EmpoweringtThe use of Vocabulary Card in Students at Adameesuksavittaya School Krabi Thailand to Improve Vocabulary in Arabic Language Mastery

Arif Mufti[1] , **Muhammad Yusuf Salam[2]** , **Tom Kiat[3]**

[1]Mahmud Yunus State Islamic University Batusangkar, Indonesia

[2]Mahmud Yunus State Islamic University Batusangkar, Indonesia

[3]Assumption University, Thailand

ABSTRACT

Background. Vocabulary limitations were identified as a major barrier to students' communication skills and language learning.

Purpose. To improve students' vocabulary mastery at Adameesuksavittaya School, Krabi, Thailand, with a focus on Arabic language mastery. Vocabulary limitations were identified as a major barrier to students' communication skills and language learning.

Method. With a qualitative case study approach, vocabulary cards were applied as a supplementary learning method. Data were collected through direct observation, interviews, and questionnaires to assess the effectiveness of this method.

Results. The results showed significant improvements in vocabulary mastery, student engagement in learning, and students' confidence in using Arabic. Vocabulary cards were not only effective in classroom learning but also supported language use in daily interactions. Teachers and students gave positive responses, with this method creating a more interesting and interactive learning atmosphere.

Conclusion. This study concludes that vocabulary cards are an effective tool to improve students' vocabulary mastery and communication skills, and recommends its use in other educational settings. Further research is recommended to explore the application of this method in various educational contexts.

KEYWORDS

Vocabulary Card, School Krabi Thailand, Arabic Language Mastery

INTRODUCTION

Low vocabulary mastery can hinder communication skills, as stated by Read (2000), that someone who has limited vocabulary often has difficulty understanding the meaning of complex texts or constructing sentences properly. Language is the main communication tool that allows humans to convey ideas, feelings, and information. In this context, vocabulary mastery is an important element that greatly influences how effectively someone uses the language. Vocabulary is a collection of words that someone knows and uses in communicating. Vocabulary mastery is the main foundation in language learning. Schmitt (2000) emphasized that vocabulary is the core of

communication and greatly influences a person's ability to understand and convey messages, this is in accordance with Zimmerman (1997) who showed that extensive vocabulary mastery supports reading, listening, and speaking skills because it provides a basis for recognizing the meaning of words in various contexts. The more vocabulary is mastered, the better a person's ability to understand and convey messages. Without good vocabulary mastery, communication becomes understand the information conveyed by others. According to Nation (2001), vocabulary mastery is closely related to the four main skills in language: listenig, reading, writing, and speaking. The more vocabulary is mastered, the easier it is for someone to communicate effectively.

Vocabulary mastery is a very important aspect in learning a foreign language because it is the main foundation for communicating effectively. According to Thornbury (2002), vocabulary is one of the first aspects that language learners pay attention to because of its importance in conveying ideas and information. By having a wide vocabulary, a person will find it easier to understand texts, both spoken and written, that are encountered in a foreign language. through the Input Hypothesis theory emphasized that students need exposure to vocabulary through meaningful input to develop their language skills. This will certainly improve their ability to read, listen, and interact in everyday conversation. According to Laufer, the number of vocabulary mastered by a student is positively correlated with their success in reading and understanding foreign texts. In addition, vocabulary mastery also plays a role in speaking and writing skills. Harmer (2007) stated that the use of technology and digital media can improve vocabulary learning by providing more dynamic variations and interactions for students. A person who has a lot of vocabulary can express ideas and feelings more precisely and variedly, so that the interactions or writings created are richer and clearer.

Lightbown and Spada (2013) highlighted the importance of contextual and interactive learning approaches in enriching students' vocabulary, which can also increase their confidence in speaking a foreign language as relevant to Brown's (2007) opinion that ineffective learning methods can hinder vocabulary acquisition, especially in formal learning environments such as schools. This also has an impact on increasing self-confidence when communicating with native speakers or in formal situations. Decarrico (2001) stated that in-depth vocabulary mastery allows students to understand the nuances of the meaning of different words in certain contexts, thereby enriching their communication. In addition, understanding vocabulary also helps to understand more about the cultural context inherent in the use of the language. Carter (1998) emphasized that vocabulary also reflects the cultural dimension of language, so that understanding vocabulary helps students understand the cultural values of native speakers and According to Wilkins (1972) argued that without grammar, little can be conveyed; without vocabulary, nothing can be conveyed. This shows the importance of vocabulary mastery in communication.

