

TEACHING VOCABULARY TO EFL YOUNG LEARNERS USING FLASHCARDS

THESIS

Submitted by

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USING FLASHCARDS**

THESIS

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14 Agustus 2025

Saya yang membuat surat pernyataan,



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The researcher is fully aware that this thesis is not free from mistakes; therefore, any constructive feedback and recommendations will be sincerely valued.

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ABSTRACT

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This study was conducted to determine the improvement of teaching vocabulary to EFL young learners by using flashcards. The researcher uses quantitative methods in TK A “carrot class” at KIDDOS Banda Aceh. In gathering the data, the researcher used the test as a research instrument. The test was divided into two stages, namely the pre-test and post-test. This test was conducted to determine whether there was an increase in vocabulary in students by using flashcards. The results demonstrate a statistically significant improvement in vocabulary scores, with the mean increasing from 7.875 (pre-test) to 9.125 (post-test), supported by a paired t-test ($t = 3.726$, $p = 0.002$). The results also highlight the advantages of flashcards, including increased student engagement through visual and interactive activities like Total Physical Response (TPR) as well as the reinforcement of vocabulary retention through multisensory learning. However, limitations emerged, such as challenges in addressing diverse learning needs, the time-intensive nature of flashcard preparation, and insufficient support for auditory learners. The study concludes that while flashcards are an effective tool for vocabulary instruction in early childhood EFL settings, their success depends on differentiated teaching strategies and complementary methods to accommodate varied learning styles.

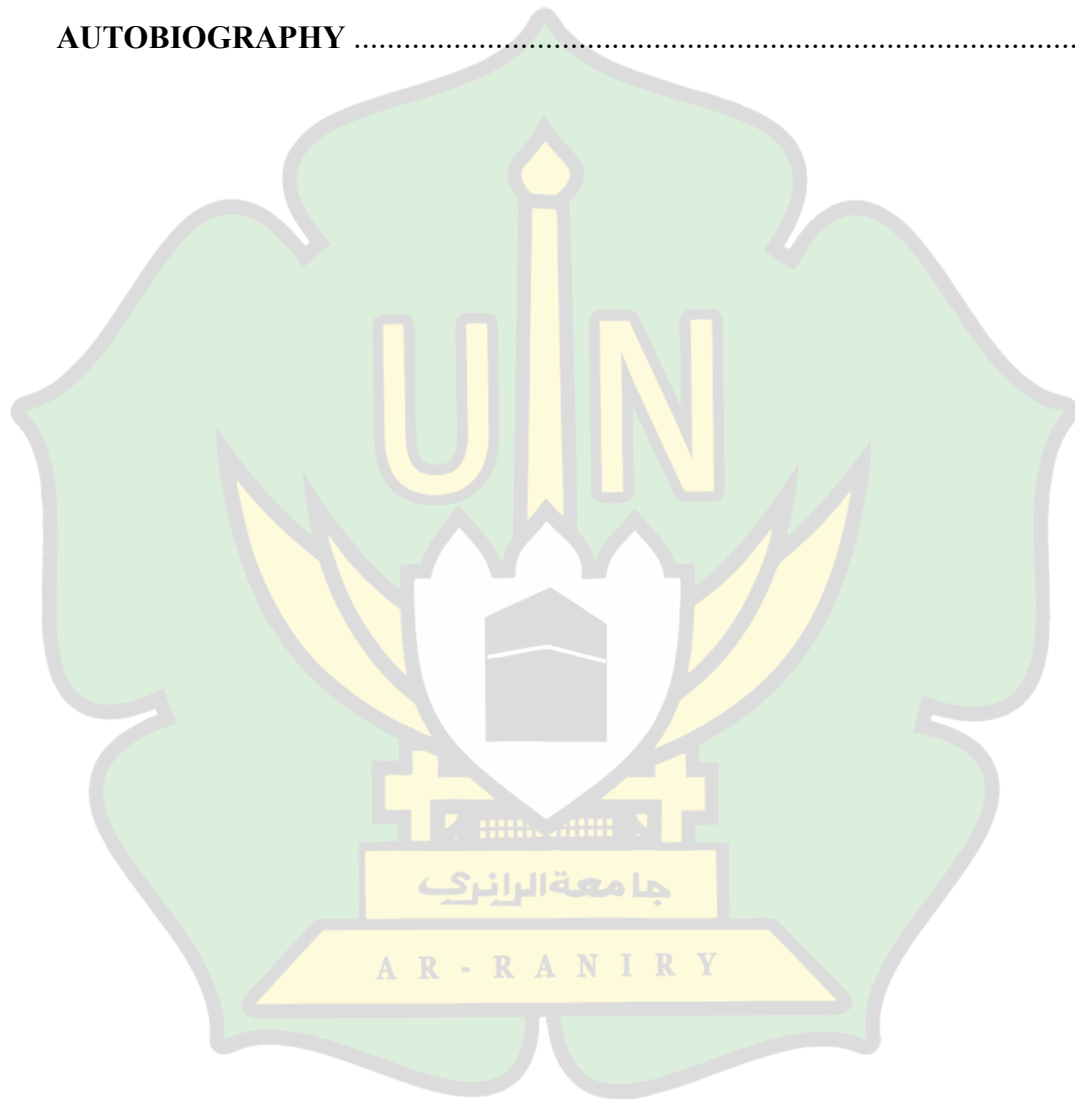
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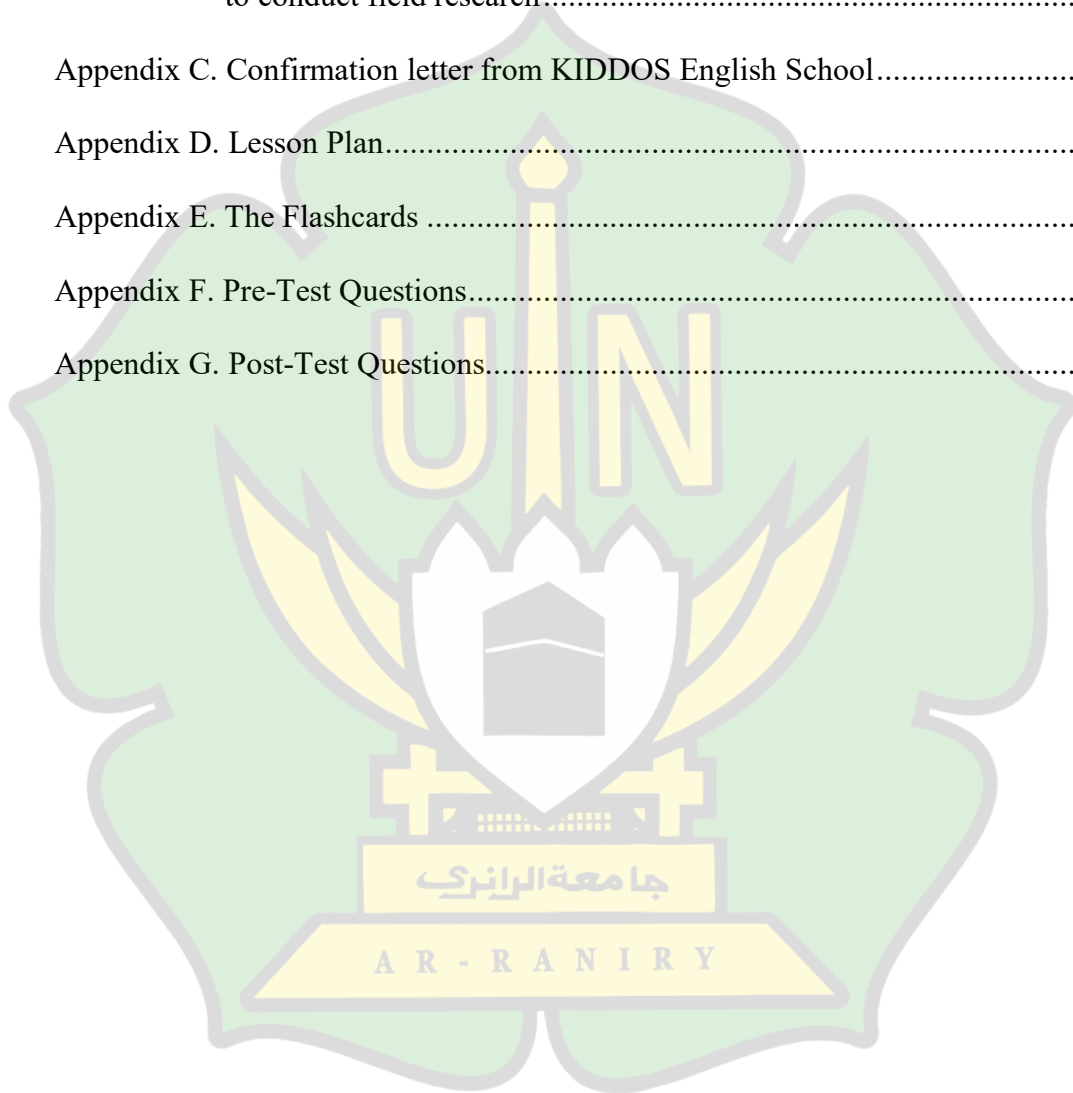
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CHAPTER I INTRODUCTION

This introductory chapter outlines the rationale behind the research. It provides an overview of the study's background, articulates the research questions, delineates the research aims, highlights the significance of the study, and defines key terminologies.

A. Background of The Study

Vocabulary constitutes a fundamental component of language instruction and plays a crucial role in all four language skills: listening, speaking, reading, and writing. For young learners of English as a foreign language (EFL), acquiring a sufficient vocabulary base is essential to support their overall language development.

Given the fundamental role of vocabulary in language development, its importance can also be understood through the process of language acquisition. From the early stages of language learning, children begin by acquiring individual words, including their appropriate pronunciation and intonation. Jassem (2016) further explains that words convey essential information across several linguistic dimensions, including orthography, phonology, morphology, grammar, and semantics. Therefore, vocabulary knowledge provides an essential foundation for learners to understand and develop language effectively.

Building on the understanding of vocabulary as a fundamental component of language acquisition, teaching English vocabulary to young learners presents several significant instructional challenges. Teaching English vocabulary to young learners equips students to engage with the language at an early age. However, one

of the most challenging aspects of teaching EFL is vocabulary instruction. This difficulty arises due to the sheer number of words, the complex relationship between abstract form and meaning, insufficient natural exposure to the language beyond the classroom, and the need for effective strategies to help students actively engage with and retain new vocabulary in a non-native environment.

In response to these instructional challenges, the use of appropriate teaching strategies and learning media becomes essential in supporting young learners' vocabulary development. Engaging pedagogical tools can make vocabulary learning more enjoyable, capture students' attention, and encourage them to actively participate in the learning process. Consequently, examining the early stages of vocabulary acquisition is important, particularly the instructional approaches that can effectively facilitate this process. The earlier young learners acquire their first 1,000 words, the greater their potential to achieve higher levels of English proficiency in the future (Magnussen, 2021).

In addition to the importance of appropriate teaching strategies and learning media, understanding the characteristics of young learners is equally important in supporting effective vocabulary development. Positive early experiences in learning a foreign language can contribute to the development of young learners' self-esteem and positive attitudes toward English, which may help them approach the language with greater confidence as they grow older. At the same time, young learners have unique learning characteristics that distinguish them from older learners. They may find it difficult to remain seated for extended periods and often need opportunities to expend energy, explore new concepts, and develop their

motor skills while learning. Therefore, teachers need to be creative in selecting and presenting learning materials that accommodate these characteristics and help students understand and retain new English vocabulary effectively (Priskinia, 2020).

Considering the characteristics and learning needs of young learners, flashcards have been widely used as an engaging medium for vocabulary instruction. As a visual and interactive learning medium, flashcards can capture students' attention, stimulate their interest, and encourage them to engage with English (Ngarofah & Sumarni, 2018). The effectiveness of flashcards in vocabulary instruction has also been supported by several previous studies. Atmaja and Sonia (2020), for example, found that the use of flashcards improved students' vocabulary achievement, as reflected in their higher post-intervention scores. Similarly, Farida et al. (2019) reported that flashcards increased students' motivation and improved their individual vocabulary scores, demonstrating their potential to support vocabulary development among young learners.

