

Teaching Vocabulary Using Flash Cards in Indonesian ESP Classroom: A One-Shot Case Study

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ABSTRACT

It can be denied that teaching vocabulary to ESP students is challenging since they need treatment to learn it on the right target. 21st-century learning requires the students, no exception the ESP students, to fulfill the demands of the 4Cs (Collaboration, Communication, Creativity, and Critical Thinking), which makes students show language competence in the right target. This quantitative study with a one-shot case study aims to explore the knowledge level regarding vocabulary learning using Flash Cards and reveal the students' activities during learning using Flash Cards. Thirty-one participants from one vocational high school were involved in this study. The researchers used two types of instruments, namely, test and observation. The results of this study showed that students' scores in vocabulary testing indicating their knowledge of language word level were categorized 'good' by the mean score of 73.97. Additionally, they showed enthusiasm in learning vocabulary using Flash Card. The role of Flash Cards in teaching vocabulary in ESP classrooms benefits students in grasping the meaning of L2 words that can be used or applied in the language context.

Keywords: Teaching Vocabulary; ESP; Flash Card

INTRODUCTION

Students' vocabulary mastery in English for Specific Purposes (ESP) is demanded to improve their written and spoken language skills. Vocabulary, as one of the components of English structure, is important in preparing students to become more confident in constructing meaning that is categorized into receptive and productive (Lehr et al., 2021). Furthermore, vocabulary knowledge is one of the requirements for successful communication in an English professional context (Qian & Ling, 2019; Ulashevna & Bakhtiyorovna, 2022; Yuldashevna, 2021). In line with that, academic nuance covering the teaching strategy becomes the main point to assist ESP students

in boosting their vocabulary knowledge. The vocabulary teaching strategy, in this case, is important dealing with the ESP students' L2 (Al Zahrani & Chaudary, 2022; Kavari, 2014; Makhmudovna, 2022). That is why teaching vocabulary in the ESP context challenges teachers to use appropriate media to engage the students in the language classroom context (Marzuki et.al., 2021).

In line with the statements above, vocabulary mastery in the ESP context should be relevant to the ESP material so that the learning output becomes suitable and right on the target (Dakhi & Fitria, 2019; Duong, 2022). Students must be more critical to understand the information taught in English because mastering a language requires the capacity to grasp words. Additionally, in linguistics, vocabulary has benefits and plays a significant function; the relevance of knowing this vocabulary is that without it, a person will be unable to communicate thoughts and respond to the language they encounter.

Therefore, VBVocabulary learning has a stimulating effect on language learning. Indeed, the more individuals master vocabulary, the easier they use it in everyday communication. For students, mastering L2 vocabulary supports them in the academic realm. Nevertheless, most students cannot adopt a good strategy to learn vocabulary relevant to their learning target. In this context, ESP poses a challenge to teachers in how to teach students appropriately, including the material, media, and strategy selection. ESP is slightly different from ESL or EFL because its concentration is based on and linked to the specific language target. A point of view from Marcu (2020) looked at the nature of ESP, where students should use English to reach the language target for academic purposes.

The researchers imply ESP differs from the EFL and ESL since it has become a new trend in English language teaching that should concern the target language and be specific in its purpose (Fitria, 2020; Xhaveri, 2009). In addition, teaching-learning vocabulary in ESP classrooms is challenging for teachers and students. The teachers should mix and match the teaching scenario to be specific for students' success by considering what should be included to meet the learner target in specific purposes and helping them manage their capability to absorb English context, which is about L2 vocabulary mastery based on the language target.

