

**THESIS**

**IMPROVING STUDENTS' VOCABULARY MASTERY USING FLASHCARD  
AT SMA NEGERI 3 MAJENE**



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**This thesis is written to fulfill a part of the requirements for obtaining the  
Bachelor's degree in Education**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SULAWESI BARAT UNIVERSITY**

**2025**

**APPROVAL SHEET**  
**IMPROVING STUDENTS' VOCABULARY MASTERY USING**  
**FLASHCARD AT SMA NEGERI 3 MAJENE**

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## ABSTRAK

**NUR HATIMAH:** Meningkatkan penguasaan kosakata siswa dengan menggunakan flashcard di SMA Negeri 3 Majene. **Skripsi, Majene: Fakultas keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat 2025.**

Penelitian ini ditulis untuk mengungkapkan apakah pengajaran kosakata dengan menggunakan kartu flash dapat meningkatkan penguasaan kosakata siswa dan untuk mendeskripsikan situasi kelas ketika kartu flash diimplementasikan dalam kelas pemahaman. penelitian tindakan kelas ini dilakukan pada siswa SMAN 3 Majene. Penelitian ini dilakukan dalam dua siklus. Data kuantitatif diperoleh dari tes dan kuesioner. Hasil penelitian ini mengungkapkan bahwa (1) flash card dapat meningkatkan penguasaan pemahaman siswa dalam semua aspek, yaitu (a) makna: siswa dapat memahami dan menghafal makna kata; (b) pengucapan: siswa dapat mengucapkan kata dengan benar; (c) pengejaan: siswa dapat menulis kata; (d) penggunaan: siswa dapat menggunakan kata dalam kalimat sederhana. (2) flash card dapat meningkatkan situasi kelas dalam pembelajaran bahasa inggris. Berdasarkan wawancara, observasi analisis dokumen, dan hasil tes, siswa mengalami peningkatan penguasaan pemahaman. siswa dapat belajar pemahaman dengan lebih mudah dari sebelumnya. Mereka dapat menghafal dan memahami kata-kata bahasa inggris dengan mudah. Ketika flashcard digunakan, pada siklus pertama dan kedua siswa antusias mengikuti kegiatan pembelajaran. Siswa juga aktif sebagai anggota kelompok saat mengerjakan tugas kelompok. Terbukti dari data observasi bahwa aktivitas diluar kegiatan pembelajaran diminimalisir. Hasil nilai tes menunjukkan adanya peningkatan prestasi belajar siswa. Melalui pengajaran bahasa inggris dengan menggunakan flash card. Para siswa menjadi terlibat aktif dalam semua kegiatan kelas. Dan terbukti dari hasil kuestioner bahwa pertanyaan mengenai pendapat siswa tentang media flashcard bahwa hasil jawaban siswa lebih tertarik dan terbukti efektif dalam meningkatkan berbagai aspek seperti kosakata, pemahaman bacaan. Dari temuan penelitian ini, peneliti menyarankan agar guru bahasa inggris menerapkan kosakata untuk membantu siswa meningkatkan penguasaan kosakata mereka.

**Kata kunci:** Kartu Flash, Penguasaan Kosakata, Penelitian Tindakan Kelas.

## ABSTRACT

**NUR HATIMAH.** Improving students vocabulary mastery using flashcard at SMA Negeri 3 Majene. **Thesis. Majene: faculty of teaching and Education, universitas Sulawesi Barat 2025.**

This research was written to reveal whether teaching vocabulary using flashcards can improve students' vocabulary mastery and to describe the classroom situation when flashcards are implemented in comprehension classes. This classroom action research was conducted in students SMAN 3 Majene. This research was carried out in two cycles. Quantitative data was obtained from test, and questionnaire. The results of this research reveal that (1) flash cards can improve students' mastery of understanding in all aspects; they are ( a) meaning: students can understand and memorize the meaning of words; (b) pronunciation: students can pronounce words correctly; ( c) spelling: students can write words; (d) usage: students can use words in simple sentences. (2) flash cards can improve the classroom situation in learning English. Based on interviews, observations, document analysis, and test results, students experience increased mastery of understanding. Students can learn comprehension more easily than before. They can memorize and understand English words easily. When flashcards were used, in the first and second cycles students enthusiastically participated in learning activities. Students are also active as group members when doing group assignments. It is proven from observation data that activities outside of learning activities are minimized. The test score results show an increase in student learning achievement. Through teaching English using flash cards. The students become actively involve d in all class activities. And it is evident from the result of the questionnaire that the question regarding students' opinions about flashcards media that the results of students' answers are more interested and proven effective in improving various aspects such as vocabulary, reading comprehension. From the findings of this research, researchers suggest that English teachers apply vocabulary to help students improve their vocabulary mastery.

**Keywords:** Flashcards, Vocabulary Mastery, Research Classroom Action.

## **PREFACE**

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, the research question of the study identification, the Research focus, the Research objective, and the research benefit.

#### **A. Background.**

English is a foreign language that is generally taught in the academic environment at most educational institutions. The role of English in the education system in Indonesia is very important. In learning English as a second language, one must at least be familiar with English vocabulary. By mastering English vocabulary, the information conveyed will be received correctly. Schmitt et al. (2017) stated that words are "the foundation of all language use" making them an important component in language acquisition. One of the most important criteria for successful language acquisition is the level of achievement and quality of a certain vocabulary English is taught as a compulsory subject for students in Indonesia with the hope that students can use it for international communication. Language skills such as listening, speaking, reading and writing as well as language elements such as vocabulary and structure should be taught to students at all levels.

Vocabulary is the basic foundation to learn a second language. It refers to the words and phrases that people know or use, and includes an understanding of how words work about each other within a specific context, Vocabulary of a foreign language is very important to learn. Because without learning the basic vocabulary of a foreign language, no one gets successful in that language. If we can use the basic vocabulary and realize its function, we may have learned it for comprehensible communication.

