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I-RoLE 2023

INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

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DIGITAL FLASHCARD (TENSES)

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ABSTRACT:

Grammar is one of the most important components of learning English. Our understanding of it can change the meaning of a sentence completely. As technology advances, we can take advantage of it to sharpen our language and improve our grammar. Tenses are a subject that people can study at any time and from any location. This project aims to evaluate the level of upper secondary school and university students' grammar and how digital flashcards can help them improve their grammar. The findings showed that the idea of digital flashcards received positive responses from the students and may help them in elevating their grammar knowledge.

Keywords: digital flashcard, English, grammar, students, tenses

1. INTRODUCTION

Digital flashcard (Tenses) is a project to help upper secondary school and university students to get better at grammar. The product of this project will be a 12-page flashcard explaining the functions of every past, present and future tense and its examples. The project is targeted towards secondary and university students from the age range of 13 to 22. This project is based on the researcher's experiences as a student, who always forgot about specific tense functions even though the researcher thought was able to recall them but ended up getting them incorrect in the test. Therefore, the flashcard can serve as a helping hand to the students during the examination period.

According to research, flashcards are cards with information on both sides. However, digital flashcards have double the functionality because they can be created, saved, and used on our smartphones or laptops (Zung, Imundo, and Pan, 2022). An experiment revealed that after using digital flashcards to expand their vocabulary, participants had a more positive outlook (Chien, 2015). It shows that digital flashcards can be used as a helping hand in our study and motivate students to get better at their subjects.

Other than that, with digital flashcards, students can choose when or where to use them as they can be accessed using their smartphones (Alnajjar and Brick, 2017). Not just that, there are so many things that can be added to digital flashcards such as elements, audio and stats (Serfaty, 2019). These will help the students to not be bored using it as compared to traditional paper flashcards. A study revealed that when comparing two groups with different learning methods, the group that used digital flashcards performed better than the group that did not (Yowabot, 2022). This study showed that digital flashcards can be effective in learning. It is clear from this

effort that using digital flashcards will enable students to learn more effectively and thus achieve academic success.

1.1 Project Objective / Purpose

The purpose of this project is to determine the grammar ability of upper secondary school and university students and whether digital flashcards can be used as a medium to help secondary school and university students to get better at grammar.

1.2 Entrepreneurial Opportunities

The uniqueness of this digital flashcard compared to other ones on the market presents an entrepreneurial opportunity for this initiative. There were no digital flashcards on tenses during the survey of online purchasing apps like Lazada and Shopee, and the available ones were for kindergarteners or babies because flashcards about the alphabet and numbers are typically available in physical forms. This endeavour may result in the first commercial sale of a flashcard.

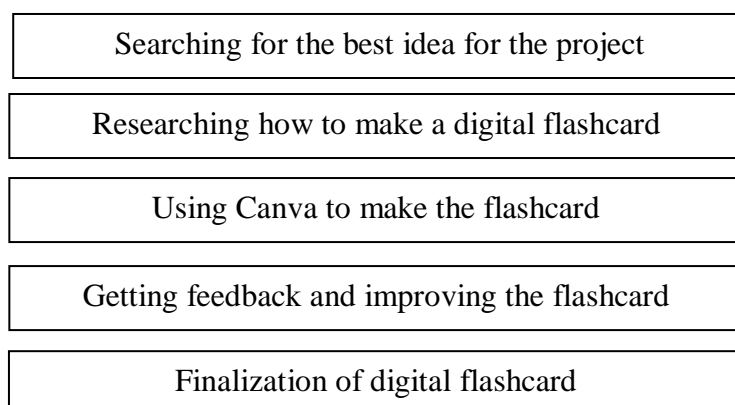
In addition, the selling feature of the digital flashcard is its cost, which will be RM5. The low cost of the flashcard is intended to make it accessible to pupils from all socioeconomic backgrounds. In addition, there aren't many flashcards like this project, so there isn't a benchmark by which to establish the price. The researchers concluded that RM5 is the best price for a digital flashcard.

