

## Improving Vocabulary Mastery of Grade X Students Through Picture Cards at MAN Insan Cendekia Kota Palu

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### Article Info

#### Article history:

Received 2025-08-25

Revised 2025-10-03

Accepted 2025-10-05

#### Keywords:

EFL Learning

Picture Cards

Visual Media

Vocabulary Mastery

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### ABSTRACT

This study addresses the problem of limited vocabulary mastery among grade X students at MAN Insan Cendekia Kota Palu, which hampers their ability to communicate effectively in English. The objective was to determine whether the use of picture cards as a teaching medium could significantly improve students' vocabulary mastery. The research employed a quantitative approach with a quasi-experimental design involving two groups: an experimental group taught with picture cards and a control group taught with conventional methods. The sample consisted of 46 students, selected randomly and divided equally into experimental and control classes. Data were collected through pre-tests and post-tests, and analysed using a t-test. The findings revealed that the experimental group's mean score increased from 62.48 in the pre-test to 81.91 in the post-test, while the control group only improved from 58.09 to 65.87. The t-counted value (4.38) exceeded the t-table value (1.681) at the 0.05 significance level, confirming that picture cards had a significant positive effect on vocabulary mastery. Beyond score improvement, students in the experimental class also showed greater participation and motivation during learning activities. These findings suggest that visual media, particularly picture cards, can be effectively integrated into EFL classrooms to foster engagement and enhance vocabulary learning outcomes on a broader scale.

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## 1. INTRODUCTION

Vocabulary is a central element of language learning, serving as the foundation for developing communication skills in listening, speaking, reading, and writing. In the context of English as a Foreign Language (EFL), students who lack sufficient vocabulary struggle to comprehend texts, express ideas, and participate effectively in conversations. Alqahtani [1] emphasised that without adequate vocabulary knowledge, learners face significant obstacles in mastering English, while Richards and Renandya [2] confirmed

that vocabulary is a core component of overall language proficiency. Thus, enriching students' vocabulary is one of the main goals of English education.

Nevertheless, vocabulary instruction is often perceived as monotonous when delivered through rote memorisation. Sirait et al. [3] observed that ineffective methods reduce students' motivation and hinder retention. In line with the Merdeka Curriculum, teachers are encouraged to adopt approaches that are active, contextual, and student-centred. One promising solution is the use of visual media, particularly picture cards, which provide concrete representations of words and help students associate forms with meanings. Susanto and Fazlinda [4] found that visual aids improve memory retention, while Harmer [5] highlighted their ability to make abstract vocabulary more accessible. Similarly, Kamarudin [6] and Makaruku [7] affirmed that picture cards support both comprehension and long-term retention, especially when integrated with interactive activities such as games, matching, or storytelling.

Research conducted in various contexts has demonstrated the effectiveness of picture cards or flashcards. Permani et al. [8] reported significant gains in students' scores and motivation through flashcards in secondary English classes. Amin and Fajarina [9] also confirmed that picture cards substantially improved students' vocabulary mastery. Azizah [10] found that flashcards enabled a higher percentage of learners to achieve the mastery criteria compared to traditional approaches. These findings collectively underscore the benefits of visual-based media for vocabulary instruction. However, despite these positive outcomes, few studies have systematically applied picture cards in a structured sequence that guides learners from identification and classification to the contextual use of vocabulary. Most prior studies focused only on vocabulary recognition or general improvement, without exploring how structured stages can foster active vocabulary mastery. For instance, Lovita et al. [11] demonstrated that picture word cards, combined with inductive models, can enhance not only recognition but also production skills through reading and writing activities. This gap highlights the need for research that integrates picture cards into a sequence, encouraging not only recognition but also accurate application in communication.

