

## The Used Of Flash Card To Increase The Autistic Student Interaction In Simple Speaking

Rilta Mardalena<sup>1</sup>, Ahmaddin Ahmad Tohar<sup>1</sup>, Yuliana Intan Lestari<sup>1</sup>

*Faculty of Psychology, State Islamic University of Sultan Syarif Kasim*

<p>Corresponding author:</p> <p>*Rilta Mardalena <a href="mailto:riltamardalena89@gmail.com">riltamardalena89@gmail.com</a></p> <p><b>Article History</b></p> <p>Submitted : June 13<sup>th</sup>, 2025</p> <p>Final Revised : June 29<sup>th</sup>, 2025</p> <p>Accepted : June 30<sup>th</sup>, 2025</p>	<p style="text-align: center;"><b>Abstract</b></p> <p><b>Background:</b> The students difficulties to make interaction with their teacher in the classroom, The process of teaching new vocabulary by using flash card. <b>Objective:</b> To know the autistic students in interaction, and the student's response to it thus making the learning process easier. <b>Method:</b> The writer conducted Classroom Action Research (CAR) which consists of two cycles, each cycle consists of four elements, namely: planning, acting, observing and reflecting. The writer doing the observation about January to March. <b>Result:</b> the students can implementation their vocabulary in simple speaking, the students have good eye contact, at the studied, the students can focus and giving good attention, the students can make good appropriate play with peers. The autistic students have a good dialog in simple speaking, and they can make minimal five different sentence of the some word who know. <b>Conclusion:</b> The problem in the cycle is usually the students got difficulty to memorize the words and they easily get bored in studying English. To answer the problems the writer uses flash card to increase the student's vocabulary.</p> <p><b>Keywords:</b> Autistic; flash card; mew vocabulary</p>
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### Abstrak

**Latar Belakang:** Kesulitan siswa dalam berinteraksi dengan guru di kelas, Proses pengajaran kosakata baru dengan menggunakan flash card. **Tujuan:** Untuk mengetahui siswa autis dalam berinteraksi, dan respon siswa terhadapnya sehingga membuat proses pembelajaran lebih mudah. **Metode:** Penulis melakukan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, setiap siklus terdiri dari empat elemen, yaitu: perencanaan, tindakan, pengamatan dan refleksi. Penulis melakukan observasi sekitar bulan Januari sampai Maret. **Hasil:** siswa dapat mengimplementasikan kosakata mereka dalam berbicara sederhana, siswa memiliki kontak mata yang baik, pada saat belajar, siswa dapat fokus dan memberikan perhatian yang baik, siswa dapat melakukan permainan yang tepat dengan teman sebaya. Siswa autis memiliki dialog yang baik dalam berbicara sederhana, dan mereka dapat membuat minimal lima kalimat yang berbeda dari beberapa kata yang mereka ketahui. **Kesimpulan:** Masalah dalam siklus ini biasanya siswa mengalami kesulitan untuk menghafal kata-kata dan mereka mudah bosan dalam belajar bahasa Inggris. Untuk menjawab masalah tersebut penulis menggunakan flash card untuk meningkatkan kosakata siswa.

**Kata Kunci:** Autis, flash card, kosakata baru

## Introduction

Vocabulary is a very important foundation in language learning. Without adequate mastery of vocabulary, students will have difficulty expressing their ideas and knowledge, which leads to confusion when starting conversations or providing appropriate responses (Yuwono, 2018; Nation, 2022). In the context of vocabulary learning, accuracy is the main key, where students can convey information using appropriate and varied Islamic vocabulary. Mastery of vocabulary includes various types of words, such as verbs, nouns, adjectives, adverbs, and others. As stated by Wijaya (1993) and Barnhart (1962), it is important for someone to understand vocabulary because a rich vocabulary allows a person to choose the right words when constructing sentences and communicating.