Based on the researchers' preliminary study in ESP classrooms, several factors caused students' low vocabulary mastery levels, including teacher and student factors. Some students still opened the dictionary to translate difficult vocabulary in English text. This condition was considered less effective in mastering students' vocabulary because when using a dictionary, students only knew the meaning of words without understanding the meaning or the equivalent words in English. Then, the process of grasping meaning stop in there. Meanwhile, most ESP teachers only provided more reading text exercises without letting students understand difficult vocabulary in deeper texts. Thus, in this context, there is no authentic material and media in the learning process. This situation is in line with the case investigated by Luo & Garner, (2017), where teachers face a problematic role in facing the responsibility to guide ESP students to meet the new and unfamiliar materials in a monotonous strategy related to learning new words.

Therefore, teaching English vocabulary in ESP classes should pay attention to the selection of media and learning materials that are relevant to the nature of ESP. There were some media as alternatives to teach vocabulary in the ESP context, such as ThingLink used in the ESP classroom by Inozemtseva et al. (2018) and Cue Cards

implemented by Ishchuk & Shevchuk (2022). It can not be denied that vocabulary had little attention (Uchihara, 2022) in academic nuance since educators and practitioners only focus on grammar and four English skills. The tasks given to students are mostly about comprehension without being preceded by vocabulary learning. In 21st-century learning that focuses on the 4Cs (Collaboration, Communication, Creativity, and Critical Thinking), the core skills (Fadel, 2008) should be integrated to meet the demands of the lifelong learning age.

On the other hand, Menggo (2022) argued that the learning material and media in English teaching should promote 21st-century education themes. Furthermore, the authentic material should be integrated here to guide the students in performing their real performance in their real and meaningful context (Herda et al., 2022). Teaching ESP students vocabulary is necessary to develop their communication and critical thinking as the four core skills of the 4Cs. Students with good mastery of L2 vocabulary can communicate effectively and think critically using English based on the target. Learning words in this ESP context may get great attention and make students enthusiastic if there is a good alternative. Flash Cards, also known as word cards, can help teachers to hold teaching scenarios with effective and efficient strategies (Nakata, 2020). They are beneficial as media to teach L2 vocabulary, where teachers and students can perform creativity, collaboration, communication, and critical thinking in ESP classrooms. In this case, the core skills as unity implement the 4Cs of 21st century learning. Additionally, the previous study investigated by Komachali & Khodareza (2020) proved that using Flash Cards improved students' proficiency in mastering words to a higher level of vocabulary. Indeed, students need appropriate learning media to facilitate their acquiring new words, and they also need treatment in the form of learning media in the ESP vocabulary context.

Flash cards that have been widely used in the ELT context should be tried in ESP classrooms since they offer benefits to conducting activities that result in the success of vocabulary mastery. As explained above, when teachers use Flash Cards to teach ESP students vocabulary, they can simultaneously implement the 4Cs of 21st century learning skills. Indeed, all activities and material should be linked to the learning target in the ESP context. Based on the reasons above, the researchers conducted a quantitative study with a one-shot case study by giving treatment using Flash Cards to the 31 ESP students in one vocational high school in Yogyakarta, Indonesia. This study had two research questions: 1) How is the student's knowledge level regarding vocabulary learning using Flash Cards? and 2) How are the students' activities during learning using Flash Cards?

METHOD

Design and Participants

The study used a quantitative method with the one-shot case study as the design, where treatment was implemented to be observed in terms of effects. In a one-shot case study design, there is no control group, so the effect of the treatment given can be observed for the dependent variable (Fraenkel et al., 2022). The design of a one-shot case study can be seen in Table 1.

Table 1. The One-Shot Case Study Design

X Treatment	O Observation (Dependent Variable)
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This study used Flash Cards as the learning media for teaching vocabulary. It became the treatment for ESP students to assist them in learning vocabulary in ESP classrooms. The context of the teaching and learning process occurred in the classrooms. One of the researchers became a classroom teacher to share knowledge and experience in teaching vocabulary using Flash Cards to ESP students.

The participants of this research were 31 students, eight males (26%) and 23 females (74%), in one vocational high school in Yogyakarta, Indonesia. They were in the first year. Before conducting this study, the researchers sent them consent letters, so they knew they had become a part of a study on implementing Flash Cards in teaching vocabulary. They agreed to participate in this study.