Based on the results of interviews conducted by the researcher with the English teacher for class X SMA Negeri 3 Majene, it was found that most of the students in class X SMA Negeri 3 Majene lacked vocabulary. Because students' daily learning results reports show a significant decline in scores, especially in the vocabulary aspect. The problem that students face during the learning process in class is the lack of vocabulary that they have so that learning

English becomes ineffective. Furthermore, the method used by the class X English teacher at SMA Negeri 3 Majene to increase students' vocabulary is by memorization. Based on the results of interviews with class It can be interpreted that the method used by the teacher is not effective in increasing students' vocabulary.

For speaking ability, Megawati & Mandarani (2016) in their research found that frequent difficulties faced by students when speaking English lies in the lack of vocabulary English word. Considering the facts above, the teacher must provide interesting media to develop students' activities in learning vocabulary. One of the media for teaching vocabulary is flashcards. The researcher chooses the flashcards method because using this learning model may open opportunities for students to interact. A good learning model is a learning model that can involve students more actively both physically and mentally. There are still many learning methods that can improve the student learning process in developing students' vocabulary but the researcher only chooses the flashcard method. Flashcard as a visual aid is an interesting medium that can help students memorize words. Color pictures can attract students' attention to study. It is assumed that if students are motivated to learn vocabulary, they will enjoy the teaching and learning process. So students will be easy to communicate with others in English.

Flashcard media is one form of educational media in the form of cards containing pictures and words that can help in improving various aspects such as: developing memory, training independence, and increasing the number of vocabulary (Hotimah, 2017). From the above understanding, it can be concluded that flashcard is media learning in the form of picture cards. The picture on the flashcard is a series of messages presented with a description of each image included. With flashcard media, the atmosphere of the learning process is not boring and indirectly a card game makes students understand the material in a fun way which then hones students' mindset to be more active.

Flashcards are a very practical and effective learning media. Many teachers use flashcards as an option for learning media. Flashcards are a quick and easy way to help students learn and practice vocabulary, both children and adults can

use flashcards as learning media. Flashcards can be distributed to children who completed their assignments earlier, or used for groups (Yusuf, et al., 2021).

Flashcards are not only effective in improving vocabulary but also enhance student engagement in the learning process. By presenting words with visual aids, students can better associate the meaning of each word with its corresponding image, making the learning experience more memorable and enjoyable. This visual association is particularly useful for visual learners, helping them understand and remember new vocabulary more easily. Moreover, flashcards allow for repetitive learning, which is essential for vocabulary retention. When students repeatedly see and practice words, they are more likely to store them in their long-term memory, thus increasing their ability to recall and use the words in real-life communication.

Additionally, using flashcards fosters an interactive and dynamic classroom environment. Teachers can implement various activities, such as matching games, memory challenges, or group competitions, which stimulate students' interest and encourage peer interaction and collaborative learning. These activities help reduce the monotony of traditional memorization methods and motivate students to actively participate in vocabulary learning. The flexibility of flashcards allows teachers to customize the content according to students' needs and proficiency levels, ensuring that the learning process remains relevant and effective.

Based on the explanation above, it can be concluded that the main cause of students' lack of vocabulary is the less attractive teaching method used by the teacher, leading to low motivation to learn. To overcome this problem, using flashcards as a medium is an effective strategy to improve students' vocabulary mastery. Flashcards are easy to remember because they contain pictures and are visually appealing. This media is fun to use and can be applied as a learning game, making the learning atmosphere more enjoyable and helping students understand the material in an engaging way (Marrganto & Wulanata, 2018).

## **B. Problem identification**

Based on the background the problems of the research were formulated as follows:

1. Lack of student vocabulary
2. Students are less active in the learning process



3. Students have difficulty expressing their ideas
4. Lack of student learning media used

### **C. Problem limitation and formulation**

#### **1. Problem Limitation**

- a) Based on the identification of the problem, the researcher limits the research focus to improving students' vocabulary achievement using flashcards at SMA Negeri 3 Majene
- b) The medium used for teaching vocabulary is flashcards. Flashcards as a visual aid that can help students memorize words

#### **2. Formulation**

Based on the research background, the research questions are formulated as follows:

- a) Can the use flashcards learning media effective in improving the English vocabulary of class X SMAN 3 Majene?
- b) How significant is the use of flashcards to increase students' interest in learning English at SMAN 3 Majene?

### **D. Research objectives**

1. This study aims to determine whether flashcards media is effective or not in increasing the vocabulary of class X students of SMAN 3 MAJENE
2. To find out how important the use of flashcards is, so that it can help students of class X SMAN 3Majene remember English vocabulary and phrases better.

### **E. Research Benefit**

In this study, researchers hope to benefits that can help readers or others who to increase the vocabulary of students by using flashcards.

#### **1. Theoretical significance**

From a theoretical point of view, it can be used as a reference for the next researcher and can be used as a source of information to gain knowledge.

#### **2. Practical significance**

For as input to English teacher, students, other researchers, and researchers.

#### **3. For English teachers**

From the results of this study, researchers hope that it can be useful for language teachers who want to improve the vocabulary of English students by using special media for teacher at SMAN 3 Majene.

4. For students

For students with this research, students can obtain information to assess the ability of students in learning through the methods used by teachers to increase learning students learning motivation.

5. For other research

As reference material or additional knowledge for future researchers who have the same problem in increasing student vocabulary.

