

Flashcard as Media in Teaching English: A Systematic Literature Review

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Abstract

Media assist learners in gaining knowledge and skills. In this case the use of media is critical for providing students with knowledge of the lesson's subject. Using media for teaching is one solution an educator can make class's atmosphere more intriguing for students. Flashcards has been determined to be particularly effective among the current instructional method in teaching English skills. This literary study was carried out to check out flashcards's popularity in teaching English. This article use literature review method. This study is based on a systematic review of 30 journal articles in the databases Google Scholar, WoS (Web of Science), DOAJ (Directory Open Access Journal), and the website www.neliti.com (this website provided many journals in variation). This article discusses description of flashcards, advantages and disadvantages of flashcards, and the use of flashcards in teaching English. According to the findings of this literature review, flashcards are commonly used in teaching vocabulary rather than other language skills. The findings suggested that other variations in design and activities be used in the implementation of flashcards.

Keywords: *flashcards, instructional media, teaching English, literature review*

Introduction

Language is crucial for expressing oneself and communicating with others. Language, as we all know, is a tool used to communicate ideas, opinions, and passions between people through oral or spoken means. English is one of the most commonly used languages in communication. It becomes the dominant language throughout the world, and more people use English as a transnational language than any other language.

In comparison to other language countries, English as a foreign language plays an important role in Indonesia. English has permeated nearly every aspect of modern life, including education, business, trade, wisdom, technology, and numerous others. Above all, English has enabled people from various countries and languages to associate, communicate, and develop cooperation with one another.

Since English has evolved into an international language, with most communities around the world speaking it, it is one of the foreign languages taught in schools in Indonesia. English is now taught in schools ranging from Elementary School (SD) to Junior High School (SMP), Senior High School (SMA), and University. Language skills are divided into four categories: listening, speaking, reading, and writing. Aside from those, spelling, grammar, and pronunciation must be taught to students in order for them to achieve the four skills listed above.

It is critical to learn an additional language in school, such as English. Understanding the structure of the language is critical for improving students' speaking, listening, writing, and reading skills, so English is essential for continued practice. English, on the other hand, is difficult to teach and learn. As a result, English instruction should be enjoyable in order to support students with superior abilities.

Currently, we are a part in a literate society that is open to adopting more effective teaching methods in order to improve learning outcomes. Some factors, such as teacher quality, student interest and motivation, school buildings, teaching method, book, and so on, must be considered in order to make English teaching successful.

Teachers must respect the process and be willing to adapt to more efficient methods in order to achieve the best results in English learning activities. One of them is that using high-quality media in language classes is the most effective way to increase students' enthusiasm and motivation. Furthermore, teachers face new challenges and must think critically about how to adapt the learning process to the needs, interests, and passions of their students.

Media can be defined as a person, an object, or a phenomenon that assists learners in gaining knowledge and skills. In this case, the use of media is critical for providing students with knowledge of the lesson's subject. There are media, which are apparatus that transmits learning material to learners in order for them to achieve their learning objectives. Using media for teaching is one solution an educator can make class's atmosphere more intriguing for students. The term "teaching media" refers to a variety of objects, pictures, and other items that are used to exhibit and adapt language and captivating adolescents in plenty of duties (Harmer in Sinurat, 2022). To achieve their learning objectives, the media can provide the student with English lessons.

Flashcards are recommended to make the teaching more meaningful. Flashcards are images with printed words, phrases, or sentences that may or may not be accompanied by illustrations, and are a member of the greatest widely used aesthetic aids in language instruction (Cross in Sinurat, 2022). As a result, this systematic literature review was conducted to investigate the teaching method of using flashcards in the teaching and learning of English. The findings of this systematic literature review are hoped to shed more light on the use, effectiveness, and feasibility of flashcards, particularly among teachers and other stakeholders in the global education system.