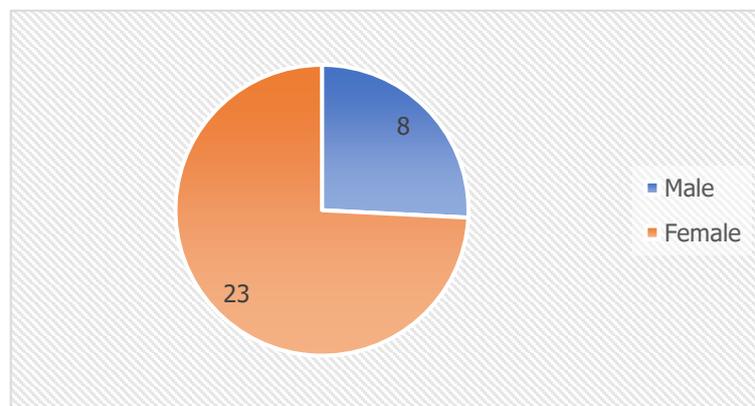


Figure 1. Research Participants

Data Collection and Analysis Techniques

In this study, the researchers used tests and observation as the research instruments. The test was used to collect the research data about learning results to measure individuals’ abilities through the question (Widoyoko, 2012). In this case, the test is about vocabulary testing, where the students did the test after the treatment given by the teacher. The result or score of the first instrument was then analyzed using an analytical rubric (see Table 2) adapted from SpellQuiz (2022) to evaluate the students’ vocabulary mastery.

Table 2. Rubric for Evaluating Vocabulary Mastery

Criteria	Adequate (0-39%)	Competent (40-60%)	Good (61-79%)	Excellent (80-100%)
Understanding	Shows understanding in some of the cases	Shows understanding in the majority of the cases	Displays considerable understanding in all the cases	Shows complete understanding in all the cases
Reasoning	Reasoning present in a few cases	Present in several cases	Reasoning present in the	Logical reasoning is present in the

Criteria	Adequate (0-39%)	Competent (40-60%)	Good (61-79%) majority of the cases	Excellent (80-100%) majority/ all the cases
Writing	It contains lots of major errors	It contains a few major errors	A few minor errors	No error

The observation was conducted during the teaching activities. The researchers monitored all students' activities to gather information about the implementation of Flash Cards for teaching vocabulary. The researcher monitors the whole classroom situation using a classroom observation sheet during the research since the classroom observation tells the story of classroom life (Wragg, 1999). However, it also interrelates with student and teacher interaction (Furlong, 2020). This study analyzed the observation using triangulation as three concurrent flows of activity (Miles et. al., 2014) data condensation, data display, and conclusion drawing or verification.

RESULTS AND DISCUSSION

In this section, the researchers combined the result discussion of this study. The two main points in this section come from the research questions.

Student's Knowledge Level regarding Vocabulary Learning using Flash Cards

In this study, the researchers held a test to measure the student's knowledge level regarding vocabulary mastery after being taught using Flash Cards. The test ran well in one meeting of the teaching-learning process. Finally, the knowledge level could be seen and interpreted based on the rubric. Table 3 provides information about the frequency distribution of the test score of the 31 ESP students.

Table 3. The Frequency Distribution of Test Score

N	Valid	31
	Missing	0
Mean	73.97	
Mode	80	
Std. Deviation	14.630	
Minimum	33	
Maximum	95	

From Table 3, the mean score was 73.97. It could be represented as 'good' based on the analytical rubric (see Table 1). At this point, the students' mean score indicates that they had achieved good criteria in vocabulary testing using Flash Cards as the treatment. The minimum score was 33, and the highest was 95. The result regarding the students' achievement is also shown in Figure 2.

