



The Relationship Between the Use of Digital Flashcards on Quizlet and English Vocabulary Mastery in Elementary School Students

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Info Article

Received: 8 June 2025

Revised: 21 June 2025

Accepted: 26 June 2025

Online Version: 29 June 2025

Abstract

This research investigates the correlation between the utilization of digital flashcards on the Quizlet platform and the Mastery of English vocabulary among elementary school students. The study focused on thirty-fifth-grade students enrolled at Elementary School 6 in Aceh Barat Daya, selected through purposive sampling to ensure relevance to the research objectives. To gather the required data, researchers employed two instruments: a vocabulary test designed to assess students' Mastery of English vocabulary, and a questionnaire developed to measure the extent of Quizlet usage among participants. Before performing statistical analysis, the data were first tested to confirm that the assumptions of normality and linearity were met. Once these conditions were satisfied, the Pearson product-moment correlation technique was applied to analyze the relationship between the two variables. The findings revealed a strong and statistically significant positive correlation ($r = 0.712$, $p < 0.001$), suggesting that the more frequently students used Quizlet, the higher their vocabulary scores tended to be. It implies that the integration of digital flashcards through platforms like Quizlet can serve as an effective strategy to enhance vocabulary acquisition among learners at the elementary level. Consequently, the study supports the idea that incorporating digital learning tools into classroom instruction can contribute meaningfully to language learning outcomes, particularly in vocabulary development.

Keywords: : Digital flashcards; Vocabulary; Quizlet

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INTRODUCTION

In this era of globalization, the ability to communicate in English is one of the most important skills. According to the British Council (2023), it is estimated that more than 1.5 billion people worldwide speak English, either as a first or second language. However, information provided by the Education First English Proficiency Index (EF EPI 2024) clearly shows that out of 100 countries, Indonesia ranks 80th in English proficiency, indicating a low level of proficiency. It suggests that students have many problems and obstacles to overcome in their efforts to learn English. English proficiency is not only necessary in daily interactions, but it is also crucial for obtaining information, education, and future employment.

One of the factors that influences students' ability to communicate in another language is vocabulary mastery. It is supported by Laufer and Goldstein (2004), who state that vocabulary knowledge is an important predictor of second language proficiency. According to Nation (2013), vocabulary knowledge is essential for language comprehension and production, as it enables students to express their thoughts and understand others effectively. Schmitt (2010) emphasizes that an extensive vocabulary not

only improves communication skills but also contributes significantly to academic success, as students who have an extensive vocabulary will be better equipped to engage with complex texts and participate in discussions. Good vocabulary skills help students understand lessons more easily and participate actively in class discussions. However, although vocabulary comprehension is an important component of English language teaching, many students have difficulty in learning and understanding new words, especially in a traditional classroom environment, which may be less engaging. Therefore, alternative teaching methods are needed that can increase the motivation and effectiveness of vocabulary learning, one of which is through the utilization of technology.

In line with this need, the use of traditional learning strategies centered on student memorization and textbooks is often less effective for students. It is because traditional learning generally only involves reading books or listening to lectures, which makes many students feel dissatisfied and quickly bored in the learning process. A study by Hattie (2009) revealed that traditional teaching methods have low effect sizes on student achievement, suggesting that the approach does not have a significant impact on creating meaningful learning. This condition is also seen in the context of elementary school, where students need a more interesting and interactive approach to learning. Sanjaya (2011) emphasizes that the use of varied and fun learning media is very important at the primary level to arouse students' learning motivation. In addition, Arsyad (2013) argues that elementary school students need active and fun learning methods in order to be able to understand the material well and not easily feel bored.

On the other hand, Afshari and colleagues (2009) mentioned that the utilization of technology in the learning process can increase students' enthusiasm as well as their learning outcomes. One of the technological innovations that is now increasingly used in language learning is digital flashcards. Hung (2015) found that digital flashcards provide greater flexibility in the vocabulary learning process through interactive features that make learning activities more interesting compared to the use of conventional flashcards. In addition, research conducted by Komachali and Khodareza (2012) showed that the use of digital flashcards can significantly improve students' vocabulary learning outcomes.

Digital flashcards are now increasingly used in language learning because of their practical use and ability to provide a more varied and dynamic learning experience (Hung, 2015). One platform that adopts this technology is Quizlet, a web-based and mobile application designed to support the learning process through digital flashcards. Through Quizlet, students can access or create digital flashcards with various features such as quizzes and games, which allow them to learn independently, repeat vocabulary material, and adjust the level of difficulty as needed. With these features, Quizlet not only facilitates the vocabulary learning process but also has the potential to increase student engagement in learning activities (Komachali & Khodareza, 2012). However, it is important to know the extent to which the use of Quizlet really contributes to improving students' vocabulary mastery at the elementary school level.

Based on the preliminary study conducted by the researcher together with the teacher at Elementary School 6 in Aceh Barat Daya, it was found that the school implements English language learning with students of varying ability levels. This diversity was one of the considerations in choosing the school as the research location. In addition, the school has integrated technology into its curriculum, including access to digital devices and the internet. During the learning process, students have also used digital platforms such as Quizlet independently or with teacher guidance as part of their daily learning activities.

Some previous studies have shown positive results regarding the use of Quizlet in vocabulary learning. According to research by Montaner-Villalba (2019), Quizlet can improve students' vocabulary skills in English language teaching. According to research conducted by Avisteva and Halimi (2021), using Quizlet as a teaching tool can improve students' test scores, with the results showing a significant increase after using the application. Further research by Prayogi and Wulandari (2021), who examined how Quizlet helps students learn languages and understand its use, also showed that the app is convenient and easy to use.

Although several previous studies have shown the benefits of using Quizlet in vocabulary learning, some previous studies have shown positive results regarding the use of Quizlet in vocabulary learning. Montaner-Villalba's (2019) research indicated that Quizlet can improve students' vocabulary

skills in English learning. Similarly, Avisteva and Halimi (2021) found that using Quizlet as a learning tool significantly improved students' test scores. Prayogi and Wulandari (2021) also highlighted the practicality and ease of use of Quizlet in supporting language learning. However, while these studies demonstrate the effectiveness of Quizlet mainly through experimental designs and in general education contexts, research specifically examining primary school students is still very limited. In addition, most studies have not examined in depth the relationship between the frequency of Quizlet use and vocabulary mastery with a

correlational approach. It is important considering that elementary school students have different learning needs, motivation levels, and levels of familiarity with technology compared to higher-level students (Arsyad, 2013; Warschauer & Matuchniak, 2010). In addition, the factors of student engagement and motivation when using digital applications (Afshari et al., 2009) also need to be examined further in this context. Therefore, this study aims to fill the gap by investigating whether there is a significant relationship between the use of digital flashcards on Quizlet and students' vocabulary mastery in elementary school. Based on these objectives, the hypothesis of this study is:

1. "Null Hypothesis (H_0): There is no significant relationship between the use of digital flashcards on Quizlet and English vocabulary mastery among elementary school students".
2. "Alternative Hypothesis (H_1): There is a significant relationship between the use of digital flashcards on Quizlet and English vocabulary mastery among elementary school students".

RESEARCH METHODS

To ensure the validity and reliability of the findings, this study employed a structured methodological framework tailored to address the research objectives effectively. The selection of the research design, participants, instruments, and data analysis techniques was based on established methodological standards to explore the relationship between the use of digital flashcards and vocabulary mastery among elementary school students. By adopting appropriate procedures for data collection and analysis, this study aims to generate meaningful insights supported by empirical evidence. The following section outlines the research methods employed, including the design, target population, sampling technique, research instruments, and analytical procedures used throughout the investigation.

Research Design

This research uses a quantitative approach with a correlational design. The quantitative approach was chosen because this research focuses on numerical data and statistical analysis of variable relationships. According to Creswell (2014), the purpose of a quantitative approach is to test theories by measuring variables using valid and reliable instruments. The correlational design was used to determine the relationship between the use of digital flashcards on Quizlet (Variable X) and students' Mastery of English vocabulary (Variable Y) without any manipulation. According to Fraenkel and Wallen (2012), the purpose of correlational research is to determine the strength of the relationship between two variables. It is in line with the statement put forward by Arikunto (2018), which states that correlational research uses a correlation coefficient to determine the direction and strength of the relationship between variables.

Research Target/Subject

The population of this study consisted of all fifth-grade students at Elementary School 6 in Aceh Barat Daya, totaling 40 students. In this study, the selection of fifth grade was based on several factors. Firstly, fifth-grade students are at a stage of cognitive development that allows them to understand and use technology in learning. Secondly, students significantly expand their Vocabulary at this age, so this study will discover how the use of Quizlet can help students enrich their Vocabulary. In addition, the use of technology may be more engaging for fifth-grade students, which can help them stay motivated to learn.

This study used 30 fifth-grade students as the sample, who were selected through a purposive sampling technique. This technique is used because researchers need participants who have certain characteristics. These students have been introduced to the use of digital devices and have basic abilities in understanding English vocabulary. According to Sugiyono (2019), purposive sampling is a sample selection technique based on certain considerations that are relevant to the research objectives. In this context, students were selected because they have access to devices and the internet, and have used digital media such as Quizlet in their learning activities. Arikunto (2013) states that purposive sampling is suitable if the researcher wants to explore information in more depth from subjects who are considered to understand the problem under study best. By selecting students who fit these criteria, the research is expected to obtain relevant data regarding the relationship between the use of Quizlet digital flashcards and English vocabulary mastery.

Instruments and Data Collection Techniques

The research instruments included a vocabulary test and a questionnaire. The vocabulary test, consisting of 20 multiple-choice questions, was used to measure students' Mastery of English vocabulary, with the questions adopted from Suwandes'i's (2022) research. The questionnaire, consisting of 15 statements, was developed using a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) to measure students' use of Quizlet. The items were adopted from previous research by Rasya (2025).

Data analysis technique

The data collected through two research instruments, namely a questionnaire regarding the use of Quizlet digital flashcards and students' English vocabulary mastery test scores, were analyzed using Pearson's product-moment correlation technique through IBM SPSS Statistics software version 30.0. This method was chosen because it is appropriate for measuring the strength and significance of a linear relationship between two continuous variables (Creswell, 2012). The analysis aims to determine whether or not there is a meaningful correlation between the level of Quizlet usage and students' ability to master English vocabulary. The results of this analysis are expected to provide an overview of the extent to which the use of Quizlet digital flashcards contributes to the improvement of elementary school students' vocabulary mastery.

RESULTS AND DISCUSSION

Results

Descriptive Statistics

To obtain an initial overview of the characteristics of the data collected in this study, descriptive statistical analysis was carried out. Descriptive statistics analysis was conducted on two main variables, namely the use of digital flashcards through Quizlet and students' ability to master English vocabulary.

The use of digital flashcards on the Quizlet application was measured by distributing a questionnaire that included not only how often the application was used, but also reflected students' attitudes, motivations, and engagement in the learning process with Quizlet. Meanwhile, English comprehension mastery was evaluated through a comprehension test designed to measure the extent to which students understood and mastered vocabulary materials. The descriptive statistical results of the two variables are shown in Table 1 below:

Table 1. Descriptive Statistics of Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Use of Digital Flashcards (Quizlet)	30	21	60	40.81	11.544
English Vocabulary Mastery	30	30	100	78.41	22.514

Based on the data in the table above, the mean score of using the Quizlet application of 40.81 reflects that the level of student involvement and motivation in utilizing this application is moderate. The standard deviation value of 11.544 indicates the variation in frequency and intensity of use between

students. That is, some students use Quizlet actively and consistently, while others access it less frequently. Meanwhile, the mean score of English vocabulary mastery was recorded at 78.41, which indicates that, in general, students have achieved a fairly good level of vocabulary mastery. However, the high standard deviation value of 22.514 indicates that there is a considerable difference in ability between students. This indicates that although some students have been able to master Vocabulary well, there are still some who experience problems in understanding or remembering the Vocabulary that has been learned.

This finding is important in the context of learning at the elementary school level, where students' learning needs and abilities vary widely. Therefore, learning strategies that support independent practice, repetition, and active engagement—such as the use of digital flashcards—can be an effective approach to reduce the gap and promote a more equitable and comprehensive improvement in vocabulary mastery.

Normality Test

Before conducting a correlation analysis between the two main variables in this study, namely the use of digital flashcards through the Quizlet application and the Mastery of English Vocabulary, a normality test was conducted first to ensure that the data met the requirements of normal distribution. This study involved 30 elementary school students as samples. Hence, the test method chosen was Shapiro-Wilk, which is recommended for small samples. According to Sugiyono (2014), the Shapiro-Wilk test is an appropriate way to assess whether data comes from a normally distributed population, especially if the number of research subjects is not more than 50.

Table 2. Test of Normality (Shapiro-Wilk)

Variable	N	Shapiro-Wilk (W)	Sig. (p-value)
Use of Digital Flashcards (Quizlet)	30	0.938	0.078
English Vocabulary Mastery	30	0.932	0.056

From the table above, it is stated that the significance values for both variables are greater than 0.05, which indicates that the data is normally distributed. Therefore, the assumption of normality is met, and the Pearson Product-Moment correlation analysis can be applied appropriately.

Linearity Test

The linearity test was conducted to ensure that the relationship between the use of digital flashcards in Quizlet and students' vocabulary mastery showed a linear pattern. This test is very important because one of the main requirements in the application of Pearson correlation analysis is the existence of a linear relationship between the two variables being analyzed. This linearity test uses the Deviation from Linearity procedure run through Analysis of Variance (ANOVA) on IBM SPSS Statistics software version 30.0. The results of the test are presented in Table 3.

Table 3. Linearity Data of Vocabulary and Digital Flashcards on Quizlet

			Sum of Squares	df	Mean Square	F	Sig.
English Vocabulary Mastery *Quizlet Digital Flashcards Usage	Between Groups	(Combined)	12650.000	19	665.789	3.248	.030
		Linearity	7448.508	1	7448.508	36.334	<.001
	Deviation from Linearity	5201.492	18	288.972	1.410	.295	
Within Groups			2050.000	10	205.000		

Total	14700.000	29
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From the test results, it is known that the significance value in the Deviation from Linearity section is 0.295. Since this value exceeds the significance limit of 0.05, it can be stated that there is no significant deviation from the linear relationship pattern between variables. In other words, the data shows that both variables, namely the use of Quizlet and students' vocabulary mastery, have a linear relationship. Based on these findings, it can be concluded that the assumption of linearity is met. Therefore, the use of Pearson correlation analysis in this study is considered valid and appropriate.

Correlation Analysis

After ensuring that the assumptions of normality and linearity have been met, the next step in this study is to test the relationship between the two main variables. This analysis aims to find out whether there is a significant relationship between the use of Quizlet digital flashcards and students' Mastery of English vocabulary. To test this, Pearson's Product-Moment correlation analysis was conducted. The correlation result table can be seen in the following section.

Table 4. Correlation between Use of Quizlet and Vocabulary Mastery

		Quizlet Digital Flashcard Usage	English Vocabulary Mastery
Quizlet Digital Flashcard Usage	Pearson Correlation	1	.712
	Sig. (2-tailed)		<.001
	N	30	30
English Vocabulary Mastery	Pearson Correlation	.712	1
	Sig. (2-tailed)	<.001	
	N	30	30

Based on the table above, the results show a Pearson correlation coefficient (r) of 0.712, which indicates a strong positive relationship between the use of digital flashcards on Quizlet and students' Mastery of English Vocabulary. That is, students who use Quizlet more often tend to have better vocabulary skills. The significance value ($p < 0.001$) is smaller than the significance level of 0.05, which indicates that this relationship is statistically significant and unlikely to occur by chance. This strong positive relationship suggests that the more frequently students use digital flashcards on Quizlet, the more their vocabulary mastery improves. However, it should be noted that the correlation does not indicate a cause-and-effect relationship; further research is needed to test whether the use of Quizlet directly leads to improved vocabulary ability.

Therefore, the null hypothesis (H_0), which states that there is no significant relationship between the use of digital flashcards on Quizlet and elementary students' English vocabulary mastery, is rejected. Instead, the alternative hypothesis (H_1) is accepted, which means that there is a significant relationship between the two variables.

Discussion

The results of this study indicate a positive and significant relationship between the use of digital flashcards through Quizlet and Mastery of English vocabulary in fifth-grade students of the elementary school 6 Aceh Barat Daya. Based on the results of Pearson product-moment correlation analysis, the correlation coefficient (r) value is 0.712 with a significance level of $p < 0.001$. It shows that the relationship between the two variables falls into the strong and statistically significant category.

This finding supports the alternative hypothesis (H_1) in this study, namely that the use of digital flashcards on the Quizlet app is positively related to students' vocabulary mastery. This result is consistent with Hung's (2015) research, which shows that digital flashcards can increase students' flexibility and

engagement in vocabulary learning. Komachali and Khodareza (2012) also found that the use of digital flashcards significantly improved vocabulary mastery.

Based on descriptive statistical analysis, the mean score of Quizlet usage ($M = 40.81$) is in the medium category, which indicates a fairly stable level of student engagement and motivation in using the app. Meanwhile, the mean score of vocabulary mastery ($M = 78.41$) showed a fairly good level of Mastery. This finding suggests that students who are more active and engaged in using Quizlet tend to have higher vocabulary mastery.

The questionnaire instrument plays an important role in supporting these findings, as it not only measures the frequency of use but also reflects students' attitudes, motivation, and engagement while using Quizlet. Students who showed positive attitudes and high engagement in using the app tended to perform better on the vocabulary test. This supports the theoretical assumption that students' repetition, interaction, and independence in using digital tools can strengthen vocabulary acquisition (Nation, 2013).

In addition, this study also corroborates the theory that the frequency and quality of exposure to language materials strongly influence vocabulary development. Through interactive features in Quizlet, such as matching games, writing exercises, and multiple-choice quizzes, students can practice Vocabulary repeatedly and variably in a fun atmosphere. It is in line with Schmitt's (2010) view that vocabulary mastery is an important factor in academic success and communication skills.

Although Quizlet has been widely studied in secondary and tertiary education, its application in elementary school settings still lacks sufficient academic attention. Elementary students have distinct characteristics, such as limited digital literacy, shorter attention spans, and a greater need for tangible and engaging learning methods. Therefore, it is important to explore how platforms like Quizlet can be adapted to support vocabulary learning effectively in early education settings, where active participation and teacher assistance play crucial roles.

In classroom practice, the results of this study imply that the integration of digital flashcards such as Quizlet in daily learning activities can improve students' motivation, independence, and memory, especially if the teacher accompanies the use. This finding is very relevant to be applied at the elementary school level, where interesting learning media are needed to maintain students' attention and interest in learning.

However, some limitations in this study need to be acknowledged. Firstly, although a strong relationship was found, the design of this study is correlational, so it cannot infer a direct cause-and-effect relationship. Secondly, the sample size is relatively small and only covers one school, so the results may not be widely generalizable. Third, although this study used two instruments (questionnaire and vocabulary test), other factors such as students' initial ability, parental support, and home learning environment were not thoroughly analyzed.

Furthermore, this study did not consider several external factors that might influence students' vocabulary development, such as socioeconomic background, parental support, and access to technology outside of school. These variables could serve as confounding factors in interpreting the relationship between Quizlet usage and vocabulary mastery. Future research should take these aspects into account to provide a more comprehensive understanding of how digital tools function in diverse learning environments.

For future research, it is recommended to use a larger and more diverse sample, include a control group, or apply an experimental design to test the effectiveness of Quizlet in more depth. Teachers are also advised to explore the integration of digital applications such as Quizlet more systematically across different subject matter and student ability levels.

CONCLUSION

This study found a significant and strong positive correlation ($r = 0.712$, $p < 0.001$) between the use of digital flashcards on Quizlet and English vocabulary mastery in fifth-grade students. Based on these

results, the null hypothesis (H_0) that there is no significant relationship between Quizlet usage and vocabulary acquisition is rejected. The alternative hypothesis (H_1), on the other hand, which asserts a significant relationship, is accepted. This finding suggests that Quizlet digital flashcards can be an effective tool in supporting vocabulary learning due to the interactive and repetition features they provide.

Although this correlation is strong, this study does not state a direct cause-and-effect relationship, as other factors such as students' initial ability, motivation, teaching methods, and learning environment also play a role in vocabulary acquisition. Therefore, future research needs to consider these factors in order to provide a more comprehensive picture of the vocabulary learning process.

In learning practice, primary school teachers are advised to utilize Quizlet as part of the vocabulary teaching method. With features such as games, quizzes, and interactive flashcards, Quizlet can help create a fun learning atmosphere and encourage students to learn independently. Repetition of material in various forms of exercises can improve students' vocabulary recall and comprehension. In addition, teachers need to supervise the use of this application so that students get the maximum benefit.

In conclusion, the use of Quizlet digital flashcards has great potential in supporting vocabulary acquisition at the primary school level. However, its use should be combined with other teaching methods and teacher guidance for optimal results.

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