Vocabulary is a fundamental component in language learning that is essential to support students' communication skills (Muffti et al., 2025). Without sufficient mastery of vocabulary, students will have difficulty expressing their ideas and knowledge, which will ultimately limit their ability to interact with others. Accurate and diverse vocabulary mastery is especially important in the context of learning Islamic vocabulary, as it enables students to convey information precisely and appropriately according to its context (Noskova et al., 2018; Suyitno & Fadhilawati, 2024). This vocabulary mastery includes various types of words, such as nouns, verbs, adjectives, and adverbs, which are used in daily conversations as well as in the context of simple speech (Barnhart, 1962).

For autistic students, vocabulary development is a key factor in helping them construct meaningful sentences (Faridah et al., 2021; Marsaulina et al., 2015). Therefore, teaching Islamic vocabulary should not only introduce autistic students to many new words, but also provide them with techniques to acquire vocabulary independently. Effective development of Islamic vocabulary can encourage students to progress as they acquire new concepts and related words (Hasibuan, 2021). This vocabulary learning is a dynamic process that requires time and patience to develop throughout a person's life.

However, in teaching vocabulary to autistic students, there are several challenges that need attention. Autistic students often show difficulties in interacting with others in the classroom. They tend to have delayed or atypical social interaction patterns, which include a lack of eye contact, avoidance of social interaction, and failure to initiate or sustain conversations (Rutter, 1978; Madipakkam et al., 2017). This limits the effectiveness of vocabulary learning, as students are not sufficiently engaged in interactions with teachers or peers. In addition, autistic students often do not master the new vocabulary taught in class, causing them to become passive and reluctant to continue learning (Yuwono, 2018).

In addition, the teaching media used in learning also plays an important role in the engagement of autistic students. Research shows that the use of visual media, such as flashcards, can increase the effectiveness of learning for children with autism (Aldabas, 2022; Petersson-Bloom & Holmqvist, 2022). However, even though teaching with visual media like flashcards can boost motivation, much classroom instruction still relies on methods that are too direct and do not provide enough space for students to rest or interact socially (Strain, 1979). Students' lack of interest in the material being taught often causes them to feel bored and less focused on the lesson.

The existing research gap is that although there are various studies on vocabulary teaching for autistic students, there is still little research that specifically explores the use of flashcard media to enhance their interaction in simple speaking. Most existing studies, such as those conducted by Alanazi et al. (2023) and Ingebrigtsen et al., (2024), focus more on cognitive strategies for improving teacher attitudes and student learning outcomes in autism classrooms, but few have examined the application of interactive visual media like flashcards in this context. In addition, although there are studies on social intervention-based techniques to improve the communication skills of autistic students (Aldabas, 2022; Siregar et al., 2025), no research has yet explored the potential of flashcards to enhance student interaction in simple speaking in depth. Research conducted by Braconnier & Siper (2021) and Barret (2017) on neuropsychological assessment of autistic students provides insight into the challenges of understanding complex verbal information, which could be improved through the use of simpler and more visual methods.

Based on the various challenges faced by autistic students in vocabulary learning and social interaction, as well as the potential use of flashcards to support their learning, this study aims to explore the effectiveness of using flashcards to enhance the interaction of autistic students in simple speaking. It is hoped that this research can contribute to addressing existing problems and offer more effective solutions in vocabulary teaching for autistic students.

## Method

This research is aimed at knowing the procedures, the results and the student response to the implementation of teaching vocabulary using flashcard. The result of this study hopefully will give contribution to the teaching and learning English. In achieving the objective, the writer used an action research involving four procedures; planning, acting, observing, and reflecting. This research can be done into two cycles. If the problem can't be solved in first cycles, so it will be continued to next cycles.

The research process can be drawn as follows:

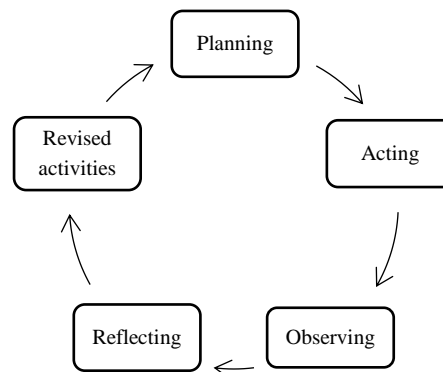


Figure 1. Research process in Burns (2010)

## Participant

The participatory in this research are two students, the first students is fourteen years old, he is a junior high school in Islamic school – in Duri. He was started behavior therapy since ten years ago and that moment he is four years old, and he started to academic therapy since eight years ago and he is six years old. he has good intelligent to remember something. The second students, same with the first student he is a junior high school and now he is three-teen years old. And he started behavior therapy since ten years ago and at the moment he is three years old, and academic therapy since eight years ago and he is five years old. So, the two child have same intelligent, because they are same have behavior and academic therapy.

## Sample or Population

The subject of this research is the autistic students, and the students must have entered in a school, and they must have long time in behavior and academic therapy. After the writer observes, there are two male students which suitable with characteristic of the chosen variable.

## Procedure

The writer conducted Classroom Action Research (CAR) which consists of two cycles, each cycle consists of four elements, namely: planning, acting, observing and reflecting.

## Data Measurement

In doing this research, writer need some of data from their parent, therapist, and English teacher. The data will be collect from the result of Observation sheet of the using flash cards in the classroom. The writer conducted a Classroom Action Research (CAR), Classroom Action Research (CAR) is a systematic, reflective process conducted by teachers to improve the quality of teaching and learning within their own classroom context. According to Kemmis and McTaggart (1988), CAR is implemented in a cyclical manner, which consisted of two cycles. Each cycle comprised four fundamental stages, namely: planning, acting, observing, and reflecting. To support the research process, several instruments were utilized, including observation sheets, field notes, and students' test results. These instruments were designed to systematically document the classroom activities, monitor students' progress, and evaluate the effectiveness of the implemented teaching strategies.

## Data Analysis

All data obtained from this research were analyzed to determine the improvement of students' simple speaking ability. The data analysis focused on both the teaching-learning activities and the students' responses toward the lesson. The teacher's explanation during the learning process, along with students' participation and

- **Qualitative Analysis:** The qualitative data were collected through observation sheets, field notes, and teacher's reflection. These data were analyzed descriptively to describe the teaching activities, student participation, and their acceptance or response to the lesson.
- **Quantitative Analysis:** The quantitative data were obtained from students' speaking test results conducted at the end of each cycle. The students' scores were calculated to determine the improvement of their speaking ability. The average score of the class was compared between the pre-test, post-test of cycle I, and post-test of cycle II to measure the students' progress.

## Result

## Cycle 1

- Table 1. The format of observation

Note:

4. Reflecting: After doing the learning process, the writer will get the positive or negative thing from the research. The result was gotten from observation will be analyzed and also score of evaluation. In this step, the writer reflects this research can get the result as she wants or no. the writer will use the observation data to reflect this research result. If there are some negative things or students can't increase their score of

vocabulary test, it mean that the problem can't be solved and will be continued to next cycle with some revision in four step of research. This reflection also will be used as self teaching evaluation to the writer whether she has a good enough strategy in teaching learning.

5. Revised activities.

## Cycle 2

1. Planning: As the opening of class, the teacher will review the last lesson to make the students remember the vocabularies they have learn. There are some activities have to be done by English teacher in this step, Arrange the scenario of teaching learning process. The teacher can prepare to used example, the teacher bring the flash card in the classroom. Except the teacher bring the paper to write the happened in the classroom. And the teacher can bring a reward for to add their increase to the lesson. after have analyzed in first reflecting this plan will differentiate with the first cycle.
2. Acting: Before applying the research, the writer do the treatment by doing the scenario of teaching learning process, and will suitable with planning in cycle 2, The teacher sit one by one in the classroom with students, and The teacher will be give one vocabulary using one picture in the card after that The students will be remember the word, after that the teacher can give the word and the student know about the some word, and the teacher give sentence which suitable with the word and the students to say in English, and the students can make simple sentence if the students can doing the teacher can give the reward. Example:

T : "ada apel berwarna merah".  
S : " there is red apple on the table"  
T : "very good..."(give reward).  
(the reward such as toss, giving the snack, etc).  
T : ... (the next sentence)

After giving some question, the Teacher will observe the student's work and put in observation sheet. So, the teacher can to write all learning process in there. After the students know some words The students can make simple dialog from the some different cards.

3. Observing: Due students can understand to make simple speaking from the card, and the teacher observes it, and this observed differentiate in cycle 2, but the writer will suitable with cycle 2, and gives the assessment in observations sheet. The assessment is for personal. In this observations, the writer also measure their ability in presentation the learning subject. And for this, other teacher will help to give the assessment. And the result of observes can write in a observation sheet, we can look the increase autistic students.
4. Reflecting: After doing the learning process, the writer will get the positive or negative thing from the research. The result was gotten from observation will be analyzed and also score of evaluation. In this step, the writer reflects this research can get the result as she wants or no. the writer will use the observation data to reflect this research result. If there are some negative things or students can't increase their score of vocabulary test, it mean that the problem can't be solved and will be continued to next cycle with some revision in four step of research. This reflection also will be used as self teaching evaluation to the writer whether she has a good enough strategy in teaching learning or no. the example the students still confused the lesson or the students didn't increase the lesson. so, the teacher can to revised all activities. The result of reflecting will suitable with the cycle 2.

Example: the teacher can bring the flash card such as: fruit card, animal card, color card, etc. and then the teacher can bring the reward too, such as: snack, price, etc.

After the prepared the material and arrange the scenario of teaching learning process. The teacher can start the lesson by doing the treatment. The teacher sit one by one in the classroom with students, and The teacher will be give one vocabulary with imitation word, from the one card after that The students will be remember the word, after that the teacher can give the next word which suitable with one word, Example :

A : look at...( name of students)  
What is it? (one of fruit card)  
B : it is apple  
A : "good"... (give the reward, such as: toss).

## Implementation Results

### The First Students

The first student sit one by one in the classroom with students, and The teacher will be give one vocabulary with imitation word, from the one card after that The students will be remember the word, but the students must attention their teacher, this is can seen in this pictures. At the teacher shown the card, the student attends the teacher, after that the student can answer the teacher's question. After the student can good answer, the teacher give the reward.

Due students can understand to make good answer from the card, and the teacher doing observer it, the teacher must prepared the observation sheet gives the assessment. The assessment is for personal. In this observations, the writer also measure their ability in presentation the learning subject and for this, other teacher will help to give the assessment. The observation sheet for the first students will be shown bellow:

Table 2. Observation first students

No	Indicator	Observation sheet				Score
		P	P+	A-	A	
1	Eye contact				√	4
2	Appropriate play with peers			√		3
3	Active avoidance of social contact		√			2
4	Good vocabulary				√	4
5	Good dialog in simple speaking				√	4
Total						17

Note:

- P : prompt
- P+ : prompt + 1 achieved
- A- : prompt + 2 achieved
- A : achieved

At the cycle, the students have good eye contact, so the students get "A" and get score 4. And we can see at moment the teacher give one instruction, example "look at..", the student good respond directly.

After that the teacher can start the next instruction, the students less appropriate play with peers, so the teacher give three instruction to her students and the result it, the students can do it with one prompt and two achieved, so the students get "A-" with score 3.

In this lesson, the teacher can try make the students active avoidance of his social contact, the teacher ask the others teacher to enter in classroom and great the students in English language to see his social contact, example:

- A : hello...(name of students)
- B : hello...( name of teacher)
- A : how are you?
- B : I am fine thank you, and you?
- A : I am fine too.

In simple dialog the students less active, so the teacher prompt to give answer. In three instruction the student can do it with two prompt and one achieved. So the students get "P+" with score 2. It is cause the student didn't suitable with the others teacher. At the others teacher go out of the classroom, the teacher can next material. The teacher shown one picture, such as fruit picture, and the teacher can ask some question, example:

- A : "look at..."
- B : (the students look his teacher directly)
- A : "what is it?" (shown one fruit picture)



- B : "it is apple"  
 A : "good" (give toss)  
     "what is the color? (still same picture)"  
 B : "the color is red."  
 A : " very good". (give toss again)

From of the some question the student can do it very good, so the students get "A" with score 4. It is cause the students have remember the picture of the card. After the students can answer new vocabulary, the teacher can make simple dialog which suitable with vocabulary before. Example:

- A : "look at..." (name of students)  
 B : (the students look his teacher directly)  
 A : " what is it?"  
 B : " it is apple."  
 A : "good" (give toss)  
     " do you like eating apple?"  
 B : "yes.."  
 A : "which one do you like?" (shown two different apple picture)  
 B : "I like red apple"  
 A : " very good".

The students can make simple dialog with his teacher and his new vocabulary which have, the student get "A" with score 4.

From the result above the teacher can admit all of the score, and the teacher can get total score 17, and get 'Excellent' to qualitative result to first student. And the teacher make arrange table to qualitative result as follow:

Table 3. Table qualitative result

Arrange	Qualitative
15 – 20	Excellent
10 – 14	Good
5 - 9	Fail

### *The Second Students*

The first student sit one by one in the classroom with students, and The teacher will be give one vocabulary with imitation word, from the one card after that The students will be remember the word, but the students must attention their teacher. At the teacher shown the card, the student attends the teacher, after that the student can answer the teacher's question. After the student can good answer, the teacher give the reward.

Due students can understand to make good answer from the card, and the teacher doing observer it, the teacher must prepared the observation sheet gives the assessment. The assessment is for personal. In this observations, the writer also measure their ability in presentation the learning subject and for this, other teacher will help to give the assessment. The observation sheet for the first students will be shown bellow:

Table 4. Observation second students

No	Indicator	Observation sheet				Score
		P	P+	A-	A	
1	Eye contact			√		3
2	Appropriate play with peers		√			2
3	Active avoidance of social contact		√			2
4	Good vocabulary				√	4
5	Good dialog in simple speaking			√		3
Total						14

Note:

- P : prompt
- P+ : prompt + 1 achieved
- A- : prompt + 2 achieved
- A : achieved

At the cycle, the students have not good eye contact, the teacher give three instruction he just get one prompt and two achieved, so the students get “A-” and get score 3. And we can see at moment the teacher give one instruction, example “ look at..”, the student didn’t respond directly.

After that the teacher can start the next instruction, the students less appropriate play with peers, so the teacher give three instruction to her students and the result it, the students can do it with two prompt and one achieved, so the students get “P+“ with score 2.

In this lesson, the teacher can try make the students active avoidance of his social contact, the teacher ask the others teacher to enter in classroom and great the students in English language to see his social contact, example:

- A : hello...(name of students)
- B : hello...( name of teacher)
- A : how are you?
- B : I am fine thank you, and you?
- A : I am fine too.

In simple dialog the students less active, so the teacher prompt to give answer. In three instruction the student can do it with two prompt and one achieved. So the students get “P+” with score 2. It is cause the student didn’t suitable with the others teacher. At the others teacher go out of the classroom, the teacher can next material. The teacher shown one picture, such as fruit picture, and the teacher can ask some question, example:

- A : “look at...”
- B : (the students look his teacher directly)
- A : “what is it?” (shown one fruit picture)
- B : “it is apple”
- A : ”good” (give toss)  
“what is the color? (still same picture)
- B : “the color is red.”
- A : “ very good”. (give toss again)

From of the some question the student can do it very good, so the students get “A” with score 4. It is cause the students have remember the picture of the card.

After the students can answer new vocabulary, the teacher can make simple dialog which suitable with vocabulary before. Example:

- A : “look at...” (name of students)
- B : (the students look his teacher directly)
- A : “ what is it?”
- B : “it is apple.”
- A : “good” (give toss)  
“do you like eating apple?”
- B : “yes..”
- A : “which one do you like?” (shown two different apple picture)
- B : “I like red apple”
- A : “ very good”.

The students can make simple dialog with his teacher and his new vocabulary which have, the student get “A-” with score 3. It is cause the student many shut up at the teacher give instruction.



From the result above the teacher can admit all of the score, and the teacher can get total score 14, and get 'good' to qualitative result to first student. And the teacher make arrange table to qualitative result as follow:

Table 5. Table qualitative result

Arrange	Qualitative
15 – 20	Excellent
10 – 14	Good
5 – 9	Fail

Base of the data above in cycle ,the writer make it in observation students in presentation result. And The writer can give assessment to their English teacher too, and the result entered in teacher's activity observation, Due teacher can understand to make good teaching in the classroom, and must prepared the observation sheet gives the assessment. The assessment is for personal. In this observations, the writer also measure her ability in presentation the learning process and for this, other teacher will help to give the assessment.

Table 6. Observation sheet

No	Indicator of study	Problem	Succeed
1	Mastery	-	The students can to appropriate to material (vocabulary)
2	Media	The students didn't interested with the media	The teacher give the some card and the students feel interested with the card
3	Technique	-	The students attend with the technique used (flash card) so, the students interested to join the lesson
4	Classroom management	The students are tantrum at study, so the lesson didn't success	The teacher can give good stimulus to make easy manage the classroom management

In this cycle, the students succeed in developing new vocabulary from one card by using flash card. And the students remembered many new Islamic vocabulary in one day, the student can make good interaction with their teacher in the classroom. It is can see at the student have good social contact with other people, and the students increase in social skills and interactions, further consideration must be given to the effects of training in social groups and integrated school environments.

Then, in speaking ability, the students can tell the word that are doing in communication. And stated that speaking ability is describe as the ability to express oneself in life situation or the ability to report act or situation precise words. But, in classroom activity the students didn't fell suitable, in the first time, because they fell destruction with their environment, or their classroom, they more sensitive felling and make them tantrum and the teacher must extra to give the stimulus to increase their interested in classroom activity.

## Discussion

The results of research on the use of flashcards to improve interaction among autistic students in using Islamic vocabulary during simple speaking activities are consistent with previous studies. For example, Indah and Rohmah (2020) highlighted the importance of visual aids in supporting language acquisition in children with autism, especially in mastering religious terms. This supports the idea that visual aids, such as flashcards, can facilitate understanding and mastery of vocabulary for children with autism. This study adopts flashcards as a form of visual support to enhance vocabulary comprehension and encourage verbal expression. Krashen (1982) also explained in his Input Hypothesis theory the importance of providing comprehensible language input, which can be achieved by using visual aids like flashcards. Flashcards allow students to associate words with relevant images or objects, helping them to better understand and remember the vocabulary.

The flashcard method provides an interactive session atmosphere in a one-on-one or small group setting, allowing for a personalized learning experience, increased engagement, and ensuring that each student can progress at their own pace (Aulia, 2018; Chandra, 2019). The positive results observed in terms of vocabulary mastery and interaction indicate that the use of flashcards not only supports vocabulary enrichment, but also facilitates better communication skills in autistic learners as they engage in simple speaking activities. Chung (2023) argued that the most effective learning occurs through social interaction, and the use of visual aids such as flashcards can facilitate this process. In this way, students are able to interact with the lesson material in a context that is more concrete and relevant to them.

