ENRICHING STUDENTS' VOCABULARY ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE (EFL) THROUGH VISUAL AIDS AT MTS BABUSSALAM DDI KASSI JENEPONTO

Mutiara Resky Maya, Muh. Arief Muhsin, Uyunnasirah Hambali
Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Makassar
mutiaresky@bg.unismuhmakassar.ac.id,arief.m@unismuh.ac.id,
uyunhambali@unismuh.ac.id,

ABSTRACT

This study aims to determine whether Flashcards as visual aids can enrich students' vocabulary acquisition in English as a Foreign Language (EFL). The method used is Classroom Action Research (CAR), which was implemented at Mts Babussalam DDI Kassi by involving 7th-grade students as the population and 25 students from class VII D as a sample selected by random sampling technique. The results of the study showed a significant increase in students' average scores. The score on the diagnostic test was 22.20, the cycle I test reached 56.80, and the cycle II test increased to 90.80. The implementation of the use of Flashcards in learning resulted in a significant difference in scores, namely 34.60 points from the diagnostic test to cycle I, 34.00 points from cycle I to cycle II, and 68.60 points from the diagnostic test to cycle II. These results are supported by a significance value (Sig.) of 0.000 which is smaller than 0.05. Thus, this study shows that the use of Flashcards as a learning medium can significantly enrich students' vocabulary.

Keywords: EFL; Flashcards; Visual Aids; Vocabulary;

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah Flashcards sebagai alat bantu visual dapat memperkaya penguasaan kosakata siswa dalam Bahasa Inggris sebagai Bahasa Asing (EFL). Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK), yang dilaksanakan di Mts Babussalam DDI Kassi dengan melibatkan siswa kelas 7 sebagai populasi dan 25 siswa dari kelas VII D sebagai sampel yang dipilih dengan teknik random sampling. Hasil penelitian menunjukkan peningkatan yang signifikan pada skor rata-rata siswa. Skor pada tes diagnostik adalah 22,20, tes siklus I mencapai 56,80, dan tes siklus II meningkat menjadi 90,80. Implementasi penggunaan Flashcards dalam pembelajaran menghasilkan perbedaan skor yang signifikan, yakni 34,60 poin dari tes diagnostik ke siklus I, 34,00 poin dari siklus I ke siklus II, dan 68,60 poin dari tes diagnostik ke siklus II. Hasil ini didukung oleh nilai signifikansi (Sig.) sebesar 0,000 yang lebih kecil dari 0,05. Dengan demikian, penelitian ini menunjukkan bahwa penggunaan Flashcards sebagai media pembelajaran dapat memperkaya kosakata siswa secara signifikan.

Kata Kunci: *Alat Peraga Visual; EFL; Flashcards; Kosakata;*

A. BACKGROUND

English is an international language used for communication, including online. A key goal of learning English is to develop spoken and written skills. However, EFL learners often struggle due to limited vocabulary, which is essential for mastering reading, writing, listening, and speaking. Without sufficient vocabulary, effective communication and comprehension become difficult (Alsalihi, 2020).

Teaching vocabulary first is widely recognized as crucial in facilitating language acquisition. Even with minimal grammar knowledge, individuals with an extensive vocabulary can still communicate meaningfully. One effective method for improving vocabulary acquisition is using visual aids, such as pictures, diagrams, and charts, which enhance comprehension and retention.

This interest arose because, based on information obtained by the researcher from the school and English teachers at MTs Babussalam DDI Kassi, the lack of students' vocabulary had caused difficulties in understanding the subject matter, communicating effectively, and completing assignments that required adequate English language skills. To address these issues, systematic and planned efforts were necessary, such as using interactive learning methods that could gradually and continuously help enrich students' vocabulary.

Flashcards, as a type of visual aid, are particularly useful in vocabulary learning. They help students associate words with images, making learning more engaging and effective The size, shape, and color of flashcards contribute to students’ focus and enthusiasm in the classroom (Elisa & Tuti, 2020). Given the vocabulary challenges faced by students at MTs Babussalam DDI Kassi, this study aims to explore the effectiveness of flashcards in enriching their vocabulary acquisition through a classroom action research approach (CAR).

