

## **Flashcard Program Implementation to Increase English Learning Motivation for Elementary School Students**

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### **Abstract**

English has become a global language that not only serves as a means of international communication, but also as a key to access to science, technology and future employment opportunities. However, low motivation to learn is often a challenge for children, as seen at Kasih Anugerah Orphanage. Therefore, a flashcards program was conducted with the aim of increasing learning motivation and English comprehension. A total of 15 elementary school children aged 6-12 years old were involved in this activity. This program is also packaged in educational games and psychoeducative approaches to make English feel more fun and in accordance with the cognitive development stage and habits of elementary school-age children. Based on post test scores, learning motivation questionnaires, and interviews with the administrators, the results of the program implementation show an increase in children's ability to recognize and remember English vocabulary. In addition, the benefits can also be felt as the children participating in the program become more active and confident.

**Keywords:** Flashcard, Implementation, English, Motivation

### **Abstrak**

Bahasa Inggris telah menjadi bahasa global yang tidak hanya berfungsi sebagai alat komunikasi internasional, tetapi juga sebagai kunci akses terhadap ilmu pengetahuan, teknologi, dan peluang kerja di masa depan. Namun, rendahnya motivasi belajar seringkali menjadi tantangan bagi anak-anak, seperti yang dilihat di Panti Asuhan Kasih Anugerah. Oleh karena itu, program *flashcards* dilakukan dengan tujuan untuk meningkatkan motivasi belajar dan pemahaman bahasa Inggris. Sebanyak 15 anak usia sekolah dasar dengan usia 6-12 tahun yang terlibat dalam kegiatan ini. Program ini juga dikemas dalam permainan edukatif dan pendekatan psikoedukatif agar bahasa Inggris terasa lebih menyenangkan dan sesuai dengan tahap perkembangan kognitif dan kebiasaan anak-anak usia sekolah dasar. Berdasarkan skor *post test*, kuesioner motivasi belajar, dan wawancara dengan pihak pengurus, hasil pelaksanaan program menunjukkan adanya

peningkatan kemampuan anak dalam mengenali dan mengingat kosakata Bahasa Inggris. Selain itu, manfaatnya juga dapat dirasakan seperti anak-anak peserta program yang menjadi lebih aktif dan percaya diri.

**Kata Kunci:** Flashcard, Implementasi, Bahasa Inggris, Motivasi

## INTRODUCTION

English has become a global language that not only serves as a means of international communication but also acts as a gateway to knowledge, technology, and future career opportunities. The Indonesian government has positioned English as a key subject starting from elementary school, as part of a strategic policy to develop a globally competent generation<sup>1</sup>. Therefore, English language acquisition from an early age is considered essential to enhance the competitiveness of human resources at both national and international levels.<sup>2,3</sup> However, English instruction at the primary school level continues to face numerous challenges, one of the most prominent being the low level of student motivation. Children often perceive English learning as monotonous, difficult to comprehend, and disconnected from their everyday lives. This perception contributes to a lack of engagement and active participation in classroom activities.<sup>4</sup> Low learning motivation not only hinders vocabulary acquisition and communication skills but also negatively affects students' development of independence and self-confidence in the learning process.<sup>5</sup>

In light of these challenges, learning motivation is recognized as a key factor that determines the success of the educational process. Motivation is defined as an internal or external drive that encourages individuals to actively engage in learning

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<sup>1</sup> Paldy, Reski Yusrini, and Islamiah Yunus, "Creating Engaging Flashcard Materials for Young Learners: A Developmental Study on English Language Teaching in Primary Schools.," *JOLLT Journal of Languages and Language Teaching* 13, no. 1 (2025): 88–102, <https://ejournal.undikma.ac.id/index.php/jollt/article/view/13009>.

<sup>2</sup> Mavlonova Sevinch, "The Role of the English Language in Global Communication and Its Importance in the Education System," *International Journal of Artificial Intelligence* 05, no. 05 (2025): 702–5, <https://inlibrary.uz/index.php/ijai/article/view/98939>.