6. For research

Researchers can gain more knowledge about how to improve the vocabulary of learners by using learning media. And also researchers can find out how to conduct research using quantitative methods.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Research**

Several related previous studies that have been examined before, such as:

1. Nugroho habibi (2017) in his research entitled the use of flashcards in improving vocabulary mastery of students with disabilities. This research originates from the vocabulary weaknesses of students with disabilities. This researcher used classroom action research (PTK) in integration classes to increase the vocabulary of students with special needs in second grade at Diponegoro Middle school, junrejo, in the 2017/2018 academic year using flashcards. In this research, the researcher plays the role of teacher, while the English teacher acts as a volunteer or therapist to help, control and organize the class. The results of this research show that before the implementation of flashcards, the score of all students with case needs were below 75, with the

lowest score being 50 and the highest score being 70. Of the six students with special needs, no students passed the minimum completion criteria (KKM). The difference that differentiates this research is that it uses PTK because this researcher focuses on providing solutions to the teaching and learning process. Whereas new researchers only use flashcards as media to increase students' vocabulary. What the two studies have in common is that they both use flashcards to increase vocabulary.

2. Nurazmi Rohimajaya ( 2018) In this research entitled using flash card as instructional media to Enrich the students' vocabulary mastery im learning English. The purpose to be reached in conducting this study is to share information about the use of flash card as instructional media to enrich the students' vocabulary mastery in learning English. It is true to say that there are lots of instructional media available in such a way that they can be used as the assistance for the teachers to deliver the materials as wll as for the students to understand the materials. According to certain research findings done by the students of English department of Sultan Ageng Tirtayasa University, it is recommended that the teachers should apply various media to improve the quality of teaching and learning English in the classroom, such as role play, flash card, and picture series. The difference that distinguishes this research is that it uses flashcards as a learning medium to enrich students' vocabulary mastery. The method used is instruction in designing learning media that is righ on target. While new researchers only use flascards media to increase students' vocabulary, the similarities are both using flashcard media to increase students' vocabulary.
3. Rahma puspitarani (2019) in her research entitled flashcards learning media to Improve English Vocabulary for elementary school students. This study aims to create innovations in learning media in elementary schools that can take place effectively and improve English vocabulary mastery. The research method used is a review study of books, literature, and notes. the method used in this research is a literature study. this conventional technique is indeed quite effective in helping children to master vocabulary. The difference that distinguishes this research is using visual media while the media used by new

researchers is flashcard media to improve student vocabulary achievement. The similarities between the two studies are that they both use media to increase student's English vocabulary.

4. Dewi Kurniawati (2013), in her research titled "The Effectiveness of Using Flashcards in Teaching English Vocabulary to Elementary School Students," investigated the effectiveness of using flashcards to teach English vocabulary to elementary school students. The study found that using flashcards significantly improved students' vocabulary mastery. Difference this study focused on elementary school students, whereas the new research may target different age groups or educational levels. *Similarity* both studies use flashcards as a tool to enhance English vocabulary mastery.
5. Mohammadnejad, Nikdel, & Oroujlou (2012), in their research titled "Reactivating EFL Learners' Word Knowledge by Means of Two Techniques: Flashcards versus Wordlist," compared the effectiveness of flashcards and word lists in reactivating vocabulary knowledge of EFL (English as a Foreign Language) learners. The results showed that flashcards were more effective in improving vocabulary mastery compared to word lists. Difference this study compared two teaching techniques, while the new research may focus solely on using flashcards without comparing them to other methods. *Similarity*: both studies examine the effectiveness of flashcards in enhancing English vocabulary mastery.

## **B. Theoretical framework**

### **1. Concept of vocabulary**

#### **a. Definition of vocabulary**

Vocabulary is the most important aspect of language acquisition as it determines how well a person can speak, listen, read, and write (Johnson, 2017). It reflects the extent to which a person understands and can use words in various communication situations. Vocabulary plays a crucial role in language skills, including speaking, writing, listening, and reading. According to Richards & Schmidt (2010), vocabulary encompasses word forms, meanings, usage in context, and the relationship between words in a language. Vocabulary can

develop through communication experiences, reading, and formal or informal language learning. Several experts define vocabulary as follows:

1. David cristal : vocabulary according to the famous linguist David cristal is a collection of words owned or known by a person or in a language.
2. Michael mccarty dan felicity o Dell: in the book “ English vocabulary in use” mccarty and o Dell define vocabulary as words that are owned or known by someone or in a language.
3. Richards and Schmidt (2002): according to Richard and schmidt, vocabulary is the collection of words owned or in a language including words and phrases.

Susanto (2017) categorizes vocabulary into two types:

1. Receptive Vocabulary

Receptive vocabulary refers to words that are recognized and understood in context but cannot be produced correctly. Students recognize these words when reading or listening but do not use them in speaking or writing. Since students only absorb ideas from others, receptive vocabulary is also known as a passive process.

2. Productive Vocabulary

Productive vocabulary consists of words that are understood, correctly pronounced, and can be used in speaking and writing. It includes receptive vocabulary as well as the ability to speak or write at the appropriate time.

A broad vocabulary significantly influences a person's ability to understand and convey information. Therefore, enriching vocabulary is an essential step in enhancing language proficiency.

## **2. The learning of vocabulary**

Vocabulary mastery is crucial for understanding and clearly expressing oneself in any language. It involves learning new words, understanding their meanings, and using them appropriately in various contexts. A good vocabulary helps individuals communicate effectively and confidently. The National Reading Panel states that the larger a student's vocabulary, the more confident they are in communicating and expressing their ideas (Willis, 2008:80).

