

**THE EFFECT OF USING FLASHCARD MEDIA ON INCREASING  
ENGLISH VOCABULARY AT SDN KENITEN 2 2023/2024**

**SKRIPSI**

Presented as Partial Fulfillment of the Requirement of Obtain

The Sarjana Degree (S. Pd) of English Education Department

Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



**By:**

**Fadilah Nur Kholiaturohmah As**

NPM: 2014050004

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

**2024**

**APPROVAL PAGE**

SKRIPSI

By:

FADILAH NUR KHOLIFATUROHMAH AS

NPM: 2014050004

ENTITLED:

**THE EFFECT OF USING FLASHCARD MEDIA ON INCREASING  
ENGLISH VOCABULARY AT SDN KENITEN 2 2023/2024**

Approved by the Advisors to be proposed to  
The English Education Department  
Examination Committee of University of  
Nusantara PGRI Kediri

Kediri, 9<sup>th</sup> July 2024

The Advisors,

Advisor 1



**Dr. Suhartono, M.Pd.**  
NIDN: 0714026901

Advisor 2



**Dra. Diani Nurhajati, M.Pd.**  
NIDN: 071112302

**APPROVAL SHEET**

SKRIPSI

ENTITLED:

**THE EFFECT OF USING FLASHCARD MEDIA ON INCREASING ENGLISH  
VOCABULARY AT SDN KENITEN 2 2023/2024**

Approved and Accepted by all its qualification

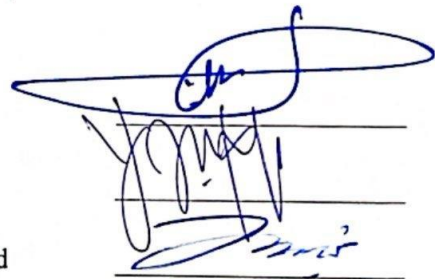
By the Examination Committee of

University of Nusantara PGRI Kediri

Kediri, 9<sup>th</sup> July 2024

**Board of Examiners,**

Chairman : Dr. Suhartono, M.Pd  
First Examiner : Dr. Yunik Susanti, M.Pd  
Second Examiner : Dr. Diani Nurhajati, M.Pd

Handwritten signatures in blue ink, including a large signature at the top and two smaller ones below it, all written over horizontal lines.

The Dean of Faculty of Teacher Training  
and Education, UN PGRI Kediri



**Dr. AGUS WIDODO, M.Pd.**  
NIP. 19690824 199403 1001

## STATEMENT OF WRITING ORIGINALLY

The undersigned below,

Name : Fadilah Nur Kholifaturohmah As  
Gender : Female  
Place/Date of born : Kediri/ July. 4<sup>th</sup> 2001  
NPM : 2014050004  
Fac/Dept : FKIP/ English Language Education Department

States that:

1. This thesis as never submitted to any institute of higher education for any academic degree
2. This thesis is totally independent of my work and not the result of plagiarism from the work of others
3. If someone proved of this thesis as a result of plagiarism, I would be willing to bear all the legal consequences that occur.

Kediri, 9<sup>th</sup> July 2024

Signed by,



**Fadilah Nur Kholifaturohmah As**  
NPM: 2014050004

## MOTTO AND DEDICATION

*“Maka, bersabarlah engkau. Sesungguhnya janji Allah itu benar”*

(Qs. Ar-Ruum:60)

I dedicate this thesis to Fadilah Nur Kholifaturrohmah As. as the researcher, thank you for fighting so far. Thank you for being great and patient throughout the process of writing this thesis. Hopefully the researcher always humble because this is the beginning of perfection.

Both parents, Mr. Jatmiko and Mrs. Nyami because they never stop praying for me and support my future and beloved family who always provide support both in material and non-material forms.

Whendy Pramudya Putra (2012010368), thank you for motivating and always being there when the researcher needs help. Thank you for all your kindness, effort, time and support for the researcher.