B. RESEARCH METHOD

This research used the Classroom Action Research (CAR) method. The choice of research design was based on problems found in classroom learning practices. The main aim of this research was to improve the quality of learning and student abilities. This research design

was very suitable because it had the same characteristics as classroom action research, namely focusing on solving real problems faced in the teaching and learning process and seeking to produce significant improvements in educational practice.

In the context of this research, the independent variable (X) was the use of Visual Aids in EFL teaching, while the dependent variable (Y) was the increase in student vocabulary acquisition at MTs Babussalam DDI Kassi. The population in this research was grade 7th students at MTs Babussalam DDI Kassi, totaling around 96 students spread across four classrooms. However, only one class was selected as a sample, namely class VII D, totaling 25 students. Researchers used cluster random sampling techniques in determining the sample.

The researcher collected data through multiple methods. Initially, diagnostic tests in the form of multiple-choice tests with 20 items were administered to assess students' vocabulary knowledge. Then, students received four treatment sessions each cycle using flashcards as a teaching medium. After the first cycle, a post-test was conducted to evaluate vocabulary improvement. If no significant progress was observed, a second cycle was implemented. Additionally, documentation and observation were used to gather written records and directly monitor students' activities and behavior, ensuring accurate and valid research findings.

To assess students' learning outcomes in improving vocabulary using question cards, the researcher used multiple-choice questions. This assessment followed the rules of (Olis, 2013)

1. Assessment Guidelines
    1. B = number of correct questions
    2. N = number of multiple-choice questions (20)
    3. Maximum score: 100
    4. Student score = $\frac{B}{N(20)} \times 100$
2. Assessment Rubric

Table 3. 1 Assessment Rubric

No 1 - 20	Every correct answer	1
	Every wrong/unanswered answer	0

(Adapted by : Depdikbud, 2005)

3. Score Categorization of the Student

Table 3. 2. Score Categorization of the Students

Score interval	Categorization
86-100	Very good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very poor

(Adapted by : Kemendikbud, 2005)

4. Calculate and standard deviation and Mean Score

In calculating the standard deviation and mean score, the researcher used the IBM SPSS Statistics 26 program to determine the mean and standard deviation of the student's vocabulary scores.

C. FINDINGS AND DISCUSSIONS

1. Findings

The researcher used a multiple-choice diagnostic test to collect data. Before starting the cycle, a diagnostic test was given to determine students' initial knowledge of their vocabulary skills. At the end of each meeting of cycle I and cycle II, a test was given to assess students' vocabulary skills using flashcards as a learning medium. The results of the diagnostic test, cycle I, and cycle II were described as follows.

1. Diagnostic Test (Before Action)

The diagnostic test in Classroom Action Research (CAR) was an initial test used to identify students' learning difficulties before the action was taken. This test functioned to determine students' initial abilities, establish the starting point of learning, and help design more effective strategies in each CAR cycle. The students' achievement table was listed for a clearer and more accurate understanding of the diagnostics test results.

Table 4.1 Average score from the test in the diagnostics test

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Diagnosticst_test_score	25	10.00	45.00	22.2000	7.08284
Valid N (listwise)	25				

Table 4.1 showed the descriptive statistics of the diagnostics test results taken by 25 participants. From the data, it was evident that the minimum score obtained by participants was 10.00, while the maximum score was 45.00. the average value (mean) of the overall score was 22.20, with a standard deviation of 7.08. This

relatively low average value indicated that most participants still needed to improve their understanding of the material tested in the Diagnostic test. The standard deviation of 7.08 suggested a significant variation in scores among participants, highlighting a notable difference between those with the lowest and highest scores. These results were used as a reference to identify areas requiring improvement in the learning process, enabling more appropriate interventions to enhance student's abilities before the next cycle.

