

# ELEVATING SEVENTH-GRADE STUDENTS' ENGLISH VOCABULARY MASTERY USING FLASHCARDS

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## ABSTRAK

Rendahnya penguasaan kosakata siswa kelas tujuh di MTs Ittihadiyah Tanreassona menunjukkan perlunya strategi pengajaran yang lebih efektif untuk meningkatkan keterampilan bahasa. Penelitian ini bertujuan menyelidiki efektivitas kartu flash sebagai media pembelajaran untuk meningkatkan penguasaan kosakata bahasa Inggris siswa. Dengan menggunakan desain pra-eksperimental, penelitian ini melibatkan 34 siswa kelas tujuh dan menggunakan tes sebagai alat pengumpulan data utama, dianalisis menggunakan SPSS 26.0. Hasil menunjukkan bahwa kartu flash secara signifikan meningkatkan retensi dan ingatan kosakata. Temuan tersebut menegaskan bahwa kartu flash secara efektif meningkatkan penguasaan kosakata siswa dengan memberikan pengalaman belajar yang menarik dan interaktif.

**Kata Kunci:** *Kartu Flash, Media Pembelajaran, Penguasaan Kosa Kata.*

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## ABSTRACT

*The low vocabulary mastery of seventh-grade students at MTs Ittihadiyah Tanreassona indicates the need for more effective teaching strategies to enhance language skills. This research aims to investigate the effectiveness of flashcards as a learning media to elevate students' English vocabulary mastery. Employing a pre-experimental design, the study involved 34 seventh-grade students and utilized tests as the primary data collection tool, analyzed using SPSS 26.0. The result posits that flashcards significantly enhance vocabulary retention and recall. The findings confirm that flashcards effectively elevate students' vocabulary mastery by providing an engaging and interactive learning experience.*

**Keywords:** *Flashcards, Learning Medium, Vocabulary Mastery.*

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## 1. INTRODUCTION

Language is fundamental in daily life, serving as the primary medium for communication, information exchange, and human interaction. It significantly impacts how individuals convey messages, obtain information, and interact with each other. Language is central to the intellectual, social, and emotional development of students (Nikmatul Izah, 2019; Parmawati, 2018; Suastika, 2019). It is through language that individuals understand, process, and communicate ideas, making it an essential component of learning. Language enables students to engage with academic content, solve problems, and synthesize knowledge, contributing to intellectual development.

At MTs Ittihadiyah Tanreassona, language learning, particularly English, is an essential aspect of students' education. According to the Indonesia Decree of the Minister of Education and Culture, English is designated as the seventh foreign language taught in Indonesian schools. The selection of English as the seventh foreign language is based on its global significance as a means of communication. Indonesian students require proficiency in English to engage with the outside world and participate in global discourse (Amir et al., 2017; Andria Gestanti et al., 2022; Daulay, 2021). English serves as a bridge to international communication, making its mastery crucial for students' success in the modern world.

In the globalized world, English proficiency has become an essential skill, enabling individuals to compete and communicate on an international scale. Mastering English is a key asset for students, providing them with the necessary tools to compete in the global arena (Aimen & Khadim, 2024; Belkina & Yaroslavova, 2018). The need for English education is recognized at all levels, from elementary school to higher education. As a result, English language learning has become a central component of Indonesia's educational system, equipping students with the skills they need to engage with the wider world.

However, despite its importance, the vocabulary mastery of the seventh-grade students at MTs Ittihadiyah Tanreassona remains low. Based on the results of a vocabulary test, the students' average score was 65, indicating a need for more effective teaching strategies to enhance their language skills. This issue highlights the necessity of implementing innovative approaches to improve English vocabulary mastery among students. Education plays a vital role in developing human resources and ensuring the progress of a nation. It is fundamental to creating capable and responsible citizens who can contribute to societal development (Hristova, 2019; Nirupama et al., 2021; Voronina et al., 2022). In this context, language education is crucial, as it fosters communication skills that are necessary for effective participation in society. Therefore, the ability to effectively use language enhances students' engagement with the curriculum and their overall academic success.