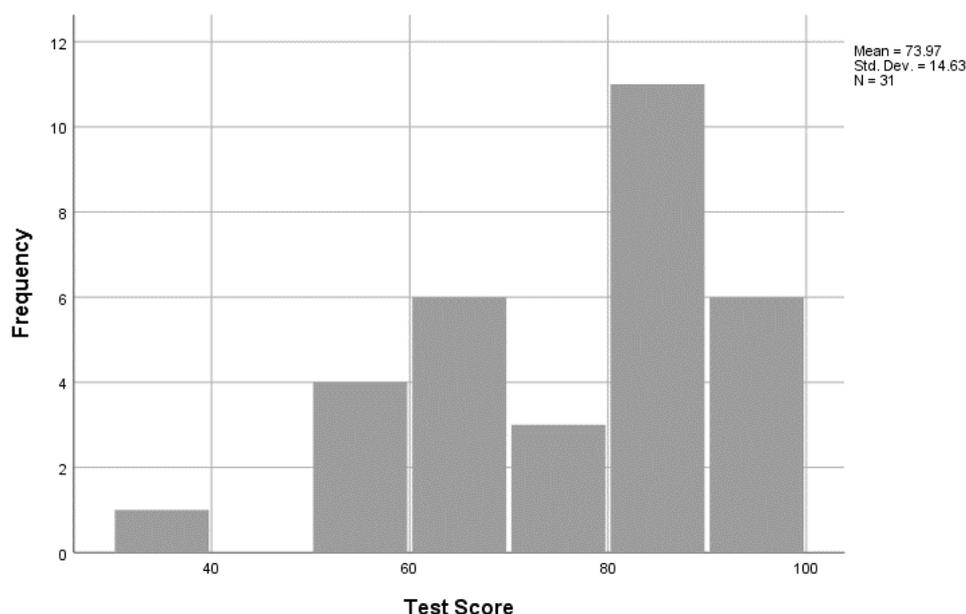


Figure 2. Students' Test Score

The above findings indicated that ESP students achieved good criteria in learning vocabulary using Flash Cards, where all activities during the treatment were linked to exploring the use of Flash Cards. Three domains were represented in this case: 1) Understanding, 2) Reasoning, and 3) Writing. The student's understanding of the use of vocabulary was good. They could display considerable understanding in all the cases. Indeed, this case proved that students could not express their ideas without a good understanding of the vocabulary (Lessard-Clouston, 2013) since it is central to language teaching. As the knowledge of words meaning, as defined by Lehr et al. (2004), understanding vocabulary can benefit the students to use it in various contexts with varying meanings.

The second criterion was reasoning. Students performed well in this context since they had good reasoning skills toward the major cases found in the context. Logically, students need a broad vocabulary to construct meaning. They should be brave to learn many new words to enter the new level for their academic needs. Additionally, Lehr et al., (2004) reported that students steadily learn the same vocabulary that they have known since their start entering school. Briefly, the way they made reasoning was good because the treatment they received through Flash Cards could boost their memory of the new words. Finally, they could write phrases and sentences and even had the sensitivity to do the gap-filling using their new words. Word consciousness may help students integrate vocabulary mastery into their writing proficiency.

Therefore, the learning material uses Flash Cards as the media matched with the ESP context's learning indicator. However, the English material used and designed as the learning target should be based on different purposes (Dakhi & Fitria, 2019; Kamil & Hiebert, 2005), as students will pay attention well to the language target. Their success in achieving 'good' criteria also implied they successfully learned new words at their acquisition level. In this case, there was a perspective arising from L1 to L2 acquisition; when participants solved the problem in the vocabulary test, their cognitive

development reflected the language as a tool for learning (Hummel, 2021). Then it relates to metalanguage awareness. To imply students performed well in their knowledge level, proven by the mean score of the vocabulary testing.