Diagram 4.1

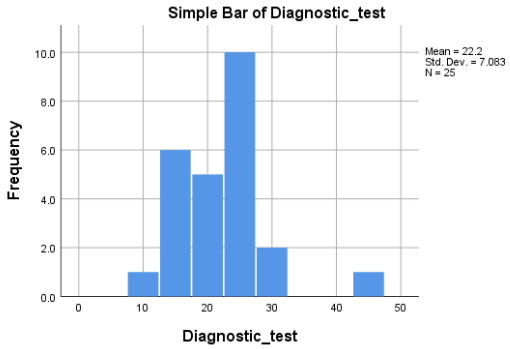


Figure 4.1 showed a histogram of the distribution of diagnostic test scores with a mean of 22.2 and a standard deviation of 7.083 from 25 participants. The majority of participants scored between 15 and 30, indicating a need for improvement in understanding the material. Some participants scored lower than 10, while others scored higher than 40, indicating a variation in understanding. The large standard deviation indicates a spread in scores, providing important insight for future evaluation and improvement of instructional strategies.

2. Research Findings in Cycle I

The results of cycle 1 showed that many students had not yet achieved the set target, with only one student managing to get a score of 75 on the test. Therefore, the researcher decided to make improvements through cycle 2 by enhancing the strategy of using flashcards in the learning materials. To see more detailed results, one could refer to the attachment of the cycle 1 achievement table.

Table 4.2 Average score from the test in the cycle I

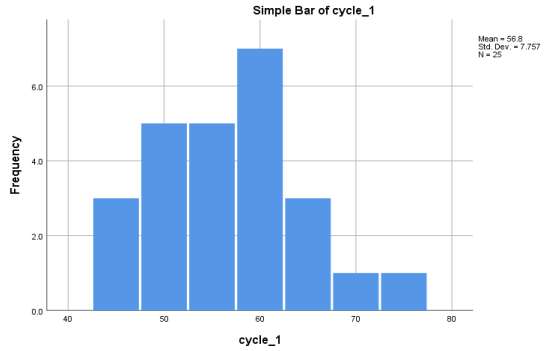
Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
cycle_1	25	45.00	75.00	56.8000	7.75672
Valid N (listwise)	25				

The descriptive table above showed the results of participant scores in Cycle 1 of the study involving 25 participants. The minimum score obtained by participants was 45.00, while the maximum score reached 75.00. The average value (mean) of the scores obtained was 56.80, with a standard deviation of 7.76. The

increase in the average score from the Diagnostics test (22.20) to Cycle 1 (56.80) indicated significant progress in students' understanding of the material after the learning intervention.

Diagram 4.2



The distribution histogram displayed the scores from Cycle 1. This histogram showed the frequency of students' scores spread between a minimum of 45 and a maximum of 75, with an average (mean) of 56.8 and a standard deviation of 7.757. From the histogram graph, it was observed that most participants scored between 50 and 60, with the highest frequency in that range. This indicated that the majority of participants had a fairly good level of understanding of the material given during Cycle 1.

3. Research Findings in Cycle II

Based on the results of cycle 2, from the first meeting to the last, it can be said that the use of visual aids or flashcards improved students' vocabulary. Compared to cycle 1, cycle 2 showed an average test score of 90.80. Of the 25 students, all achieved the success criteria set, and some even received perfect scores on the test. With these results, it can be concluded that cycle 2 met the success criteria. These results were shown in the following table.

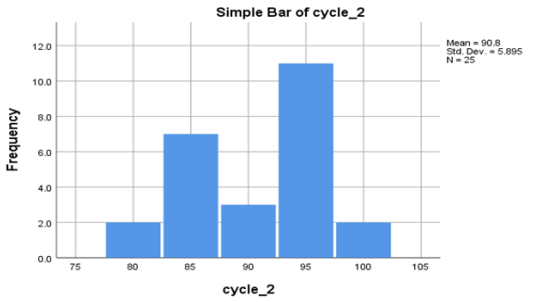
Table 4.3 Average score from the test in cycle II

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
cycle_2	25	80	100	90.80	5.895
Valid N (listwise)	25				

This table presents descriptive statistics of students' scores in cycle 2. From the table, it can be seen that the minimum score obtained by students was 80, while the maximum score reached 100, with an average score of 90.80. The standard deviation of 5.895 indicates that the distribution of students' scores is relatively even and is in a range that is not too far from the average. These results show a significant increase compared to cycle 1, where the average score of students increased from 56.8 in cycle 1 to 90.80 in cycle 2. This increase indicates that the learning strategy applied in cycle 2 is more effective in improving students' understanding of the material provided.

