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The Effect of Flashcards Media on Junior High School Students' Understanding of English Vocabulary Learning
[Pengaruh media flashcard terhadap pemahaman siswa SMP dalam pembelajaran kosakata bahasa Inggris]

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Abstract. This study aims to evaluate the effectiveness of flashcard media in improving the English vocabulary mastery of seventh-grade students at SMP Muhammadiyah 8 Tanggulangin and its impact on their learning interest. The research employed a quantitative method with a pre-experimental One Group Pretest-Posttest Design. Twenty students were given pretests and posttests, along with treatment using flashcard media. The data analysis showed an increase in the average score from 71.00 to 75.75 after the treatment. The paired sample t-test revealed a significance value of 0.000 (p < 0.05), indicating a significant difference between the pretest and posttest results. Therefore, flashcards proved effective in enhancing students' English vocabulary understanding and can serve as an engaging and interactive alternative learning media.

Abstrak. Penelitian ini bertujuan untuk mengevaluasi efektivitas media flashcard dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas VII di SMP Muhammadiyah 8 Tanggulangin serta dampaknya terhadap minat belajar mereka. **Penelitian** ini menggunakan metode **kuantitatif** dengan desain pre-eksperimental **tipe One Group Pretest-Posttest.** Sebanyak 20 siswa diberikan pretest dan posttest, serta perlakuan berupa pembelajaran menggunakan media flashcard. Hasil analisis data menunjukkan adanya peningkatan skor rata-rata dari 71,00 menjadi 75,75 setelah perlakuan. **Uji-t berpasangan menunjukkan nilai signifikansi sebesar** 0,000 (p **< 0,05), yang** berarti **terdapat perbedaan signifikan antara** hasil pretest **dan** posttest. **Dengan demikian,** media flashcard terbukti **efektif dalam meningkatkan penguasaan** kosakata bahasa Inggris siswa dan dapat dijadikan alternatif media pembelajaran yang menarik dan interaktif.

I. INTRODUCTION

1. English is one of the most widely languages in the world, serving as a primary or secondary language for millions of people across diverse countries [1]. Due to its widespread use, English is now an important language for business, education, and international communication. Therefore, knowing English is necessary, and expanding one's vocabulary is essential to becoming fluent in the language. As the foundation of language, vocabulary has a direct impact on comprehension, fluency, and communication skills [2]. In today's era of globalization, mastering English can make it easier to communicate and open up many academic and professional opportunities [3]. English is also used in various aspects of life in the world, such as in the world of trade, industry, social culture, science, and so on. English is still considered a foreign language in Indonesia, and Indonesians find it difficult to learn because the patterns, rules, and pronunciation of English are different from Indonesian. English learning in schools to improve students' English skills includes four basic components of listening, speaking, reading and writing. To master these skills, students must learn language elements such as speaking and without adequate vocabulary mastery these skills will be very limited.

2. The problem that grade VII students often face in learning vocabulary is forgetting to memorize. Therefore, a teacher must be able to handle the situation such as reviewing and using the vocabulary that has been memorized by practicing in daily activities and making sentences, the teacher can use a variety of methods, media, and techniques. Teachers must be creative to make the class fun to memorize vocabulary and there is a similar problem in SMP Muhammadiyah 8 Tanggulangin, namely there are many students who often forget the vocabulary that has been explained by the teacher before. Furthermore, the use of lecture-based methods alone has proven to be ineffective in achieving the desired level of English proficiency, as it fails to engage students' interest and does not promote long-term retention. Research has shown that active learning approaches, such as flashcards, are very effective in addressing this issue as they can increase student engagement and memorization of their vocabulary [4].

3. Flashcards are not only useful to help memorize words, but also to help understand and apply them in context [5]. Matruty & Que (2021) found that flashcards supported junior high school students in both memorizing and contextualizing English vocabulary [6]. According to their research, repetition and visual support improve retention. This is consistent with this study, which showed that the use of flashcards featuring work-related images improved students' test scores and enabled them to use more vocabulary in descriptive writing. This study did not only cover noun-based vocabulary, but also included speaking activities and descriptive sentences, indicating a broader integration of skills.

