at second grade of MTs Diponegoro banyuwangi as a learning media. The explanation also teaches us on how the teacher used digital as well.

Besides, the teacher added the explanation which supported student's statement above:

Untuk prosedur penggunaannya sama seperti pembelajaran pada umumnya yang dimulai dari kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Kegiatan pendahuluan ya sama seperti biasanya salam doa absensi dan sebagainya. Selanjutnya kegiatan inti. Pada kegiatan inti ini yang saya lakukan adalah: 1). Saya share link digital flashcard yang sudah saya buat sebelumnya. Ini bertujuan agar siswa mengamati apa yang ada di hadapan mereka dan bisa mengetahui arti dari kosakata di dalam flashcard tersebut 2). Saya meminta siswa untuk klik tombol play untuk membalik kartu dan menunjukan kosakata apa yang ada di baliknya. 3). Saya memberikan contoh pengucapan yang benar tentang kosakata yang saya tunjukkan. 4). Saya meminta siswa untuk meniru apa yang saya ucapkan terkait dengan kosa kata tentang school object tersebut. Langkah

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[42] Sopia, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 22nd of April 2024

ini saya lakukan berulang-ulang dengan kartu yang berbeda-beda sampai mereka bisa, Dan yang terakhir 5). Saya meminta siswa untuk membuat kalimat terkait dengan kosakata yang sudah dipelajari[43].

The procedure for using the digital flashcard is the same as learning generally which starts from preliminary activities, core activities, and closing activities. The preliminary activity is the same as the usual such as checking attendance, pray, and so on. Next is the core activity. In this core activity: 1). I share the link of the digital flashcard which I have made before. This, to make the students observe what is in front of them and they can know the meaning of the vocabulary on the flashcard 2). I asked students to play the card by clicking the bottom to show the meaning behind the card 3). I give them examples of correct pronunciation about the vocabulary that I showed. 4). I ask students to imitate and repeat what I say related to the vocabulary about the school object. I do this step repeatedly by using different card. 5). I ask students to make sentences related to the vocabulary that has been learned.
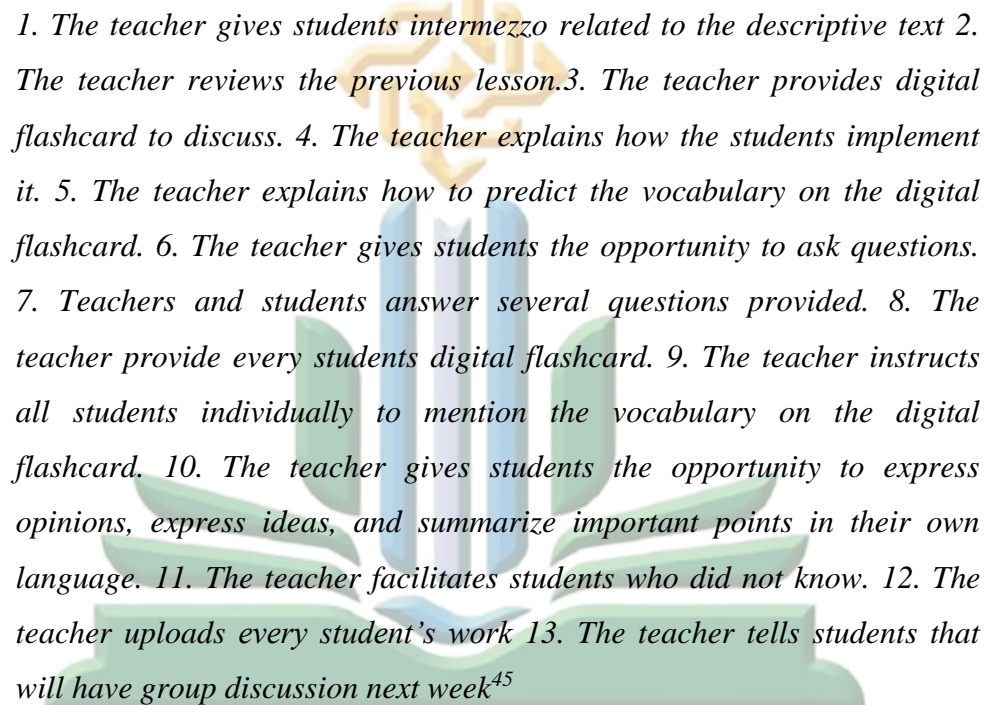
Based on the observation done by the researcher that she found if students were very interesting to learn English by using Quizlet, they focused on the phone and play the card which has shared by the teacher. However, the researcher also found if the students felt challenged to know more about vocabulary and it brought positive vibes[44]

Meanwhile, the used of digital flashcard at second grade of MTs Diponegoro also explained on the lesson plane has been made by the teacher, the researcher found some steps used by the teacher mediated vocabulary using digital flashcard:

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[43] Teacher Asma' Khumailiyah, interviewed by Anita Wahyuningsih, Banyuwangi 4th of April 2024
[44] Observation: 30th of March 2024

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1. The teacher gives students intermezzo related to the descriptive text 2. The teacher reviews the previous lesson.3. The teacher provides digital flashcard to discuss. 4. The teacher explains how the students implement it. 5. The teacher explains how to predict the vocabulary on the digital flashcard. 6. The teacher gives students the opportunity to ask questions. 7. Teachers and students answer several questions provided. 8. The teacher provide every students digital flashcard. 9. The teacher instructs all students individually to mention the vocabulary on the digital flashcard. 10. The teacher gives students the opportunity to express opinions, express ideas, and summarize important points in their own language. 11. The teacher facilitates students who did not know. 12. The teacher uploads every student's work 13. The teacher tells students that will have group discussion next week[45]

Based on all the founding above, it can be concluded that there were some steps the teacher used to implement digital flashcard mediated students' vocabulary learning at second grade of MTs Diponegoro. Those were: 1). the teacher created flashcard on quizlet. 2) the teacher shared the link of the digital flashcard which he have made before. 3). the teacher asked students to play the card by clicking the bottom to show the meaning behind the card 3). the teacher gave them examples of correct pronunciation about the vocabulary that he showed. 4). the teacher asked students to imitate and repeat what he said related to the vocabulary about the school object. 5). the teacher asked students to make sentences related to the vocabulary that has been learned.

The procedure of the implementation digital flashcard at MTs Diponegoro also followed by the evaluation done by the teacher to know the students'

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[45] Observation on lesson plan: 30th of April 2024

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vocabulary understanding, this evaluation was delivered by Miss Asma as the English teacher such:

> *Untuk evaluasi pembelajaran biasanya saya membentuk anak-anak menjadi beberapa grup dalam satu kelas. Masing-masing grup harus menebak vocabulary dari flashcard yang ditunjukan group lain serta membuat kalimat singkat dari vocabulary tersebut. Saya rasa, ini bisa meningkatkan vocabulary siswa serta tidak membuat mereka jenuh akan tugas yang saya berikan[46].*
>
> The evaluation I implemented is making students into some groups a class, each group should guess the vocabulary behind the digital flashcard showed by another group and asking them to make a short sentence from that vocabulary. I did this evaluation to have students did not feel bored and able to increase their vocabulary, even I gave them duties

This evaluation was straitened by the observation done by the researcher, she found that was noise because they try to make short sentence which asked by the teacher from the vocabulary which they got from the other group's digital flashcard[47]. At that moment, the researcher saw students were very interesting to guess the vocabulary behind the flashcard showed by other group, it able to increase their motivation to learn more and know more about English lesson.

2. The Supporting and Inhibiting Factors to Implement Digital Flashcard In Learning Vocabulary at Second Grade Students of MTs Diponegoro

Based on the focused above that there are two points explanation in this part, those the supporting factor and the inhibiting factor to implement digital flashcard at second grade students of MTs Diponegoro Banyuwangi.

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[46] Teacher Asma, interviewed by Anita Wahyuningsih, Banyuwangi 6th of April 2024
[47] Observation: 6th of April 2024

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

The supporting factor

Digital flashcard is the card which was use as learning media to support students' vocabulary based on digital system. Here, the teacher used Quizlet to create the card mediated students' learning. However, the supporting factor means some factor which made students interested and enthusiasm in implementing digital flashcard mediated vocabulary learning.

