Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Academia Open

By Universitas Muhammadiyah Sidoarjo

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Table Of Contents

Journal Cover 1
Author[s] Statement 3
Editorial Team 4
Article information 5
Check this article update (crossmark) 5
Check this article impact 5
Cite this article 5
Title page 6
Article Title 6
Author information 6
Abstract 6
Article content 7

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo

Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at http://creativecommons.org/licences/by/4.0/legalcode

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

EDITORIAL TEAM

Editor in Chief

Mochammad Tanzil Multazam, Universitas Muhammadiyah Sidoarjo, Indonesia

Managing Editor

Bobur Sobirov, Samarkand Institute of Economics and Service, Uzbekistan

Editors

Fika Megawati, Universitas Muhammadiyah Sidoarjo, Indonesia

Mahardika Darmawan Kusuma Wardana, Universitas Muhammadiyah Sidoarjo, Indonesia

Wiwit Wahyu Wijayanti, Universitas Muhammadiyah Sidoarjo, Indonesia

Farkhod Abdurakhmonov, Silk Road International Tourism University, Uzbekistan

Dr. Hindarto, Universitas Muhammadiyah Sidoarjo, Indonesia

Evi Rinata, Universitas Muhammadiyah Sidoarjo, Indonesia

M Faisal Amir, Universitas Muhammadiyah Sidoarjo, Indonesia

Dr. Hana Catur Wahyuni, Universitas Muhammadiyah Sidoarjo, Indonesia

Complete list of editorial team (link)

Complete list of indexing services for this journal (link)

How to submit to this journal (link)

Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Article information

Check this article update (crossmark)

Check this article impact (*)

Save this article to Mendeley

(*) Time for indexing process is various, depends on indexing database platform

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Alphabetic Flash Cards Improve English Alphabet Writing and Spelling Accuracy

Deajeng A'ida Mustafa, Deajengaida2001@gmail.com (*)
Universitas Muhammadiyah Sidoarjo., Indonesia

Dr. Vidya Mandarani, SS. M.Hum, vmandarani@umsida.ac.id
Universitas Muhammadiyah Sidoarjo, Indonesia

(*) Corresponding author

Abstract

General Background: Foundational literacy skills, particularly alphabet writing and spelling, are essential for early English language acquisition and require instructional approaches that address diverse learning styles. **Specific Background:** Alphabetic flash card media, as a visual and kinesthetic learning tool, facilitates letter recognition, phonemic awareness, and memory retention through interactive engagement. **Knowledge Gap:** Despite its simplicity and theoretical support from multisensory learning principles, flash card media remains underutilized in formal classrooms dominated by conventional teaching methods. **Aims:** This study investigates the use of alphabetic flash cards to develop learners' ability to write and spell English alphabetically. **Results:** Findings indicate that students taught using flash cards demonstrated higher spelling accuracy and greater writing fluency than those receiving traditional instruction. **Novelty:** The study highlights the practical value of a low-cost, multisensory instructional medium that simultaneously supports visual, kinesthetic, and cognitive processing in beginner English learners. **Implications:** Integrating alphabetic flash cards into early literacy instruction can strengthen foundational English skills and increase student participation, suggesting their suitability for beginner EFL contexts and future adaptation into digital learning platforms.

Highlights:

- Learners using card-based activities produced more correct letter sequences than peers in conventional classes.
- Interactive visual-kinesthetic tasks supported stronger phoneme–grapheme connections during basic literacy practice.
- Classroom participation increased when multisensory materials replaced lecture-centered instruction.

Keywords:

Alphabetic Flash Cards; Alphabet Writing; Spelling Accuracy; Early Literacy; English Learning

Published date: 2025-06-20

Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Introduction

Literacy is a core component in English language acquisition. For early learners, mastering how to write and spell alphabetically is critical in building a strong foundation for further language learning. [1] According to Alqahtani (2015), spelling and writing skills improve significantly when supported by engaging, repetitive, and multisensory media. Alphabetic Flash Card Media combines visual and kinesthetic learning, allowing learners to physically and visually interact with letters and words. [7] Despite its simplicity, flash card media remains underutilized in formal classroom settings, where traditional chalkboard or verbal-only methods dominate. Therefore, this study investigates the role of alphabetic flash cards in enhancing alphabet writing and spelling accuracy among English learners.

Use Of Flash Card Media To Enhance Writing And Spelling Skills

A. Information on Alphabetic Flash Cards

Alphabetic flash cards are instructional tools that display individual letters or simple words, often accompanied by pictures or phonetic guides. [4] Based on Dual Coding Theory (Paivio, 1986), combining visual symbols with written language strengthens cognitive associations and enhances memorization.

B. Preparation of Flash Cards

1. Each card contains a single letter or word (e.g., B – "Ball", C – "Cat") with pictures.

2. Include uppercase and lowercase letter forms

3. [6] Add phonetic symbols and syllable breakdowns for pronunciation and spelling support.

4. [7] Cards should be laminated and color-coded based on difficulty level.

