



International Conference on Islam, Law, and Society (INCOILS)
Conference Proceedings 2025

Analysis of Students' English Vocabulary Mastery Through the Use of Flashcard Media at The Seventh Grade of SMP Nabawi Maftahul Uluum

Mar'atus Susani,¹Nurul Chojimah,²Ahmad Syaifudin³

^{1,2} Sayyid Ali Rahmatullah State Islamic University of Tulungagung, ³Nahdlatul Ulama
University of Blitar

[¹susanimaratus@gmail.com](mailto:susanimaratus@gmail.com) [²sajfahmad23coretandiding@gmail.com](mailto:sajfahmad23coretandiding@gmail.com) [³nurulchoy2@yahoo.com](mailto:nurulchoy2@yahoo.com)

ABSTRACT :

In English, vocabulary is important; many students entering secondary school, especially at SMP Nabawi Miftahul Uloom, show inadequate vocabulary mastery. This is often because English is taught only as a local subject in elementary school, though all four components of English proficiency rely heavily on vocabulary understanding. This study aims to analyse the effectiveness of flashcards in improving vocabulary mastery in grade 7A students and to identify the causes of this impact. This study employed qualitative methods, and data were collected through observation and interviews. Data was then analysed using the reduction, presentation, and conclusion-drawing model, following the Miles and Huberman approach. The results showed significant improvement. The average vocabulary mastery score increased significantly over the three sessions, from 64 "adequate" in the first to 76 "good" in the second, and to 90.4 "very good" in the third. Several benefits for students, such as ease of use, portability, improved memorization accuracy, and an attractive appearance, influence the effectiveness of using flashcards. Interviews revealed these factors as the main factors supporting students' vocabulary development. In conclusion, flashcards can improve students' vocabulary skills. Therefore, teachers are advised to integrate this medium into their lessons to further enhance students' interest and vocabulary skills.

Keywords: *Vocabulary, Qualitative Research, Flash Card Media*

INTRODUCTION

Currently, English is often designated as a local content subject (a non-compulsory subject) at the elementary school level. Consequently, many students entering the secondary level face difficulties in English because they lack foundational knowledge from primary school¹. This phenomenon, teachers often must facilitate students who start with near-zero English ability². Meanwhile, English proficiency rests on four essential components: reading, speaking, listening, and writing, all of which require solid vocabulary knowledge. Therefore, vocabulary is the

¹ Universitas Teknokrat Indonesia, "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtiast In This Section , the Results of Data Analysis from the Questionnaire Are Explained in the Form of Tables and Descriptive Explanations . From the Results of Data Analysis by Calculating the Mean of the Five Points in the Intrinsic Motivation Factor Questionnaire , Extrinsic Motivation . The Intrinsic Factor Consists" 3, no. 2 (2022): 27–32.

² Abdulhameed A Alhuwaydi, "A Review on Vocabulary Learning-Designed MALL Applications in the EFL Context" 12, no. 10 (2022): 17507.

fundamental skill that must be addressed first. The Oxford Dictionary defines Vocabulary as “all the words a person knows or uses.” Comprehending a story's context and achieving fluency in speaking, understanding songs, or following conversations all depend first and foremost on mastering vocabulary. Thus, vocabulary is the initial and most fundamental thing a teacher must address when dealing with students who have almost no prior English knowledge³.

One suitable medium for teaching vocabulary is the Flashcard. According to experts, flashcards are instructional media in the form of illustrated cards, text, or symbols used to enhance students' memory and comprehension⁴. Flashcards are known as easily accessible or self-made learning aids. Thanks to their appealing visuals, flashcards can capture students' interest, encouraging more active participation in the learning process. Furthermore, according to ⁵this medium has the potential to boost students' focus and concentration when learning new English vocabulary. The use of attractive aids like flashcards is also crucial in optimizing students' memory capacity for memorizing new words.

Based on preliminary observations, which included interviews with teachers and direct observation of the learning process, the students' English vocabulary mastery was identified as very low. This condition is worsened by a generally passive classroom atmosphere, where students show minimal participation due to difficulty understanding the meaning of the words being taught. Moreover, the learning activities conducted by the teacher were judged to be monotonous and failed to capture students' interest. To overcome this critical problem, the researcher proposes the solution of utilizing flashcard media. The use of flashcards is believed to simplify the vocabulary learning process because students can associate new words with familiar images, thus making memory retention and comprehension of word meanings easier.

In this study, the researcher attempted to increase the active participation and vocabulary mastery of students at SMP Nabawi Maftahul Uluum by using Flashcards. The method to be used is the Classroom Action Research (CAR) model by Kemmis and McTaggart. Several similar Classroom Action Research studies have been conducted using flashcards to improve vocabulary. One such study is "***Peningkatan Partisipasi dan Penguasaan Vocabulary Siswa Kelas VII A SMP 1 Kabat Menggunakan Media Flashcard***" by Anggun Nirmala Safitri, Anisatul Miunadiroh, and Indri Astutik, conducted at SMPN 1 Kabat in 2023. The findings showed that

³ Fidel Çakmak, Ehsan Namaziandost, and Tribhuwan Kumar, “CALL-Enhanced L2 Vocabulary Learning : Using Spaced Exposure through CALL to Enhance L2 Vocabulary Retention” 2021 (2021), <https://doi.org/10.1155/2021/5848525>.

⁴ Shogo Fukushima, “EmoTan : Enhanced Flashcards for Second Language Vocabulary Learning with Emotional Binaural Narration,” 2019.

⁵ Eka Fitriyani and Putri Zulmi Nulanda, “Efektivitas Media Flash Cards Dalam Meningkatkan Kosakata Bahasa Inggris” 4 (2017): 167–82, <https://doi.org/10.15575/psy.v4i2.1744>.

student participation percentages in the learning process were 76.67% and 86.67% in cycles 1 and 2, respectively. Furthermore, learning outcomes were 57% in the first cycle (failing to meet the passing target) but increased to 80% in the second cycle, exceeding the minimum target of 75%. Based on these results, it was concluded that the use of Flashcard media is highly effective in increasing both participation and vocabulary mastery among SMP 1 Kabat students⁶.

The second study, titled "*Analysis of Students' English Vocabulary Mastery Through Flashcard Media at the Seventh Grade of SMP Negeri 1 Hiliduho*," was conducted by Indah Ratna Zebua, Riswan Zega, Yasminar Amaerita Telaumbanua, and Yaredi Waruwu at SMP Negeri 1 Hiliduho in 2024. The results revealed that the average score of students' vocabulary mastery was 64 "enough" in the first meeting, increased to 77.6 "good" in the second meeting, and reached 90 "very good" in the third meeting⁷. These results clearly indicate a positive development in students' vocabulary mastery through the flashcard medium. Both studies confirm that the use of Flashcards can effectively improve vocabulary mastery at the junior high school (SMP 1 Kabat and SMPN 1 Hiliduho)

"Based on the research above, it can be concluded that these two methods/researchers, depending on context, have successfully used flashcards to improve vocabulary comprehension. In this research, they used different methods: CRS (Contextual Redundancy Strategy) and a qualitative method. Therefore, this study took a different sample from the previous researcher, namely, using 9th-grade students to conduct the English language trial."

Methods

This research employs a qualitative descriptive research approach with the primary objective of analyzing the English vocabulary mastery of Class 7 students at SMP Nabawi Maftahul Uluum. There are 25 students. While simultaneously identifying the factors that influence its acquisition process. In this context, flashcard media is established as the independent variable, whereas English vocabulary mastery serves as the dependent variable.

The study was conducted at SMP Nabawi Maftahul Uluum, Sanankulon Blitar, from October 5 to November 3, 2025. The main data sources were obtained through direct observation and interviews with students and the teacher. The instruments used included a vocabulary test sheet (in the form of multiple-choice questions related to culinary topics), an observation sheet (to record the implementation of flashcards over three meetings), and semi-structured interview sheets (to explore perceptions).

⁶ Anggun Nirmala Safitri, Anisatul Miunadiroh, and Indri Astutik, "Peningkatan Partisipasi Dan Penguasaan Vocabulary Siswa Kelas VII A SMP 1 Kabat Menggunakan Media Flashcard," no. 2 (2023): 1–8.

⁷ Jurnal Inovasi, Pendidikan Berbantuan, and Teknologi Vol, "No Title" 4, no. 4 (2024): 283–91.

The data were analysed using the Miles and Huberman model⁸, which comprises three stages: data reduction, data display (presented in the form of charts/graphs), and conclusion drawing. This approach aims to provide a clear and in-depth description of the effectiveness and the level of students' vocabulary mastery achieved through the utilization of flashcard media⁹.

Result

The study focused on the English vocabulary mastery of Class 7A students through flashcard media (picture cards) and the factors influencing it. The research took place from October 5 to November 3, 2025. The initial phase of the research involved classroom observation conducted together with the English teacher, Ibu Dian Aprilia, S. Pd., from September 29 to October 5, 2025. Subsequently, the researcher administered a vocabulary test to the seventh-grade students from October 5 to October 15, 2025, to measure their level of vocabulary mastery. Following the test, an interview with the teacher was conducted from October 15 to October 25, 2025, to gain in-depth insight into the effectiveness of using flashcards in vocabulary learning. Throughout the study, data were collected through interviews, field notes taken during observation, and vocabulary test results¹⁰. Data analysis was performed to understand the extent to which flashcards helped students increase their vocabulary acquisition and the factors that influenced the results. This research provides a comprehensive overview of the implementation of flashcard media as an effective learning tool in Class VII A of SMP Nabawi Maftahul Uluum.

The Result of the Student's Vocabulary Test

Based on the focus of the research, which is the analysis of English vocabulary mastery among Class VII A students at SMP Nabawi Maftahul Uluum using flashcard media (picture cards), accurate data were obtained through a vocabulary test. This test was administered to 25 students over three meetings (October 5–15, 2025), covering the subject matter "Home Sweet Home."

Table 1. Data Category of Students' Vocabulary Mastery Meeting 1

No	Initial Name	Score	Categories
1.	3	80	GOOD
2.	8	70	ENOUGH
3.	10	60	ENOUGH
4.	4	50	POOR

⁸ Heri Saptadi, "Faktor-Faktor Pendukung Kemampuan Menghafal Al-Qur'an Dan Implikasinya Dalam Bimbingan Dan Konseling," *Jurnal Bimbingan Konseling* 1, no. 2 (2012): 117–21.

⁹ M Sofian Hadi, Lidiyatul Izzah, and Rizkia Odie Fitriana, "Improve Students' English Vocabulary Skills With Flashcard Media" 4 (2021): 521–30.

¹⁰ Samuel Agus Triyanto, Herawati Susilo, and Fatchur Rohman, "Penerapan Blended-Problem Based Learning Dalam Pembelajaran Biologi," *Jurnal Pendidikan* 1, no. 1 (2016): 1252–60.

Based on the table above, students' vocabulary mastery through flashcard media during the first meeting showed that no students were in the "very good" category. There were three students in the "good" category, achieving a score of 80. Furthermore, eighteen students fell into the "enough" category, where eight students scored 70 and ten students scored 60. Lastly, four students were in the "poor" category, with a score of 50. Many students achieved the "enough" category, indicating that students demonstrated adequate vocabulary mastery using the flashcard media. Consequently, the average score for students' vocabulary mastery through flashcard media in Class 7A of SMP Nabawi Maftahul Uluum in the first meeting was 64, which is categorized as "enough."

Table 2 Data Category of Students' Vocabulary Mastery Meeting 1

No	Initial Name	Score	Categories
1.	3	90	VERY GOOD
2.	11	80	GOOD
3.	9	70	ENOUGH
4.	2	60	ENOUGH

Based on the table above, students' vocabulary mastery through flashcard media during the second meeting showed that there were three students who were in the "very good" category, achieving a score of 90. Furthermore, there were eleven students in the "good" category, with eight students scoring 80 and nine students scoring 70. Additionally, two students were in the "enough" category, with a score of 60. Many students achieved the "good" category, indicating that students demonstrated reasonably good vocabulary mastery using the flashcard media. Consequently, the average score for students' vocabulary mastery through flashcard media in Class 7A of SMP Nabawi Maftahul Uluum in the second meeting was 76, which is categorized as "good."

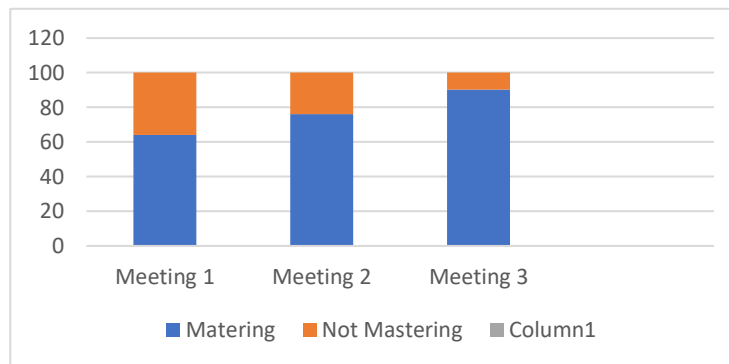
Table 2: Data Category of Students' Vocabulary Mastery Meeting 3

No	Initial Name	Score	Categories
1.	8	100	VERY GOOD
2.	10	90	VERY GOOD
3.	7	80	GOOD

Based on the table above, students' vocabulary mastery through flashcard media during the third meeting showed that no students fell into the "sufficient" category. There were eighteen students categorized as "very good," achieving scores of 90 and 100. Additionally, seven students were in the "good" category. Many students achieved the "very good" category, indicating that students demonstrated exceptionally good vocabulary mastery using flashcards. Consequently, the average

score for students' vocabulary mastery through flashcard media in Class 7A of SMP Nabawi Maftahul Uluum in the third meeting was 90.4, which is categorized as "very good." The progress in students' vocabulary mastery from the first test to the third test can be summarized in the following this graph:

Graph 1 Result of Students' Mastery of English Vocabulary Through Flashcard Media based on Students' Vocabulary Test of meeting 1-3



The level of vocabulary mastery among Class VII A students at SMP Nabawi Maftahul Uluum showed a remarkable increase after the flashcard media was utilized, consistent with the data collected from observations over three sessions. The effectiveness of using flashcards is evident in the significant jump in the students' average scores. Initially, the average score in the first meeting only reached 64, categorized as "sufficient," reflecting a fundamental initial understanding. However, in the second meeting, the score rose substantially to 76 (categorized as "good"), indicating that students' vocabulary comprehension began to deepen. This rapid progress continued, peaking at 90.4 (categorized as "very good") in the third meeting. In conclusion, these results emphatically highlight a positive pattern of improvement and prove that the flashcard learning strategy implemented by the researcher was highly successful in enhancing the students' vocabulary skills. Interviews with the 25 Class VII students at SMP Nabawi Maftahul Uluum revealed that practicality was the most perceived advantage, with 100% (25 students) stating that flashcards were very practical to use in vocabulary learning.

The other noted advantages are recorded as follows:

NO	ADVANTAGE	NUMBER OF STUDENTS	PERCENTAGE
1.	Practicality	25	100%
2.	Memorability	23	92%
3.	Involvement	15	60%
4.	Interest	12	48%
5.	Focus	5	20%

6.	Comprehension	10	40%
----	---------------	----	-----

Based on students' perceptions, it was found that many Class VII students at SMP Nabawi Maftahul Uluum agreed that the use of flashcard media offers a high level of practicality in acquiring vocabulary.

