



Enhancing English Vocabulary Acquisition in Early Childhood Learners Through a Structured Flashcard Program

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ABSTRAK. Penelitian Tindakan Kelas ini dilakukan untuk meningkatkan penguasaan kosakata bahasa Inggris serta keterlibatan belajar anak usia dini. Upaya tersebut dilakukan melalui penggunaan flashcard bergambar yang digabungkan dengan permainan kelompok secara kolaboratif. Subjek dalam penelitian ini adalah 23 siswa kelas TK B. Pengumpulan data dilakukan dengan menggunakan tes kuantitatif, lembar observasi kualitatif, dan catatan lapangan. Penelitian ini dilaksanakan dalam tiga tahap, yaitu prasiklus, Siklus 1, dan Siklus 2. Hasil penelitian menunjukkan adanya peningkatan yang cukup besar, baik dari segi hasil belajar maupun perilaku siswa selama pembelajaran. Secara kuantitatif, tingkat ketuntasan klasikal meningkat dari 13,04% pada tahap prasiklus menjadi 52,17% pada Siklus 1, kemudian naik lagi hingga mencapai 86,96% pada akhir Siklus 2. Hasil tersebut telah melewati target keberhasilan yang ditetapkan, yaitu 75%. Secara kualitatif, penggunaan media visual yang nyata serta kegiatan kelompok yang menyenangkan dapat membantu mengurangi rasa cemas anak saat belajar bahasa Inggris. Siswa yang sebelumnya cenderung pasif dan mudah kehilangan fokus mulai berubah menjadi lebih aktif, lebih percaya diri dalam mengucapkan kosakata, dan mampu mengikuti pembelajaran dengan lebih baik. Dengan demikian, penggunaan visual flashcard yang dipadukan dengan permainan kelompok terbukti dapat meningkatkan kemampuan bahasa Inggris anak sekaligus membantu perkembangan perilaku sosial mereka di kelas.

Kata Kunci : Kosakata Bahasa Inggris; Anak Usia Dini; Visual Flashcard; Permainan Kelompok

ABSTRACT. This Classroom Action Research was conducted to improve English vocabulary mastery and learning engagement among early childhood students. The intervention involved the use of illustrated flashcards combined with collaborative group games. The study participants consisted of 23 students from a Kindergarten B class. Data were collected using quantitative tests, qualitative observation sheets, and field notes. The research was carried out in three stages: the pre-cycle, Cycle 1, and Cycle 2. The results demonstrated significant improvement in both learning outcomes and student behavior during instruction. Quantitatively, the class mastery rate rose from 13.04% in the pre-cycle stage to 52.17% in Cycle 1, eventually reaching 86.96% by the end of Cycle 2. These results surpassed the established success target of 75%. Qualitatively, the use of tangible visual aids and enjoyable group activities helped alleviate the children's anxiety when learning English. Students who were previously inclined to be passive and easily distracted became more active, gained confidence in pronouncing vocabulary, and engaged more effectively with the lessons. Thus, the use of visual flashcards combined with group games proved effective in enhancing the children's English language skills while also fostering their social-behavioral development in the classroom.

Keyword : English Vocabulary; Young Children; Visual Flashcard; Group Games

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INTRODUCTION

Teaching English as a foreign language to young children aged 5–6 years needs a good understanding of how children grow, think, and learn language. At this age, children can learn language naturally and quickly. However, they also have some limitations, such as short-term memory and short attention span [1]–[3]. In learning English, vocabulary is very important because it is the foundation for reading, speaking, and future communication [1]. Nation [4] also explains that vocabulary plays an important role in language ability, as children need words to understand what they hear and to say what they want. Without enough vocabulary, young children may find it difficult to understand spoken language, share their ideas, or join classroom activities. Because of this, helping children build vocabulary from an early age is very important for their later English language development [2], [5], [6].