The low vocabulary mastery at Adameesuksavittaya School has a significant impact on students' ability to communicate using foreign languages, such as Arabic, Malay, and Indonesian. Although this school has a program to teach these languages, the lack of learning methods and media causes language learning to not run optimally. One of the main effects of low vocabulary mastery is the limited ability of students to express ideas and understand the context of conversation. Students become passive in speaking or writing in a foreign language, because they do not have enough vocabulary to construct sentences properly or understand the content of more complex conversations. Vocabulary is the core of language skills, without good mastery, other communication skills, such as listening, reading, writing, and speaking, will also be hampered. Vocabulary is the core of language learning because without sufficient vocabulary, other language skills such as listening, reading, writing, and speaking will be hampered and Schmitt (2000) also

states that vocabulary is the main element in communication and is the basis for the ability to understand and produce language. But in reality, the limitations in the use of modern learning media, such as vocabulary cards, language learning applications, or other interactive techniques, slow down the process of vocabulary acquisition (Babushkina et al., 2022; Ivanova & Vodyasova, 2023; Karr et al., 2024; Xavier et al., 2024). In fact, the use of aids such as vocabulary cards has been proven effective in accelerating vocabulary acquisition, as stated by Thornbury (2002), who emphasized that structured learning techniques can help students remember and use new vocabulary and according to Zimmerman noted that learning media such as vocabulary cards can improve students' vocabulary retention by providing relevant and repetitive contexts. As a result, many students are only able to understand a small part of the language being taught and lack the confidence to use it actively in everyday life. Brown emphasized the importance of interactive teaching in vocabulary learning, which not only improves students' memory but also their confidence in communicating.

Therefore, it is important to improve teaching methods and increase access to learning media so that students can be more active and competent in using foreign languages. According to Nation (2013), vocabulary card-based learning methods allow students to learn independently and in a structured manner, which is very helpful in learning environments with limited resources.

The role of vocabulary cards is very important in improving students' vocabulary mastery at Adameesuksavittaya School, especially in situations where foreign language learning media and methods are limited. The use of vocabulary cards can be an effective solution to help students overcome difficulties in mastering Malay, Indonesian, and Arabic vocabulary (Jacobsen et al., 2022; Rantala, 2024; Topal, 2024; Zheltukhina et al., 2023). These cards allow students to learn vocabulary in a structured and interactive manner, which can accelerate the language acquisition process.

With vocabulary cards, students can learn new words in simpler contexts, where they can memorize the meaning, definition, or examples of their use directly. Lightbown and Spada (2013) showed that repetition and repeated exposure to new vocabulary increases the likelihood of students' long-term retention. In addition, vocabulary cards also allow students to repeat the material independently, thereby strengthening their memory and helping them remember words better. In a learning environment with minimal media such as in Adameesuksavittaya, the use of this tool will greatly help students become more active in learning a foreign language and encourage them to use new vocabulary in everyday communication, this is because language learning is very important and according vocabulary also plays an important role in understanding the cultural context of the language (Barbieri et al., 2024; Kimura et al., 2024; Nejati et al., 2024), which helps students build a deeper relationship with the foreign language, and in line with this quote Wilkins stated that without vocabulary, nothing can be conveyed, which underlines the importance of vocabulary mastery in effective communication.

Increased vocabulary mastery through the use of vocabulary cards will also improve their communication skills Laufer emphasizes the direct relationship between vocabulary mastery and communication skills, stating that the more vocabulary is mastered, the better the students' ability to understand and convey information. The more vocabulary is mastered, the more confident students are to speak, write, and understand a foreign language, thereby reducing passive attitudes in language use. Decarrico stated that learning media that facilitate repeated vocabulary learning can help students better understand the nuances of the foreign language being studied. Thus, vocabulary cards not only help improve vocabulary foreign language. Harmer noted that visual aids such as

vocabulary cards are able to attract students' attention and increase active participation in the learning process.

The study entitled "Empowerment of Vocabulary Card Use in Students at Adameesuksavittaya School Krabi Thailand to Improve Vocabulary in Foreign Language Mastery" has significant benefits both academically and practically, especially in the context of foreign language teaching at the school. First, this study is expected to improve students' vocabulary mastery in Malay, Indonesian, and Arabic more effectively. Through the use of vocabulary cards, students can learn vocabulary in a structured and repetitive manner, so that their ability to understand and use a foreign language can be improved. Second, this study can overcome the limitations of learning methods and media that have been obstacles in the school (Berezovich & Osipova, 2024; Briscoe et al., 2024; Çimenli & Güler, 2023). Vocabulary cards, as a simple but effective learning tool, can be an alternative solution that is easy to implement in an environment with limited resources.

Third, this study can also improve students' communication skills in a foreign language. With better vocabulary mastery, students will be more confident in speaking and writing in a foreign language, both in the context of everyday conversation and academic activities, thereby reducing their passive attitude in using the language. Fourth, this study can provide important contributions to the development of language curriculum in Adameesuksavittaya. The results of the study showing the benefits of using vocabulary cards can be used as a basis for schools to consider this method as part of their language learning program (Agostini et al., 2022; Cygnet & Sivakumar, 2024; Hwang & Loewen, 2025; Martin et al., 2022). Furthermore, this study also provides a learning model that can be adapted by other schools, especially in areas with limited resources, to empower simple tools such as vocabulary cards in teaching foreign languages. Finally, this study is expected to strengthen students' relationships with neighboring languages and foreign languages, so that they not only improve their language proficiency but also strengthen cultural relationships and cross-border communication. Overall, this study has the potential to provide real impacts in improving the quality of foreign language teaching in Adameesuksavittaya School and become a reference for other schools facing similar challenges.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design that focuses on empowering the use of vocabulary cards at Adameesuksavittaya School. The steps to be taken begin with initial observations of the conditions of foreign language learning at the school, especially in vocabulary teaching. This observation aims to identify the challenges faced by students in mastering vocabulary and understanding the teaching methods currently being applied. Based on the results of the observation, the researcher will provide a solution to the school by introducing the use of vocabulary cards as an additional method in learning (Maalouf et al., 2024; Soboleva et al., 2022). These vocabulary cards will be provided to students and teachers as a tool to enrich the learning experience and overcome the limitations of existing methods.

Furthermore, the researcher will implement the use of vocabulary cards in the teaching and learning process (PBM) in the classroom. During a certain period, the researcher will teach students how to use vocabulary cards and provide relevant examples and exercises in the context of everyday language use. In addition to the classroom, vocabulary cards will also be integrated into students' daily activities in the boarding school environment, where the researcher will encourage students to use these cards in everyday conversations, both with peers and in formal situations at school, so that vocabulary mastery becomes more contextual and applicable.

In this study, the focus of the language developed for students focuses on Arabic. This was done by the researcher because there are still very few students who can speak Arabic, which based on observations made, this is because Arabic is not the main language and in the learning process only focuses on learning structures, not implementing learning in everyday contexts or not having a social context in learning. Data will be collected through direct observation during the learning process, interviews with students and teachers, and questionnaires that measure changes in students' vocabulary mastery before and after the use of vocabulary cards. Researchers will also record students' responses to this new method and how they integrate vocabulary cards into everyday learning and communication. The data collected will be analyzed to evaluate the effectiveness of using vocabulary cards in improving students' vocabulary mastery. Researchers will compare the results of vocabulary mastery before and after implementation and analyze their influence on students' involvement and confidence in communicating using a foreign language. Finally, researchers will compile a report that includes the findings of this study, as well as provide recommendations for schools and foreign language curriculum development based on the results obtained. With this method, the research is expected to provide in-depth insight into the influence of using vocabulary cards in improving students' vocabulary mastery at Adameesuksavittaya School.

RESULT AND DISCUSSION

Before going into further discussion about the output obtained from the use of vocabulary cards in learning, as has been conveyed in the research method at the beginning, before entering the class, the researcher attached vocabulary cards to every object in the school, such as the canteen, mosque, classroom building, tables, chairs in the hall and other parts of the school.

Figure 1.

The Process of Attaching Vocabulary Cards

After being attached to every school building and every object in the school, vocabulary cards were introduced to all students so that they could be recognized and memorized by the students and after being memorized and this product had received attention from the students, the researcher continued to introduce it back to the class while creating questions to conduct formative assessment while observing the development of students in increasing vocabulary in the use of Arabic.

Figure 2.

