

## INCREASING THE STUDENTS' VOCABULARY THROUGH FLASHCARDS WITH DIGITAL MEDIA AT THE SEVENTH GRADE OF SMP UNISMUH MAKASSAR

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### ABSTRACT

This research aims to determine the significant influence of using flashcards with digital media in increasing students' vocabulary and how to apply flashcards with digital media. This research was carried out in class seven A of SMP UNISMUH Makassar. The research methodology used a quantitative (pre-experimental) one-group pre-test post-test design. The sample in this study was class seven, a total of 28 students. This research used simple random sampling. Data collection procedures in this research used pre-test and post-test, with data analysis techniques using paired sample t-test SPSS version 21. The results of this research show that the average pre-test score is 69.72. The post-test average score was 98.70. Based on the paired sample test, the significant results of this research are sig. (2-tailed)  $p = 0.000, < 0.05$ . The results of the t-test show that  $t_{\text{count}} (8.321) > t_{\text{table}} (2.052)$ . So the null hypothesis ( $H_0$ ) in this study is rejected and the alternative hypothesis ( $H_a$ ) is accepted. From these results, it can be concluded that flashcards with digital media are significant in increasing the students' vocabulary. There are four ways of applying flashcards with digital media in this study. The implication of this research is that flashcards with digital media can be an effective learning medium in increasing vocabulary, and flashcards with digital media can be a medium that can train students' focus. The advantage of flashcards with digital media is that they can be varied into games-based learning and flashcards with digital media can not only be applied using Smart TV, but can also using electronic media adequate for the application of other visual media, such as laptops, cellphones, and LCD projectors.

**Keywords:** *Vocabulary, Flashcards with Digital Media, pre-experimental one-group pre-test post-test design*

### 1. INTRODUCTION

Vocabulary is an elementary component essential in language learning; a lack of vocabulary knowledge can affect foreign language learners in all language skills. Barnabas (2019: 288) emphasizes that vocabulary is a component that must be studied first when someone wants to learn English. Without knowledge of vocabulary, people cannot write, speak, and understand what they hear and read. Without corresponding vocabulary, a person cannot express an idea and communicate effectively, and limited vocabulary will cause students to have difficulty learning English.

The first example of English language skills that are affected by a lack of vocabulary knowledge is speaking skills, students' success in speaking depends on how much vocabulary they know, the more vocabulary they know, the better their level of success in interacting and speaking, and vice versa, limited vocabulary knowledge can hinder students' fluency in speaking English. In agreement with Afna (2018: 44), speaking skills and vocabulary have a close correlation; the correlation is that the more vocabulary a student masters or knows, the greater

the chance of the student speaking fluently. In line with the expression Muttaqien (2017), when students are instructed to speak English, they cannot speak fluently because they do not the vocabulary.

Another example of listening skills is students' limited vocabulary knowledge, which can affect the effectiveness of listening skills learning. A lack of vocabulary knowledge can make students have difficulty understanding learning material and discussions in short conversations. Fatoni (2020: 2) claims limited vocabulary mastery in listening skills causes students not to know the text's content, and giving short conversations is less effective because students do not understand the material being discussed.

Furthermore, not only listening skills and speaking skills, as well as writing skills and reading skills, a lack of vocabulary knowledge in reading skills can affect students' capability to comprehend the content of reading, and also limited vocabulary knowledge in writing skills can make it difficult for students to express their ideas in written form. In compliance with Wicaksono (2017), a lack of vocabulary knowledge can cause students to have difficulty understanding textbooks. In harmony with Siswanto (2022: 541), vocabulary is an important aspect to master to form excellent and correct sentences according to grammar in English.

In learning vocabulary improvement, the teacher's method or media greatly affect students' responses in studying, such as students' responses in learning vocabulary Fansury (2017) says that students realize vocabulary is essential, but several factors make students ignore the importance of vocabulary; the first factor because according to them (students') the teacher's explanation of meaning, pronunciation, spelling, and grammar is boring. The second factor, students get new words through textbooks.