Although learning vocabulary early is very important, the first observation at TK B Santa Maria Surabaya showed that the children still had many problems in learning basic English words. The pre-cycle data showed that many children had difficulty remembering words and saying them correctly. The result of the first assessment was very low. Only 13.04% of the class, or 3 from 23 students, could reach the minimum target. Most of the students were still in the "Belum Berkembang" or "Mulai Berkembang" level. Their scores also varied widely from one student to another. When the teacher asked them about simple words, such as colors, body parts, toys, and simple verbs, many children could not remember or say the words by themselves. The first data showed that the children's speaking vocabulary was still very limited. Because of this, the teacher needed to use a learning activity that could help the children improve their vocabulary step by step.

The main reason for the low first scores was the old teaching method used in the classroom. The teacher mostly used direct translation and repetition. The children only repeated English words after the teacher, but they had few opportunities to interact with them or use them meaningfully. For young children aged 4–6 years, this method is not very suitable because they usually learn better with things they can see and touch [1], [7]–[9]. Children at this age also have short attention spans, so when lessons are too passive and repeated too often, they can lose focus easily [1], [2], [10], [11]. Besides, asking children to say English words one by one in a serious test situation can make them nervous. This relates to Krashen's Affective Filter Hypothesis [12], which states that when children feel afraid, shy, or unmotivated, it becomes harder for them to learn and use the language [12], [13]. Because of this, when the teacher pointed to an object and asked one child to answer, the child often stayed quiet, took a long time to answer, or did not want to join in because they were afraid of making mistakes.

To address these problems and help the children feel less nervous, the teacher planned to use a structured flashcard program as a visual learning tool. Flashcards are cards that have colorful pictures and simple words. These cards can help children understand the meaning of a word more easily because they can see the picture directly. This program is related to Paivio's Dual Coding Theory. This theory explains that language learning can be more effective when the teacher uses spoken words alongside

clear pictures [14]. When children hear an English word and see its picture at the same time, they can remember it in two ways. As a result, it becomes easier for them to remember and repeat the word later [14]–[16]. This method is also related to Sweller's Cognitive Load Theory. This theory states that learning materials should be presented in small, simple parts so children do not feel confused or overwhelmed in their memory [17]. By replacing the old translation method with a clear visual program, the teacher can make the lesson easier and better suited to young children's learning abilities [17]–[19].

Many previous studies have examined the use of flashcards in language classrooms and have shown that they can help students learn vocabulary [20]–[23]. However, most of those studies focused on older learners, such as junior and senior high school students and university students. Many of them also used digital flashcard applications rather than the real cards the teacher used in the classroom. There are still few classroom action research studies that clearly explain how physical flashcards, guided by the teacher in a structured way, can help young children learn English vocabulary in an Indonesian kindergarten. Most studies of young children focus only on general vocabulary scores. They do not explain the results in more detail, such as children's listening and understanding, speaking ability, pronunciation, and class participation. Because of this, more detailed and step-by-step research is needed. It is important to understand how picture-based learning media can help children feel less afraid to speak and participate more actively in the lesson. Therefore, this research seeks to fill that gap by examining children's vocabulary development in detail through a classroom action research process.

Based on the problems and research gaps explained above, the main purpose of this study is to improve English vocabulary learning for Kindergarten B children by using a structured flashcard program. Many previous studies focused more on digital flashcards or older students. This study is different because it focuses on physical flashcards guided by the teacher and combined with group games. This study wants to see how this method can help reduce children's fear of speaking and improve some skills, such as understanding words, speaking, pronunciation, and class participation. To understand the problems clearly, the researcher collected early data through interviews with the classroom teacher and direct observation at TK B Santa Maria Surabaya. The results showed that the children still had problems remembering English words and felt nervous when they had to speak. This classroom action research was done in two cycles. It aimed to see how visual activities could help children improve their English learning step by step. The researcher hopes that the results of this study can give simple and useful ideas for early childhood teachers. It can help teachers move from the old passive translation method to a more active and picture-based learning activity. In the end, this research is expected to give useful input for making better English learning materials for young children.