2. METHODOLOGY

For this project, a quantitative method was used to gather the data. 35 upper secondary school students and university students were provided with a questionnaire asking about their grammar proficiency. The respondents were given access to a preview of the digital flashcard after the questionnaire's grammar-related questions, and they were subsequently asked if the flashcard could improve their grammatical proficiency and excel more in grammar.

The processes of developing these flashcards were presented in the flowchart below.

Process of Making a Digital Flashcard



3. RESULTS AND DISCUSSION

A google form questionnaire was made to evaluate the student’s ability in grammar and how can the digital flashcards help them to get better at grammar. 35 respondents from upper secondary students and university students were gained from the survey that had been done.

3.1. An Evaluation of Respondents’ Grammar Ability

A series of grammar questions were asked of the respondents to determine their ability in the Present, Past and Future tense usage. Mixed results were gathered from the survey.

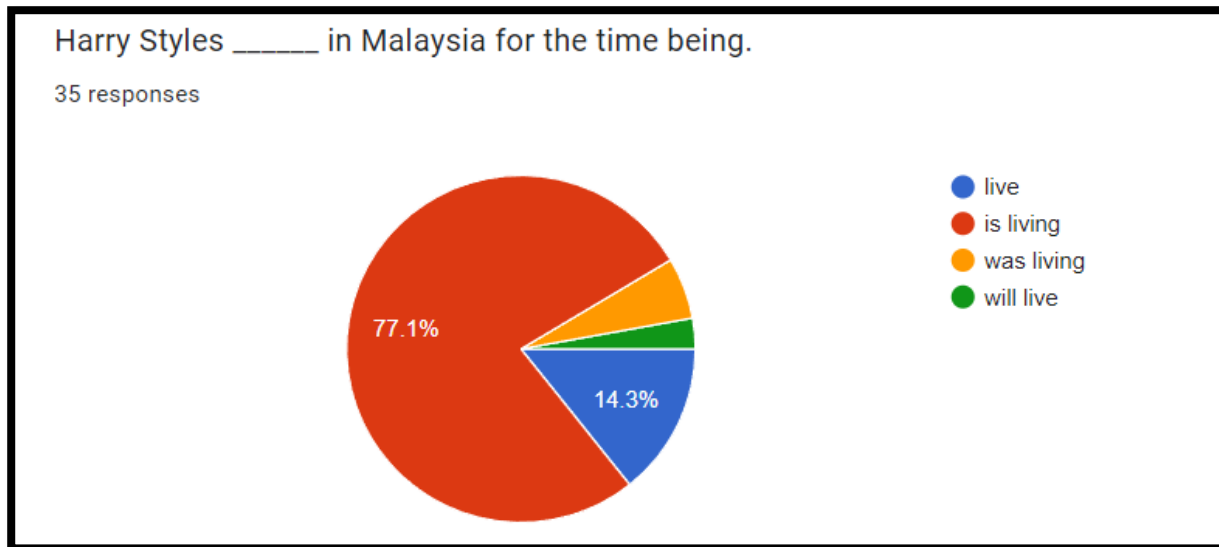


Figure 1: Present Tense question

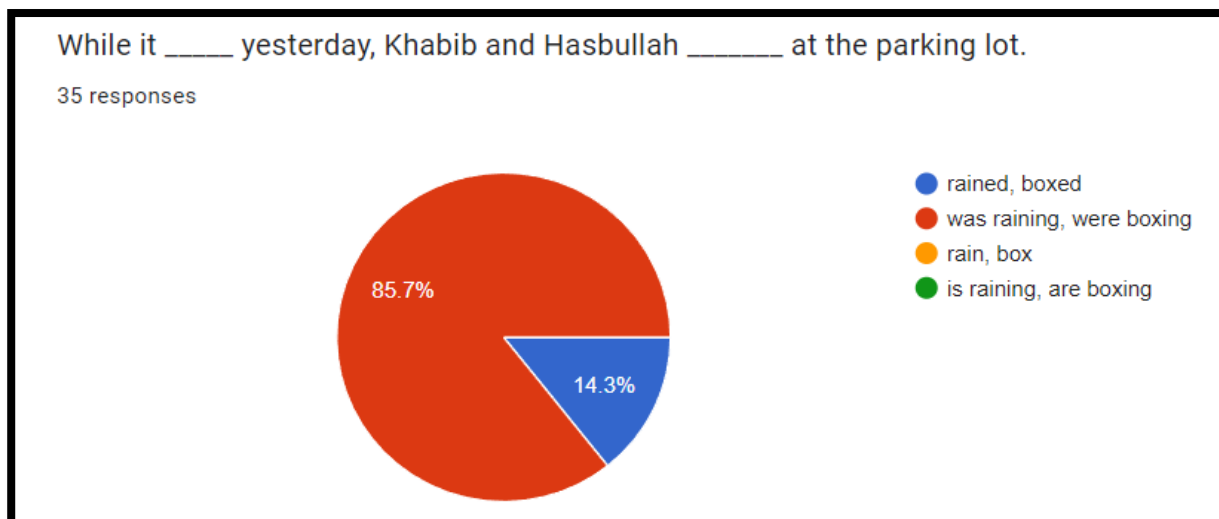


Figure 1.2: Past Tense question

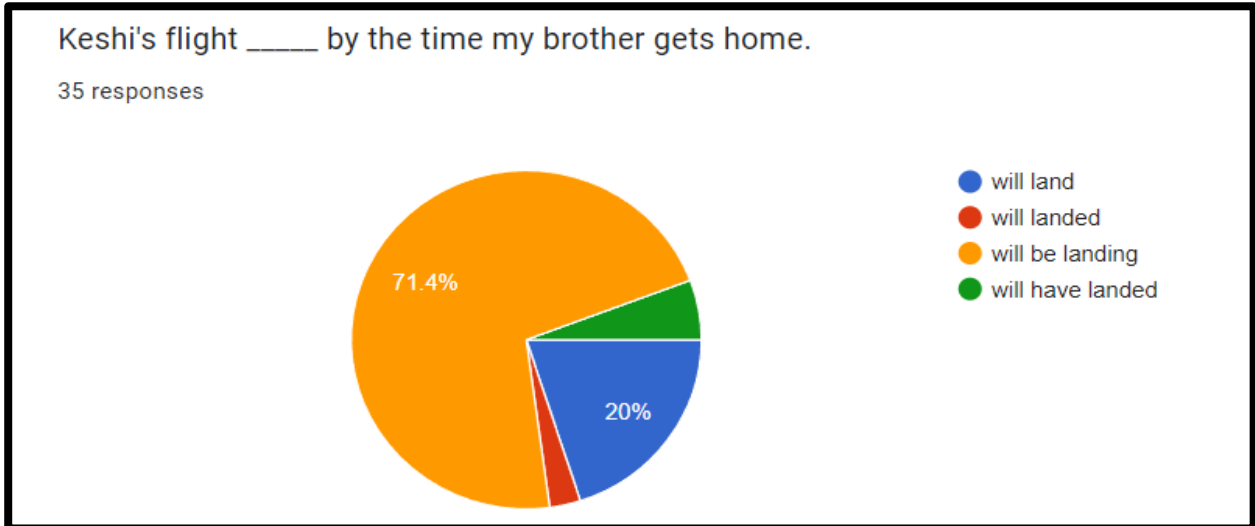


Figure 1.3: Future Tense question

In the present tense question (Figure 1), 77.1% (27 respondents) answered correctly while 22.9% (8 respondents) answered the question incorrectly. In the past tense question (Figure 1.2), although there were two different answers (was raining, were boxing/rained, boxed), both of them were correct and all of the respondents got it right. Lastly, in the future tense question (Figure 1.3), only 5.7% (2 respondents) got it correct, while the remaining 94.3% (33 respondents) answered it incorrectly.

