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Analysis of Bilingual Flash Card Learning Media to Improve Vocabulary Skills in Two Language Learning

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Abstract

This study seeks to examine the development of efficient bilingual flash card learning tools to enhance students' vocabulary abilities within bilingual education. The method employed in this research is a literature review utilizing a qualitative approach, examining multiple pertinent literature sources concerning the use of flash cards for language acquisition. The findings indicated that employing bilingual flash card media greatly enhanced students' vocabulary skills, showing an average improvement of up to 44% over traditional learning approaches. Bilingual flash card media facilitates students to compare and understand the differences and similarities between the two languages, thereby accelerating the process of vocabulary mastery simultaneously. The advantages of flash cards that are practical, efficient, easy to remember, and entertaining make them an appropriate choice for bilingual learning. Its implementation in the form of games also increases active participation, learning motivation, and student engagement in learning. Effective design pays attention to attractive visual aspects, contextual content, and interactive usage methods. This research concludes that bilingual flash card media is an effective solution to overcome the challenges of vocabulary mastery in bilingual learning, as well as contributing to the development of learning models that enrich students' learning experiences in a bilingual context.

Keywords: *bilingual flash cards, vocabulary mastery, bilingual learning*

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INTRODUCTION

Education is the main foundation in the development of a nation, and one of the crucial aspects in education is language proficiency. Language is not only a means of communication, but also a means to understand culture, science, and technology. In the context of globalization, foreign language skills are becoming increasingly important to open access to information and job opportunities. Therefore, learning foreign languages from an early age is a priority in the education system in various countries.

One approach applied to improve language skills is bilingual learning, which is learning that uses two languages simultaneously Kusumaningtyas, dkk (2024) . This approach not only teaches language skills, but also enriches students' cultural insights. However, the main challenge in bilingual learning is vocabulary mastery in both languages. Vocabulary is a basic element in communication, and good mastery of it will facilitate understanding and use of language effectively.

To address these difficulties, engaging and effective educational resources are required. Educational media encompasses all resources that can transmit lesson content to learners while stimulating their thoughts, emotions, focus, and drive, thereby enhancing the learning experience (Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U, 2023). By utilizing suitable media, the learning experience can be more enjoyable and effective. One of the learning media that has been proven effective in improving vocabulary mastery is flash cards. Flash cards are small cards that contain information such as words, pictures, or definitions on one side and answers or explanations on the other side. The use of flash cards can help students remember and understand new vocabulary actively and enjoyably (Sihombing, A., Silaban, P. J., Pinem, I., & Sembiring, H.

M. S. 2024). Research conducted by Sihombing, dkk (2024) revealed that the use of flashcard media can improve student learning outcomes because in its application students actively participate in learning activities. In the context of bilingual learning, the use of bilingual flashcards is becoming increasingly relevant. Bilingual flashcards are flash cards that contain vocabulary in two languages, so that students can compare and understand the differences and similarities between the two languages. This will accelerate the process of mastering vocabulary in both languages simultaneously. However, although the use of bilingual flashcards has great potential, there has not been much research that specifically analyzes the design of effective bilingual flash card learning media. Proper design will ensure that flashcards can be used optimally to improve vocabulary mastery in bilingual learning.

Therefore, this study aims to analyze the design of effective bilingual flash card learning media in improving students' vocabulary skills. Thus, it is expected to find a learning model that not only improves vocabulary mastery, but also enriches students' learning experiences in a bilingual context. In addition, this study is also expected to contribute to the development of innovative and effective learning media, as well as provide new insights into bilingual learning strategies.

METHOD

The type of research applied is library research or literature study. In this type of research, researchers use various literature sources to obtain research data. The method used is a qualitative approach because the data collected is in the form of words or descriptions. The purpose of this study is to determine the development of classical to modern French literature. Furthermore, the analysis is carried out based on facts and information taken from literature sources that are relevant to the article to be created by the author.

Data collection used in this study is by using various library supporting materials, including reference books, past research findings in several types of journals, notes, and articles that are closely related to the topic to be solved (Sari & Asmendri, 2020) in (Mahanum, 2021). Research activities are carried out in an organized manner in order to collect, organize, and analyze data using certain techniques or devices to solve existing problems. According to Nazir, Moh. (2013), Literature study also involves collecting data through examining books, articles, notes, and other materials related to the problem to be solved. According to (Sugiyono, 2018), library studies are defined as theoretical investigations, citations, and other scientific works that are closely related to the values, culture, and norms that emerge in the social context being studied. The information or data obtained is in the form of secondary data from the results of literature studies that are relevant to the author's article. The criteria for articles taken by the author are articles that discuss the design of flash card learning media in bilingual to improve bilingual learning skills taken from previous literary experts in various countries and using indexed articles.

In qualitative research, data analysis is carried out by following three stages or what is called data triangulation. According to Abdussamad (2021) there are three stages in data analysis. The first stage is data reduction, where the collected data will be trimmed to focus on relevant information. The author collects various articles that are relevant and in accordance with the criteria of the articles used by the author, then the author looks for data and information from the articles to strengthen the arguments used by the author. Then, the data presentation stage is carried out to organize the data that has been trimmed, both in narrative and graphic form. The author discusses the information that has been obtained by providing arguments accompanied by research that can strengthen the author's arguments. Finally, the data that has been presented will be to ensure its validity and reliability. This study is expected to obtain specific and detailed data so that the results of the study can be clearly described and the data sources used can be accounted for and trusted. In this study, the researcher examines the analysis and design of bilingual flash card learning media to improve vocabulary skills in learning two languages.

RESULT

The implementation of creative educational tools will influence students. Learning media encompasses all physical and technological resources in the educational process that assist teachers in effectively delivering content to students, thus aiding in the attainment of established learning

goals. The learning media developed to solve the problems described above is Flashcard Media. Flashcards are minimalist picture cards that use images, writing or symbols to instruct and advise students about the subject related to the image.

Based on the search or search of previous relevant research related to the problem to be studied. The results of the search conducted by the researcher contained several journals published in 2020 to 2025 related to the focus of the research. Some of the findings obtained are

The first journal entitled "Using Flashcard Media to Improve Mastery of Kota Kasa English". Wati, dkk (2020) stated that the use of flashcard media significantly improved students' mastery of English vocabulary. In the first cycle, students' vocabulary mastery level increased from 38.23% to 58.82%, and in the second cycle, it increased again to 82.35%. This shows a total increase of 44.12% from the initial conditions of the study. These results indicate that flashcard media can effectively improve students' vocabulary skills, meeting the minimum completeness criteria (KKM) set in this study.

The second journal entitled "Flashcards as an Interesting Learning Media to Improve English Vocabulary of Students at SDN 2 Kabila Bone, Bone Bolango Regency" which was studied by Badu, dkk (2023), the results of the study showed that the use of flashcards as a learning media at SDN 2 Kabila Bone, Bone Bolango Regency, succeeded in improving the English vocabulary of grade 4 students. This activity involved 18 students and was carried out through one meeting with a lecture, mentoring, and game approach. The results showed that students were more enthusiastic, the learning atmosphere became more conducive, and students were able to remember the vocabulary learned better. This indicates that the use of flashcards is effective in improving students' learning motivation and vocabulary understanding.

The third journal named "Utilizing Flashcard Media to Enhance Verbal Linguistic Intelligence in Grade 1 Students of Indonesian Language Subject" by Kusumaningtyas, et al. (2024) demonstrates that flashcard media use is effective in enhancing the verbal linguistic intelligence of grade 1A students at SD Muhammadiyah 2 Kauman. The data indicates a notable rise in students' verbal linguistic intelligence following the implementation of actions in cycle I and cycle II when compared to the pre-cycle. The proportion of students categorized as "Not Developing" fell from 61.11% in the pre-cycle to 33.33% in cycle I, and then to 22.22% in cycle II. In the meantime, the "Developing According to Expectations" category rose from 11.11% during the pre-cycle to 22.22% in cycle I, ultimately achieving 38.88% in cycle II.

The fourth journal entitled "The Use of Flashcard Media in Improving Students' Ability in Learning English Vocabulary in Class II MI Ar-Rochman Semarang Garut" by Hotimah, E. (2020) states that the use of flashcard media in learning English vocabulary in class II MI Ar-Rochman, Semarang, Garut, showed a significant increase. During cycle I, the mean student score was 68 and the learning completion rate was 72%, whereas in cycle II, the average score rose to 84 with a completion rate of 100%. These results indicate that flashcard media is effective in improving students' ability to understand and remember English vocabulary, as well as making the learning process more fun and interactive.

The fifth journal entitled "Maximizing the Use of English Vocabulary for Junior High School Students in the Outskirts of Mataram City" by Farmasari, dkk (2021) shows that the use of flash cards to strengthen English vocabulary for junior high school students in the outskirts of Mataram City has proven effective. This program consists of three main stages, namely initial observation, teaching using flash cards, and evaluation. The results showed that students were more active, the classroom atmosphere was more dynamic, and vocabulary comprehension increased significantly. Students were also better able to remember vocabulary without relying too much on translations, and the use of dictionaries could be minimized during learning.