Diagram 4.3



The graph in cycle 2 showed the frequency distribution of students' scores in cycle 2. From the graph, it was evident that most students obtained high scores, with an average score of 90.8. This value indicated a significant increase from the average in cycle 1, which was 56.8. The standard deviation of 5.895 showed that the data was relatively consistent, with most students scoring close to the average. The highest frequency was in the score range between 85 and 95, demonstrating that the majority of students managed to achieve scores above the specified standard.

4. Results of students' scores Percentage

table 4.4 The Rate students' score percentage

No	Classification	Scores	DI		C1		C2	
			Frequency	%	Frequency	%	Frequency	%
1	Very Good	86-100	0	0%	0	0%	16	64%
2	Good	71-85	0	0%	1	4%	9	36%
3	Fair	56-70	0	0%	11	44%	0	0%
4	Poor	41-55	1	4%	13	52%	0	0%
5	Very Poor	0-40	24	96%	0	0%	0	0%
Total			25	100%	25	100%	25	100%

These data showed significant development from the diagnostics test stage to cycle 2. In the diagnostics test, most students had a low score of Very Poor. However, after the intervention in cycle 1 and cycle 2, students' scores increased sharply, with the majority falling into the Very Good and Good categories. This demonstrated the success of the intervention or the use of flashcards applied to learning.

5. Multivariate Analysis Results

a. Mauchly's Test of Sphericity Results

table 4.5 Multivariate Analysis Results

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[b] Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Waktu	.984	.374	2	.830	.984	1.000	.500

The test results indicated a Mauchly's W value of 0.984, an Approx. Chi-Square of 0.374, degrees of freedom (df) = 2, and a significance value Sig. = 0.830. Since the significance value was greater than 0.05 (0.830 > 0.05), the sphericity assumption was satisfied. This demonstrated that the variance of differences in learning outcome scores across time was homogeneous, allowing the learning outcomes achieved through the use of flashcards to be validly explained.

b. Results of the Within-Subjects Effects Analysis

Table 4.6 Tabel of Tests of Within-Subjects Effects

Measure: Hasil_Belajar

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Waktu	Sphericity Assumed	58826.000	2	29413.000	818.923	.000
	Greenhouse-Geisser	58826.000	1.968	29887.116	818.923	.000
	Huynh-Feldt	58826.000	2.000	29413.000	818.923	.000
	Lower-bound	58826.000	1.000	58826.000	818.923	.000
Error(Waktu)	Sphericity Assumed	1724.000	48	35.917		
	Greenhouse-Geisser	1724.000	47.239	36.496		
	Huynh-Feldt	1724.000	48.000	35.917		
	Lower-bound	1724.000	24.000	71.833		

Based on the output of the Within-Subjects Effects analysis, time had a significant influence on learning outcomes. This was reinforced by the use of flashcards that encouraged students to learn gradually and systematically. The Mean Square value of 29,413,000 for the time factor, compared to the Mean Square Error of 35,917, showed a very large ratio, which produced a high F value (818,923). This reflected that the intervention carried out—namely flashcards—contributed significantly to learning outcomes. The F value obtained was 818.923 with a significance level (Sig.) of 0.000, which indicated that the time factor had a very significant influence on student learning outcomes.

c. The Results Of The Between-Subjects Effects Analysis

Table 4.7 Tabel of Tests of Between-Subjects Effects

Measure: Hasil_Belajar

Transformed Variable: Average

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	240267.000	1	240267.000	3280.096	.000
Error	1758.000	24	73.250		

The results of the Between-Subjects Effects analysis showed that the use of flashcards as a learning medium had a significant effect on student learning outcomes. This was indicated by the high F value (3280.096) and a significance of 0.000, which demonstrated that flashcards were effective in improving students' understanding of the material being taught. Additionally, the low error value (Mean Square = 73.250) indicated that variations in learning outcomes were largely explained by the use of flashcards, minimizing the possibility of variations originating from other factors.