Method

This article use literature review method. A literary analysis is one of the research method to read through, analyze and in order to identify the essential attribute of literary work, it can be a form of textbook and novel. In traditional literary studies, the artistic object is distinguished from the main source and the scholarly coverage of that object in a critical text, or supplemental source. According to Klarer (2005), secondary sources are materials released in journals of academia, for instance book reviews, annotations (notes), and articles. However, when it comes to source documentation, literary criticism adheres to the same standards as the natural sciences. Every citation or interpretation (summary) should be traceable returned to the main or supplemental source that originated it was derived. As a result of documentation norms, a set of legal parameters in literary criticism has grown up, which may either summed up by referring to critical infrastructure consist of the elements: a bibliography as well as an index (Klarer, 2005, p. 5). This study is based on a systematic

review of 30 journal articles in the databases Google Scholar, WoS (Web of Science), DOAJ (Directory Open Access Journal), and the website www.neliti.com (this website provided many journals in variation). This literary study was carried out to check out the flashcards's popularity in teaching English.

Results and Discussion

This part presents the research findings and discussion of the research. This part discusses description of flashcards, advantages and disadvantages of flashcards, and the use of flashcards in teaching English.

Description of Flashcards

Flashcards are graphical aids that eligible to be utilized in the framework of education and instruction. It assists adolescents in comprehending the lesson presented by their educator (Kasihani in Yovita, 2017). Flashcards are large-sized images that are usually printed on thick, stiff paper that is A4. Flashcards are separate images approximately 20 x 23 cm in size (Armadi, 2020). It includes both a picture and words. Each image conveys a single message about the subject, people, color, action, or anything else that can be represented in a simple image.

According to Haycraft, there are two types of flashcards, in Sinurat (2022). These are their names:

1. Word Flashcards

Word flashcards are playing cards with printed words. To help students practice word order, the teacher can employ an assortment of cards portraying every single word in a paragraph. The entire class or every individual pupil can accurately assemble the images by affixing them on the board or presenting it to the pupils. Word flashcards can also be used for structure drills. The word flashcards have words on both sides. With the exception of one, both sides are in the present tense.

Word flashcard apps can be broad or narrow in scope. For broad usage, they can be used, for example, to draw attention to a specific structure or function. In the rehearsal portion of a session, it may be frequently used to switch between substitutions or tasks. They can be used to help young children practice their grammar. Students can construct sentences using cards displayed in a haphazard order.

2. Image Flashcards

Vocabulary can be taught, practiced, and studied using picture flashcards, as well as to provide motivation for other events, for instance emphasizing an object in a discussion to urge students. Picture flashcards can be used to prompt simple substitution drills. Using picture flashcards may help you identify verbs of action. Because the images or illustrations on the card will pique students' interest, they should be appealing, enjoyable, and large enough to be seen by the entire class.

a. Big Picture Flashcards

Big picture flashcards are extremely effective methods for introducing and drilling new word forms grabs students' concentration and makes it normally laborious chores blaster. It

is strictly what teachers seek while educating new language in order to secure their students' attentiveness.

b. Small Picture Flashcards

Small picture flashcards are one of types of flashcards that commonly used in interactive activities for students in small team or couple, and they serve an important purpose in vocabulary review and exercise.

Strength and Weakness of Flashcards

Strength of Flashcards

Flashcards have the following advantages, according to Sinurat (2022):

1. Financial advantages

Flashcards are one of the less expensive ways to study material. There's no need to go out and buy an ornately decorated deck of playing cards. Instead, create simple 5x10 cm flashcards.

2. Convenience

Flashcards are lightweight and simple to apply. Additionally, students can make their own flashcards.

3. Portability

The portability of flash cards has the potential to augment the productivity of the imparting knowledge process. Due to carrying the cards around, the educator might use the medium for teaching grammar tenses. The card is intended to be tested both within and outside of room. Flashcards can be a very useful resource at any point in the learning process. It's a fantastic way to introduce, use, and recycle terms. Once students are acquainted to the workouts completed in class, it is reasonable to supply those who finished first for use in small teams.

Weakness of Flashcards

Flashcards have the following disadvantages, according to Asnwir and Usman (2002: 51), in Sinurat (2022), the desired outcome is impossible to obtain for the following reasons:

1. Price of flashcards is prohibitively high.
2. It would take a long time for the teacher to design flashcards. If the image on the flashcards is not visible and adequate for children to see, they will misunderstand teachers' explanation.
3. Almost all of the moment, pupils who are seated in the back are unable to glance because the flashcards are minor size. It requires an immense amount of both cash and time for organizing them.

