

CHAPTER I

INTRODUCTION

1.1 Background Research

The concerning state of basic literacy in Indonesia calls for innovative solutions that can effectively engage students and improve their skills in foundational literacy, including reading, writing, listening, and speaking. One promising approach is the integration of digital media in educational practices. Research has shown that digital media can significantly enhance learning outcomes by making educational content more interactive and engaging. For example, a study by Li and Ma (2010) found that using digital media in the classroom can increase student motivation and facilitate a deeper understanding of the material.

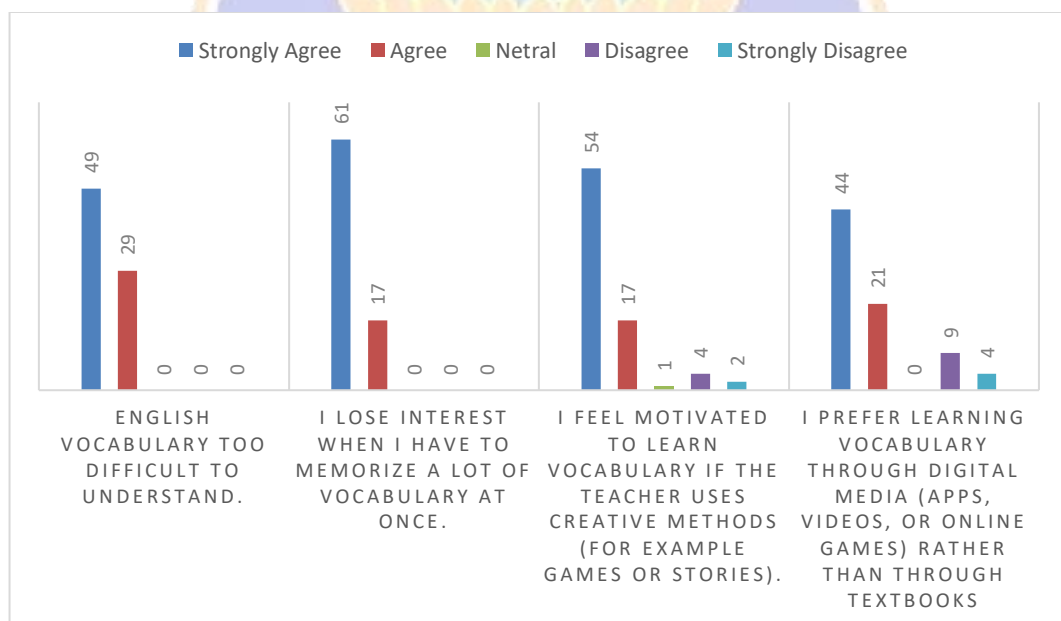
In English language learning at SMAN 1 Singaraja, digital media such as digital flashcards have emerged as a potential solution to enhance vocabulary mastery among grade 11 students. Digital flashcards offer an interactive and efficient method to help students master vocabulary, with features like spaced repetition, multimedia elements, and gamification supporting deeper understanding. Challenges in vocabulary learning, such as low motivation and difficulty in retaining and applying vocabulary, can be addressed through this approach. Teachers at SMAN 1 Singaraja are also adopting other innovative methods, including project-based learning, to strengthen students' vocabulary mastery while fostering collaboration and critical thinking skills.

Vocabulary teaching methods at SMAN 1 Singaraja generally use

conventional approaches such as direct learning in class, use of textbooks, and written exercises. Even though this method is quite effective, some students still experience difficulties in memorizing and applying new understanding in everyday contexts. Some students show a lack of motivation in learning English, especially in memorizing vocabulary which is considered difficult and boring.

Various challenges encourage teachers to continue to innovate in teaching methods so that students can more easily understand and apply English. One approach that is starting to be introduced is the use of technology in learning, such as interactive learning applications and online platforms designed to increase student engagement. In addition, teachers also encourage the implementation of project-based learning, where students can work in groups to complete creative tasks, such as making videos, presentations, or written works in English.