Based on the observation and interview conducted by the researcher from 25 to 27 of April 2024 got some research result about the supporting factor to implement digital flashcard at MTs Diponegoro. Here, the researcher tried to classify the supporting factor into two points, such parent's support and school facilities.

a. *School facilities*

School facilities was so needed to implement digital flashcard, based on the teacher's statement, one of the School facilities vacillated is the payment of making Quizlet on digital system. However, digital system is one of the things which really support the implementation of digital flashcard. It delivered by the teacher:

> *Hal yang paling mendukng pelaksanaan digital flashcard si sekolah ini adalah sistem digital, sistem digital yang biasa saya gunakan adalah Quizlet dimana saya bisa membuat card sendiri yang nantinya di pakai sebagai media pembelajaran siswa. Di dalam Quizlet, ada beberapa hal yang harus berbayar agar bisa mendapatkan digital*

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flashcard yang bagus dan baik, dan untuk payment tersebut kebetulan di tanggung sekolah selama itu sebagai fasilitas belajar siswa[48].

The most supporting factor to implement digital flashcard is digital system. The digital system I usually used is Quizlet where I can create my own card then shares it to the students as learning media here. To get good flashcard, we should pay to the Quizlet, and this guaranteed by school during using as school facilities.

From that statement, it can be said if the digital system is so crucial when we want to implement digital flashcard. Shortly, the teacher could not able to implement digital flashcard when they did not have digital system. Based on the statement above, we also concluded that the teacher used Quizlet web site to vacillate students in implementing digital flashcard, such the school facilitated it to get the good digital flashcard.

The statement above was supported by Fadel, student's explanation:

Kalau Miss Asma sering mengunakan website Quizlet pas ngajar kak[49]

Miss Asma Always used Quizlet web when teaching English

The teacher added:

Sebenarnya kalau kita mau ngajar bahasa asing, hususnya bahasa inggris harus mencari cara bagaimana siswa tidak mudah jenuh dan tetap antusias dalam mengikuti pembelajaran. Saya pernah menggunakan media kartu flashcard, namun saya rasa kurang cocok untuk kelas dua karena ketika mereka dikasih tugas menggunakan card tersebut, mereka mudah jenuh dan sering kebingunangan. Makanya dengan fasilitas internet yang ada, saya ganti menjadi

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[48] Teacher Asma' Khumailiyah, interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

[49] Fadel, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 4th of April 2024

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digital flashcard dan itu sangat efektif dalam menngkatkan vocabulary siswa[50].

When we are teaching a foreign language such English, honestly we have to find the media on how to make learners did not feel bored and enthusiastic to learn English. I ever used card and I guess it's not proper to my class because they feel confused when I give them homework, that's why I change to use digital flashcard because we facilities students by interne system and it runs well also able to increase their vocabularies.

Based on the finding above, digital system is one of the thing supported students' learning process. The teacher's explanation also showed that digital flashcard able to easy students to remember many kinds of vocabulary and trying them to make short sentence.

Besides, to implement the digital flashcard, the students' and the teacher need a network. However, MTs Diponegoro also facilitate students a free network during at the school, this also delivered by one of the student Ayu, when interviewed by the researcher:

Kami menggunakan wifi sekolah kak. Jadi kita tidak perlu membeli kuota ketika membuka Quizlet[51]

We connected to the school network, so we don't need to buy quota to learn quizlet

The students' statement above was straitened by the teacher's statement:

Selama di sekolah, anak-anak bebas menggunakan wifi sekolah untuk keperluan pembelajaran di kelas. Kami mimang memfasilitasi mereka selama itu untuk keperluan belajar siswa[52].

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[50] Teacher Asma' Khumailiyah, interviewed by Anita Wahyuningsih, Banyuwangi 30th of March 2024

[51] Ayu, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 27th of April 2024

[52] Teacher Asma, interviewed by Anita Wahyuningsih, Banyuwangi 27th of April 2024

The students able to connect the school's network when they are going to learn. We facilitate them a network as their learning necessity

Based on all the findings above, we can understand if MTs diponegoro really facilitate students and the teacher to learn at the school, moreover, implementing digital flashcard which use Quizlet

b. Parents' support

Parents' support is the most supporting factor on how this media implemented well. Parents' support does not only advice students to learn more but also facilitate them to learn more. One of the parent's supports is having student a Mobile phone. Mobile phone is the crucial thing which is not only support students' learning but also needed by students to implement digital flashcard. This learning such the media could not be implemented if the students did not have mobile phone. Based on the teacher's statement:

> *Boleh, selama itu mimang digunakan untuk kepentingan belajar, salah satunya adalah di kelas saya ketika penerapan media pembelajaran digital flashcard[53].*
>
> The students is allowed to bring mobile to use the learning process, such my class where I implement digital flashcard as their learning media

In other's interview result, the teacher said:

> *Dalam penerapan digital flashcard, siswa harus menggunakan handphone, paling tidak dalam satu kelompok harus ada yang membawa hp dan digunakan sebagai media dalam penerapan digital*

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[53] Teacher Asma, interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

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flashcard. Sehingga proses belajar mengajar tidak menoton hanya menggunakan buku lks dan sarana papan tulis[54]

The students should use mobile phone to implement digital flashcard, at least they have to have a phone in a group to use as media, so that the learning process is not bored and we did not only use LKS and whit board.

All the teacher's statement explained us on how important a phone to be used to implement digital flashcard, this learning media would not run well when no phone on the class can be used.

Other parent's support to implement digital flashcard is advising students to do the duties given by the teacher, it was delivered by one of the students Bunga who have finished the homework given by the teacher related to the digital flashcard:

Kalau di rumah, mama sering marah-marah kalau saya tidak menegrjakan PR kak[55]

My mom always angry if I do not do my home homework

Other students, Yulia added:

Iya sama kak. Kalau saya tidak boleh main kalau tugas dari guru belom di kerjakan[56].
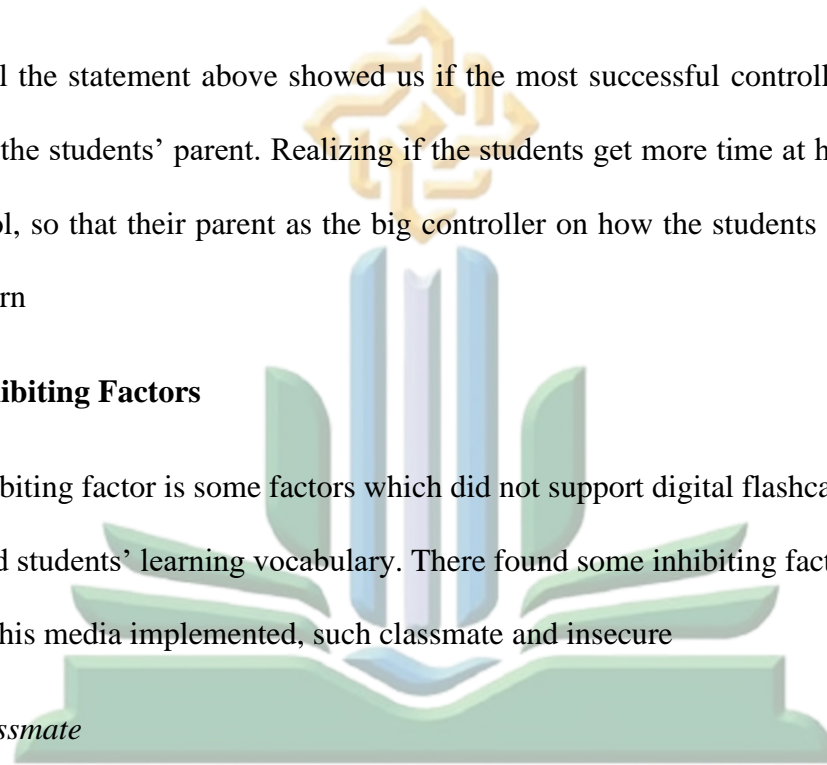
So do I, my parent forbids me to play if my homework did not finish yet

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[54] Teacher Asma, interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

[55] Bunga, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

[56] Yulia, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

All the statement above showed us if the most successful controlling came from the students' parent. Realizing if the students get more time at home then school, so that their parent as the big controller on how the students successes to learn

The Inhibiting Factors

The inhibiting factor is some factors which did not support digital flashcard mediated students' learning vocabulary. There found some inhibiting factor which did not this media implemented, such classmate and insecure

a. Classmate

The successful of learning process is also determined by the classmate. Sometimes the bed vibes will make a student traumatic to make a sentence when other become a judge and bully them. Classmate that usually become the one who support them in learning English speaking will not support them anymore when they have no good class vibes, such happened at MTs Diponegoro Banyuwangi. Based on observation conducted by the researcher that students became jester when other tried to guess the vocabulary in the digital flashcard and making a short sentence in class. These jokes always remind students of the experience and lead them to be shy in learning speaking skill[57]. This inhibiting factor was supported by the teacher's explanation. She said:

> *Kami mimang belom punya laboratorium bahasa untuk menunjang bahasa inggris siswa. Tapi kami berupaya memaksimalkan didalam kelas agar siswa bisa practice to speak english, Cuma ada banyak*

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[57] Observation: 27th of April 2024

tantangan yang dihadapi siswa dalam mengembangkan bahasa inggris didalam kelas, yaitu tantangan dari teman-teman kelasnya yang sering membercandakan yang sedang speak english bahkan kadang sampai mengejeknya. Padahal sebenarna yang mengejek itu juga tidak bisa berbicara bahasa inggris[58].