<sup>3</sup> Paldy, Yusrini, and Yunus, "Creating Engaging Flashcard Materials for Young Learners: A Developmental Study on English Language Teaching in Primary Schools."

<sup>4</sup> Heda Lisa, "THE EFFECTIVENESS OF FLASHCARDS ON THE MOTIVATION TO INCREASE ENGLISH VOCABULARY AMONG THE FOURTH ELEMENTARY SCHOOL," *Journal of Applied Linguistics and Literature* 4, no. 1 (2019), <https://ejournal.unib.ac.id/index.php/joall/article/view/6852>.

<sup>5</sup> Duyen Ngo and Ha Nguyen, "Exploring the Impacts of Grammar Gamification on Adult Students Learning English Linguistics as a Second Degree at a Vietnamese University.," *TNU Journal of Science and Technology* 230, no. 4 (2025), <https://www.researchgate.net/publication/389100262>.

activities <sup>6</sup>. Young learners, in particular, are highly influenced by the learning environment and the manner in which instructional content is delivered <sup>7</sup>. Several factors contribute to learning motivation, including interest in the subject matter, the relevance of learning to real-life contexts, the teacher's instructional methods and style, as well as the presence of a supportive learning environment. <sup>8</sup> Therefore, it is essential to implement an innovative, engaging, and contextually relevant learning approach to enhance motivation in English language learning - especially for children living in under-resourced settings such as orphanages.

One effective method for enhancing children's motivation to learn English is self-testing, a strategy that actively engages learners with the learning material <sup>9</sup>. Through this approach, children are encouraged to further explore and internalize English vocabulary. A widely used and visually engaging tool for self-testing is the flashcard, as it requires learners to determine which information should be placed on one side and its corresponding definition or image on the reverse <sup>10</sup>. Flashcards serve as educational media in the form of cards containing images, text, or symbols, which can be tailored in size to suit the learner's age and level. In practice, learning objectives should be clearly defined, particularly by applying spaced repetition techniques through the use of visually appealing materials that support primary school students in acquiring English language skills. When applying spaced repetition using flashcards, information initially stored in short-term memory is gradually consolidated into long-term memory Augustin, 2014, as cited in <sup>11</sup>. According to Augustin as cited <sup>12</sup>, when flashcards are used to learn new concepts,

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<sup>6</sup> Richard Ryan and Edward Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.," *Journal of Counseling Psychology* 55, no. 1 (2000): 747–54, <https://doi.org/10.1037/cou0000340>.

<sup>7</sup> Lisa, "THE EFFECTIVENESS OF FLASHCARDS ON THE MOTIVATION TO INCREASE ENGLISH VOCABULARY AMONG THE FOURTH ELEMENTARY SCHOOL."

<sup>8</sup> Zoltan Dörnyei, "Motivational Strategies in the Language Classroom," *Cambridge University Press*, 2001, [https://www.itals.it/sites/default/files/pdf-bollettino/Recensione\\_Dornyei\\_Bollettino\\_ITALS\\_0.pdf](https://www.itals.it/sites/default/files/pdf-bollettino/Recensione_Dornyei_Bollettino_ITALS_0.pdf).

<sup>9</sup> Maureen McAndrew et al., "Dental Student Study Strategies: Are Self-Testing and Scheduling Related to Academic Performance?," *Journal of Dental Education* 80, no. 5 (2016): 542–52, <https://doi.org/10.1002/j.0022-0337.2016.80.5.tb06114.x>.

<sup>10</sup> Kathryn T. Wissman, Katherine A. Rawson, and Mary A. Pyc, "How and When Do Students Use Flashcards?," *Memory* 20, no. 6 (2012): 568–79, <https://doi.org/10.1080/09658211.2012.687052>.

<sup>11</sup> Robiah Malayati, Ainun Fitri Mughiroh, and Evita Widyati, "Edukasi Flashcard Kartupasting Sebagai Media Kampanye Pencegahan Stunting," *ABIDUMASY: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2024): 85–95, <https://ejournal.unhasy.ac.id/index.php/ABIDUMASY/article/view/7502>.