The Results of Teacher Interview

The teacher provided several reasons regarding the advantages of using flashcards in the learning process:

NO	FOCUS	TEACHER RESPONSE
1.	Portability	Flashcards are easy to carry and very convenient because they can be taken anywhere.
2.	Practicality	Their usage is clear, and they can be integrated into various teaching methods and utilized for any material. Simple, yet highly impactful.
3.	Memorability	Flashcard's ability to display pictures alongside words allows students to build associations. This process directly improves memory retention and makes vocabulary easier for students to recall.
4.	Involvement	When flashcards are used in interactive games, student involvement increases rapidly. Because of their exciting and competitive nature, these games motivate students to participate.

Based on the interview data from both the teacher and the students, the researcher concludes that the use of flashcards is highly effective in vocabulary learning at SMP Nabawi Maftahul Uluum. Ibu Dian Aprilia, S.Pd, emphasized that flashcards help improve student engagement and memorability. This statement aligns with the student interview findings, where 100% of students felt flashcards were practical and 92% felt the medium enhanced their memorability. Although some challenges remain regarding focus and comprehension, the data indicate that many students responded positively to the use of flashcards. Therefore, flashcards are proven to be an effective tool for increasing vocabulary acquisition and student engagement in English learning.

Discussion

The studies conducted at SMP Nabawi Maftahul Uluum conclude that flashcard media were highly successful in facilitating the improvement of vocabulary mastery among Class VII A students. The success of this method is evident through the significant jump in students' average scores: from an initial score of 64 "enough" in the first session, it rose to 76 "good" in the second session and finally reached 90.4 "very good" in the third session. This quantitative result is reinforced by qualitative data from the interviews, where the teacher stated that flashcards improved memorability and enhanced student participation. The teacher's statement is consistent with the

student responses, where 100% of students acknowledged the practicality of flashcards and 92% perceived an improvement in their memorization abilities¹¹. Although this research was limited by its short duration and specific material scope, flashcards are generally proven to be an effective and beneficial instrument in English learning due to their visual nature, their ability to reduce cognitive load, and their role in creating a more interactive and enjoyable learning atmosphere¹².

CONCLUSION

The analysis results indicate that students' vocabulary mastery underwent a clear development using flashcards¹³. In the first meeting, the average score for students' vocabulary mastery was 64, categorized as "enough." In the second meeting, the students' average score became 76, categorized as "good," and in the third meeting, the students' average score reached 90.4, categorized as "very good." This increase occurred thanks to the advantages of flashcards in terms of portability (easy to carry), practicality, memorability, and engagement, which made students more interested in the learning process¹⁴. Therefore, it can be concluded that the English vocabulary mastery of Class VII students at SMP Nabawi Maftahul Uluum improved using flashcards. It is recommended that teachers utilize this medium in vocabulary instruction to further enhance students' interest and mastery.¹⁵.

¹¹ Elma Diana Novitasari, "English Edu : Journal of English Teaching and Learning THE USE OF FLASHCARD MEDIA TO IMPROVE ENGLISH VOCABULARY IN CLASS VII A STUDENTS OF MTsN 2 MALANG" 2, no. 1 (2023): 141–48.

¹² Hadi, Izzah, and Fitriana, "Improve Students ' English Vocabulary Skills With Flashcard Media."

¹³ Bambang Nur et al., "FLASHCARD MEDIA EFFECTIVENESS IN ENRICHING STUDENTS " 11, no. 1 (2023): 153–60.

¹⁴ Fatma Dewani Harahap, "Penggunaan Media Pembelajaran Flash Card Untuk Meningkatkan Kemampuan Berbicara Siswa SMP Kelas VIII" 3, no. 6 (2023), <https://doi.org/10.59818/jpi.v3i6.620>.

¹⁵ Sania Aribah et al., "Implementasi Penggunaan Media Papan Pintar Berbantuan Kartu Flashcard Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 1," 2024.

