

The Effect of Canva Based Flashcard on Students' Vocabulary Mastery

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ABSTRACT

Vocabulary mastery is essential for effective language learning and communication. This research investigates "the effect of canva based flashcards on the vocabulary mastery" of VII class students at MTs Raudhatul Jannah Palangka Raya. This research using quantitative methods and quasi-experimental design, with a sample of sixty students split into experimental class and control classes. The canva based flashcards only used in experimental class. Data was collect from the *pretest- posttest* and analyzed with a t-test. *Pretest* scores averaged 61.36 for experiment class and 69.29 for control class. Post test scores increased to 85.88 for experiment class, and 76.69 for control classes. The findings indicate a significant effect of canva-based flashcards on vocabulary mastery. Thus, that's possible be inferred that canva based flashcards effective in significantly increasing studentsvocabulary mastery.

Keywords: canva, effect, flashcard, vocabulary mastery

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INTRODUCTION

Vocabulary, comprising fundamental words essential for language mastery and communication, plays a significant role in acquiring language and development. As emphasized by (Dauletbaevna, 2022) A strong grasp of vocabulary is essential for developing proficiency in 4 language skill: listening, speaking, reading, and writing. (Octaberlina & Anggarini, 2020) further underscore the significance of vocabulary mastery, asserting it is pivotal role in effective communication and its influence on all four English language competencies. Students equipped with a robust vocabulary demonstrate enhanced comprehension of assignments and exhibit heightened interest in learning English, thereby fostering overall language proficiency.

Despite its importance, students often lack enthusiasm for learning English, resulting in suboptimal vocabulary acquisition. As a foreign language, English frequently fails to captivate students, contributing to disengagement from the learning process. Additional challenges include low self-confidence and the complexity of new vocabulary and sentence structures divergent from their native language Indonesian. Furthermore, lacking compelling learning resources exacerbates students' apathy toward vocabulary acquisition. Effective vocabulary instruction is imperative as it underpins Acquiring language, facilitating the growth of language skills, thereby enriching everyday communication and reinforcing the notion that English serves as a conduit for expressing ideas, thoughts, and emotions (Tawali, 2018).

Enhancing students' vocabulary mastery requires a special action strategy that students need to make learning easier, faster, and more effective (Buana & Syafitri, 2021). One promising strategy to invigorate students' enthusiasm for vocabulary acquisition involves using colorful and pictorial learning aids for example, flashcards. Defined by (Rahman et al.,

2021) as compact picture cards designed to facilitate vocabulary instruction, flashcards serve as cornerstone in context of teaching and learning, eliciting students' cognitive engagement, fostering attentiveness, and piquing interest (Tafonao, 2018). Engaging in learning media significantly enhances students' educational experiences (Nurrita, 2018), with the appropriate selection of media and methodologies deemed paramount for achieving pedagogical efficacy (Yanto, 2019).

Flashcards, incorporating words and vibrant images, captivate students and facilitate vocabulary comprehension. Crafted by both teachers and learners, flashcards typically feature target words alongside corresponding images on one side, with translations provided on the reverse. Demonstrating efficacy in vocabulary instruction, flashcards bolster memory retention and heighten student motivation (Munawaroh, 2022). According to (Rahmawati & Utami, 2019) Flashcards can help teachers create interesting teaching methodologies. Flashcards are a medium that can be used to teach vocabulary. Researchers believe the vocabulary on flashcards is useful for learning new words and their meanings. Through this method, the student will improve vocabulary skills. While flashcards offer undeniable benefits, they also present limitations, including a focus on visual perception and diminished effectiveness in large group settings (Ulfa, 2020). To address these constraints, researchers advocate for leveraging Canva, an online design platform, to create flashcards that can be seamlessly distributed to students' smartphones.

Innovation in media learning is imperative to enhance the allure and efficacy of educational endeavors. Canva, offering many features and templates tailored for educational purposes, facilitates creativity and collaboration in designing engaging learning materials (Pelangi, 2020). With tools catering to diverse design requirements, Canva fosters technology-driven learning and augments student engagement (Kala'lembang et al., 2021; Junaedi, 2021). Despite its reliance on internet connectivity and the availability of certainly paid templates, Canva remains instrumental in crafting captivating learning media.