Vocabulary mastery also supports the four main language skills: listening, speaking, reading, and writing. Here is a detailed explanation of how vocabulary mastery influences each of these skills:

a. Listening

Vocabulary plays an essential role in understanding spoken language. When students know a wide range of words, they can better understand conversations, lectures, and audio materials. The benefits of vocabulary in listening skills include:

1. Enhanced comprehension – Recognizing words helps students follow the flow of conversation and understand the main ideas.
2. Faster response – By quickly understanding words, students can respond appropriately in conversations.
3. Reduced reliance on translation – Good vocabulary mastery allows students to process language directly without mentally translating words (Richards & Renandya, 2002).

b. Speaking

Fluency in speaking is greatly influenced by vocabulary mastery. The more words someone knows, the better they can express their thoughts and feelings. The benefits of vocabulary in speaking include:

1. Fluent and clear expression – Choosing the right words makes communication more effective and meaningful.
2. Confidence in speaking – A broad vocabulary enables students to speak without hesitation.
3. Ability to paraphrase – If students forget a word, they can use synonyms or descriptive phrases to convey their message (Nation, 2001).

c. Reading

Vocabulary knowledge significantly impacts reading comprehension. When students understand the meanings of words, they can easily understand texts without frequently consulting a dictionary. The benefits include:

1. Faster reading speed – Familiarity with words reduces the time needed to understand the text.
2. Better contextual understanding – Knowing vocabulary helps students infer the meanings of new words from context.
3. Engagement with more complex texts – Strong vocabulary enables students to read advanced materials, such as academic journals or literary works (Grabe & Stoller, 2011).

d. Writing

Writing requires choosing the right words to clearly convey ideas. A rich vocabulary helps in:

1. Clarity and coherence – Using appropriate words enhances the readability of writing.
2. Variety in sentence structure – A broad vocabulary prevents repetitive language use.
3. Creative expression – Writers can select words that evoke emotions and create vivid imagery in readers' minds (Coxhead, 2000).

### **3. The teaching of vocabulary**

Thornburry as cited by Alqahtani (2015:24) states that teaching vocabulary for teachers to their students is one of the essential items in learning a language. It is because languages are based on words. Introducing vocabulary to the students helps them to understand as well as to communicate in the target language.

Vocabulary instruction is the primary component that is crucial to fostering communicative goals in English learners. If the student does not have a strong command of language, this goal will not be accomplished. Prioritising vocabulary acquisition is crucial for students learning English, as it might impede their progress in other areas like writing, speaking, and reading. In order for pupils to fully comprehend the subject in class, the teacher must play a crucial role in providing engaging materials, study methods, and strategies. As stated in Kukulska et al. (2015):13, which is cited in Megawati (2022). The following are some approaches to implementing mobile pedagogy in language instruction:

1. Communicative tasks for students should be included into assignments both within and outside of the classroom;
  2. Present language to students as a dynamic system. 3.
  3. Integrates the four abilities of speaking, writing, listening, and reading.
  4. Students are permitted to socialise with peers and other English users.
  5. Students are given feedback
  6. Allows students to practice speaking and writing
  7. Students are encouraged to develop co-learning skills
- Guiding and assisting students in their learning process is what teaching entails. Feedback is the main reason for teaching vocabulary to students. Instructors must also know what needs to be focused on and inspire their students. Additionally, motivation is crucial since without it, it will be challenging for children to acquire vocabulary in the English language.

Vocabulary is also a speech-building communicate clearly. In the process of recognizing English words, students can quickly obtain information based on their own words. Students who master vocabulary can share their ideas, knowledge and voice more effectively by acquiring vocabulary through exercises that are relevant to individual needs and language development skills. According to Gutlohn 2006 quoted in (Delvanny T 2022), defines vocabulary as “knowledge of words and their meanings”. Vocabulary cannot be completely mastered over a lifetime; it grows and deepens overtime. Based on some of the definitions above, vocabulary is not just a list of words ;vocabulary also includes information about how words are used and what they mean in a language. Therefore, communication is important for humans because without words.

#### a. Part of Speech

##### 1) Verb

Verb is a word use to describe/ decree an act, events, existence, experience, circumstances, and connection between two object.

##### 2) Noun

Noun are words or groups of words stating a name. Nouns are people names, animals, places, objects, activities, nature or ideas.The basic



function of nouns is to name something ( someone,place,object,ideas ,animals,nature or deeds)

3) Pronouns The pronert is the word used as noun or noun phrases. The pronouns appoint people or objects without giving/mention the name of the person or real object. The prove takes the noun position and fuctions like a noun.

#### 4) Adjective

Adjective is the word used to describe, limit, gives properties and add am meaning to the nouns or pronouns.

5) Adverb Description is the word used to limit and provide more information about verbs,other words,or overall sentences orthe word used to explain how, where,when and why an act is done or occurs.

#### 6) Preposition

Preposition are used to show the relationship between nouns and other words in sentences for example, in,on,at,through,by and of.

#### 7) Conjunction

Conjunction are usually used to connect two words,clauses,hrases or sentences. Conjunction itself consists of 3 types, namely coordinating, subordinating and correlative conjunctions.

8) Injection The last one is injection, injection is a word usually used to express emotions, for example, oops, whoa and oh no.

### b. Kind of Vocabulary

As stated by Hatch and Brown As stated in (Siregar R. 2019), vocabulary comes in two varieties. Specifically, productive and responsive vocabulary.

1) Reseptive Vocabulary These are words that students can create verbally and in writing, but they do not understand their meaning. Words can be located when reading, but they cannot be used to write or talk.

2) Productive Vocabulary It's a tricky term say right use constructive speech and writing. This is why it is important to develop your vocabulary and receptive abilities so that you can write or talk when

needed. Because of this, developing an effective vocabulary can be seen as a process, as children are able to come up with words to describe their ideas about other people. The aforementioned statement leads to the conclusion that linguistic divination skills are used to obtain variants. It has a responsive and broad vocabulary.

c. Aspect of Vocabulary Harmer 1998, cited in Jayanti 2023, lists a number of vocabulary items that students need to learn in order to comprehend another language, including:

1) Word Meaning

a) Polysemy: This refers to the meaning that words have when they are frequently employed in multiple sentences or in different texts. For instance: She is a clever principal at this school.

b) Antonyms: Antonyms are the way two words relate to each other. words with contrasting connotations, like big-small, fast-slow, etc.

c) Synonyms: Words have two or more synonyms that have the same meaning. Giant, for instance, is a synonym for big.

d) Hypnotism: This basic notion can be shown with specific examples, such as a hypnotism of color, which can be black, blue, red, etc.

e) Connotation: Depending on one's cultural background, connotation can have either a good or negative meaning. Beyond its merely intellectual substance, the connotation communicates the stated value with the value it symbolizes. As an illustration, I utilize the mouse to finish activities to make them easier (positive). A corruption scandal in his department led to his incarceration. In reality, he is a mouse (bad).