Effective language learning requires mastery of the four key language skills: listening, speaking, reading, and writing. These skills are integral to communication and academic achievement (AbdulRaheem Al-Malki et al., 2022; Demydovych & Holik, 2020; Ocarina et al., 2022). To ensure that students can communicate clearly and comprehend information across subjects, they need to develop proficiency in all four areas. Mastering these skills enables

students to participate actively in their learning, engage with diverse content, and excel in both academic and real-life situations. Therefore, language learning is foundational to success in other subject areas as well.

To make language learning more effective, the use of learning media becomes crucial. It plays an indispensable role in the teaching process by supporting and enhancing the delivery of content (Fikrotin & Sulaikho, 2021; Furoidah, 2020; Pratama et al., 2022; Rahimi, 2021; A. P. Wulandari et al., 2023). Learning media facilitates interaction between students and educators, creating a more engaging and interactive environment. Flashcards, in particular, are an excellent learning tool that can motivate students and make the learning process more dynamic. Learning resources, including media like flashcards, are essential for supporting student engagement and improving learning outcomes (Ahmad et al., 2024; Ida Ayu Made Yuni Andari et al., 2022; Nurnaningsih, 2021; Putri et al., 2024; E. M. Wulandari & Chadafi, 2022).

Among various learning media, Flashcards stand out as a highly effective tool for improving vocabulary mastery. They can make learning more engaging by incorporating game-based activities, which increase student participation and interest. Safira (2021) and Nuraini (2020) suggest that flashcards are especially effective in helping students grasp difficult concepts and retain information. In language learning, flashcards can be used to enhance vocabulary skills by providing a visual and interactive method for students to practice and reinforce new words. This study focuses on the use of flashcards as a learning medium to elevate seventh-grade students' English vocabulary mastery at MTs Ittihadiyah Tanreassona, demonstrating their potential to boost students' language acquisition in a fun and engaging way.

## **2. METHOD**

This study adopted a pre-experimental research design, specifically using a pre-test and post-test method. The pre-test was administered before the intervention (flashcard media usage) to measure the students' baseline vocabulary mastery. Following the treatment phase, which involved the use of flashcards as a teaching medium, the post-test was given to assess the improvements in students' vocabulary mastery. By comparing the pre-test and post-test results, the study aimed to determine whether there was a significant difference in vocabulary mastery due to the flashcard intervention.

The research was conducted on seventh-grade students of MTs Ittihadiyah Tanreassona. The total population of students, as well as the research sample in this grade, was 34. The sample was chosen based on availability and consent to participate in the study. The selection process ensured that the sample was representative of the student body, enabling the evaluation of the flashcard media's impact on a smaller group within the larger population.

The research followed a step-by-step procedure that began with the administration of a pre-test to measure the students' initial vocabulary mastery. This test helped establish a baseline for comparison after the intervention. In the treatment phase, the researcher

introduced flashcards as a learning medium to teach vocabulary. The flashcards were used to explain basic vocabulary, after which the flashcards were removed, and the researchers provided further explanations of the vocabulary words. Finally, a post-test was conducted to assess the students' vocabulary improvement after the treatment.

The research used tests as the primary instrument for data collection. Both the pre-test and post-test were designed to assess students' vocabulary mastery, which included vocabulary knowledge, pronunciation, grammar, and comprehension. The tests followed a "guess the picture" format, where students were shown images and asked to identify or provide relevant vocabulary terms. The tests were designed to be engaging and interactive, ensuring that students were actively involved in demonstrating their vocabulary knowledge.

Data were collected by administering the pre-test and post-test to the students. The scores from both tests were recorded and used to calculate the improvement in vocabulary mastery. The analysis involved calculating the average score, standard deviation, and percentage changes in the student's vocabulary knowledge. The data were then processed using SPSS Version 26.0, a statistical software, to determine whether the differences between the pre-test and post-test scores were statistically significant. This quantitative analysis allowed the researcher to assess the effectiveness of the flashcard medium in improving vocabulary.