4. As a vocabulary learning tool, flashcards have been proven to help junior high school students better understand and remember vocabulary. In addition, Flashcards make the learning experience more fun and interactive, motivating students to be more active in learning vocabulary than traditional methods [7]. In addition, flashcards can also help improve meaningful repetition of vocabulary. Vocabulary repetition with flashcards can also improve students' vocabulary scorecard results, which shows the effectiveness of this media in strengthening students' memory. looking at the added benefit of flashcards in facilitating understanding of the context in which vocabulary is used, helping students apply the vocabulary in relevant contexts. To teach vocabulary to students, one of the effective media is flashcards media which uses pictures, words and meanings in it to make it easier to remember vocabulary [8]. As an example of activities that will be carried out by researchers in teaching vocabulary in English learning by using flashcard media containing images with material describing people. through this material describing people, students will be able to observe and learn new vocabulary in a real and meaningful context [9]. By using the material of describing people, the teacher shows one of the flashcard media then the teacher says the word and its meaning and asks students to imitate it. After that the teacher asks students to describe their classmates and read the results in front of the class.

5. Research on the use of flashcards to improve the comprehension of English vocabulary learning in junior high school students showed influential results in various aspects. The use of flashcards significantly increased the vocabulary size of junior high school students, where their comprehension increased significantly in the size of students' vocabulary after using flashcards media [10]. In addition, the use of flashcards also helps students remember vocabulary longer than conventional methods, such as reading or taking notes manually [11]. Research on the use of flashcards as a medium for English language learning has become a major concern among educators and researchers. Visual aids such as flashcards are proven to help students improve their vocabulary. Previous studies have shown that using flashcards can improve students' engagement and academic achievement, particularly in vocabulary learning at the primary and secondary levels. For instance, Kusuma & Dwitagama (2021) demonstrated that students taught using bilingual e-flashcards exhibited higher retention and motivation compared to those who learned through conventional note-taking [12]. This finding aligns with the current study, where seventh-grade students at SMP Muhammadiyah 8 Tanggulangin also showed improved vocabulary mastery and learning interest after being taught with flashcards. However, unlike Kusuma's study that utilized digital flashcards, this research employed handmade physical flashcards, highlighting that even low-tech visual aids can yield similarly significant learning outcomes when implemented in an interactive manner. In addition, other studies have also highlighted the use of e-flashcard applications for English vocabulary recognition in early childhood, which showed positive results in **the teaching and learning process** [13].

6. The **purpose of** this study is **to determine the effect of** flashcards media in improving the acquisition of English vocabulary of students of SMP Muhammadiyah 8 Tanggulangin and to understand its impact on their interest in learning.With a better understanding, such media Flashcards can be more effectively integrated into the English language learning curriculum, thus helping students overcome barriers in learning English vocabulary, which is expected to be the foundation for other language skills [14]. The use of interactive and visually appealing media, such as flashcards, can help students understand and remember new words. This is in line with the findings of several studies that support the use of multimodal teaching strategies to improve vocabulary acquisition [15].

7. The results of preliminary observations at SMP Muhammadiyah 8 Tanggulangin show that students still lack vocabulary in English lessons and considering that students in class can be easily distracted and easily bored, Teachers should consider the use of appropriate techniques and media in teaching English vocabulary in order to create a more interesting, enjoyable learning atmosphere and encourage students' enthusiasm in learning.. To overcome this, the researcher will use flashcards learning media so that VII grade students can be more interested in learning vocabulary. The use of interesting media can increase children's enthusiasm for learning, create a safe classroom atmosphere, and support the formation of a fun and

meaningful learning experience [16]. By applying this strategy, it is that students' vocabulary mastery will increase, which in turn can improve their overall English ability, especially in students' vocabulary and make the material [17] and delivered by the teacher easier for students to understand. This study, therefore, aims to investigate the effectiveness of flashcard media in enhancing the English vocabulary mastery of seventh-grade students at SMP Muhammadiyah 8 Tanggulangin, particularly in terms of retention and learning engagement.

II. Method

1. Research Design

This research uses quantitative methods as the main approach which uses the Pre-Experimental design form of the One Group Pretest and Posttest Design type [18]. Quantitative research method is a research approach based on philosophy with sampling groups that are generally randomized. This method collects data with quantitative or statistical data analysis to test the hypothesis that has been made [19]. In the Pretest and Posttest design, there is a pretest stage before the implementation of the treatment is carried out. The aim is to get a more accurate understanding of the initial conditions before starting the treatment. With the pretest, the treatment results can be compared directly with the previous situation, so as to objectively assess the effects or changes that occur due to treatment. The research design that will be used is the One Group Pretest-Posttest approach. In this design, the research sample is one group of subjects or participants. Data collection is done by measuring variables to be observed during treatment (pre test) and after treatment (post test). The main purpose of this design is to see if there are changes that occur in the subject after experiencing certain treatments.