Based on the researcher's observations during the teaching assistance program at MAN Insan Cendekia Kota Palu, many Grade X students continue to face challenges in actively using vocabulary, particularly in speaking and writing tasks. Instruction often relies on memorisation lists with little explanation of meaning, function, or contextual use, resulting in difficulties when applying vocabulary in sentences or real communication. These challenges underscore the importance of implementing methods that are engaging, comprehensible, and effective in promoting vocabulary use. In line with this, Kamarudin [6] highlights that using visual media helps students understand and retain vocabulary more effectively by providing engaging images that illustrate familiar objects and actions. Similarly, Ganesan et al. [12] argued that contextualised vocabulary instruction, supported by visuals, yields more durable learning outcomes compared to rote memorisation.

Therefore, the present study applies picture cards in a structured manner to enhance vocabulary mastery among senior high school students. It is expected that this approach will not only improve retention but also increase students' active participation and

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confidence in using English. Moreover, the study aims to contribute to more effective and enjoyable strategies for vocabulary teaching in the EFL classroom, supporting the needs of 21st-century education. This study investigates whether picture cards significantly improve vocabulary mastery among Grade X students at MAN Insan Cendekia Kota Palu.

**2. METHOD**

This study employed a quantitative approach with a quasi-experimental design to examine the effect of using picture cards on the vocabulary mastery of grade X students at MAN Insan Cendekia Kota Palu. The design was based on Gay et al. [13] and can be illustrated as follows:

Experimental	O1	X	O2
Control	O3		O4

Where:

O1 O3 = pre-test

O2 O4 = post-test

X = treatment

Additionally, the flow diagram of the experimental design is presented in Figure 1 for clarity.

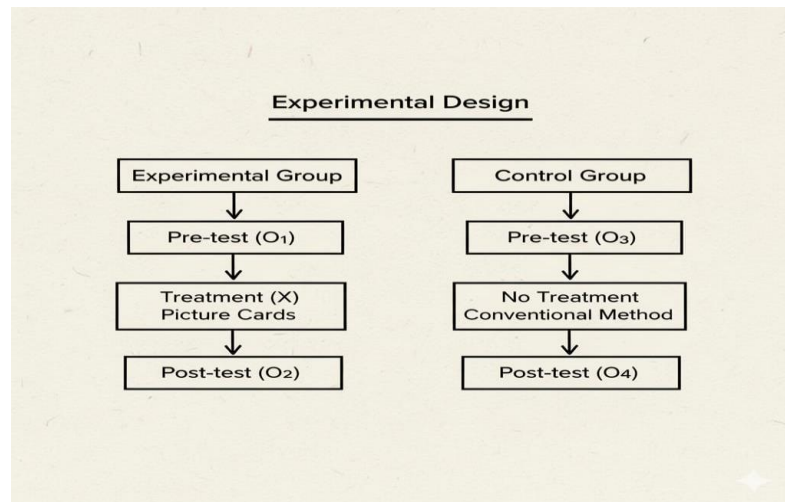


Figure 1. Flow Diagram of the Experimental Design

A random sampling method was employed to select participants, as Damayanty et al. [14] explain that random sampling is a technique in which every element in the population has an equal chance of being selected as part of the sample, thereby ensuring representative and unbiased results. The population of this research consisted of all grade X students at MAN Insan Cendekia Kota Palu in the 2024/2025 academic year, totalling 112 students across five classes. From this population, two classes were randomly selected:

Class X Al-Kahfi, with 23 students, as the experimental group, and Class X Al-Kautsar, with 23 students, as the control group. Thus, the total sample size was 46 students.

During the treatment, the experimental group was taught vocabulary using picture cards, while the control group received instruction through conventional methods. The treatment for the experimental group was conducted over three 90-minute meetings. The lessons were initially planned for six sessions but were reduced to three due to time constraints in the school's academic schedule. During these sessions, the experimental group was taught vocabulary using picture cards, while the control group received instruction through conventional methods. Ethical considerations were also observed in this study. Approval to conduct the research was obtained from the school administration, and informed consent was secured from the participating students. The researcher also assured the students that their identities and responses would remain confidential and that participation would not negatively affect their grades or academic standing.

