
The Effectiveness of Using Flashcards on Teaching English Vocabulary

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ABSTRACT

Vocabulary acquisition plays a crucial role in English language learning, as it directly impacts students' comprehension and communication skills. This study examines the effectiveness of Flashcards as a teaching technique to enhance students' vocabulary mastery. Employing a pre-experimental research design with a one-group pretest-posttest model, the study assesses the impact of Flashcard-based learning on students' vocabulary acquisition. The participants consisted of students who were tested before and after the intervention. The findings reveal a significant improvement in vocabulary performance, with the Mean Pretest Score of 55.33 increasing to a Mean Posttest Score of 78.33 after the implementation of Flashcards. Statistical analysis using a t-test confirms the effectiveness of the method, showing that the t-value (-6.965) exceeds the critical t-table value (2.131) at a 0.05 significance level. These results indicate that Flashcards significantly enhance vocabulary learning by providing engaging, repetitive, and visually stimulating reinforcement. The study suggests that incorporating Flashcards into English language instruction can be an effective strategy to improve students' vocabulary retention and learning outcomes. Future research should explore long-term retention effects and compare Flashcards with other vocabulary teaching methods to further optimize language learning strategies.

Keywords: Vocabulary, Flashcards, English Teaching.

I. Introduction

Vocabulary is all words in a language, the richness of words possessed by a speaker or writer, words used in a field of science, a list of words arranged like a dictionary, and practical and brief explanations (Kholis & Aziz, 2019). In contrast to the opinion of Barnhart, he defines vocabulary as stock of terms used by people, class of people, professions, etc., a collection or list of words, usually in alphabetical order and defined (Barnhart, 2008). Students study English to improve their four language skills: listening, speaking, reading, and writing. To master these four skills, students must learn language elements such as structure, sound, and vocabulary. Coady and Huckin explain that vocabulary is a central and critical dance to the typical language learner (Coady & Huckin, 1997).

In addition, language students need to learn about the language's vocabulary. It means they need to know about the form, meaning, and use. Although English lessons in elementary schools are not mandatory subjects, almost all schools provide topics included in local content in the school curriculum.

In this era of modern English learning, teachers should get out of the old habit of teaching without using the media. Especially because English is so needed, students must achieve good language skills. Learning and introducing media are classified according to their type. according to Hernawan., Learning media, in general, can be grouped into three

types: visual media, audio media, and audio-visual media (Hernawan, 2008). Therefore, researchers used flashcards to learn and teach students English vocabulary. In this study, flashcards are included in visual media. Media flashcards are one of the most straightforward media because the manufacturing process is not complicated.

Problems found around 5th grade of MI. MA'ARIF NU PLUMPANG is that most of them find it challenging to face difficulties understanding the meaning of words; students are usually required to memorize the number of words but fail. They have a low ability to memorize vocabulary. These problems are included as obstacles in teaching and learning English vocabulary.

To facilitate students and teachers in the teaching and learning process, the researcher chose to use flashcards as a medium for learning vocabulary in teaching English. Given the importance of vocabulary competence in learning English, the teacher must find the proper techniques and strategies to teach language to students. The class will be more lively, and students will be more enthusiastic about learning English. There are many media or strategies in teaching vocabulary; one of them is using flashcards. One of the main advantages of flashcards is that they can be carried almost anywhere and studied when accessible (Brown, 2000). Flashcard is cardboard consisting of words, sentences, or simple pictures

(Baleghizadeh & Ashoori, 2011). Flashcards can be a fun, colorful, and creative way to aid in the memory and retention of vocabulary words. Flashcards can also increase student motivation in the learning process. Flashcards may be helpful in the teaching and learning process and can provide a stimulus to students in mastering vocabulary.

II. Literature

Vocabulary

Students must master four language skills; listening, speaking, reading, and writing in learning a foreign language. Mastering those four language skills cannot be separated from the vocabulary. Richards defines that vocabulary as one of the most substantial parts of speech and one of the first to pay attention to. In addition, vocabulary is principal to successful language acquisition. A vocabulary is a basic unit in build in skills and knowledge. Language teaching experts generally agree that vocabulary is one of the most critical aspects for foreign language students to acquire since it is significant in conveying the meaning of a message. In brief, vocabulary represents a set of words of a language, and vocabulary has the purpose of expressing the speaker's mind or feeling in a meaningful way.