3.2: Digital Flashcard Role in Improving Students' Grammar Ability

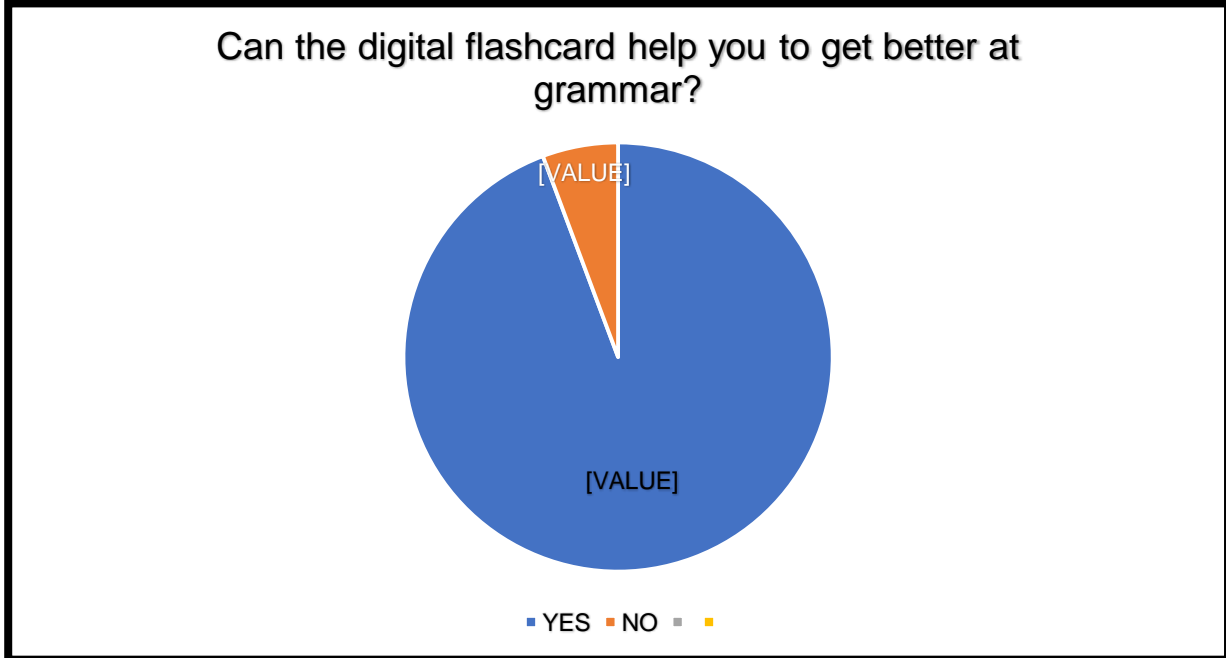


Figure 1.4: Questionnaire on 'Can the digital flashcard help you to get better at grammar'

Before the series of questions were asked to the respondents, previews of the digital flashcard were shown to aid them in answering the questions. After they had done answering it, they were then asked about the effectiveness of the flashcard, 94.3% (33 respondents) said yes while only 5.7% (2 respondents) said no. The majority of those who picked yes said that the

explanations are clear and easy to understand. Meanwhile, the ones that said no reasoned that it is not enough with just flashcards and that they have to read a lot and do exercises.

LIMITATIONS

One of the limitations encountered by the researchers while creating the digital flashcard was the lack of examples because there were no flashcards created for the different tenses. With little guidance, the researchers created the flashcard.

Other than that, the flashcard can be exposed to piracy. Since the researchers did not use any anti-piracy apps, the link can be shared with people who don't purchase the flashcard when the researchers give the link to potential customers after it has been sold.

5. CONCLUSION

All in all, this project aims to help students in upper secondary school and university students to improve their ability in grammar with digital flashcards. Tenses are often overlooked as most people thought they had them memorised in their minds but in reality, they always forget several things that may be detrimental to how certain tenses worked. The digital flashcard can be a game changer for people to use and remember how the tenses worked as it is not complex and simple to read. So, it will not be a hassle for them to read the flashcard every time they are trying to remember how certain tenses function.

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APPENDICES