2. DISCUSSIONS

In this discussion section, the research results were explained in detail by connecting them with various theories and expert opinions. Based on the diagnostics test results, it was found that student scores were still low. After conducting tests in cycle I, there was an improvement, although the results were not sufficient and had

not reached the success target. Therefore, the researcher continued to cycle II by making necessary improvements. The test results in cycle II showed a significant increase compared to the pretest and cycle I, successfully achieving the set target.

This improvement occurred because students used flashcards as a learning medium to enhance their skills. Flashcards helped students remember vocabulary more effectively because this method involved visual, cognitive, and kinesthetic aspects simultaneously. Based on the research results, it was concluded that the use of flashcards was effective in improving student understanding. This conclusion was supported by the significance value (Sig.) of 0.000, which was smaller than 0.05, indicating a significant difference in learning outcomes over time (diagnostics test, cycle I, and cycle II). Additionally, the very high F-ratio value (818.923) indicated that the variation in learning outcomes between times was greater than the variation within groups, confirming that the use of flashcards had a significant impact on learning outcomes.

These data showed a significant increase in understanding after students completed the diagnostics test, cycle I, and cycle II. The use of flashcards as a learning medium was identified as the main factor contributing to this improvement. The results of this study aligned with the findings of Hasanah, T.A., Victoria, D.C., & Anita, I. (2019), which were conducted on Class IV A students of SDN Rancamanyar 1. That study demonstrated that students who learned using flashcards experienced a significant increase in understanding compared to students who used online or conventional methods. Therefore, the use of flashcards was proven to have a positive influence and was highly effective when applied in learning.

E. CONCLUSION

Based on the results of the study, the researcher concluded that the use of flashcards as a learning medium can improve and enrich vocabulary. The researcher implemented this strategy by adjusting the theme of the material used in Cycle I and Cycle II. In both cycles, the researcher used nouns, adjectives, and verbs as learning materials.

1) Diagnostics Test

This study showed an increase in the use of flashcards as a learning medium to enrich students' vocabulary from the diagnostics test to cycle II. At the diagnostics test stage, the average (mean) was 22.2000, with no students achieving the Minimum Completion Criteria (KKM). This indicated that the vocabulary skills possessed by students in the diagnostics test were very low and needed improvement.

2) Cycle I

In this first cycle, the average score (mean) obtained was 56.80, with the number of students who achieved the KKM score only 1 person. Although there was an increase, this result still did not meet the success criteria. Therefore, the implementation of cycle II was carried out.

3) Cycle II

In cycle II, with an average score of 90.80, it showed a significant increase compared to the previous cycle. A total of 25 students, or in other words, all students, managed to achieve the KKM score, indicating the success of the actions that were taken in improving students' vocabulary using flashcards.

The increase in students' vocabulary after taking the test showed significant improvement. From the diagnostics test to cycle I, it increased by 34.60, from cycle I to cycle II, it increased by 34.00, and from the diagnostics test to cycle II, it increased by 68.60.

In conclusion, the use of flashcards as a learning medium to enrich students' vocabulary proved to be effective because the test results from the Diagnostics test to cycle II consistently showed improvement. Thus, the use of flashcards was an effective method for improving and enriching students' vocabulary.

DAFTAR PUSTAKA

Aba, L. (2019). Flashcards as A Media in Teaching English Vocabulary. *AL-Lisan : Jurnal Bahasa (e-Journal)*, *4*(2), 170–179.

http://journal.iaingorontalo.ac.id/index.php/al%0Ahttp://journal.iaingorontalo.ac.id/index.php/al Flashcards

Alsalihi. (2020). *(Alsalihi, 2020) Main difficulties faced by EFL students in LL*. *31*(June).

Annisa, A. N., Angraini, N., & Ulfah, B. (2022). Enriching Stu dents ' s Vocabulary Using Realia of Seventh Grade Students of SMPN 38 Palembang. *Jurnal Ilmiah Multidisiplin*, *1*(12), 4262–4269.

Asrori, & Rusman. (2020). Classroom Action Reserach Pengembangan Kompetensi Guru. In *Pena Persada*.

Barre, P., & Villafuerte-Holguin, J. (2021). English as a foreign language instruction in Ecuador: Implementation of the Content and Language Integrated-Learning during 2019-2021. *English Language Teaching Educational Journal*, *4*(2), 99. https://doi.org/10.12928/eltej.v4i2.4295

Baskota, P., & Dissertation, A. (2021). *Teaching and Learning English Using Visual Aids in the*. 163.