METHOD

This section explains the steps used in applying, checking, and studying the structured flashcard program in the classroom. It describes the research design, the students involved, the learning materials, the tools used to collect data, and the methods used to analyze the data. These parts are explained to ensure the research results are valid and trustworthy.

This study used Classroom Action Research (CAR) to identify and address the real learning problems children face in the classroom. The research followed the spiral model from Kemmis and McTaggart [24], [25]. This model helps teachers improve their teaching through repeated reflection and action. The study was done in two cycles so the researcher could see the children's progress step by step. Each cycle had four main stages: planning, acting, observing, and reflecting. In the planning stage, the teacher prepared the lesson plans and flashcard media. In the acting stage, the teacher used the new visual activities in the classroom. During the observation stage, the teacher recorded the children's behavior and learning outcomes. In the reflective stage, the teacher identified weaknesses and made changes for the next cycle. The research cycle is shown in Figure 1.

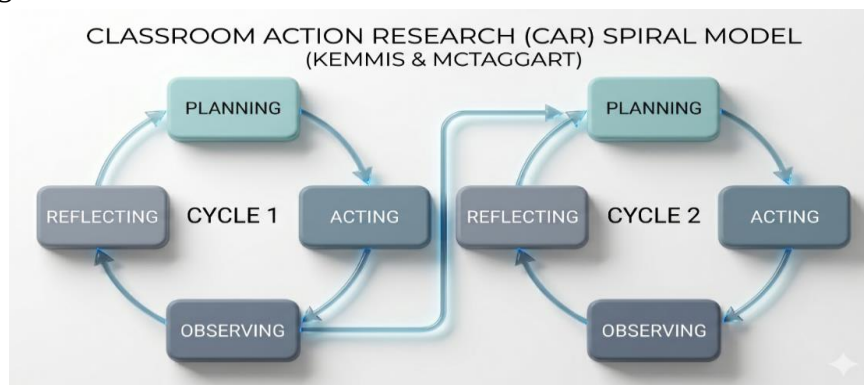


Figure 1. The Classroom Action Research Spiral Model by Kemmis and McTaggart

In a classroom action research focused more on qualitative data, the researcher's role in the classroom was very important. In this study, the researcher became the main teacher. The researcher made the learning program, prepared the flashcards, and taught the children in the classroom. To reduce personal bias and make the data more objective, this study used a collaborative approach. The researcher worked together with the class co-teacher as an observer. When the researcher was teaching, the observer sat at the back of the classroom. The observer observed the children's activities, checked their participation, and recorded key details in the field notes. After each lesson, the researcher and the observer discussed the classroom data together in the reflection stage. They discussed what worked well and what still needed improvement for the next meeting.

This classroom action research was done at Santa Maria Kindergarten in Surabaya, Indonesia. The study was done for four months, from February to May 2026. This time was in the second semester of the 2025/2026 school year. This school was chosen because the children had real problems in learning English vocabulary. They also often felt nervous when the teacher asked them to speak English. The research activities

were done for four months, from February to May 2026. These activities included preparation, teaching using the flashcard program in two cycles, and reflection after the lessons. This time was enough for the teacher and the observer to see the children's progress and check how their English skills developed.

The subjects of this research were the children from Kindergarten B class. There were 23 children in the class, with 11 boys and 12 girls. The children were 5 to 6 years old. This age is an important time for children to develop their language skills. All children used Indonesian as their first language at home. They also had the same beginner level in English, so they were considered as one similar group of English as a Foreign Language learners. Before this study, they had never joined a structured visual learning activity. Complete information about the children is shown in Table 1.

Table 1. Demographic Distribution of the Research Subjects

Gender	Number of Students	Age Range	Percentage
Boys	11	5-6 Years Old	47.8%
Girls	12	5-6 Years Old	52.2%
Total	23	5-6 Years Old	100%

To protect children's privacy, this study adhered to research ethics and maintained data confidentiality. Before the research started, the researcher explained the purpose and activities of the study to the school principal and the children's parents. The research was conducted after the school granted permission and the parents provided written consent. The children's real names were not used in the research. In all documents, field notes, and reports, the children's names were changed into codes, from Student 1 to Student 23, or S1-S23. This was done so the children's personal identities remained safe while the researcher could still track their vocabulary progress during the study.

To make the learning more effective and useful for young children, the flashcards in this study were created to meet specific standards. The flashcards were printed on thick Art Paper and laminated on both sides with glossy lamination. This material was chosen so the cards would not tear easily and could be used many times in classroom activities. Each flashcard was 15 cm by 21 cm, or A5 size. This size made the pictures big and clear, so children sitting at the back of the class could still see them. The corners of the cards were also made round to keep the children safe from scratches. The flashcards had colorful and clear AI-made pictures on a simple white background. Under each picture, the English word was written in a big, bold, and easy-to-read font. This helped the children connect the picture with the English word. A real example of the flashcard used in this study is shown in Figure 2.



Figure 2. A Sample of the Designed Visual Flashcard Template

The English vocabulary in this study was carefully selected to reflect children's daily lives and interests. The researcher chose familiar topics so the children could pay closer attention and join the lesson more easily. The learning materials were divided into two cycles. In Cycle 1, the lessons focused on things close to the children, such as classroom objects and body parts. In Cycle 2, the vocabulary was developed into more active and interesting topics, such as animals and toys. Each topic had ten vocabulary words. This made the learning process more organized and helped the children learn from easier words to more varied words. The full list of topics and vocabulary for each cycle is shown in Table 2.

Table 2. Distribution of Lexical Topics and Vocabulary Targets

Cycle	Teaching Topics	Vocabulary Targets (Examples)	Total Words
Cycle 1	1. Classroom Objects	Pencil, Book, Chair, Desk, Eraser, etc.	20 Words
	2. Body Parts	Eyes, Nose, Mouth, Ears, Hands, etc.	
Cycle 2	3. Animals	Cat, Dog, Bird, Fish, Elephant, etc.	20 Words
	4. Toys	Ball, Doll, Car, Train, Blocks, etc.	
Total	4 Topics	Lexical Scope for Kindergarten B	40 Words

To understand clearly how the flashcard program helped the children, this study collected both qualitative and quantitative data. The qualitative data were used to see the children's behavior, participation, and feelings during the learning activities. Quantitative data were used to measure improvements in the children's English vocabulary scores. To ensure the data were valid and reliable, the researcher used clear methods for data collection and prepared appropriate tools to record the results. The explanation about the data collection process and the instruments used in this research is given in the next sub-sections.

Data collection in this classroom action research was conducted regularly at every meeting during Cycle 1 and Cycle 2. The researcher collected data from multiple sources to obtain a clear picture of what happened in the classroom. Data collection began at the start of the lesson and continued through the evaluation at the end of each cycle. By using different ways to collect data, the researcher could compare the children's behavior during the activities with their vocabulary test results. This helped the researcher determine whether the changes in the teaching materials actually helped solve the children's vocabulary-learning problems.

The qualitative data were collected through classroom observation and field notes. In every teaching session, the class co-teacher sat at the back of the classroom as the observer. The observer watched the whole learning process. The observer focused on the children's participation, their feelings when using the flashcards, and the problems they had when saying the English words. Important behaviors, special events, and unexpected classroom situations were written directly in the field notes. This observation helped the researcher see the children's actual interaction during the lesson. These things could not be seen only from numbers or test scores.

The quantitative data were collected through oral vocabulary tests at the end of Cycle 1 and Cycle 2. These tests were used to assess the children's progress in remembering and understanding the English words taught. The test was done one by one to ensure more accurate results and to prevent the children from feeling too

nervous. During the test, the researcher showed the flashcards to each child. Then the child was asked to name the object or point to the correct picture after hearing the English word. The children's correct answers and performance levels were written as scores. After that, the scores were compared with their initial vocabulary scores to see how much they improved.