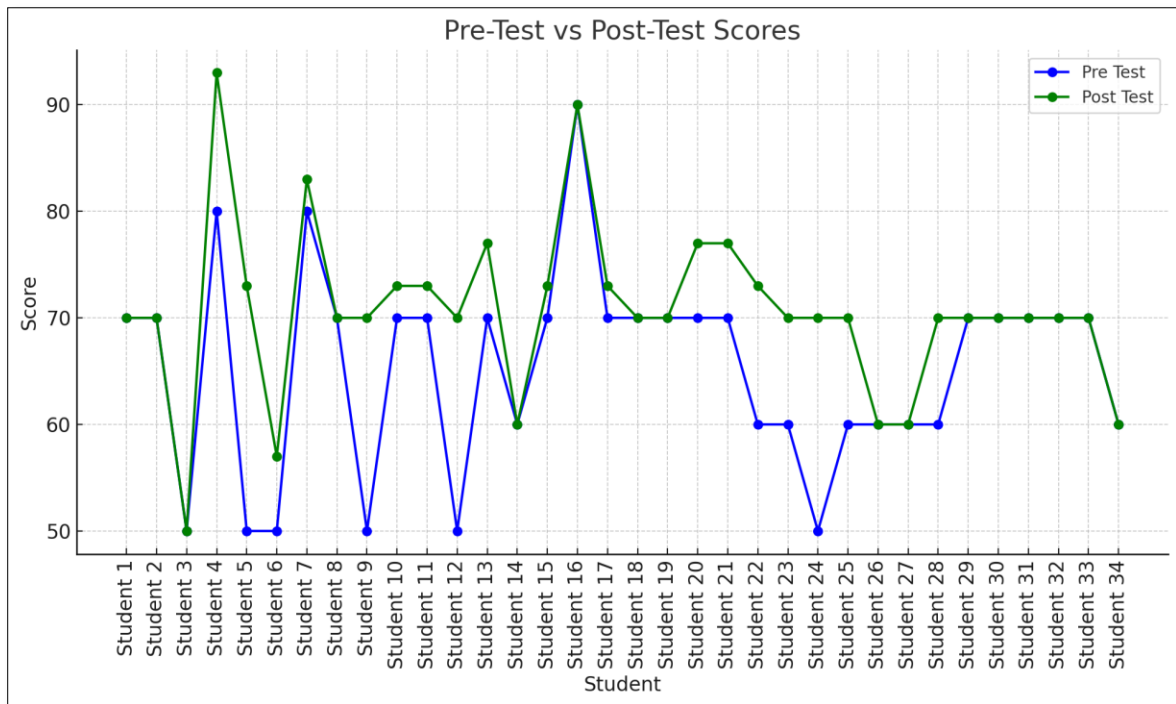
### **3. FINDING AND DISCUSSION**

#### **Finding**

The researchers collected data through observations made during the learning process, which were then presented in a brief descriptive format. After evaluating the data, the researchers were able to determine whether the method employed could improve students' mastery of English vocabulary as assessed through the pre-tests and post-tests. The use of pre-tests and post-tests was crucial to measure the extent of improvement in students' vocabulary mastery after the implementation of flashcard-based learning methods. This study suggests that applying flashcards to the learning process can lead to increased vocabulary mastery, thereby enabling students to achieve the desired academic outcomes.

The study utilized flashcard media, comprising both pre-test and post-test assessments, to evaluate its impact. The results indicated significant improvements, both in the quality of the learning process and the students' vocabulary mastery. Flashcards served as conceptual tools that not only facilitated the understanding of vocabulary but also encouraged students to actively engage in learning and enrich their vocabulary repertoire.

The application of flashcard-based learning made it easier for students to grasp challenging vocabulary encountered in the texts used during lessons. This method proved to be effective in helping students overcome difficulties related to vocabulary acquisition. Data collected from the pre-test and post-test were analyzed and presented in the following table, which includes descriptive explanations of the results. These findings underscore the positive impact of flashcard medium in enhancing students' vocabulary mastery.