"We haven't a language laboratory yet to support English students, however we as the teacher asking students to practice speaking English in the class maximally. Meanwhile, there found much challenges faced by students such came from the classmate who often jokes or event bully them who speak English, but literally I know the students who bully them cannot speak English also".

The teacher's explanation above was also supported by some students when the researcher asked them why being shy to practice English[59] Fadel said:

Malu karena kadang diejek sama anak-anak di kelas.

"I am shy because my friends ridicule me in the class"

Sama bak, saya juga malu karena teman-teman suka mengejek yang mencoba ngomong bahasa inggris pas d suruh guru.

"I am also shy because some of students ridicule other who try to speak English"

From all the result of interview and observation above, can conclude that the classmate did not really support students who wanted to make sentence in the class, the students that scorned others should be given

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[58] Teacher Asma' Khumailiyah, interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024
[59] Fadel, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 27th of April 2024

founding up to stop their habit because it can loss other's students spirit to learn English

b. insecure

Insecure is student's feeling of did not confidents. Meanwhile, confident is the first capital on how the students able to do the teacher's duties, it will be difficult to do anything when we have no confident. Insecure became serious factor on why the students inhibit in learning English. They would not be able to practice when the teacher asked them to do some English activities. As a matter of fact, the more students thought they can't complicate, the more they disliked and could not learning English as well. The difficulty of speaking skill might come from their beliefs and made them not confident to practice this language. As learners believe this language is too complex to learn, this discourages them to learn it, such delivered by Sopia the students at MTs Diponegoro[60]:

> *Bahasa inggris itu sangat sulit kak, makanya saya tidak tau cara bacanya dan tidak PD pas di suruh membuat percakapan.*
> "English is so difficult, that's why I do not know how to pronounce it, besides I am not confident to practice a dialog"
>
> *Kalau saya dari dulu mimang tidak terlalu suka bahasa inggris karena antara ucapan dan tulisannya beda, makanya saya tidak PD pas disuruh ngomong bahasa inggris sama Miss Asma.[61]*
> "I certainly did not like English because it is different between the text and the sound, from this I am not confident to speak English when Miss Asma asked me".
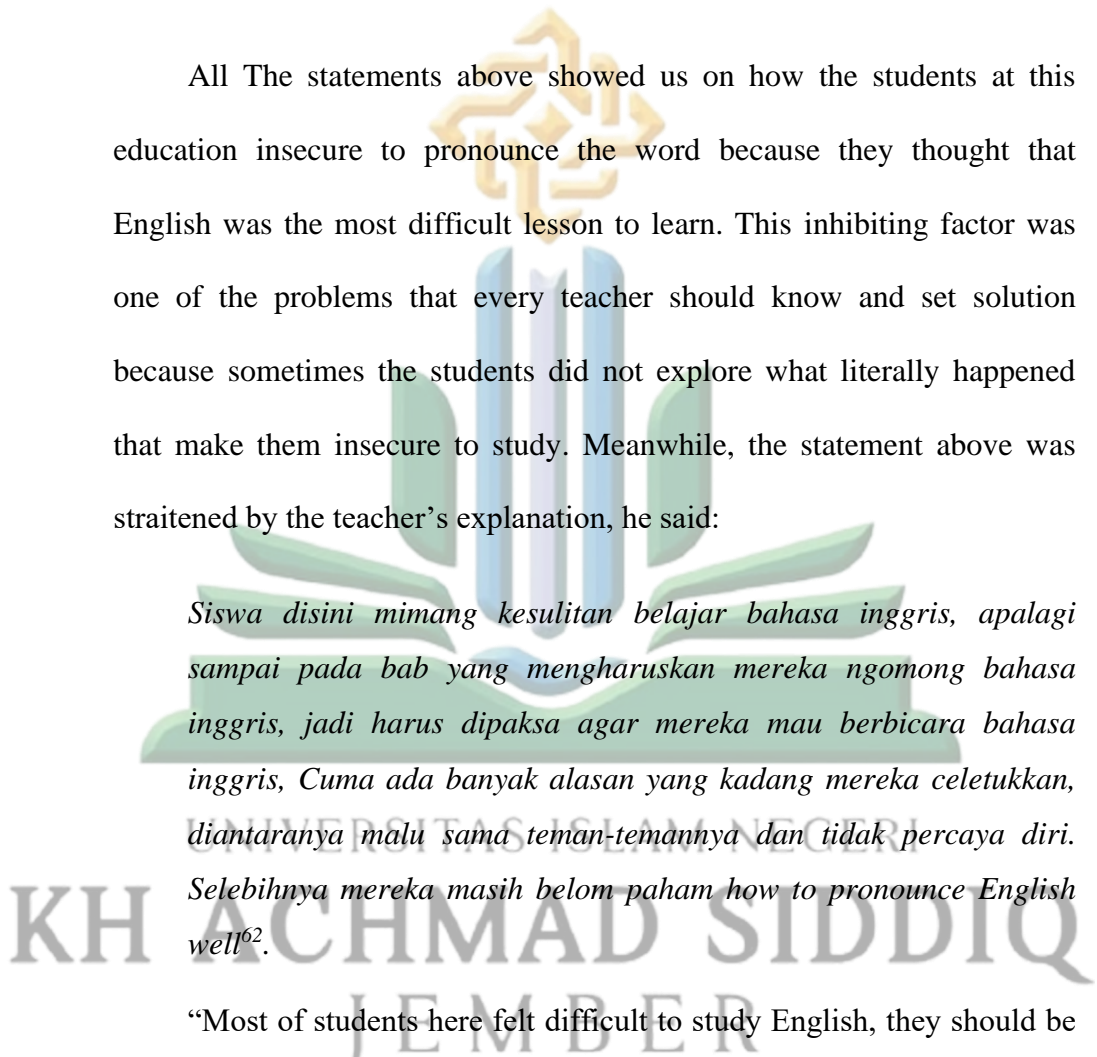
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[60] Bunga, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 27th of April 2024

[61] Ayu, second grade student interviewed by Anita Wahyuningsih, Banyuwangi 27th of April 2024

All The statements above showed us on how the students at this education insecure to pronounce the word because they thought that English was the most difficult lesson to learn. This inhibiting factor was one of the problems that every teacher should know and set solution because sometimes the students did not explore what literally happened that make them insecure to study. Meanwhile, the statement above was straitened by the teacher's explanation, he said:

Siswa disini mimang kesulitan belajar bahasa inggris, apalagi sampai pada bab yang mengharuskan mereka ngomong bahasa inggris, jadi harus dipaksa agar mereka mau berbicara bahasa inggris, Cuma ada banyak alasan yang kadang mereka celetukkan, diantaranya malu sama teman-temannya dan tidak percaya diri. Selebihnya mereka masih belom paham how to pronounce English well[62].

"Most of students here felt difficult to study English, they should be forced when I taught them the chapter which obligated them to speak English. There were some reason they said why students were in that condition, such they were shy to speak English and they are not confident to speak it, moreover they were confused on how to pronounce English well"

We can conclude from the statement above that the students at MTs Diponegoro got the inhibiting factor such insecure to pronounce English as well. Besides, the teacher also said that most of students here were difficult to study English, they presuming English was the thing they cannot master.

