



The Implementation of Flash Card to Improve Simple English Vocabulary for Young Learners

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Abstract

This research explores the effectiveness of flashcards as a tool for enhancing vocabulary mastery among young English learners. The study was conducted at SD Negeri 6 Ngabul Jepara with a sample of 40 fourth-grade students, utilizing a pre-experimental design that included pre-tests and post-tests. Flashcards were employed over multiple instructional sessions to teach vocabulary related to body parts, locations, and animals. The results, analyzed through paired sample t-tests, revealed a significant enhancement in students' vocabulary skills, with the post-test mean score (58.87) considerably exceeding the pre-test mean (50.79), and a p-value of 0.002 indicating statistical significance. The study concludes that flashcards effectively improve students' vocabulary retention and motivation, making the learning process more engaging and successful. These findings suggest that flashcards serve as a valuable instructional tool for language learning, especially at the elementary level.

Keywords: *Flashcards; Vocabulary Mastery; Young Learners; English Language; Teaching Media*

Introduction

English is one of the universal languages used for communication between countries around the world. Mastery of English allows a person to communicate more widely, access various information from around the world, and compete in the global arena (Wulandari, 2025). In this era of globalization, the ability to speak English is a basic skill that every individual needs to have from an early age (Nopriansyah, U., Permata Hati, I., & Rafitasari, 2024; Sabgini et al., 2024). This is due to the increasingly widespread use of English in various fields of life, including access to information and knowledge from around the world. In the world of education, English has become one of the subjects taught since elementary school

level with the hope that students have a strong provision to face the challenges of an increasingly competitive future (Nursalim & Mari, 2022; Samad, 2021). One of the most important aspects of learning English is vocabulary mastery. Vocabulary is the main foundation in shaping language skills, be it speaking, listening, reading, or writing (Van Vu & Peters, 2021). Without adequate vocabulary mastery, students will have difficulty in understanding the subject matter and communicating simply (Muhyiddin, 2020)

The importance of vocabulary in English language learning has been emphasized by many experts. According to (Webb et al., 2023) vocabulary is the main key in the process of learning a second language because understanding the structure and grammar will not be meaningful if students do not have enough vocabulary. (Andriani, M., Sunardi, & Drahati, 2024) vocabulary is one of the linguistic competencies and important in foreign language teaching. Likewise, the opinion of Lafleur (Lafleur, 2024) which states that vocabulary is the core of all language skills. According to (Thoriqul Huda, S., Kurniawan, D. D., & Sri, 2021).

In the context of English language education, vocabulary acquisition is widely recognized as a basic aspect of language proficiency. According to (Ayumi & Chan, 2021) vocabulary is the basis for developing language, which serves as the foundation for communication. Therefore, vocabulary learning should receive serious attention since primary education. With sufficient vocabulary mastery, students can develop comprehensive language skills and be confident in using English in daily life (Nursih et al., 2024; Prasertsin et al., 2020)

However, the results of observations and interviews conducted at SD Negeri 6 Ngabul Jepara show that students' mastery of English vocabulary is still relatively low. Based on classroom observations, many students have difficulty remembering and understanding basic vocabulary such as the names of objects, colors, animals, or daily activities. Most students could not mention the meaning of the words even though they had been taught before. Interviews with teachers also revealed that students tend to forget new vocabulary quickly. The teacher also stated that the methods used in learning English are still conventional, namely through lectures and memorization, making it less interesting for students (Mubarak & Sofiana, 2022).

At the elementary school level, the introduction of English vocabulary must be done with an approach that is in accordance with the characteristics of children's cognitive development (Samad, 2021). Elementary school students are at the concrete operational stage, where they more easily understand abstract concepts if presented in visual form or real objects (Yuliantari et al., 2021). Therefore, vocabulary learning requires interesting and interactive media to help students recognize, understand, and remember new words more effectively. One of the media that has been proven effective in teaching vocabulary is flashcards.