Despite the benefits demonstrated by previous studies, the effectiveness of flashcards may depend on how they are implemented and how learners respond to their use. Although research findings may vary, flashcards are generally recognized as a useful tool for helping young learners acquire and expand their vocabulary. Flashcards can facilitate word recall by presenting information, such as words or numbers, on one or both sides of a card for use in classroom activities or individual learning (Abbasian & Ghorbanpour, 2016). Their effectiveness may be further enhanced through the use of visual elements, as young learners tend to respond

positively to learning materials that make concepts more concrete and enjoyable. Incorporating visuals into flashcards can therefore support learners' understanding and make vocabulary learning more engaging (Aziza, 2020).

These findings are further supported by the researcher's teaching experience at MAS Darussyari'ah, which highlighted the potential of visual learning media in vocabulary instruction. During a two-month period of teaching English at the Islamic Senior High School (MAS) Darussyari'ah, the researcher observed that most students responded more positively to visual learning media than to textbook-based instruction alone. The use of visual materials helped students remember and visualize newly introduced vocabulary more easily. This experience suggests that incorporating attractive visual elements, such as colors and images, may increase students' interest and engagement in vocabulary learning. Therefore, conducting a study on vocabulary instruction for EFL young learners is considered important, particularly to explore the use of appealing visual media in supporting vocabulary acquisition. Based on this consideration, the present study focuses on young learners at KIDDOS English School as the research participants.

B. Research Question

Based on the explanation above, the researcher formulates the research question as follows:

1. To what extent can flashcards be used in teaching vocabulary to young learners?

C. Research Aim

The aims of this research are:

1. To determine the extent to which flashcards can be used in teaching vocabulary to young learners.

D. Significance of Study

The present study is of significance for the development of teaching English vocabulary for young learners. English teacher can design better English vocabulary teaching materials for EFL young learners to help them learn vocabulary better. This study is expected to be of use for those who are willing to conduct their study in the area of teaching vocabulary to young learners.

E. Terminologies

This study employs specific terminology that is applicable solely within the context of this research. To prevent any potential misunderstandings among readers, it is essential to provide clear definitions for the terms that are utilized frequently throughout the work.

1. Teaching Vocabulary

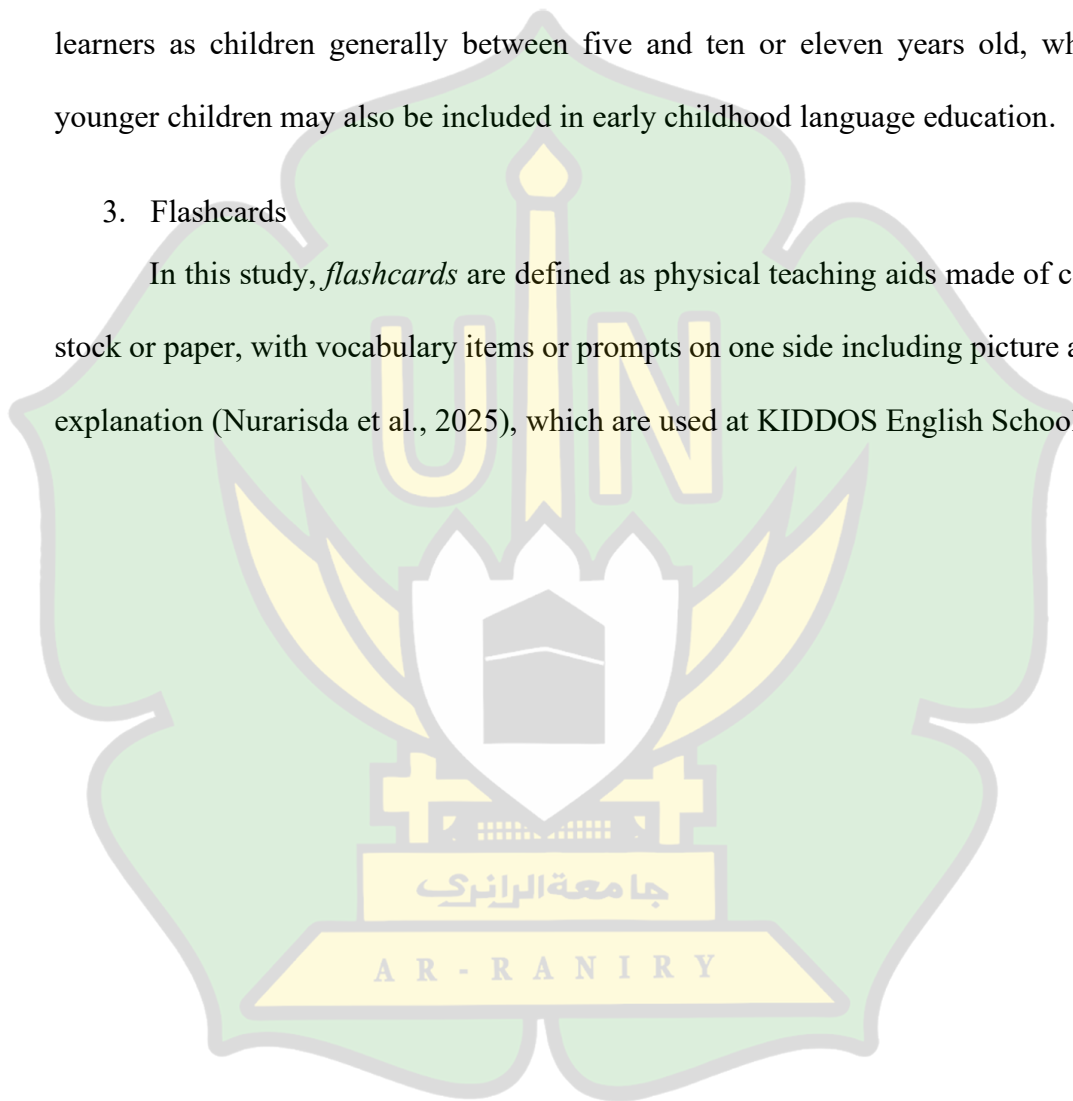
Teaching vocabulary is the process of helping learners acquire and develop word knowledge through introducing, practicing, and reviewing new words. Vu and Peters (2021) emphasize that vocabulary plays an important role in English language learning, while appropriate teaching techniques and learning media can support young learners' understanding and engagement. In this study, students at KIDDOS English School learned vocabulary related to three types of transportation: land, air, and water transportation.

2. EFL Young Learner

EFL young learners are children who learn English as a foreign language at an early age. For learners aged 4–5 years, vocabulary instruction should consider their cognitive and language development. Scott and Ytreberg (1990) define young learners as children generally between five and ten or eleven years old, while younger children may also be included in early childhood language education.

3. Flashcards

In this study, *flashcards* are defined as physical teaching aids made of card stock or paper, with vocabulary items or prompts on one side including picture and explanation (Nurarisda et al., 2025), which are used at KIDDOS English School.



CHAPTER II

LITERATURE REVIEW

A. The Role of Vocabulary in Language Learning

Vocabulary is an important aspect of English language learning, as limited vocabulary can hinder learners' ability to communicate effectively. Vocabulary mastery involves the ability to recognize, understand, and use words and their meanings appropriately. Atmaja and Sonia (2020) emphasize that vocabulary plays an essential role in language learning by supporting communication and learners' understanding of their surroundings. Behbahani (2015) identifies several vocabulary learning strategies, including the keyword, flashcard, context guessing, word parts, and repetition methods.

For EFL learners, this importance of vocabulary is closely related to the development of the four language skills: listening, speaking, reading, and writing. Rachmawati (2017) explains that learning vocabulary helps learners communicate clearly and understand others while reducing misunderstandings in daily communication. Therefore, vocabulary learning is necessary for effective foreign language use and the development of coherent spoken and written communication.

Given its central role in language development, adequate vocabulary knowledge is also closely associated with learners' overall language proficiency. Alqahtani (2015) states that sufficient vocabulary is necessary for learners to use grammatical structures and language functions effectively. Without adequate vocabulary, learners may experience difficulties in understanding and expressing ideas. Thus, vocabulary mastery is a fundamental component of English language learning and effective communication (Mutar, 2024).

B. Types of Vocabulary

Vocabulary can be classified into 3 main categories: beginner, intermediate and advanced vocabulary.

1. Beginner Stage

At the initial level of acquisition, learners focus primarily on developing vocabulary breadth by mastering high-frequency words essential for basic comprehension and interaction (Bao & Peng, 2024). This phase is characterized by the accumulation of everyday terminology, though the ability to process unfamiliar lexical items remains restricted. Consequently, these learners rely heavily on structured pedagogical input, such as explicit instruction and graded word lists, to establish a linguistic foundation necessary for fundamental tasks like understanding brief texts and participating in simple classroom dialogues (Bao & Peng, 2024).

2. Intermediate Stage

The intermediate stage marks a transition toward greater lexical complexity and functional variety. Learners at this level expand their vocabulary size while beginning to internalize deeper semantic relationships and collocations, which enhances their communicative competence. Research indicates that intermediate students show significant progress compared to beginners, allowing for more active engagement in diverse classroom activities (Bao & Peng, 2024). Furthermore, the use of cognitive and metacognitive strategies becomes more prevalent, facilitating a deeper connection with new words and strengthening both receptive and productive language skills (Hendrawaty & Retnomurti, 2021).

3. Advanced Stage

Advanced vocabulary development is defined by a vast vocabulary breadth paired with a profound depth of knowledge. This enables learners to navigate stylistic nuances, register variations, and idiomatic or academic language. Proficiency at this level supports sophisticated cognitive demands, including academic argumentation and professional discourse. According to Hendrawaty and Retnomurti (2021), advanced learners utilize refined strategies to integrate lexical items into complex language use. Ultimately, this stage serves as a critical indicator of proficiency, where the ability to adapt and manipulate vocabulary contextually distinguishes advanced learners from their lower-level counterparts (Bao & Peng, 2024).

C. The Characteristics of Young Learners

Young learners represent the initial stage of children in the educational process. Unlike adult learners, young learners are still in the formative phases of exploring subjects that capture their interest. These learners exhibit unique developmental traits, characterized by an evolving cognitive capacity, high levels of responsiveness, and a rapid rate of acquisition. Furthermore, they often demonstrate positive affective qualities that facilitate active engagement within the learning environment (Fajarina, 2017).

These general traits manifest in specific cognitive and social behaviors that directly impact how a foreign language is internalized. Young learners exhibit cognitive, affective, and social traits that profoundly shape their acquisition of a

foreign language. During this developmental phase, children primarily acquire language through implicit processes, whereby they internalize vocabulary and structures via meaningful exposure and interaction, rather than through deliberate rule-based instruction (Pinter, 2017; Muñoz, 2020). Their underdeveloped metacognitive and analytical skills constrain their ability to grasp abstract grammatical concepts; nevertheless, their enhanced neural plasticity enables them to master pronunciation, lexical patterns, and formulaic expressions more effectively than older learners (Muñoz, 2020; Rokita-Jaśkow, 2019). Additionally, young learners depend heavily on contextualized input, such as visual aids, physical activities, repetition, and familiar routines, which facilitate the association of meaning with novel linguistic forms and enhance long-term retention (Pinter, 2017; Rokita-Jaśkow, 2019). Affective elements are equally significant: emotionally supportive and interactive learning environments foster greater willingness to communicate among children, thereby expanding their exposure to the target language and expediting vocabulary growth (Sayers & Sadler, 2017). Consequently, these traits suggest that language instruction tailored for young learners should emphasize meaningful interactions, abundant input, and emotional involvement, rather than relying on formal linguistic explanations.