Utilizing the results of increasingly sophisticated technological developments can help the learning process, one of which is by applying learning media, which are known to have a weighty role in the teaching and learning process. Puspitarini and Hanif (2019: 59) express that learning media as an alternative to using technology to confound the restricted time and space in learning. Wield learning media has a positive influence on increasing student learning motivation. Teachers be able to leverage technology in the learning process to create more effective, efficient, and engaging lessons.

Digital-based flashcards and flashcards are one of the learning media resulting from technological developments, which are effective in learning to increase vocabulary because it is known to be able to improve students' vocabulary and facilitate students to recollect information. According to Ngarofah and Sumarni (2018: 778) that flashcard is the best method for learning vocabulary and remembering information, this media also simplify for students to memorize. In harmony Nashir and Laili (2018:134) Using electronic flashcard in learning vocabulary can stimulate right-brain reactions, can increase student vocabulary, control student creativity and train concentration, and using flashcards are also able to generate visual memory which means that students will quickly memorize what they see.

From the results of Preliminary Research carried out by the researcher with english teacher and several students of SMP UNISMUH Makassar, it can be concluded in increasing students' vocabulary, teachers providing a list of English vocabulary then Students write the vocabulary into pocketbooks to memorize. But the vocabulary that students have memorized is easy to forget because of limited time and space in applying the vocabulary they have memorized. hereinafter in depositing vocabulary memorization, only students who are happy or interested are active in depositing vocabulary memorization. So the right media is needed so that all students are active and interested in increasing to their English vocabulary, not only when required to submit memorization.

In relation to the research background, the researcher carry out research the title "Increasing The Students' Vocabulary through Flashcards with Digital Media at Seventh Grade of SMP UNISMUH Makassar". The researcher has formulated the following issue: Are flashcards with digital media significant in increasing the students' vocabulary of class seven at SMP UNISMUH Makassar? And How to apply flashcards with digital media?. The purpose is to

determine the significant influence of using Flashcards with Digital Media in increasing students vocabulary for class seven at SMP UNISMUH Makassar and to find out how to apply flashcards with digital media.

## 2. METHOD

The research method employed in this study is pre-experimental one-group pre-test post-test design. Pre- Experimental "One Group Pretest-Posttest" design, the type of research that before treatment uses pre-test first and after giving a treatment then at the final stage give a final test (post-test) by only researching one group of research objects but can still see changes or results from the effect giving treatment by looking at the results of the post-test and pre-test comparisons. In harmony Sugiyono (2013: 74 ) that one group pre-test to post-test design is a research implementation activity that conducts a pre-test first before execute treatment and afterwards that, it is continued or ends with a post-test, and that way the outcome of the treatment can be seen more accurate. Confirmed by Heriyanto (2022: 79), says a design that does not have a comparison (control) group but still allows researchers to be able to test the changes that occur by looking at the result of pre-test (first observation) that has been carried out, after an experiment or program is the type of research one Group Pretest-Post-test design.

This study's population was all the group class seven at SMP UNISMUH, This research uses simple random sampling, based on Sugiyono (2013: 83). Simple random sampling is a sampling technique that randomly selects sample members from a population devoid observe to the level (strata) in the population. The sample in this research was class seven A at SMP UNISMUH Makassar with a total of 28 student samples.

The data collection procedure, the researcher used pre-test and post-test. The type of test employed in this study is a test sheet containing 36 query. The data analysis method applied in this study is the descriptive statistical analysis technique and used paired sample t test spss 21.

## 3. RESULTS

### *Results of statistical analysis of the t-test (paired sample test)*

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean
PRE TEST	28	22,22	88,88	69,7232
POST TEST	28	77,77	100,00	98,7096
Valid N (listwise)	28			

Upon the table 1. (descriptive statistics) above indicates that the total number of student data (N) is 28. The average pre-test score is 69.72. Be able that the highest score from the pre-test is 88.88, and the lowest score is 22.22. The post-test results showed an (mean) average score of 98.70. The highest (maximum) post-test score is 100.00 and the lowest (minimum) post test score is 77.77.