## ABSTRACT

**Title: THE EFFECT OF USING FLASHCARD MEDIA ON INCREASING ENGLISH VOCABULARY AT SDN KENITEN 2 2023/2024**

*Keywords: Flashcard Media, Vocabulary, Young learners*

Developing vocabulary is very important for elementary students in learning English. The teachers can choose various method and teaching media to teach vocabulary to the students, for example, using flashcard. It is suitable teaching media to introduce English vocabulary as the media attracts children's attention, so they are easy to memorize the words they learn. Based on the observation at SDN Keniten 2, the researcher found that many students are not familiar English words. It can be seen, when she did *Kampus Mengajar* Program, many students did not respond in English when she greeted them. Furthermore, she found out that there was not any teacher who graduated from English Department. The teacher who taught English was the class teacher. Therefore, another problem arouses. The teacher taught them by asking the students to memorize words and their meaning in Bahasa Indonesia. The teacher did not teach them how to pronounce the words correctly. They ways of teaching done by the teacher did not help the students learn English well.

Based on these problem, the formulation of this research are (1) How were the student's vocabulary ability before being taught using flashcard media at SDN Keniten 2? (2) How were the student's vocabulary ability after being taught using flashcard media at SDN Keniten 2? (3) Was there any significant effect of using flashcard as a teaching media on the student's vocabulary ability?

This study aims to find the effect of flash card media to the students' vocabulary. This quantitative research was carried to the fifth grade students out of SDN Keniten 2. The type of experimental of this research used in this study was pre-experimental research with one class pre-test post-test design. The researcher did this with grade 5 students at SDN Keniten 2 who would be tested using flashcard media to increase their English vocabulary. This research was carried out at SDN Keniten 2 of fifth grade students, including 18 students as the sample consisting of 10 male students and 8 female students. To measure students' vocabulary the researcher used test, and to analyze the data she used T-test.

The conclusion of this research show that flashcard media is an effective medium for increasing the vocabulary of class V students at SDN Keniten 2 for the 2023/2024 academic year. This is supported by the results of the pre-test and post-test analysis with a significance level. In line with that, students' vocabulary mastery increased after being taught using flashcard media, with the average post test score being higher than the pre-test score. where before carrying out learning using flashcard media it was still low, this is shown by the class average score of 45.11 with the highest score being 80 and the lowest score being 20. Meanwhile the post-test average score was 73.00 with the highest score being 94 and the lowest score is 36. It can be concluded that the use of flashcard media has a significant influence on increasing students' vocabulary. This can be seen from the change in students' post-test scores being better compared to students' pre-test scores.

## ACKNOWLEDGEMENTS

The researcher gives thanks to the presence of Almighty God because of abundance of grace, knowledge and wisdom, the preparation of this thesis was completed on time. This thesis was prepared as one of the requirements for obtaining a Bachelor of Education (S.Pd) degree in the English Language Education Program, Faculty of Teacher Training and Education, Nusantara University PGRI Kediri. The selection of this research theme is based on the application of assessment in developing students' spelling skills, what obstacles are faced during implementation and how to overcome these obstacles. So that students can develop their spelling skills well.

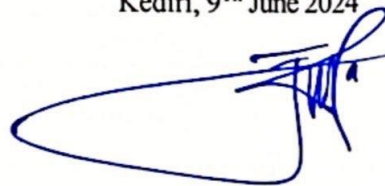
During the process of preparing this thesis, the researcher felt that received a lot of guidance, direction and encouragement, both directly and indirectly, from various parties. In connection with this, on this occasion the researcher would like to express her deepest thanks to:

1. Dr. Zainal Afandi, M.Pd. as Chancellor of Nusantara University PGRI Kediri who always provides motivation to his students
2. Dr. Agus Widodo, M.Pd. as Dean of the Faculty of Teacher Training and Education, Nusantara University PGRI Kediri
3. Dr. Khoiriah, M.Pd. as Head of the English Language Education Study Program, Faculty of Teacher Training and Education, Nusantara University PGRI Kediri
4. Dr. Suhartono, M.Pd. as Supervisor I and Dr. Diani Nurhajati, M.Pd. as Supervisor II who has provided a lot of guidance and direction from the beginning to the end of the preparation of this thesis.

5. All lecturers, staff and the entire academic community of Universitas Nusantara PGRI Kediri who have provided a pleasant lecture atmosphere from the first semester to the last semester.
6. Fadilah Nur Kholifaturohmah As. as the researcher, thank you for fighting so far. Thank you for being great and patient throughout the process of writing this thesis.
7. Both parents, Mr. Jatmiko and Mrs. Nyami because they never stop praying for me and support my future and beloved family who always provide support both in material and non-material forms.
8. Friends of the class of 2020, English Language Education Study Program, Faculty of Teacher Training and Education, Nusantara University, PGRI Kediri, who have provided input and encouragement in completing this thesis.
9. And all parties who the researcher cannot write about one by one have helped a lot so that the writing of this thesis can be completed.