To collect good information, the researcher prepared two qualitative instruments. They were an observation sheet and a field notes template. The observation sheet used a simple checklist. It focused on the children's behavior and engagement level (C4) during the flashcard activities. This tool helped the observer see whether the children paid attention to the cards, responded actively to the teacher's instructions, and looked happy and confident when joining the learning games. The field notes template gave the observer space to write more detailed information about special classroom situations and each child's emotional response. For example, the observer could write when a child helped a friend remember a word, when some children began to lose focus, or when the children's anxiety became lower during the activities. This helped the researcher avoid missing important events and behaviors that occurred during the lesson.

The quantitative data in this study were checked using an oral vocabulary and engagement assessment sheet. This tool was designed to assess children's development across four main areas. They were Receptive Skills (C1), Expressive Skills (C2), Pronunciation Accuracy (C3), and Classroom Engagement (C4). The assessment sheet was used to follow the children's progress in all 40 English words taught in the program. To ensure scoring was fair and clear, the researcher used four score levels based on early childhood development. Each child's ability in every part was scored from 1 to 4. Score 1 indicated that the skill had not yet developed, while Score 4 indicated that the child had mastered the skill very well. The full design and scoring criteria for this oral assessment are shown in Table 3.

Table 3. Scoring Rubric Criteria for Oral Vocabulary and Engagement Assessment

Score	Development Category	Behavioral Indicators / Scoring Criteria
4	BSB (Berkembang Sangat Baik / Exemplary)	The child shows very good ability. The child can recognize pictures independently, say English words clearly and correctly, and join the class activity actively without teacher help.
3	BSH (Berkembang Sesuai Harapan / Target Met)	The child reaches the research's success target. The child can point to the correct picture and say the word clearly, with only a little help or without teacher help.
2	MB (Mulai Berkembang / Developing)	The child starts to show some ability. The child can recognize the correct picture, but still needs help from the teacher, such as repeated words, direct guidance, or letter clues, to say the word.
1	BB (Belum Berkembang / Emerging)	The child shows very little progress. The child cannot point to the correct picture or say the word. The child often stays quiet or looks very nervous, even after getting direct help from the teacher.

To make accurate and useful conclusions from this classroom action research, the data were carefully analyzed using both quantitative and qualitative methods. The analysis was conducted to determine the extent to which the flashcard program improved children's vocabulary and changed their classroom behavior. The researcher also followed several steps to ensure the data and findings were objective, accurate, and

trustworthy. The explanation about the data analysis techniques and the ways to check the trustworthiness of the data is given in the next sub-sections.

The quantitative data from the oral vocabulary and engagement assessment sheets were analyzed using simple descriptive statistics. The researcher calculated the average score for each child and the average score for the whole class across four assessment parts. These were Receptive Skills (C1), Expressive Skills (C2), Pronunciation Accuracy (C3), and Classroom Engagement (C4). To see whether the research reached the success target, the researcher also calculated the classical success rate using a percentage formula. The formula compared the number of children who reached the minimum mastery score (score 3 or higher, or BSH level) with the total number of students in the class. After that, the percentage results from the first condition (Cycle 1) and Cycle 2 were compared. This was done to see the children's vocabulary improvement in each cycle.

The qualitative data from the observation sheets and field notes were analyzed using descriptive qualitative analysis. This analysis had three main steps: data reduction, data display, and conclusion. First, the researcher reduced the data to only the information relevant to the flashcard activities. This included the children's behavior, feelings, and classroom events. Information that was not needed was removed from the field notes. Second, the selected data were arranged in descriptive tables. These tables helped show changes in the children's attention, participation, and confidence from one cycle to the next. Finally, the researcher compared the qualitative results with improvements in the children's scores. This helped the researcher reach a clear conclusion about whether the visual flashcard program was successful.