Moreover, some experts explain the importance of vocabulary learning. According to David Wilkins, vocabulary learning is more important than grammar learning because "without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed

(Wilkins, 1972). Furthermore, someone who learns grammar can say very little with grammar, and someone who knows words and expression can say almost anything with words (Aziz & Dewi, 2019). Secondly, McCarthy stated, "no matter how well and successfully the student learns grammar and the sounds of the second language is mastered, without words communication can not happen in a meaningful way." In conclusion, vocabulary is one of the essential parts of language, and speech has a vital role in meaningful communication. Vocabulary is defined as Receptive vocabulary, which the students recognize and understand when they occur in a context but cannot produce correctly. Then productive vocabulary is a word that the students understand, can pronounce correctly, and use constructively in speaking and writing (Hatch & Brown, 1995).

Teaching English For Young learners

In EYL (English for Young Learners), the 'young learners' means young students learning English. According to Scott and Ytreberg (1990), young learners are divided into two groups. The first group is a first-level or beginner level 5-7 age years, and the second level is 8-10 age years (Scott & Ytreberg, 1990). Egocentric, they tend to connect what they learn or do with themselves. Like subject matter related to everyday life, this attitude is owned by children aged 5-7 years. When the children reach teenage years, they change from egocentric into reciprocity, reciprocal relationships. They are difficult to distinguish

between concrete and abstract things; the dividing line between the natural world and the imaginary world is still unclear for children aged 5-7 years.

Then concrete objects will be more easily introduced to students in English, packaged in the songs, or by pointing at objects in the class. They can already distinguish between fiction and Non-fiction and understand abstract things when they are 8-10 years old. Children tend to be imaginative and active. They like learning through games, stories, and songs. So they will be more motivated to learn English. Get bored easily. It has a short level of concentration and attention to overcome learning activities. Children's lives are colorful and joyful. Activities and assignments accompanied by exciting and bright pictures or poured into songs will make the children happy and cheerful. Children love stories as much as they love games. Students can focus on the context through levels rather than words stated word by word. While through the games, students are more encouraged to be more active and unrestricted in using English which sometimes will speak their version of the language. Learning by doing is active thinkers who like to learn something. For example, playing by singing by moving the body as a sign gives the verbal expression meaning.

FlashCard

Flashcards are teaching aids as picture paper which has 25x30. The pictures are made by hand, graphics, or photo stick on the

flashcard. Flashcards are media in the teaching-learning process and other media such as charts, cartoons, maps, etc. Wright states that a flashcard is a printed card with words and pictures that the teacher can handle easily. The teacher can create the flashcard based on the material given. Flashcards can help the teacher to make an exciting teaching methodology.

Flashcards are cards with pictures that teachers hold up in the class. Flashcards have various benefits as teaching tools; they can be used for presenting and practicing new words and structures and for revision. Flashcards are helpful for teaching aid and can be used as part of various activities

III. Research Method

Research Design

This research was conducted in a pre-experimental design using a one-group pretest-posttest technique using a quantitative approach without a control variable. This research causes it does not to have a random assignment of subjects to groups or other strategies to control extraneous variables. The writers take one class and use pretest and posttest to see the result of the treatment using flashcards as media teaching vocabulary at the fifth grade of MI. Maarif NU Plumpang. The development of the treatment is found by comparing the pretest and posttest scores. One group pretest and posttest design mean that this design gives pretest before treatment and posttest after treatment. The total of students is 94 students. The sample is a part of the

representative population in research. The selection of this research is the students of 5th grade on MI.maarif Nu Plumpang. They are 15 students' with 94 people.

IV. Result and Discussion

Descriptive Statistics

Description of the Pretest.

In this section, the researcher provides a pretest before implementing the treatment. The pretest was a questionnaire consisting of 20 multiple choice questions; of the 20 questions, each question had 5 points. So if the students answer all the items (20 questions) correctly, the students get 100 points. Then the researcher instructed 15 students as a sample to fill it out for 40 minutes. And the score of the pretest will show below: (see table1)

Table 1

No	NAME	SCORE
1	ARS	60
2	ASA	55
3	AAA	50
4	BLS	45
5	DA	60
6	DAS	75
7	FAA	50
8	MHA	80
9	MAFR	40
10	PJ	40
11	RSA	70
12	RWAP	40
13	SA	40
14	SMA	75
15	AFA	50
	N= 15	Σ 830

the result of Pretest data are shown by descriptive statistics in the table below:(see table 2)