The researcher realizes that the preparation of this thesis is still far from perfection. Therefore, the researcher expects constructive criticism and suggestions for the perfection of further research. Finally, with prayers and hopes, the researcher hope this thesis will be useful for writers, readers, society, the world of education and science.

Kediri, 9<sup>th</sup> June 2024



**Fadilah Nur Kholifaturohmah As**  
NPM: 2014050004



## TABLE OF CONTENTS

APPROVAL PAGE .....	i
APPROVAL SHEET .....	ii
STATEMENT OF WRITING ORIGINALLY .....	iii
MOTTO AND DEDICATION.....	iv
ABSTRACT .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	viii
LIST OF TABLE .....	x
LIST OF PICTURE .....	xi
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of the Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	8
E. Objective of the Research.....	9
F. Significance of the Research.....	9
G. Definition of Keyterms .....	10
CHAPTER II .....	<b>Error! Bookmark not defined.</b>
REVIEW OF RELATED LITERATURE .....	<b>Error! Bookmark not defined.</b>
A. Literature Review .....	<b>Error! Bookmark not defined.</b>
1. Teaching .....	<b>Error! Bookmark not defined.</b>
1) Definition of Teaching .....	<b>Error! Bookmark not defined.</b>
2) Teaching English for Young Learners .....	<b>Error! Bookmark not defined.</b>
2. Vocabulary.....	<b>Error! Bookmark not defined.</b>
1) Definition of Vocabulary.....	<b>Error! Bookmark not defined.</b>
2) Teaching Vocabulary .....	<b>Error! Bookmark not defined.</b>
3. Media.....	<b>Error! Bookmark not defined.</b>
1) Definition of Media.....	<b>Error! Bookmark not defined.</b>
2) Flashcard.....	<b>Error! Bookmark not defined.</b>
B. Related Research.....	<b>Error! Bookmark not defined.</b>
C. Rationale of the Research .....	<b>Error! Bookmark not defined.</b>

CHAPTER III.....	<b>Error! Bookmark not defined.</b>
RESEARCH METHODOLOGY .....	<b>Error! Bookmark not defined.</b>
A. Identification of the Research Variable.....	<b>Error! Bookmark not defined.</b>
B. Approach and Technique of the Research.....	<b>Error! Bookmark not defined.</b>
C. Place and Time of the Research.....	<b>Error! Bookmark not defined.</b>
1. Place of the Research.....	<b>Error! Bookmark not defined.</b>
2. Time of the Research .....	<b>Error! Bookmark not defined.</b>
D. Research Instrument .....	<b>Error! Bookmark not defined.</b>
E. Technique of Collecting the Data .....	<b>Error! Bookmark not defined.</b>
F. Technique of Analysing the Data.....	<b>Error! Bookmark not defined.</b>
CHAPTER IV.....	<b>Error! Bookmark not defined.</b>
RESEARCH FINDINGS AND DISCUSSION .....	<b>Error! Bookmark not defined.</b>
A. Description of Variable Data .....	<b>Error! Bookmark not defined.</b>
A. The Data Analysis .....	<b>Error! Bookmark not defined.</b>
C. Hypothesis Testing .....	<b>Error! Bookmark not defined.</b>
CHAPTER V .....	<b>Error! Bookmark not defined.</b>
CONCLUSION AND SUGGESTION .....	<b>Error! Bookmark not defined.</b>
A. Conclusion .....	<b>Error! Bookmark not defined.</b>
B. Implication.....	<b>Error! Bookmark not defined.</b>
C. Suggestion.....	<b>Error! Bookmark not defined.</b>
BIBLIOGRAPHY.....	43

## LIST OF TABLE

Table 3. 1 Mastery Criteria Score.....	<b>Error! Bookmark not defined.</b>
Table 4. 1 Frequency of Student Pre-Test.....	<b>Error! Bookmark not defined.</b>
Table 4. 2 Bar Chart of Pre-Test.....	<b>Error! Bookmark not defined.</b>
Table 4. 3 Frequency of Students Post-Test.....	<b>Error! Bookmark not defined.</b>
Table 4. 4 Bar Chart of Post-Test .....	<b>Error! Bookmark not defined.</b>
Table 4. 5 Paired Samples Statistics .....	<b>Error! Bookmark not defined.</b>
Table 4. 6 Paired Samples Correlations .....	<b>Error! Bookmark not defined.</b>
Table 4. 7 Paired Samples Test .....	<b>Error! Bookmark not defined.</b>
Table 4. 8 Hypothesis Testing .....	<b>Error! Bookmark not defined.</b>

## LIST OF PICTURE

Picture 2. 1 Flashcard Media ..... **Error! Bookmark not defined.**

## **CHAPTER I**

### **INTRODUCTION**

In this chapter discusses Background of the Problem, Identification of the Problem, Limitation of the Problem, Formulation of the Problem purpose of the research, and Significant of the Research.

#### **A. Background of the Problem**

The social changes brought about by globalization have made Indonesia view English proficiency as a resource, and English language education as a good thing, which is important for Indonesia's progress to compete in the current era of globalization. Given that English is an international language used throughout the world. Various countries have realized that English skills are very important to learn for future interests. Thus, many countries are competing to improve the education curriculum, as well as in Indonesia. This made the government shift the focus of the education system, from which was originally teacher-centered to student-centered through the “Kurikulum Merdeka”. In its implementation, students become the point of education. Therefore, it needs to be instilled in future generations from childhood (Wanodya, 2021).

Knowing the importance of mastering this language, the Indonesian government through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (abbreviated: Kemendikbudristek RI) issued a policy through the Independent Curriculum which states that English can be taught at all levels of education from elementary school to university. (Decree Letter from the

Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 033/H/KR/22 which was stipulated on June 7 2022) (Decree Letter from the Standards, Curriculum and Assessment Agency, 2022). At the elementary school level, English can be taught to students as long as the school has the resources, and if the school does not have adequate resources, based on this, Regulation of the Minister of Education, Culture, Research and Technology number 22 of 2023 concerning standards of facilities and infrastructure at the early childhood level, primary education level, and secondary education level. By obtaining everything that can be used as tools and equipment to achieve learning goals, English for elementary schools is now starting to be taught again, because learning a foreign language starting from a young age offers more opportunities for success.

Learning English in elementary schools has a very important role, especially the function of language as a communication tool particularly considering the significance that language plays as a means of communication. English is one of the languages that has to be studied since it is used for both written and spoken communication. Understanding and expressing ideas, feelings, and advancing science, technology, and culture are all parts of communicating. The ability to communicate in the full sense is discourse ability, namely the ability to understand and produce spoken or written text which is realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to convey or create discourse in social life. Therefore, English is directed at developing these skills so that graduates are able to communicate and discourse in English. English is a language that needs to be mastered in order to support the

competencies that all students at elementary school level must have. The goal of teaching English in elementary schools is to help children become competent communicators and to make them aware of the value of English in raising the competitiveness of their country in the international arena. To achieve this goal requires basic communication skills, one of which is mastery of understanding because no one can communicate with other people without using understanding. This is in accordance with the learning outcomes of students in elementary schools, where there are three phases at the elementary school level. In this research, students are in phase C which consists of grades 5 and 6. In phase C, students understand and respond to simple spoken, written and visual texts in English. They use simple English to interact and communicate. Students are able to understand the relationship between letter sounds in simple vocabulary in English and use this understanding to produce simple written and visual texts. Comprehension is at the core of language teaching and learning and is an important area of language because comprehension or words are a tool to express our thoughts (Fardhani, 1994).

From the statement about students are in phase C which consists of grades 5 and 6. In phase C, students understand and respond to simple spoken, written and visual texts in English. They use simple English to interact and communicate. As Tarigan (2015) said, the quality of a person's language skills depends on the quantity and quality of understanding they have. The richer the understanding we have, the more likely we are to master it. Vocabulary is a collection of words used by speakers of each language. Understanding vocabulary is one of the keys to success in learning English so that the more vocabulary students understand, the easier it will be for them to express the ideas that are in their minds (Mulyanah,

Ishak, 2018). From the definition above, it can be concluded that the meaning is all the words in a language that can be used by someone to communicate with each other, it can be concluded that learning basic English in elementary schools is by introducing English vocabulary so that they can practice their language skills well.