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[62] Teacher Asma, interviewed by Anita Wahyuningsih, Banyuwangi 25th of April 2024

Table 4.1

The Result of Research Findings

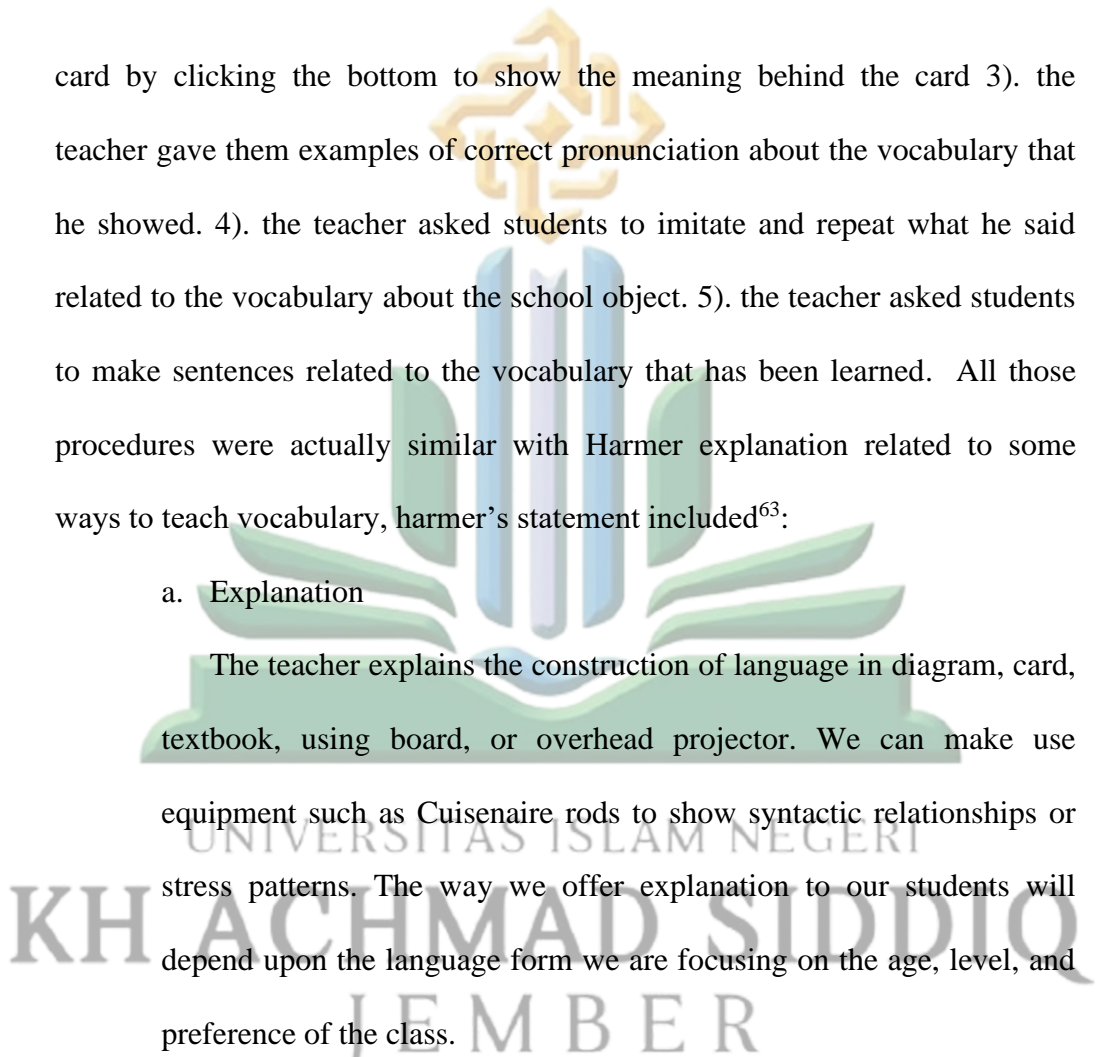| No	Research Question	Findings
1	How does the implementation of digital flashcard support students' learning vocabulary mastery at junior high school students?	Procedure: 1. Creating flashcard on quizlet. 2. sharing the link of the digital flashcard 3. playing the card 4. giving correct pronunciation example 5. the students pronounce the vocabulary behind the card 6. the students made a short related to the vocabulary The evaluation conducted by making students into some group than asking other group to guess the vocabulary behind the digital flashcard prepared before and making a short sentence for all groups
2	What are the supporting and inhibiting factors to implement digital flashcard in students' learning vocabulary at junior high school students?	The supporting factors: 1. School facilitates 2. Parent's support The inhibiting factors: 1. Classmate 2. Insecure

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C. Discussion on the Result of Data Analysis

Discussion is interpreting and describing the significance of the findings based on what was already known about the research problems have been investigated and to explain any new understanding that emerged as the result of the study. In other word, discussion is also as the researcher's analysis comparing with any kinds of theories which have been delivered by some experts related to the demotivating factor on learning speaking skill.

There are two points to discuss in this term. Firstly, the implementation of digital flashcard supports students' learning vocabulary mastery at junior high school students. Secondly, the supporting and inhibiting factors to implement digital flashcard in students' learning vocabulary at junior high school students

1. The Implementation of Digital Flashcard In Learning Vocabulary at Second Grade Students of MTs Diponegoro

In this phase, the researcher would discuss about The Implementation of Digital Flashcard Support Students' Learning Vocabulary Mastery at Junior High School Students, so far this study has been conducted at second grade students of MTs Diponegoro Banyuwangi. Based on all the result of this study, the researcher classified this implementation into two important large points, first was the procedure of the implementing digital flashcard mediated vocabulary mastery and the second is the evaluation conducted by the teacher.

The procedure which was implemented by teacher included 1). the teacher created flashcard on quizlet. 2) the teacher shared the link of the digital flashcard which he has made before. 3). the teacher asked students to play the

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card by clicking the bottom to show the meaning behind the card 3). the teacher gave them examples of correct pronunciation about the vocabulary that he showed. 4). the teacher asked students to imitate and repeat what he said related to the vocabulary about the school object. 5). the teacher asked students to make sentences related to the vocabulary that has been learned. All those procedures were actually similar with Harmer explanation related to some ways to teach vocabulary, harmer's statement included[63]:

a. Explanation

The teacher explains the construction of language in diagram, card, textbook, using board, or overhead projector. We can make use equipment such as Cuisenaire rods to show syntactic relationships or stress patterns. The way we offer explanation to our students will depend upon the language form we are focusing on the age, level, and preference of the class.

b. Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

c. Accurate Reproduction

One of the ways students learn new language forms best through an accurate reproduction stage. Here we ask students to repeat new word, phrase, or sentence in controlled way.

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[63] Jeremy Harmer, *The practice of English language teaching, (4th Ed.)*.(Harlow: Longman, 2007), 154-156

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d. Immediate creativity

Where students show an understanding of the meaning, use, and construction of the language form we are focusing on, we can ask them to create their own sentences using the language form.

e. Check Question

The teacher can check questions to see if students have understood the meaning and use in the text or paragraph.

Over all, the teacher's implementation of digital flashcard mediated vocabulary learning was suitable with harmer's explanation for the first point where the teacher able to teach vocabulary by using diagram, card, textbook and using a board.

Besides, the use of Quizlet to create the digital flashcard and use it as learning media to teach vocabulary at MTs Diponegoro also suitable with what Naka said, he said that Quizlet is a flashcard tool that allows students to learn vocabulary through a pair-associate style[64]. From all the expert's explanation above, the researcher concluded if this finding was valid, moreover the digital flashcard is so flexible to implemented and having positive vibes because the students would not be bored to increase their vocabulary mastery.

The implementation of the digital flashcard mediated vocabulary mastery by using Quizlet is something should be imitated by other teachers. The technology increased fast as well, however the teacher should up to date to

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[64] Tatsuya Nakata, 'Computer-Assisted Second Language Vocabulary Learning in a Paired-Associate Paradigm : *A Critical Investigation of Flashcard Software', Computer Assisted Language Learning*, (April 2013, 2011). 37–41

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use technology. Indirectly the teacher taught students to use technology as well. The use of technology to teach English exactly has been explained by Shokrpour before. He said that technological tools such as computer or mobile devices have positive impact on teaching and learning process because they can improve and motivate students in learning English[65].