Formative Assessment Process to Check Students' Arabic Language Development and Conduct Re-Introduction.
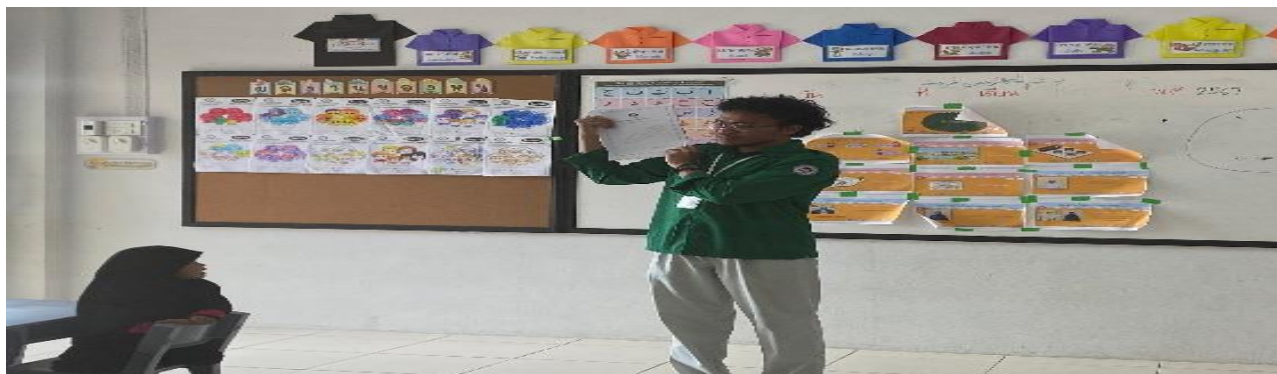
After conducting research on the empowerment of vocabulary card use on students at Adameesuksavittaya School for more than 3 weeks, it showed significant results in improving vocabulary mastery and communication skills in a foreign language. Here is a summary of the research results

Increased Vocabulary Mastery

After the implementation of vocabulary cards, there was a clear increase in students' vocabulary mastery. Data from the questionnaire showed that the average score of students' vocabulary mastery increased after using vocabulary cards in a structured manner in learning. Students showed better ability in recognizing and using new words in the right context. Involvement and Self-Confidence.

The results of observations and interviews with students showed an increase in their involvement in the teaching and learning process. Students who were previously passive began to actively ask questions and participate in class discussions. In addition, many students reported that they felt more confident in communicating using a foreign language, both orally and in writing. This can be seen from their increased participation in everyday conversations, both with peers and in formal situations.

Integration in Daily Life

Vocabulary cards are not only effective in the context of classroom learning, but are also successfully integrated into students' daily lives. Many students have started using vocabulary cards in everyday interactions, which shows that they not only understand new words, but can also apply them in real situations (Clutter, 2023; Fagan, 2024; Varghese et al., 2022). This strengthens vocabulary mastery and makes learning more relevant.

Positive Responses from Teachers and Students

Interviews with teachers showed that they felt more helped by the use of vocabulary cards as a teaching aid. Teachers reported that this method made learning more interesting and interactive, and helped students understand the material better. Students also gave positive responses, with many of them stating that the use of vocabulary cards made learning a language more enjoyable.

Overall, this study proved that the use of vocabulary cards significantly improved students' vocabulary mastery at Adameesuksavittaya School, which was reflected in their increased ability to recognize and use new words with more confidence. In addition, this method succeeded in increasing student engagement in the teaching and learning process, creating a more interactive and enjoyable classroom atmosphere (Phiranawong & Rukwong, 2025; Ryabchikova et al., 2022; Valeeva et al., 2023). Thus, the implementation of vocabulary cards not only functions as an effective learning aid, but also as an innovative strategy that can improve the quality of foreign

language teaching overall. This study recommends that other schools consider the use of vocabulary cards in their curriculum, as the positive results obtained show great potential in supporting better language learning in various educational contexts.

CONCLUSION

This study proves that the use of vocabulary cards not only improves vocabulary mastery, but also has a positive impact on students' engagement in language learning, so it can be an effective strategy to improve the quality of foreign language teaching in a wider educational environment. For future researchers, it is recommended to use more structured quantitative methods, such as experiments with control groups, to measure the impact of using vocabulary cards more objectively. Data collection through standardized tests can provide a clearer picture of the effectiveness of this intervention. In addition, the development of variations and designs of vocabulary cards that are more attractive and appropriate to students' needs is also important, with the addition of visual elements such as pictures and colors to increase the appeal and effectiveness of learning. Further research can also explore the application of vocabulary cards in other educational contexts, including in schools with different cultural and linguistic backgrounds, to understand the extent to which this method can be widely adapted.

AUTHORS' CONTRIBUTION

Arif Mufti: Conceptualization; Project administration; Validation; Writing - review and editing; Conceptualization; Data curation; In-vestigation.

Muhammad Yusuf Salam: Data curation; Investigation; Formal analysis; Methodology; Writing - original draft.

Tom Kiat: Supervision; Validation; Other contribution; Resources; Visuali-zation; Writing - original draft.

REFERENCES

Agostini, F., Zoccolotti, P., & Casagrande, M. (2022). Domain-General Cognitive Skills in Children with Mathematical Difficulties and Dyscalculia: A Systematic Review of the Literature. *Brain Sciences*, *12*(2). https://doi.org/10.3390/brainsci12020239

Babushkina, L. E., Eremkina, N. I., Porchesku, G. V, Rubleva, O. S., & Nikulina, E. G. (2022). Influence of digital services of infographics on effectiveness of mnemonics when teaching foreign language vocabulary. *Perspektivy Nauki i Obrazovania*, *55*(1), 236–251. https://doi.org/10.32744/pse.2022.1.15

Barbieri, E., Lukic, S., Rogalski, E., Weintraub, S., Mesulam, M.-M., & Thompson, C. K. (2024). Neural mechanisms of sentence production: a volumetric study of primary progressive aphasia. *Cerebral Cortex*, *34*(1). https://doi.org/10.1093/cercor/bhad470

Berezovich, E. L., & Osipova, K. V. (2024). Ex onomástica origine: About the history and methodology of the Ural school of onomastics, etymology and ethnolinguistics. *Vestnik Tomskogo Gosudarstvennogo Universiteta, Filologiya*, *88*, 20–47. https://doi.org/10.17223/19986645/88/2

Briscoe, J., Doherty, J., Burgess, K., & Kent, C. (2024). Errorful learning improves recognition memory for new vocabulary for people living with memory and dysexecutive impairment following brain injury. *Neuropsychological Rehabilitation*, *34*(7), 974–1004. https://doi.org/10.1080/09602011.2023.2259017

Çimenli, B., & Güler, B. (2023). Establishing mutual understanding in CLIL-based L2 game interactions. In *Board Games in the CLIL Classroom: New Trends in Content and Language Integrated Learning* (Vol. 36, pp. 153–181). De Gruyter.

https://doi.org/10.1515/9783110990911-008

Clutter, T. (2023). "Cards Against Critique" for building confidence and common vocabulary. In *Let's Talk about Critique: Reimagining Art and Design Education* (pp. 74–76). Intellect Ltd. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85201499721&partnerID=40&md5=fbb82aaab28621213ba1e1131075b7c9

Cygnet, A. B., & Sivakumar, P. (2024). Efficacy of augmented reality-based flashcards on learning Basic Tamil words among primary learners during neo - normal period. *Education and Information Technologies*, *29*(6), 6705–6722. https://doi.org/10.1007/s10639-023-12073-0

Fagan, M. K. (2024). Children's Access to Books, Libraries, and Storybook Reading: Survey of Mothers at a Family Homeless Shelter. *Urban Education*, *59*(4), 1106–1131. https://doi.org/10.1177/00420859211073901

Hwang, H.-B., & Loewen, S. (2025). "Enthusiasm is Contagious": Teacher Support for Mobile-Assisted Language Learning in a Self-Study Context. *English Teaching (South Korea)*, *80*(1), 3–22. https://doi.org/10.15858/engtea.80.1.202503.3

Ivanova, G. S., & Vodyasova, L. P. (2023). Inflectional potential of the demonstrative declension in the transitional dialect of the Moksha language. *Bulletin of Ugric Studies*, *13*(1), 63–72. https://doi.org/10.30624/2220-4156-2023-13-1-63-72

Jacobsen, A., Mohtaj, S., & Möller, S. (2022). MuLVE, A Multi-Language Vocabulary Evaluation Data Set. In C. N., B. F., B. P., C. K., C. C., D. T., G. S., I. H., M. B., M. J., M. H., O. J., & P. S. (Eds.), *2022 Language Resources and Evaluation Conference, LREC 2022* (pp. 673–679). European Language Resources Association (ELRA). https://www.scopus.com/inward/record.uri?eid=2-s2.0-85144350207&partnerID=40&md5=e34a696e147bc6d52969bc332a0fbed9

Karr, J. E., Rivera Mindt, M., & Iverson, G. L. (2024). Interpreting reliable change on the Spanish-language NIH toolbox cognition battery. *Applied Neuropsychology:Adult*, *31*(3), 229–237. https://doi.org/10.1080/23279095.2021.2011726