Figure 1. 1 Pra-Sruvei (Observ)



Source: Researcher (2024)

Students' motivation to learn English vocabulary remains relatively low. This is supported by a pre-survey conducted with 30 random students, where many reported finding it difficult to understand English vocabulary and memorize a large number of words. However, students were more motivated to learn vocabulary using game-based learning methods or online media. Traditional teaching methods that lack variety often fail to accommodate different learning styles. Although there have been efforts to incorporate technology into education, unequal access to digital devices at home still limits the effectiveness of these methods for all students.

To address these challenges, researchers have introduced digital flashcards as an innovative method for teaching vocabulary. Digital flashcards are expected to capture students' interest through their interactive and visual elements, making memorizing and comprehending new words easier. These flashcards enable teachers to create dynamic learning materials, incorporating images, sounds, and animations tailored to students' needs. Using specialized applications or platforms for digital flashcards offers immediate feedback, helping students correct mistakes and strengthen their memory (Pradana & Santosa, 2020).

Previous studies on digital flashcards have explored various educational settings and demographic groups, involving elementary, middle, and high school students across different subjects. For example, studies by Hwang and Chang (2011) and Hung (2015) focused on elementary students learning English vocabulary, while Lu (2008) investigated the impact of mobile flashcards on college students learning a foreign language. These studies have consistently

shown the effectiveness of digital flashcards in enhancing vocabulary mastery. Hwang and Chang (2011) found that digital flashcards significantly improved vocabulary retention among elementary students compared to traditional methods. By accommodating diverse learning styles—visual, auditory, and kinesthetic—digital flashcards provide a comprehensive approach to learning. This study aims to assess the impact of this approach on vocabulary mastery at SMAN 1 Singaraja, offering insights and practical strategies for overcoming the challenges faced by students and teachers in learning English.

Research on the effectiveness of digital flashcards in various contexts has yielded positive results. Ashcroft and Imrie (2014) found that digital flashcards significantly expanded students' knowledge compared to conventional methods. Ashcroft (2019) also noted that digital flashcards improved vocabulary mastery, while motivating and engaging students more effectively than traditional methods. Chien (2020) demonstrated that digital and physical flashcards help elementary students retain vocabulary faster and longer, with digital flashcards offering additional interactive features to enhance learning. Tsai (2019) further showed that students using digital flashcards achieved better vocabulary results than those using traditional methods. Additionally, Chen (2021) studied the impact of digital flashcards on EFL students in Taiwan, reporting significant improvements in vocabulary mastery and student motivation. However, further research is needed to explore the effectiveness of this method in diverse educational settings, including at SMAN 1 Singaraja.

Despite the positive outcomes, there are gaps between this research and

previous studies. Most studies have been conducted in schools outside the Singaraja area (Hwang & Chang, 2011; Ashcroft & Imrie, 2014; Hung, 2015; Tsai, 2019; Chen, H, 2021), whereas this study focuses on students at SMAN 1 Singaraja. Furthermore, while many studies highlight the benefits of digital flashcards, few have examined long-term vocabulary retention or how to integrate these tools into regular classroom activities.

This study aims to measure the effect of digital flashcards on vocabulary mastery among grade 11 students at SMAN 1 Singaraja. The findings will contribute to a better understanding of the effectiveness of technology in language learning and provide practical recommendations for educators. Given the context of English language learning in Indonesia, this research holds high relevance. It is expected to offer digital flashcards as an innovative solution to improve students' vocabulary mastery, enabling them to communicate more confidently and effectively in English.

1.2 Problems Identification

There is still a lack of empirical research regarding digital flashcards in vocabulary learning at SMAN 1 Singaraja, of course aimed at overcoming various problems faced in traditional teaching methods. This gap emphasizes the need for specific studies regarding the efficacy and feasibility of applying digital flashcards in such situations.

In English language education at SMAN 1 Singaraja, grade 11 students face significant challenges in mastering vocabulary, a foundational element of language acquisition. Preliminary observations suggest that despite using

conventional methods such as direct instruction, textbooks, and written exercises, many students still need help memorizing and applying new vocabulary in various contexts. This difficulty is compounded by a lack of motivation among some students, who perceive vocabulary acquisition as tedious and unengaging. Moreover, traditional teaching methods often need to address students' diverse learning styles, leading to disengagement and reducing the effectiveness of the learning process. There is a critical issue of unequal access to digital devices, which hampers technology integration in learning, especially in vocabulary mastery. While some students may benefit from digital learning tools, others are left behind due to limited access to smartphones, computers, or reliable internet connections, exacerbating the educational divide.