Meanwhile, the way the teacher conducted to evaluate students' vocabulary should be appreciated, realizing that today every single students have mobile device, to utilize it, the teacher grouping students and use their mobile phone to guess the vocabulary behind the card and asking them to make a short sentence. This action is effective to enhance student's vocabulary because they directly making a short sentence. However, Harmer stated to have a good English speaking, the students should try to arrange the word to be sentence[66]
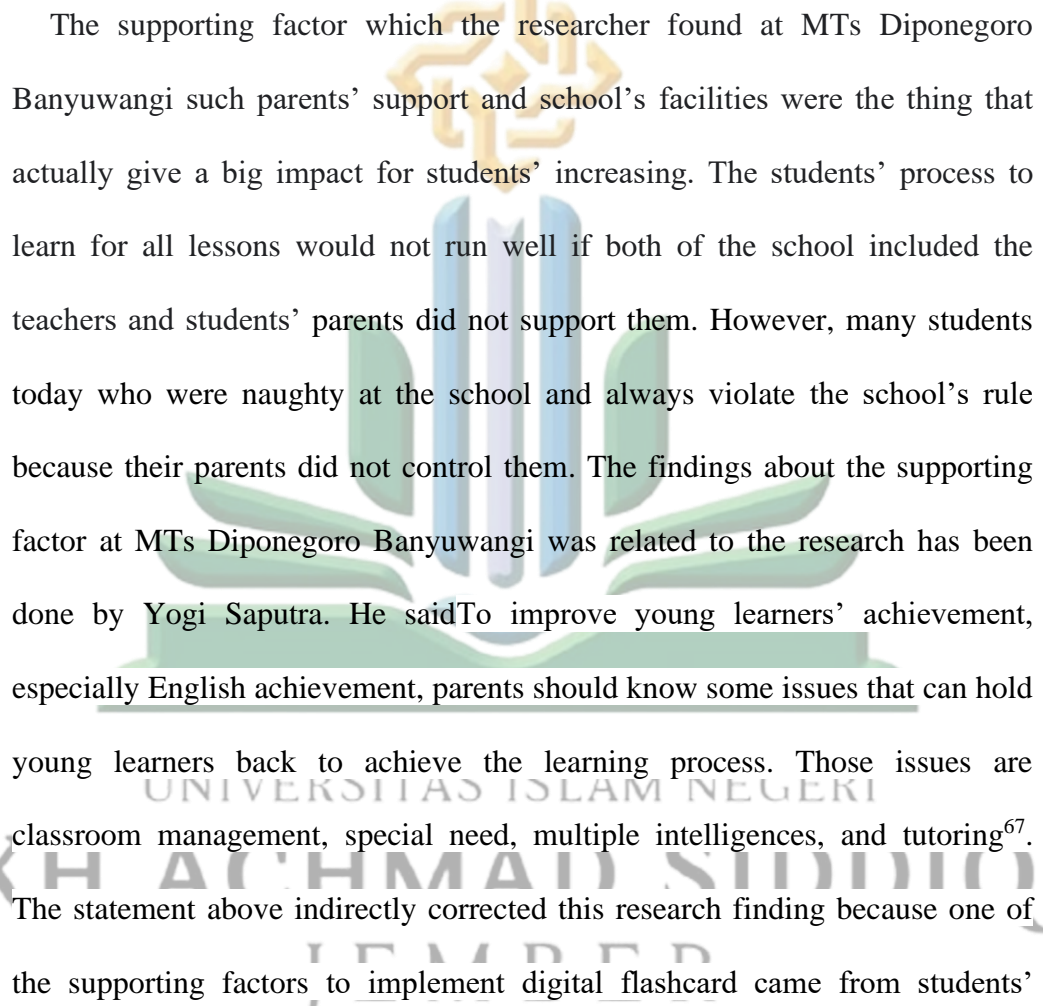
2. The Supporting and Inhibiting Factors to Implement Digital Flashcard In Learning Vocabulary at Second Grade Students of MTs Diponegoro

The successful of learning is not escaped by some supporter, realizing that the big supports of students come from parents and the school included the teacher. Besides, there are many problems that are often faced by both students and teachers, all those problem come from the internal or external students, such happened at the school where the researcher researched included insecure and classmate.

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[65] Nasrin Shokrpour, Zahra Mirshekari. Learning Vocabulary Electronically: Does Computer Assisted Language Learning (CALL) Instruction have any Impact an Iranian EFL leaners?.(2019). *Cogent Education.*
[66] Jeremy Harmer, *The practice of English language teaching, (4th Ed.)*. (Harlow: Longman, 2007), 140

The supporting factor which the researcher found at MTs Diponegoro Banyuwangi such parents' support and school's facilities were the thing that actually give a big impact for students' increasing. The students' process to learn for all lessons would not run well if both of the school included the teachers and students' parents did not support them. However, many students today who were naughty at the school and always violate the school's rule because their parents did not control them. The findings about the supporting factor at MTs Diponegoro Banyuwangi was related to the research has been done by Yogi Saputra. He saidTo improve young learners' achievement, especially English achievement, parents should know some issues that can hold young learners back to achieve the learning process. Those issues are classroom management, special need, multiple intelligences, and tutoring[67]. The statement above indirectly corrected this research finding because one of the supporting factors to implement digital flashcard came from students' parent.

Meanwhile, school's facilities become the one who is really important to support students' successful to learn at the school. Reality, the students' learning become the school's responsible into the teacher to be able to get the learning target, however one of the way by facilitated them as well. Such has done at MTs Diponegoro banyuwangi, the students got facilities enough to use digital flashcard such quizlet at the school. This finding also related with the research conducted by Dila Frameilia. She explained that Learning facilities

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[67] Komang Yogi saputra. Parental Support towards Young Learner's English Achievement. *Jurnal Pendidikan Bahasa Inggris Undiksha.* (2023). *Vol 11. No 1. 84*

are facilities and infrastructure that help facilitate the learning process to acquire knowledge at school so that learning objectives are achieved[68].

Besides, all findings about the supporting factor to implement digital flashcard at MTs Diponegoro also gotten the inhibiting factor such made students did not enthusiastic to improve their vocabulary mastery. Those inhibiting factor came from internal and external students, such students' insecure and classmate who did not supported them to learn more English lesson

Based on the study conducted by Maya, there found cognitive and affective inhibiting factor to learn English, such[69]:

1. Cognitive factor included
   a) Incorrect Grammar
   b) Classroom interaction
   c) Mispronunciation

2. Affective factor included
   a) Lack of Motivation
   b) Shyness
   c) Less of confident
   d) Low of Self-Esteem
   e) Language ego

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[68] Dila Frameilia. Learning Facilities in Supporting the Process Learning and Learning Motivation. *Journal of science and technology*. (2023). Vol 2. No 2. 118.
[69] Maya putri Amelia. (2021). Inhibiting Factors In English Speaking; A Case Study At Smkn 7 Kabupaten Tangerang. Vol 2. No 1. 492-493

The statement above was actually related to the researcher's finding on this research where the students felt insecure and classmate who did not support them to learn more, moreover when the teacher implemented digital flashcard. Classroom interaction in cognitive factor and less of confident in affective inhibiting factor become the one which supported this research finding

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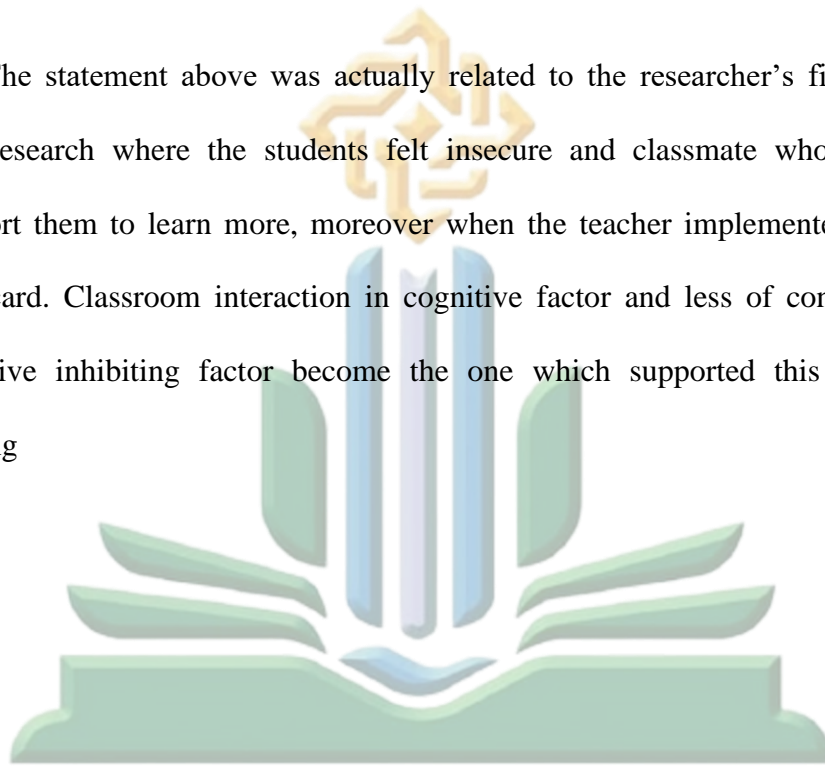
CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter present two important points, firstly is conclusion about the implementation, supporting and the inhibiting factor of digital flashcard mediated vocabulary learning. Secondly is suggestion, this suggestion is directed to English teachers, students, and further researchers who are interested in similar research

A. Conclusion

1. The implementation of digital flashcard at MTs Diponegoro Banyuwangi included the procedure and the evaluation of it. There were some steps that have been used by the teacher. Those were: 1). the teacher created flashcard on Quizlet. 2) the teacher shared the link of the digital flashcard which he has made before. 3). the teacher asked students to play the card by clicking the bottom to show the meaning behind the card 3). the teacher gave them examples of correct pronunciation about the vocabulary that he showed. 4). the teacher asked students to imitate and repeat what he said related to the vocabulary about the school object. 5). the teacher asked student to make sentences related to the vocabulary that has been learned. While the evaluation conducted by teacher was making students into some group than asking other group to guess the vocabulary behind the digital flashcard prepared before and making a short sentence for all groups.

