Abstract

This systematic review investigates how flashcards function in different educational contexts to teach vocabulary. The study summarizes data from empirical research released in the last three years, which are from 2021–2023. It focuses on how flashcard-based interventions affect vocabulary acquisition, retention, and overall teaching outcomes. The findings provide insights into the advantages, limitations, and best practices associated with employing flashcards in vocabulary instruction.

Keywords: Flashcard; Teaching Vocabulary; Systematic Review

Introduction

The Importance of Vocabulary Acquisition

In the age of globalization, language education is crucial, particularly given the importance that languages play as tools for communication. Language is an instrument of communication that one uses to express and communicate ideas to another. Language is a universal means of expression and communication. People cannot communicate their ideas without language. Therefore, for others to comprehend what we are saying when we speak, we must speak clearly and concisely. As one of the significant languages that took a wide range of using over the last decades, English language has become essential to be acquired. Speaking, listening, reading, and writing skills are developed in English classes to enable pupils to converse in the language at a specific level of literacy. Mastering vocabulary is an essential part of learning English for non-native speakers. According to Harmer (2007), if language structures are the language's skeleton, vocabulary supplies the language's flesh and vital organs. The basis that can lead non-native speakers to comprehend the target language itself is vocabulary. Hence, prior to being able to comprehend the target language itself, students must first build their vocabulary. English language acquisition requires a strong vocabulary. It is a great challenge to comprehend English without vocabulary, and vice versa. It will be simpler for pupils to learn English if they can master vocabulary. According to Richards et al., (2002) vocabulary is crucial for pupils to learn in order to communicate and develop their comprehension in reading, writing, listening, and speaking. An essential requirement that now plays a major role in English is vocabulary. The usage of vocabulary, according to Rainkamol (2008) is a necessary component of learning the English language. The cornerstone upon which language
construction in communication is based is vocabulary (Dang, 2020; Nguyen & Boers, 2019). Mastery of vocabulary is the key component that facilitates students' acquisition of English language skills. Thus, insufficient vocabulary effectively restricts the speaker's capacity to communicate clearly, comprehend the other person's language, and might result in miscommunication. There are many methods, techniques, approaches and media that are able to help students in acquiring English vocabulary, as one of effective way to enrich students’ English vocabulary was through flashcard. Many teachers use flashcard as tool in teaching English vocabulary in classroom (Puspitarini & Hanif, 2019; Widodo, 2019). According to Aisyah et al. (2020), flashcards are one type of visual aid that could be provided to pupils. Small cards containing pictures, text, or symbols on them are called flashcards, and they are used to help recall or teach pupils about various topics related to visuals. According to Pasaribu and Sihombing (2022), it is a noteworthy and widely used vocabulary teaching tool. Symbols, signs, pictures, phrases, and explanations are all included on flashcards, which are meant to help students supplement what they are learning.

The Purpose of the Systematic Review

The development of one's vocabulary is an essential part of learning a language; it affects one's ability to write, read, and overall communication skills. Since they are portable, easy to use, and versatile, flashcards have been used widely as an educational tool to support vocabulary acquisition. The purpose of this systematic review is to assess flashcard-based interventions in teaching vocabulary.

Research Question

RQ1. What are the educational context characteristics of the learners selected in the articles?

RQ2. What are the most frequently used tools in the selected articles?