Beyond these cognitive processes, age-specific classifications also help in tailoring instructional approaches. According to Scott and Ytreberg (1993), young learners can be categorized into two levels: level one, which includes children aged 5 to 7 years, and level two, which encompasses those aged 8 to 9 years. Scott and Ytreberg (1993) further note that young learners exhibit a range of diverse

characteristics, with each child displaying unique traits. Generally, young learners share common attributes, such as a love for play, the ability to create their own imaginative worlds, a strong sense of curiosity, and a propensity to ask questions.

Despite their natural curiosity, their developmental stage also presents certain behavioral constraints that educators must address. Based on the explanation, young learners typically have a short attention span, making them easily distracted, particularly during study or play activities. In conclusion, the characteristics of young learners are complex, with similarities observed among individuals. At this developmental stage, children inhabit their own imaginative worlds, enjoying play and exploration while exhibiting a high degree of curiosity. Additionally, their attention can be easily diverted, indicating that effective learning strategies or activities are necessary to maintain their engagement.

D. Effective Vocabulary Teaching Strategies

Brown (2000) characterizes teaching as a process that involves "showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and facilitating understanding." He further elaborates that teaching cannot be separated from learning; it involves guiding and facilitating the learning process for students by establishing conducive conditions for learning.

Among the various ways to facilitate this process, specific techniques such as repetitive practice have gained prominence in the classroom. Kusumawati and Arifin (2024) observe that, among the diverse strategies implemented, teachers

primarily relied on repetition drills as a key technique for vocabulary instruction. This approach involves the teacher pronouncing a word and having students repeat it multiple times. Repetition drills serve to enhance students' pronunciation while also strengthening their retention of new vocabulary. The frequent application of this technique enables students to internalize the words, which is particularly effective in classroom environments where consistent reinforcement is essential for language acquisition. The effectiveness of repetition drills in enhancing students' vocabulary retention and pronunciation improvement is consistent with findings from prior studies (Mendrofa & Wijaya, 2022), which suggested that this method serves as a straightforward yet effective strategy for vocabulary instruction among young learners.

While repetition focuses on oral reinforcement, other methods such as Total Physical Response (TPR) integrate physical movement to enhance engagement. The TPR method, also known as the understanding approach, emphasizes the importance of listening comprehension in language learning. In this method, students listen to and respond to commands from the teacher. To achieve better learning outcomes, a strategy must be developed for the teaching and learning process. TPR was designed to enhance the effectiveness of language learning and teaching. It is believed that students should enjoy their experiences when learning to communicate in a foreign language (Gusmuliana, 2018). While the TPR approach primarily engages the right hemisphere of the brain, it can also involve the left hemisphere. Vocabulary instruction in elementary schools often suffers from a lack of interest and retention, as traditional teaching methods require

students to memorize without applying the relationship between commands, speech, and movements (Astutik & Aulina, 2018). This technique was chosen because TPR has proven to be an effective method for teaching English vocabulary. TPR can enhance student motivation, as it is perceived as learning through play, which is particularly appealing to early childhood learners. Selecting the appropriate method for teaching English vocabulary significantly impacts children's ability to remember words easily, making TPR a suitable approach for vocabulary instruction. The teaching and learning process is likely to fail without effective methods; thus, this study focuses on the use of TPR in teaching English vocabulary to preschool students.

Alongside TPR, the use of drilling techniques remains a cornerstone for reinforcing these linguistic patterns. Another commonly used technique was drilling. According to Mulyono et al. (2023), drilling is a technique in which the teacher asks students to repeat words and phrases, either collectively or individually, and then encourages them to practice similar phrases under the teacher's guidance. While it is important to keep a drill session concise—typically around half an hour to avoid exhausting both students and teachers—different activities, such as role-play, can be extended. The specific tasks assigned to students will influence the duration of the activity (Suwanto, 2016). The drilling technique (DT) is a fundamental aspect of audio-lingual approaches to language teaching, emphasizing the repetition of structural patterns through oral practice. Various types of drilling techniques, including repetition drills, will be implemented in this research.

The decision to utilize such structured repetition is often driven by its proven capacity to solidify a student's foundational word bank. The researcher selected the drilling technique because it effectively reinforces vocabulary retention through repetition, ensuring that young learners internalize new words. Additionally, the structured nature of drilling aligns well with the objectives of this study, as it complements the use of flashcards by providing a systematic and engaging method for vocabulary acquisition.

E. Flashcard as Teaching Medium

To complement these instructional strategies, the integration of visual media, such as flashcards, offers a more dynamic approach to vocabulary learning. Numerous methods, techniques, approaches, and media can assist students in acquiring English vocabulary. One effective strategy for enriching students' vocabulary is the use of flashcards. Flashcards are simple tools that educators can utilize to convey learning material. In terms of their design, flashcards are classified as graphic media or two-dimensional media, characterized by their length and width. They are specifically intended for communicating educational messages and can express facts through words, numbers, and symbols (Asyhar, 2012).

Pasaribu and Sihombing (2022) highlight that flashcards are a significant and commonly utilized tool for teaching vocabulary. They incorporate symbols, signs, pictures, phrases, and explanations designed to enhance students' learning experiences. Hamzehbagi and Bonyadi (2015) established that the utilization of flashcards can markedly enhance the English vocabulary knowledge of Iranian first-grade high school female students. Furthermore, the efficacy of flashcards in

improving vocabulary knowledge has been corroborated by a study conducted by Savaiano, Lloyd, and Hatton (2017). This research revealed that flashcard instruction was effective in teaching the meanings of words studied in Braille.

The widespread use of this tool is largely due to its versatility and its ability to simplify complex learning processes. The utilization of flashcards has proven to be effective in enhancing students' vocabulary knowledge. Flashcards serve as a valuable medium because they can be collaboratively developed by both teachers and students. Research indicates that students often recognize visual elements more rapidly than written text, suggesting that visual imagery can provide efficient memory aids. Consequently, the use of flashcard media can address the challenges associated with the learning process, thereby assisting students in improving their academic outcomes (Fitriyani & Nulanda, 2017). Flashcards offer several advantages over other instructional methods, including: (a) portability, (b) practicality, (c) ease of memorization, and (d) an element of enjoyment. They can be utilized at any time and in any location, allowing teachers to save time that would otherwise be spent drawing images on the board.

However, to maximize the benefits of this medium, teachers must follow systematic steps in its preparation and delivery. According to Mutar (2024), flashcards can be employed flexibly in various settings. Furthermore, Kusumawardani (2019), emphasizes that prior to using flashcards, teachers should familiarize themselves with the material to be taught and adapt it accordingly to the flashcards. Teachers should then present the cards to students, ensuring that all learners have the opportunity to observe them. Nuryani (2021) adds that the

effectiveness of media should not be assessed solely based on cost, whether inexpensive or expensive. Instead, the relevance of the media to the material and the steps taken in its application should align with the needs of the learning process, making it engaging and supportive of the teacher's efforts to create a fun and effective classroom environment.

F. The Advantages and Disadvantages of Using Flashcards in Teaching Vocabulary to EFL Young Learners

Flashcards are commonly used in vocabulary teaching because they provide visual support that can help young learners understand and remember new words. By presenting pictures, words, or both, flashcards allow learners to associate vocabulary with concrete meanings. This makes flashcards particularly suitable for EFL young learners who may have limited ability to understand abstract explanations (Widya et al., 2021).

One advantage of flashcards is their ability to support vocabulary recognition and recall. Repeated exposure to words through flashcard activities can help learners remember new vocabulary more easily. Putri et al. (2024) found that the use of flashcards improved students' vocabulary achievement, indicating that flashcards can support vocabulary learning effectively. Flashcards can also increase learners' attention and participation because they can be used in interactive activities such as guessing, matching, and repetition. In addition, flashcards are flexible and can be adapted to different vocabulary topics and classroom activities (Astuti, 2023).

However, flashcards also have some disadvantages. Frequent use of the same cards or activities may become repetitive and reduce learners' interest. Flashcards may also provide limited linguistic context because knowing the meaning of a word does not necessarily mean that learners can use it appropriately in communication. Therefore, flashcards should be combined with other activities that provide opportunities to practice vocabulary in meaningful contexts. Their effectiveness also depends on the quality of the materials and how appropriately teachers use them.

Overall, flashcards can be a useful supporting medium for teaching vocabulary to EFL young learners. They can improve learners' recognition, recall, attention, and participation, but their use should be varied and combined with contextualized language practice to maximize their benefits.

G. Challenges in Teaching Vocabulary to EFL Young Learners

Young learners are in a continuous process of growth and development. They are still acquiring the skills necessary to manage their behaviors and emotions. Some children may mature more quickly than their peers, whether in cognitive abilities, emotional regulation, or social skills. For instance, while some children may learn to read and write at an early age, others may not achieve these skills by the same age. Consequently, teachers face numerous challenges when teaching English to young learners. It is essential for educators to be attuned to their students' developmental stages, characteristics, and abilities to facilitate effective English language learning.

These developmental differences are often compounded by the teacher's responsibility to manage the classroom's social and emotional climate. Moreover, teachers encounter challenges in creating a classroom environment that is purposeful, supportive, meaningful, engaging, and social. A purposeful approach requires teachers to understand the objectives of their instruction before teaching young learners. Additionally, teachers must provide support and motivation to encourage their students' learning. A meaningful classroom environment is one where students feel valued and eager to attend. Given that young learners are active participants in their education, they prefer hands-on learning experiences. This necessitates that teachers design learning processes that emphasize practical engagement, ensuring that students enjoy their time in class. Lastly, teachers should possess social skills to effectively understand and respond to the needs of all their learners without exception.

In addition to classroom management issues, broader systemic factors in the Indonesian educational context also present hurdles for educators. Linnan (2014) argues that teaching and learning English in Indonesia requires specific skills, particularly in the English language, to enable students to engage in the global economy and contribute to the nation's economic development. He also identifies several challenges, such as the uneven distribution of teachers across various classes, a decrease in the time allocated for English language instruction, and the limitations of the 2013 curriculum. Additionally, he points out the inadequacy of textbooks that do not accurately represent the actual amount of English used in the classroom.

Teachers face four primary challenges when instructing young students in English. First, the socio-economic conditions of students are positively correlated with their motivation to learn the language. Second, the integration of English into the national curriculum for primary school students has resulted in a gap between policy and practice, particularly in Baureno village. Third, to address the challenges encountered by teachers, it is essential to implement strict policies regarding the qualifications required to teach English. Fourth, it is vital for English teachers in the contemporary era to adapt to technological advancements. They must possess not only pedagogical knowledge but also proficiency in utilizing modern technology (Khulel Buyun, 2021).

Finally, identifying these specific classroom indicators allows for a more comprehensive understanding of the difficulties inherent in early language instruction. Moreover, five indicators highlight the challenges teachers face in the classroom: 1) cognitive development, 2) motivation, 3) attention, 4) multi-level grouping, and 5) assessment. Among these, the most significant challenges include students' lack of confidence, unclear pronunciation, and issues related to parental involvement (Nurhayati et al, 2023). Therefore, based on the perspectives of various researchers, it can be concluded that teaching English to young learners continues to pose numerous challenges.

H. Previous Research

Several studies have investigated the use of flashcards in teaching English vocabulary to young learners. Widya et al. (2021) explored teachers' experiences in using flashcards to teach vocabulary to EFL young learners. The study involved

an English teacher in an elementary school, and the data were collected through interviews and analyzed thematically. The findings showed that flashcards helped teachers introduce new vocabulary and created a more enjoyable learning environment for young learners. Although students initially experienced some confusion, they gradually became more comfortable, interested, and able to participate in the learning activities. Thus, the study suggested that flashcards can be an appropriate medium for teaching vocabulary to young learners.

