The Effect of Flashcard Media on English Vocabulary Acquisition in Elementary School

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Abstract

This study aims to determine the effect of flashcard media on the English vocabulary mastery of fourth-grade students at SDN Matayangan. The research employs a quantitative method with a One Group Pretest-Posttest design. A total of 24 students from class IV were selected as the research sample using total sampling technique. The research instrument consisted of 20 multiple-choice questions, which were administered both before and after the treatment to measure students' vocabulary mastery. The treatment involved the use of flashcard media as a learning tool during English vocabulary lessons over a period of several sessions. The research findings show an improvement in the students' vocabulary scores, with an average pretest score of 63.96 increasing to an average posttest score of 78.33. This indicates that students demonstrated better vocabulary understanding after being exposed to flashcard media. The data were analyzed using paired sample t-test through SPSS, which revealed a significance value of 0.000 (< 0.05). This result confirms that there is a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that the use of flashcard media had a significant effect on students' vocabulary mastery. The findings support previous research which suggests that visual media such as flashcards can enhance memory and retention, especially among young learners. The use of colorful and engaging flashcards helped students to associate words with images, making the learning process more effective and enjoyable. This study recommends that teachers incorporate flashcards into classroom instruction as an alternative strategy to improve students' English vocabulary acquisition.

Keywords: flashcards, vocabulary, English, learning outcomes, elementary students

INTRODUCTION

English, an international language, is essential for communication in the modern globalised world. Vocabulary is the most important aspect of language that needs to be learnt. According to Tarigan's book, mastering vocabulary is essential to language proficiency. A person's linguistic skills improve as their vocabulary grows.

Students must learn vocabulary as a basis for speaking in English, as Sudrajat asserts that vocabulary recognition is an essential part of the language. Students that have a strong vocabulary are better able to comprehend texts, communicate clearly, and. Learning media are also necessary to assist pupils grasp English vocabulary knowledge. One way to distribute educational resources is through learning media. This tool aids the instructor in providing a clear explanation of the lesson content. Suyanto claims that learning media is a tool or method used in education to make it easier to impart knowledge and foster more engaging interactions between instructors and students. Azhar describes learning media as a communication tool that promotes teacher-student engagement during the teaching and learning process in his book Learning Media (2011).

It is also anticipated that learning media would serve as a vehicle for content delivery and develop into a tool that may enhance the dynamic exchange between educators and learners. Learning media ought to be able to make the teaching and learning process more pleasurable and participatory, as Suyanto and Azhar have highlighted. Teachers can modify their teaching strategies to meet the requirements of pupils in the digital age by keeping up with the rapid advancements in technology and media. Additionally, more motivated students and teachers who are better equipped to provide information in a creative and communicative manner will result from the use of appropriate learning media, which will also make the teaching and learning process more effective, efficient, and meaningful.

Flashcard media is one of the numerous forms of media that are typically used in the learning process to aid pupils in remembering the language that is being taught. During the learning process, flashcards are used to place and review information. According to Sudjana, flashcards are learning tools that take the shape of cards and are excellent for graphically introducing concepts. He claims that flashcards are excellent for learning vocabulary in foreign languages and that they aid in the development of cognitive skills through repetition (Nana, 2019). The findings of Nur Wulan Ramadhanti's study indicate that vocabulary mastery is

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facilitated by flashcard media (Ramadhanti, 2022).

Thus, the researcher wants to find out how flashcard media affects grade IV pupils at SDN Matayangan's vocabulary knowledge. SDN Matayangan is a public school located in the Province of North Sulawesi's Bolaang Mongondow district. Matayangan Village is steadfast in its efforts to disseminate information and mould the country's future generation into bright, morally upright individuals. Nonetheless, elementary school pupils' enthusiasm for English instruction may be considerably greater. This is brought on by pupils' inability to comprehend foreign language terminology and content, particularly English, as well as teachers' use of unappealing media.

