

THE USE OF FLASHCARDS ON STUDENT VOCABULARY MASTERY

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ABSTRACT

To improve students' vocabulary mastery, this qualitative study looks at how effective flash cards are. This study investigates how using flash cards affects students' retention and recall of newly learned vocabulary through observational approaches. The results demonstrate how successful flash cards are when used in vocabulary education, showing a considerable improvement in both retention and recall speed among students who use them. According to these findings, using flash cards in conjunction with vocabulary learning techniques can have a Prominent positive impact on language learning. Flash cards provide a useful and effective method for learning a language by encouraging improved retention and speedier recall of vocabulary. For teachers looking to improve language learning outcomes in the classroom, this implies encouraging consequences. Flash cards can be an effective technique for helping children increase their vocabulary, which will ultimately help them succeed academically and in language classes. The study's overall conclusions highlight the value of cutting-edge teaching techniques, such the use of flash cards, in encouraging efficient language learning practices and improving student performance in language learning initiatives.

Introduction

The emphasis on comprehending and mastering the English language has Prominently increased globally in recent years. The recognition of English proficiency to access a plethora of options in education, job progression, and cross-cultural engagement has made this movement especially prominent in various parts of the world. English is the universal language of the modern world, enabling smooth communication and promoting relationships across a wide range of cultural, geographic, and socioeconomic divides. According to Dell Hymes (2018), language proficiency goes beyond diverse verbal competence and includes a sophisticated comprehension of the contextual and cultural aspects that support successful communication. This deep understanding affects how information is interpreted and how to navigate social interactions in many cultural contexts, in addition to improving speech and thought processes.

Accompanying the unrelenting advance of globalization and the revolutionary influence of technological advancements, the relevance of English language competency as a facilitator of intercultural communication has increased. According to H. Douglas Brown (2020), it is crucial to provide people with English language abilities that enable them to successfully navigate not only linguistic intricacies but also the complex dynamics of cross-cultural encounters. Proficiency in English is becoming more and more associated with global citizenship in today's interconnected world, enabling people to participate meaningfully in international debate, work across boundaries, and effectively contribute to global projects. Thus, the traditional emphasis on learning grammatical structures and language proficiency has given way to a larger focus on establishing multicultural

communication competencies in English education. This paradigm change reflects the growing understanding that students must be prepared to succeed in a global society that is becoming more varied and interconnected.

Furthermore, the comprehension of English is a complex phenomenon beyond language ability and incorporates wider sociological aspects. In his explanation of the complex relationship between language, culture, and identity, Joshua A. Fishman (2019) emphasizes the critical function that English plays as a symbol of cultural identity and legacy. In this context, multilingualism shows itself as an expression of cultural diversity, representing the various linguistic fabrics that make up global societies. Thus, encouraging tolerance and embracing linguistic diversity in English education are essential to creating a more equitable and culturally sensitive learning environment. This inclusive approach honors the rich tapestry of human expression housed within the English language, while also acknowledging the different linguistic backgrounds and identities of learners. Teachers can equip students to manage the complexity of a linked world with confidence, empathy, and cultural awareness by embracing the varied nature of English.

Learning a language is a difficult process that requires mastery of many different language components, with vocabulary being one of the most important. The collection of words and expressions that people use and are familiar with in a given linguistic context is referred to as their vocabulary. Recent psycholinguistics research indicates that vocabulary acquisition is essential to language proficiency and development (Nation, 2019). It is often known that having a large vocabulary is necessary for clear and concise written and spoken communication. Additionally, research in cognitive psychology indicates a strong correlation between vocabulary knowledge and both cognitive functioning and total language competency (Bialystok, 2020).

Both language learners and instructors must comprehend the mechanisms behind vocabulary acquisition. Numerous models are put out by psycholinguistic theories to explain how people learn and retain words. For example, the lexical processing model suggests that words and their meanings are kept in and accessible from the mental lexicon (Brysbaert & New, 2019). This model highlights the role that associative networks and semantic linkages play in structuring and retrieving vocabulary. Furthermore, according to the spreading activation theory, vocabulary recall can be facilitated by activating one word in the mental lexicon that triggers the activation of other words that are semantically related (Pexman & Sidhu, 2023). These theoretical frameworks offer insightful information on the mental operations involved in learning a new language.

Recently, studies have also looked into efficient vocabulary learning interventions and strategies. Research in educational psychology emphasizes the prominence of repeated exposure and active participation in the process of acquiring new words (Miller & Gildea, 2021). For instance, the distributed practice effect argues that, in contrast to massed practice, spreading out learning sessions over time improves vocabulary retention (Cepeda et al., 2018). Furthermore, multimodal learning strategies that integrate auditory, visual, and kinesthetic modalities can improve vocabulary acquisition by activating different sensory pathways, according to research in cognitive neuroscience (Moreno, 2022). These results highlight how crucial it is to use a variety of teaching strategies to encourage vocabulary acquisition.

Recent research has focused attention on the importance of individual differences in vocabulary acquisition in addition to instructional tactics. An individual's trajectory in learning vocabulary can be influenced by various factors, including age, cognitive ability, and linguistic competency (Braze et

al., 2020). According to Rowe et al. (2019), longitudinal research has demonstrated that children's vocabulary growth trajectories differ based on factors including language exposure and socioeconomic background. It is essential to recognize these individual variations to customize vocabulary education to the various needs of students. Additionally, studies indicate that encouraging a positive outlook on vocabulary development and offering chances for purposeful language usage can boost motivation and engagement, which in turn helps with vocabulary acquisition (Dörnyei, 2024).

Flashcards have become a widely used tool in educational settings, especially for language learners who want to improve their vocabulary learning. The dual coding theory put forth by Paivio (1971) and other cognitive psychology ideas are in line with the idea of flashcards. This hypothesis states that information delivered in both verbal and visual representations is digested more efficiently. By matching words or phrases with related pictures or explanations, flashcards take advantage of this principle to improve encoding processes and enable dual coding (Tse, 2020). Flashcards encourage deeper cognitive processing, which is beneficial for word recall and retention since they engage various sensory modalities.

Additionally, educational psychology research indicates that regular exposure and active involvement are crucial components of successful vocabulary learning (Miller & Gildea, 2021). Flashcards are a flexible tool for active learning that let students engage with words in a hands-on way. Learners actively engage with the content through self-testing and retrieval practice, which strengthens linkages between words and their meanings and reinforces memory traces (Pyc & Rawson, 2019). It has been demonstrated that using flashcards to aid in this retrieval practice process greatly enhances vocabulary memory over the long term (Karpicke & Blunt, 2022).

Further evidence supporting the effectiveness of flashcards in vocabulary acquisition comes from studies on distributed practice and spacing effects. According to the spacing effect, which was first reported by Ebbinghaus in the late 19th century, learning sessions spread out across time result in higher retention than mass practice (Cepeda et al., 2018). By giving students chances for spaced repetition and enabling them to review vocabulary at intervals best suited for long-term retention, flashcards enable distributed practice (Geller & Pinter-Wollman, 2023). Over time, stronger memory consolidation strengthens vocabulary mastery, and this systematic review and spaced retrieval of vocabulary items support this process.

Flashcards help with vocabulary retention as well as active recall, which is an essential part of language mastery. Effective communication requires the capacity for active recall, which is the ability to recover information from memory without the aid of outside signals (Brown et al., 2020). By giving students hints or prompts, flashcards help with active recall by encouraging them to come up with answers on the spot. By strengthening the brain networks linked to vocabulary retrieval, this procedure enhances language production's correctness and fluency (Rowland et al., 2021). By repeatedly practicing with flashcards, students gain more self-assurance and competence when applying terminology in everyday situations.

Social and collaborative learning scenarios as well as solitary learning contexts benefit from the vocabulary acquisition power of flashcards. Through conversation and participation, the collaborative use of flashcards in peer tutoring or group study sessions improves vocabulary acquisition (Nelson & Leones, 2019). Peer-to-peer sharing and explanation of flashcards helps students comprehend terminology more deeply and gains access to a community's insights and

viewpoints. According to Ryan et al. (2022), the practice of collaborative learning cultivates a feeling of community and shared ownership of vocabulary acquisition, hence augmenting learners' motivation and engagement levels. As a result, flashcards are an effective tool for encouraging vocabulary learning in both solitary and group learning environments.

Therefore, the use of flashcards in vocabulary teaching has gained widespread popularity due to their effectiveness in aiding vocabulary acquisition. This study aims to investigate the impact of flashcards on students' vocabulary retention and retention, focusing on two main research questions: 1) How does the use of flashcards affect students' ability to remember new vocabulary? and 2) How does the use of flashcards in teaching vocabulary affect students' speed and accuracy in remembering vocabulary? This research seeks to provide comprehensive insight into the efficacy of flashcards as a pedagogical tool in vocabulary teaching. Through observations, this research aims to contribute to the understanding of effective strategies for improving vocabulary learning outcomes and inform best practices in language education.

Method

The study uses a qualitative naturalistic observation methodology to investigate how flashcards affect 21 students at SMA IT AL-HUSNAYAIN in the 10th grade's vocabulary acquisition. Using this method, classroom activities involving the use of flashcards as a teaching aid are directly observed. The researcher will record how flashcards are incorporated into students' everyday vocabulary learning routines through methodical observation. This entails keeping an eye on the frequency, length, and particular methods used in vocabulary training via flashcards.

The interaction between students and flashcards during vocabulary-learning activities will be the focus of the observations. As the students use the flashcards, the researcher will record their involvement levels, activities, and responses. Observations will also record any modifications in the vocabulary retention and recall speed of the pupils during the flashcard sessions. The study attempts to provide a thorough understanding of how flashcards affect vocabulary learning processes and outcomes by watching students in their natural learning environments. Rich, contextually relevant data regarding the usage of flashcards in vocabulary instruction can be gathered through naturalistic observation. Systematically collected observational data will offer comprehensive insights into the use and efficacy of flashcards as a teaching aid. The study aims to identify patterns, trends, and correlations between high school students' use of flashcards and their vocabulary learning outcomes through a meticulous examination of observational data.

Findings and Discussions

When flashcards were utilized as a teaching aid, students' recollections of new words rose, according to observational data. When compared to non-flashcard activities, students regularly demonstrate a higher accuracy level of reminders during a flashcard session. This demonstrates how flashcards' graphic and repeated format improves word retention by fortifying memory associations. It has been discovered that using flashcards during password-learning sessions encourages students' active participation and involvement. Students actively engaged in password search exercises and eagerly participated in flashcard games, showing a willingness to volunteer to interact with cards. This engaged participation demonstrates how flashcards successfully pique students' drive and interests, fostering a more dynamic and engaging learning environment.

Furthermore, data revealed that students were able to find word items more quickly while using flashcards. Compared to traditional teaching techniques, observations showed that children can

recall vocal words more quickly when engaging in flashcard-based activities. It demonstrates how students can improve their speed and fluidity in password memory by using an organized flashcard format that provides word elements in a clear and easy-to-digest manner. It has been noted that using flashcards increases the precision of student password reminders. When it comes to defining and recognizing spoken terms, students perform more accurately during a flashcard session than they do during non-flashcard activities. It demonstrates how the visual cues offered by the flashcards support the development of genuine word association and lessen the likelihood of mistakes in word recall.

According to the data, when utilizing flash cards, pupils expressed more confidence in their capacity to recall new words. During a flashcard session, observations revealed that the students had more enthusiasm and confidence. They also frequently made comments about how much they thought their word memory had improved. It demonstrates that students gain a sense of competence and mastery from the repetitive nature of flashcard-based learning, which boosts their self-confidence in their language abilities. Additionally, it was observed that students' use of flashcards fosters their capacity for independent learning. Students frequently review vocabulary on their outside of the classroom, according to observations, which suggests that flashcards are a useful tool for self-learning. It demonstrates how flashcards encourage independence and self-directed study habits by enabling students to take charge of their education.

A thorough analysis of how flashcards affected students' word recall accuracy and speed yielded some important results. First, it was observed that students' word search speeds rose when they used flashcards. When compared to traditional teaching approaches, students' ability to recall vocal words was noticeably improved throughout the flashcard sessions. The data indicates that students benefit from the organized flashcard format, which provides word items in a clear and comprehensible manner, as they become more adept at generating passwords with ease and efficiency.

An analysis showed that students were able to remember their passwords more accurately when they used flashcards. When compared to non-flashcard sessions, observations reveal that students are more accurate at identifying and defining vocal words when participating in flashcard-based activities. This implies that the visual cues offered by flashcards contribute to the development of genuine word associations and lower the probability of mistakes during word searches. Additionally, it has been discovered that using flashcards helps kids perform at a level of word recall that is more constant and reliable. When compared to non-flashcard activities, observations reveal that students exhibit more consistent and reliable word search patterns during the flashcard sessions, along with fewer instances of forgetfulness or uncertainty. This suggests that, in comparison to word items, the repeating learning method based on flashcards fosters a more robust and durable memory representation.

The study revealed that using flashcards helps children remember new words over time. A few weeks following a flashcard session, follow-up tests revealed that students still remembered a sizable percentage of the terms they had studied. This demonstrates how studying with flashcards encourages long-term memory consolidation, which results in consistent word retention outside of the context of applied learning. It has been noted that using flashcards helps pupils feel more confident about their dictionary skills. During flashcard sessions, observations reveal that students have more faith in their capacity to recall vocal words quickly and accurately. They also frequently comment on the gains they believe to be occurring in vocal retention. This shows that students'

belief in their language skills is increased by the systematic and repetitive character of flashcard-based learning, which instills in them a sense of competence and mastery.

Furthermore, it was shown that the use of flashcards promoted independent vocabulary practice among students outside of the classroom. Based on observations, it was found that students frequently test their memorization abilities, review language independently, and use flashcards for their learning. It implies that flashcards are a useful tool for encouraging children to develop the habit of independent study, giving them the freedom to choose how they want to learn new words. Studies demonstrate that Flashcards encourage students' active participation and engagement in password-learning activities. Students actively engage with the material, volunteer to take part in password recovery exercises, and interact with the flashcards with enthusiasm, according to observations. It demonstrates how well flashcards pique students' curiosity and drive, fostering an engaging and dynamic learning environment that encourages word-taking.

It has been discovered that using flashcards helps kids process dictionary words more thoroughly. When using flashcards, pupils are actively participating in cognitive processes including semantic growth and association, according to observations. This implies that flashcards encourage better comprehension, higher-order thinking, and the assimilation of new vocabulary into the framework of previously learned material by students. Studies demonstrate that Flashcards encourage a cooperative and encouraging learning atmosphere among students. Based on observations, students frequently work together and communicate with one another during flashcard sessions. They also provide feedback to one another and support one another during password search exercises. pupils' overall educational experience is improved by this collaborative environment, which fosters friendship and support between pupils.

The study's conclusions highlight the substantial influence flashcards can have on students' vocabulary learning and retention. It became clear through a qualitative naturalistic observation methodology that using flashcards improved pupils' memory of new words. Students' word retention improved because of the structured, repeating style of flashcards, which effectively enhanced memory associations. This is consistent with earlier studies that highlight the value of frequent exposure and active participation in the process of learning new words (Miller & Gildea, 2021). Furthermore, the fact that students' confidence and excitement increased during flashcard sessions suggests that flashcard-based learning has a motivating component that creates a more lively and interesting learning environment.