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

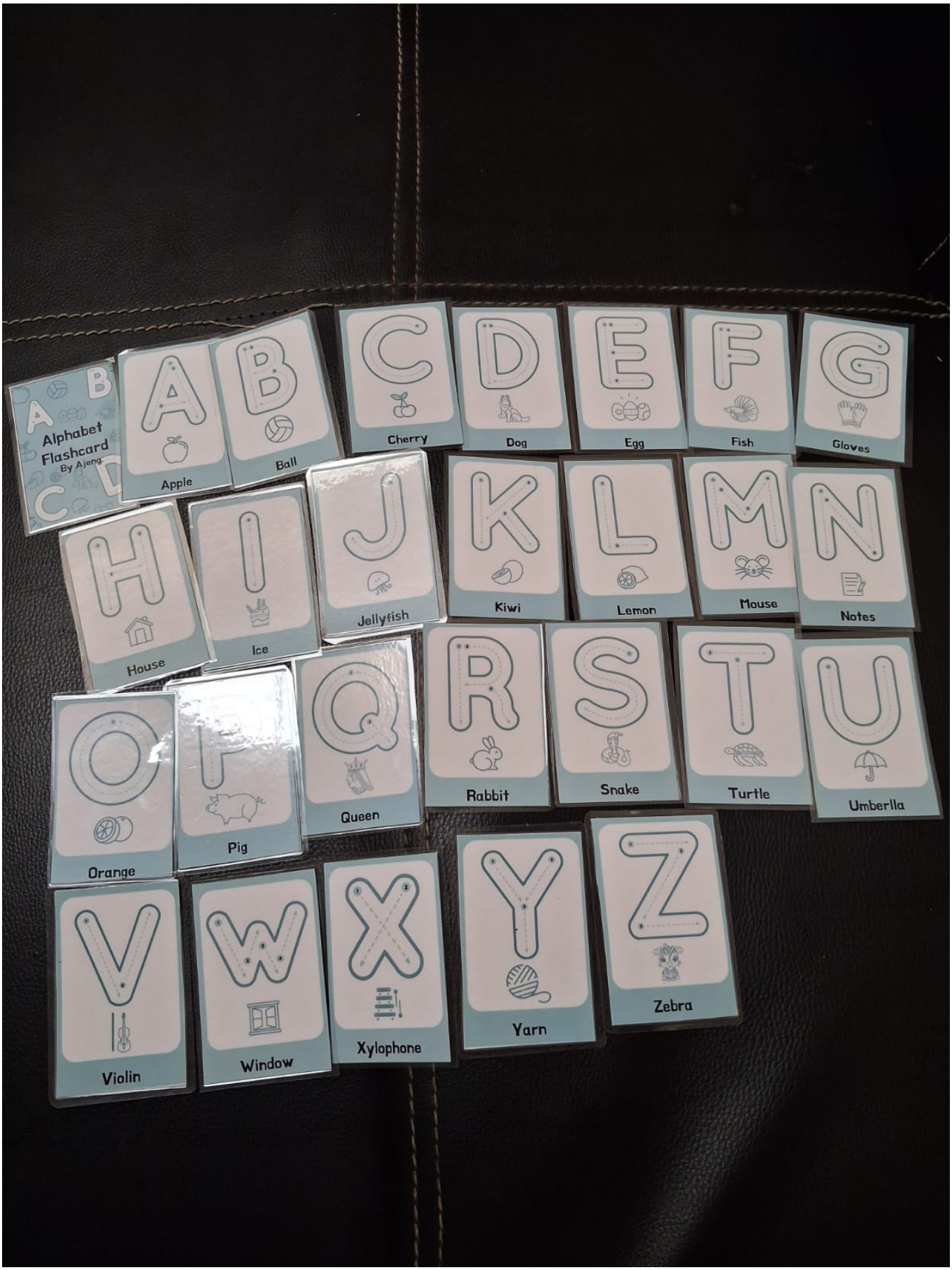
Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Figure 1.

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Academia Open

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933



ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).

Vol. 10 No. 1 (2025): June
DOI: 10.21070/acopen.10.2025.11933

Figure 2.

C. Implementation in Learning Activities

1. Alphabet Tracing – Students trace letters on card templates.2. [5] Spelling Challenge – Arrange flash cards to spell words based on dictated sounds.3. [7] Matching Game – Match words with objects/images.4. Writing Drill – Students copy letters or words after card exposure.5. [2] [3] Peer Quizzes – Pairs use flash cards to test each other's spelling.

Conclusions

[1] [6] The use of Alphabetic Flash Card Media is proven to be effective in enhancing students' alphabet writing and spelling abilities. [4] [8] The interactive nature of flash cards encourages student participation, memory retention, and phoneme-grapheme correspondence. Teachers are advised to integrate this media into early literacy lessons, especially for beginner EFL students. [9] [10] Future research can explore digital flash card platforms to further expand learning engagement.

References

1. [1] M. Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," International Journal of Teaching and Education, vol. 3, no. 3, pp. 21–34, 2015.
2. [2] R. L. Oxford, "Language Learning Styles and Strategies: An Overview," 2003.
3. [3] A. R. Behbahani, "Vocabulary Learning Strategies: What Language Teachers Must Help Students to Learn," TESOL Newsletter, University of Jyvaskyla, 2015.
4. [4] A. Paivio, Mental Representations: A Dual Coding Approach. Oxford, U.K.: Oxford University Press, 1986.
5. [5] P. Nation and S. Webb, "Researching and Analyzing Vocabulary," Language Teaching Research, 2011.
6. [6] D. N. Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," Lingua Scientia, vol. 9, no. 2, pp. 293–318, 2017.
7. [7] Y. D. Puspitarini and M. Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," International Journal of Scientific and Technology Research, vol. 8, no. 1, pp. 190–193, 2019.
8. [8] R. Gairns and S. Redman, Working with Words: A Guide to Teaching and Learning Vocabulary. Cambridge, U.K.: Cambridge University Press, 2004.
9. [9] A. U. Chamot, "Language Learning Strategy Instruction: Current Issues and Research," Annual Review of Applied Linguistics, vol. 25, pp. 112–130, 2005.
10. [10] F. M. Al-Khasawneh, "Vocabulary Learning Strategies: A Case of Jordan University of Science and Technology," English for Specific Purposes World, vol. 12, no. 34, 2012.

ISSN 2714-7444 (online), https://acopen.umsida.ac.id, published by Universitas Muhammadiyah Sidoarjo
Copyright © Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY).