

were unfamiliar with digital flashcards and showed limited participation during classroom activities. However, after repeated exposure to vocabulary through colorful pictures, pronunciation practice, repetition, and interactive learning activities, students gradually became more confident in recognizing, pronouncing, and remembering English vocabulary. The classroom observations also indicated that students became more active, enthusiastic, and confident in participating throughout the learning process.

Second, the interview findings revealed that students with different levels of learning ability (strong, medium, and low) had positive learning experiences during the implementation of digital flashcards. Although each student described different learning experiences based on their level of ability, they consistently reported that digital flashcards made learning English more enjoyable than conventional learning materials. The students explained that the combination of colorful pictures, simple animations, and English words helped them understand and remember vocabulary more easily, maintain their attention during classroom activities, and gradually increase their confidence in learning English. Furthermore, the interview findings showed that digital flashcards encouraged students to participate more actively throughout the learning process regardless of their level of learning ability.

Overall, the findings of this study indicate that digital flashcards designed using Canva can effectively support English vocabulary learning for beginner learners. Besides enhancing students' vocabulary learning, digital flashcards also created meaningful learning experiences by increasing students' motivation, classroom engagement, participation, and confidence during English learning activities.

5.2 Suggestions

Based on the findings and conclusions of this study, the researcher proposes several suggestions. First, English teachers are encouraged to integrate digital flashcards into vocabulary instruction, particularly for young learners who are at the beginning stage of learning English. The use of colorful pictures, simple animations, and interactive learning activities can help students understand, recognize, and remember new vocabulary more effectively while creating a more enjoyable and engaging classroom atmosphere. Teachers are also encouraged to provide repeated opportunities for students to practice newly learned vocabulary to strengthen retention and encourage active classroom participation.

Second, the school is encouraged to support the implementation of digital learning media by providing appropriate facilities or other digital devices that enable teachers to use digital flashcards effectively during English lessons. Adequate facilities may help teacher create more interactive experiences and improve students' engagement in vocabulary learning.

Finally, future researchers are encouraged to conduct similar studies involving a larger number of participants or different educational contexts to obtain broader findings. Future studies may also investigate the long-term effects of digital flashcards on students' vocabulary retention or compare the effectiveness of digital flashcards with other digital learning media in teaching English vocabulary. In addition, future research may explore other factors that influence vocabulary learning, such as students' learning motivation, classroom interaction, or digital literacy. These studies are expected to contribute to the development of more effective and evidence-based English vocabulary teaching practices.

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