2) Word Use

This is frequently expanded to include idioms and metaphor collections. We are familiar with the word "snake," for instance. However, by describing how people speak to one other, we broaden the meaning. (She snarled, 'Don't move or you will die. This usage is figurative. In the interim, we can discuss a man who possesses a real snake in the grass, making him just as deadly as a snake. The phrase "snake in the grass" is a

fixed expression that has gained popularity along with many others, such as "it's raining cats and dogs," "my house is a castle," etc.

### 3) Word Combination

Combining affixes (ing,im) to a word to make it expresses diverse meanings by adding affixes to prefixes and suffixes. This is also known as word construction. It is the act of creating new words by combining existing ones, condensing them, or borrowing terms from other languages that alter the word's original meaning, such as mortal and immortal or feasible and impossible. 4) Word Grammar Word grammar is the branch of grammar that allows one to identify between countable and uncountable words. There is a solitary and plural form for the former. One table or two tables, as we may say. Describe how the usage of words in specific grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. Distinguishes grammar. According to what he claimed, vocabulary is made up of various elements such as word usage, word combinations, word grammar, and word meaning (antonym, synonym, hyponym, and connotation).

#### d. The Important of Vocabulary

People should prioritise learning new skills, but it will be difficult for them to do so if they don't understand how crucial they are. According to Alqahtani (2015), cited in Megawati (2022), having a small vocabulary can make communicating difficult. Acquiring a vast lexicon is crucial for acquiring a second language. Therefore, in order for students to master the target language they are learning, vocabulary acquisition is crucial. can also teach pupils how to use language both in writing and speaking. This may facilitate their search for a foreign language to learn or their ability to pick up new skills.

Vocabulary is important both within and outside of the classroom. For instance, children that perform well in class typically have the most appropriate vocabulary. Foreign language proficiency among students is frequently associated with intelligence and success. It is crucial for pupils to master vocabulary in order to learn a language. In this situation, it is

the teacher's responsibility to make sure that the learning process contains enough elements for students to understand vocabulary. As a result, when teaching vocabulary to kids, teachers should begin with terms that are commonly used, like nouns, adjectives, verbs, and others.

#### **4. Factors Influencing Vocabulary Acquisition**

Vocabulary acquisition is influenced by several factors that affect how individuals learn and retain new words. According to Schmitt (2000) and Nation (2001), these factors include:

##### **a. Frequency of Exposure**

The more frequently an individual is exposed to new words in various contexts, the more likely they are to understand and remember them. Repeated exposure reinforces memory retention, allowing words to become part of a person's active vocabulary. This exposure can be gained through reading, listening, or active communication.

##### **a. Incidental Learning**

Exposure to new vocabulary through natural language use, such as through conversations, media, or reading materials, helps learners understand word meanings contextually.

##### **b. Deliberate Practice**

Repeated, intentional practice of new words enhances retention and recall. Learners can use flashcards, spaced repetition systems (SRS), or word lists to systematically reinforce vocabulary.

##### **b. Context of Use**

Context plays a significant role in helping learners understand and remember new words because it provides meaningful connections that make vocabulary more relatable and easier to recall. When students learn words in context, they are more likely to understand their meanings, usages, and nuances, leading to better retention and application in real-life communication. Here is a more detailed explanation of the three types of context that enhance vocabulary learning:

a. Situational Context

Situational context involves learning words in relevant and practical scenarios that mirror real-life situations. This approach allows learners to associate words with specific events, places, or activities, making the vocabulary more meaningful and memorable. For example, learning travel-related vocabulary while planning a trip (e.g., airport, boarding pass, luggage, check-in) helps students understand the words in a context they can visualize and relate to. Similarly, teaching food-related vocabulary during a cooking activity or discussing a menu provides a situational framework that enhances comprehension. Situational context is effective because it engages multiple senses and emotions, reinforcing word meanings through experiential learning. It also encourages learners to use the vocabulary in conversations that reflect real-world interactions, promoting practical language skills.

b. Linguistic Context

Linguistic context refers to understanding words within sentences or phrases, allowing learners to grasp their meanings through contextual clues rather than relying solely on translations. When students encounter new words within a sentence, they can infer the meanings based on the surrounding words, grammatical structure, or overall message of the text. For example, the word "bark" can have different meanings depending on the linguistic context:

c. Cultural Context

Cultural context involves understanding words and phrases within the framework of the culture in which the language is spoken. It includes idiomatic expressions, cultural references, humor, and figurative meanings that may not be easily understood through direct translation. For instance, the phrase "break the ice" in English means to initiate conversation or reduce tension in social situations, which may not be literal or intuitive for non-native speakers. Knowing cultural nuances helps learners interpret these expressions accurately. Additionally, cultural context aids in mastering words with cultural significance, such as food items, traditions,

or historical references unique to a particular community. By learning words through cultural stories, customs, or social norms, students gain a deeper appreciation of the language and its cultural background. This cultural competence enhances effective communication, preventing misunderstandings that may arise from literal interpretations.

c. Motivation and Attitude towards Learning

motivation affects the amount of time and effort learners are willing to invest in learning new words.

a. Intrinsic Motivation

When learners are genuinely interested in the language, they are more likely to seek out new vocabulary and engage in activities that enhance their language skills.

b. Extrinsic Motivation

External rewards, such as good grades or job opportunities, can also drive learners to acquire more vocabulary.

c. Attitude and Self-efficacy

Learners with a positive attitude and confidence in their language abilities are more willing to take risks in using new vocabulary, enhancing their learning process.

d. Metacognitive Strategies

These involve planning, monitoring, and evaluating one's learning process.

a. *Self-Assessment*: Regularly evaluating vocabulary knowledge to identify gaps and focus on unfamiliar words.

b. *Organizational Tools*: Using vocabulary journals or digital tools to categorize and review words systematically.

e. Age Factor

Age is another crucial factor in vocabulary acquisition. Younger learners generally acquire new vocabulary more quickly due to their natural ability to imitate sounds and their flexible cognitive structures.

a. Children

They have a heightened sensitivity to phonetic differences and can easily imitate pronunciation. They also learn vocabulary through play and contextual interactions.

b. Adolescents and Adults

Although they may require more conscious effort, older learners benefit from advanced cognitive abilities, such as analytical thinking and the use of complex memory strategies.