Preliminary data from classroom observations and a survey of 50 grade 11 students revealed that 68% of students find traditional vocabulary learning methods ineffective, particularly when retaining new words. Moreover, 72% of students reported being more engaged when learning materials are interactive or visually stimulating, suggesting that incorporating technology into vocabulary instruction could enhance learning experiences. However, 40% of students face challenges in accessing digital devices, indicating that using digital tools in the classroom may only be universally effective in addressing access issues.

To address these challenges, the study proposes the implementation of digital flashcards as an innovative solution for vocabulary instruction. Digital flashcards offer an interactive and engaging way for students to reinforce vocabulary acquisition. These tools can be customized with images, audio, and

animations to cater to various learning styles visual, auditory, and kinesthetic. Additionally, digital platforms often provide immediate feedback, enabling students to identify mistakes and reinforce correct learning. This feature supports individual and group learning dynamics and fosters better retention by allowing students to review and correct errors in real-time. Digital flashcards can help bridge the gap created by unequal access to technology by providing devices in the classroom and offering offline versions for students with limited internet access. This flexibility ensures that all students can learn effectively.

The primary rationale for using digital flashcards lies in their ability to address the key challenges identified: they engage students more actively and motivating, provide immediate feedback, and cater to various learning styles. Customizing the flashcards to accommodate different learning preferences makes students more likely to remain engaged and retain the vocabulary more effectively. Moreover, using digital flashcards allows for greater accessibility, particularly in settings with inconsistent access to technology.

This study aims to evaluate the effectiveness of digital flashcards in improving vocabulary mastery among grade 11 students at SMAN 1 Singaraja. Specifically, the study aims to assess the impact of digital flashcards on vocabulary retention and application in real-life contexts, explore their role in enhancing student motivation and engagement, and examine how these tools can be customized to accommodate different learning styles. Additionally, the study will investigate the feasibility of implementing digital flashcards in a school setting where access to technology is inconsistent and propose strategies to

overcome these challenges. The study aims to provide valuable insights into using digital flashcards in vocabulary teaching and offer practical recommendations for educators seeking to improve English language instruction in similar educational settings. Ultimately, the research seeks to enhance students' vocabulary mastery, enabling them to communicate more confidently and effectively in English.

1.3 Limitation of the Study

Considering the problems mentioned above and in an effort to make this research feasible and centralized, the researcher focused on exploring the use of digital implementation of digital flashcards in vocabulary learning at SMAN 1 Singaraja. However, there are some limitations in the implementation of this research:

1. Vocabulary Mastery based digital flashcard is only implemented to 11th Grade students in SMAN 1 Singaraja
2. The materials and digital flashcard are developed based on the 11th Grade students English Syllabus

1.4 Research Question

Based on the previous context, the researcher presents the following problem to be discussed in this research:

1. Is there any significant differences on the Vocabulary Mastery of grade 11 students at SMAN 1 Singaraja, before and after the implementation of Digital Flashcard, for those that are given the treatment and those that are not given the treatment?

1.5 Objective of the Study

In order to address the issues raised above, the study's aims are as follows:

1. To find out whether there is a significant difference in vocabulary mastery among grade 11 students at SMAN 1 Singaraja before and after the implementation of digital flashcards, between those who were treated and those who were not treated.

1.6 Significance of the Study

The study's findings are inclined to be useful both theoretically and practically.

1.6.1 Theoretical Significance

To find out the theory regarding the Effect of Digital Flashcard Implementation on Vocabulary Mastery Among Grade 11 Students at SMAN 1 Singaraja.

1.6.2 Practical Significance

a. For Students

This study is hopefully able to increase the student's Vocabulary Mastery by implementing Digital Flashcard. Also, hopefully, this study can increase their motivation and desire to learn English.

b. For Teacher

This study is hopefully to be beneficial for teacher in order to inspire them and support them in developing simple Digital Flashcard as a media of teaching so that the process of teaching-learning in English is more authentic and meaningful in the classroom.

c. For Other Researchers

This study is hopefully as data and reference to conduct further research in the same field that is related to the implementation of Digital Flashcard as a teaching media technology based.