Br Bangun, H. K., & Simanjuntak, D. C. (2022). the Effects of Vocabulary Mastery on English-Speaking Ability: a Meta-Analysis Study. *Journal of Languages and Language Teaching*, *10*(2), 211. https://doi.org/10.33394/jollt.v10i2.4995

Choirudin, Sugianto, R., Darmayanti, R., & Muhammad, I. (2023). Teacher Competence in The Preparation of Test and Non-Test Instruments. *Journal of Teaching and Learning Mathematics*, *1*(1), 25–32. https://doi.org/10.22219/jtlm.v1i1.27695

Chung, M.A, D. T. K. (2023). The Efficacy of Visual Aids in Enhancing Vocabulary Acquisition in EFL Classes. *International Journal of Social Science and Human Research*, *6*(10), 6397–6403. https://doi.org/10.47191/ijsshr/v6-i10-80

Elisa, H., & Tuti, T. (2020). An Evaluation of the Use of Flashcard for Teaching Vocabulary at Kindergartens in Sintang. *JETL (Journal of Education, Teaching and Learning)*, *5*(2), 388. https://doi.org/10.26737/jetl.v5i2.2040

Hestiana, M., & Anita, A. (2022). the Role of Movie Subtitles To Improve Students' Vocabulary. *Journal of English Language Teaching and Learning*, *3*(1), 46–53. https://doi.org/10.33365/jeltl.v3i1.1715

Jimenez Escobar, V. (2021). Visual aids to facilitate comprehension and production in an EFL class. *Benemérita Y Centenaria Escuela Normal Del Estado De San Luis Potosí.*, *1*(15). https://repositorio.beceneslp.edu.mx/jspui/handle/20.500.12584/787

Josafat Gultom, R., Nuari Simarmata, J., Risnawati Purba, O., & Saragih, E. (2021). Teachers Strategies in Teaching English Vocabulary in Junior High School. *Print) Journal of English Langaugeand Education*, *7*(1), P. 4-7.

Kadwa, M. S., & Alshenqeeti, H. (2020). International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *3*(11), 55–67. https://doi.org/10.32996/ijllt

Khan, R. M. I. (2022). The use of Flashcards in teaching EFL vocabulary in online learning. *Register Journal*, *15*(1), 109–125. https://doi.org/10.18326/rgt.v15i1.109-125

Lateh, A., Waedramae, M., Weahama, W., Suvanchatree, S., Yeesaman, N., Buathip, S., & Khuhamuc, S. (2020). Developing Action Research Model for Thai Tertiary Classrooms. *International Journal of Instruction*, *14*(1), 567–586. https://doi.org/10.29333/IJI.2021.14134A

Machali, I. (2021). Metode Penelitian Kuantitatif. In *Laboratorium Penelitian dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Mualawarman, Samarinda, Kalimantan Timur*.

Mahmood, I., Bukhari, S. K. U. S., & Bahoo, R. (2024). Effectiveness of Visual Aids in Teaching of English at Secondary School Level. *Pakistan Journal of Humanities and Social Sciences*, *12*(2), 1377–1384.

https://doi.org/10.52131/pjhss.2024.v12i2.2200

Meesuk, P., Sramoon, B., & Wongrugsa, A. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, *22*(1), 98–110. https://doi.org/10.2478/jtes-2020-0008

Nursabra, N., Syamsinar, S., Nurchalis, N. F., & Nuralima, R. (2023). The Use of Augmented Reality Flashcard in Enriching Students' vocabulary. *Cokroaminoto Journal of Primary Education*, *6*(1), 73–81. https://doi.org/10.30605/cjpe.612023.2493

Olis, K. (2013). *Cara Menghitung Skor pilihan ganda (PG) Pada Soal Tes*. Edukasi Blogspot. https://home-edukasi.blogspot.com/2013/05/skor-pilihan-ganda.html?m=1

Parichart Toomnan. (2023). Factors and Reasons Influencing Thai EFL University Students' Use of Language Learning Strategies. *International Journal of Second and Foreign Language Education*, *2*(1), 15–27. https://doi.org/10.33422/ijsfle.v2i1.381

Putra, R. M., Solekhah, S., Agustina, D. D., & Sobirov, B. (2022). Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research. *Anglophile Journal*, *2*(1), 37. https://doi.org/10.51278/anglophile.v2i1.269

Putri, E. (2022). an Impact of the Use Instagram Application. *Jurnal Ilmiah Pustaka Ilmu*, *2*(2), 1–10.