5. Challenges in Vocabulary Acquisition

In the process of vocabulary acquisition, language learners often encounter several challenges, including:

a. Homophones and Homographs

Homophones are words that have the same pronunciation but different meanings and spellings, while homographs are words that are spelled the same but have different meanings and pronunciations. These can lead to confusion in understanding the context of sentences. Learners need to rely heavily on context to discern the correct meaning and pronunciation.

b. Synonyms and Antonyms

Distinguishing between subtle differences in meaning among synonyms and using antonyms appropriately within specific contexts can be challenging. Understanding nuanced differences requires advanced semantic knowledge. This challenge is compounded by the need to understand the connotations and levels of formality associated with each word (Schmitt, 2000).

c. Collocations

Collocations refer to words that are commonly used together in a language. These word combinations often do not follow strict grammatical rules, making them difficult for non-native speakers to master. Acquiring collocations requires extensive exposure to the language in natural contexts, such as reading authentic texts or engaging in conversations with native speakers.

d. Loanwords and Cultural References

Words borrowed from other languages (loanwords) or words with cultural connotations can be difficult to grasp, especially if learners are unfamiliar with

the originating culture. Understanding these words and expressions requires cultural awareness and contextual knowledge.

e. Pronunciation and Spelling

English is known for its irregular spelling and pronunciation rules. Words with similar spellings may have different pronunciations, and words with similar pronunciations may have different spellings. These inconsistencies create difficulties in both learning to spell words correctly and pronouncing them accurately. Furthermore, silent letters and variations in pronunciation due to regional accents add to the complexity of mastering English vocabulary (Nation, 2001).

These challenges highlight the importance of contextual learning, repeated exposure, and cultural immersion in effectively acquiring and retaining new vocabulary in a second language.

1. Reviews of Flash Cards

a. The definitions of flash cards

Flash cards are an educational medium in the form of cards containing specific information, such as words, images, numbers, or symbols, designed to help learners memorize and understand material quickly and effectively. These cards are typically presented sequentially in a short time to elicit a spontaneous response from students, either in the form of word recognition, concept comprehension, or short answers.

According to Harmer (2007), flash cards are highly effective visual aids that help students understand the meaning of words more clearly and concretely. This medium allows students to associate words or concepts with images or symbols on the cards, making it easier to remember and understand the material. More broadly, flash cards can be used in various educational contexts, not only in language teaching but also in other subjects such as mathematics, science, history, and even character education. For example, in mathematics, flash cards can be used to introduce number concepts, arithmetic operations, and simple formulas. Meanwhile, in science, flash cards can display images of body organs, chemical elements, or life cycles of living beings.



According to Brown (2001), flash cards serve as visual stimuli that enhance long-term memory retention through repetition and association techniques. This repetition technique is known as the "spaced repetition" method, which aims to improve memory by presenting information periodically at specific intervals. Using this method, students can remember information more effectively than conventional learning methods that rely solely on reading and note-taking.

Furthermore, Schmitt (2000) explains that flash cards help students build connections between word forms and meanings, especially in foreign language learning. When students see an image on the card and associate it with a word in the language they are learning, they indirectly practice associative and contextual thinking skills. This is highly effective in strengthening vocabulary mastery and speaking abilities in a foreign language. In practice, flash cards can be made in various shapes and sizes, depending on the learning needs. Some flash cards are made with simple text, while others are equipped with colorful images or illustrations to attract students' attention. With the advancement of technology, flash cards are not only available in physical form but also in digital formats accessible through educational applications on electronic devices such as smartphones and tablets.

According to Scrivener (2005), one of the main advantages of flash cards is their flexibility. They can be used individually or in groups, in formal classroom settings or informal learning at home. Teachers can use flash cards for various learning activities, such as drilling, word-guessing games, or question-and-answer exercises. With all these advantages, flash cards have become one of the most effective learning media to help students understand and remember learning materials in a fun and interactive way.

#### b. Types of flash cards

##### 1. Picture flashcard

A picture flashcard is a card that displays an image to introduce and practice vocabulary for students. This type of flashcard is highly effective in helping students associate words with real objects or actions depicted in the images. By looking at pictures, students can more easily understand the meaning of words without the need for translation, making the learning process more natural and

contextual. In addition, picture flashcards can also be used to identify action verbs and develop improvisation skills in dialogues. To be effective, picture flashcards should be visually appealing and large enough to be clearly seen by the entire class. The images used should be simple and easily recognizable, allowing students to quickly associate the pictures with the correct words. For example, an image of a person running can be used to introduce the verb "run," or a picture of an apple can be used to teach the noun "apple."

In practice, picture flashcards are particularly useful for introducing new vocabulary. The teacher can show the picture and say the related word, then ask the students to repeat the word. Once students become familiar with the new words, the teacher can proceed with identification exercises, such as showing several images and asking students to name the objects or actions in the pictures. Additionally, picture flashcards are well-suited for fun guessing games. In this activity, the teacher displays images randomly, and students are asked to guess the corresponding words. This method not only enhances vocabulary skills but also improves speaking and listening abilities.