The sixth journal, entitled "Analysis of the Use of Flashcard Media in English Learning at SDIT Bunayya, Tangerang Regency. Wahyuni, dkk (2021), describes the steps involved in using flashcard media in English lessons for second-grade students. The five main steps used are: preparing the cards, naming and memorizing the cards, assigning students to take the cards, searching for missing cards, and showing the cards while confirming the answers. The results indicate that the use of flashcards is effective in helping students recognize and remember vocabulary. Students became more active and enthusiastic, although in some steps, their participation

still needs improvement. Overall, flashcards make it easier for students to recall and pronounce vocabulary correctly and enhance their engagement in the learning process.

The seventh journal, entitled “Effectiveness of Using Flash Card Learning Media in English Learning in Elementary Schools” Tarasu, dkk (2024) , analyzes the effectiveness of flash card media in teaching English at the elementary school level. The analysis shows that flash cards improve vocabulary mastery, speaking skills, as well as students’ interest and motivation in learning. The visual use of flash cards helps students understand and remember vocabulary more easily, making the learning process more interactive and enjoyable. This medium also increases students’ active participation and learning outcomes, with several studies reviewed reporting up to a 44% improvement in learning outcomes compared to conventional teaching methods.

The eighth journal, entitled “English Training Using Flashcard Learning Media at SD Negeri 20 Dangin Puri”. Agung, dkk (2023) , shows that the use of flashcards makes students more active, the learning process more enjoyable, and the images and words on the flashcards help students understand and remember vocabulary. The results of the training indicate that 92% of students were able to answer all questions correctly after learning with flashcards, indicating a significant improvement in students’ English vocabulary mastery.

Based on multiple journals mentioned earlier, it is clear that learning media encompasses anything that transmits messages via different channels, engaging students' thoughts, emotions, and motivation to foster an effective educational process that introduces new information, thereby ensuring that learning goals are successfully attained. Where flashcard media is classified as visual media (pictures), flashcard media has several advantages, specifically convenient to transport anywhere, functional, simple to recall, and enjoyable. Flashcards are one alternative that is expected to help improve students' vocabulary skills, especially listening skills and speaking skills.

DISCUSSION

The Latin word for media, *medius*, literally translates to middle, intermediary, and introduction. As a result, the media may be seen as an introduction or as a means of communicating a message from the sender to the recipient (Sadiman 1993). To sum up, the media acts as a vehicle for the source to deliver messages to the target audience or receiver, the information received is educational, and the desired outcome is the completion of the learning process. However, education is a deliberate endeavor on the part of teachers/teachers to support students or students so that they can study in accordance with their needs and interests.

According to Shafa et al. (2022), flashcard media has several advantages, including:

- 1) Practical to carry anywhere: with its small size and light weight, flashcards can be stored in a bag or even in a pocket. Flashcards can be used in a variety of settings, both inside and outside of the classroom, because they don't need a lot of room.
- 2) Efficient: Flashcards are considered to be a highly efficient medium since they don't require any specific skills from the teacher and don't use electricity.
- 3) Easy to remember: flashcard media is characterized by the presentation of concise information on each card. Students are better able to retain the information because it is presented succinctly, and the combination of images and text makes it easier for them to grasp a learning concept.
- 4) Enjoyable: flashcard media may be used in the form of games. For example, students can compete to find certain images or names from a collection of randomly arranged flashcards. This activity is expected to train their cognitive and psychomotor abilities.

Meanwhile, the weakness of this Flash Card media is that students only understand the words and images on the Flash Card. According to Akbar (2020:148), the disadvantages of flash cards are: (1) they emphasize visual perception, (2) they are less effective in large groups, (3) they are less effective when explaining complex images.

The use of Flash Card media can be varied by using game methods or teachers explaining. By using flashcard media, it can make it easier for teachers to deliver learning materials and for students, it can increase students' vocabulary and make learning fun and motivate children to actively participate in learning activities so that positive interactions occur between teachers and students, students and students, and students with learning media.

CONCLUSION

The use of innovative learning media such as flashcards has proven effective in improving students' English vocabulary mastery at various levels of education. Based on the results of a study of eight research journals published between 2020 and 2025, flashcards can improve verbal skills, strengthen memory, and create a more enjoyable and interactive learning atmosphere. The use of flashcards shows a significant increase in student grades and achievement of KKM, as well as encouraging active participation and learning motivation. In addition, flashcards can also facilitate students to better understand and remember vocabulary without relying on translations or dictionaries. This advantage makes flashcards a very potential visual media in language learning.

In theory, learning media acts as a liaison between teachers and students in conveying learning messages effectively. Flashcards have a number of advantages such as being practical, efficient, easy to remember, and fun because they can be used in the form of games that involve students' cognitive and psychomotor abilities. However, the disadvantages are that they emphasize visual perception too much, are less effective for large groups, and are not suitable for complex material. However, with variations in use such as a play approach or teacher guidance, flashcards remain a useful tool in improving vocabulary mastery and creating positive learning interactions between students, teachers, and learning media.

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