2. Population and Sample

This study involved students of SMP Muhammadiyah 8 Tanggulangin class VII, because they saw the low vocabulary in students. In addition, a 7th grade student at SMP Muhammadiyah 8 Tanggulangin aged 12 years. The total population is around 69 students across three classes (7-A, 7-B, and 7-C). The researcher chose to teach in grades 7-A by observing the teacher and then choosing this class to be the target population because their grades are lower than the other 7th grades as the target population. The sample size for both Flashcards media experiment groups was 20 students. In addition, students in grades 7-A can see how effective the Flashcards media strategy is to improve their vocabulary, so that in the future they can use this strategy if the teacher still uses simple vocabulary teaching techniques. SiSimple vocabulary teaching techniques are used in their homes or recommended by teachers to use them.

3. Procedur of Collecting Data

1. Pretest
Before the application of flashcards, 20 students of class 7-A were selected as the research sample to measure students' initial understanding of English vocabulary. The pretest consisted of 20 multiple choice questions, with each question worth 5 points, so the total score was 100 points. Students were asked to answer the questions individually within forty minutes without outside help. The test questions were adapted from **the thesis entitled "The Effect of Using Flashcards Media to Increase Vocabulary Size for the Second Grade Students at Mts Madani Alauddin"** by Siti Hardiyanti Pratiwi (2021), Alauddin State Islamic University of Makassar. Adaptations were made to suit the vocabulary level and learning context of the current study while maintaining the core indicators of vocabulary knowledge assessed. This pretest serves as the basis for evaluating students' vocabulary mastery before the treatment phase.

2. Treatment
After the pretest, at the initial stage, students were given Descriptive Text material with the subtopic of Describing people's jobs. This aims to compare the effectiveness of traditional methods with the use of flashcards. After that, students were introduced to learning media in the form of homemade flashcards containing pictures of professions made with the help of AI. Students then chose one of the profession picture characters to describe orally and in writing. Some students read their writing in front of the class to increase their confidence and speaking ability in front of the class.

Tabel 1. Simple Treatment

Meeting	Material	Exercise	Reflection
1	- Introduction to Descriptive Text - profession vocabulary	- Pretest (multiple choice) - Mention professions and physical characteristics in brainstorming	- Students reflect on their initial understanding of descriptions of people and jobs
2	- Flashcards: Describing People and Jobs - Matching game with homemade flashcards	- Writing short descriptive text (3-5 sentences)	- Speaking: reciting descriptive text - Discussion of learning experience with flashcards - Students realize the benefits of visualization to aid memory and comprehension
3	- Review and Reinforcement of Material	- Posttest: writing descriptive text without the help of flashcards	- Class discussion on changes in skills before and after using flashcards

3. Posttest
After the treatment was given, students took a posttest with an almost identical format to the pretest. This test consisted of 20 multiple choice questions and a short writing task to measure students' vocabulary mastery as well as their ability to compose simple descriptive texts. This posttest aims to evaluate students' mastery of understanding of the subtopic Descriptive Text: Describing People Kinds of Jobs after learning using flashcards media. The posttest results are then compared with the pretest results to find out how good the students' abilities are.

4. Data Analysis

Data analysis was conducted **to determine whether there was a difference** in students' learning **outcomes** before and after the treatment of using flashcards to teach English vocabulary [20]. The steps **of data analysis are as follows :**

1. Pretest and Posttest Scores

Data was collected from the results of the pretest (before the use of flashcards) and posttest (after the use of flashcards). Each student gets a score from the same test with an equal number of questions.

2. Normality Test

Before conducting hypothesis testing, a normality test is first **carried out to determine whether** the data is normally distributed or not. The normality test **was carried out using the** Shapiro-Wilk test by utilizing the SPSS 27 for Windows .

3. Hypothesis Test

After using the normality test if the values are normally distributed, **using the paired sample t-test** to determine the effect of using flashcards media on students' vocabulary understanding. This test compares students before and after being treatment.

4. Interpretation of Results

then make a conclusion about the credibility of the research hypothesis whether it is proven or not.