Table 2
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Std. Error	Statistic
Pre-test	15	40,00	40,00	80,00	55,33	3,634	14,07	198,09
Valid N (listwise)	15							

Description of Post-Test

in this section, the researcher provides a posttest to measure the effectiveness of the treatment given. The posttest was the same subject, in the form of a questionnaire consisting of 20 multiple choice questions; of the 20 questions, each question had 5 points. So if the students answer all the items (20 questions) correctly, the students get 100 points. Then the researcher instructed 15 students to fill it out for 40 minutes as a sample. And the score of the Post-test will show below: (see table 3)

Table 3

No	NAME	SCORE
1	ARS	75
2	ASA	70

3	AAA	70
4	BLS	65
5	DA	80
6	DAS	90
7	FAA	75
8	MHA	100
9	MAFR	80
10	PJ	65
11	RSA	75
12	RWAP	65
13	SA	100
14	SMA	90
15	AFA	75
N= 15		Σ 1.175

the result of Posttest data are shown by descriptive statistics in the table below: (see table 4)

Table 4
Descriptive Statistics

	N	Rang e	Minim um	Maxim um	Mean	Std. Deviation	Variance
	Stati stic	Stati stic	Statisti c	Statisti c	Statistic	Std. Error	Statistic
post- test	15	35,00	65,00	100,00	78,3333	3,034 20	11,75139

Valid N (listwise)	15							
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The data above shows the result of students' scores before and after being given treatment using Flashcards on teaching English vocabulary.

The researcher used a pre-experimental research design that applied to 5th-grade students of MI. Maarif Nu Plumpang. To find out the final result or the value of this research, the researcher used paired sample t-test to analyze the data. The data was calculated using IBM SPSS 20 version.

The result of pretest and posttest

Table 5

No	name	pre- test	post- test
1	ARS	60	75
2	ASA	55	70
3	AAA	50	70
4	BLS	45	65
5	DA	60	80
6	DAS	75	90
7	FAA	50	75
8	MHA	80	100
9	MAFR	40	80
10	PJ	40	65

11	RSA	70	75
12	RWAP	40	65
13	SA	40	100
14	SMA	75	90
15	AFA	50	75
N = 15		Σ 830	Σ 1.175

Paired Sample T-Test.

Table 6

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	55,33	15	14,075	3,634
Posttest	78,33	15	11,751	3,034

The output above shows the summary results of descriptive statistics from both samples or pretest and posttest data. The data indicate that Pre-test < Post-test, then the effect is significant.

Table 7

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	15	,522	,046

The table above showed that the data correlation between two variables (pretest and

posttest) is 0,522 with a significance of 0,046. The result is shown that the correlation between the two means is significant.

Table 8

Paired Samples Test

	Paired Differences				T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1 pretest - posttest	-23,000	12,790	3,302	-30,083	-15,917	-6,965	,000

Then based on table 4.8 above, it is known that the value of Sig. (2-tailed) is 0,000 < 0,05 ($t_{\text{count}} < t_{\text{table}}$). then the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that there is a significant difference in learning outcomes using Flashcards media on teaching English vocabulary in pretest and posttest data.

Analysis prerequisite test

Normality test

Table 9
Tests of Normality

a s	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest e	,181	15	,200*	,889	15	,065
posttest d	,212	15	,069	,886	15	,058

*. This is a lower bound of the true significance.

Lilliefors Significance Correction on the data research process. The researcher has 15 samples ($N=15$), which means that the data is less than 50 ($N<50$). then researcher uses the output of the Shapiro Wilk section. Based on the table above, the first variable (pretest) has the value of Sig. 0,065 ($p > 0,05$). It means the null hypothesis (H_0) is accepted. The data were distributed normally. And the second variable (post-test) has the value of Sig.0,058 ($p > 0,05$). It means the null hypothesis (H_0) is accepted. The data were distributed normally.

Hypothesis Testing

There are two hypotheses in this research: H_a (alternative Hypothesis. There is a significant effect of using flashcards media on teaching the fifth grade English vocabulary at MI. Maarif Nu Plumpang. Seen from pretest posttest score. H_0 (Hypothesis null). There is no significant effect on the use of flashcards media on the teaching English vocabulary of the fifth grade at MI. Maarif Nu Plumpang. Seen

from pretest posttest score.