<sup>12</sup> Malayati, Mughiroh, and Widyati.

they are effective in identifying which information is easily recalled and which requires greater cognitive effort to remember. This technique is particularly important to implement among elementary school children at Panti Asuhan Kasih Anugerah to reinforce vocabulary that has already been introduced. When children succeed in recalling the meaning of flashcards correctly, extrinsic motivation can also be encouraged through the provision of rewards. Research by Cameron and Pierce, as cited in <sup>13</sup>, found that rewards can enhance student motivation when given proportionally and do not diminish their intrinsic motivation.

According to Piaget's theory, behavioral schemas (physical activities) characterize infancy, while mental schemas (cognitive activities) begin to emerge and develop during childhood <sup>14</sup>. Piaget further classified cognitive development into distinct age-based stages: the sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage. Children in elementary school, particularly those between the ages of 7 and 11, are believed to benefit significantly from play-based learning, especially for introducing abstract concepts such as intrinsic and extrinsic motivation. Early educational experiences grounded in play have been shown to yield long-term benefits in both developmental outcomes and learning motivation <sup>15</sup>, <sup>16</sup> observed that during the concrete operational stage, children may struggle to solve logical problems when they cannot physically manipulate or visualize concrete objects. At this stage, students begin to develop memory, categorization, and classification abilities essential for understanding movement and transitions. However, they still require supporting media to help them conceptualize abstract tasks. In this regard, flashcards serve as a highly effective tool in enhancing children's motivation to learn English, by providing both visual stimulation and structured scaffolding to support cognitive engagement.

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<sup>13</sup> M Hafidz Al Rasyid et al., "Pengaruh Reward Intrinsik Dan Ekstrinsik Serta Punishment Terhadap Motivasi Belajar Siswa SD," *Harmoni Pendidikan : Jurnal Ilmu Pendidikan* 2, no. 2 (2025), <https://doi.org/10.62383/hardik.v2i2.1416>.

<sup>14</sup> John Santrock, *Adolescence*, 16th ed. (McGraw Hill, 2016).

<sup>15</sup> Helda Wardani, "Pemikiran Teori Kognitif Piaget Di Sekolah Dasar," *Khazanah Pendidikan* 16, no. 1 (2022), <https://doi.org/https://doi.org/10.30595/jkp.v16i1.12251>.

<sup>16</sup> Wantri Novita et al., "Penerapan Teori Perkembangan Kognitif Oleh Jean Piaget Terhadap Kemampuan Memecahkan Masalah Siswa Sd/Mi," *HYPOTHESIS : Multidisciplinary Journal Of Social Sciences* 2, no. 01 (2023): 122–34, <https://doi.org/10.62668/hypothesis.v2i01.662>.

This program aims to enhance English learning motivation among the children at Panti Asuhan Kasih Anugerah through a flashcard-based learning method integrated with educational games and a psychoeducational approach. Through this intervention, it is expected that children will become more enthusiastic, active, and confident in participating in learning activities, and will gradually develop a more sustainable form of intrinsic motivation for learning English particularly in expanding their vocabulary and foundational language skills.

## **RESEARCH METHODS**

This study employed a descriptive quantitative approach to examine changes in English learning motivation among children at Panti Asuhan Kasih Anugerah following the implementation of a flashcard-based instructional method. The participants consisted of 15 children aged 6 to 12 years. Data were collected using a 4-point Likert scale motivation questionnaire developed based on the motivational dimensions proposed by<sup>17</sup>, comprising 10 statement items. The measurement was conducted in two phases: a pre-test administered before the program began, and a post-test conducted after the completion of all learning sessions. In addition, supporting data were obtained through field observations and informal interviews with the orphanage staff. The data were analyzed using descriptive quantitative methods, including the calculation of mean scores and percentage distributions. To assess the statistical significance of the changes in learning motivation, a Wilcoxon signed-rank test was conducted. The results of the analysis served as the basis for evaluating the effectiveness of the program and formulating recommendations for future program development.