Another study, Huang et al. (2023) and Amin et al. (2024), also stated that augmented reality-based flashcard activities are capable of improving the speaking skills of autistic students, adding another dimension to this research. Although their study focused on speaking skills in general, the underlying principle, that interactive and multi-sensory learning tools can stimulate communication, is highly relevant. Furthermore, this can be connected to Theory on visual learning, which shows that visual media, such as pictures and graphics, can enhance students' understanding and memory (Santrock, 2019; Cheng et al., 2017; Hikmah, 2021). This is particularly relevant to the use of flashcards in learning Islamic vocabulary. Flashcards containing clear images or illustrations enable students to associate words with visual representations, making it easier for them to remember and use the vocabulary in verbal communication.

The findings of this study have significant implications for language teaching methodologies for children with autism. The use of flashcards as visual aids demonstrates that simple yet effective teaching tools can significantly enhance vocabulary acquisition and verbal interaction. The positive impact observed on students' ability to engage in simple dialogues using Islamic vocabulary affirms the potential of flashcards to improve learning outcomes in religious education for autistic students. Furthermore, this study highlights the importance of personalized teaching approaches, which can address the unique needs of each student, providing them with more opportunities to interact with the language and practice their communication skills in a structured and supportive environment.

Although the results of this study are promising, there are several limitations that need to be considered. One limitation is the relatively small sample size, which may not represent the wider population of autistic students. Further research with a larger and more diverse sample will help validate these findings and provide a more comprehensive understanding of the effectiveness of flashcards in improving language skills. In addition, this study only focused on Islamic vocabulary, which may not be fully generalizable to other materials or types of vocabulary. Future research should explore whether flashcards are effective in enhancing the learning of vocabulary beyond Islamic terms, as well as whether the use of flashcards can be generalized to different language contexts. Another limitation is the relatively short duration of the study, which may not allow for long-term tracking of progress or retention.

Future research should explore the use of various types of flashcards, such as augmented reality-based or multimedia flashcards, to determine their effectiveness in supporting language learning among autistic students. In addition, it would be highly beneficial to investigate how these flashcards function in group settings and whether this can encourage more peer interaction and collaborative learning among autistic students. Further studies should also assess the impact of flashcard training in more integrated school settings to see whether positive learning outcomes can persist beyond special classroom environments. Future research may also examine how the integration of technology, such as mobile apps or tablet-based learning platforms, can further enhance the effectiveness of flashcard usage. Given the increasing role of technology in education, combining digital tools with traditional learning aids may offer new opportunities to enhance the learning experiences of autistic students.

In conclusion, this study provides valuable insights into the use of flashcards to improve the interaction of autistic students in using Islamic vocabulary. These findings are consistent with previous research, which shows that visual aids such as flashcards are effective in boosting vocabulary mastery and encouraging verbal communication. The implications of these findings are significant for language instruction in special education, and this research paves the way for further studies on the use of visual and interactive teaching materials to support language development in children with autism.

## Conclusion

This study provides valuable insights into the use of flashcards to enhance the interaction of autistic students in using Islamic vocabulary. The results of this research are in line with previous studies which have shown that visual aids, such as flashcards, are effective in improving vocabulary mastery and encouraging verbal communication. Flashcards allow students to associate words with relevant pictures or objects, making

it easier for them to understand and remember the vocabulary, as well as improving their speaking skills within the context of simple speaking activities.

The findings of this study also highlight the importance of using personalized learning approaches, which can accommodate the unique needs of each student. With flashcards, language instruction can be tailored to each student's abilities and learning pace, enabling them to engage more with the learning material and improve their communication skills in a structured and supportive environment. This approach is particularly relevant in the context of educating children with autism, who often require more individualized and specific teaching methods.

Although the results of this study are promising, there are several limitations that should be noted, such as the small sample size and the limited duration of the research. Therefore, future research should involve larger and more diverse samples, as well as be conducted over a longer period of time to monitor the development and retention of students' language skills. Further studies should also explore the use of various types of flashcards, such as those based on augmented reality or multimedia, to assess their effectiveness in supporting language learning for autistic students in a more integrated setting.

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