Based on the calculation of t-test data above (see table 4.8), the researcher interprets as below : If the value of Sig.(2-tailed) $< 0,05$ ($t_{\text{count}} < t_{\text{table}}$), then there is a significant difference between learning outcomes in pretest and posttest data. If the value of Sig. (2-tailed) $> 0,05$ ($t_{\text{count}} > t_{\text{table}}$), then there is no significant difference between the pretest and posttest data learning outcomes.

Then based on table 4.8 above, it is known that the value of Sig. (2- tailed) is 0,000 $< 0,05$ ($t_{\text{count}} < t_{\text{table}}$).then the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that there is a significant difference in learning outcomes using Flashcards media on teaching English vocabulary in pretest and posttest data.

V. Discussion

Vocabulary acquisition is a fundamental aspect of language learning, significantly influencing students' comprehension and communication skills. This study aimed to determine the effectiveness of Flashcards in enhancing English vocabulary acquisition among 5th-grade students at MI Maarif NU Plumpang. Using a pre-experimental research design with a one-group pretest-posttest model, the study measured students' vocabulary performance before and after the implementation of Flashcards. The results revealed a substantial increase in students' vocabulary mastery, highlighting the effectiveness of Flashcards as a pedagogical tool

in elementary language education.

The findings indicate a notable improvement in students' vocabulary scores after the intervention. The pretest results, which assessed students' initial vocabulary knowledge through a multiple-choice test of 20 items, showed an average score of 55.33. This score suggests that students had limited prior vocabulary knowledge, making it necessary to introduce effective strategies for vocabulary retention and recall. Following the Flashcard-based intervention, the posttest results demonstrated a significant increase, with an average score of 78.33, marking an improvement of 23 points. This increase strongly indicates that Flashcards serve as an effective learning aid, reinforcing students' ability to recognize and recall vocabulary more efficiently. The statistical analysis using a paired sample t-test further validates the effectiveness of Flashcards. The results showed a Sig. (2-tailed) value of 0.000, which is lower than the significance threshold of 0.05. This confirms that the t-count exceeded the t-table value, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). These findings establish that the use of Flashcards significantly enhances students' vocabulary learning outcomes, making them a valuable instructional resource in elementary English education.

Several factors contribute to the effectiveness of Flashcards in vocabulary acquisition. First, visual memory reinforcement

plays a crucial role in learning, as Flashcards provide a combination of text and images, helping students establish stronger mental associations with words. This aligns with cognitive learning theories, which emphasize the role of visual stimuli in memory retention. Second, Flashcards promote active recall and repetition, both of which are essential for long-term vocabulary retention. By repeatedly exposing students to new words, Flashcards strengthen their ability to recall vocabulary when needed. Third, Flashcards increase student engagement and motivation, making learning more interactive and enjoyable. Traditional vocabulary exercises can often feel monotonous, whereas Flashcards introduce a game-like element that keeps students actively involved in the learning process. Finally, Flashcards help reduce cognitive load, presenting vocabulary in a structured and manageable format, which allows students to process new words at a comfortable pace without feeling overwhelmed.

The findings of this study are consistent with previous research on the impact of Flashcards on vocabulary mastery. Fatmawaty (2016) conducted a study titled "The Effect of Using Flashcards on Students' Vocabulary Mastery", which also confirmed that Flashcards enhanced vocabulary learning and retention. Similarly, Mayristanti's study on seventh-grade students at SMPN 178 Jakarta concluded that Flashcards significantly improved students' vocabulary achievement. Although this study

shares similarities with previous research, such as the methodology and focus on Flashcard-based learning, it differs in several aspects. Firstly, the target population in this study consists of 5th-grade elementary students, whereas previous studies focused on middle school students. Secondly, the educational setting in this study is a religious-based school (MI Maarif NU Plumpang), which may have unique learning dynamics compared to public schools. Lastly, the teaching approach in this study incorporated game-based and interactive learning methods tailored to young learners, distinguishing it from conventional Flashcard-based teaching strategies.