Flashcards are picture cards containing specific information or vocabulary designed to assist the teaching and learning process (Obermeier, 2023; Savaldi-Harussi et al., 2025). The use of flashcards in English learning has been proven to increase students' motivation, help them remember vocabulary, and make the learning process more fun and interactive. According to (Yilmaz, R.M., Topu, F.B. & Takkaç Tulgar, 2022) , visual media such as flashcards can stimulate students' attention, clarify learning materials, and help strengthen memory. In addition, flashcards also allow students to learn independently or in groups in a fun way. (Thoriqul Huda, S., Kurniawan, D. D., & Sri, 2021) flashcards help students learn English vocabulary more effectively by making the activity fun and encouraging greater participation in the classroom.

Flashcards work by showing pictures or words related to a particular topic so that students can associate the picture with the word in question (Le & Luong, 2023). The use of images in flashcards can help students understand the meaning of vocabulary in a more concrete way. Another advantage of flashcards is their flexibility in use. Flashcards can be used in various learning activities such as games, quizzes, or group work. In addition, flashcards are easy to make, inexpensive, and can be adapted to the needs of students (Matruty & Que, 2021; Nursalim & Mari, 2022). Teachers can design their own flashcards according to the theme of the lesson and the level of difficulty that suits the students' abilities. With creative use, flashcards can be a very effective medium in improving students' vocabulary mastery, especially for elementary school students who are still in the concrete-operational stage of cognitive development (Mubarok et al., 2023). Through the use of flashcards, it is expected that students will be better able to remember the concepts taught and show increased involvement in the learning process (Rahmadani, N. P., Saputri, T., Basuki, E. P., & Djuwari, 2024).

Previous studies have proven the effectiveness of using flashcards in improving students' vocabulary skills. Research by (Rahmayanti, 2022) shows that the use of flashcards can significantly improve the vocabulary learning outcomes of elementary school students. Similarly, a study by (Akbar et al., 2025) found that students were more enthusiastic and motivated when learning by using flashcards. Meanwhile, the results of a study conducted by (Utami & Rahmawati, 2019) showed a significant increase in students' vocabulary ability after using flashcards as learning media. A study by (Rindika Pramadanti, 2023) also revealed that flashcards can help students remember and recognize vocabulary in a faster time. Finally, a study by (Nursih et al., 2024) reinforces the previous findings by asserting that the use of flashcards is not only effective in improving vocabulary acquisition, but can also foster students' interest in learning English.

Nevertheless, there are research gaps that can still be developed. First, most previous studies have not been conducted in rural areas or areas with limited access to modern learning media, such as SDN 6 Ngabul Jepara. Secondly, there are

still few studies that examine the effectiveness of using flashcards in the context of simple vocabulary close to students' daily lives. Third, there are not many studies that actively involve teachers in the process of planning and implementing flash card- based learning. Therefore, this study is important to provide a more specific and contextualized picture of the application of flashcards in English vocabulary learning.

The urgency of this research is also driven by the importance of improving the quality of English language learning at the primary school level. With the increasing global demands, students need to be prepared early on to have adequate English language skills. Interesting and interactive learning such as the use of flashcards can be one of the effective strategies to achieve this goal. In addition, the results of this study are expected to be a reference for teachers and educational practitioners in designing English language learning that is more effective, fun, and in accordance with the needs of students.

Based on the description above, the researcher is interested in conducting research with the title "**THE IMPLEMENTATION OF FLASH CARD TO IMPROVE SIMPLE ENGLISH VOCABULARY FOR YOUNG LEARNERS**". This research aims to

investigate the effectiveness of flashcards as a learning method in enhancing students' comprehension and retention of information. Through the use of flashcards, it is expected that students will be better able to recall taught concepts and demonstrate increased engagement in the learning process. The study further explores the extent to which the implementation of flashcards impacts students' academic achievement and motivation to learn.

Method

1. Research Design

This research uses an experimental design, specifically a pre-experimental design type. The purpose of this design is to measure the effectiveness of using flashcards in improving students' learning outcomes. Through this approach, the study aims to observe changes in students' understanding and motivation before and after the implementation of flashcard-based learning.

This research involves two main variables. The first variable is the use of flashcards, which serves as the independent variable. Flashcards are employed as a learning tool intended to enhance the educational experience by presenting information in a concise and repetitive format. They are designed to support active recall and spaced repetition, which are known to improve memory and retention. The second variable is vocabulary mastery, which acts as the dependent variable. This refers to the students' ability to understand, remember, and use English vocabulary correctly. The study aims to measure how the use of flashcards influences students' vocabulary acquisition, including both recognition and application of new words.