2. There were some supporting factor to implement digital flashcard at MTs Diponegoro Banyuwangi, such parent's support and school's facilities.

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While the inhibiting factor faced by students included classmate and student's insecure.

B. Suggestion

The findings of this research were expected to be useful for English teachers, students, moreover further researchers who have similar research study.

1. For English teachers, it was expected to be able to explore more how the teacher implemented digital flashcard in any kind of way. Besides, the teacher able to use any kind of platform to create the digital flashcard apart from Quizlet has been used in this study. The learning media has been delivered and discussed in this study able to be used by the teacher and student to increase students' vocabulary mastery as well.

2. For further researcher. This research discussed the use of digital flashcard such Quizlet mediated students' vocabulary learning. While further researcher was expected to find out another website can be used to create digital flashcard then implemented to the student's learning.

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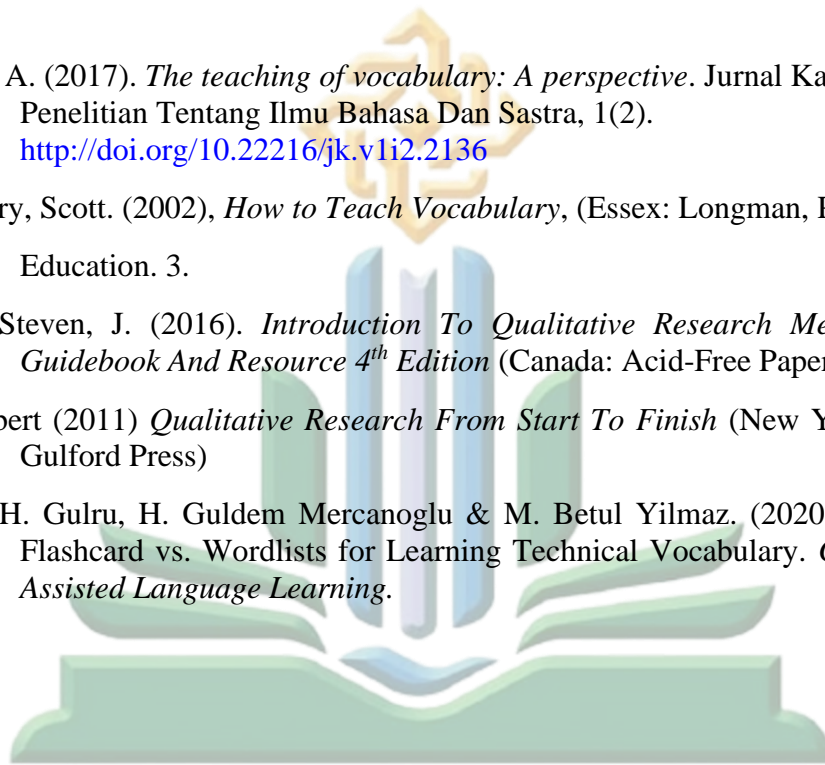
UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

MATRIX OF RESEARCH

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH QUESTIONS
Exploring Junior High School Students' Voice in Digital Flashcard-Mediated Vocabulary Learning	Digital Flashcard	All the procedures, supporting and inhibiting factor to implement digital flashcard mediated students' learning vocabulary at MTs Diponegoro Banyuwangi	1. English teacher 2. Eight grade of students 3. Document review	**1. Research Design:** Qualitative Design **2. Technique of Collecting Data:** a. Observation b. Interview c. Document review **3. Data Analysis:** a. understanding data b. compiling codes c. making theme **4. Trustworthiness:** a. Technique Triangulation b. Source triangulation	1. How does the implementation of digital flashcard support students' learning vocabulary mastery at junior high school students? 2. What are the supporting and inhibiting factors to implement digital flashcard in students' learning vocabulary at junior high school students?.

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini:

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NIM   : T20176012

Program Studi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Institute   : UIN KHAS Jember

Dengan ini menyatakan bahwa skripsi saya yang berjudul *The Use Digital Flashcard In Teaching Vocabulary At The Second Grade Students Of MTs Diponegoro Banyuwangi* Adalah hasil dari penelitian/karya saya, kecuali pada bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya

Banyuwangi, 1 Mei 2024

Saya menyatakan

Anita Wahyuningsih
SRN: T20176012

MADRASAH TSANAWIYAH DIPONEGORO

STATUS : TERAKREDITASI "A"

NPSN : 20581699　　　　　　　　　　　**NSM : 121235100014**

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SURAT KETERANGAN
Nomor: 09.SKet/056/MTs.D/V/2024

Yang bertanda tangan dibawah ini :

Nama　　　　　　: Ir.H.SISWANTO

Jabatan　　　　　: Kepala Madrasah

Unit Kerja　　　　: MTs. Diponegoro Tegalsari

Alamat　　　　　: Desa Tegalsari Kec. Tegalsari Kab. Banyuwangi

Menerangkan bahwa:

Nama　　　　　　: ANITA WAHYUNINGSIH

NIM　　　　　　: T20176012

Program Study　　: TADRIS BAHASA INGGRIS

Telah melaksanakan penelitian di Madrasah Tsanawiyah Diponegoro untuk bahan penyelesaian tugas akhir strata-1 dalam bidang yang sesuai dengan judul penelitian yaitu

The Use of Digital Flashcard in Teaching Vocabulary at the Second Grade Students of MTs Diponegoro Banyuwangi

Demikian surat keterangan penelitian ini dibuat untuk digunakan sebagaimana mestinya.

Tegalsari, 1 Mei 2024
Kepala MTs Diponegoro Tegalsari

Ir. H. SISWANTO

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JOURNAL OF RESEARCH ACTIVITIES

Nama   : Anita Wahyuningsih

Nim   : T20176012

Title   : The use of Digital Flashcard in Teaching Vocabulary
Leaning at the Second Grade of MTs Diponegoro Banyuwangi

Location   : MTs Diponegoro Banyuwangi

Appendix II

No	Time	Activities	Initials
1	27 of march 2024	The researcher gave research permission while interviewing the overview of MTs Diponegoro Banyuwangi	
2	4th of April 2024	Observed the class acrivities related with the implementation of digital flashcard	
	6th of April 2024	Observed and interview the procedure on how the teacher implemeneted digital flashcard	
4	8th of April 2024	interviewed the evaluation used by the teacher	
5	11th of April 2024	Interviwed the students related to the teacher's media such digital flashcard used and their vocabularies' improvement	
6	13-18th of April 2024	Observed and interviwed about the supporting and inhibiting factor to implment digital flashcard	
7	20th of of April 2024	Observed the Engish lesson plan to implement digital flashcard at second grade students	

Banyuwangi, 23 of April 2024

Kepala Sekolah

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**: MTs Diponegoro Banyuwangi**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/ Semester	**: VII/ II**
Tahun Pelajaran	**: 2023/ 2024**
Alokasi Waktu	**: 4x45 menit (4 Meetings)**

A. KOMPETENSI INTI (KI)

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudutpandang/teori.

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR (KD)	INDIKATOR PENCAPAIAN KOMPETENSI (IPK)
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi kosakata baru dan artinya dalam teks deskriptif terkait benda. 3.7.2 Mengidentifikasi rincian informasiteks deskriptif terkait benda.
4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, danbenda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1.1Menentukan deskripsi pendek dan sederhana terkait benda berdasarkan gambar secara lisan. 4.7.2.1 Membuat teks deskriptif pendek dan sederhana terkait benda secara lisan.