The research instruments included a pre-test and a post-test to measure students' vocabulary mastery before and after the treatment. Each test consisted of 25 items, divided into multiple-choice questions, word classification, and simple sentence construction. To ensure the quality of the instruments, the researcher conducted content validation by consulting two lecturers in the English Education Department, who reviewed the items for relevance, clarity, and alignment with the curriculum. In addition, a pilot test was administered to a group of students outside the research sample. The results of the pilot test were analysed to check the reliability of the instrument using Cronbach's Alpha, which yielded a coefficient of 0.81, indicating high reliability. For the data analysis, the researcher employed the technique proposed by Arikunto [15], which involved calculating the mean score and standard deviation, and then applying the t-test to determine the significance of the difference between the experimental and control classes.

### **3. RESULTS AND DISCUSSION**

This section presents the research findings, which aim to examine the effectiveness of using picture cards in improving the vocabulary mastery of grade X students at MAN Insan Cendekia Kota Palu. The data were collected through pre-tests and post-tests in both experimental and control classes. The results are described below:

#### **3.1. Results**

In this section, the researcher presents the results of the tests administered to both the experimental and control classes. The tests consisted of a pre-test and a post-test given before and after the treatment. The purpose of the pre-test was to measure the students' initial vocabulary mastery, while the post-test was conducted to determine their improvement after the learning process. This is in line with Erniwati et al. [16], who emphasised that administering a pre-test and post-test is necessary to examine the effectiveness of teaching media in improving students' vocabulary. The experimental class received treatment using picture cards, while the control class was taught using conventional methods. The scoring of the test was adapted from Burke [17], while the

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calculation of the scores and the mean was conducted using formulas from Arikunto [15]. The results of the pre-test and post-test scores are presented in the following tables:

Table 1. The Summary Scores of Experimental Classes

Test	Total Score	Mean
Pre-test	1.437	62.48
Posttest	1.884	81.91

The data above presents the pre-test and post-test results of the experimental class. It can be seen that the students' total score increased from 1.437 in the pre-test to 1.884 in the post-test. Consequently, the mean score also improved from 62.48 to 81.91. This significant improvement shows that the use of picture cards had a positive effect on the students' vocabulary mastery.

Table 2. The Summary Scores of Control Classes

Test	Total Score	Mean
Pre-test	1.339	58.09
Posttest	1.518	65.87

Based on the data above, we can see the pre-test and post-test results of the control class. The students' total score increased slightly from 1.339 in the pre-test to 1.518 in the post-test. Consequently, the mean score also increased from 58.09 to 65.87. Although there was an improvement in the students' vocabulary scores, the increase was not as significant as in the experimental class. This suggests that the use of conventional teaching methods provided only limited progress in students' vocabulary mastery.

After obtaining the mean scores of both the pre-test and post-test, the researcher proceeded to calculate the mean deviation and the squared deviation to examine whether there was a significant difference between the pre-test and post-test results of the experimental and control classes. The outcomes of these calculations are displayed in the following table:

Table 3. Deviation and Square Deviation of Experimental and Control Classes

Class	Pre-test Total (X1)	Posttest Total (X2)	Deviation (X1-X2)	Mean Deviation	Square Deviation
Experimental Class	1.437	1.884	447	19.43	2811.65
Control Class	1.339	1.518	182	7.91	691.83

After obtaining the deviation and mean deviation, the researcher calculated the squared deviation of each class using the formula proposed by Arikunto [15]. The results are presented in Table 3. The squared deviation score of the experimental class was 2,811.65, while that of the control class was 691.83.

Next, the researcher applied the t-count formula to demonstrate the effectiveness of the treatment. The researcher used a formula proposed by Arikunto [15], which is:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$t = \frac{19,43 - 7,91}{\sqrt{\left(\frac{2811 + 691,83}{23 + 23 - 2}\right)\left(\frac{1}{23}\right) + \left(\frac{1}{23}\right)}}$$

$$t = \frac{11,52}{2,63}$$

$$t = 4.38$$

Based on the formula, it can be determined that the t-count of this research was 4.38. The final step was conducting hypothesis testing to determine whether the use of picture cards in improving students' vocabulary mastery is effective or not. If the t-counted value is higher than the t-table value, the research hypothesis is accepted. Meanwhile, if the t-counted value is lower than the t-table value, the research hypothesis is rejected. In order to determine whether the hypothesis is either accepted or rejected, the researcher did the computation as follows:

Degree of Freedom ( <i>df</i> )	= $Nx + Ny - 2$
	= $23 + 23 - 2$
	= 44
Level of Significant	= 0,05
t-table	=1.681

The t-count was 4.38. With the degree of freedom ( $df = 44$ ) and a significance level of 0.05, the t-table value was 1.681. Since the t-count (4.38) exceeded the t-table value (1.681), the research hypothesis was accepted, confirming that the use of picture cards significantly improved students' vocabulary mastery. To evaluate the strength of this impact, Cohen's *d* was also calculated, yielding a value of 4.38, which indicates an extremely large effect size according to Cohen's benchmarks [18] (0.2 = small, 0.5 = medium, 0.8 = large). This demonstrates that the use of picture cards not only produced statistically significant results but also had a very strong practical impact on students' vocabulary mastery at MAN Insan Cendekia Kota Palu.

The findings indicate that picture cards were not only statistically effective but also had a practical impact in the classroom. Students in the experimental class showed much greater gains compared to the control class, with nearly 20 additional points in vocabulary

mastery. The huge effect size suggests that picture cards substantially enhance students' ability to learn and retain new vocabulary, making them a powerful alternative to conventional teaching methods. In practical terms, this means that picture cards can help teachers engage students more actively, simplify vocabulary learning, and lead to faster and more meaningful improvements in language acquisition.

### 3.2. Discussion

The findings of this research reveal that the use of Picture Cards (see Figure 2) as a teaching medium significantly improved students' vocabulary mastery in the experimental class. The mean score of the experimental group increased from 62.48 in the pre-test to 81.91 in the post-test, showing a notable gain of 19.43 points. In contrast, the control class only improved from 58.09 to 65.87, with a smaller increase of 7.78 points. This comparison demonstrates that students who received the treatment through Picture Cards achieved greater progress than those who learned through conventional methods.



Figure 2. Picture Cards Medium

The effectiveness of Picture Cards can be understood from both motivational and cognitive perspectives. From the motivational aspect, Picture Cards created a more active and enjoyable classroom atmosphere (see Figure 3). Students in the experimental class were more enthusiastic and involved in the learning process compared to the control class. Instead of merely memorising word lists, they interacted with the cards, practised the words, and applied them in simple sentences. This indicates that Picture Cards foster learner engagement and promote more active participation. From the cognitive perspective, the effectiveness of Picture Cards aligns with dual coding theory [19], which suggests that learning is strengthened when information is processed simultaneously through verbal and visual channels, thereby helping students to store and recall vocabulary more effectively. Moreover, Picture Cards reduce cognitive load by providing direct visual representations of words, including abstract ones, making the learning process easier [20]. This dual support, combining verbal and visual elements, ensures that students do not rely solely on memorisation but can connect meaning with imagery, leading to deeper vocabulary retention.



Figure 3. Classroom Atmosphere

However, several challenges were encountered during implementation. The first challenge was the difference in students' ability to understand new vocabulary. Some students grasped the words quickly, while others struggled and tended to fall behind. To address this, the researcher formed mixed-ability groups, allowing students with stronger vocabulary mastery to support their peers. This finding is in line with Satryo et al. [21], who emphasised that "one of the main obstacles faced by students is their limited vocabulary ability, which causes some students to fall behind in understanding new vocabulary." The second challenge was the time limitation, as the treatment was initially designed to be conducted in six meetings, but had to be reduced to only three meetings due to unavoidable circumstances. This reduction made it difficult to conduct all planned activities in detail, so the researcher condensed and prioritised the Picture Card activities, dividing them into more miniature stages with strict time limits and preparing the media before the lesson started. This is consistent with Laksono et al. [22], who stated that time management is one of the main challenges faced by EFL teachers in Indonesia, and also supported by Richards and Renandya [2], who asserted that "good classroom management ensures that learning tasks are completed efficiently and that students remain engaged throughout the lesson." In addition, the study also has several limitations: it involved a relatively small sample size, the short treatment duration limited the opportunity for sustained practice, and no delayed posttest was conducted to measure long-term retention. These constraints suggest that future research should include larger samples, longer treatment periods, and follow-up tests to examine the durability of vocabulary gains.