The facts show that teaching vocabulary is not easy. Based on the observation at SDN Keniten 2, the researcher found that many students are not familiar English words. It can be seen, when she did *Kampus Mengajar* Program, many students did not respond in English when she greeted them. Another example, when she asked them, “How do you feel today?”, they kept silent and only smiled. Furthermore, she found out that there was not any teacher who graduated from English Department. The teacher who taught English was the class teacher. Therefore, another problem arouses. The teacher taught them by asking the students to memorize words and their meaning in Bahasa Indonesia. He did not teach them how to pronounce the words correctly. The ways of teaching done by the teacher did not help the students learn English well. This is what makes children think that learning English is difficult because children acquire language indirectly by interacting with the surrounding environment or what they see every day.

This is in accordance with psycholinguistic theory, including behaviourist theory, where children do not receive good stimuli and responses. Because in behaviourist theory, children will imitate and repeat the language if they get a positive response from both parents and the environment (Slavin, 2000). This theory believes that a positive response can only occur if there is stimulation or stimulus (Adriana, 2008). This theory is also in line with cognitive theory, this theory is a reinforcement of nativist theory. Where the child's condition has been



provided by God with the language ability LAD (language acquisition device) from birth which is carried by his brain, but this ability will not develop if the child cannot imitate and process this ability. In other words, this theory emphasizes the child's thinking and reasoning processes. However, language development can be progressive and occur at every stage of development if it is closely related to various children's activities, objects and events that they experience by touching, hearing, seeing, feeling and smelling (Paeget, Saragih, 2022). This can happen if there is interaction from external factors, because basically language exists if there is interaction. In essence, language is a part of human life, so language is really needed for the communication and interaction process. This is also in line with interactionist theory, in this theory language acquisition is the result of interactions between students' psychological abilities and the language environment. The language a child acquires is closely related to the child's internal abilities (LAD) and his environment. There must be external factors that support him getting good language input too (Guardner, 1983). Therefore, the big influence related to increasing children's vocabulary and communication development is through the immediate environment and stimulation from people closest to them, so they must set an example for children to use good and correct language, because language that children often hear will be easy to imitate (Gumiandari, 2021). These things certainly strengthen the reasons why this research must be carried out.

In order to overcome the above problems, intensive teaching of English with an interesting media of teaching vocabulary in villages is urgently needed. One media that used by the researcher is flashcards. The use of flashcards is intended to improve the English Vocabulary, assist teachers in conveying material and is expected to make it easier for children to achieve learning goals. The

meaning of flashcards is explained by Hasanah, Victoria, & Anita, (2019) flashcards media is a learning media in the form of cards and has two sides with one side containing pictures, text or symbols and the other side in the form of definitions or descriptions of pictures, answers or descriptions which will help students remember easily.

Through previous research, there is evidence that flashcard media can increase students' vocabulary. This research was written by Sholikhah (2013), Widiastuti (2014), Nugroho, Rahayu, & Kasyulita (2015), Fitriingsih (2015), Samad (2021). The research's show that flashcard media in English learning activities contributes to the development of students' vocabulary. This research is the same as the researcher above. In previous research, the teachers used flashcard media to increase understanding without any learning techniques. Based on my experience, elementary school students lack focus when studying because at that age students prefer to play. So, in this research the focus is the effect of using flashcard media on increasing English vocabulary at SDN Keniten 2 for the 2023/2024 academic year to be a fun learning process that will make it easier for students to understand the material that the teacher will provide. This has also been explained in previous research by Nurhajati et al (2018) in "Fun Games for Young Learners" which states that teachers act as models for students by providing examples directly during the learning process. Moreover, teachers, through their intonation, actions or body movements and mimicry, indirectly provide examples and become role models for students to remain enthusiastic, energetic and focused in the learning process. This means that teachers train them to use English indirectly through fun activities, so that they immediately practice the language they are learning in a real context. So, in this research, the researcher used a fun

learning technique, namely a guessing style game. As a result, the use of flashcard media supported by fun learning techniques makes it easier for students to increase their concentration and enthusiasm, making it easier for students to master vocabulary. The aim of this research is to determine students' vocabulary abilities without using flashcards and when using flashcards. This research also only uses one class experiment, which is different from previous research.