Literature Review

Teaching Vocabulary

One of the linguistic knowledge domains, vocabulary is very important to language learners in their language acquisition process (Cameron, 2001). For those learning a foreign language, vocabulary is frequently seen as an essential part in learning language as poor vocabulary leads to poor communication. It is necessary to be mastered. Then, one of the most crucial linguistic elements of language is vocabulary. Students may converse in English by first acquiring vocabulary. Edward (1977) asserts that students must acquire words on a constant basis while they study sound systems and acquire structure. Vocabulary is therefore plays a key role in teaching language. It takes planning and preparation to teach vocabulary successfully. Teachers must make sure that their pupils are participating in a variety of activities that will help them acquire vocabulary both consciously and unintentionally, as well as spending time studying the terms that are most helpful to them. Additionally, teachers must communicate to their students their clear objectives for vocabulary development throughout the classes. Teachers should also measure their students' vocabulary development during the course of study and employ a method that will assist them in gaining a thorough understanding of the target terms (Webb & Nation (2017). Students' vocabulary learning objectives should be clearly defined by teachers. The significance of vocabulary expansion in the initial phases of vocabulary growth cannot be overstated, as it has a direct impact on the level of language comprehension and use abilities of learners. The objectives should be based on the amount of time allotted for vocabulary acquisition both within and outside of the classroom, as well as the instructional strategies employed. There is speed and efficiency to explicit learning approaches (Webb & Nation (2017). In order to increase pupils' language proficiency, teachers need to employ several techniques, approaches, and strategies, one of which is vocabulary instruction Pan and Xu (2011). Here, we have some useful strategies that can help teachers to teach vocabulary more effectively.
Focus on vocabulary. Give terminology a lot of weight in your syllabus. Allow students to recognize that studying language involves more than just memorizing grammatical rules. New terminology that will grab the students' interest should be introduced in every class. Throughout the class, it is important to emphasize, concentrate on, and use newly learned language in meaningful ways. Provide a list of the terminology that has to be taught both at home and in the classroom.

Offer variety. Instructors can use a wide range of resources, such as audio-written materials and graphics, to introduce new terminology to their students. Activities such as dialogues, tales, interviews, questionnaires, etc. can be designed with the use of these resources. Every subject must hold the interest of the students. Put another way, for any given activity to be appropriate for the kids' level, it must be unique. To ensure responsive and creative skills, activities should transition from regulated to free-type activities.

Repeat and recycle. Memory is another factor in vocabulary learning. One of the most challenging aspects of teaching and studying vocabulary is helping students remember the vast variety of terms. Repetition is a crucial component in the acquisition of language. Speaking out loud while repeating something works better than whispering it. For kids, reviewing vocabulary as frequently as feasible is more effective than simply having them see or hear it in activities that include the use of new terminology.

Flashcards

It is necessary to teach vocabulary in an engaging and joyful manner so that pupils may pick up new words without feeling pressured to memorize them. Vocabulary may be taught using a variety of sources. One of them has flashcards on hand (Pan and Xu, 2011). Flashcards are cards containing written, obscured, or both pictures and text on them. Students can get more involved in creating new terms and communicating their thoughts by utilizing flashcards. According to Yunus (2020), a flashcard is a card that the instructor displays to the class that has words or numbers on it. It is a tool used by educators or practitioners to provide new vocabulary to kids learning English, especially the younger ones. English vocabulary may be taught and learned using flashcards covering a variety of vocabulary subjects. Flashcards are helpful for presentations, rehearsals, and revised vocabulary, or as a guide for other activities. Komachali and Khodareza (2012) define flashcards as pictures with words, phrases, or basic imagery on them. Since flashcards are good for learning, they are seen as a helpful strategy. Teachers might find it simpler to teach when they use flashcards to help students acquire vocabulary, especially in the area of English language acquisition. Students can also locate new vocabulary more quickly and remember it more easily when using flashcards. Teachers can also find, create, and present new words by using flashcards. Flashcard defined as a helpful strategy work on providing students with new vocabulary. According to Senzaki et al (2017), there are some advantages and disadvantages of using Flashcards.

1. Advantages of Flashcards

A. Flashcards Work by Stimulating Visual Memory

Flashcard A visual aid: they simplify the process of learning new knowledge. When taught a new subject or idea, pupils frequently remember what they observe. Studies have indicated that using flashcards might help pupils learn ideas more quickly. Students are more likely to remember an idea when they see the same image on a flashcard more than once because they can relate to it. This is because information presented in a pictorial style is processed by the brain faster.

B. Portable of Using Flashcards

Flashcards are lightweight and easy to carry about. Even young children may carry them with ease because they are not as heavy as textbooks. These portable study aids will be more convenient for them to carry than books or notes. Parents may use flashcards to teach their kids at home or on the way to school.
C. Flashcards Increases the Learning Pace

Flashcards expedite the learning process, which facilitates learning. Teachers may use flashcards to keep students interested during study and activity periods since kids are naturally drawn to them. Additionally, if students find it challenging to handle the material's intricacy, they could become more motivated. Students need to realize that even with the syllabus's intricacy, it may be easily divided into manageable chunks; in this regard, flashcards are undoubtedly helpful.

D. Inexpensive Teaching Aids

Among the most economical teaching methods are flashcards. These may be made at home using basic materials. All the instructor needs are some standard paper, scissors, and supplies. Together with the kids, the instructor may help them make sure they do it correctly. Additionally, this will teach children early on the need of discipline and organization.

2. Disadvantages of Flashcards

A. It's Possible That the Context of the Lesson May Be Forgotten. The ideal method for studying anything in-depth might not be using flashcards. There's a danger toddler kids who study with densely packed flashcards won't be able to apply what they've learned in real life. They have not assimilated the idea or do not comprehend it.

B. Flashcards Encourage Rote Learning. Flashcards are intended only to help with memorization. Learning from real-life events is not even close to what this does. Teachers are merely practicing material when they utilize flashcards with words, letters, and images on them. They don't aid in the development of reading comprehension, literacy, or language skills in students.

C. Overburden the Brain. While some flashcards include images to aid in learning, others focus on keywords. However, an overload of knowledge causes students to compete with one another for synaptic connections in the brain, which leads to neurological congestion.

Methodology

A. Guidelines for Conducting Systematic Review

The systematic review was conducted in accordance with the PRISMA standards (Liberati et al., 2010). PRISMA assists the writers in carrying out an appropriate evaluation and creating an organized literature report for the investigation. When evaluating the reliability and relevance of the articles in the review, eligibility requirements are essential. Two sets of criteria have been used to the processing of selected articles: inclusion criteria and exclusion criteria. The qualities of the article that need to be included in the study are stated in the inclusion criteria. The features of exclusion criteria include eliminating papers that shouldn't be a part of the study.

B. Eligibility Criteria

For chosen journal article has to fulfill the following requirements in order to be taken into consideration for this review, it should define flashcard as a helpful strategy work on providing students with new vocabulary, published in English language, it is related to using flashcard and teaching English vocabulary, empirical research was published in academic publishing platforms. On the other hand, the exclusion criteria included: articles with sole concern on using flashcard or teaching English vocabulary, reports, non-English articles, book chapter reviews, unavailable full text articles, review articles.
C. Study Selection

A total of 120 journal articles were identified from the semantic scholar and Google scholar database. After taking into account the articles that met the inclusion and exclusion criteria, a total of twenty duplicate articles were eliminated. The two primary topics covered in the collection of papers were "vocabulary teaching" and "using flashcards." However, a more thorough search was conducted using the following keywords and synonyms to find articles about "improving vocabulary," "enhancing vocabulary instruction," "enriching vocabulary," "acquiring vocabulary," and "vocabulary mastery," "digital flashcard," "flashcard media." in order to produce a high-quality study. All the related research papers were collected using the year limits. The papers published from 2021–2023. A database including the entire texts, abstracts, and titles of one hundred publications was produced. After carefully reading the publications, 35 were determined to be relevant for this study. Figure 1 illustrates how this review was filtered using the PRISMA statement.

D. Data Extraction

The data extraction process included the identification of (a) the article’s author, country, and publication year, (b) participants (i.e., 32 7th Grade students, High School students, undergraduates, teachers, and others), (c) teaching tools (i.e., flashcard, visual aids and others), (d) theoretical frameworks and evaluation methods (i.e., Vocabulary Tests, Observation, Interview, Questionnaire, and other methods), (e) research topics (i.e., teaching, enhancing, enriching, improving, mastering), and (f) practical implications.
**E. Quality Assessment**

Theses, journal papers, and book chapters were all included in the reviewing process. The approach did not include review papers or reports. The documents were closely examined for duplicates in order to prevent duplication. To verify the information that was accessible, the abstract, research instrument, and conclusion were also reviewed.

**Table 2. Studies Included in the Systematic Review**

<table>
<thead>
<tr>
<th>N</th>
<th>Author</th>
<th>year</th>
<th>country</th>
<th>Participant</th>
<th>Summarized introduction</th>
<th>Practical implications</th>
<th>Method used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Pramadanti, R. (2023).</td>
<td>2023</td>
<td>Indonesia</td>
<td>15 Elementary School</td>
<td>English Is An International Language And Vocabulary Is Important In Learning It: Flashcards Are An Effective Tool For Teaching Vocabulary To Young Learners. Flashcards Help Improve Students’ Attention And Vocabulary Mastery. Flashcards Can Be Used To Introduce New Vocabulary And Engage Students. Flashcards Are Used In Taqifa Kindergarten To Teach Vocabulary.</td>
<td>Flashcards Are An Effective Tool For Teaching Vocabulary To Young Learners. Flashcards Can Improve Students’ Attention And Engagement In Learning English. Flashcards Can Be Used To Differentiate Between Fact And Fiction For Fifth-Grade Students. Flashcards Can Be Used To Teach Vocabulary Related To Animals And Fruits.</td>
<td>Pretest And Posttest Measuring Vocabulary Success Experimental Treatment Using Flashcards For Teaching Vocabulary</td>
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<td>3.</td>
<td>Febriyanti, V., &amp; Novita, D. (2023).</td>
<td>2023</td>
<td>Indonesia</td>
<td>Unknown</td>
<td>English Is Considered Less Important In Indonesia Compared To Other Countries. English Lessons Are Taught In Junior High School According To The 2013 Curriculum. Vocabulary Is An Essential Element In Learning English. Flashcards Are Effective In Teaching Vocabulary To Elementary School Students. Flashcards Improve Students’ Concentration And Active Participation In Learning</td>
<td>Flashcards Are Successful As Learning Media For Teaching Vocabulary. Flashcards Have A Significant Effect On Students' Vocabulary Achievement. Flashcards Attract Students’ Attention And Increase Their Motivation In Learning. Flashcards Are Easy To Prepare And Make Learning More Interesting.</td>
<td>Quantitative Research With Pre-Test And Post-Test Instruments Independent T-Test Formula For Data Analysis</td>
</tr>
<tr>
<td>5.</td>
<td>Eriwati, E., Mettoono, S. R., Arit, M., &amp; Auggrem, A. (2021).</td>
<td>2021</td>
<td>Indonesia</td>
<td>Primary Up To High School</td>
<td>Paper Discusses Teaching Approach And Media In English As A Foreign Language (EFL) Classroom. Focuses On Vocabulary Teaching. Bilingual Approach, And Use Of Flashcards. Emphasizes The Importance Of Appropriate Teaching Media For Young Learners. Highlights The Role Of Flashcards In Teaching Vocabulary To Young Learners.</td>
<td>Teaching English Vocabulary To Young Learners Should Consider Their Characteristics And Memory Span. Bilingual Approach Allows Learners To Use Their L1 To Understand L2 Words. Flashcards Can Be Used As A Visual Aid In Vocabulary Teaching. Vocabulary Plays A Crucial Role In Language Activities And Understanding For Young Learners</td>
<td>Bilingual Approach Using Flashcards In Teaching Vocabulary To Young Learners</td>
</tr>
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<td>No.</td>
<td>Authors</td>
<td>Title</td>
<td>Year</td>
<td>Country</td>
<td>Grade</td>
<td>Students</td>
<td>Abstract</td>
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<td>10.</td>
<td>Aziza, R. N. (2021, January).</td>
<td>The Use Of Flashcards In Teaching Vocabulary To Young Learners In Bogor English Student And Teacher (Best) Conference (Vol. 2, Pp. 120-122).</td>
<td>2021</td>
<td>Indonesia</td>
<td>30 Fifth Grade Students</td>
<td>Vocabulary Is Crucial In Learning English. Flashcards Are A Suitable Media For Teaching Vocabulary To All Ages. Flashcards With Pictures Make Learning More Interesting And Understandable. The Study Analyzes The Use Of Flashcards In Teaching Vocabulary To Young Learners. The Study Found That The Use Of Flashcards Did Not Significantly Affect Young Learners’ Vocabulary. Teachers Should Be Capable Of Using Various Media, Not Just Flashcards.</td>
<td>Qualitative Research Design Case Study Research Design Participant Observation Test As Instruments</td>
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<td>No.</td>
<td>Authors</td>
<td>Title</td>
<td>Year</td>
<td>Country</td>
<td>Grade</td>
<td>Students</td>
<td>Methodology</td>
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<td>12.</td>
<td>Nuraminingsih, N. (2021).</td>
<td>The Use Of Flashcard In Teaching English Vocabularies By Young Mothers.</td>
<td>2021</td>
<td>Indonesia</td>
<td>Primary School Students</td>
<td>Study Conducted In Dawon Pkk Desa Duel Belasan Rt 1 Rw II Jombor Kec.Bendosari Kab Sukoharjo</td>
<td>Qualitative Descriptive Research</td>
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<tr>
<td>22.</td>
<td>Rachmadi, N. A., Muliat, A., &amp; Ainu, N. (2023). The Effectiveness of Flashcards Media Strategy In Improving Young Learners’ Vocabulary. TJournal of Excellence Of English Language Education, 2(1).</td>
<td>2023 Indonesia</td>
<td>7th-grade students at SMPN 30</td>
<td>Study focuses on effectiveness of flashcards media strategy in improving young learners’ vocabulary. Quantitative method used with pre-experimental research design. Sample taken from 7th-grade students at SMPN 30 Makassar. Digital and non-digital flashcards used as media strategies. Vocabulary components include animals, fruits, and transportation.</td>
<td>Flashcards media strategy is effective in improving young learners’ vocabulary. Both digital and paper flashcards are equally effective in vocabulary improvement. Quilt is a recommended digital media for vocabulary learning.</td>
<td>Quantitative method Pre-experimental research design</td>
<td></td>
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<tr>
<td>23.</td>
<td>Noviani, N. (2022). THE USE OF OCTALAND FLASHCARD APPS AS MEDIA IN TEACHING VOCABULARY TO YOUNG LEARNERS (A Qualitative Research at Young Learners EFL Classroom). Jurnal JOPRALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching), 10(1).</td>
<td>2022 Indonesia</td>
<td>fourth-grade students</td>
<td>Vocabulary is important but difficult for students in English learning. Teachers can create an active and attractive classroom using teaching media. Flashcards are commonly used, but technology-based apps like Octaland Flashcard Apps are now available. Octaland Flashcard Apps use augmented reality and can be beneficial for English teaching. Oktaland Flashcard Apps make learning vocabulary enjoyable and motivating for young learners. Group work and discussions during the learning process have positive effects on students. The use of Octaland Flashcard Apps requires careful supervision and a good internet connection. Oktaland Flashcard Apps can be a multifunctional media for teaching English.</td>
<td>The paper concludes and verifies the data after the research. Flashcards can be used as effective teaching tools for vocabulary learning. Limited teaching time and lack of creativity and facilities are challenges in using flashcards. Students respond positively to using flashcards and enjoy learning with them.</td>
<td>Observation Interview Questionnaire</td>
<td></td>
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<tr>
<td>24.</td>
<td>HAikal, A. F. (2022). THE USE OF FLASH CARD FOR TEACHING VOCABULARY IN THE 3 rd GRADE OF MUHAMMADIYAH ELEMENTARY SCHOOL PURWOKERTO (Doctoral dissertation, STATE ISLAMIC UNIVERSITY).</td>
<td>2022 Indonesia</td>
<td>3rd-grade</td>
<td>Language is a communication tool used to convey ideas. English is an international language used for communication between countries. Learning vocabulary is essential in mastering English skills. Vocabulary helps in understanding and communicating in English. Teachers need to be creative and consider students’ interests in</td>
<td>The paper concludes and verifies the data after the research. Flashcards can be used as effective teaching tools for vocabulary learning. Limited teaching time and lack of creativity and facilities are challenges in using flashcards. Students respond positively to using flashcards and enjoy learning with them.</td>
<td>Descriptive and qualitative research design. Data collection techniques: observation, interviews, and documentation. Data analysis techniques: data reduction, data presentation, and verification.</td>
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</table>

The paper focuses on using flash card media to improve English vocabulary memory. The study aims to motivate 5th-grade students through fun learning media. The research tests students' memory skills and shows significant improvement. Interviews with teachers confirm that students are developing their vocabulary mastery. Vocabulary mastery is crucial for language learning and overall language skills.


The paper focuses on improving students' vocabulary skills in English. Flashcard media is used as a strategy to enhance vocabulary mastery. The research is conducted at An-Nurmaniah Junior High School. The study uses Classroom Action Research methodology. The research instruments include teacher and student activity sheets.


The paper focuses on the effect of using flashcard media on students' vocabulary mastery at the 7th Grade of MI/S Maimun Hasan Simanjung, Pari, Kebiri English Teaching Journal and Research Journal of English Education, Literature, And Linguistics, 3(1), 56-70.


The paper focuses on the effect of using flashcard media on students' vocabulary mastery. Vocabulary Mastery Is Important In Learning English For Speaking And Writing. Flashcard Media Is A Simple Picture Used As An Educational Tool. The study used a Pre-Experimental Design With One Group. The study found that using flashcard media had a significant effect on students' vocabulary mastery.


The paper focuses on improving vocabulary instruction. Flashcards And Educational Posters Are Effective In Improving Language Education. Flashcards Help Develop Vocabulary Through Repetition Activities And Games. Posters Media In Teaching And Learning Activities Can Relieve Boredom. Learning Media Can Improve Students' Ability To Use Foreign Languages.


The paper investigates the use of flashcards to improve students' vocabulary mastery. The findings show that using flashcards is an effective technique. The research focuses on the use of flashcards as a teaching method. The paper focuses on teaching verb vocabulary.


The use of flashcard media effectively improves students' vocabulary memory. Students show enthusiasm and attentiveness during flash card learning. Students begin to develop mastery of English vocabulary. Vocabulary mastery is important for language learning and proficiency.
<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Year</th>
<th>Country</th>
<th>Sample Size</th>
<th>Research Design</th>
<th>Data Collection Techniques</th>
<th>Findings/Results</th>
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</thead>
<tbody>
<tr>
<td>32</td>
<td>Syamisyah, N., &amp; Mu'ifitulutik, S.</td>
<td>2023</td>
<td>Indonesia</td>
<td>108 students</td>
<td>Classroom action research method</td>
<td>Pre-test and post-test</td>
<td>Students' vocabulary mastery increased. Flashcards were effective in improving students' vocabulary mastery. Vocabulary learning improves students' ideas and speaking skills in English.</td>
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<td>33</td>
<td>Samud, P.</td>
<td>2021</td>
<td>Indonesia</td>
<td>15 students</td>
<td>Field research method</td>
<td>Interviews and direct observation</td>
<td>The implementation of flashcards was successful in improving vocabulary. Flashcards were effective in improving students' vocabulary. Vocabulary learning improves students' ideas and speaking skills in English.</td>
</tr>
<tr>
<td>34</td>
<td>Hanum, A.</td>
<td>2023</td>
<td>Indonesia</td>
<td>Seventh grade</td>
<td>Qualitative research approach</td>
<td>Field research method</td>
<td>Vocabulary learning improves students' ideas and speaking skills in English.</td>
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<tr>
<td>35</td>
<td>Lubis, B. N. A., Sagala, R. W., &amp; Niswa, K.</td>
<td>2023</td>
<td>Indonesia</td>
<td>100 students</td>
<td>One-group pre-test-post-test experimental design</td>
<td>Data collection through interviews and direct observation</td>
<td>Qualitative research approach Field research method</td>
</tr>
</tbody>
</table>

**Results**

**A. Distribution on a Year Base**

The number of studies carried out between 2021 and 2023 is displayed on the graph. The graph displays the total number of papers gathered from journals and open-access databases. With fourteen research studies on the topic of utilizing flashcards to teach vocabulary, 2023 tops the list. The findings demonstrate how the study of flashcards in English language instruction has advanced since this method is a perfect way to apply empirical research to support students' meaningful learning in the classroom. There are ten papers in 2022 and eleven research papers in 2021. With ten publications, 2022 is the less concentrated year for vocabulary instruction using flashcards.

**B. Educational Level of the Learners**

The number of students and their educational level employed in the study were ascertained by carefully screening the article titles and abstracts. Figure 3, which is described below, shows the educational portion that is discussed in the articles. The educational levels included in the articles are undergraduates (4%), preparatory school (18%), intermediate level students (19%), primary school (48%), kindergartens (7%), and teachers (4%). Some articles did not mention the academic level of the research sample, there is lack of clarity about the educational levels mentioned in the articles.

**C. Tools Used in the Articles**

The flashcard strategy emerged as the main pattern in evaluating the papers on vocabulary teaching. Thirty-five publications comprised the final sample. This study does not include any similar studies that were published before 2021 or after 2023. The participants of the collected research ranged from primary school students to undergraduates; postgraduates were not involved in learning with flashcards. New terms, synonyms, antonyms, definitions, and vocabulary examples were all part of the strategy in the articles. The features of the studies for significant procedures and the conduct of upcoming research were scrutinized in relation to these articles. The majority of the terms used in the approach came...
from academic word lists or the learners' syllabuses. Prior knowledge of the method was provided to the students before they used it. Due to this, the learners had to use the flashcards to learn new terms. This systematic literature review sheds light on the flashcard method of vocabulary instruction employed in the publications. At a time when multiple strategies were used in the process of teaching vocabulary, the researchers studied a flashcard to see how students might pick up new or unfamiliar terminology since they were interested in finding the most efficient way to teach vocabulary. Different tools were used to identify the influence of flashcards on students' level of vocabulary, such as interviews and direct observation, classroom action research (car), observation and documentation, questionnaires, tests to assess the ability to speak using flashcard media, and pretests and post-tests to measure students' advancement.

Discussion

A. Findings

This study has offered a thorough evaluation of the literature on the use of flashcards in the vocabulary instruction of English to students at various educational levels. This study places a strong emphasis on teaching vocabulary with flashcards because it recognizes the value of this teaching method and its efficacy in academic settings. This can be advantageous to the educators who use these tactics in classrooms, universities, and other academic settings. Generally, the findings point to the benefits of flashcard-vocabulary instruction for students' improved performance across a range of academic levels and memory development. These results support the idea that using flashcards in instruction might be a useful teaching strategy. According to the study's findings, the majority of research use pre- and post-tests to help learners learn vocabulary. Learning vocabulary is a prerequisite for learning foreign and second languages (Coady & Huckin, 1997; Harley, 1996; Nation, 2001). The most challenging aspect of language acquisition is expanding one's vocabulary. Given the significance of words in language and their ability to communicate meaning, study on the subject is beginning to pay more attention to them (Krashen, 1989). The study's findings also demonstrate that using flashcards and vocabulary-building exercises to aid in language acquisition improves academic achievement. Compared to adopting a traditional method, students are more interested and involved while using flashcards.

B. Limitation

The study is restricted to the chosen publications from 2021 to 2023. There are just two research questions included in the article's content analysis. Finding the articles was able to yield consistent results by using several databases for the article collection. Not all languages, not all teaching vocabulary related strategies, and not all periodicals are included in the scope of the article. It is restricted to using flashcard strategy in teaching vocabulary and the English language. Thus, the study has limitations in terms of finding comprehensive procedures for article searching and analysis during the composition of this systematic literature review.

C. Implications of Using Flashcards

Flashcards can improve memory and are useful for teaching vocabulary. They may also add fun and excitement to the learning process. Using flashcards for identification exercises, sentence construction, and discussion starters makes the classroom lively and engaging. Students can better assimilate and apply new language when they utilize flashcards. Flashcards may be utilized in school, university classes, and parent education since they are affordable, simple to manufacture, and portable. To aid in the learning process, hang flashcards with new language. One may also utilize colored flashcards to surround oneself with at home. Flashcards may be used to actively notice and recall words, or they can be utilized as a kind of fun and diversion for kids or students.
Conclusion

The study emphasizes the advantages of utilizing flashcards to teach vocabulary in English-language classes. Future research and analysis in the field of English language instruction will be impacted by this study. The studies showed that many strategies and activities that work well in a classroom setting. But employing flashcards is essential to fostering an effective learning environment. The study highlights the advantages of teaching English vocabulary through the use of flashcards. According to this systematic review article, using flashcards in English language classes for vocabulary instruction improves student performance.

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