2. Population and sample

The population of this research consists of fourth-grade students at SD Negeri 6 Ngabul Jepara. The total of students in the population is 40. The sampling technique used in this study is saturation sampling, as all members of the population were included in the sample. This approach was chosen because the study employed a pre-experimental design with a single group, using pre-test and post-test. Therefore, the entire fourth-grade class, comprising 40 students, served as the research sample to evaluate the effect of using flashcards on vocabulary mastery.

3. Research Instrument

Researchers use comprehension exams as a tool to help make sure the data they collect is as full and valid as possible. Pre-test-post-test vocabulary is the type of test administered to students. There are twenty questions on the test, which has three associations: part of body, place, and vocabulary. The test uses multiple choice to find the most correct answers.

In this study, we used a test consisting of 30 items designed to measure participants' comprehension and skills. Prior to implementation, each item underwent a validity and reliability test to ensure that the instrument was both dependable and capable of accurately assessing the intended learning outcomes. Based on the analysis, the results indicated that only 25 out of the 30 items met the established validity criteria. This means that the remaining 5 items were excluded from the final test, as they failed to provide accurate information regarding participants' abilities. Therefore, only the 25 validated items were used in this research. It is expected that the data obtained from these items will offer a clear and representative picture of the participants' understanding of the tested material.

4. Data Collection and analysis

Data were gathered over five sessions. In the first session, a 30-item test was administered to fifth-grade students to select the most appropriate questions for the study. In the second session, the selected 25 valid items were given to the fourth-grade students as a pre-test to assess their initial vocabulary proficiency. Sessions three and four involved instructional activities using flashcards, focusing on vocabulary related to body parts, animal, and place to enhance students' learning engagement and understanding. In the fifth session, a post-test using the same 25 items was conducted to measure the students' vocabulary mastery after the intervention. Finally, the pre-test and post-test results were analyzed with spss25 to determine the impact of flashcards on vocabulary learning outcomes.

The T-test was chosen because this method allows for comparison of the same group's performance before and after the implementation of flashcards in vocabulary learning.

The hypotheses formulated in this study are as follows:

- **Alternative Hypothesis (Ha):** There is an effectiveness of using flashcards on vocabulary mastery. This means that students who use flashcards show a significant improvement in vocabulary mastery compared to those who do not use flashcards.
- **Null Hypothesis (Ho):** There is no effectiveness of using flashcards on vocabulary mastery. This means **there** is no significant difference in vocabulary mastery between students who use flashcards and those who do not.

Results

In the table above, it is known that the significance value obtained is 0.002. Significance has a value that is smaller than the real level of 5%, so H₀ is rejected. Therefore, it can be concluded that there is a significant difference between the respondents' pre-test and post-test scores. In other words, the "treatment" given to the sample has a significant effect.

Table 1. Paired T Test

		Mean	N	Std.Deviation	Std.Error Mean
Pair	PostTest	58.87	39	13.516	2.164
	PreTest	50.79	39	17.700	2.834

Table 1 presents the descriptive statistics for the PreTest and PostTest scores of 39 participants. The data include the mean, standard deviation, and standard error of the mean for each test. The mean PreTest score was 50.79 (SD = 17.700), whereas the mean PostTest score increased to 58.87 (SD = 13.516). This reflects an average improvement of 8.08 points in participants' scores following the intervention, suggesting a positive effect of the treatment applied. The standard error of the mean was 2.834 for the PreTest and 2.164 for the PostTest.

Table 2. Correlation

		N	Correlation	Sig
Pair 1	PostTest & PreTest	39	.562	<.001

Table 2 presents the results of the paired samples correlation analysis between PreTest and PostTest scores for 39 participants. The correlation coefficient is $r = 0.562$, indicating a moderate positive relationship between the two sets of scores. The significance value is $p < .001$, demonstrating that the correlation is statistically significant. This suggests that participants who scored higher on the

PreTest also tended to score higher on the PostTes.