## **RESULTS AND DISCUSSION**

### **Preparation Stage**

The preparation stage is a crucial first step in implementing the flashcard program as an English learning media. Researchers first identified the problem by observing children's behavior during schoolwork and interviewing the orphanage administrators. From these data, a vocabulary list was created according to the ability of the children in the orphanage. After the vocabulary list was determined,

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<sup>17</sup> Lisa, "THE EFFECTIVENESS OF FLASHCARDS ON THE MOTIVATION TO INCREASE ENGLISH VOCABULARY AMONG THE FOURTH ELEMENTARY SCHOOL."

the researcher compiled and designed flashcards that would be used during the learning process. Flashcards are two-sided cards with words and pictures that correspond to their main function to train students' memory of the words being studied<sup>18</sup>. The materials that had been compiled were then checked through internet sites and dictionaries to ensure the accuracy of the meaning. Observations and interviews with orphanage administrators who participated in supervising activities to see the needs. Time planning and implementation strategies were also developed to ensure the regularity of the flashcard method implementation process in the classroom.



**Picture 1. Meeting the Children and the Orphanage Management**

### **Implementation Stage**

After the preparation stage was completed, the team ran the intervention program for 4 weeks, with each week having a different but integrated focus. In the first week, the activities were implemented through a Guess the Word game where students were divided into small groups and asked to guess English words based on the pictures on flashcards. The purpose of this activity is to improve the ability to recognize and remember basic vocabulary. The results of the implementation showed that the children were very enthusiastic, they scrambled to answer, and some children who were initially passive began to show courage to actively participate.

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<sup>18</sup> Ashiong P. Munthe and Jesica Vitasari Sitinjak, "Manfaat Serta Kendala Menerapkan Flashcard Pada Pelajaran Membaca Permulaan," *Jurnal Dinamika Pendidikan* 11, no. 3 (2019): 210, <https://doi.org/10.33541/jdp.v11i3.892>.

During the second week, the Flashcard Race game was implemented. In this game, several flashcards are placed on the floor or table in a line, then the children are asked to walk fast or run to find the card that matches the word spoken by the teacher whose purpose is to help students connect words and pictures quickly. Observations showed an improvement in the speed of response to the learned vocabulary. Children also became faster in recognizing and remembering words than before the game was implemented. In the third week, the implementation of the Simon Says game was carried out in this activity children were asked to flip two matching cards, namely between pictures and words in English. This activity aims to train the ability to listen and understand simple instructions in English. The results showed that children became more focused, careful in listening to commands, and began to recognize and understand the form of commands in English better.



**Picture 2. Program Sessions**

Then, in the fourth week, a psychoeducation session on motivation to learn English was held. The material was given directly by a resource person who is a psychologist and lecturer at the Faculty of Psychology, Tarumanagara University. The purpose of this activity is to provide an understanding to children about the importance of having motivation in the learning process, especially in learning English. As a result, the children were very enthusiastic about the session, especially during the question and answer session. Some of them began to express their desire to study more diligently and actively in the future.



**Picture 3. Psychoeducation Session**

### **Evaluation Stage**

The evaluation stage was carried out in the ninth to tenth week to determine the extent to which the program had an effect on increasing the motivation to learn English for children at Kasih Anugerah Orphanage. Measurement was carried out with the same instruments as the Pre test and Post test.

<b>Measurement</b>	<b>Measurement Results</b>
Pre Test	24.8
Post Test	30.6

**Table 1. Comparison of Pre Test and Post Test results**

From the measurement results, it can be seen that the Post test results showed an increase in the average score to 30.60 compared to the Pre test, so there was an increase of 5.8 scores in the English language skills of the children at Kasih Anugerah Orphanage. These data show significant motivation and enthusiasm as the children put more effort into answering the post test correctly. In addition, we also conducted direct observations and interviews with orphanage administrators to obtain additional data. Based on the evaluation results, there was a significant increase in learning motivation. The children became more active, confident and enthusiastic in participating in the activities. They also showed high interest by often asking about new vocabulary outside the material taught. Although there were

obstacles such as a delayed learning schedule, the absence of some children in some sessions, and some limitations in the parlor.