Kimura, N., Takahashi, Y., Usui, N., Matsuda, K., Otani, H., Kasai, Y., Kondo, A., Imai, K., & Takita, J. (2024). Neuropsychological outcome after frontal surgery for pediatric-onset epilepsy with focal cortical dysplasia in adolescent and young adult. *Epilepsy and Behavior*, *153*. https://doi.org/10.1016/j.yebeh.2024.109687

Maalouf, A., Jadhav, N., Jatavallabhula, K. M., Chahine, M., Vogt, D. M., Wood, R. J., Torralba, A., & Rus, D. (2024). Follow Anything: Open-Set Detection, Tracking, and Following in Real-Time. *IEEE Robotics and Automation Letters*, *9*(4), 3283–3290. https://doi.org/10.1109/LRA.2024.3366013

Martin, T., Giordani, B., & Kavcic, V. (2022). EEG asymmetry and cognitive testing in MCI identification. *International Journal of Psychophysiology*, *177*, 213–219. https://doi.org/10.1016/j.ijpsycho.2022.05.012

Nejati, V., Lehmann, J., & Jansen, P. (2024). Diversity in perceptual, social, and executive functions in preschoolers from Germany and Iran. *Scientific Reports*, *14*(1). https://doi.org/10.1038/s41598-024-74087-z

Phiranawong, S., & Rukwong, N. (2025). DEVELOPING A THAI VOCABULARY SET FOR IMPLEMENTING VOWEL RECOGNITION IN A COMPUTER-ASSISTED PRONUNCIATION TRAINING (CAPT). *ICIC Express Letters, Part B: Applications*, *16*(4), 455–462. https://doi.org/10.24507/icicelb.16.04.455

Rantala, K. (2024). Materials use in L2 classroom interaction: The practices of card handling in the construction of agency and joint action in a shop encounter task. *Lahivordlusi Lahivertailuja*, *2024*(34), 184–221. https://doi.org/10.5128/LV34.06

Ryabchikova, V. G., Sergeeva, N. A., Zaitsev, A. A., Ostrovsky, I. V, & Tyutyunnik, I. A. (2022). Development of students' verbal creativity using flash cards in foreign language classes. *Perspektivy Nauki i Obrazovania*, *57*(3), 214–231. https://doi.org/10.32744/pse.2022.3.12

Soboleva, E. V, Suvorova, T. N., Bocharov, M. I., & Bocharova, T. I. (2022). Features of Using Flash Cards as a Means for Developing Students' Verbal Creativity. *European Journal of*

Contemporary Education, *11*(3), 898–913. https://doi.org/10.13187/ejced.2022.3.898

Topal, I. H. (2024). Language Learning Through Music: A Critical Review of Lirica. *Technology in Language Teaching and Learning*, *6*(2). https://doi.org/10.29140/tltl.v6n2.1500

Valeeva, R. S., Murtazina, E. I., Fakhretdinova, G. N., Dulalaeva, L. P., & Giliazova, D. (2023). Computer Aided Technologies in Learning Foreign Languages for Engineering Students. In A. M.E., P. W., & R. T. (Eds.), *Lecture Notes in Networks and Systems: Vol. 634 LNNS* (pp. 561–569). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-26190-9_59

Varghese, S., Frey, B. N., Schneider, M. A., Kapczinski, F., & de Azevedo Cardoso, T. (2022). Functional and cognitive impairment in the first episode of depression: A systematic review. *Acta Psychiatrica Scandinavica*, *145*(2), 156–185. https://doi.org/10.1111/acps.13385

Xavier, J. S., Orsati, F. T., Laurence, P. G., Barbosa, L. K., Gouveia, A. S., D'Antino, M. E. F., Lukasova, K., Macedo, E. C., & Schwartzman, J. S. (2024). Insights into Rett Syndrome girls' receptive vocabulary through eye movements and parental perception. *European Journal of Paediatric Neurology*, *51*, 1–8. https://doi.org/10.1016/j.ejpn.2024.05.001

Zheltukhina, M. R., Zyubina, I. A., Busygina, M. V, Baranova, K. M., & Ponomarenko, E. B. (2023). Lexical and grammatical means of expression of dominant assessment in media speech of virtual language personality in blogs: gender aspect. *XLinguae*, *16*(1), 92–108. https://doi.org/10.18355/XL.2023.16.01.07