Table 2. Paired Samples Test

	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
				Lower
Pair 1 PRE-TEST - POST-TEST	-28,98643	18,43364	3,48363	-36,13425

Paired Samples Test

Paired Differences	t	df	Sig. (2-tailed)
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		95% Confidence Interval of the Difference			
		Upper			
Pair 1	PRE-TEST - POST-TEST	-21,83861	-8,321	27	,000

Based on the paired sample test table above also shows that the significant results of this research are sig. (2-tailed) = 0.000, < 0.05. with a significant standard ( $\alpha$ ) of 0.05. by looking at the basis for decision-making based on Nuryadi et al. (2017:76), namely: “ if sig (two-tailed) < sig ( $\alpha$ ) then  $H_0$  rejected”, and “if sig (two-tailed) > sig ( $\alpha$ ) then  $H_0$  accepted” so because of the results of the SPSS 21 paired sample test calculation, the significance value in this study is sig. (2-tailed) = 0.000 smaller than 0.05 means the results of this study rejected the null hypothesis, so that with  $H_0$  rejected, the alternative hypothesis is accepted, which means that flashcards with digital media are significant in increasing the students' vocabulary.

Apart from comparing the probability significance value of 0.05, a comparison can also be made between the t-count and the t-table. Based on table 2. In the Paired Sample T-Test, it was discovered that the t-count was -8.321. Based on Aulannisa et al. (2021:203) stated that the t-count has a negative value because the average value in the pre-test is lower than the average post-test value, and in the case of a negative t value, it can have a positive meaning. So based on this elucidation, it was discovered that the t-count in this study - 8.321 has a positive meaning, namely 8.321.

After knowing the results of the t count in this research, then look for the t table based on adjustments to the table of values in the t distribution based on Sugiyono (2013:332) which is included in the table 3. below:

Table 3. Table of values in the t distribution

$\alpha$ for two tail test						
	0.50	0.20	0.10	0.05	0.02	0.01
$\alpha$ for one tail test						
df	0.25	0.10	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750

Based on table 2. paired sample t-test, it is discovered that the df from this study is 27 and it is known the t-count is 8,321, with a significance level (0.05). Upon the adjustment outcome in Table 3. the t distribution values based on Sugiyono (2013:332) shows that the t-table in this study is 2.052. so it is known that the t count in this study is 8.321 which is bigger than the t-table 2.052, which means that it is based on decision making according to Nuryadi et al. (2017:76) namely "if the test statistic  $(t)_{count} > (t)_{table}$  then  $H_0$  is rejected" and "if the test statistic  $(t)_{count} < (t)_{table}$  then  $H_0$  is accepted". Because t-count in this research 8.321 greater than t-table namely 2.052. So this research accepts  $H_a$  namely flashcards with digital media are significant in increasing the students' vocabulary.

### ***How to Apply Flashcards with Digital Media***

Flashcards with digital media are flashcards in soft file form, presented on educational TV (smart TV) measuring 32 inches. with the characteristics of flashcards that are square, have varied images and colours, and are equipped with vocabulary descriptions that match the flashcard images.

Flashcards with digital media are created in the Canva application which is designed in a slide presentation. Flashcards with digital media are media in the soft files form or digital files, so flashcards with digital media can not only be applied using smart TV but flashcards with digital media can also be applied using laptops, cellphones, LCD projectors or other digital/electronic media that are adequate for the application of visual media.

The things that need to be prepared to implement flashcards with digital media on educational TV or Smart TV in the classroom are:

provide a 32-inch smart TV, prepare flashcards with digital media files that are already in adequate devices such as mobile phones/laptops that can transmit screens to TVs. provide HDMI cables on devices that cannot transmit screens, so that they can be used to connect laptops to smart TVs in displaying flashcards with digital media. and the most important thing is when implementing flashcards with digital media using a TV, make sure the electricity is not cut off or the electricity is not experiencing problems.

There are four ways of implementing or applying flashcards with digital media in this study. The first application, flashcards with digital media with the direct method, namely the teacher pronounces the vocabulary on the flashcards with digital media and instructs students to follow and repeat the vocabulary mentioned by the teacher. After using flashcards with digital media with the direct method, each student is then instructed to go to the front of the class one by one to mention the vocabulary on the flashcards and students are instructed to translation of the English vocabulary description that has been mentioned just by looking at or analyzing the flashcard images with digital media first. After that, if the students translation of the vocabulary description incorrectly, the teacher correct it and tell them the correct translation of the vocabulary.

