



FLASHCARDS BASED LEARNING MODEL IN LEARNING GERMAN VOCABULARY

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Received 26 Januari 2024— Revised 8 February 2024— Accepted 16 March 2024

doi : <http://dx.doi.org/10.31002/transformatika.v8i1.8330>

Abstract

Memorizing new vocabulary is one of the common challenges faced by foreign language learners. Suboptimal use of learning media is one of the factors contributing to this issue. Therefore, efforts from educators are needed to enhance creativity in the learning process by employing engaging learning media. The aim of this research is to introduce one of the learning media that can be utilized in German language learning, namely Kartei Karten (flashcards). By employing flashcards, it is anticipated that it will facilitate German language learners in comprehending and memorizing new vocabulary. The method used in this research is descriptive analysis, falling under qualitative research. The object of this research is the relationship between the aspects of words and illustrative images presented on flashcards. The researcher found that the use of flashcard learning media containing words along with accompanying pictures or illustrations illustrating the vocabulary to be learned by learners in the process of learning foreign language vocabulary, especially German, can aid and optimize the understanding process of German vocabulary at the A1 level.

Keywords: flashcard, German language, learning media, vocabulary

INTRODUCTION

the teaching and learning of a foreign language, various requirements for teacher-student interaction are demanded to facilitate effective collaboration between learners and teachers during lessons. The use of diverse learning resources or media significantly supports the improvement of the quality of teaching.

One of the common problems faced in learning a foreign language is the difficulty of memorizing new vocabulary. This occurs because of the suboptimal use of enjoyable learning media in the classroom. It indicates that the success of teaching is inseparable from the efforts of educators to enhance creativity and teaching quality in the classroom, one of which is by selecting engaging and innovative learning media. This gap has sparked the interest of researcher to conduct this study. Drawing from the author's experience in learning and teaching German, the author has encountered various learning problems, particularly with vocabulary acquisition posing a significant challenge for German learners. Vocabulary acquisition is one of the most difficult challenges that learners may face and it can causing stress. Teachers can employ various methods, such as the use of *Kartenspiel* (card game), specifically *Kartei Karten* (flashcards), to provide learners with useful and different ways to learn vocabulary.



Learning media is a tool used by educators to deliver instructional material in an engaging manner. This research aims to introduce one of the learning media that can be used in learning the German language, namely *Kartei Karten* (flashcards). By using this learning media, it is hoped that it can provide ease for German language learners in receiving and remembering new vocabulary. Using *Kartei Karten* not only adds an element of playfulness to learning but can also be further developed, especially with visually appealing cards and comprehensive themes related to vocabulary, aiding learners in better understanding a topic. Based on the above explanations, it seems necessary to compose a brief scientific work on *Kartei Karten* as an additional learning medium.

THEORETICAL BASIS

In any teaching setting, teachers invariably use a learning medium. Diverse learning media can play a significant role and determine the direction of the class, particularly in the context of instruction. Before delving into the pragmatic use of learning media, it is crucial to understand the meaning of learning media. Media, in general, serve as conveyors of information. Learning media, specifically, are communication tools used to convey educational content. The conception of learning resources takes into account psychological, pedagogical, and didactic aspects. According to Horz and Ulrich (2010, p. 25), media-based learning offerings today represent the most common form of learning in formal and informal educational settings, alongside teacher-led instruction.

In terms of improving or updating the medium, this presents a useful aspect for each medium to be continually developed. Additionally, it is essential to explore the concept of new media. Vollstädt (2003, p. 16) argues that new media are not a replacement for existing teaching and learning media but are considered an innovative addition and extension. In this ensemble of new media, traditional forms also find new opportunities and altered usage possibilities or functions.

These theories suggest that learning and teaching media are continually evolving, attempting to acquire new possible uses for media in instruction. It is evident that *Kartei Karten* could undergo a similar development. With further development based on the above opinions, a progression toward *Kartei Karten* is carried out.

Visual Media

Visual media are crucial within the broader term of media and represent a valuable means for learners, especially in foreign language learning. Sachs-Hombach's perspective, as cited by Hieronimus (2014, p. 4), highlights that visual media are not just images but extend beyond them, forming a subset while reaching beyond the realm of visual media. Petko (2019, p. 1) defines media in the didactic context as tools for storing, transmitting, and processing learning and instructional information that can support individual thinking and social communication processes. From the above theories, it can be concluded that visual media not only serve as essential tools in foreign language learning but also play a crucial role in storing and retrieving language learning information.

Images in Education

Before discussing the practical use of learning media, the role of images in teaching should not be overlooked. Images in language education are often used to provide a more practical explanation, especially when a foreign word is challenging to describe. Images are integral to language learning, teaching that words, pictures, and things are somehow

connected. The role of images in the classroom, according to Abraham and Sowa (2016, p. 34, 74, 75), includes the functional aspect of linguistic descriptions and interpretations used in art, and vice versa, where images in German cannot be ignored. The mentioned theories suggest that images play a significant role not only in art but also in German language teaching, acting as a valuable aid for learners to answer and understand questions about various topics.