In line with these findings, Suryani et al. (2022) examined the use of flashcards to improve the vocabulary of sixth-grade students at an elementary school in Lam Awee, Aceh Besar. The study involved six students and used a vocabulary matching test covering topics such as body parts, family, colors, and fruits. The results indicated a significant improvement in students' vocabulary scores after the implementation of flashcards. Moreover, the researchers reported that flashcards could increase students' motivation to learn new English vocabulary. Therefore, the study provided further evidence that flashcards can support vocabulary learning among young learners.

Furthermore, Triani et al. (2023) investigated the use of flashcards in teaching English vocabulary to first-grade students at Bali Primary School Tabanan through Classroom Action Research. The study was conducted in two cycles consisting of planning, acting, observing, and reflecting. The findings showed a 28% increase in students' scores from the pre-test to the first post-test, while the second post-test resulted in an average score of 73.6, with 23 students achieving the passing criterion. In addition to the improvement in vocabulary achievement, the

study also reported increased student motivation and engagement during the learning process. These results reinforce the view that flashcards can make vocabulary learning more interesting and encourage young learners to participate actively.

Similarly, Putri et al. (2024) examined the use of flashcards to improve vocabulary among fourth-grade students in a private primary school in Yogyakarta. Using a quantitative experimental design, the researchers collected data through vocabulary tests administered before and after the treatment. The study demonstrated that flashcards could improve students' vocabulary learning, indicating that visual learning media can facilitate the acquisition of new English words among elementary school learners.

Based on the findings of these previous studies, flashcards have generally been found to provide positive contributions to vocabulary learning among young EFL learners. They can support vocabulary recognition and recall while also increasing learners' motivation, attention, and participation. However, the previous studies differ in terms of participants, research designs, learning contexts, and implementation of flashcard activities. Therefore, the present study focuses on the use of flashcards in teaching vocabulary to EFL young learners in a kindergarten context, providing a more specific context for examining the use of flashcards with younger learners.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Study

This research was conducted at KIDDOS English School Banda Aceh which is located at Jl. Tgk. HM. Daud Beureueh No. 43 Keuramat, Kuta Alam, Banda Aceh, Aceh. From two class levels, TK A (for children aged 4-5 years) and TK B (for children aged 5-6 years), the researchers took one class only to assessed namely the Carrot Class. This research was conducted from May 12th- 15th, 2025.

KIDDOS English School administers instructional hours from 09:00 to 11:30; nevertheless, students are required to arrive at the school premises by 08:00. Students who arrive early are permitted to engage in outdoor activities in the schoolyard until 08:30, after which they are instructed to assemble in an orderly manner before entering their own classrooms. Kindergarten A is located on the second floor, while Kindergarten B is situated on the third floor. The “Carrot Class” of Kindergarten A, which was designated as the research sample, is supervised by three teachers—Mrs. D, Mrs. I, and Mrs. R. This teaching arrangement adheres to the institutional policy implementing a 7:1 student–teacher ratio, indicating that one teacher is responsible for every seven students. Although the Carrot Class consisted of 20 students in total, only 16 students were present during the data collection period.

B. Research Design

This study employs a quantitative method to examine the effectiveness of flashcards in improving vocabulary acquisition among students at KIDDOS English School in Banda Aceh. The quantitative component measures vocabulary improvement through pre-test and post-test analyses by getting the students' scores on the pre-test and post-test, the significance between the two had been seen. The data was taken from the pre-test and post-test scores.

To evaluate the effectiveness of flashcards in vocabulary acquisition, quantitative data is collected through comparisons of pre-test and post-test scores. Variations in test results will indicate the degree of vocabulary improvement among students following the intervention.

Furthermore, the findings from this study may serve as a foundation for future research on vocabulary acquisition techniques for young learners, contributing to the enhancement of early childhood education methodologies.

C. Population and Sample

1. Population

In this study, the population is the first-grade students (TK A) in KIDDOS English.

2. Cluster

The population was divided into two class levels, namely TK A and TK B. Based on the recommendation of the school principal, the researcher selected TK A as the cluster for this study.

3. Sample

The researcher employed purposive sampling in this study. According to Sugiyono (2017), purposive sampling involves selecting a sample based on specific considerations and criteria determined by the researcher. Therefore, the 16 students in the Carrot Class were selected as the sample of the study.

D. Research Instrument

The researchers employed two methods for data collection: teaching techniques, and pre-test - post-test assessments.

1. Teaching techniques

On the second day of treatment, following the administration of the pre-test, the students were taught various modes of transportation via flashcards. The instruction involved presenting 25 flashcards one by one, with the text obscured to focus on visual recognition. Students were tasked with naming the vehicles in English as the researcher facilitated proper pronunciation and provided the Indonesian equivalents. Auditory cues (vehicle sounds) were also utilized for specific items. The treatment was replicated on the subsequent day, concluding with the administration of a post-test

2. Tests

a. Pre-Test

The researcher utilized flashcards to administer a pre-test to the students as part of the data collection process. The pre-test was conducted to establish a baseline of the students' vocabulary knowledge before the intervention. It consisted of ten matching questions covering transportation-related vocabulary. The pre-test

was administered before the teaching activities using flashcards to determine the students' initial level of vocabulary knowledge.

b. Post-Test

Following the intervention, the researcher administered a post-test to evaluate the students' vocabulary knowledge after learning through flashcards. The post-test consisted of ten matching questions covering the same scope of transportation-related vocabulary as the pre-test, although the specific questions differed. The results of the post-test were then compared with the pre-test results to identify changes in the students' vocabulary knowledge after the intervention.

By employing flashcards as both a teaching tool and an assessment instrument, the study ensured that the vocabulary learning process remained interactive and visually engaging for young learners. The visual nature of flashcards helped capture the students' attention, making the learning experience more enjoyable and memorable. This approach aligns with the study's focus on vocabulary instruction in early childhood education, highlighting the importance of appropriate teaching strategies to support young learners' language development.

E. Methods of Data Collection

As previously mentioned, data was collected through observation and pre-test/post-test assessments. The method of data collection is briefly discussed below:

1. Tests

a. Pre-Test

To obtain quantitative data, the researcher administered a pre-test to evaluate the young learners' initial vocabulary knowledge before the intervention.

The pre-test was conducted for 30 minutes and focused on vocabulary related to the topic of transportation. It consisted of ten matching questions designed to assess the students' baseline vocabulary knowledge prior to the implementation of flashcards.

b. Post-Test

After several instructional sessions in which the students were taught vocabulary using flashcards, a post-test was administered the following day to measure improvements in vocabulary retention and comprehension. The post-test consisted of ten matching questions covering the same scope of vocabulary as the pre-test, although the specific questions differed. The use of the same number and type of questions ensured consistency and comparability between the pre-test and post-test results.

F. Data Analysis

Data analysis was performed after gathering information. In this study, the data analysis technique utilized was based on the method proposed by Panke (2018). This method comprises two primary steps: data display and conclusions.

1. Data display

a) T-test

In this research, the researcher performed a statistical analysis of the data using SPSS (Statistical Product and Service Solutions) version 22 to compare the pre-test and post-test scores, which were determined to have different averages. The mean scores of the two assessments were compared using the P-value. Additionally, this study conducted a correlation analysis to examine the strength of the relationships among the variables, as present in the table 3.1 below.

TABLE 3. 1.*THE SCALE OF COEFFICIENT*

Scale of Correlation Coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

b) P-value

TABLE 3. 2.

GUIDELINES FOR INTERPRETING P – VALUE

p – value	Interpretation
$p - \text{value} > 0.10$	No evidence against H_0 based on the observed data
$0.05 < p - \leq 0.10$	Weak evidence against H_0 based on the observed data
$0.01 < p - \text{value} \leq 0.05$	Evidence against H_0 based on the observed data
$0.001 < p - \text{value} \leq 0.01$	Strong evidence against H_0 based on the observed data
$p - \text{value} \leq 0.001$	Very strong evidence against H_0 based on the observed data

The information presented in Table 2 indicates that the p-value is obtained from the t-value. Specifically, a larger t-value, associated with a given degree of freedom (df), corresponds to a smaller p-value. This relationship signifies a stronger level of evidence against the null hypothesis. The p-value serves as an indicator of the strength of evidence opposing the null hypothesis. When the p-value is small, typically less than 0.05, it implies that the observed data is highly improbable under the null hypothesis, thereby warranting its rejection. The calculation of the p-value is based on the t-value and the degrees of freedom (df) utilizing the t-distribution.

CHAPTER IV

FINDINGS AND DISCUSSION

Chapter 4 presents the findings and discussions derived from the study on teaching vocabulary to young learners through the use of flashcards. The primary objective was to evaluate the effectiveness of flashcards and identify potential challenges, with a particular focus on students at KIDDOS English School. The researcher employed a quantitative methods approach, which included pre-test and post-test assessments to measure vocabulary development.

A. Findings

This section presents the quantitative findings from a study conducted with 16 first-grade students at KIDDOS English School in Banda Aceh. The objective was to evaluate the effectiveness of flashcards as a teaching strategy for vocabulary acquisition. Data was collected through pre-tests and post-tests, each consisting of 10 matching questions that addressed transportation vocabulary topics. Scores ranged from 0 to 10, indicating the number of correct responses. The analysis utilized descriptive statistics to summarize the students' performance and a paired t-test to assess whether the intervention resulted in a statistically significant improvement in vocabulary knowledge. The findings offer insights into the impact of this teaching method and its potential applicability in early childhood English as a Foreign Language (EFL) setting.

The pre-test was administered prior to the introduction of the flashcard intervention to establish a baseline for the students' vocabulary knowledge. After a

period of instruction using flashcards, the post-test was conducted to evaluate any changes in performance. The dataset includes scores for each of the 16 participants, identified by name, which allows for a direct comparison of individual and group-level outcomes. This section is organized to first present the descriptive statistics, followed by the inferential analysis using the paired t-test, and concludes with a discussion of the findings in relation to the research objectives.

TABLE 3. 3

PRE-TEST AND POST-TEST SCORES OF PARTICIPANTS

NO.	NAME	PRE-TEST	POST-TEST
1.	Ab	10	9
2.	Al	7	9
3.	Ae	7	8
4.	At	7	9
5.	Az	9	9
6.	Js	8	9
7.	Kn	9	10
8.	Ma	9	10
9.	Mk	10	10
10.	Nr	7	8
11.	Nz	8	9
12.	Rs	7	10
13.	Rv	7	10
14.	Sk	10	10
15.	Sm	7	9
16.	Sh	6	9

To quantify the central tendency and variability of the data, the mean, median, and standard deviation were calculated for both sets of scores:

Pre-test Scores:

Mean:

$$= \frac{\text{Sum of All Data Points}}{\text{Number of Data}} = \frac{126}{16} = 7.875 \text{ (sum of scores)}$$

- Median: 7.5 (the average of the 8th and 9th scores, 7 and 8, in the ordered list: 6, 7, 7, 7, 7, 7, 7, 7, 8, 8, 9, 9, 9, 10, 10, 10)
- Standard Deviation: 1.258 (indicating moderate variability around the mean)

Post-test Scores:

- Mean:

$$= \frac{\text{Sum of All Data Points}}{\text{Number of Data}} = \frac{146}{16} = 9.125 \text{ (sum of scores)}$$
- Median: 9 (the average scores of the 8th and 9th, 9 and 9, in the ordered list: 8, 8, 8, 9, 9, 9, 9, 9, 9, 9, 10, 10, 10, 10, 10)
- Standard Deviation: 0.806 (showing reduced variability compared to the pre-test)

The mean score increased from 7.875 in the pre-test to 9.125 in the post-test, reflecting an average improvement of 1.25 points. This change indicates that the flashcard intervention had a positive effect on the students' vocabulary acquisition. Similarly, the median scores rise from 7.5 to 9, further supporting the upward trend. Additionally, the standard deviation decreased from 1.258 to 0.806, suggesting that the post-test scores were more closely clustered around the mean. This may indicate a more uniform benefit across the group following the intervention.

When examining individual performances, most students demonstrated improvement. For example, Sh's score increased from 6 to 9, and Rs's score rose from 7 to 10. However, some students maintained their scores, such as Mk and Sk,

who both scored 10. These variations highlight the differing responses to the intervention, which will be further analyzed in the discussion section.

To determine whether the observed improvement was statistically significant, a paired t-test was conducted. This test compares the means of the pre-test and post-test scores for the same group, making it appropriate for this pre-post design.

TABLE 3. 4.
T-TEST CALCULATION

No.	Name	Pre-Test Score	Post-Test Score	Difference (D)	(D - Mean D) ²
1.	Ab	10	9	-1	4.5156
2.	Al	7	9	2	0.7656
3.	Ae	7	8	1	0.0156
4.	At	7	9	2	0.7656
5.	Az	9	9	0	1.2656
6.	Js	8	9	1	0.0156
7.	Kn	9	10	1	0.0156
8.	Ma	9	10	1	0.0156
9.	Mk	10	10	0	1.2656
10.	Nr	7	8	1	0.0156
11.	Nz	8	8	0	1.2656
12.	Rs	7	10	3	3.5156
13.	Rv	7	10	3	3.5156
14.	Sk	10	10	0	1.2656
15.	Sm	7	8	1	0.0156
16.	Sh	6	9	3	3.5156

- Sum of squared deviations: 21.875
- Variance: $21.875 / (16 - 1) = 1.4583$
- $s_d: \sqrt{1.4583} \approx 1.2076$
- Standard Error (SE): $s_d / \sqrt{n} = 1.2076 / \sqrt{16} = 0.3019$
- T-Statistic: $\bar{D} / SE = 1.125 / 0.3019 \approx 3.726$

- Degrees of Freedom (df): $16 - 1 = 15$
- P-Value: For $t = 3.726$ and $df = 15$, the two-tailed p-value (from a t-distribution table or calculator) is approximately 0.002.

Results:

- T-Statistic: 3.726
- P-Value: 0.002

The p-value obtained (0.002) is less than the conventional significance level of 0.05. This result indicates a statistically significant difference between the pre-test and post-test scores, suggesting that the flashcard intervention effectively enhanced vocabulary acquisition.

The quantitative analysis reveals a significant improvement in vocabulary scores following the flashcard intervention. The increase in mean score from 7.875 to 9.125, along with the significant t-test result ($t = 3.726$, $p = 0.002$), provides strong evidence that flashcards positively influenced the students' learning outcomes. The reduction in standard deviation from 1.258 to 0.806 further indicates that the intervention not only improved scores but also decreased performance variability, potentially leveling the playing field for students with initially lower scores.

Individual results show that 12 out of the 16 students improved their scores, with notable increases such as Sh's rise from 6 to 9 and Rs's from 7 to 10. However, three students, including Az, Mk, and Sk, showed no change in their scores. These exceptions warrant further investigation, possibly through qualitative methods, to

explore factors such as prior knowledge, engagement, or test-day conditions that may have influenced their outcomes.

The findings align with the research objective of evaluating flashcards as an effective vocabulary teaching tool in an EFL context. The significant improvement supports the use of visual aids like flashcards in early childhood education, where engagement and repetition are crucial for language acquisition. Nevertheless, the small sample size ($n = 16$) and the single-site setting (KIDDOS English School) limit the generalizability of these results, indicating a need for broader studies to confirm these findings across diverse populations.

B. Discussion

This study aimed to investigate the advantages and limitations of using flashcards for vocabulary instruction among young learners at KIDDOS English School in Banda Aceh. Utilizing a quantitative data from pre-tests and post-tests. The findings offer a nuanced understanding of how flashcards impact vocabulary acquisition among first-grade students, providing valuable implications for English as a Foreign Language (EFL) instruction in early childhood education.

The consistently high and stable scores achieved by students at the kindergarten level, particularly in the "Carrot Class" at KIDDOS English School, can be attributed to the elevated educational backgrounds of their parents and the increasing awareness among families regarding the significance of early English language learning. In contemporary society, many parents possess higher levels of education, enabling them to recognize the value of bilingualism and its long-term benefits for their children's academic and professional futures. Consequently, these

parents actively introduce English vocabulary to their children at home from an early age, often utilizing interactive tools such as flashcards, songs, or storybooks, which align with the school's curriculum focused on themes like "transportation".

1. Advantages of Using Flashcards

The quantitative results indicated a statistically significant improvement in students' vocabulary knowledge following the flashcard intervention. The mean pre-test score of 7.875 increased to 9.125 in the post-test, with a paired t-test yielding a t-statistic of 3.726 and a p-value of 0.002, demonstrating that the improvement was statistically significant. This upward trend was further supported by qualitative observations, which underscored the ability of flashcards to enhance student engagement. The visual appeal of the flashcards, featuring colorful images designed for young learners, effectively captured students' attention. For instance, during a Total Physical Response (TPR) activity, students enthusiastically pointed to flashcards depicting body parts, showcasing both comprehension and excitement. The interactive nature of flashcard-based tasks, such as memory games and group categorization, fostered a collaborative learning environment. Students were observed laughing and cheering during a memory match game, and the teacher noted, "They didn't even realize they were learning," suggesting that enjoyment facilitated retention.

Flashcards also support multisensory learning, which is particularly beneficial for young learners who thrive on associating words with sensory experiences. The integration of TPR allowed students to connect vocabulary with physical actions, which particularly benefited kinesthetic learners. Observations

indicated that students who struggled with rote memorization excelled in TPR activities, quickly linking words like “ride” to corresponding movements. This multisensory approach enhanced vocabulary retention, as evidenced by students spontaneously using words like “ride” outside of structured activities. Additionally, the repetition inherent in flashcard-based techniques, such as drilling and games, reinforced vocabulary acquisition. The teacher reflected that drilling was effective for initial memorization when balanced with dynamic methods, which aligns with the quantitative finding of reduced score variability (the standard deviation decreased from 1.258 to 0.806). This suggests that flashcards helped students with lower initial scores improve consistently.

2. Limitations of Using Flashcards

Despite these advantages, the study identified several limitations. Students with advanced vocabulary knowledge often completed activities quickly and became restless, which disrupted peers who required more time. For example, during a word-matching task, advanced students began chatting while beginners struggled to keep pace. The teacher attempted to differentiate instruction by assigning additional tasks, but this required extra effort and was not always seamless. This observation indicates that flashcards, as implemented, may not fully accommodate varying ability levels without supplementary strategies, a limitation that could reduce their effectiveness in heterogeneous classrooms.

The preparation and management of flashcards also presented practical challenges. The teacher invested significant time in designing and laminating cards to ensure their durability, and classroom disruptions occurred during organization,

such as when a stack fell during a lesson. While this incident inadvertently turned into an impromptu teamwork exercise, it highlighted the resource-intensive nature of using flashcards. Furthermore, the reliance on visual and kinesthetic elements did not fully address the needs of auditory learners. The teacher noted that some students required auditory reinforcement, such as songs or stories, to connect with the vocabulary, indicating that flashcards alone might not suffice for all learning styles. This limitation underscores the necessity for a more integrated approach to maximize inclusivity.

3. Interpretation of Individual Differences

The quantitative data revealed varied individual outcomes, with 12 out of 16 students showing improvement, while three maintained high scores (e.g., Mk and Sk at 10). These differences may reflect factors such as prior knowledge or learning preferences. Students with unchanged high scores likely had a strong vocabulary baseline, which limited the observable impact of the intervention. These variations emphasize that the effectiveness of flashcards depends on tailoring instruction to individual needs, a consideration that should be taken into account for future implementations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion; limitation of study and recommendation of this study related to teaching vocabulary to EFL young learners using flashcards.

A. Conclusion

The study conducted at KIDDOS English School in Banda Aceh explored the advantages and limitations of using flashcards for vocabulary instruction among young learners. The increase in mean score from 7.875 to 9.125, along with the significant t-test result ($t = 3.726$, $p = 0.002$), provides strong evidence that flashcards positively influenced the students' learning outcomes. The reduction in standard deviation from 1.258 to 0.806, this suggests that flashcards helped students with lower initial scores improve consistently

The advantages of using flashcards included enhanced student engagement, multisensory learning opportunities, and the ability to foster a collaborative learning environment. The visual appeal of the flashcards and their integration with interactive activities, like Total Physical Response (TPR), contributed to a positive learning experience. However, the study also identified several limitations. Challenges included addressing diverse learning needs, as advanced students sometimes completed tasks quickly and became restless, while beginners required more time and support. The preparation and management of flashcards were resource-intensive, and the reliance on visual and kinesthetic elements did not fully cater to auditory learners.

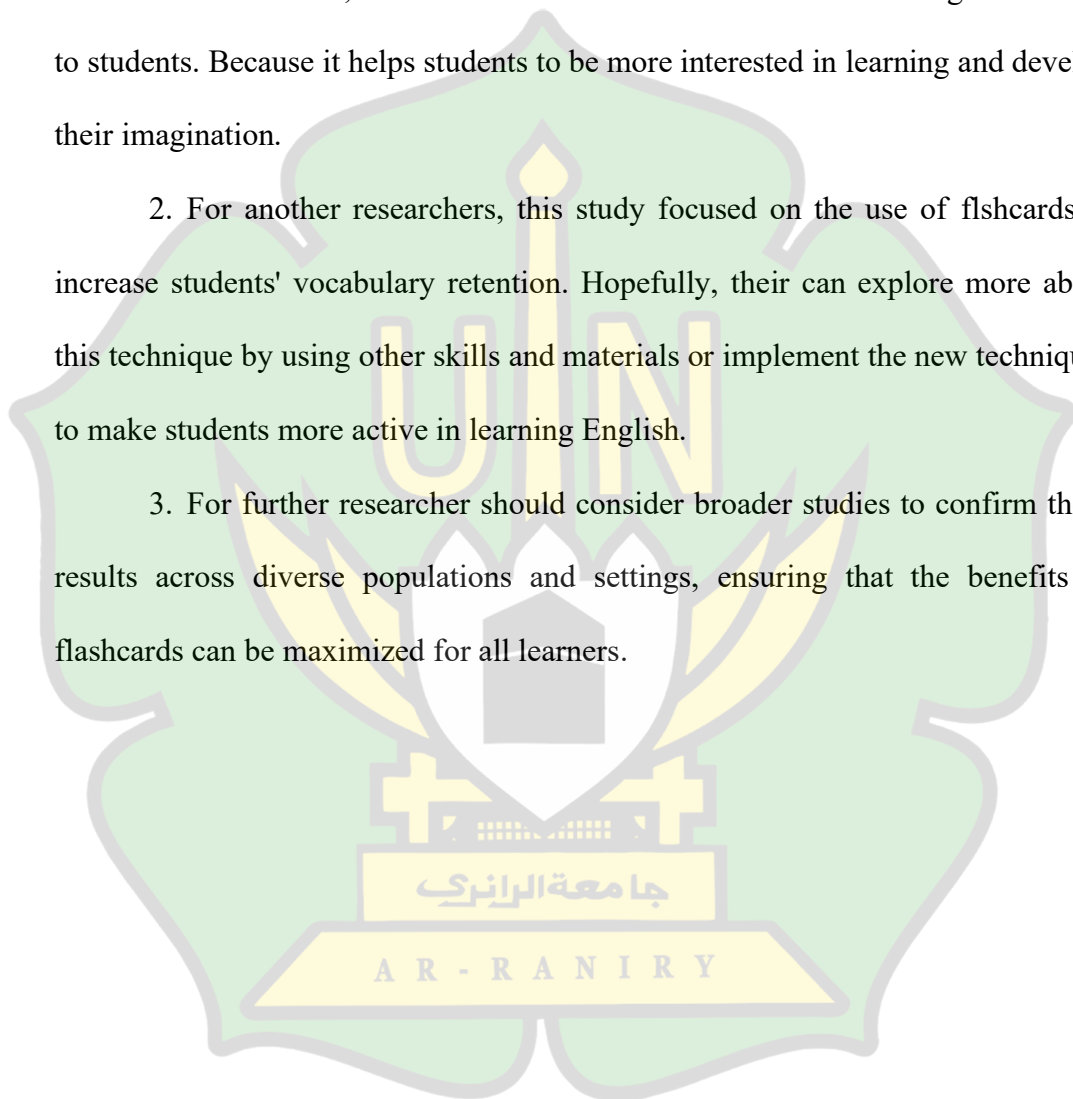
B. Recommendation

Based on the result of this research, several suggestion and recommendations are offered by researcher, as follows:

1. For teachers, it is recommended to use flashcards in teaching vocabulary to students. Because it helps students to be more interested in learning and develop their imagination.