Previous research has shown the effectiveness of digital-based flashcards in improving vocabulary mastery and asserts the suitability of digital flashcards for elementary students (Sudrajat et al., 2023). (Farida et al., 2019) it states that using flashcard allows students to identify and remember certain words easily. (Apriliani, 2016) and (Sari et al., 2018) elucidate the positive impact of flashcards on vocabulary mastery and student engagement. Digital flashcards positively impact vocabulary mastery (Yulsardi & Ratmanida, 2021). In conclusion, learning media significantly enhances vocabulary acquisition in English language learning. Interviews with class VII English teachers at MTs Raudhatul Jannah Palangkaraya unveiled underutilized learning resources and students' inadequate vocabulary mastery. To address these challenges, researchers devised a strategy employing Canva-based flashcards that are disseminated to students' smartphones to invigorate vocabulary acquisition and foster heightened engagement.

The rationale to investigate the effectiveness of Canva-based flashcards in increasing students' vocabulary mastery stems from the identified gap in the literature and the observed discrepancies between theoretical frameworks and practical implementation vocabulary instruction. Despite the recognized importance of vocabulary acquisition, particularly in the context of English language learning, there remains a dearth of comprehensive studies exploring innovative approaches to address students' lack of interest and suboptimal mastery in this domain. Moreover, while previous research has highlighted the benefits of traditional flashcards, the advent of digital platforms such as Canva presents an opportunity to overcome inherent limitations and enhance the effectiveness of this pedagogical tool. By leveraging Canva user-friendly interface and diverse design features, teachers can create visually appealing and interactive flashcards that resonate with contemporary learners, revitalizing vocabulary instruction and promoting greater student engagement and retention.

METHOD

This article employs a quantitative research design to investigate the effects of canva based flashcards on students' mastery of vocabulary. Quantitative research, as described by (Creswell, 2012), aims to describe trends, and elucidate relationships between variables identified in the literature. The study employs a quasi-experimental research method, where the experimental and control class is selected non-randomly. Quasi-experimental designs, as elucidated by (Yusuf, 2019), involve experimental research where subjects are not randomly assigned, yet significant results can still be obtained.

Population and Sample

The research was conducted at MTs Raudhatul Jannah Palangka Raya in May 2024. The target population for this study comprised all seventh-grade students enrolled at the school, which is 118 students. From this population, sample of 60 students was selected to participate in this study. The sample included students from two specific classes: VIIA and VIIC.

The method purposive sampling was employed to select participants for this research. Purposive sampling entails choosing individuals who meet specific criteria relevant to the research objectives (Etikan et al., 2016). In this case, the researcher chose students from classes VIIA and VIIC based on certain considerations, such as their availability and willingness to participate in this research. The criteria for selecting participants are 1) Grade Level: Participants had to be seventh-grade students at MTs Raudhatul Jannah Palangka Raya. 2) Voluntary Participation: Students voluntarily consented to participate in the study. The sample size of 60 students was determined based on the feasibility data collection within the constraints of time and resources. This sample size was deemed sufficient to achieve this research's objectives while ensuring the statistical validity and reliability of the findings.

The researcher liaised with school authorities to gain access to the target population. After obtaining approval, students from classes VIIA and VIIC were approached and informed about the research study. Those who expressed willingness to participate were included in the sample. Ethical considerations were paramount throughout the participant selection process. Informed consent was obtained from all participants or their legal guardians before their inclusion in the study. Participants were assured of confidentiality and anonymity, and their rights and welfare were protected under ethical guidelines for research involving human subjects.

Instruments**Test Description**

To evaluate students' vocabulary mastery, a test served as the main tool in this research. The format test adopted was multiple-choice, containing all thirty question items in total. These items were designed to assess various aspects of vocabulary knowledge, aligned with the curriculum subjects taught at the research site.

Pretest-Posttest Administered

There are two types of tests: pretest and posttests (experimental class and control class) before the intervention to establish a baseline measure of students' initial vocabulary proficiency. After the treatment for the experiment, the class used Canva-based flashcards, and the post-test was conducted with both classes to assess any significant changes in vocabulary mastery resulting from the treatment.

Test Development

The construction of the test items involved careful consideration of the vocabulary concepts covered in the curriculum. The items were designed to assess students' comprehension of vocabulary words, ability to apply them in context, and overall mastery of the vocabulary taught. The multiple-choice format was chosen for its practicality and ease of scoring, allowing for efficient assessment of the students within the given time frame.

Test Administration Procedure

The Pre- and post-tests were conducted under standardized conditions to ensure consistency and reliability of results. Clear instructions were provided to students before the test administration, emphasizing the importance of honest and independent responses. Proctors monitored the testing environment to minimize distractions and maintain test security.

Data Analysis

Data quantitative, the pretest and the posttest were statistically analyzed to identify significant differences on vocabulary mastery between both classes. Techniques for statistical as the t-test were utilized to compare mean scores and rate the effectiveness of intervention to enhance mastery of vocabulary.

Procedures**Pre Test Administration**

Before dividing into class, experiment and control classes, classes were given the pretest to VIIA and VIIC to evaluate the initial vocabulary proficiency of students in both classes. According to the pre-test results, class VIIA showed a lower average score compared to class VIIC.

Group Assignment

Following the pre-test VIIA was designated as the experiment class, whereas class VIIC was assigned as the control class. The assignment was grounded on scores from the pre-test, with the experiment class demonstrating a lower average score indicative of potentially lower vocabulary mastery.

Treatment Implementation

After the group assignment, the VIIA class accepted the treatment interventions. The treatment involved implementing flashcards for vocabulary instruction, which were utilized as a pedagogical tool to enhance vocabulary acquisition and retention among students in the experiment class.

The Post Test Administration

Following the treatment, the class experiment and control classes underwent a post-test assessment. The posttest aimed to evaluate any significant changes in vocabulary mastery resulting from the intervention. By comparing the post-test scores of VIIA and VIIC classes, the effectiveness of flashcard-based treatment could be determined.

Data Analysis

Assessment statistical analysis, including techniques like the t-test quantitative data from the pretest-posttest. T test use to compare average scores among the experimental and control class. The analysis sought to decide if there was a notable enhancement in vocabulary mastery among the VIIA class compared to the VIIC class after the intervention.

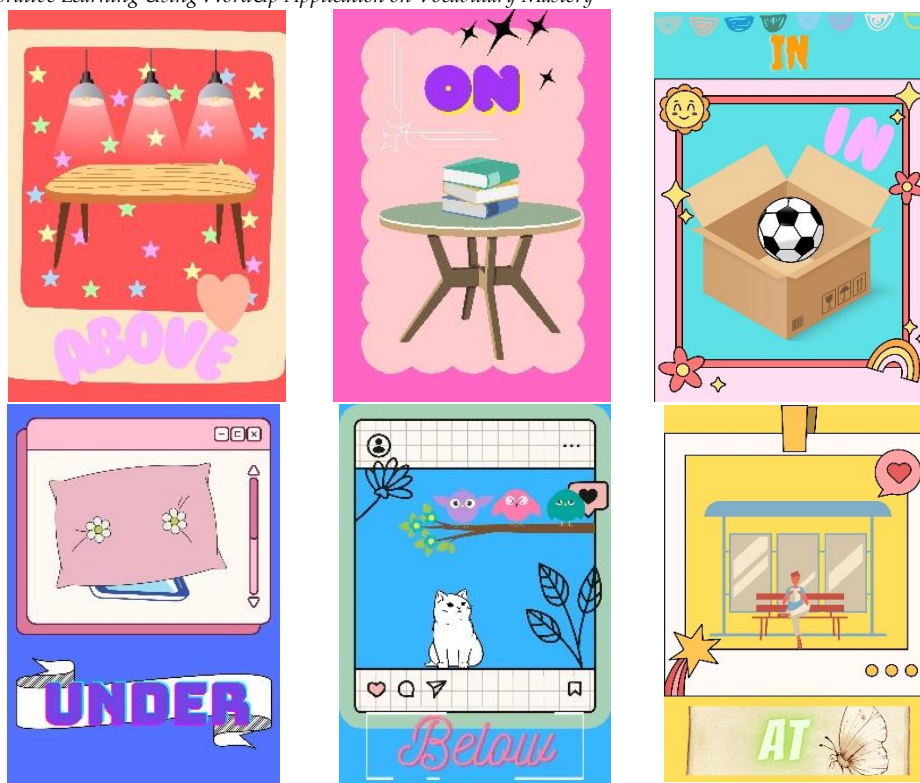


Figure 1. Flashcard



Figure 2. Quiz Flashcard

Data analysis

To analyse the data, a t-test was employed to contrast the result score of the pretest and posttest of students in the experiment class and control classes. Before performing the t-test, t-tests performed for normality and homogeneity.

This research assessed normality using the *Kolmogorov-Smirnov* test in *SPSS Version 26*. Normality was considered achieved if the test score exceeded 0.05. Conversely, data were considered non-normal if the test score fell below 0.05.

Pre Test Analysis

The pre-test results revealed that the experimental group (class VIIA) had an average score of 61.36, while the control class (class VIIC) had higher mean score of 69.29. This initial assessment provided baseline data on students' vocabulary proficiency levels before the intervention.

Treatment Effectiveness Analysis

After the intervention, the experiment and control classes underwent a posttest to evaluate the effects of treatment on vocabulary mastery. The results showed a notable enhancement in vocabulary mastery for the experimental group, averaging 85.88. In contrast, the control class achieved a lower average score, 76.69 following the intervention.

Statistical Analysis

The t-test, a statistical technique used for comparing means between classes, was used to analyse data from both the pretest and posttest assessments. Its aim was to determine whether the observed difference vocabulary mastery among the experimental and control classes was statistically significant.

Interpretation of Result

The t-test results indicate a significant difference between the pretest and posttest scores of the experimental class ($t = [\text{value}]$, $p < 0.05$). This finding shows that using flashcards for vocabulary instruction resulted in a notable enhancement in vocabulary mastery among the students in the experimental class compared to the control class.

The data analysis suggest that the implementation of Canva-based flashcards effectively enhanced students' vocabulary mastery. The significant improvement in vocabulary scores observed in the experimental class demonstrates the effectiveness of the flashcard-based intervention in facilitating vocabulary acquisition and retention among seventh-grade students at MTs Raudhatul Jannah Palangka Raya.

FINDINGS AND DISCUSSION

This research was conducted individually. Implementing flashcards is straightforward; there, are several steps involved in its implementation. First, the researcher sent flashcards to each student's smartphone or handphone. Second, explain the material using flashcards. Third, students will answer the quiz at the end of the lesson by matching the pictures and English vocabulary according to the learning material that has been taught. Table 1 displays the test results both the experiment and control class.

Table 1. Statistics of Experimental Class and Control Classes Result

		Pre Test Experimental	Post Test Experimental	Pre Test Control	Post test Control
N	Valid	25	25	35	35
	Missing	10	10	0	0
Mean		61.36	85.88	69.29	76.69
Std. Error of Mean		1.718	.833	1.695	1.110
Median		60.00	85.00	70.00	75.00
Mode		60	85	70	75 ^a
Std. Deviation		8.592	4.167	10.028	6.565
Variance		73.823	17.360	100.563	43.104
Range		33	13	45	25
Minimum		50	80	45	65
Maximum		83	93	90	90
Sum		1534	2147	2425	2684

The data demonstrate initially, the experimental class exhibited mean pre-test scores 61.36, with scores ranging from 50 to 83. After the treatment using flashcards, the mean score on the posttest for the experimental class increased to 85.88, with scores ranging from 80 to 93.

In contrast, the control class started with an average pre-test score of 69.29, ranging from 45 to 90. This group did not receive the flashcard intervention but relied solely on their English textbooks for study. As a result, the control class had an average post-test score of 76.69, with scores ranging from 65 to 90.

Table 2. Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-Test_Experimental	.163	25	.086	.941	25	.155
	Post-Test_Experimental	.161	25	.094	.898	25	.017
	Pre-Test_Control	.146	35	.058	.963	35	.287
	Post-Test_Control	.144	35	.063	.952	35	.130

Based on the table 2 provided, the data from (experimental and control) classes, including the pretest and the posttest results, show that the sig value of the *Kolmogorov-Smirnov* and *Shapiro-Wilk* tests is > 0.05. This shows that the distribution is normal.

Table 3. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	5.937	1	58	.018
	Based on Median	4.234	1	58	.044
	Based on Median and with adjusted df	4.234	1	49.345	.045
	Based on trimmed mean	5.884	1	58	.018

Referring to table 3 presented above, the mean sig value is .018, which exceeds 0.05. This indicates that there is homogeneity in the data across the classes. Once *normality* and *homogeneity* were confirmed, the researcher performed an *Independent Sample T Test* to test the hypothesis. The finding of this test detailed on the table 4.

Table 4. Independent Samples Test

		Levene's Test for		t-test for Equality of Means						
		Equality of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
								Difference	Lower	Upper
Result	Equal variances assumed	5.937	.018	6.164	58	.000	9.194	1.492	6.208	12.180
	Equal variances not assumed			6.625	57.330	.000	9.194	1.388	6.416	11.973

The table 4 displays *Independent Sample T-Test* conducted on the post-test resulted in a two-tailed p value of 0.000. This result shows that the null hypothesis is rejected, and the alternative hypothesis is accepted, since the p-value (0.000) it is lower than 0.05. In essence, the utilization of canva based flashcards significantly influences students' mastery of vocabulary. Flashcards not only serve as an engaging activity but also enhance concentration on learning materials.

This research involves both experimental class and control classes, using pretest and posttest data as research instruments. Initially, the class experiment had lower mean scores on the pre-test. However, after receiving instructions with flashcards, they outperformed the control class on the posttest. Specifically, mean score pre-test of experimental class was 61.36, which increased significantly to 85.88 after the flashcard teaching, indicating a significant improvement in student performance.

In line with the results of this article, previous study by (Sudrajat et al., 2023) confirming the suitability of digital flashcards for elementary school students, but in this study they are not only suitable for elementary schools but also suitable for junior high school students. (Farida et al., 2019) stated that utilizing of flashcards allows students to identify the certain vocabulary and remember the vocabulary easily, this is in line with this research because there is a significant difference in student scores after being taught using flashcards, meaning that students can identify and remember vocabulary easily. Meanwhile, (Apriliani, 2016) and (Sari et al., 2018) explain the positive effect of flashcards on vocabulary mastery and student engagement, in line with this research flashcards can have a positive impact on student's vocabulary mastery as evidenced by the post test results of students taught using flashcards increased.

CONCLUSIONS

The use of flashcards on students' vocabulary mastery was determined to be an effective medium for enhancing students' vocabulary understanding. The results observed in the experimental class reinforce that flashcards effectively improve students' vocabulary proficiency. At the outset, the experimental class score mean of 61.36 on the pre-test. After intervention, their mean score on the post-test increased to 85.88, thereby supporting the

alternative hypothesis (Ha). These findings underscore the significant impact of canva based flashcards on enhancing students vocabulary mastery. The findings of the study demonstrate that using canva based flashcards has a notable effect on students' mastery of vocabulary. The experimental class, which utilized canva-based flashcards, showed substantial improvements in vocabulary skills compared to the control class, which did not receive this form of instruction. Average post-test scores from the experimental class demonstrated notable increases, highlighting the effectiveness and efficiency of flashcards in improving vocabulary acquisition. Overall, these findings emphasize the importance of innovative teaching methods, such as the integration of technology-based learning tools such as canvas-based flashcards, in language teaching. By incorporating interactive and visually appealing materials into the curriculum, educators can create a more dynamic and effective learning environment that encourages student engagement and facilitates language acquisition.

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