No	Butir	SS	S	TS	STS
1	I enjoy learning English	60.0 %	40.0 %	0.0%	0.0%
2	I enjoy memorizing new English vocabulary.	53.3 %	46.7 %	0.0%	0.0%
3	I am enthusiastic about learning English even though it is difficult.	80.0 %	13.3 %	6.7%	0.0%
4	I want to be able to speak English fluently.	86.7 %	13.3 %	0.0%	0.0%
5	I want to be able to watch English movies without subtitles.	80.0 %	20.0 %	0.0%	0.0%
6	I learn English so that I can communicate with people from other countries.	80.0 %	20.0 %	0.0%	0.0%
7	I enjoy English lessons in class.	53.3 %	46.7 %	0.0%	0.0%
8	I want to be able to read story books in English.	66.7 %	33.3 %	0.0%	0.0%
9	I enjoy playing while learning English using flashcards.	80.0 %	20.0 %	0.0%	0.0%
10	I want to be good at English so that I can achieve my dreams.	80.0 %	20.0 %	0.0%	0.0%

**Table 2. Percentage of Questionnaire Results**

The post-test results showed that the applied method was effective in increasing the motivation to learn English in children at the Kasih Anugerah Orphanage. And the results of the Wilcoxon Signed-Rank Test showed a significance value of  $p < 0.001$ , which means a statistically significant increase.

<i>Total N</i>	15
<i>Test Statistic</i>	105.000
<i>Standard Error</i>	15.871
<i>Standardized Test Statistic</i>	3.308
<i>Asymptotic Sig.(2-sided test)</i>	<.001

**Table 3. Related-Samples Wilcoxon Signed Rank Test Summary**

In addition to quantitative results showing an increase in learning motivation scores, qualitative data from observations and interviews also showed a transformation in children's learning behavior as a whole. This change occurred not only in the form of an increase in post-test scores, but also in the form of children's activeness during the session, the courage to ask and answer in English, and a significant increase in self-confidence. Children seemed more comfortable and less awkward in expressing themselves in a foreign language, something that was previously rarely encountered by the orphanage administrators in the daily learning process.

This phenomenon reinforces the theory of intrinsic motivation, where children begin to show a drive to learn that comes from within themselves, not solely because of demands or rewards <sup>19</sup>. Although the initial sessions of the program used a reward system, over time, children showed an interest in learning even without the encouragement of rewards, which indicates the internalization of the value of learning itself. This is also in line with <sup>20</sup> which states that a fun, contextual learning approach that provides space for positive experiences will encourage the emergence. Considering the background of children living in the orphanage, this method has proven to be an important bridge in creating a positive and inclusive learning atmosphere. The success of this program can be a simple model that is applicable to other non-formal educational institutions, especially

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<sup>19</sup> Ryan and Deci, "Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being."

<sup>20</sup> Dörnyei, "Motivational Strategies in the Language Classroom."

those facing limited resources but are committed to developing children's learning motivation. Therefore, the development of this method more widely through institutional support and the involvement of educational psychologists can be a strategic follow-up direction for the sustainability of similar programs.

## **CONCLUSION**

The program to increase motivation to learn English through the flashcard method implemented at the Kasih Anugerah Orphanage showed positive and significant results. Children who previously had low motivation towards learning English began to show enthusiasm, active participation, and increased involvement in the learning process. The flashcard method packaged in the form of educational games such as Guess the Word, Flashcard Race, and Simon Says has been proven to be able to change the learning atmosphere to be more fun, interesting, and interactive, thus supporting the formation of meaningful learning experiences. In addition, the visual and kinesthetic approach offered by the flashcard media makes it easier for children to recognize and remember English vocabulary. The psychoeducational sessions held also provided important understanding regarding the meaning and role of learning motivation, which had an impact on increasing children's intrinsic motivation. Evaluation through pre-tests and post-tests showed an increase in learning motivation scores in most of the children involved, which indicated the effectiveness of this method in raising the spirit of learning English.

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