C. GOALS OF LEARNING

> **First Meeting:**

1. Identify the social function of spoken or written texts in the form of descriptive texts creatively

2. Analyze the structure and linguistic elements of spoken or written texts in the form of descriptive texts

3. Students are able to estimate the vocabulary through flashcard implemented

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➢ **Second Meeting:**
1. Students are able to interpret and interpret descriptive texts appropriately

2. Students are able to predict the implied and explicit information in descriptive texts

➢ **Third Meeting:**
1. Students are able to express information obtained from descriptive text

2. Students are able to retell main information in oral form

➢ **Fourth Meeting:**
1. Students are able to determine the main idea of each paragraph in descriptive text

2. Students are able to dig up information accurately and appropriately of the descriptive text

3. Students are able to simulate moral messages in everyday life

D. LEARNING METODE, MEDIA AND TOOLS

Method :Communicative learning, discussions, questions and answers
Media   :Digital Flashcard
Tools   :Laptop/Mobile phone, Internet

E. LEARNING ACTIVITIES

Meeting 1

ACTIVITIES	DESCRIPTION
Opening (*5 minutes*)	1. The teacher greets students 2. The teacher greets the students and asks about the students' condition 3. The teacher checks students' attendance 4. The teacher conveys learning objectives about the topic to be taught
Main activity (*35 minutes*)	1. The teacher provides an overview/brain storming withs several themes related to the descriptive text

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ACTIVITIES	DESCRIPTION
	2. The teacher explains material related to the descriptive text completely
	3. Asking student to ask what they did not understand dealing with material
	4. The teacher asks students to mention the vocabulary based on the flashcard provided by the teacher
	5. The teacher helps students to interpret the vocabulary
	6. The teacher instructs students to write the vocabulary they did not know yet the meaning
	7. The teacher asks again about the essence of the flashcard used
	8. The teacher gives students opportunity to ask questions
	9. Teachers and students carry out text analysis together
	10. The teacher asks questions related to the main idea of the paragraph, story line, and moral message and exchanges opinions with students
	11. The teacher appreciates students who able to answer.
Closing (*5 minutes*)	1. The students and teachers conclude the material that has been taught
	2. The teacher conveys the activity that will be studied next
	3. Teachers and students reflect on learning
	4. The lesson ends with prayer and greetings

Meeting 2

ACTIVITIES	DESCRIPTION
Opening (*5 minutes*)	1. The teacher greets students
	2. The teacher greets the students and asks about the students' condition
	3. The teacher checks students' attendance

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	4. The teacher conveys learning objectives about the topic to be taught
Main activity (*35 minutes*)	C. The teacher gives students intermezzo related to the descriptive text
	D. The teacher reviews the previous lesson
	E. The teacher provides digital flashcard to discuss
	F. The teacher explains how the students implement it
	G. The teacher explains how to predict the vocabulary on the digital flashcard
	H. The teacher gives students the opportunity to ask questions
	I. Teachers and students answer several questions provided
	J. The teacher provide every students digital flashcard
	K. The teacher instructs all students individually to mention the vocabulary on the digital flashcard
	L. The teacher gives students the opportunity to express opinions, express ideas, and summarize important points in their own language
	M. The teacher facilitates students who don't know
	N. The teacher upload every students
	O. The teacher tells students that will have group discussion next week.
Closing (*5 minutes*)	1. The students and teachers conclude the material that has been taught
	2. The teacher conveys the activity that will be studied next
	3. Teachers and students reflect on learning
	4. The lesson ends with prayer and greetings

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Meeting 3

ACTIVITIES	DESCRIPTION
Opening (**5** *minutes*)	1. The teacher greets students 2. The teacher greets the students and asks about the students' condition 3. The teacher checks students' attendance 4. The teacher conveys learning objectives about the topic to be taught
Main activity (*35 minutes*)	1. The teacher gives students intermezzo related to the descriptive text 2. The teacher reviews the previous lesson 3. The teacher decides students into some groups 4. The teacher provides digital flashcard 5. Each group gets digital flashcard material with different theme 6. The teacher instructs students to show the digital flashcard and ask other group to mention the vocabulary 7. Students are instructed to discuss in groups to find all kinds of the vocabularies contained in the flashcard provided. 8. The teacher provides the questions that have been provided and allocates time for completion 9. The teacher provides discussion time and monitors the learning process Group representatives 10. collect the results of the discussion to the teacher which will be discussed at the next meeting
Closing (*5 minutes*)	1. The students and teachers conclude the material that has been taught 2. The teacher conveys the activity that will be studied next 3. Teachers and students reflect on learning 4. The lesson ends with prayer and greetings

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Meeting 4

ACTIVITIES	DESCRIPTION
Opening *(5 minutes)*	1. The teacher greets students 2. The teacher greets the students and asks about the students' condition 3. The teacher checks students' attendance 4. The teacher conveys learning objectives about the topic to be taught
Main activity *(35 minutes)*	1. The teacher selects several group discussion results which will be selected randomly (randomly) 2. The selected groups will take turns coming forward to present the results of their discussion 3. Each group is represented by 2 people who come forward and tell what the contain of the digital flashcard and mentioned the vocabularies (based on verb, noun and adjective) 4. The teacher provides more appropriate directions and answers after completing the presentation 5. The teacher gives students the opportunity to ask questions 6. Students prepare their own summary results 7. The teacher gives students who want to advance opportunities to retell the results of other group presentation 8. Teachers provide motivation to increase students' self- confidence 9. The teacher gives students the opportunity to ask questions 10. students with different digital flashcard theme come forward and make a presentation 11. Teachers also pay attention to how students speak 12. The teacher gives rewards to students who have

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	presented their summary results
	13. The teacher instructs students to collect their summary result
Closing **(5 minutes)**	1. The students and teachers conclude the material that has been taught
	2. The teacher conveys the activity that will be studied next
	3. Teachers and students reflect on learning
	4. The lesson ends with prayer and greetings

F. LERNING MATERIALS

DESCRIPTIVE TEXT: Describing Things

Topic   : Descriptive Text

Subtopic   : Describing Things

1. Definition

Descriptive Text is a text which says what a person or a thing is like.

3. Social Function

Its purpose is to describe and reveal a particular person, place, or thing.

4. Generic Structure

When writing descriptive text (Describing Things), there
are some generic structures for ourwriting:

a. Identification: (contains about the introduction of an object/a thing that will be described)

b. Description: (contains a description of things by describing its features, forms, colours, oranything related to what the writer describes)

5. Language Features

a. Specific participant: has a certain object, is not common and unique (only one).For examples: My guitar, My brother's rubik cube, Ammara's kalimba, etc.

b. The use of simple present tense: The sentence pattern used is simple present because it tellsthe fact of the object described.

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For examples:

- It is made of …

- It has …

- It is …

- It costs around …

- It is usually used for …/People use it to …

e. Questions and statements about Describing Things

Asking for details:

- What does it look like?

- How big is it? (What size is it?)

- How much does it weigh?

- What colour is it?

- What's it made out of?

- What is it?

- What does it do?

- What the purpose of (...a refrigerator)?

- What do you use a (... peeler) for?

- How does a (... water heater) work?

Sample Responses:

- It's small, with eight hairy legs.

- It's 3 meters, by 4 meters, by 5 meters.

- It weighs 25 kilograms.

- It's bright yellow, brighter than a banana.

- It's made of plastic and steel.

- It's a musical instrument.

- It puts a sharp point on wooden pencils.

- The purpose of a refrigerator is to keep food cold so it does not spoil.

- A peeler is used to remove the skin of fruits or vegetables.

- Water is collected in a large tank and heated by either gas or electricity

f. Using relating verb. Relating verbs are verbs that provide an explanation to the noun that isthe subject of a sentence.

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For example, Are, is, have, has, seem, and appear.

g. Vocabulary related to the topic:

1) Name of the things around us:

   a. Things at home: things in the living room, dining room, bedroom, kitchen, bathroom.

   b. Things at school: things in the classroom, library, hall, yard, park/garden, etc.

2) Because the function of this text is to provide information by describing an object that isdescribed, in Descriptive Text, there will be many adjectives:

- size: small, long, short, heavy, light, etc.
- colours: red, brown, green, blue, black, etc.
- materials: wood, wheat, leather, iron, plastic, etc.
- shapes: circular, rectangular, triangular, elliptical, cubical, etc.
- Numbers (price): fifty thousand rupiahs, a hundred thousand rupiahs, etc

SIMPLE PRESENT TENSE

VOCABULARIES

Vocabulary about Things at school   **Vocabulary about verb at school**

School Supply Words

backpack   folder   paper

pencil   sharpener   crayon

glue   scissors   pouch

ruler   paper clip   eraser

Classroom Verbs

teach   think   spell   give

study   read   cut   experiment

observe   listen   play   sing   say

draw   count   calculate   open   close

paint   show   explain   ask

CONTOH TEKS DESCRIBING SOMETHING

Read the text and Answer the questions in the Worksheet

My Panda Doll

I have a panda doll. It's a birthday present from my sister. This is a small panda doll with white and black color. It has a very cute and soft face.