METHODS

Quantitative research, which uses numerical data and statistical analysis, was employed in this study. Additionally, an experimental strategy is used in this study. Using this method, a class of students is given flashcard material to see how it affects their ability to grasp English vocabulary.

A pretest-posttest one-group design is used in this kind of study, in which a single student group is given a battery of tests both before and after the treatment is given. Without a comparison group, this design is used to track how flashcard media affects students' vocabulary mastery in English.

Tabel 3.1 Pre-test and post-test

Pre-test	treatment	Post-test
O1	x	O2

Information:
O1: pre-test
O2:Post-test
X: Treatment
: Treatment

Prior to receiving treatment (X), students will take a pre-test (O1). Students are required to correctly respond to multiple-choice questions on vocabulary relating to English names of objects, fruits, and animals in the pre-test. Prior to administering the treatment, it assesses the participants' baseline knowledge or proficiency (X).

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Following that, the sample, which is made up of pupils from "Grade 4 of SDN Matayangan," will undergo treatment (X) utilising the researcher's planned teaching strategies and flashcard materials. The experimental class will then take a post-test (O2), and the findings will be compared to those of the pre-test.

The dependent variable (X) is compared before and after the therapy in this study. The impact of employing flashcard media is the study's independent variable. Simultaneously, the fourth-grade children at SDN Matayangan's proficiency in English vocabulary is the dependent variable.

To ascertain whether employing flashcard media significantly improves a student's command of English vocabulary, the pre-test and post-test results will be examined.

All fourth-graders at SDN Matayangan make up the study's population. This cohort was chosen because it supports the study's goal of assessing elementary school pupils' command of English vocabulary. There is just one class of thirty kids in the fourth grade at SDN Matayangan for the 2023–2024 school year.

There are male students and 14 female students out of the 24 total. The research sample in this fourth-grade class is all of the pupils. Since this study uses a pretest-posttest one-group design, prior to the start of the therapy, all students in this class will complete a pre-test to ascertain their starting vocabulary levels in English. They will then take part in classes that use flashcard media, which is the study's treatment. Following the completion of the sessions, each student will take a post-test to gauge their level of vocabulary mastery in English.

This study may gather precise and thorough data about how employing flashcard media affects fourth-grade students at SDN Matayangan's vocabulary knowledge of English by using the entire class as the sample. The 24 fourth-graders at SDN Matayangan make up the study's sample. Students in the fourth grade were selected as the sample because it is thought that they possess the necessary skills to comprehend and acquire English language, which makes them amenable to treatment with flashcard media. There are 10 male and 14 female students in this sample. All of the students in this class serve as the research sample because the study uses a pretest-posttest one-group design, meaning that no control group is created.

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All fourth-grade students' are chosen as the sample using the total sampling approach, which uses the entire population as the study sample. Getting representative data from a homogeneous class is the goal of this approach. Using this approach, it is anticipated that the research findings will demonstrate how flashcard media affect fourth-grade students' vocabulary understanding of English.

Prior to starting the program, a pre-test was administered to each student to gauge their level of vocabulary proficiency in English. Following a series of learning sessions with flashcard materials, the students were given a post-test to gauge how much their vocabulary in English had improved. To determine how well flashcard media teach English vocabulary to fourth graders at SDN Matayangan, the pre-test and post-test results for the full sample will be examined. This study used a quantitative method with an experimental design, namely One Group Pretest-Posttest. The research was conducted at SDN Matayangan, Bolaang Mongondow Regency, North Sulawesi. The subjects were 24 students of fourth grade. Data were collected using a vocabulary test consisting of 20 multiple-choice items administered before and after the treatment. The data were analyzed using descriptive statistics and paired sample t-tests with SPSS version 26.

RESULTS AND DISCUSSION

Results

This study aimed to evaluate the effectiveness of flashcard media on students' English vocabulary mastery. A total of 24 fourth-grade students at SDN Matayangan participated in a vocabulary-focused intervention using flashcards over several sessions.