The Effectiveness and the Use of Flashcards in Teaching English

Flashcards in Teaching Grammar

The creation of learning media such as flashcards can be used to teach English grammar skills. To create an English word or sentence, grammar is required. Orizanda et al. (2022) attempted to create flashcards for the purpose of teaching grammar. The study's sample population consists of tenth grade students of senior high school. The majority of the students in this class struggled to string together simple sentences. Questionnaire and needs analysis showed that 77% of the students struggled to form simple sentences in English and the desire to learn through engaging media was expressed by 80% of the 13 samples. In this research and development process, Dick and Carry's 1996 ADDIE model is used (R&D). This development adopting five ADDIE-compliant steps. The material and media expert verification reports were 68.05% and 80.26%. When student respondents completed the questionnaire about using learning media, they received a score of 76%. Students can be successfully attracted and motivated by the flashcards media that has been implemented based on research objectives. Students may become more enthusiastic about learning English as a result of the development of this learning media. Where students with poor English grammar skills can improve. Teachers should also be able to create and implement learning media to pique students' interest in classroom-based instruction. The advancement of instructional media has a substantial impression on learners' inspiration to grow in the class, it can be concluded.

It is occasionally tricky for EFL teenagers to master simple present tense because tenses include complex ideas that EFL learners lack in their native language. When taught using the lecture method, 3rd grade adolescents at North Jakarta's primary school had similar difficulties mastering the tenses. Sartika (2020) used flashcards in a classroom action research to snap the issue. This research conducted in 2 cycles with 30 third graders. The findings revealed that using flashcards improved students' proficiency in gaining the simple present tense. The three tests's mean scores upgraded from 36.69 to 65.73 and finally to 75.00. The insertion of flashcards also shifted the pupils' attitudes being overwhelmingly unfavorable to overwhelmingly favorable. In post-action survey, the mean percentage of good affirms climbed from 20.4% to 83.89%.

Flashcards in Teaching Vocabulary

Mastering a language should begin with mastering vocabulary, because vocabulary is the words that make up a language. Students should be taught to learn vocabulary in both written and verbal forms. The presence of media is critical in introducing vocabulary, particularly for those learning a foreign language. Pictures or flashcards are the most common media used by teachers in English subjects in schools, or the media that Indonesian teachers must have to support English subjects. According to the data, the majority of teachers in this study primarily used pictures or flashcards to teach vocabulary (Kusuma, et al., 2017).

Many studies on the efficiency with which flashcards can help with vocabulary learning have been conducted. One of the studies carried out at Pre-school in Samarinda. The study's goal was to look into 14 kindergarten students with varying abilities regarding the development of their English vocabularies through flashcards (Rachmita, 2016). Classroom Action Research method was employed in this study. The findings highlight the following key

points: (1) the students' vocabulary improved; (2) the students were more active in doing activities and were highly motivated to participate in English lessons; (3) the classroom environment was more alive and enjoyable; and (4) the students were not overcrowded. For teaching YL vocabulary, flashcards are part of the best and most profitable instructional tools because they are organized into themes with full-color pictures that are appealing to YL. This study discovered that: (1) the majority of students gradually increased their English vocabulary by using flashcards. (2) the findings suggested that using flashcards for TEYL, particularly kindergarten students, could result in significant vocabulary development during the learning process.

Rahmawati et al. (2022) investigated the effect of Socrative (digital flashcards) on vocabulary acquisition of EFL learners in their studies. 54 students from Junior High School participated in the study. This was a quasi-experimental study with two groups of 27 people in age from 12 to 14 years old, one for the experiment and one for the control. Students who used Socrative learned significantly more vocabulary than those who used PowerPoint flashcards, according to the findings.