2. For another researchers, this study focused on the use of flshcards to increase students' vocabulary retention. Hopefully, their can explore more about this technique by using other skills and materials or implement the new techniques to make students more active in learning English.

3. For further researcher should consider broader studies to confirm these results across diverse populations and settings, ensuring that the benefits of flashcards can be maximized for all learners.



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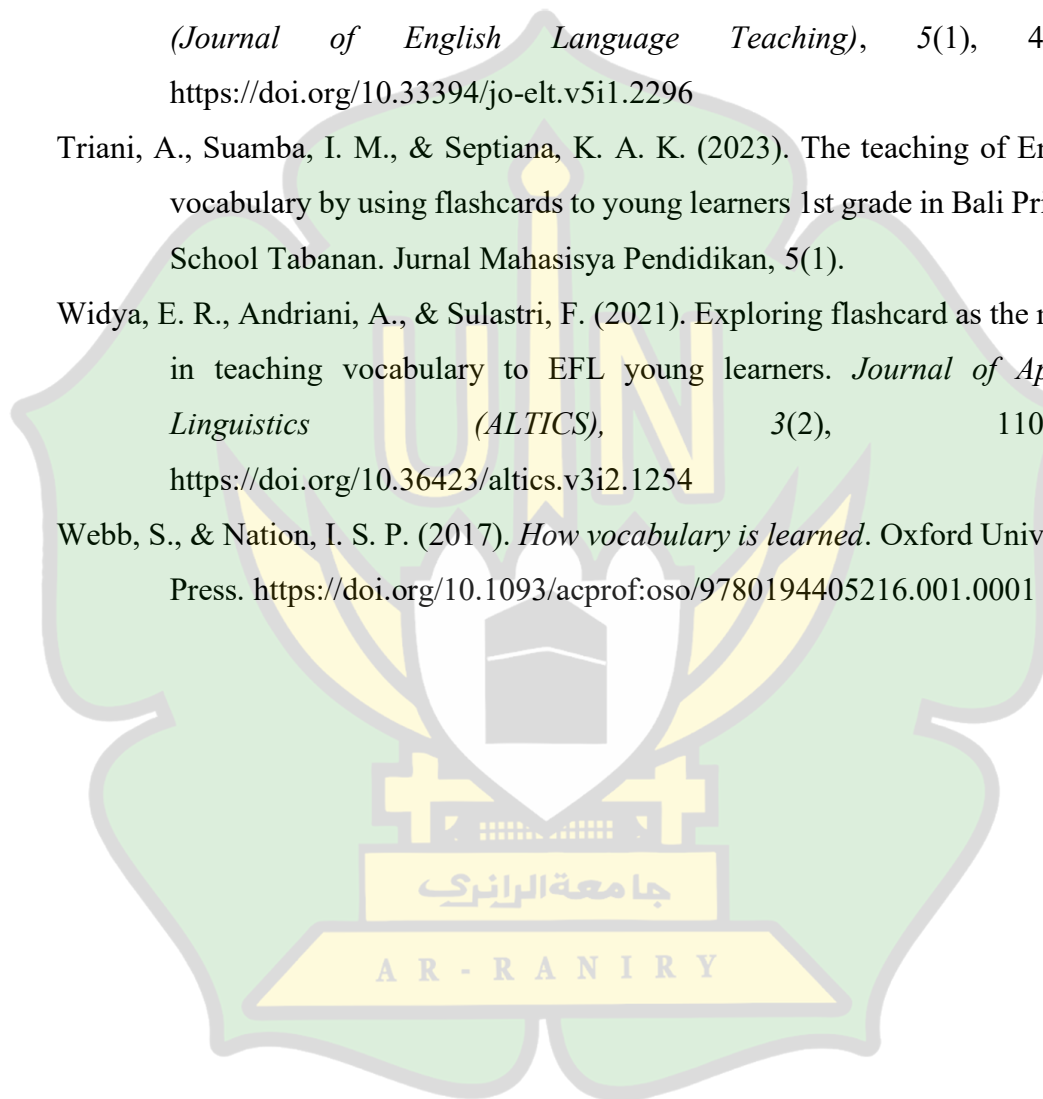
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APPENDICES

APPENDIX A. APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 526 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara :
Drs. Amiruddin, M.Pd
Untuk membimbing Skripsi
Nama : Diva Shafira Husni
NIM : 190203046
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Vocabulary to Young Learners Using Flashcards
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 24 April 2025
Dekan,

Saiful Muluk

Tembusan

- Salinan Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
- Bekas UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



APPENDIX B.
RECOMMENDATION LETTER FROM THE FAKULTAS TARBIYAH DAN KEGURUAN TO
CONDUCT FIELD RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3738/Un.08/FTK.1/TL.00/04/2025

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kiddos English School Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 190203046

Nama : DIVA SHAFIRA HUSNI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan Arifin Ahmad 3, no 7. Ie Masen Kayee Adang. Lampineung. Syiah Kuala.
Banda

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **TEACHING VOCABULARY TO YOUNG LEARNERS USING FLASHCARDS**

Banda Aceh, 16 April 2025

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 16 Mei 2025

جامعة الرانيري

A R - R A N I R Y

APPENDIX C.
CONFIRMATION LETTER FROM KIDDOS ENGLISH SCHOOL

KIDDOS
english school

Jl. Daud Beureueh No. 43 Banda Aceh, Telepon : (0651) 6300652 email:
Kiddosbanda2@gmail.com

**SURAT KETERANGAN
SELESAI MELAKUKAN PENELITIAN
No. 001/KES/V/2025**

Yang bertanda tangan di bawah ini :

Nama : Wendy Juliasari, S.H., M.H
Jabatan : Kepala Sekolah
Unit kerja : PAUD Kiddos English School

Dengan ini menerangkan dengan sesungguhnya bahwa yang namanya tersebut di bawah ini :

Nama : Diva Shafira Husni
NPM : 190203046
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Telah menyelesaikan mengambil data-data yang diperlukan dalam rangka penyusunan skripsi yang berjudul "Teaching Vocabulary to Young Learners Using Flashcard."

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya

Banda Aceh, 20 Mei 2025

A R **KIDDOS**
english school
Jln. Tgk. Daud Beureueh No. 43
KUTA ALAM - BANDA ACEH

Wendy Juliasari, S.H., M.H.
Kepala Sekolah Kiddos English School

APPENDIX D.
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : KIDDOS English School
Kelompok Usia/kelas : 4-5 Tahun/Carrot
Topik/Sub Topik : Bermain dan Bekerjasama/Transportasi
Hari/Tangga; : Senin, 12 Mei 2025
Alokasi Waktu : 08.00 s.d 11.30
Kegiatan : Pertemuan 1 – Observasi dan Pre Test

A. Kompetensi Inti Dasar (KID) dan Kompetensi Dasar (KD)

Kompetensi Inti Dasar (KID):

1. Menunjukkan perilaku beragama (nilai moral dan keagamaan).
2. Memiliki kemampuan motorik halus dan kasar.
3. Memiliki kemampuan kognitif yang mencakup mengenal lingkungan sekitar.
4. Memiliki kemampuan berbahasa.
5. Menunjukkan perilaku sosial-emosional yang baik.

Kompetensi Dasar (KD):

- 1.1 Mengenal ciptaan Tuhan melalui tanaman di lingkungan sekitar.
- 2.1 Mengembangkan koordinasi motorik halus melalui kegiatan mencocok, menggunting, menempel, menggambar.
- 3.1 Mengelompokkan bagian-bagian tanaman (akar, batang, daun, bunga) sesuai bentuk dan fungsinya.
- 4.1 Menyebutkan bagian-bagian tanaman secara lisan dengan bahasa yang jelas dan sederhana.
- 5.1 Menunjukkan sikap tanggung jawab dan peduli terhadap lingkungan melalui kegiatan merawat tanaman.

B. Tujuan Pembelajaran

Setelah mengamati, menanya, dan berdiskusi, peserta didik dapat:

1. Mengenali rutinitas di sekolah dan di rumah.
2. Terlibat dalam kegiatan bermain yang menyenangkan.
3. Berpartisipasi aktif dalam kegiatan motorik kasar, halus, dan taktil.
4. Memahami dan melaksanakan aturan sederhana di lingkungan sekitar.
5. Mampu memilih kegiatan yang disukai dan menunjukkan rasa bangga terhadap hasil karyanya.
6. Menjalinkan kerja sama dan pertemanan dengan teman sebaya dan guru.

C. Alat dan Bahan

1. Flashcards gambar alat transportasi
2. Kertas Test (Pre-test & Post-test)
3. Alat Tulis

D. Metode Pembelajaran

1. Pendekatan : Saintifik (*Scientific Approach*)
2. Model Pembelajaran : *Direct Instruction (DI)*
3. Metode : Tanya jawab dan eksplorasi

E. Langkah-Langkah Kegiatan Pembelajaran

Tahap Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru menyambut anak dengan sapaan hangat. - Anak diajak berdoa bersama. - Ice breaking / lagu pembuka (contoh: “Naik Delman”) - Diskusi ringan: “Pernah naik kendaraan apa?” - Apersepsi: Menunjukkan beberapa gambar alat transportasi dan menanyakan kepada anak-anak nama alat tersebut.	30 menit
Kegiatan Inti	a. Observasi - Anak diminta menyebutkan alat transportasi yang mereka kenal. - Guru mengamati respons dan antusiasme anak (dicatat untuk penilaian). b. Pre-Test (dalam bentuk permainan kuis interaktif) - Guru menyerahkan beberapa laman soal pre-test yang berisikan 10 pertanyaan mengenai transportasi. - Anak-anak menjawab soal dengan menyilang pilihan jawaban yang sekiranya benar c. Kegiatan motorik - Anak bermain permainan kelompok: “Tebak dan Gerakkan” (anak menirukan gerakan kendaraan yang disebutkan guru – contoh: pesawat, mobil, kapal).	120 Menit

Kegiatan Penutup	• Anak diajak menyimpulkan kegiatan hari ini bersama guru. • Refleksi sederhana: “Apa kendaraan favoritmu?” • Pemberian stiker penghargaan bagi anak yang aktif. • Menyanyikan lagu penutup. • Berdoa dan bersiap pulang.	60 menit
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F. PENILAIAN

Aspek	Indikator	Teknik	Instrumen
Kognitif	Menyebutkan jenis transportasi	Observasi & tanya jawab	Daftar cek
Bahasa	Menjawab pertanyaan lisan dengan kalimat sederhana	Observasi	Catatan anekdot
Sosial Emosional	Menunjukkan antusiasme dan kerja sama	Observasi	Daftar cek
Motorik	Menirukan gerakan kendaraan dengan tepat	Observasi	Daftar cek

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : KIDDOS English School

Kelompok Usia/kelas : 4-5 Tahun/Carrot

Topik/Sub Topik : Bermain dan Bekerjasama/Transportasi

Hari/Tangga; : Selasa, 13 Mei 2025

Alokasi Waktu : 08.00 s.d 11.30

Kegiatan : Pertemuan 2 – *Treatment*

A. Kompetensi Inti Dasar (KID) dan Kompetensi Dasar (KD)

Kompetensi Inti Dasar (KID):

1. Menunjukkan perilaku beragama (nilai moral dan keagamaan).
2. Memiliki kemampuan motorik halus dan kasar.
3. Memiliki kemampuan kognitif yang mencakup mengenal lingkungan sekitar.
4. Memiliki kemampuan berbahasa.
5. Menunjukkan perilaku sosial-emosional yang baik.

