

**THE EFFECTIVENESS OF DIGITAL FLASHCARDS  
IN ENHANCING ENGLISH VOCABULARY  
MASTERY AMONG SEVENTH-GRADE STUDENTS  
AT SMP NEGERI 7 PALEMBANG**

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**ABSTRACT**

The objective of the study was to find out whether there is a significant difference in English vocabulary mastery between students who are taught using digital flashcards those who are not. A control-group experimental design employing pretests and posttests was applied. Two classes participated in the study, with one class receiving instruction using digital flashcards as the experimental group, while the other class was taught using conventional teaching methods as the control group. Vocabulary tests were administered before and after the instructional treatment. The research instruments focused on assessing students' mastery of English vocabulary, particularly noun vocabulary related to school buildings and rooms, and were validated prior to use. The pretest findings indicated no significant difference between the two groups ( $p = 0.561 > 0.05$ ), suggesting that the students had similar initial vocabulary proficiency. Following the treatment, the experimental group demonstrated a higher level of improvement in vocabulary mastery compared to the control group. Furthermore, the posttest results revealed a statistically significant difference ( $p = 0.000 < 0.05$ ), confirming that students exposed to digital flashcards achieved greater vocabulary gains. These results indicate that digital flashcards effectively enhance students' vocabulary learning by improving comprehension, retention, and recall through visual aids and repeated practice. Consequently, digital flashcards can be regarded as an effective learning medium for improving English vocabulary mastery among seventh-grade students at SMP Negeri 7 Palembang.

*Keywords: digital flashcards, vocabulary mastery, English learning*