Despite the promising results, this study has several limitations. The sample size was relatively small (N=15), which limits the generalizability of the findings. Future research should consider a larger sample size to enhance the reliability of the results. Additionally, the study was conducted over a short period, meaning it only measured immediate vocabulary retention. Future research should investigate the long-term effects of Flashcards on vocabulary retention to determine whether students maintain their vocabulary knowledge over time. Another limitation is the absence of a control group, as this study used a one-group pretest-posttest design. Implementing a quasi-experimental research design with a control group would provide stronger evidence of Flashcards' effectiveness by eliminating external variables that may have influenced the

results. Lastly, the study assessed vocabulary knowledge solely through multiple-choice tests, which primarily measure recognition rather than production. Future studies should incorporate open-ended assessments or speaking tasks to evaluate whether students can apply their newly acquired vocabulary in communicative contexts.

The findings of this study hold important implications for English language teaching. Given the demonstrated effectiveness of Flashcards, educators should consider integrating them into English language curricula to enhance students' vocabulary learning experience. Moreover, with advancements in digital education, teachers should explore technology-based Flashcards, such as Quizlet, Anki, or Kahoot, which offer adaptive learning features, spaced repetition algorithms, and interactive quizzes to further reinforce vocabulary retention. Additionally, Flashcards should be customized to meet the needs of diverse learners, incorporating audio features for auditory learners and gesture-based activities for kinesthetic learners. Encouraging student-created Flashcards can also enhance active learning and foster a sense of ownership in the learning process.

In conclusion, this study provides strong evidence that Flashcards are an effective tool for vocabulary acquisition among 5th-grade students. The findings demonstrate a significant improvement in students' vocabulary scores, supported by statistical analysis using the

paired sample t-test. The combination of visual reinforcement, repetition, and engagement contributes to the success of Flashcards in vocabulary learning. However, further research is needed to explore long-term retention, compare digital and traditional Flashcards, and assess their impact on vocabulary production in speaking and writing tasks. By incorporating Flashcards into interactive and technology-enhanced learning strategies, educators can create a more effective and engaging language learning experience for young learners.

The Effectiveness of Using Flashcards on Teaching English Vocabulary

The role of vocabulary in learning English as a foreign language is fundamental, particularly for young learners, as it serves as the basis for developing essential skills such as reading, writing, speaking, and listening. However, many students face challenges in memorizing and recalling new vocabulary due to limited exposure and ineffective learning strategies. This study aimed to examine the effectiveness of using Flashcards in teaching English vocabulary to 5th-grade students at MI Maarif NU Plumpang. By employing a pre-experimental research design with a one-group pretest-posttest model, the researcher analyzed students' vocabulary acquisition before and after using Flashcards as a learning tool. The findings demonstrated a significant improvement in students' vocabulary mastery, indicating that Flashcards effectively facilitated

vocabulary retention and recall.

Before the intervention, students exhibited low vocabulary proficiency, as reflected in their pretest scores, with an average of 55.33. This result suggests that students struggled with vocabulary recognition and retention, which may be attributed to conventional teaching methods that focus on rote memorization and teacher-centered instruction. Many students found it difficult to remember new words and their meanings, leading to limited vocabulary acquisition. After implementing Flashcards as a learning aid, students showed a notable improvement in their vocabulary knowledge, as evidenced by the posttest results, which indicated a significant increase in scores, with an average of 78.33. This 23-point improvement suggests that Flashcards helped students retain and recall vocabulary more effectively by providing visual learning support, repetition, and active engagement.

To determine the statistical significance of the improvement, a paired sample t-test was conducted. The analysis showed that the Sig. (2-tailed) value was 0.000, which is lower than the significance threshold of 0.05. This result confirms that the t-count was greater than the t-table, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). The statistical findings suggest that Flashcards had a significant positive effect on students' vocabulary learning outcomes. The effectiveness of Flashcards can be explained by several

learning principles. First, Flashcards utilize visual memory, enhancing word recognition and recall. According to dual coding theory, combining images and words strengthens memory retention. Second, Flashcards promote active recall and spaced repetition, allowing students to systematically review vocabulary and reinforce their learning. Finally, Flashcards increase motivation and engagement by introducing an interactive and game-like element to learning, making the process more enjoyable for students.

The results of this study align with previous research on the impact of Flashcards on vocabulary mastery. Fatmawaty (2016), in her study titled "The Effect of Using Flashcards on Students' Vocabulary Mastery," found that students who used Flashcards demonstrated better vocabulary retention compared to those who relied on traditional methods. Similarly, Mayristanti (2018) conducted a study on seventh-grade students at SMPN 178 Jakarta, revealing that Flashcards significantly improved students' vocabulary achievement. While this study shares similarities with previous research, it also introduces unique aspects. Unlike earlier studies that focused on middle school students, this study targeted younger learners in 5th grade, providing insights into how Flashcards work with primary school students. Additionally, this research was conducted in a religious-based school (MI Maarif NU Plumpang), which may have different learning dynamics compared to

public schools. Furthermore, the study incorporated interactive and game-based Flashcard activities, making the learning process more engaging for young learners.