Using digital flashcards on Socrative Apps helps EFL learners improve their vocabulary acquisition. Socrative is a Web 2.0 acquiring vocabulary program that facilitates customers to create and deploy online flashcards. Socrative, as stated in this study, is a beneficial online flashcard technology that will enable students optimize their vocabulary retention. Socrative is a vocabulary learning system that encourages learners to indulge in lesson, notice what they should consider towards a topic, collaborate, and learn more. Socrative is likewise comfortable to operate and has a quick UI.

Wahyuni and Yulaida (2014) investigated the inclusion of flashcards to expand students' vocabulary mastery at middle school. This study employed Classroom Action Research (CAR) which was carried out in two cycles. Each cycle included planning, implementation, observation, and reflection. The researchers stimulated students' prior knowledge by asking questions, introducing the topic, and incorporating media in the implementation of improving students' vocabulary mastery through the use of flashcards. The first cycle's planning implementation was unsuccessful. The results of the second cycle's evaluation tests revealed that 84% of the students met the success criteria's minimum score, and 80% of the students completed the second cycle's activities. As a result, it is possible to conclude that using flashcards improves students' vocabulary mastery.

Aji and Farida (2019) conducted an experimental research to determine the quality of using flashcards in collaboration with Numbered Heads Together versus using purely flashcards to strengthen students' vocabulary acquisition for seventh grade students at middle school in the periodic 2017/2018. The control population improved their vocabulary competence more than the group participating in the experiment, according to the traditional change score data analysis, with 3.42 compared to 2.66. Based on the findings and data analysis, it is possible to conclude that flashcards are stronger than flashcards in collaboration with Numbered Heads Together in improving students' vocabulary acquisition.

Rahmasari (2016) conducted research on the use of flashcards in vocabulary instruction. Three problems are proposed by the researcher. "What are the flashcard procedures, and what are the strengths and weaknesses of flashcards in teaching vocabulary for fourth grade students at SDN Sukosari 02 Dagangan Madiun?" This descriptive research participant consists of 26 fourth grade elementary school students in Indonesia. The findings of the

study on the integration of flashcards to teach vocabulary to fourth-grade children show that the students' average score after using flashcards is 8.15, while the students' average score before using flashcards is 7.40. Furthermore, incorporating games into the application of flashcards relaxes students and creates a fascinating atmosphere. As expected, students can quickly absorb the supplied vocabulary by concentrating on the lesson. When using flashcards to study English, most of them take delight in it. Students assume that flashcards could entice them because the graphics are engaging and the language is straightforward. As a result, the inclusion of flashcards in teaching vocabulary to fourth grade learners at SDN Sukosari 02 Dagangan has been shown to be beneficial through analysis. The benefit of using flashcards in vocabulary teaching are that they increase students' competency and accomplishment; there are essentially nothing adverse to using flashcards in vocabulary teaching for primary school pupils.

The current study (Boroughani et al., 2023) sought to look into the function of mobile-assisted new word acquisition with virtual flashcards in fostering educational vocabulary instruction and the cultivation of independence capacity in undergraduate learners. 54 Iranian university students were recruited for the study depending on their availability and divided into two groups: the experimental group (33) and the control learning condition (21). The experimental group learned academic words from a freshly constructed core academic wordlist (NAWL) using digital flashcards (Quizlet) while the other group learned the same vocabulary items using traditional materials (wordlists). The results showed that, after 4 months both groups improved their language knowledge and self-regulation abilities with very substantial impact dimensions, the trial group excelled the untreated group in the two metrics. As a result, the study provided empirical evidence that mobile-assisted vocabulary learning is more effective than ordinary substances for acquiring academic proficiency. The results showed that the use of digital flashcards for vocabulary development grows the competence of university students to engage in self-regulated vocabulary learning.

Lisa (2019) conducted a study to determine whether pictorial flashcards have a good influence on students' incentive to expand their English vocabulary in fourth grade elementary school. This study's sample size was thirty youngsters. The analysis results show that It can be seen an obvious distinction in excitement to acquire English vocabulary across primary school fourth-grade pupils in advance of the deployment of flashcards (76,6%), and there is a significant difference in English vocabulary mastery between elementary school fourth-grade students taught with flashcards and those taught without flashcards ($t=7,74$). Using flashcards not solely boost the willingness of students for learning English, it also makes students active participants in their learning experiences. This strategy will provide pupils with several possibilities to enhance their English.