Picture flashcards can also be used for dialogue practice. For instance, students can practice making simple sentences or dialogues based on the images on the flashcards. This approach allows students not only to memorize words individually but also to understand how to use them in the correct context. Through dialogue practice, students can improve their speaking and communication skills in the target language. Overall, picture flashcards offer many benefits in language learning. They help students remember words more easily through engaging visual aids. Moreover, using images enables students to understand the meaning of words without direct translation, encouraging them to think in the target language. Picture flashcards also stimulate active and enjoyable student participation in the learning process. By incorporating picture flashcards, lessons become more interactive and effective in enhancing speaking, listening, and contextual understanding skills. (Anshorii, 2016).



Figure 2. 1picture Flashcard

## 2. Word flashcard

A word flashcard is a card displaying a written word. This type of flashcard is extremely useful for practicing the skill of arranging words in the correct order within a sentence. By using word flashcards, students can learn about sentence structure, grammar, and expand their vocabulary. Word flashcards help students understand word order in sentences, such as subject, predicate, object, and adverb, enabling them to construct grammatically correct sentences. Word flashcards are typically used in interactive learning activities. One effective method is to place several word cards randomly on the board and then ask students to arrange them into a correct sentence. For example, the teacher can place cards with the words “I,” “am,” “eating,” “an,” and “apple” randomly, then ask students to rearrange them into the sentence “I am eating an apple.” This method not only practices sentence construction but also helps students understand the contextual usage of words.

In addition, word flashcards can be used in word games or sentence-building competitions. In these activities, students are required to form sentences quickly and accurately using the available words. These activities can be conducted individually or in groups, creating a competitive yet enjoyable learning environment. As a result, students not only learn cognitively but also emotionally as they feel motivated to arrange words correctly. To enhance effectiveness, the words on the flashcards should be chosen based on themes relevant to the lesson material and the students' proficiency levels. For beginners, simple words like “cat,” “dog,” “run,” and “eat” can be used to form basic sentences. For more advanced students, more complex and varied words can be utilized to construct

more sophisticated sentences. Additionally, the font size on the word flashcards should be large enough to be clearly visible to the entire class. An attractive design and the use of appropriate colors can also help capture students' attention and interest in using the word flashcards. Overall, word flashcards provide numerous advantages in language learning. They help students better understand sentence structure and expand their vocabulary. Moreover, word flashcards enhance practical grammar skills and stimulate active student participation in interactive learning. With creative and varied usage, word flashcards can be an extremely effective and enjoyable educational tool for students learning a new language.

Sight Word Recognition Data  
Goal: To automatically recognize Dolch pre-primer sight words.

a	and	away	big	blue	can
come	down	find	for	funny	go
help	here	I	in	is	it
jump	little	look	make	me	my
not	one	play	red	run	said
see	the	three	to	two	up
we	where	yellow	you		

Highlighted words were read upon sight.  
Fall (orange)    Winter (green)    Spring (yellow)

Figure 2. 2word flashcards

#### c. Using flashcards in the classroom

Flashcards are effective tools for enhancing students' vocabulary, especially in learning English as a second language. By presenting information visually and interactively, flashcards can help students associate words with images, thereby improving their retention and recall abilities. Making flashcards colorful and fun can significantly increase students' interest and motivation to learn new vocabulary. Additionally, using varied techniques for implementing flashcards in the classroom can cater to different learning styles and keep the learning process dynamic. Below are some effective ways to utilize flashcards for vocabulary learning in the classroom.

##### 1. Flash Technique

The Flash technique is a fast-paced activity designed to engage students' visual memory and quick thinking. In this method, the teacher gathers students'

attention and quickly shows a flashcard for a brief moment before hiding it again. Students are then asked to identify what they saw on the flashcard. This technique is effective because it challenges students to recall images and words rapidly, enhancing their cognitive processing speed.

To maximize the effectiveness of this activity:

- a. The teacher should ensure the flashcards are colorful and clear, with minimal distractions.
- b. The vocabulary presented should be relevant to the students' current learning level.
- c. If students respond using their first language, the teacher should patiently remodel the activity by repeating the word in English, ensuring correct pronunciation and meaning are reinforced.

This activity not only helps in vocabulary acquisition but also develops students' concentration and visual memory. It is particularly useful for introducing new words before practicing them in other contexts. (Fleming, 2001).

## 2. Slowly, Slowly Technique

The Slowly, Slowly technique builds curiosity and anticipation by revealing the flashcard gradually. In this approach, the teacher covers most of the flashcard and slowly exposes parts of the picture. Students are encouraged to guess the word as soon as they can identify the image. This gradual exposure stimulates cognitive recall and reinforces vocabulary recognition.

Best practices for this technique include:

- a. Using images that are clear and representative of the vocabulary being taught.
- b. Allowing students to make multiple guesses to encourage active participation.
- c. Providing positive reinforcement for correct answers, which boosts students' confidence.

This activity enhances students' prediction skills and word association abilities. It also creates an engaging learning environment as students eagerly anticipate the full reveal of the flashcard.

## 3. Magic Eyes

The Magic Eyes technique combines repetition and memory retention by rhythmically practicing words. In this method, the teacher places several flashcards in a row on the board. Students are asked to repeat the words after the teacher in a rhythmic pattern. Once students are comfortable, the teacher gradually removes one flashcard at a time, continuing the rhythmic chanting. The objective is for students to remember the missing words, even when no visual aid is present. To effectively implement this technique:

- a. Start with familiar vocabulary before introducing new words to build confidence.
- b. Encourage students to maintain the rhythm, as it aids memorization.
- c. Mix up the order of flashcards to challenge students' memory recall.

This method is highly effective for reinforcing vocabulary through repetition. It also supports auditory learners who benefit from rhythmic and auditory cues, making the learning experience more inclusive.