1. Descriptive Statistics

Data is processed using descriptive statistics to make it easier to interpret and to show the research, particularly in regards to the relationship between the independent and dependent variables. The mean, median, and mode were used in this study's data analysis to calculate the experimental class's average.

The results of descriptive statistical analysis are presented in the following table:

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Tabel 4.1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Score Results	24	24	52	76	63.96	6.766	45.781
Post-test Score Results	24	23	68	91	78.33	5.264	27.710
Valid N (listwise)	24						

Following the use of flashcard media for vocabulary learning, fourth-grade students at SDN Matayangan showed improved learning outcomes, according to the findings of a descriptive statistical analysis of their pretest and posttest scores. The posttest mean value rose to 78.33 with a standard deviation of 5.264, while the pretest mean value was 63.96 with a standard deviation of 6.766.

All students saw gains in their learning outcomes, as evidenced by the rise in the lowest score from 52 to 68 and the increase in the maximum score from 76 on the pretest to 91 on the posttest. Furthermore, student learning outcomes become more uniform and even following therapy, as seen by the variance value decreasing from 45.781 in the pretest to 27.710 in the posttest.

The following table shows the results of the pre-test and post-test of grade 4 students at SDN Matayangan:

Tabel 4.2. Pre-test and Post-Test Results

No	Learner Name	Pre Test	Post Test
1	Adiba Syaqila Sultan	68	77
2	Afrilia anjeli manaung	64	81
3	Ahmad Nasrul	70	73
4	Aliando Fadhil Yusuf	76	82
5	Frily Azahra Mokodompit	63	76
6	Humaira Nur Fauziyah Atoli	63	78
7	Ibnu Hatim Bonde	76	76
8	Muhammad Kenzie Onsu	70	91
9	Muhammad Rizky Potabuga	62	80
10	Muhammad Affan Laatung	69	74
11	Muh. Dirgantara Mondo	62	85
12	Muh. Ismail Lahidjun	62	73
13	Muh. Reza Bouato	67	81
14	Nayzila Natalia Manitik	52	68
15	Rahmawati M Umar	53	72

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16	Rania Humairoh Z Hasan	61	81
17	Rifana Hijrah Hasan	58	84
18	Silyana Asila Beddu	67	81
19	Syaffira Manoarfa	59	79
20	Rafika Sigilon	55	78
21	Raflina Sigilon	75	71
22	Muh. Alfatih	63	76
23	Alfio Kadamong	65	77
24	Syifa Pasandre	55	86

Learning outcomes improved following therapy using flashcards for vocabulary learning, according to the pretest and posttest results of 24 fourth-grade students at SDN Matayangan

There were 20 questions on the pretest, which was administered prior to therapy, and 20 questions on the posttest, which was administered following treatment. Students received an average score of 63.96 on the pretest, with the lowest score being 52 and the best score being 76. With an average score of 78.33, the posttest saw the lowest score rise to 68 and the highest score approach 91. This indicates that after receiving treatment, students' learning outcomes improved.

Out of 24 students, 22 had higher scores, one had the same score on the pretest and posttest, and one had a slightly lower score. Nevertheless, the upward trend still predominates and shows that flashcards are useful for helping students learn vocabulary.

As a result, using flashcards improved student learning outcomes, particularly in the area of vocabulary mastery. However, because there were more questions on the posttest than on the pretest, the questions were more challenging.

2. *Inferential Statistics*

To ascertain if the data utilised in this investigation were regularly distributed, the normality test was performed. Because there were less than fifty students in the sample (24 individuals), the Shapiro-Wilk method was employed in this study.

Tabel 4.3. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score Results	.098	24	.200[*]	.965	24	.551
Post-test Score Results	.098	24	.200[*]	.986	24	.979
*. This is a lower bound of the true significance.						

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a. Lilliefors Significance Correction

a. Lilliefors Significance Correction

The significant value (Sig.) for the pretest and posttest data is determined by applying the Kolmogorov-Smirnov and Shapiro-Wilk tests to the results of the normalcy test.

a) A significant value of 0.551 (Shapiro-Wilk) was found in the pretest score.

b) A significant value of 0.979 (Shapiro-Wilk) was found in the posttest score.