Manurung conducted a study titled "Improving Students' Vocabulary Achievement by Using Anagram Plus Flashcards at the SMP Negeri 7 Pematangsiantar" (2014). This research aims to improve students' vocabulary achievement through the use of anagrams and flashcards. This research was carried out using classroom action research. This study focused on students in classes VII-7 at SMP Negeri 7 Pematangsiantar. The subject was taken by 32 students. The study found that the mean of students' scores was 56.41 (pre-test), 69.22 (post-test I), and 76.72 (post-test II). There was a 20.31 point improvement in student achievement from 56.41 to 76.72, and that score (76.72) exceeded the indication (75). Contingent on questionnaire, interviews, daily memos, and observation reports, the teaching and learning process was deemed to be successful. Students were engaged, cooperative,

enthusiastic, and eager to learn new vocabulary. 16 students (50%) agreed that pupils played a part in the educational experiences, twenty two students (62.5%) agreed that they were fascinated, and nineteen students (59.37%) argued that the studying technique appeared feasible. At SMP Negeri 7 Pematangsiantar, it is possible to conclude that employing anagram with flashcards boosted students' vocabulary achievement.

Nugroho et al. (2015) reported using flash cards to assist students emphasize their vocabulary acquisition. The study sought to determine to how far can the use of flashcards boost pupils' vocabulary acquisition. An action research was used in the study with 32 elementary school students serving as the study's sample. This research collected data using 2 methods: 4 weeks of classroom observation and vocabulary assessments. The results revealed an improvement in the students' vocabulary mastery after they were taught with flashcards. The mean vocabulary mastery score of students in cycle 1 was 52.65, and it was 75.83 in cycle 2. It improved by 23.18, indicating that the strategy is effective in improving students' linguistic skills.

Fadilah et al. (2013) carried out a study titled "Increasing Students' Vocabulary Mastery of Concrete Nouns Using Flashcards." Fifth-grade students in the 2012/2013 school year served as the study's sample. The mean score was 47.67 (pretest) and 68.88 (posttest). When the test results were compared, it was discovered that students' vocabulary acquisition increased. The pre- and post-test cumulative gain was 21.21. The t-test computation results show that the t-value is greater than the t-table ($16.579 > 2.034$). It may be inferred that using flashcards to teach new words could improve students' vocabulary mastery of concrete nouns in fourth grade at SDN 1 Jati Mulyo Lampung Selatan.

Another study (Podoliak, 2021) sought to investigate the feasibility of using flashcards in the process of language acquisition, specifically in terms of making the process of memorizing new foreign words easier. 82 17-18 year old students from the discipline "Veterinary Medicine" participated in the study. The experiment was divided into two phases to demonstrate the efficacy of the proposed method. For the first 16 weeks, Three student focus groups were assigned to observe the flashcards as well as the translation of terms, unintentionally remembering them. Then, two control tests performed to see how effective such a learning method was. According to the findings of this study, color flashcards with word translations help students form associations, as a result of which great memory performance is obtained. The findings also revealed that the effective approach to apply the method of voluntary word observation on flashcards is in conjunction with acquiring new words and actively using it in speaking and writing. As a result, the study's findings can be used by English teachers to help students learn new terms.

Suryani et al. (2022) used flashcards to enhance the vocabulary of sixth-grade elementary school students. The participant was six sixth-grade students. The mean score of post-test was greater than pre-test, as evidenced by results. Furthermore, the t-test result outperformed the t-table or $15.7 > 2.77$. The results showed that after learning the language with flashcards, the score of student's vocabulary greatly increased. As a result, Teachers are advised to utilize flashcards when teaching beginners fundamental vocabulary since it boosts students' enthusiasm to acquire new English vocabulary.