**Figure 1. Students' Pre-Test and Post-Test Scores of Teaching English Vocabulary Mastery Using Flash Cards**

The data indicates that many students improved their scores from the pre-test to the post-test. For example, Student 4's score increased from 80 to 93, and Student 5's score improved from 50 to 73. This suggests that the use of flashcards was beneficial for a significant portion of the class in improving their vocabulary mastery. In contrast, a few students maintained the same score between the pre-test and post-test, such as Student 1, Student 2, and Student 8, who scored 70 on both tests. This indicates that, for these students, the flashcards may not have resulted in noticeable improvement.

Some students showed only modest improvements. For example, Student 6's score rose from 50 to 57, while Student 9's score improved from 50 to 70. These students experienced some progress, but the improvement was less significant compared to others. Besides, several students, including Student 14, Student 26, and Student 33, did not show any change in their scores (remaining at 60). This may suggest that the intervention was either less effective for these students or that external factors influenced their performance.

The data from the graphic demonstrates that, in general, using flashcards as a teaching medium led to an improvement in students' English vocabulary mastery. While most students saw an increase in their scores, the extent of improvement varied. Some students showed significant progress, while others showed little to no change. This variation could be due to different learning styles, initial vocabulary knowledge, or the effectiveness of the flashcard technique for each student. Nevertheless, the overall improvement in average scores suggests that flashcards can be an effective tool for enhancing vocabulary learning in a classroom setting.

**Table 1. Descriptive Statistics of Teaching English Vocabulary Mastery Using Flashcards**

| Statistics         |         | Pretest and Posttest | Test              |
|--------------------|---------|----------------------|-------------------|
| N                  | Valid   | 68                   | 68                |
|                    | Missing | 0                    | 0                 |
| Mean               |         | 67.9706              | 1.5000            |
| Std. Error of Mean |         | 1.12712              | .06108            |
| Median             |         | 70.0000              | 1.5000            |
| Mode               |         | 70.00                | 1.00 <sup>a</sup> |
| Std. Deviation     |         | 9.29447              | .50372            |
| Variance           |         | 86.387               | .254              |
| Range              |         | 43.00                | 1.00              |
| Minimum            |         | 50.00                | 1.00              |
| Maximum            |         | 93.00                | 2.00              |
| Sum                |         | 4622.00              | 102.00            |

The mean score for the pre-tests was 67.97, with a standard deviation of 9.29, indicating moderate variability in student performance before the intervention. This means that, on average, students scored around 68 on the pre-test, but individual scores varied by about 9 points above or below this mean. The relatively moderate standard deviation suggests that there were some differences in how well students performed, but the scores were not widely dispersed. The mean increase in scores from pre-test to post-test was 1.50, showing that, on average, students experienced a modest improvement in their vocabulary mastery after the intervention. Although this increase is small, it reflects a positive shift in performance for most students following the use of flashcards in the study.

Both the median and mode for the pre-test scores were 70, indicating that a significant portion of the students scored around this value. The median represents the middle score in a sorted list, and since it matches the mode, this suggests that many students had similar performance levels, specifically around the 70 mark. This further supports the idea that a substantial portion of students were clustered in the mid-range of the scoring scale. The range of scores in the pre-tests was 43, which is the difference between the highest and lowest scores (93 - 50). This range indicates a wide spread in student performance, with some students scoring much lower or higher than others, reflecting a diversity of vocabulary mastery levels before the intervention.

The variance in pre-test scores was 86.387, with a standard deviation of 9.29. The variance provides a more detailed view of the spread of scores by showing the average squared deviation from the mean. A higher variance, such as this, confirms that students' scores were fairly spread out around the average, with a fair degree of differences in vocabulary mastery levels. The standard deviation, which is the square root of the variance, further emphasizes that the scores were moderately spread out, suggesting variability in how students performed before the intervention.

In summary, the data suggests that while the overall performance was centered around a mean of 68, there were notable differences in individual scores, with some students

performing well above the average and others well below it. The intervention with flashcards likely contributed to small improvements across the board, but the extent of the improvement varied from student to student.