Bibliography

- Alhuwaydi, Abdulhameed A. "A Review on Vocabulary Learning-Designed MALL Applications in the EFL Context" 12, no. 10 (2022): 17507.
- Aribah, Sania, Apri Utami, Parta Santi, and Tazkiyyatu Taznim. "Implementasi Penggunaan Media Papan Pintar Berbantuan Kartu Flashcard Untuk Meningkatkan Kemampuan Membaca Siswa Kelas 1," 2024.
- Çakmak, Fidel, Ehsan Namaziandost, and Tribhuwan Kumar. "CALL-Enhanced L2 Vocabulary Learning : Using Spaced Exposure through CALL to Enhance L2 Vocabulary Retention" 2021 (2021). <https://doi.org/10.1155/2021/5848525>.
- Fitriyani, Eka, and Putri Zulmi Nulanda. "Efektivitas Media Flash Cards Dalam Meningkatkan Kosakata Bahasa Inggris" 4 (2017): 167–82. <https://doi.org/10.15575/psy.v4i2.1744>.
- Fukushima, Shogo. "EmoTan : Enhanced Flashcards for Second Language Vocabulary Learning with Emotional Binaural Narration," 2019.
- Hadi, M Sofian, Lidiyatul Izzah, and Rizkia Odie Fitriana. "Improve Students ' English Vocabulary Skills With Flashcard Media" 4 (2021): 521–30.
- Harahap, Fatma Dewani. "Penggunaan Media Pembelajaran Flash Card Untuk Meningkatkan Kemampuan Berbicara Siswa SMP Kelas VIII" 3, no. 6 (2023). <https://doi.org/10.59818/jpi.v3i6.620>.
- Indonesia, Universitas Teknokrat. "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengti In This Section , the Results of Data Analysis from the Questionnaire Are Explained in the Form of Tables and Descriptive Explanations . From the Results of Data Analysis by Calculating the Mean of the Five Points in the Intrinsic Motivation Factor Questionnaire , Extrinsic Motivation . The Intrinsic Factor Consists" 3, no. 2 (2022): 27–32.
- Inovasi, Jurnal, Pendidikan Berbantuan, and Teknologi Vol. "No Title" 4, no. 4 (2024): 283–91.
- Novitasari, Elma Diana. "English Edu : Journal of English Teaching and Learning THE USE OF FLASHCARD MEDIA TO IMPROVE ENGLISH VOCABULARY IN CLASS VII A STUDENTS OF MTsN 2 MALANG" 2, no. 1 (2023): 141–48.
- Nur, Bambang, Alamsyah Lubis, Rakhmat Wahyudin Sagala, and Khairun Niswa. "FLASHCARD MEDIA EFFECTIVENESS IN ENRICHING STUDENTS '" 11, no. 1 (2023): 153–60.
- Safitri, Anggun Nirmala, Anisatul Miunadiroh, and Indri Astutik. "Peningkatan Partisipasi Dan Penguasaan Vocabulary Siswa Kelas VII A SMP 1 Kabat Menggunakan Media Flashcard," no. 2 (2023): 1–8.
- Saptadi, Heri. "Faktor-Faktor Pendukung Kemampuan Menghafal Al-Qur`an Dan Implikasinya Dalam Bimbingan Dan Konseling." *Jurnal Bimbingan Konseling* 1, no. 2 (2012): 117–21.
- Triyanto, Samuel Agus, Herawati Susilo, and Fatchur Rohman. "Penerapan Blended-Problem Based Learning Dalam Pembelajaran Biologi." *Jurnal Pendidikan* 1, no. 1 (2016): 1252–60.

ACKNOWLEDGEMENTS

The author offers praise and gratitude to the Almighty God for His endless blessings, grace, and guidance, which enabled the author to complete this scientific paper, titled 'Analysis of Students' English Vocabulary Mastery Through the Use of Flashcard Media at The Seventh Grade of SMP Nabawi Maftahul Alum,' right on time. The author is fully aware that the preparation of this article would not have been possible without the support, guidance, and both moral and material assistance from various parties. My beloved Parents, Father and Mother, for their outpouring of love, prayers, financial support, and unending motivation, which served as the author's greatest source of strength. This article is dedicated to you. Finally, to all parties who cannot be mentioned one by one, who have contributed, supported, and prayed, both directly and indirectly, for the smooth completion of this article."