Table 3. Output t-test

			95% confidence interval of the Difference					
Mean	std. Deviation	std. Error mean	lower	upper	t	df	Sig. (2- tailed)	
PostTest - PreTest	8.077	15.072	2.414	3.191	12.962	3.347	38	.002

Table 3 shows the results of a paired samples t-test comparing participants' PreTest and PostTest scores. The average increase in scores after the intervention was 8.077 points, with a standard deviation of 15.072 and a standard error of 2.414. The 95% confidence interval for this difference ranges from 3.191 to 12.963, meaning we can be fairly confident that the true improvement lies within this range. The t-test result was $t(38) = 3.347$, and the p-value was .002. Since this value is smaller than 0.05, it means the improvement is statistically significant. Therefore, we can conclude that the intervention had a meaningful and reliable effect on improving participants' test scores.

Discussion

The results of this study demonstrate that flashcards are a highly effective tool for enhancing basic English vocabulary among young learners. This is reflected in the notable improvement in post-test scores compared to the pre-test, with an average increase of 8.08 points and a significance level of $p = .002$. These results suggest that the flashcard-based intervention had a substantial and positive effect on students' vocabulary acquisition. Similar outcomes were observed in a study by Matruty & Que, (2021), where Augmented Reality flashcards significantly boosted vocabulary learning in early childhood. Likewise, research by showed that flashcards aid in vocabulary retention through the use of visual repetition and interactive content.

Furthermore, the statistical data comparing pre- and post-test performance revealed a moderate positive correlation ($r = 0.562$), further confirming the beneficial impact of flashcards on vocabulary development. This aligns with the findings of Nur Fitria et al., (2024), who recorded considerable improvements in students' vocabulary skills after utilizing flashcards, and with (Desma Tonapa et al., 2024) who reported increased test performance following flashcard use in instructional settings.

Student involvement during the intervention was also significantly enhanced. Observations indicated that learners were more motivated, engaged, and actively participated in the lessons when flashcards were used—especially those incorporating colorful visuals and game-like elements. These observations are

supported by (TEACHERS' PERCEPTION TOWARD THE USE OF FLASHCARD IN STUDENTS' ENGLISH VOCABULARY MASTERY, 2024), who found that gamified digital flashcards improved both motivation and learning outcomes. In the same study (Turnitin, 2024) emphasized that flashcards created a more enjoyable and interactive learning experience for students.

Feedback from both teachers and learners further confirmed the effectiveness of flashcards in vocabulary instruction. Teachers appreciated the simplicity and clarity flashcards brought to their teaching, while students found it easier to recognize and memorize vocabulary through visual and audio features. These findings are echoed in studies, which noted that flashcards improved vocabulary comprehension, and who observed greater student involvement and participation in class activities due to flashcard usage.

Although the study produced promising results, it does have certain limitations. It was conducted at a single school with a small participant group, which may limit the broader applicability of the findings. Additionally, the study focused solely on paper-based flashcards, without comparing them to digital formats. Nevertheless, the results are in line with prior studies. For instance, affirmed that flashcards are particularly useful for vocabulary development in children due to their visual design, and similarly reported that flashcards improved vocabulary recognition in early learners.

To conclude, this research supports the effectiveness of flashcards as an engaging and practical learning medium for building English vocabulary in young learners. Reinforced by previous studies, flashcards can be seen as a valuable tool in language education, especially when designed to be interactive and visually appealing.

Flashcards have a significant effect on improving the vocabulary skills of elementary school students. Flashcards can help students learn to be more focused and can recognize words easily. Based on observations in the field, students became very excited and enthusiastic about learning vocabulary.

Conclusion

Based on research findings, the use of flashcards has proven effective in improving students' English vocabulary mastery. Improved post-test scores and positive student engagement demonstrate that flashcards are a valuable teaching tool. Flashcards provide a fun, interactive, and visually stimulating method that supports vocabulary retention, especially among young learners. Furthermore, students demonstrated greater enthusiasm and active participation when flashcards were used in class.

However, this study is limited by its focus on a single school and the exclusive use of paper-based flashcards. However, this research supports the integration of flashcards as a powerful tool in vocabulary instruction, contributing to a more dynamic and effective English learning environment.

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