

**THE USE OF BILINGUAL FLASHCARDS TO TEACH ENGLISH
VOCABULARY TO YOUNG LEARNERS AT SINGARAJA MONTESSORI
SCHOOL**

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ABSTRACT

This study aimed to describe the implementation of bilingual flashcards as a learning media in teaching English vocabulary to kindergarten students at Singaraja Montessori School, and to explore teachers' opinions regarding its advantages and disadvantages. A qualitative descriptive method was employed, involving three kindergarten teachers as research subjects. Data were collected through document study, participant observation, in-depth interviews, and open-ended questionnaires. The data were analyzed using the interactive model of analysis and further refined through thematic analysis to identify key patterns and deeper insights. The results showed that bilingual flashcards were implemented during the whilst-activity as a media to introduce topics during circle time, with each teacher having a different role. The learning strategy used was interactive game-based activities, namely Guess the Animal, Match the Animal, and Find the Bilingual Flashcards. Besides that, bilingual flashcards were also used in the post-activity stage as a media to review vocabulary. Teachers implemented formative assessment by observing students' understanding through verbal interaction and activity participation. In addition, all kindergarten teachers expressed positive opinions about using bilingual flashcards in teaching English vocabulary. They believed that this media helped increase students' motivation, made it easier to memorize and remember vocabulary, made learning more enjoyable, enhanced student engagement, and was highly suitable for the characteristics of kindergarten students. However, they also identified several disadvantages, including limited visibility due to flashcard size, the potential for increased noise in the classroom, higher demands for teacher creativity, less effectiveness for non-visual students, and the tendency for students to become dependent on bilingual flashcards. These findings suggest that while bilingual flashcards offer many advantages in supporting vocabulary for young learners, their use should be balanced with strategies that address the disadvantages identified during the implementation.

Keywords: *bilingual flashcards, learning media, montessori method, teachers' opinion, vocabulary, young learners.*

**PENGUNAAN FLASHCARD BILINGUAL UNTUK MENGAJARKAN
KOSA KATA BAHASA INGGRIS KEPADA PELAJAR MUDA DI
SEKOLAH SINGARAJA MONTESSORI**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan bilingual flashcards sebagai media pembelajaran dalam pengajaran kosakata bahasa Inggris pada siswa taman kanak-kanak di Singaraja Montessori School, serta untuk mengeksplorasi pendapat guru mengenai kelebihan dan kekurangannya. Metode deskriptif kualitatif digunakan, dengan melibatkan tiga guru taman kanak-kanak sebagai subjek penelitian. Data dikumpulkan melalui studi dokumen, observasi partisipan, wawancara mendalam, dan kuesioner terbuka. Data dianalisis menggunakan model analisis interaktif dan disempurnakan lebih lanjut melalui analisis tematik. Hasil penelitian menunjukkan bahwa bilingual flashcards diterapkan selama kegiatan inti sebagai media untuk memperkenalkan topik selama waktu lingkaran, dengan masing-masing guru memiliki peran yang berbeda. Strategi pembelajaran yang digunakan adalah kegiatan berbasis permainan interaktif, yaitu *Tebak Hewan*, *Cocokkan Hewan*, dan *Temukan Bilingual Flashcards*. Selain itu, bilingual flashcards juga digunakan pada tahap pasca kegiatan sebagai media untuk meninjau kosakata. Guru menerapkan penilaian formatif dengan mengamati pemahaman siswa melalui interaksi verbal dan partisipasi kegiatan. Selain itu, guru menyatakan pendapat positif tentang penggunaan bilingual flashcards, yaitu mereka percaya bahwa media ini membantu meningkatkan motivasi siswa, memudahkan menghafal dan mengingat kosakata, membuat pembelajaran lebih menyenangkan, meningkatkan keterlibatan siswa, dan sangat sesuai dengan karakteristik siswa taman kanak-kanak. Namun, mereka juga mengidentifikasi beberapa kelemahan, yaitu visibilitas terbatas karena ukuran flashcards, potensi peningkatan kebisingan di kelas, tuntutan kreativitas guru yang lebih tinggi, kurang efektif untuk siswa non-visual, dan kecenderungan siswa menjadi tergantung pada flashcards bilingual. Secara keseluruhan, temuan ini menunjukkan bahwa meskipun bilingual flashcards menawarkan banyak manfaat dalam mendukung kosakata bagi pelajar muda, penggunaannya harus diimbangi dengan strategi yang mengatasi tantangan yang diidentifikasi selama penerapan.

Kata Kunci: kartu flash dwibahasa, kosakata, media pembelajaran, metode montessori, pembelajar muda, pendapat guru.