The data can be considered regularly distributed since both significance values are higher than 0.05.

The paired sample t-test, a parametric statistical test that necessitates a normal distribution in the data, can be used to further analyse the pretest and posttest results since they satisfy the assumption of normality.

b. Hypothesis Testing

The paired sample t-test was the method of hypothesis testing employed in this investigation. Because this study employed a One-Group Pretest-Posttest Design, in which one group of students received therapy and two measurements were made-before (pretest) and after (posttest) the treatment was administered, the paired sample t-test was employed. Using learning materials in the form of flashcards is the treatment that is being discussed in this study.

Tabel 4.4. **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	-14.375	8.324	1.699	-17.890	-10.860	-8.460	23	.000

The Shapiro-Wilk test confirmed that both pre-test and post-test scores were normally distributed ($p = 0.551$ and $p = 0.979$, respectively), validating the use of parametric testing. The paired sample t-test produced a significance value of 0.000 ($p < 0.05$), confirming that the difference between pre- and post-test scores is statistically significant. Therefore, the null hypothesis was rejected, and the alternative hypothesis-stating that flashcards significantly affect vocabulary mastery-was accepted.

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Discussion

Numerous improvements in student learning outcomes, motivation, and involvement in the learning process were noted following the use of flashcard media in class IV at SDN Matayangan to teach English vocabulary.

First, students are more eager and actively involved in their education from an interest and involvement standpoint. This supports Djaali's view that interest is a recurring propensity to pay attention and feel engaged in a certain activity or issue. Flashcards with eye-catching colours and illustrations inspire kids to be more attentive and excited about their studies. Compared to the traditional ways that teachers previously used, the use of multimedia medium produces a more enjoyable and engaging learning environment.

Second, there has been a notable improvement in the comprehension and retention of language by the students. According to Arsyad, learning media can improve the efficiency of the student learning process and make the content more understandable, eliminating verbalism (words alone). Students can learn vocabulary more rapidly and retain it more easily by looking at the pictures on flashcards linked to particular words because of the visual links. Schmit supports this by saying that vocabulary mastery is crucial since it is strongly linked to the four primary language abilities of speaking, listening, reading, and writing.

Third, learning becomes more dynamic from the perspective of classroom interaction and atmosphere. In addition to listening to the teacher's explanation, students participate actively in exercises like word and picture matching, the "Guess the Picture" game, and flashcard-based group quizzes. These exercises foster meaningful learning and raise student involvement. According to Piaget, who was quoted in Munib, elementary school students are at the concrete operational stage, where they learn best when they are able to view and physically engage with actual items. Flashcards are therefore the ideal medium for promoting the cognitive development traits of primary school pupils.

The efficiency of employing flashcards was demonstrated by the increase in the average score based on the post-test results. Prior to using the media, students' pre-test scores were lower than their post-test scores. This suggests that flashcards directly affect learning results in addition to increasing students' willingness to learn. This result is consistent with Krisdiana's study, which shows that visual aids like flashcards can help children better comprehend and master vocabulary by making it simpler for them to identify, recall, and use words in context.

The process and outcomes of grade IV students' vocabulary acquisition in English are generally improved by the usage of flashcards. It has been demonstrated that this media can

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boost learning effectiveness overall and overcome challenges like limited vocabulary knowledge and lack of interest.

In class IV at SDN Matayangan, students' reactions to using flashcards to study English vocabulary are overwhelmingly positive. During the learning process, students appeared more engaged and excited. This is consistent with the view expressed by Slamet (2010: 130), who claims that interest is an encouragement that inspires someone to become enthusiastic and involved in a learning activity. Therefore, using flashcards with captivating colours and images might boost students' motivation to study and become more involved in the class.

Furthermore, flashcards help pupils comprehend and retain the English terminology they are taught. Combining visual and verbal components in learning materials can help students understand concepts and enhance their memory since they are exposed to information both orally and visually, claims Hasanah (2015:45). Students can improve their memory by directly associating words with images with flashcards that blend textual words and pictures.