The second way of implementing Flashcards with Digital Media. Flashcards with digital media can also be applied in learning other materials such as how to apply the two flashcards with digital media in the second treatment of this study, namely flashcards with digital media applied to the material "like and dislike". Flashcards with digital media in this second application Not only focuses on improving vocabulary but with example sentences on the material "like and dislike" which is equipped with flashcards with digital media, it is able to provide a relationship between the real world and the sentences of the learning material studied by students.

The third way of implementing flashcards with digital media. Flashcards with digital media can be a learning medium that is varied into games or as a learning medium while playing. Flashcards with digital media can be varied into matching flashcards with digital media games. In implementing flashcards with digital media in games matching flashcards, each student is instructed to take turns going to the front of the class to match the flashcards with digital media images with the correct vocabulary descriptions. Students who match flashcard images with incorrect or inappropriate vocabulary descriptions be taught with the flashcards with digital media answer key slides that have been prepared.

The fourth way to implement flashcards with digital media. Flashcards with digital media can also be varied into games to guess flashcards with digital media. In this game, each student is instructed to go up to the front of the class one by one to guess flashcards with digital media that have had their vocabulary descriptions removed, and some selected students who guess the most vocabulary and translate the vocabulary correctly and correctly are given a reward. In this game also prepared slide flashcards with digital media that have vocabulary descriptions (answer keys) for students who guess the flashcard vocabulary incorrectly.

Based on the explanation above, it is known that the advantage of flashcards with digital media is that they can be varied into games-based learning, such as matching and guessing flashcards with digital media games. Flashcards with digital media can not only be applied using Smart TV but also using electronic media adequate for the application of other visual media, such as laptops, cellphones, LCD projectors, and the like.

#### **4. DISCUSSION**

Based on the calculation of the average (mean) pre-test score which was originally 69.72 and increased to 98.70, it proves that there has been an increase in students' English vocabulary knowledge. Increasing students' knowledge of English vocabulary due to the use of flashcards with digital media in vocabulary improvement learning (giving treatment). The increase in vocabulary by using flashcards with digital media is in line with the statement Chotimah (2021: 74) claims that flashcards are an influential medium for motivating students to learn vocabulary; flashcards are also able to increase students' vocabulary knowledge, improve students' self-confidence, and help students more easily remember and memorize vocabulary, this flashcards media is appropriate for students at the kindergarten to the high school level, of course with the use of different topics.

Based on data analysis of the outcome of the paired sample t-test of this research, it was discovered that flashcards with digital media are significant influence in increasing the students' vocabulary. These results agree with the statement (Arsyad) 2017:89 describes that that visual media has an weighty role in the learning proces, visual media be able to strengthen memory and help understanding, can allocate connection between the real world and the content of the subject matter and also visual media can foster student interest. The significance results of this research are also in line with opinion Yulsardi and Ratmanida (2021: 313) says that Using digital flashcard media can expand the learner's vocabulary and be effective in increasing student vocabulary.

The treatment using Flashcards with Digital Media was carried out four times. The first treatment was conducted on Monday, January 15, 2024. using flashcards with digital media and a direct teaching method. The teacher instructed students to follow and repeat the vocabulary mentioned by the teacher jointly. Students were seen following the teacher's directions well. After that, each student was instructed to say the English vocabulary on the flashcards with digital media and guess the meaning just by first looking at and observing the image of the flashcards with digital media, which did not have a translation of the vocabulary, by observing and looking at the image of the flashcards with digital media, This indirectly helps students grasp what they are learning more easily. This is in harmony with the statement (Arsyad) 2017:89, describes that that visual media has an weighty role in the learning proces, visual media be able to strengthen memory and help understanding, can allocate connection between the real world and the content of the subject matter and also visual media can foster student interest.

The second treatment using flashcards with digital media was carried out on Thursday, January 18, 2024. In the second treatment, the researcher explained the material "like and dislike" accompanied by example sentences based on the vocabulary on flashcards with digital media. The students were instructed to read each example of the sentence "like and dislike," which was equipped with images of flashcards with digital media presented on educational TV.

