

Investigating The Effect Of Flashcard Towards Efl Learns Vocabulary Mastery At SMP 2 Batu Satap Leppangeng

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ABSTRACT

This study aims to investigate the effect of using flashcards media on EFL students' vocabulary acquisition at SMP Negeri 2 Batu Satap Leppangeng. This study used a quantitative approach with a one-group pre-test and post-test pre-experimental design. The research subjects were eight students of class VII in the 2024/2025 academic year. The research instrument was a vocabulary test, as well as a questionnaire of students' perceptions of the use of flashcards.

The results of data analysis showed an increase in the average score from 56.88 in the pre-test to 70.63 in the post-test. The normality test stated that the data was normally distributed, and the paired sample t-test showed a significant difference between the pre-test and post-test results (Sig. 0.000 < 0.05). In addition, the correlation between the two tests was strong ($r = 0.816$), indicating a positive relationship between the treatment and the improvement in learning outcomes.

These findings suggest that flashcards are an effective learning medium to improve EFL students' vocabulary acquisition, particularly in the context of junior secondary schools in restricted areas. The interactive use of flashcards can increase students' motivation, engagement and recall of English vocabulary.

INTRODUCTION

Vocabulary mastery is a fundamental aspect of English language learning, serving as the foundation for effective communication and comprehension of both spoken and written texts. Without sufficient vocabulary knowledge, students often face difficulties expressing ideas, understanding instructions, or participating actively in conversations. A strong vocabulary is closely linked to the development of other language skills, including listening, speaking, reading, and writing, making it a critical component of overall language proficiency. For junior high school students, this stage is particularly crucial as they are in the process of building the linguistic foundation that will influence their future language competence.

Despite its importance, many students encounter challenges in acquiring and retaining English vocabulary. These challenges may arise from monotonous teaching methods, a lack of exposure to the language, insufficient practice, and limited learning resources. Traditional approaches that rely heavily on rote memorization often fail to sustain students' interest or encourage active engagement in learning. As a result, vocabulary acquisition becomes less effective, and students may struggle to retain newly learned words for long-term use. These issues highlight the need for innovative and interactive teaching strategies that can motivate students and facilitate better vocabulary retention.

One instructional method that has gained attention for its simplicity and effectiveness is the use of flashcards. Flashcards, which typically contain words, images, or both, have been widely recognized as a valuable tool for vocabulary learning. They provide visual stimulation, encourage active recall, and allow for repeated exposure, all of which are essential for long-term memory retention. Research

has shown that flashcards can significantly improve vocabulary learning outcomes by making the process more engaging and adaptable to different learning styles.

The effectiveness of flashcards lies not only in their visual appeal but also in their versatility. They can be used for individual study, pair work, or group activities, making them suitable for diverse classroom settings. By incorporating pictures and contextual clues, flashcards help learners form stronger mental associations between words and their meanings. This approach aligns with cognitive learning theories, which emphasize the role of visual aids in enhancing comprehension and recall. For young learners and adolescents, such visual support can significantly increase motivation and reduce the cognitive load during the learning process. While numerous studies have demonstrated the benefits of flashcards in various educational contexts, limited research has explored their use among EFL learners in rural or semi-rural junior high schools. In these settings, students often face unique challenges such as limited access to supplementary materials, minimal exposure to English outside the classroom, and less opportunity to engage in interactive language learning. Consequently, it is essential to investigate whether flashcards can effectively address these challenges and improve vocabulary mastery in such environments.

This study focuses on investigating the effect of flashcards on the vocabulary mastery of seventh-grade EFL students at SMP Negeri 2 Batu Satap Leppangeng. By implementing flashcards in classroom instruction and measuring students' progress

through pre-test and post-test evaluations, the research aims to assess not only vocabulary improvement but also students' engagement and motivation. The findings are expected to provide valuable insights into the practical application of flashcards in under-resourced educational contexts. Several previous studies support the potential of flashcards to enhance vocabulary retention, learner motivation, and classroom participation. For instance, prior research has indicated that both physical and digital flashcards can foster active learning and promote better memory recall. However, the specific outcomes may vary depending on factors such as the design quality of the flashcards, the frequency of use, and the teacher's role in facilitating learning activities. This study seeks to build on existing literature by examining these factors within the context of a rural Indonesian junior high school. This research aspires to contribute to the development of more engaging and effective vocabulary teaching methods for EFL learners. By providing empirical evidence on the impact of flashcards in a rural educational setting, the study may encourage educators to adopt similar strategies and inspire further research on combining visual aids with interactive learning activities. In doing so, it is hoped that vocabulary acquisition among students will not only improve in the short term but also support their long-term language learning success.