This panda doll is unique because something inside of the stomach is not foam but it's grains so it is fun when holding it, and I hope this doll is not broken quickly and always with me.

I always wash it in a good laundromat because I'm afraid if it is broken. Every day I play with it. I like to put it on the bed. Even I always hug it when I sleep. It's like my friend.

Source: http://britishcourse.com/contoh-descriptive-text-tentang-my-doll.php

My Instant Camera

identification

This is my instant camera. It is a camera that can take, develop, and print a photograph in a few seconds. My parents bought it for me as my birthday present.

description

This camera looks very attractive. It is quite big, but still easy to carry. The color is ice blue. Its shape is rectangle, but it has rounded edges. It has a selfie mirror, close-up lens, buttons, etc.

This camera is easy to use. I use my camera to take pictures of any objects. It can capture bright backgrounds and bright subjects even in dark scenes.

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ASSESSMENT SHEET

No.	Nama Peserta Didik	Aspek					Score
		Content	Grammar	Vocabulary	Pronunciation	Fluency	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
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18.							
19.							
20.							
21.							
22.							
23.							
24.							

25.							
26.							
27.							
28.							

Appendix IV

DAFTAR ABSENSI SISWA MTs DIPONEGORO
SEMESTER GENAP TAHUN PELAJARAN 2023/2024

Kelas : VIII A
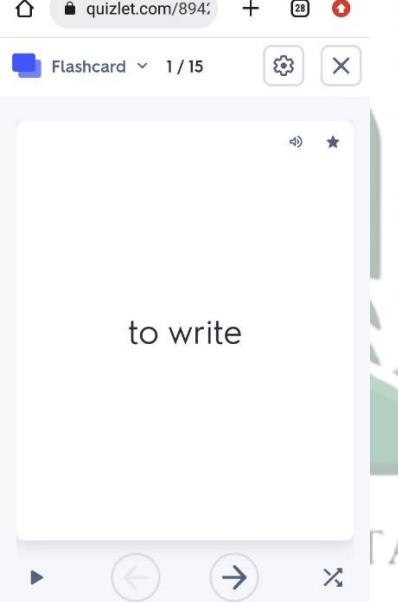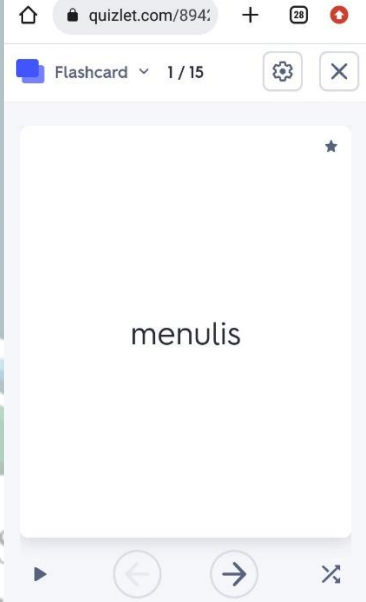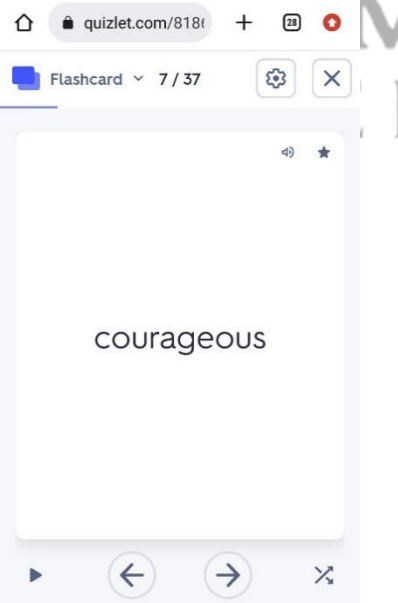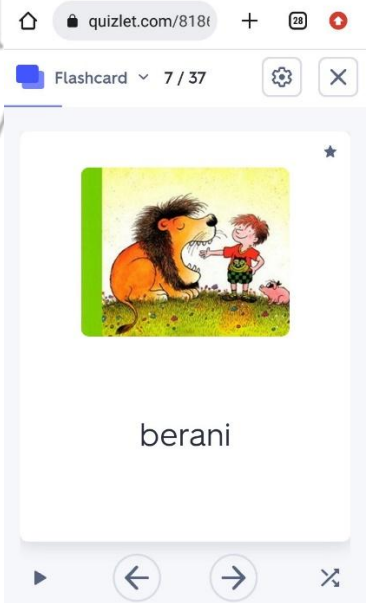Bid. Study : ....

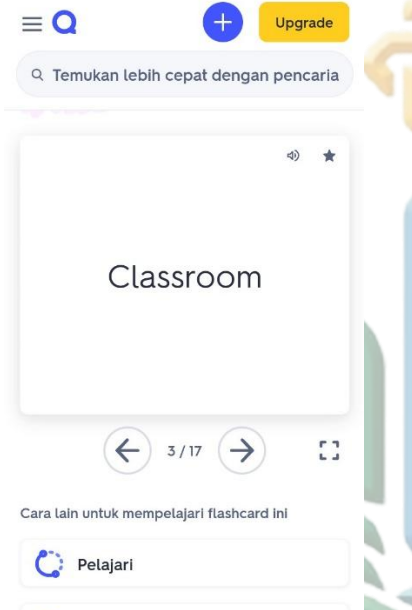| Nomor Urut	Pertemuan	Kehadiran Siswa Pada Kegiatan Tatap Muka																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Tanggal Pertemuan																									
	Nama Siswa																									
1	AHMAD SHULHAN ABDILLAH																									
2	ALDA RISMA MAHARANI																									
3	AYU SETIYA NINGRUM																									
4	BAYU RAMADANI																									
5	BUNGA SASTIKA HAFIZAH																									
6	DARA WIDYA ROHALINA																									
7	DESKA HESTI MADYA RAMADANI																									
8	DESY NIRMALA PUTRI																									
9	DITA ZAKIATUL RIZKY																									
10	FADIL DEVDAN BRAMASTYA																									
11	FADLI DEVARA BRAMASTYA																									
12	FEBRI ARDIANSYAH																									
13	INTAN AYU IMAIRA																									
14	LAODE MUHAMMAD ZAENAL M																									
15	M. HUBBY KIRAMA NABILANA																									
16	M ZAHIR AFIF AR-RUSTAM																									
17	MOHAMMAD DIMAS FIRDAUS																									
18	MUHAMMAD MAYMUN THOHA																									
19	NUR AMELINA UFAIROH																									
20	RIDHO ILHAM PRATAMA																									
21	RIFLA BADI'AH																									
22	SOPIA ANGGUN																									
23	WILDAN PRATAMA ULPRIYANSYAH																									
24	YULIA RAHMA																									
25	ZAHRA ARUM MAGFIROH																									
26	ZAKYA PUTRI PRAMISWARI																									
27	ZAHRA TAZ QOSYIMAH																									
28	PARAMITHA DWI AVILLIA																									
29																										
30																										
31																										

Research Documentation

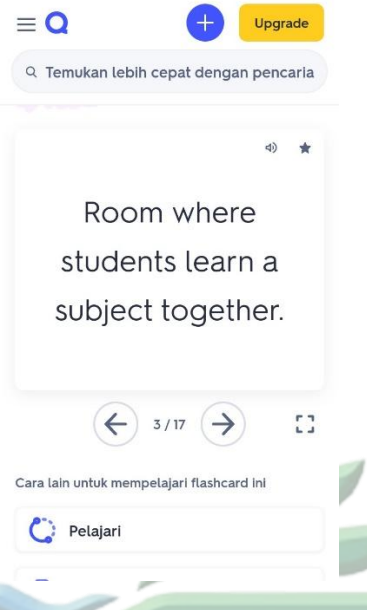|	
	Interviewing with teacher about the use of digital flashcard
	Interviewing the student how does their perceptions about the media which have been used in the class
	Teaching and learning process

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Digital flashcard

1.	to write	menulis	Example of verb that have been used in the class, the right one is the front of card and the left is behind of card
2.	courageous	berani	Example of adjective, when students click the picture, would be the translation behind it.

| 3. | | Example of noun that have been found in the area of school, there is the definition of place and students can guest what it is |

CURRICULUM VITEA

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2. SDN 3 Gambiran

3. MTsN 8 Banyuwangi

4. MAN 2 Banyuwangi

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