Flashcard

In this study, researcher used the term *Kartei Karten* to refer the term flashcard, because this term is more commonly used in German language learning. In the concept of flashcards or *Kartei Karten*, one might envision a game involving cards. However, flashcards serve as a valuable tool for learners, especially when learning vocabulary. Sebastian Leitner's flashcard system, as described by Markus Rude (2004), involves a systematic arrangement of cards with learning content in varying order. The Leitner system employs different-sized compartments in a box, ensuring that cards deemed "unknown" return to the rotation sooner than "known" cards. Loza and Fernanda (2021) mention that learning cards or flashcards include pictures associated with words, grouped into various series, such as animals, fruits, colors, shapes, alphabet, numbers, professions, etc. In summary, flashcards serve as a learning medium or system, allowing learners to master learning materials through repetitive practice, particularly in the context of vocabulary acquisition, making it a suitable learning tool for learners to practice and reinforce German vocabulary.

RESEARCH METHOD

The method used in this research is descriptive analysis. This research falls under qualitative research. The object of this research is the relationship between the aspects of words and illustrative images presented on flashcards. The instrument used in this research is the author or researcher himself (human instrument). The research data itself comes from the teaching and learning process conducted by the researcher, accompanied by the researcher's efforts to produce flashcards starting from the simplest form, which is small cards with German and Indonesian vocabulary written on them, to the application of illustrative images on the flashcards produced by the researcher. The research steps to be carried out are as follows:

- a) Literature review: in the first step, the researcher focuses on collecting various research sources in the form of theoretical sources, including journals and physical books related to learning media, methods, learning models, and the role of images in the learning process.
- b) Data collection: in this stage, the data collection conducted by the researcher consists of categorizing German vocabulary at the A1 level and then translating the vocabulary into Indonesian.
- c) Data processing: the data processing carried out by the researcher involves applying the aspect of images that the researcher has reviewed during the data collection process and implementing the use of images in the German language learning process using flashcards.
- d) Conclusion: after going through the three previous stages, the researcher can draw conclusions based on the processed data.

DISCUSSION

From the theories mentioned above, the author concludes that there is potential for a new and engaging learning medium involving a card game in the classroom.

The first point to note is that any learning medium can undergo renewal or further development to provide diverse and useful possibilities in the classroom, not only in foreign language instruction but also in German language instruction. One such possibility for further development is the visual medium, with a close relationship between learners and the acquisition of instructional materials. "Flashcards," particularly *Kartei Karten*, are a visual medium that the author sees as a potential avenue for new development. Based on the views of experts mentioned earlier, the author is confident that further development of *Kartei Karten* could indeed be very helpful in expanding the teaching and learning possibilities in German instruction.

The role of images in all teaching contexts is significant, enabling instructional materials that learners need to acquire to be presented in a more digestible manner. Furthermore, *Kartei Karten* not only serve as a learning medium but also as a learning system that can teach learners the technique of memorization and assist in mastering a foreign language, such as German.

Advantages of Flashcards

The author is confident that the flashcard system has distinct advantages, similar to other alternative learning tools. Sebastian Leitner describes his card-based learning system as a "learning machine for everyone," emphasizing the benefits of flashcards. Leitner identifies several advantages: a) Flashcards break down learning material, especially vocabulary, into smaller, manageable parts. b) When used in conjunction with good textbooks, flashcards can mutually support learners logically. c) The pace of learning and the number of repetitions can be adjusted to suit learners. d) Learners can independently, memorably, effortlessly, and regularly experience the learning process with flashcards. e) The flashcard system is cost-effective in educational settings.

Rude (2004) recommends the Leitner box from a didactic perspective but notes its limited use in foreign language instruction due to potential issues with control, motivation, or visual constraints. Tisalema (2017) highlights the advantages of flashcards, including ease of memorization, practicality, usefulness in teaching vocabulary, simple handling, and individualization.

In summary, flashcards, particularly the Leitner system, offer various advantages as a learning tool, making it suitable for learners practicing and memorizing German vocabulary.

From the above theory, the author recognizes the importance of creating joy in the classroom. The presence of joy not only alleviates stress during learning but also contributes to a longer retention of learned materials in the minds of students, yielding positive outcomes for learners. The advantages of *Kartei Karten* are evident: a) Learning materials, especially German vocabulary, are easier for learners to remember. b) Practical for use in the classroom. c) Can be individualized based on the learning materials that learners want to practice.

CLOSING

The author proposes several suggestions, emphasizing the regular incorporation of flashcards, specifically *Kartei Karten*, in every lesson. This practice aims to cultivate a habit among learners to regularly and memorably engage with the learning materials,

especially vocabulary. The consistent use of flashcards serves the purpose of enhancing vocabulary acquisition and mastery for the learners. Additionally, the author recommends allocating an appropriate amount of time for the duration of the flashcard game in the classroom. This ensures a balanced and effective integration of flashcards into the lesson plan.

By implementing these suggestions, the author believes that learners can derive greater benefits from the use of flashcards, contributing to an enjoyable and effective learning experience in the German language classroom

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