LITERATURE REVIEW

Vocabulary mastery is a crucial component of language learning, as it underpins the ability to communicate effectively in both spoken and written forms. According to Wilkins (1972), "Without grammar, little can be conveyed; without vocabulary, nothing can be conveyed." This statement highlights that vocabulary forms the core of language proficiency, serving as the foundation for other linguistic skills such as reading, writing, listening, and speaking. Vocabulary mastery not only involves knowing the meaning of words but also understanding their usage, collocations, and connotations in different contexts. For EFL learners, the size and quality of their vocabulary directly affect their ability to comprehend and produce language effectively.

In language learning, vocabulary can be categorized into active and passive vocabulary. Active vocabulary refers to the words that learners can use productively in speaking and writing, while passive vocabulary includes words they can recognize and understand when reading or listening but cannot yet use fluently (Al Qahtani, 2015). Achieving mastery involves moving words from passive to active vocabulary through repeated exposure and practice. This process requires effective teaching strategies and materials that facilitate memory retention, meaningful use, and contextual learning.

One effective medium for vocabulary instruction is the use of flashcards. Flashcards are visual learning aids consisting of cards containing words, images, or both, designed to help learners memorize vocabulary more effectively. As defined by Ma'rufah et al. (2022), flashcards can enhance students' memory, foster independent learning, and expand vocabulary knowledge. The use of flashcards aligns with cognitive learning theories, which emphasize active recall, spaced repetition, and the integration of visual stimuli to strengthen memory retention.

The advantages of flashcards are multifaceted. They are portable, easy to prepare, and versatile for use in various classroom activities, including games, quizzes, and peer-to-peer interactions (Indriana, 2011). Visual elements such as colorful images and clear typography make them attractive to learners, thereby increasing motivation and

engagement. Furthermore, flashcards can be adapted for different proficiency levels and learning objectives, allowing teachers to tailor activities to students' specific needs.

In vocabulary teaching, flashcards can be used to introduce new words, review previously learned vocabulary, and reinforce understanding through repetition. Teachers can employ them in different formats, such as showing the image side and asking students to produce the word, or presenting the word and asking students to define or illustrate it. The flexibility of flashcards also allows integration with communicative language teaching approaches, where learners practice vocabulary in meaningful contexts, thus enhancing both accuracy and fluency.

Several studies have demonstrated the effectiveness of flashcards in improving vocabulary mastery. For example, Sarika and Tesmanto (2021) found that flashcards increased students' learning motivation and participation in class activities, while Putri et al. (2023) reported that flashcards helped students memorize and recall vocabulary more efficiently. Similarly, Furqan (2023) showed that students using flashcards achieved significantly higher post-test scores compared to those taught with conventional methods, confirming their positive impact on vocabulary retention.

In addition to traditional paper-based flashcards, digital flashcards have emerged as an alternative that leverages technology for enhanced interactivity. Applications such as Quizlet and Anki incorporate multimedia elements, gamification, and spaced repetition algorithms to maximize retention. While digital flashcards provide flexibility and accessibility, physical flashcards retain advantages in tactile engagement and collaborative classroom activities. Studies comparing both formats suggest that each has unique strengths, and their effectiveness often depends on the learning context and students' preferences.

Based on the reviewed literature, it can be concluded that flashcards, whether physical or digital, are an effective tool for vocabulary acquisition among EFL learners. They combine visual learning, active recall, and repeated exposure, which are key factors in long-term memory retention. Moreover, their adaptability allows integration into various teaching approaches, making them suitable for diverse learning environments, including rural or under-resourced schools. This study builds on the existing body of research by examining the specific effects of flashcard use on vocabulary mastery among seventh-grade students at SMP Negeri 2 Batu Satap Leppangeng, aiming to provide empirical evidence relevant to similar educational contexts.

METHOD

This study employed a quantitative research approach using a pre-experimental design with a one-group pre-test and post-test format. Quantitative research was chosen because it allows for systematic and objective measurement of the relationship between the independent and dependent variables. The pre-experimental design was considered appropriate for this study as it enables the researcher to assess the effect of the intervention—in this case, the use of flashcards—by comparing students' performance before and after the treatment. This design provides initial evidence of effectiveness while being feasible in the context of a small sample size. The independent variable in this study was the use of flashcards as a teaching medium, while the dependent variable was students' vocabulary mastery. Flashcards, in this context, refer to instructional cards containing images and corresponding English words aimed at improving students'

vocabulary retention and recall. Vocabulary mastery was measured by students' ability to correctly identify, understand, and use target vocabulary in a given context. The study focused specifically on the application of flashcards in English language learning among seventh-grade students.

The population of the study consisted of all seventh-grade students at SMP Negeri 2 Batu Satap Leppangeng in the 2024/2025 academic year, totaling eight students. Due to the small population size, a saturated sampling technique was employed, meaning that all members of the population were included as the research sample. This method ensured that the findings represented the entire population under study, without the need for additional sampling procedures. The primary research instruments were a vocabulary test and a student perception questionnaire. The vocabulary test, consisting of multiple-choice questions, was administered twice: once as a pre-test to measure students' initial vocabulary knowledge, and once as a post-test to assess the impact of the flashcard-based instruction. The questionnaire was designed to capture students' perceptions of using flashcards as a learning medium, including aspects such as interest, motivation, and perceived effectiveness.

Data collection was conducted in three stages: pre-test, treatment, and post-test. The pre-test was administered before the treatment to establish a baseline of students' vocabulary mastery. The treatment involved a series of lessons in which the teacher used flashcards to introduce and practice target vocabulary. Activities included individual and group exercises, games, and repetition drills, all centered around the flashcards. After the treatment phase, the post-test was administered to measure any improvement in students' vocabulary knowledge. In addition to tests, observational data were gathered to monitor students' engagement and participation during the lessons. The researcher noted behavioral indicators such as attentiveness, willingness to participate in activities, and interaction with peers during flashcard-based exercises. This qualitative observation complemented the quantitative data and provided insights into the learning process.

The data analysis involved both descriptive and inferential statistics. Descriptive statistics, including mean scores, standard deviations, and frequency distributions, were used to summarize students' performance on the pre-test and post-test. A normality test was conducted to determine whether the data met the assumptions for parametric testing. The paired-sample t-test was then used to assess whether the observed differences between pre-test and post-test scores were statistically significant. The correlation between the two sets of scores was also analyzed to examine the strength of the relationship between students' initial ability and their improvement after the treatment. Ethical considerations were observed throughout the study. Permission was obtained from the school administration, and students were informed about the purpose and procedures of the research. Participation was voluntary, and students' identities were kept confidential. The results of the study were intended not only to contribute to academic knowledge but also to provide practical recommendations for improving English vocabulary instruction in similar educational contexts.

RESULT AND DISCUSSION

The purpose of this section is to present the findings of the study based on the analysis of data obtained from the pre-test and post-test, along with descriptive statistics, normality tests, and paired-sample t-tests. The results are organized to demonstrate the effect of using flashcards on the vocabulary mastery of seventh-grade students at SMP

Negeri 2 Batu Satap Leppangeng.The pre-test was administered before the flashcard-based instruction to determine the students' initial vocabulary knowledge. The results revealed that the students' vocabulary mastery was generally low, with scores ranging from 35 to 90. The mean score of the pre-test was 56.88, which falls into the "Very Poor" category for most participants. This indicates that before the treatment, students had limited ability to identify and recall the target vocabulary items.

Following the treatment phase, the post-test was conducted to measure any improvement in vocabulary mastery. The results showed an increase in students' scores, which ranged from 50 to 90, with a mean score of 70.63. This improvement suggests that the use of flashcards contributed positively to students' vocabulary learning, with several students moving from "Very Poor" to "Fair" or even "Good" categories.

Table 4.1 below presents the descriptive statistics for the pre-test and post-test scores:

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	8	35.00	90.00	56.88	16.46
Post-test	8	50.00	90.00	70.63	13.99

The table shows that the mean score increased by 13.75 points from pre-test to post-test. Furthermore, the standard deviation decreased slightly from 16.46 to 13.99, indicating a more consistent performance among students after the treatment.The normality test using both Kolmogorov-Smirnov and Shapiro-Wilk methods indicated that the data were normally distributed, with significance values greater than 0.05 for both pre-test and post-test scores. This allowed the use of parametric statistical tests such as the paired-sample t-test to determine the significance of the difference between the two tests.