Apart from that, the researcher used flashcard to increase the vocabulary of early childhood students was that they were a suitable medium to use in introduced English Vocabulary because these flashcards could attract children's attention in the learned process. The pictures available on flashcards will increase a child's curiosity, especially if they are presented with attractive colours and writing because at an early age these colours will be interesting for him. Children will show an enthusiastic and active attitude during the learning process because children will be more active in doing their favourite activities so that students will master vocabulary more easily (Nurhajati et al, 2023).

Based on the background above, it is necessary to formulate a research problem, namely the mastery of English vocabulary for passive students so that there is a need for tutoring to introduce English vocabulary with an interesting method. Therefore, the proposing team feels the need to submit a research proposal with the title **"The Effect of Using Flashcard Media on Increasing English Vocabulary at SDN KENITEN 2"**.

## **B. Identification of the Problem**

Based on the research background, there are four skills in learning English, namely listening, speaking, writing and reading. Among these four skills, there is a component that must be well enriched, namely vocabulary. Vocabulary is one of

the components of English which has an important role in supporting students' ability to master four skills in English. In mastering understanding English in elementary school, there is a lot of material that can improve students' understanding related to life around students such as objects in the classroom, animals, and so on. To support this learning, media is needed that can make it easier for teachers and students. One of the medias that can be used to learn English vocabulary in elementary schools is flashcard media. Flashcard media is an attractive picture card media that can make it easier for students to understand the material presented and increase vocabulary. Apart from the media used, learning methods are also very influential in learning English in elementary schools. This method will be used to improve English vocabulary, one method that can be used is games. By using very interesting methods and media, it will be easier for students to improve their vocabulary skills.

### **C. Limitation of the Problem**

Based on the statement above, this research focuses on teaching vocabulary to elementary students using flashcard. The aim is to find the effect of flash card media to the students' vocabulary ability. This research was carried out at SDN Keniten 2 of fifth grade students, including 18 students consisting of 10 male students and 8 female students. The vocabulary used in this research is animals such as cows, monkeys, birds etc. which are in the flashcard images.

### **D. Formulation of the Problem**

1. How were the student's vocabulary ability before being taught using flashcard media at SDN Keniten 2?

2. How were the student's vocabulary ability after being taught using flashcard media at SDN Keniten 2?
3. Was there any significant effect of using flashcard as a teaching media on the student's vocabulary ability?

### **E. Objective of the Research**

The objectives of this study include:

1. To identify the student's vocabulary ability before being taught using flashcard media at SDN Keniten 2.
2. To identify the student's vocabulary ability after being taught using flashcard media at SDN Keniten 2.
3. To know significant effect of using flashcard as a teaching media on the student's vocabulary ability.

### **F. Significance of the Research**

The benefits of this research include:

1. For schools

Providing solutions to the implementation of learning English, especially related to mastering and increasing English vocabulary using innovative and creative media, one of which is the flashcards media.

2. For teachers

It is useful for teachers to assist in conveying material and is expected to make it easier for children to achieve learning goals. In addition, teachers can obtain the latest knowledge, experience and motivation in teaching and

learning activities as an effort to introduce and improve English vocabulary in accordance with the main content of the discussion.

3. For students

Can provide learning experience and motivation to students by using interesting methods and media and being able to increase English vocabulary. One of them is the flashcards media.

4. For other research

It is hoped that this can be used as a reference for developing new, more innovative implementation methods and learning media.

### **G. Definition of Keyterms**

1. Young learners are elementary school students aged between 6-12 years, so they tend to like activities that connect learning material with everyday life. This is in line with this research which was carried out at SDN Keniten 2 on grade 5 students. So that the competencies that children must master, the learning materials and the teacher's way of teaching must be child-friendly (Nurhajati, 1999).
2. Flashcards are learning media in the form of picture cards. The drawings are made by hand or photos, or use existing images or photos pasted on flashcards sheets such as the drawings on animal material in this study (Arsyad, 2015).
3. Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive

vocabulary is one of the largest challenges in learning a second language

(Hatch & Brown, 1995)