Santoso's theory (2012:88), which contends that primary school students are in the concrete operational stage and learn best when exposed to tangible, touchable objects, further supports this affirmative reaction. As tangible learning tools, flashcards offer an enjoyable and dynamic learning environment where students actively participate in a variety of learning activities rather than only passively absorbing information.

According to observations made throughout the learning process, students delighted in a variety of flashcard-based activities, including matching styles to animal images and guess-the-picture games. As a result, there is more energy and interaction in the classroom, which boosts student enthusiasm and engagement. This result is also consistent with Rahmawati's research, which indicates that by offering a playful environment for word recognition and memorisation, visual aids like flashcards might improve students' vocabulary comprehension and mastering.

As a result, grade IV students at SDN Matayangan had overwhelmingly good reactions to flashcard learning materials, which greatly improve the efficacy of their vocabulary acquisition of English.

A significant value (Sig. 2-tailed) of 0.000, indicating that the value is less than 0.05, was produced based on the results of hypothesis testing using the paired sample t-test. Thus, following treatment with flashcard media, fourth-grade pupils at SDN Matayangan showed a substantial difference between their pre-test and post-test scores.

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A drop in scores following the treatment was indicated by the mean difference of -14.375 between the pre-test and post-test scores. The conclusion that the discrepancy was not the result of chance is further supported by the computed t-value of -8.460 with 23 degrees of freedom (df). Thus, the analysis's findings show that flashcards are useful for improving students' vocabulary acquisition, supporting the alternative hypothesis (H_1) and rejecting the null hypothesis (H_0).

As previously mentioned, the study's learning process took place over five meetings, with flashcards being used from day two to day four. On the fifth day, a post-test was given. When students actively participated in the learning process, the usage of flashcard media during the meeting improved their vocabulary mastery.

The usage of flashcards significantly affects the vocabulary knowledge of grade IV students at SDN Matayangan, according to the research data above. This is consistent with the ideas that describe how learning media function in the educational process.

Miftah claimed that by making the message more understandable and not just verbalistic, educational media helps to improve the efficacy of the learning process. As a visual aid that blends words and images, flashcards can assist students in connecting terminology to tangible imagery, which improves comprehension and fortifies memory. This conclusion is supported by an analysis done by researchers using SPSS 26 that demonstrates that the use of flashcard media increased the average post-test value when compared to the pre-test. Furthermore, according to Lestari, primary school-aged pupils are in the concrete operational cognitive development stage, which is when they learn best from tangible objects or those that can be seen and handled. Therefore, using flashcards as a tangible learning tool is a great way to help students learn and become proficient in English vocabulary.

Furthermore, media like flashcards can improve students' capacity to identify, remember, and use vocabulary in the appropriate context, according to Widayati's hypothesis on the use of visual aids in vocabulary learning. The results clearly demonstrate this, as students' post-test scores increased in comparison to their pre-test scores, suggesting improved vocabulary acquisition following their use of flashcards.

Overall, the study's findings provide credence to the idea that teaching primary school students English vocabulary through flashcards is both extremely relevant and useful. In addition to meeting the requirements of effective learning—such as boosting motivation, elucidating meaning, and promoting vocabulary acquisition in an interesting way—this media can adjust to the features of students' cognitive development.

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Therefore, the findings of the aforementioned study suggest that flashcards significantly influence fourth-grade children at SDN Matayangan's vocabulary acquisition in English. This result is consistent with and pertinent to the findings of a number of earlier research that also looked at how well flashcards work for learning.

CONCLUSIONS

This study confirms that flashcards are an effective and relevant medium for teaching English vocabulary to elementary students. The use of this media not only fosters better comprehension and retention but also aligns with students' developmental characteristics. Thus, integrating flashcards into vocabulary instruction is highly recommended, particularly in early education settings where learners benefit from concrete and visual learning experiences.

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