It has long been understood that vocabulary comprehension is a single of the foremost complicated components of acquiring a new language. Mobile assisted vocabulary learning has received a lot of attention in recent years as a way to help language learners learn

vocabulary items in English. However, significantly less emphasis was paid to the use of portable gadgets to study the foremost commonly employed vocabulary terms in essential word collections. To fill the void, the existing research (Zakian et al., 2022) studied the role of a digital flashcard program created for portable gadgets in EFL learners' outdoor learning of important English's vocabulary. 86 university students were divided into 2 groups, both are experimental and control groups. The trial group utilized the mobile software to study the words apart from learning environment in lieu of official language teaching for a period of time, whereas the control group studied the same topic using traditional materials. The lexical knowledge of the subjects was examined three times, it is pre test, post test, and delayed post-test. The investigations demonstrated that the installation of portable applications considerably aided for the growth of vocabulary knowledge, with participants of the trial group surpassing those of the group that received no intervention. In addition, the investigations offered tangible support over mobile-assisted vocabulary acquisition's durability. The examination underlines the power of portable technology in enabling bilingual students build up necessary English vocabulary as well examines the curricular consequences of this outcomes.

Wulandari and Chadafi (2022) conducted a pretest-posttest experimental study on English vocabulary teaching and learning. The mean score was 55,3333 (pretest) and 78,3333 (posttest). It illustrates that the posttest score was greater than the pretest score. In significant level of 0,05, the data discovered that t-value (-6,965) was greater than t-table (2,131). The data collected in the analysis with the t-test to determine whether there is a significant influence in the use of flashcards on teaching English vocabulary based on the data found. The study demonstrated that the use of flashcards is effective in teaching English vocabulary to students in the fifth grade at MI. Maarif Nu Plumpang.

According to recent research (Yüksel et al., 2020), digital flashcards may aid students' technical vocabulary learning efforts. The primary goal of this quasi-experimental study was to compare the effects of digital flashcards (DFs) and wordlists on technical vocabulary learning, as well as to investigate students' perceptions of DF use. The study included 57 undergraduate pharmacy students and was conducted using the convenience sampling method. The findings revealed that students gained greater technical vocabulary as a result of DFs. Their evaluations of the app's utility were a predictor of their success in the DFs condition. Utilizing digital apps for practice expected that they would utilize the Quizlet app. Based on the result of this study, the use of DFs leads to improved technical vocabulary learning.

Chen and Chan (2019) conducted research comparing the value of technology in early childhood education to traditional paper flashcards. 98 youngsters aged 5 to 6 years old and 4 teachers from early childhood education featured in the study. The first group used AR flashcards to learn animal vocabulary, while another group used traditional flashcards. The findings revealed that both AR and traditional flashcards could significantly improve children's vocabulary learning, with no significant difference in effectiveness between the two methods.

Hung (2015) developed his study to evaluate if virtual flashcards may be used into an undergraduate program to increase vocabulary acquisition among English language adolescents. 75 participants were recruited from three full classes of 25 first-year English majors in age from 18 to 20. According to placement test results, the majority of the pupils were intermediate-level English learners and a few of them at the lower-intermediate level.

The findings produce implications for using digital flashcards to support intentional vocabulary learning. The general conclusion highlight the relevancy of using virtual flashcards to learn vocabulary as a counterpart for further standard tools, as well as the associated benefits of integrating virtual flashcards beneath cooperative instructional activities in schools.

Flashcards in Reading and Writing Skill

Flashcards has been demonstrated to be particularly successful among existing educational methods. Because of their originality and eagerness, flashcards play a special role in teaching reading and writing. The methods were widely supported by the scientific research community. A study (Alanazi, 2017) looked at how a flashcard system helped 40 fifth-grade students with learning disabilities on reading and writing problems. Students with learning disabilities struggle academically. It is triggered by ailments such as garbled language or a lag in language learning, among others. The researcher in this study used flashcards to reduce the occurrence of these problems. The study demonstrates flashcards' efficacy in improving fluency, pronunciation, and comprehension in reading skills. T value shows the score 17.64, the paired sample test score results demonstrate a significant difference in the performance of the experimental group. T value 10.979 indicates a significant change in their performance on the writing activity. The findings suggested that DI flashcards could improve an elementary student's comprehension and writing skills.