#### 4. Lip Reading Activity

The Lip Reading Activity emphasizes pronunciation and listening skills. The teacher places the flashcards on the board and silently mouths one of the words without making any sound. Students are tasked with identifying the word by lip-reading. This activity encourages students to focus on mouth movements and articulation, enhancing their pronunciation and listening comprehension.

Effective strategies for this activity include:

- a. Selecting words with distinct lip movements to avoid confusion.
- b. Repeating the word multiple times to give students enough chances to guess.
- c. Gradually increasing the difficulty by using words that are visually similar.

This activity is particularly useful in developing students' phonological awareness and pronunciation skills. It also adds a fun, game-like element to the classroom, fostering a positive and interactive learning environment.( Nation, 2013).

- d. The advantages of using flashcard in teaching vocabulary.

Flashcards have been widely recognized as an effective educational tool in teaching vocabulary. They offer a variety of benefits that contribute to an

engaging and productive learning environment. Below are some detailed explanations of the advantages of using flashcards in teaching vocabulary: They are as follows

1. Effective in Enhancing Vocabulary Mastery

The use of flashcards as a learning medium has proven effective in enhancing students' vocabulary mastery. Flashcards provide an engaging and interactive learning experience, helping students understand and memorize new vocabulary more easily. Research shows that students taught using flashcards show significant improvement in understanding and using new words (Putri, 2022). This is due to the concise and straightforward presentation of information, allowing students to focus on one word or phrase at a time. Moreover, this method enables gradual and repetitive learning, reinforcing students' memory of the words learned.

2. Improves Memory Retention and Concentration

Flashcards help train students' memory retention and concentration. By presenting information visually and repetitively, flashcards stimulate the brain to remember information for a longer time and enhance focus during the learning process (Sari, 2021). This approach utilizes the spaced repetition method, where words are reviewed periodically to strengthen long-term memory. Research indicates that spaced repetition effectively increases vocabulary retention as the brain tends to remember information repeated at specific intervals. Additionally, visualizations on flashcards help students associate words with their meanings, thus enhancing memory retention effectively.

3. Portable and Easy to Use

One of the main advantages of flashcards is their portability. This medium is easy to carry anywhere, allowing flexible learning both inside and outside the classroom (Yusuf & Anwar, 2023). Students can utilize their spare time to review vocabulary, such as during travel or break time. This makes flashcards a practical and effective learning tool for out-of-class learning. Furthermore, with technological advancements, digital flashcards are now available on

mobile devices, providing more flexibility and ease of use anytime and anywhere.

4. Boosts Student Participation and Motivation

Using flashcards can actively engage students and increase their motivation to learn. This medium makes the learning process more interactive and enjoyable, encouraging students to participate actively in learning activities (Rahmawati, 2020). Fun approaches, such as word-guessing games or flashcard-based quizzes, inspire students to learn enthusiastically. Additionally, healthy competition created through group activities motivates students to study vocabulary more diligently.

5. Supports Independent Learning

Flashcards can be used as a tool for independent learning. Students can use them to review and practice new vocabulary independently outside of class, accelerating their vocabulary acquisition process (Hakim, 2021). Flashcards offer students the opportunity to learn at their own pace and rhythm. By using flashcards, students can set their study time and focus on challenging words, thus enhancing their individual understanding.

6. Improves Language Skills

By introducing new vocabulary through flashcards, students can enhance their language skills. This medium helps students understand and remember new words, which in turn improves their communication skills (Fauziah, 2023). This improvement occurs because flashcards help students associate words with images, definitions, and usage contexts. Additionally, speaking exercises using flashcards help students practice pronunciation and build confidence in speaking a foreign language.

7. Enhances Right-Brain Memory

Using flashcards can develop children's right-brain memory, which is crucial for visual information processing and creativity. This helps children remember vocabulary more effectively (Nasution, 2022). The right brain is known as the center of creativity and visualization, making images on flashcards highly



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

1. Based on the use of flashcards in teaching vocabulary to students at SMA Negeri 3 Majene, the researcher concluded that there is an influence on students' vocabulary skill. This is evident from the differences in mean scores between the pre-test and post-test. The average score on the post-test is higher than the average score on the pre-test. The average value of the pre-test is 57.7037, and the average value of the post-test is 74.5185. this conclusion is supported by the paired t-test, which yielded a sig (2-tailed) value of  $0.00 < 0.05$ , indicating that  $H_0$  was rejected, and  $H_1$  was accepted. These research findings demonstrate that the use of flashcards effectively enhances x vocabulary at SMA Negeri 3 Majene.
2. The use of flashcards has a positive impact on vocabulary learning, it can be seen from several questions regarding students' opinions about flashcard media, that the results of students answers are more interested and easier to understand learning when using flashcard media. This shows how useful the flashcard media program is in language learning.

#### **B. Suggestions**

Based on the data analysis and conclusions drawn, the researcher formulates hopes and provides recommendations. The researcher hopes that the findings of this study can be beneficial for readers, teachers, and students, especially at SMA Negeri 3 Majene. Furthermore, the researcher hopes that this research can serve as a reference for future researchers aiming to enhance students' vocabulary, the researcher puts forward several recommendations as follows:

1. It is recommended for teachers to utilize flashcards learning media to improve vocabulary mastery and motivate students.
2. Teachers can create a pleasant learning environment that keeps students engaged by incorporating flashcards into their teaching methods.
3. Schools are encouraged to provide support to teachers for the development of flashcards learning materials.

4. Future researchers are encouraged to create even more engaging learning media.
5. The strengthness of this research: flashcards can help improve students' memory by repeating the information they want to learn, and flashcards can develop strategies for effective use of flashcards, such as how to create flashcards in the learning process, and how to evaluate the effectiveness of flashcards.

6. The weekness of this research.

The Flashcards used are small so that it becomes a problem for students in the back row, and the limitations in measuring the results of flashcards often have difficulties in measuring accurate results such as measuring the improvement of the ability to remember or understand concepts.

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