Flashcards with digital media can also train students' focus, as proven during the third treatment, namely matching flashcards with digital media, held on Monday, January 22, 2024. In this treatment, students looked focused and calm by focusing their eyes and thoughts on the TV

educational when matching flashcards with digital media images with correct vocabulary descriptions. This proves the statement of Nashir and Laili (2018:134) Using electronic flashcard in learning vocabulary can stimulate right-brain reactions, can increase student vocabulary, control student creativity and train concentration, and using flashcards are also able to generate visual memory which means that students will quickly memorize what they see.

The fourth treatment was carried out on Thursday, January 25, 2024. The activity was providing guessing flashcard games with digital media. Each student had to guess English vocabulary and its translation from images of flashcards with digital media, which had the vocabulary information removed. In the fourth treatment, the students looked enthusiastic, going to the front of the class to guess vocabulary on flashcard images with digital media. It was seen that there was better progress in students' vocabulary knowledge than in the previous treatment. Based on the explanation of the fourth treatment, this is in line with the statement Mardiana (2020: 205) expresses that digital media is a medium that is able to make students interested in learning English and produce a positive effect, namely, increasing students' English vocabulary. This agrees with Jendiut et al. (2021: 3) which explains several benefits of using digital media in learning namely as an interaction tool in distance learning, Making work more efficient and effective both as a tool and process for solving learning problems and Facilitate educators in delivering teaching materials.

## 5. CONCLUSION

Flashcards with digital media are flashcards in soft file form, presented on educational TV (smart TV) measuring 32 inches. with the characteristics of flashcards that are square, have varied images and colours, and are equipped with vocabulary descriptions that match the flashcard images. There are four ways to apply flashcards with digital media in this study. The first application of flashcards with digital media uses the direct method. The second application of flashcards with digital media is applied in the material "like and dislike" or used to help explain a sentence of learning material. The third application of flashcards with digital media is varied into matching flashcards with digital media games. The fourth application of flashcards with digital media is varied into guessing flashcards with digital media games.

Based on the results and discussion of research conducted in class seven of SMP UNISMUH Makassar, it can be summarized that flashcards with digital media are effective in increasing students' vocabulary knowledge. This is proven by calculating the average pre-test score, which obtained a result of 69.72, and the average post-test score after treatment increased to 98.70.

Based on the outcome of data calculating using SPSS version 21 in the paired sample T-test, the significance value of this study is  $\text{sig (2-tailed)} = 0.000 < 0.05$ . The results of the statistical test show that  $t_{\text{count}} (8.321) > t_{\text{table}} (2.052)$ . which shows that the null hypothesis ( $H_0$ ) in this study is rejected. The alternative hypothesis ( $H_a$ ) is accepted from these results, and it is known that the use of flashcards with digital media has a significant influence on increasing students' English vocabulary in class seven of SMP UNISMUH Makassar.

### ***Implication***

The implications based on the results of this study put forward two implications, namely theoretical implications and practical implications. The theoretical implications of this research are flashcards with digital media can be an effective learning medium in learning to increasing students' vocabulary, and flash cards with digital media can be a medium that can train students' focus. The practical implications of this research are flashcards with digital media can be used by teachers as a learning medium to improve students' vocabulary in a varied and interesting way. Flashcards with digital media can also be used by students to make it easier for students to improve their vocabulary knowledge anywhere and anytime, because flashcards with digital media can be applied using any electronic/digital media that is adequate for the application of visual media, for example, mobile phones that are easily accessible to students.

### **Suggestion**

Upon the research conclusions, a few suggestions are made can be put forward in an effort to improve education as follows: For students, utilizing flashcards with digital media in the learning process is expected to assist students mainly class seven A of SMP UNISMUH Makassar in retain their learning outcomes, sustain their enthusiasm, and always further enhance their English vocabulary knowledge. For teachers, teachers are expected to be able to use flashcards with digital media to increase vocabulary, simplify students' learning of new words, and add more interesting variations to learning media, especially in learning to increase vocabulary. For prospective researchers, The future researchers can develop flashcards with digital media using electronic media other than TV and develop other methods in implementing flashcards with digital media.

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