## BIBLIOGRAPHY

- Adriana. (2008). *Memahami pola perkembangan Bahasa anak dalam konteks pendidikan. TADRIS: Jurnal Pendidikan Islam*, 3(1).
- Arsyad. (2015). *Peranan penggunaan KIT IPA sebagai alat pembelajaran dalam upaya meningkatkan keterampilan peserta didik kelas VIII4 SMP Negeri 1 Belawa Kabupaten Wajo. Jurnal Pendidikan Fisika*, 3(3), 241-262.
- Brown, H. &. (1995). *Vocabulary, semantics, and language education. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8).*
- D Nurhajati, DRIP Indah, T. M. (2018). *Fun Games for Young Learners. Adjie Media Nusantara.*
- Diani Nurhajati, Dewi Kencanawati, Rika Riwayatiningih, Susanti. (2023). *Guru Bahasa Inggris SD Terlatih. Universitas Nusantara PGRI Kediri.*
- Fardhani, A. E. (1994). *How to Learn Vocabulary.*
- Fitriningsih, F. (2015). *Improving Vocabulary Mastery Using Flashcards To The Sixth Grade Students of SDN Dengok II, Dengok, Playen, Gunungkidul In Academic Year 2014/2015.*
- Fitriyani, E., & Nulanda, P. Z. (2017). *Efektivitas media flash cards dalam meningkatkan kosakata bahasa inggris. Psymphatic: Jurnal Ilmiah Psikologi*, 4(2), 167-182.
- Guardner, F. (1983). *Methodological issues in the direct observation of parent-child interaction: Do observational findings reflect the natural behavior of participants?. Clinical child and family psychology review*, 3, 185-198.



- Gumiandari, S. (2021). *Introducing English To Early Childhood Through Singing With the Total Physical Response Method*. *Acitya: Journal of Teaching and Education*, 3(1), 86-94.
- Hasanah, T. A., Victoria, D. C., & Anita, I. (2019). *Penggunaan media flash card untuk meningkatkan daya ingat kosakata bahasa inggris siswa kelas 4 sekolah dasar*. *Primaria Educationem Journal (PEJ)*, 2(2), 187-192.
- Hidayati, N. N. (2017). *meningkatkan kosakata Bahasa Inggris anak usia dini dengan kartu bergambar*. *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education (IJEICIE)*, 1(1), 67-86.
- Lindawati, N. . (2018). *Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card*.
- Mathar, M. Q. (2013). *Metode penelitian kuantitatif untuk ilmu perpustakaan*.
- Mulyanah, Ishak, & D. (2018). *he Effect of Communicative Language Teaching on Students' Speaking Skill*. *Cyberpreneurship Innovative and Creative Exact and Social Science*, 4(1), 67-75.
- Nababan, A. E. N. B. (2023). *Pengembangan Lembar Kerja Peserta Didik (LKPD) Pada Mata Pelajaran Matematika Kelas IV SD Negeri 14 Rantau Utara Tahun Ajaran 2022/2023 (Doctoral dissertation, UNIVERSITAS QUALITY)*.
- Nugroho, E. W., Rahayu, P., & Kasyulita, E. (2015). *Improving Students' Vocabulary Mastery by Using Flash Cards at Sixth Graders of SD Negeri 007 Bangun Purba*.
- Nurhajati, D. (1999). *The Interaction Strategies Employed by an Elementary School EFL Teacher in Indonesia*. In *International Conference on Creative Teaching, Assessment and Research in the English Language (Vol. 31)*.

- Paeget, F. H., & Saragih, M. (2022). *Theory of cognitive development by jean Piaget. Journal of Applied Linguistics, 2(1), 55-60.*
- Rahman, B., & Haryanto, H. (2014). *Peningkatan keterampilan membaca permulaan melalui media flashcard pada siswa kelas I SDN Bajayau Tengah 2.*
- Samad, P. (2021). *Using Flashcards to Improve Students' Vocabulary Mastery in SD Hafizh Al-Qurbah Parepare.*
- Sholikhah, M. A. (2013). *Improving Student Vocabulary by Using Flashcards in Class V Students of SDN Singajaya II",.*
- Slavin. (2000). *Cooperative learning and achievement: Theory and research. Handbook of Psychology, Second Edition, 7.*
- Sugiyono, M. (2008). *Penelitian kuantitatif kualitatif dan R&D. Bandung.*
- Sujarweni, V. W. (2014). *Metode Penelitian Kuantitatif.*
- Wanodya, Rizka Junhita Rahma, Nur Arifah Drajadi, and S. S. T. (2021). *Perceptions of Their Young Children's English Literacy Acquisition.*
- Widiastuti, F. A. (2014). *Improving Students' Vocabulary Mastery Using Flash Cards.*