Students' activities during learning using Flash Cards

The success of teaching vocabulary in the ESP classroom also could be monitored from the classroom observations. Two aspects were observed in the teaching-learning process using Flash Cards: the teaching process and students' responses. Table 4 shows the pivotal points in classroom observation.

Table 4. The Classroom Observation

Aspects	Description	Yes	No
Teaching Process	The teacher performed pedagogical competence in teaching vocabulary using Flash Cards.	√	-
	The teacher could raise students' concentration in joining the TL process.	√	-
	The teacher could boost students' motivation to join the TL process.	√	-
	The teacher gave a chance to students to explore their vocabulary memorization using Flash Cards	√	-
Students' Response	The students gave a positive response in interacting with the teacher and classmates.	√	-
	The students showed curiosity by using Flash Cards during the TL process.	√	-
	The students could perform vocabulary memorization in the ESP context.	√	-

Based on table 4, it could be concluded that the teaching process explores vocabulary mastery in ESP classrooms. Teaching ESP students is challenging, indeed. As learning facilitators, teachers play an important role in transferring knowledge to students. In this study, the teacher showed a good effort to assist students in being more motivated and exploring their competence in vocabulary learning using Flash Cards. Furthermore, the pedagogical competence shown by the teacher affected students' interest and curiosity in receiving knowledge transfer in the context of vocabulary learning. In other words, one of the keys to success in teaching is that the teacher has professional ability linked to good conceptual relationships between related subjects (Hanim et. al., 2020; Murkatik et. al., 2020; Susanto & Rachmadtullah, 2019) so that the teaching and learning run well.

The next point was the students' response. The researchers observed their activities using Flash Cards during the teaching and learning process. The students were actively involved when teachers conducted interesting activities for teaching vocabulary using Flash Cards. They started to pronounce each word guided by the correct pronunciation sounded by the teacher. They repeated again and again. Students were motivated to learn English vocabulary in ESP context using Flash Card. Motivation is one of the predictors of the success of learning activities (Dilshad &

Ahmed, 2019; Subakthiasih & Putri, 2020; Susilawati & Supriyatno, 2020). It should be improved by giving attention (Asvio, 2022) to what they are needed to in learning vocabulary. As the learning media, Flash Cards effectively grabbed students' attention. The teaching procedure did not intimidate students with monotonous tasks that sometimes forced them. Indeed, motivation can be gained by the appropriate selection of teaching media.

In this context, students were drilling their memorization of L2 vocabulary. They trained themselves to remember every single word taught by the teacher. The independent memorization of new L2 words becomes the gate for students to make meanings. However, memorizing is not easy, but it should be mastered to improve student's English language proficiency. In line with Afzal's (2022) point of view, knowledge of L2 vocabulary is the main key to determining English language proficiency. It is true since the students' performance during the testing session also represented their English language proficiency, monitored by vocabulary usage so that the researchers could assess and monitor the three criteria (see Table 1).

CONCLUSION

Vocabulary development could be done by teachers, school stakeholders, and language practitioners in formal education. The demands of 21st-century learning require the effort to create comfortable but challenging nuance in the ESP classroom since English as the second language has been made a central point in the EFL and ESL classrooms. The use of Flash Cards for teaching vocabulary in ESP classrooms using a one-shot case study involving 31 participants had a good impact. The test and classroom observation findings indicated students made a good effort in responding to the treatment. The mean score was categorized as good (73.97), covering three domains: understanding, reasoning, and writing. Meanwhile, the teaching-learning activity ran well, and the students showed a good attitude. They were enthusiastic about receiving the treatment using Flash Cards, which motivated them to do the test successfully.

However, this study still has limitations regarding the overall research design. The researchers highly recommend further researchers interested in using Flash Cards to teach vocabulary for implementing experimental research to figure out the significant difference or effect of using Flash Cards. Besides that, the researchers expected the study result could have a pedagogical impact on ESP teachers, especially in using Flash Cards to teach vocabulary.

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