R, S., Sukma, E., & Pramesti*, U. D. (2019). Pair check (pc) modelling with worksheet participants media in the training of writing class action research (PTK). *Hortatori : Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *2*(1), 37–45. https://doi.org/10.30998/jh.v2i1.61

Rusilowati, A. (2015). Pengembangan Tes Diagnostik Sebagai Alat Evaluasi Kesulitan Belajar Fisika. *Prosiding Seminar Nasional Fisika Dan Pendidikan Fisika*, *6*(1), 1–10.

Santosa, I., Nurkhamidah, N., & Arianti, T. (2021). Tren Pemanfaatan Teknologi

Pembelajaran Dalam Pengajaran Kosakata Bahasa Inggris Pada Sekolah Dasar. *Jurnal Holistika*, *5*(2), 72. https://doi.org/10.24853/holistika.5.2.72-84

Sari, S. N., & Aminatun, D. (2021). Students' Perception on the Use of English Movies To Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. https://doi.org/10.33365/jeltl.v2i1.757

Sugiyono. (2019). *Dokumentasi Menurut Sugiyono 2019*. AlexanderSquare. https://www.alexandersquare.ca/dokumentasi-menurut-sugiyono-2019/

Supriyadi, D. (2022). Peningkatan Pemahaman Penentuan KKM Melalui Kegiatan Diskusi Kelompok Dalam Pengembangan Keprofesian Berkelanjutan (PKB). *JURNAL SYNTAX IMPERATIF : Jurnal Ilmu Sosial Dan Pendidikan*, *3*(4), 274. https://doi.org/10.36418/syntax-imperatif.v3i4.176

Tanta, Megawati, R., & Akobiarek, M. (2023). Analysis of Difficulties of Science Teachers in Jayapura City in Conducting Class Action Research. *Jurnal Penelitian Pendidikan IPA*, *9*(10), 8772–8783. https://doi.org/10.29303/jppipa.v9i10.5094

Thariq, P. A., Husna, A., Aulia, E., Djusfi, A. R., Lestari, R., Fahrimal, Y., & Jhoanda, R. (2021). Sosialisasi Pentingnya Menguasai Bahasa Inggris Bagi Mahasiswa. *Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar*, *2*(2), 316. https://doi.org/10.35308/baktiku.v2i2.2835

Udayana, U. (n.d.). *THE USE OF FLASHCARDS TEACHING STRATEGY IN*. 1–10.

Wahyuni, H. S. (2023). Efektivitas Pemberian Asesmen Diagnostik untuk Meningkatkan Hasil Belajar IPA Materi Ekologi pada Siswa Kelas 7C SMPN 1 Jabung Semester 2 Tahun. *Jurnal Pembelajaran Dan Riset Pendidikan*, *Vol. 3*(56), 265–272.

Wulandari, E. M., & Chadafi, M. (2022). The effectiveness of using flashcards on teaching English vocabulary. *Journal of English Education and Technology*, *2*(4),

522–531. http://jeet.fkdp.or.id/index.php/jeet/article/view/58/49

Zakian, M., Xodabande, I., Valizadeh, M., & Yousefvand, M. (2022). Out-of-the-classroom learning of English vocabulary by EFL learners: investigating the effectiveness of mobile assisted learning with digital flashcards. *Asian-Pacific Journal of Second and Foreign Language Education*, *7*(1). https://doi.org/10.1186/s40862-022-00143-8

Zhang, C., & Kang, S. (2022). A comparative study on lexical and syntactic features of ESL versus EFL learners' writing. *Frontiers in Psychology*, *13*(November). https://doi.org/10.3389/fpsyg.2022.1002090