The mechanism of making notion of a piece of writing is known as reading. In the preliminary phases of attempting to read, adolescents must learn and apply deciphering and recognizing sentence abilities as a reason to build competent instinctive word comprehension, as opposed the capacity to comprehend and enjoy written informations develops with time. Nonetheless, as a result of their inability to fully comprehend a written material, pupils who struggle with comprehending are going to progressively neglect fascination with comprehending. A study (Othman & Tahar, 2017) duplicated an instructional reading technique to see how matching reading racetracks with flashcards affected sight word recognition in students with learning impairments. The purpose of this study was to assess the performance of two six-year-old male and female students who had reading difficulties based on testing and teacher observation in the classroom. In this study, researchers discovered that using racetracks in conjunction with flashcards was an excellent technique to deliver the word of sight to 2 individuals with minor impairments in a private environment. This study discovered that reading racetrack procedures in conjunction with flashcards boosted students' recognition of the word of sight and increased the optimism of learners in the word of sight comprehension. The finding implies a good sight phrase instruction helped boost pupils' entire comprehension skills.

When teaching phonics, sight words, and addition facts, Erbey et al. (2011) evaluate the effects of reading racetrack and flashcards. The study's phonics and sight phrase parts included 2 second-grade males, both seven years old. Both participants were identified as having a cognitive impairment. The last participant had ADHD, learning disability with traumatic brain injury. Corrects and errors when reading from a first grade sight word list were the dependent measures. For the third participant, a 100-add fact test was used to select math facts. The findings of this study indicate that the reading/math racetrack procedure combined with flashcards was beneficial in improving reading or math skills. The participants' accuracy of sounds, sight words, and addition facts improved as a result of

these procedures. The racetrack worked well and become simple to implement in a primary school environment. Both flashcards and racetrack were accessible to make and also effective in a couple of subject. Reading/math racetracks were simple to establish and ought to be embraced into the routines of both special needs and regular education.

Sophya (2021) used flashcards to teach English to students with Autism Spectrum Disorders (ASD). A child with autism has special needs and developmental disorders. As a result, teachers who educate ASD students must acquire understanding of their students' demands during teaching learning process. The study's objections are to show how English language teaching was implemented for ASD learners during the pandemic era, as well as the role of parents in supporting ASD learners to grasp English. The qualitative research method was applied in this study. During pandemic era, English language teaching technique for students with autism at RBA (Rumah Belajar Anak) used both offline and online learning modes. Offline English language instruction for ASD students was provided using direct method, TPR, and lexical method. Teachers at RBA, on the other hand, used the direct method and the lexical method in online learning. Teachers at RBA used pictures/flashcards as offline media and worksheets and video calls as online media. Teachers facilitated matching tasks by using pictures/flash cards. They were given the same form objects in activities to help ASD students decode the information. To assist students in completing the tasks, the teacher used pictures/flashcards to facilitate matching and writing tasks. To motivate students to complete tasks, the teacher provided examples using both verbal and nonverbal instruction and then asked each student to do the same. Throughout the observation, all of the teachers at RBA used pictures/flashcards because they were more effective and safe in assisting ASD learners to complete tasks and learn something. Furthermore, it was because images/flashcards greatly aided students in recalling their visual memory. In short, pictures/flashcards worked well for ASD students.

Marsita et al. (2015) investigated the use of flashcards in writing. The purpose of this study was to determine whether or not using flashcards improved students' vocabulary mastery and whether or not using flashcards improved students' vocabulary use in writing. The research sample consisted of 30 students from the first grade class VIIA who were chosen by lottery. In passive vocabulary, the mean score was 57.75 (pre-test), 81.58 (post-test), and representing 23.83 points. Meanwhile, in active vocabulary the mean score was 50.35% (post-test), 58.74% (pre-test), and 8.29 points. T-test ($p < 0.05$, $p = 0.000$) shows a significant result. The researcher suggested that there was an improvement in students' vocabulary mastery in writing based on the data. Flashcards were an effective medium for teachers to use when teaching English to improve students' vocabulary mastery. Using flashcards to learn vocabulary made the students more interested and had a positive impact on their English language studies.