Kompetensi Dasar (KD):

- 1.1 Mengenal ciptaan Tuhan melalui tanaman di lingkungan sekitar.
- 2.1 Mengembangkan koordinasi motorik halus melalui kegiatan mencocok, menggunting, menempel, menggambar.
- 3.1 Mengelompokkan bagian-bagian tanaman (akar, batang, daun, bunga) sesuai bentuk dan fungsinya.
- 4.1 Menyebutkan bagian-bagian tanaman secara lisan dengan bahasa yang jelas dan sederhana.
- 5.1 Menunjukkan sikap tanggung jawab dan peduli terhadap lingkungan melalui kegiatan merawat tanaman.

B. Tujuan Pembelajaran

Setelah mengamati, menanya, dan berdiskusi, peserta didik dapat:

1. Mengenali rutinitas harian di sekolah dan di rumah.
2. Terlibat aktif dalam kegiatan bermain dan pembelajaran.

3. Berpartisipasi dalam aktivitas motorik kasar dan halus.
4. Mengenal jenis-jenis alat transportasi dan membedakannya.
5. Menunjukkan sikap menghargai teman dan guru dalam proses belajar.
6. Mengembangkan kemampuan menyimak, menjawab, dan mengenali gambar serta kata.

C. Alat dan Bahan

- A. Flashcard alat transportasi
- B. Alat tulis

D. Metode Pembelajaran

1. Pendekatan : Holistik integratif berbasis bermain
2. Model Pembelajaran : Sentra dan lingkaran
3. Metode :Flashcard interaktif dan eksplorasi

E. Langkah-Langkah Kegiatan Pembelajaran

Tahap Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	· Kegiatan Awal - Bermain di Luar Ruangan (30) • Berlari mengelilingi APE • Melompat di <i>hopscotch</i> • Bergelantungan di <i>monkey bar</i> • Memanjat di <i>wall climbing</i> <i>Tujuan: Menstimulasi motorik kasar dan pemanasan tubuh sebelum kegiatan belajar</i> Kegiatan Pembukaan (60) • Berdoa dan menyapa anak satu per satu • Melakukan circle time (diskusi ringan: “transportasi apa yang kalian tahu?”)	90 menit

	- Bernyanyi lagu tema transportasi: <i>Wheels on the Bus</i>, dll Guru masuk menyampaikan pengenalan alat transportasi: - Menggunakan flashcard alat transportasi - Anak menyebutkan nama dari alat transportasi yang ada di flashcard (Boat, Ship, Bus, Car, Airplane, dll.) - Guru menampilkan gambar alat transportasi dan anak menyebutkan dalam bahasa inggris dilanjutkan menyebutkan dalam bahasa indonesia <i>Tujuan: Menumbuhkan keberanian, memperkaya kosa kata, dan membangun antusiasme belajar.</i>	
Kegiatan Inti	- Melanjutkan penggunaan flashcard alat transportasi: ➤ Mengelompokkan berdasarkan alat transportasi darat, laut, dan udara ➤ Menyusun kartu gambar sesuai urutan: besar-kecil, cepat-lambat - Bermain "Tebak Transportasi" berdasarkan deskripsi suara dan gambar - Menghitung jumlah alat transportasi dari masing-masing jenis - Mengenal huruf awal dari nama alat transportasi - Anak menceritakan pengalaman naik kendaraan. <i>Tujuan: Mengembangkan pemahaman konsep klasifikasi, pengenalan huruf dan angka, serta melatih kemampuan berbicara dan menyimak.</i>	90 Menit

Kegiatan Penutup	• Menceritakan ulang kegiatan hari ini • Merencanakan kegiatan besok bersama guru • Membaca buku gambar transportasi • Merapikan mainan dan peralatan belajar <i>Tujuan: Refleksi, transisi, menumbuhkan tanggung jawab, dan menutup kegiatan dengan tenang.</i>	15
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F. PENILAIAN

Aspek Perkembangan	Indikator	Teknik	Instrumen
Bahasa	Menyebut nama alat transportasi	Observasi	Daftar cek
Kognitif	Mengelompokkan alat transportasi	Observasi	Catatan anekdot
Motorik Halus	Mewarnai gambar sesuai arahan	Observasi hasil kerja	Lembar kerja
Sosial-Emosional	Menyimak saat flashcard ditunjukkan	Observasi sikap	Daftar cek
Nilai Moral	Menunggu giliran, menyapa guru	Observasi	Catatan harian

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : KIDDOS English School

Kelompok Usia/kelas : 4-5 Tahun/Carrot

Topik/Sub Topik : Bermain dan Bekerjasama/Transportasi

Hari/Tangga; : Rabu, 14 Mei 2025

Alokasi Waktu : 08.00 s.d 11.30

Kegiatan : Pertemuan 3 – *Treatment & Post Test*

A. Kompetensi Inti Dasar (KID) dan Kompetensi Dasar (KD)

Kompetensi Inti Dasar (KID):

1. Menunjukkan perilaku beragama (nilai moral dan keagamaan).
2. Memiliki kemampuan motorik halus dan kasar.
3. Memiliki kemampuan kognitif yang mencakup mengenal lingkungan sekitar.
4. Memiliki kemampuan berbahasa.
5. Menunjukkan perilaku sosial-emosional yang baik.

Kompetensi Dasar (KD):

- 1.1 Mengenal ciptaan Tuhan melalui tanaman di lingkungan sekitar.
- 2.1 Mengembangkan koordinasi motorik halus melalui kegiatan mencocok, menggunting, menempel, menggambar.
- 3.1 Mengelompokkan bagian-bagian tanaman (akar, batang, daun, bunga) sesuai bentuk dan fungsinya.
- 4.1 Menyebutkan bagian-bagian tanaman secara lisan dengan bahasa yang jelas dan sederhana.
- 5.1 Menunjukkan sikap tanggung jawab dan peduli terhadap lingkungan melalui kegiatan merawat tanaman.

B. Tujuan Pembelajaran

Setelah mengamati, menanya, dan berdiskusi, peserta didik dapat:

1. Mampu menyebutkan dan mengelompokkan alat transportasi berdasarkan jenisnya (darat, laut, udara).

2. Dapat mengingat kembali kosa kata dalam Bahasa Inggris terkait alat transportasi.
3. Berpartisipasi aktif dalam kegiatan motorik kasar dan halus.
4. Menunjukkan keberanian, rasa percaya diri, dan kemampuan menyampaikan pendapat.
5. Mengikuti aturan bermain dan belajar bersama secara tertib.
6. Mampu menyelesaikan *post test* secara mandiri dengan bantuan minimal dari guru.

C. Alat dan Bahan

- Flashcard alat transportasi
- Lembar *post test* (gambar klasifikasi transportasi)
- Alat tulis

D. Metode Pembelajaran

Pendekatan : Holistik integratif berbasis bermain

Model Pembelajaran: Sentra dan lingkaran

Metode : Flashcard interaktif dan evaluasi

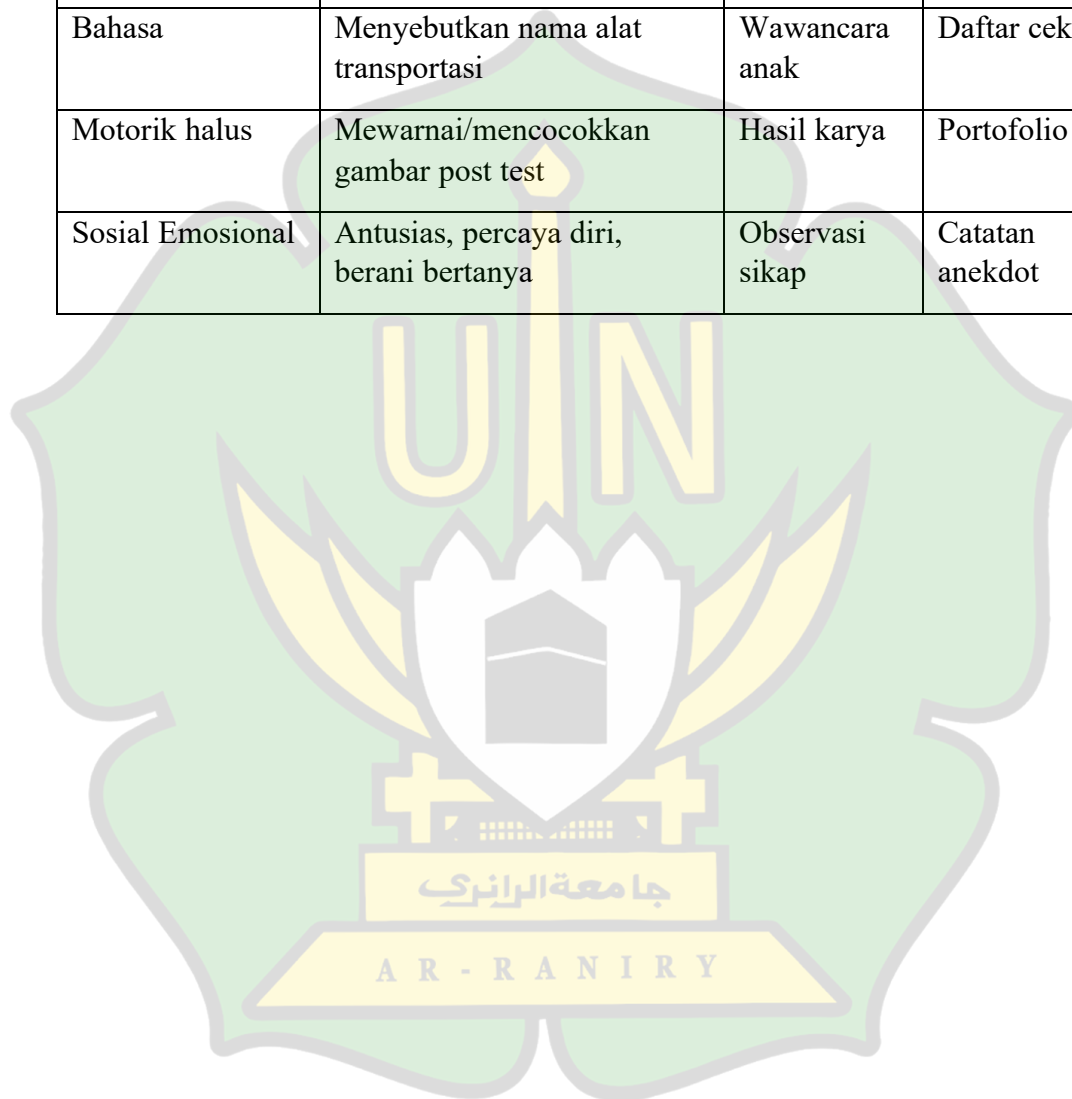
E. Langkah-Langkah Kegiatan Pembelajaran

Tahap Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Kegiatan Awal - Bermain di Luar Ruangan (30) • Anak bermain di APE: berlari, melompat di hopscotch, memanjat, dan bergelantungan <i>Tujuan: Menstimulasi motorik kasar dan membuat anak siap untuk belajar.</i> Kegiatan Pembukaan (60) • Berdoa dan menyapa • Bernyanyi lagu tema transportasi	90 menit