III. RESULT AND DISCUSSION

1.

2. Each variable in this study was analyzed using descriptive statistics. The results include the minimum, maximum, difference between the highest and lowest values (range), average value (mean), and standard deviation. The results of this research prerequisite test used as a normality test using Shapiro Wilk. The data are presented in the following table :

Tabel 2. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
pretest	20	35	55	90	71.00	10.336
posttest	20	30	60	90	75.75	9.904
Valid N (listwise)	20					

3.

4.

5. Based on table 1, the data obtained are valid and suitable for further analysis. Significant differences **can be seen in** the mean values **of the pre-test and post-test scores after being given treatment** with flashcards media. The post-test score of students' English vocabulary mastery is inversely proportional to **the** pre-test score, and **the mean value of the post-test** score shows a greater increase in children's English vocabulary mastery, which is 75.75 compared to the pretest score of only 71.00. These results show that the use of flashcards improves the mastery of English learning vocabulary in students, so it can be a recommended media in English learning for junior high school students.

6. **The results of this research** prerequisite test use **the Shapiro Wilk normality test.** **The results of the normality test** showed that: (1) The significance value on the pre-test data is 0.500; and (2) The significance value on the post-test data is 0.186. These results indicate that the data is normally distributed because the significance value of p>0.05.

7.

Tabel 3. **Tests of Normality Kolmogorov-Smirnova Shapiro-Wilk Statistic df Sig. Statistic df Sig.** pretest .119 20 . **200*** .958 20 .500 posttest .125 20 . 200* .934 20 .186

8.

9.

10. After the normality test shows normal distribution, then the data is tested using the paired sample t-test to test the hypothesis as an analysis method. This test aims to evaluate the success of an action shown by the average difference between before and after treatment. The results of **the paired sample t-test** on **the pre-test and post-test** are presented as follows.

11.

Tabel 4. Test Result Hipotesis **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	-4.750	1.118	.250	-5.273	-4.227	-19.000	19	.000

12.

13.

14. Based **on the results of the** paired sample **t-test,** a significance value (2-tailed) **of 0.000** is obtained which is smaller **than the significance level of** 0.05, so (Ho) **is rejected and (Ha) is accepted. This** shows that there is **a significant difference between the pretest and posttest scores** of students from the use of flashcards media on English vocabulary understanding in junior high school students. Based on the difference in the average value (posttest) 75.75 higher than the value (pretest) 71.00, **so it can be concluded that the** average difference shows the learning media has a positive effect on improving student learning outcomes. Therefore, flashcards proved to be effective in junior high school students' comprehension in learning English vocabulary.

15. The use of flashcards in English language learning has great significance as it overcomes the limitations of conventional methods that often do not attract students' interest. In the context of vocabulary learning, this media provides a more interactive and visual learning experience, thus improving students' memory and comprehension. This study showed that there was an increase in students' average score from 71.00 to 75.75 after treatment with flashcards. This is in line with a study by Wulandari & Chadafi (2022), which showed that the use of flashcards significantly improved the vocabulary mastery of elementary school students, with a t-test significance value of 0.000 <0.05[21]. They concluded that flashcards make students more active and enthusiastic in learning because they are presented in an interesting and easy-to-understand manner.

16. In a review of previous studies, various studies have confirmed the effectiveness of flashcards in vocabulary learning. The use of flashcards improves the English vocabulary mastery of students in grade VII and increases students' motivation and engagement in vocabulary learning [22]. These findings confirm that the integration of conveial flashcards can be an effective strategy in improving English vocabulary comprehension among junior high school

students.

IV. CONCLUSION

1.

2. The use of flashcards proved to be effective in improving the mastery of English vocabulary of seventh grade students at SMP Muhammadiyah 8 Tanggulangin. The results of data analysis showed a significant **increase in the average score** of students **after being given treatment in the form of** using flashcards media, from the pretest score of 71.00 to 75.75 in the posttest. The paired sample t-test statistical test resulted in a significance value of 0.000 (p < 0.05), which means there is **a significant difference between** the results before and after the treatment.

3. Thus, flashcards have a positive effect on students' vocabulary comprehension and can be used as an alternative learning media that is interesting, interactive, and able to increase students' interest and learning outcomes in learning English, especially in vocabulary acquisition. In addition, this result is also consistent with previous research which found that flashcards significantly improved vocabulary acquisition at the junior high school level.

4.