Several factors contribute to the effectiveness of Flashcards in vocabulary learning. Firstly, Flashcards provide strong visual reinforcement, helping students associate vocabulary with images, which is particularly beneficial for young learners who rely heavily on visual memory. Studies have shown that students remember words more effectively when they see both the word and an associated image. Secondly, repetition is a key aspect of vocabulary acquisition. Flashcards allow students to review vocabulary multiple times, reinforcing learning through spaced repetition techniques. This method helps students retain words in their long-term memory, making it easier for them to recall vocabulary when needed (Aziz, 2020; Aziz & Dewi, 2020; nur Aziz & Hoesny, 2022). Thirdly, Flashcards encourage active learning and engagement, as students interact with the cards, play vocabulary games, and test their memory, making the learning process more dynamic and enjoyable. Compared to traditional rote memorization, which can be monotonous, Flashcards increase motivation and enthusiasm in learning. Additionally, Flashcards allow students to assess their own learning progress. They can quickly determine whether they know a word or need further review, providing immediate feedback and enabling students to

identify their strengths and weaknesses. Finally, Flashcards are versatile and adaptable to different learning styles. They can be used in individual study sessions, group activities, or classroom games. Moreover, digital Flashcards, such as Quizlet, Anki, and Kahoot, provide interactive learning experiences, allowing students to study anytime and anywhere.

Despite the positive findings, this study has several limitations. Firstly, the sample size was relatively small (N=15), which may limit the generalizability of the results. Future research should consider a larger sample size to enhance the reliability of the findings. Secondly, the study only measured short-term vocabulary retention. Future studies should investigate long-term vocabulary retention to determine whether students maintain their vocabulary knowledge over time. Thirdly, the research used a one-group pretest-posttest design, meaning it lacked a control group. A quasi-experimental design with a control group would provide stronger evidence of Flashcards' effectiveness by eliminating external variables. Lastly, this study only measured vocabulary knowledge through multiple-choice tests, which primarily assess word recognition rather than production. Future research should include open-ended assessments or speaking tasks to evaluate whether students can apply their vocabulary in communication.

The findings of this study have important implications for English language teaching. Teachers should integrate Flashcards into their

lesson plans to enhance vocabulary learning. Educators should also explore digital Flashcards, such as Quizlet and Anki, to provide interactive and engaging learning experiences. Additionally, Flashcards should be customized to include visuals, audio pronunciation, and example sentences to cater to different learning styles. Encouraging students to create their own Flashcards can further enhance their understanding and retention of vocabulary. Moreover, Flashcards can be combined with storytelling, role-playing, and classroom games to make vocabulary learning more contextual and meaningful.

In conclusion, this study provides strong evidence that Flashcards are an effective tool for vocabulary acquisition among 5th-grade students. The results demonstrate a significant improvement in vocabulary scores, supported by statistical analysis using the paired sample t-test. The combination of visual reinforcement, repetition, and active engagement contributes to the success of Flashcards in vocabulary learning. However, further research is needed to explore long-term retention, compare digital and traditional Flashcards, and assess their impact on vocabulary production in speaking and writing tasks. By incorporating Flashcards into interactive and technology-enhanced learning strategies, educators can create a more effective and engaging language learning experience for young learners.

VI. Conclusion

Based on the research conducted on 5th grade of MI. Maarif Nu Plumpang, it can be concluded that using Flashcards teaches English vocabulary. It was proved by the students' Mean of pretest and posttest scores. The pretest score was 55,3333, and the posttest score was 78,3333. It showed that the posttest score (after giving Flashcards treatment) was higher than the pretest score (before treatment).

Based on the data found, the data collected in the analysis with the t-test to determine whether there is a significant influence in the use of flashcards on teaching English vocabulary. Then the researcher obtained that t-value -6,965 was higher than t-table 2,131 in the considerable level 0,05. The alternative hypothesis (H_a) was accepted, and the Null Hypothesis was rejected. The study was proved that the use of flashcards has a significant effect on teaching English vocabulary at 5th grade of MI. Maarif Nu Plumpang.

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