Furthermore, Mathura and Zulu (2021) conducted a study with the goal of identifying a teaching technique to assist ESL learners with creative writing activity. The purpose of this study was to explore the effect of flashcards on the creative writing skills of first-grade ESL students and to assist the researchers in improving their teaching approach. 31 students from a Pietermaritzburg school were chosen via convenience sampling. During the action research process's implementation stage, flashcards were employed as an intervention to increase learners' creative writing skills. The data demonstrate that research participants improved in their written assessments. Three motifs were identified: misspelled words, improper tenses, and ungrammatical sentence structuring. By depicting sentences,

flashcards highlighted the proper sentence writing skills. Learners' written work was more rational, and they actively participated in class. This enhanced the researcher's teaching method because it catered to both visual and aural learners.

Seines et al. (2015) investigated the impact of flashcards on elementary students with specific learning disabilities. The purpose of this study was to implement and evaluate a Direct Instruction (DI) flashcard system to teach sight word acquisition to a 6th grade student with a documented Specific Learning Disability. To assess the effectiveness of the flashcard procedures, a multiple baseline design was used across word sets with each student. The participant's use of the strategies and reading of sight words demonstrated a functional relationship. The study found that flashcards can be an appropriate technique of teaching students with specific learning difficulties. The findings suggested that DI flashcards could help an elementary student with learning disabilities improve his or her sight word identification skills.

Flashcards in Speaking and Listening Skill

Speaking has emerged as a vital competency in teaching and learning English. The role of speaking for interaction highlights its significance. We are capable of communicating with individuals all around the global community by uttering English. Several elements contributed to students' ability to communicate. One of the elements is the use of a teaching method or strategy as an external factor. Retnowati (2019) used flashcards and TPS method assist students improve their public speaking skills. This research comprises of planning, activity, observation, and reflection. Students' speaking skills improved significantly when they were taught using flashcards and TPS method. The average speaking score demonstrated an increase from 63.2 (pretest) to 73.2 (first cycle) and 83 (second cycle). The accomplishment score for class competency risen to 17.5% (pretest) to 60% (first cycle) and 87.5% (second cycle). As described in this study, the usage of flashcard media was beneficial and successful in boosting students' speaking abilities.

Yansyah (2015) presents a classroom method to help EYL teachers enhance their students to absorb audio recognition skills by employing flashcards. Audio recognition is the capacity to discern parallels and contrasts between distinct sounds. This ability is critical to develop, particularly in the teaching of reading, because students must distinguish among voices linked with various letters. Flashcards are regarded ideal instrument due to their ease of use in the classroom and their low cost. The researcher aimed to extend on the usage of flashcards for instructing audio recognition within a variety of enjoyable and engaging exercises for EYL Classroom. The activities are varied and brief in order to discourage students from becoming bored throughout the class. Among the sounds presented are /s/, /l/, /f/, and /p/ together with several long vowels (/i:/ and /u:/). Studying audio recognition focuses on the pronunciation of words instead of the meaning of words, teachers may assist students through having them practice as much as feasible. Phonic cards are flashcards that are used to teach pronunciation. On one side, there is a phonic sound, and on the other, there is an image that depicts the sound. It would be nice if the visuals on the flashcards were intriguing and vibrant. Games and songs might also keep children interested in the session.

Conclusion

Language is essential for everyday communication and intellectual endeavor. English's prominence as an universal language effects government policies alongside the multitude of citizens who wish to study English. As a result, adults and young learners alike are now learning English at various proficiency levels. Media played important role in transferring knowledge. Regarding to it, media is necessary to assist teachers in teaching and learning process and also to achieve learning goals. This chapter revealed that numerous studies on the effectiveness of using flashcards in teaching English skills have been conducted. Flashcards has been determined to be particularly effective among the current instructional methods in teaching English skills. Flashcards have a rate of credibility that permits them eligible to be exploited, depending to the results of verification by expert and learners feedback (Orizanda, et al., 2022). According to the findings of this literature review, flashcards are commonly used in teaching vocabulary rather than other language skills. Furthermore, the findings suggested that other variations in design and activities be used in the implementation of flashcards. In the future, more in-depth research will be required.

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