	• Melakukan circle time: “Siapa yang masih ingat kemarin kita belajar apa?” • Guru (Anda) mengulang kembali materi alat transportasi menggunakan flashcard • Anak menyebutkan kembali nama alat transportasi • Anak mengelompokkan jenis transportasi • Anak menunjuk dan menyebutkan kosa kata Bahasa Inggris: <i>Train, Police Car, Ship, Ambulance, Boat, Airplane</i> <i>Tujuan:</i> Memperkuat daya ingat, kemampuan klasifikasi, dan kosa kata anak.	
Kegiatan Inti	• Melanjutkan flashcard kuis kecil: ➢ Menebak alat transportasi berdasarkan gambar atau deskripsi ➢ Bermain “Pilih dan Jelaskan” (anak mengambil kartu, lalu menjelaskan fungsinya) • Bermain mencocokkan gambar alat transportasi dengan jenis (darat, laut, udara) • Post Test (dibimbing guru sesuai level masing-masing): • Anak diberikan lembar soal gambar transportasi • Anak diminta mengisi soal dengan cara disilang pada jawaban yang menurutnya benar <i>Tujuan:</i> Mengevaluasi pemahaman anak secara menyenangkan.	90 Menit
Kegiatan Penutup	• Mendengarkan cerita singkat bertema transportasi • Anak menyebutkan kembali hal yang mereka pelajari hari ini • Memberi pujian dan stiker untuk usaha anak • Membaca doa penutup dan merapikan kelas	

F. PENILAIAN

Aspek Perkembangan	Indikator	Teknik	Instrumen
Kognitif	Mengelompokkan jenis transportasi	Observasi & tes	Lembar evaluasi
Bahasa	Menyebutkan nama alat transportasi	Wawancara anak	Daftar cek
Motorik halus	Mewarnai/mencocokkan gambar post test	Hasil karya	Portofolio
Sosial Emosional	Antusias, percaya diri, berani bertanya	Observasi sikap	Catatan anekdot



APPENDIX E.
THE FLASHCARDS



BOAT
perahu



AIRPLANE
pesawat terbang



BICYCLE
sepeda



CAR
mobil



TRUCK
truk



TRAIN
kereta api



BUS
bus



AMBULANCE
ambulans



FIRE TRUCK
mobil pemadam
kebakaran



SCOOTER
skuter



MOTORCYCLE
sepeda motor



SHIP
kapal



SUBMARINE
kapal selam



RAFT
rakit



FERRY
kapal feri



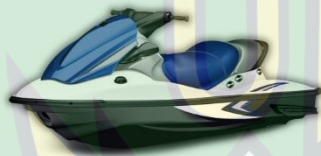
TANKER SHIP

kapal tanker



PEDICAB

becak



JET SKI

jet ski



CARGO SHIP

kapal barang



EXCAVATOR

ekskavator



TRACTOR

traktor



HELICOPTER

helikopter



HOT AIR BALLOON

balon udara



GLIDER

pesawat layang



ROCKET

roket

APPENDIX F.
PRE-TEST QUESTIONS

QUESTION

1. Please choose the correct picture below, which one is a **BOAT**?

a.



c.



b.



d.



2. Please choose the correct picture below, which one is a **PEDICAB**?

a.



c.



b.

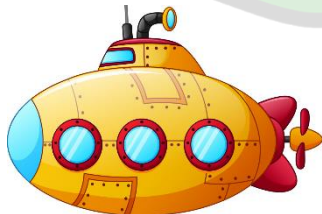


d.



3. Please choose the correct picture below, which one is a **SUB MARINE**?

a.



c.



b.



d.



4. Please choose the correct picture below, which one is a **HELICOPTER**?

a.



c.



b.



d.



5. Please choose the correct picture below, which one is a **FIRE TRUCK**?

a.



c.



b.



d.



6. Please choose the correct picture below, which one is a **ROCKET**?

a.



c.



b.



d.



7. Please choose the correct picture below, which one is a **SHIP**?

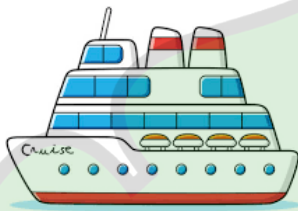
a.



c.



b.



d.



8. Please choose the correct picture below, which one is a **SCOOTER**?

a.



c.



b.



d.



9. Please choose the correct picture below, which one is a **TRACTOR**?

a.



c.



b.

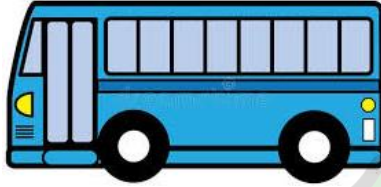


d.



10. Please choose the correct picture below, which one is a **HOT AIR BALLOON**?

a.



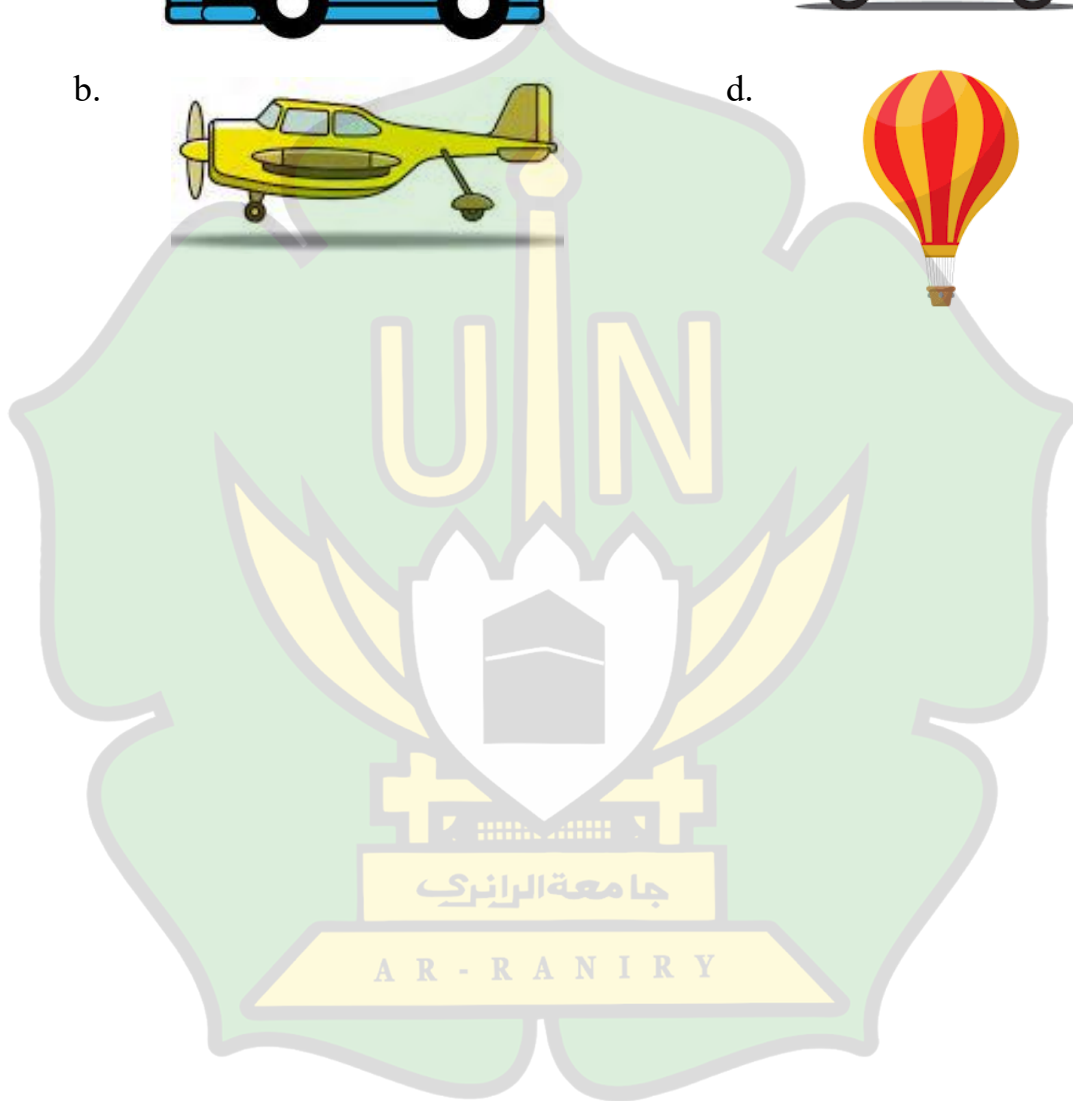
c.



b.



d.



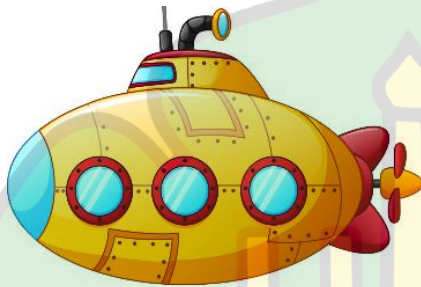
APPENDIX G.
POST-TEST QUESTIONS

QUESTION

Please choose the correct picture below !

1. Which one is a **SUB MARINE**?

a.



c.



c.



d.



2. Which one is a **FIRE TRUCK**?

a.



c.



b.



d.



3. Which one is a **BOAT**?

c.



c.



d.



d.



4. Which one is a **ROCKET**?

a.



c.



b.



d.



5. Which one is a **PEDICAB**?

c.



c.



d.



d.



6. Which one is a **HELICOPTER**?

d.



c.



e.



d.



7. Which one is a **SHIP**?

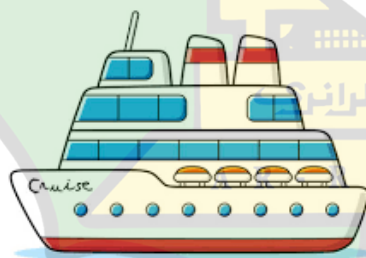
a.



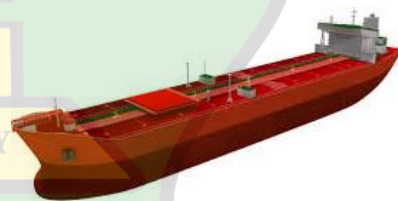
c.



b.



d.



8. Which one is a **HOT AIR BALLOON**?

a.



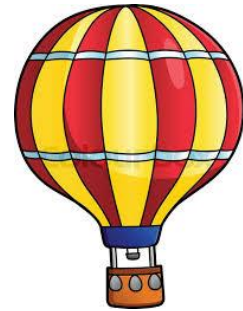
c.



b.

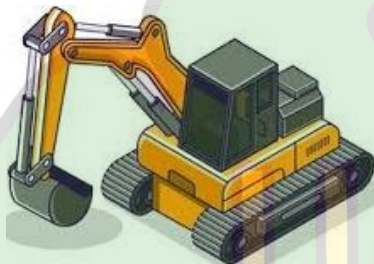


d.



9. Which one is a **TRACTOR**?

a.



c.



b.

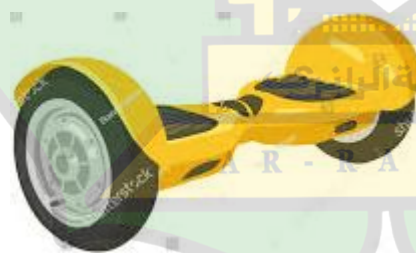


d.



10. Which one is a **SCOOTER**?

a.



c.



b.



d.



AUTOBIOGRAPHY

Name : Diva Shafira Husni
Student Number : 190203046
Place/Date of Birth : Banda Aceh, 08 Agustus 2001
Gender : Female
Religion : Islam
Occupation : Student
Nationality : Indonesia
Address : Ie Masen Kayee Adang, Banda Aceh
Email : 190203046@student.ar-raniry.ac.id

Parents

Name of Father : Nasrulsyah Husni
Name of Mother : Dewi Metia
Father's Occupation : Retired Civil Servant
Mother's Occupation : Retired Civil Servant
Address : Ie Masen Kayee Adang, Banda Aceh

Education

Kindergarten : TK Adhyaksa-14, Banda Aceh (2006-2007)
Elementary : SD Kartika XIV-I Banda Aceh (2007-2013)
Junior High School : MTsN Model Banda Aceh (2013-2016)
Senior High School : SMAN 10 Fajar Harapan Banda Aceh (2016-2019)
University : Universitas Syiah Kuala, Forestry Major (2019-2024)
UIN Ar-raniry, English Department Major (2019-2025)