**Table 2. Hypothesis Testing Using SPSS Version 26.0**

|          |                              | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|----------|------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|          |                              | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|          |                              |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Pretest_ | Equal variances assumed      | 3.727                                   | .058 | -2.463                       | 66     | .016            | -5.352          | 2.173                 | -9.692                                    | -1.013 |
| Posttest | Equal variances not assumed. |   |      | -2.463                       | 64.554 | .016            | -5.352          | 2.173                 | -9.694                                    | -1.011 |

The analysis reveals that the probability value ( $p = 0.016$ ) is smaller than the significance level ( $\alpha = 0.05$ ). Consequently, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. These findings indicate a significant difference in the vocabulary mastery of seventh-grade students before and after being taught using flashcards. Therefore, the use of flashcards as a teaching medium significantly elevates the vocabulary mastery of seventh-grade students at MTs Ittihadiyah Tanre Assona.

**DISCUSSION**

The findings of this study demonstrate that the use of flashcards significantly improved the vocabulary mastery of seventh-grade students at MTs Ittihadiyah Tanre Assona. The increase in students' scores from pre-test to post-test, as evidenced by individual improvements such as Student 4's score rising from 80 to 93 and Student 5's score increasing from 50 to 73, highlights the effectiveness of this teaching media. While some students showed modest improvements or no changes in their scores, the overall trend points to the positive impact of flashcards on elevating vocabulary learning.

The variations in improvement among students may be attributed to individual differences in learning styles, prior vocabulary knowledge, or external factors affecting their performance. For instance, students who demonstrated limited progress, such as Student 6 (50 to 57) and Student 9 (50 to 70), might require additional support or alternative teaching strategies to complement the use of flashcards. Additionally, students whose scores remained unchanged, such as Students 14, 26, and 33, may benefit from further investigation into potential barriers, such as a lack of engagement or comprehension challenges.

The statistical analysis further supports these findings. The rejection of the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_1$ ) indicates a statistically significant difference in students' vocabulary mastery before and after the intervention. The mean pre-test score of 67.97 with a standard deviation of 9.29 reflects moderate variability in student performance before the intervention, while the average score increase post-intervention suggests a positive shift in vocabulary mastery.

These findings align with previous research emphasizing the effectiveness of flashcards as a learning medium. Sriati (2023) and Kasari (2020) demonstrated that flashcards are a suitable learning resource, particularly for students with specific needs, such as deaf children. Similarly, Siso et al. (2023) found that the development of English learning media in the form of picture flashcards significantly improved learning outcomes, with a substantial increase in scores. Annur et al. (2023) also highlighted the success of incorporating flashcards within the "Make A Match" model, leading to notable improvements in students' scores and engagement.

The current study adds to this body of research by confirming that flashcards can enhance vocabulary mastery among seventh-grade students in a classroom setting. The findings suggest that flashcards are particularly effective for students with mid-range or lower initial performance levels, as they provide a visually engaging and interactive learning medium. However, for students who showed limited improvement or no change, additional strategies, such as personalized instruction or integrating flashcards with other methods, may be necessary to maximize learning outcomes.

#### 4. CONCLUSION

This study aimed to evaluate the effectiveness of flashcards in improving the English vocabulary mastery of seventh-grade students at MTs Ittihadiyah Tanre Assona. The findings revealed statistically significant improvements in students' vocabulary scores ( $p = 0.016 < \alpha = 0.05$ ), affirming the effectiveness of flashcards as an interactive and engaging teaching medium. Despite these promising results, the study's limitations, including a small sample size and a focus solely on vocabulary mastery, may restrict the generalizability of its findings. To address these limitations, future research should consider larger, more diverse populations, the integration of flashcards with other teaching strategies, and the exploration of their long-term impacts on language learning and retention. This study contributes to the academic field both theoretically and practically. Theoretically, it provides empirical support for the use of flashcards as a visual and interactive tool in language learning, reinforcing their role in enhancing vocabulary acquisition and enriching the discourse on innovative teaching medium. Practically, the findings offer educators a cost-effective strategy to bridge vocabulary gaps, demonstrating how flashcards can foster active student engagement and facilitate effective language learning. These insights encourage the adoption of flashcards as part of a broader pedagogical approach, inspiring further innovation in English language education.

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