The paired-sample t-test results revealed a significant difference between the pre-test and post-test scores ($\text{Sig.} = 0.000 < 0.05$). This confirms that the use of flashcards had a statistically significant positive effect on students' vocabulary mastery. The paired-sample correlations also showed a strong positive correlation ($r = 0.816$, $p = 0.014$), indicating that students who performed better in the pre-test tended to also perform better in the post-test, but with noticeable improvement after the treatment.Observations conducted during the treatment phase indicated that students were more active and engaged when flashcards were used. They showed greater enthusiasm in participating in games, quizzes, and group activities that incorporated flashcards. The visual and interactive nature of the learning medium appeared to stimulate their interest and motivation, contributing to the improvement in vocabulary retention and recall.Overall, the quantitative and qualitative findings suggest that flashcards are an effective medium for enhancing vocabulary mastery among EFL learners in rural junior high schools. The improvement in scores, coupled with increased engagement during lessons, supports the conclusion that flashcards can serve as a valuable tool in vocabulary instruction.

DISCUSSION

The results of this study align with previous research indicating that flashcards can significantly enhance vocabulary acquisition among EFL learners. The improvement in mean scores from 56.88 to 70.63 reflects the effectiveness of flashcards in supporting memory retention through repeated exposure and active recall. These findings are consistent with those of Sarika and Tesmanto (2021) and Putri et al. (2023), who reported similar positive effects on students' vocabulary learning. One of the main reasons for this improvement is the visual appeal of flashcards. The combination of images and text provides learners with dual coding, which facilitates the formation of stronger mental connections between words and their meanings. This supports Paivio's Dual Coding Theory, which posits that visual and verbal information are processed in separate channels, enhancing memory retention when both are used together.

Furthermore, the use of flashcards in interactive activities such as matching games, speed quizzes, and peer teaching may have contributed to the students' increased motivation and participation. According to cognitive engagement theory, active involvement in the learning process leads to deeper processing of information, resulting in better retention and recall. The strong positive correlation ($r = 0.816$) between pre-test and post-test scores suggests that students who already had a relatively stronger vocabulary base before the treatment benefited more from the use of flashcards. However, even students with initially lower scores showed measurable improvement, indicating that flashcards can support learners across different proficiency levels.

The findings also have practical implications for teaching in rural or under-resourced educational settings. Flashcards are relatively inexpensive, easy to produce, and adaptable to various learning contexts. This makes them an accessible tool for teachers who may lack access to more advanced technological resources. Moreover, the slightly lower standard deviation in post-test results indicates greater consistency in students' performance after the treatment. This suggests that flashcards can help bridge the performance gap between stronger and weaker students, promoting a more equitable learning environment. While the results are promising, it is important to note that this study involved a small sample size of only eight students. Therefore, the findings should be interpreted with caution, and further research with a larger population is needed to confirm their generalizability. Additionally, incorporating digital flashcards or combining them with other interactive media could further enhance the learning experience. The discussion confirms that flashcards are not only effective in improving vocabulary mastery but also beneficial in fostering motivation, engagement, and active participation in the classroom. These advantages make flashcards a recommended instructional strategy for vocabulary teaching, especially in contexts with limited resources.

CONCLUSION

The findings of this study demonstrate that the use of flashcards has a positive and significant effect on improving the vocabulary mastery of seventh-grade EFL students at SMP Negeri 2 Batu Satap Leppangeng. The mean score increased from 56.88 in the pre-test to 70.63 in the post-test, and the paired-sample t-test confirmed that this improvement was statistically significant ($p < 0.05$). The strong correlation between pre-test and post-test results ($r = 0.816$) further supports the conclusion that flashcards contribute effectively to vocabulary learning outcomes.

The improvement observed can be attributed to the visual and interactive nature of flashcards, which facilitate active recall, enhance memory retention, and stimulate

student engagement. Classroom observations revealed that students were more motivated, participative, and enthusiastic when flashcards were integrated into the learning process. These findings are consistent with previous research, affirming that flashcards are a practical and impactful tool for vocabulary instruction, especially in rural and under-resourced educational settings.

In light of these findings, it can be concluded that flashcards are an effective medium for enhancing English vocabulary mastery among junior high school EFL learners. Teachers are encouraged to incorporate flashcards into their teaching strategies, combining them with interactive activities to maximize learning outcomes. Future studies are recommended to involve larger sample sizes and explore the integration of digital flashcards or blended learning approaches to further enrich vocabulary instruction.

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