The results of this study align with previous findings that highlight the effectiveness of visual media in teaching vocabulary. For example, Makaruku [7] found that the use of picture cards significantly improved students' vocabulary mastery, with mean scores increasing from the first to the second cycle and reaching the success indicators. Permani et al. [8] also confirmed that flashcards and similar visual media improved Indonesian high school students' vocabulary mastery, raising the average score from 75.62 in the pre-test to 98.12 in the second-cycle post-test. Likewise, Amin and Fajarina [9] demonstrated that Picture Cards significantly improved seventh graders' vocabulary mastery at MTs Qomarul Hidayah, with the mean score increasing from 61.60 to 82.80, and a paired t-test confirming a statistically significant improvement. Another quasi-experimental study by Sahan et al. [23] also revealed that Picture Cards were effective in enhancing the vocabulary mastery of junior high school students in Nusa Tenggara Timur.

Furthermore, Kurniati et al. [24] emphasised that flashcards with pictures create a fun learning atmosphere, strengthen memory, and improve students' vocabulary mastery. In addition, Thi and Chung [25] demonstrated that visual aids, including picture cards and flashcards, significantly enhanced vocabulary acquisition, retention, and learner engagement in EFL classes. Picture Cards provide students with direct visual representations of objects and actions, making it easier for them to connect words with meaning. As stated by Kamarudin [6], visual media support students in understanding and remembering vocabulary more effectively. This study confirms that when vocabulary is presented in a visual and engaging way, students become more motivated to learn and are able to retain the words better.

From a pedagogical perspective, this study highlights practical implications for EFL teachers. Picture Cards can be integrated into various classroom activities, such as group games, role-play, vocabulary matching, and sentence-building tasks, to make vocabulary learning more interactive. Teachers are encouraged to design Picture Cards that are contextually relevant to the students' environment so that learners can more easily connect new words with their real-life experiences. Furthermore, preparing Picture Cards before class helps ensure smooth time management, especially in classrooms with limited teaching hours. By combining visual media with communicative activities, teachers can foster not only vocabulary growth but also collaboration, creativity, and active participation among students.

#### **4. CONCLUSION**

This study highlights that the use of picture cards fosters an engaging and supportive environment for vocabulary learning, encouraging students to understand, retain, and use new words more effectively. The findings suggest that teachers can adopt this simple yet effective medium to enrich classroom practices, while curriculum designers may consider incorporating visual-based strategies to support learner-centred instruction. Despite its promising contribution, the study is limited by its short duration, small sample size, and focus on specific word types, which restricts its generalizability. Future research is recommended to extend the duration of implementation, involve larger and more diverse populations, and compare the effectiveness of picture cards with other media, such as digital flashcards, to provide a broader perspective on vocabulary learning strategies. Overall, this research makes a significant contribution by demonstrating that accessible and low-cost tools can substantially enhance students' vocabulary mastery, providing practical insights for both educators and the broader public on how innovative yet simple methods can improve language learning outcomes.

#### **ACKNOWLEDGEMENTS**

I want to express my sincere gratitude to Prof. Dr. Mawardin M. Said, M.Hum., and Moh Abraham Akbar Eisenring, S.Pd. M.Pd. for their valuable guidance and support throughout the research process, and to Drs. Mochtar Marhum, M.Ed., Ph.D., for his constructive feedback as a reviewer. My appreciation also goes to Mr. Januar Rachman, S.Pd, M.Pd., the English teacher at MAN Insan Cendekia Kota Palu, along with all the

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participating students, for their cooperation during the study. Lastly, I am deeply thankful to my family and friends for their unwavering support, encouragement, and motivation during the completion of this research.

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