The improvement in pupils' speed and accuracy of word recall when utilizing flashcards is another important discovery. In flashcard-based exercises, students showed faster vocal word recall than with standard teaching methods. This demonstrates how effective flashcards are at giving word objects in an understandable and quick-to-digest format, enabling more rapid and accurate word retrieval. Furthermore, the visual signals provided by flashcards aid in the formation of authentic word associations, lowering the possibility of mistakes during word recall. This shows that flashcard-based learning is an efficient way to use the dual coding theory (Paivio, 1971), which highlights the advantages of delivering information in both verbal and visual representations.

Furthermore, there has been a noticeable rise in students' self-assurance in their language abilities after participating in flashcard sessions. The recurrent nature of flashcard-based learning, which gives pupils a sense of competence and mastery, is probably responsible for this increase in self-confidence. Students believe they are more capable language learners as they get better at using

flashcards to remember terminology. This is consistent with studies showing that motivation and engagement in language acquisition can be increased by having positive attitudes regarding vocabulary growth and perceived competence (Dörnyei, 2024).

Additionally, the results imply that flashcards encourage students to practise language independently outside of the classroom. Based on observations, it was found that students regularly used flashcards for independent vocabulary study and self-testing. For students to take charge of their education and develop lifelong learning habits, they must have this autonomy in the classroom. Flashcards enable students to take an active role in their language learning process by giving them a tool for independent study. Another important finding of this study is the supportive and cooperative learning environment that flashcards foster. It was noted that during flashcard sessions, students collaborated, gave constructive criticism, and supported one another. In addition to improving students' overall educational experience, this collaborative setting encourages peer support and friendship. Research has demonstrated that students who participate in collaborative learning are more motivated and engaged, which results in better learning outcomes (Ryan et al., 2022).

The study's results, taken together, offer strong proof of the value of flashcards in helping pupils learn and retain new language. Flashcard-based learning is structured and repeated, which improves memory connections, encourages quicker and more accurate word recall, builds students' confidence, encourages individual study habits, and fosters a collaborative learning atmosphere. For language teachers looking to improve vocabulary acquisition results and guide best practices in language instruction, these findings have prominent ramifications. Teachers can design effective and captivating learning experiences that enable students to become proficient language learners by integrating flashcards into vocabulary training.

Conclusions

The study's conclusions highlight the important influence that using flashcards has on students' vocabulary retention and learning. It became clear from qualitative naturalistic observation that flashcards are essential for strengthening memory connections, increasing recall accuracy and speed, raising students' self-esteem, encouraging independent study habits, and establishing a positive learning environment. These findings are consistent with earlier studies that highlighted the value of regular exposure, engaged engagement, and motivating factors in successful vocabulary acquisition strategies. Using flashcards in language lessons gives teachers a flexible and interesting way to help students become more fluent in the language.

Furthermore, flashcard-based learning has been shown to provide advantages for social and collaborative components of language learning in addition to individual vocabulary acquisition. Students' overall learning experience is improved by the collaborative learning environment that flashcards foster, which promotes peer support, helpful criticism, and meaningful interactions. Flashcards help create a dynamic and engaging classroom environment that inspires students to actively participate in their language learning journey by encouraging teamwork and a sense of community. In addition to improving vocabulary acquisition, these cooperative learning opportunities help kids develop critical social and communication skills.

Overall, the study's outcomes demonstrate how effective flashcards are as a teaching tool for helping language learners become more proficient with vocabulary. The results indicate that by

improving memory retention, raising recall speed and accuracy, boosting student confidence, encouraging independent study habits, and promoting collaborative learning opportunities, adding flashcards to vocabulary instruction may result in more successful learning outcomes. Teachers can build dynamic and captivating language learning settings that help students become competent and self-assured language users by utilizing the advantages of flashcards.

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