To ensure the research findings were accurate and reliable, the researcher used data triangulation. In this study, the researcher used method triangulation and source triangulation to re-examine the data. Triangulation was performed by comparing the children's scores from the oral vocabulary tests with information from the observation sheets and field notes. This helped the researcher see whether the test results matched the children's real behavior in class. Source triangulation was done by collecting data from two people in the classroom. They were the researcher as the teacher and the co-teacher as the observer. By comparing these data sources, the researcher could ensure that the improvement in the children's vocabulary was real and not based solely on one person's opinion.

Besides triangulation, the researcher also did collaborative member checking with the co-teacher. This was done to maintain the objectivity of the data analysis. At the end of every teaching cycle, the researcher and the observer had a reflection meeting. They discussed the observation results and field notes together. They assessed the children's behavior, special classroom events, and changes in their anxiety during learning. When the researcher and observer had different opinions about the children's progress, they discussed them openly until they reached an agreement. This process helped reduce the researcher's personal bias. It also strengthened the conclusion about the success of the visual flashcard program and was supported by both sides.

RESULTS AND DISCUSSIONS

This section shows the results of the classroom action research and explains the findings in detail. The results are arranged in order: the children's vocabulary ability before the program, progress and reflection in Cycle 1, and results in Cycle 2. This section includes quantitative data from the vocabulary test scores and qualitative data from classroom observations and field notes. These data give a complete picture of the changes in the children's learning process. This section also discusses how the visual flashcard program and the learning games helped solve the children's vocabulary problems. The program also helped reduce the children's anxiety, increased their classroom activity, and achieved the research's success target.

The findings of this study provide clear evidence that the visual flashcard program helped improve English vocabulary among young children. This section shows all data collected from the first condition, Cycle 1, and Cycle 2. The data include children's development scores across four indicators, C1-C4. It also includes descriptions from classroom observations and field notes. These findings show the children's vocabulary improvement and behavior changes step by step during the research. The detailed results of each stage are explained in the next sub-sections.

Pre-cycle Condition. Before using the visual flashcard program, the researcher conducted a pre-cycle assessment to assess the children's initial English vocabulary and their class participation. This first assessment was important for identifying the learning problems faced by the 23 students. The data from this first stage showed that the children's mastery of English vocabulary was still very low. Most students had not yet reached the minimum mastery target. To clearly show the first condition of the class, the complete scores for the 23 students across the four development indicators, C1 to C4, are shown in Table 4.

Based on the data in Table 4, the children's vocabulary scores remained low across all areas. The average score for Receptive Skills (C1) was 2.35. This showed that most children could only understand the words with simple explanations or still needed much help from the teacher. The scores for active language skills were lower. The average score for Expressive Skills (C2) was only 1.74, and the average score for Pronunciation Accuracy (C3) was 1.61. These results showed that most students were still at the undeveloped level (BB). They could not say English words on their own, and they often made pronunciation mistakes because their first language still influenced their English.

The quantitative scores were also consistent with the qualitative findings from classroom observations and field notes. The average score for Classroom Engagement (C4) was still low at 2.35. The classical success rate was only 13.04%, or 3 out of 23 children. The field notes at this stage showed that the children paid attention for only 3 to 5 minutes at the beginning of the lesson. Because the teacher still used the old method, such as explaining and asking children to repeat words without pictures, the students lost focus quickly. Some children started talking with their friends or playing with their own toys. For example, S2 and S14 were seen playing with crayons at their desks, while S5 was not paying attention and appeared to be daydreaming. This old

teaching method made the children feel nervous when learning English. They became passive, afraid to make mistakes, and not confident to join the English activities.

Table 4. Student Vocabulary and Engagement Scores in Pre-cycle Condition

Student Code	Gender	C1: Receptive	C2: Expressive	C3: Pronunciation	C4: Engagement	Total Score	Mastery Status
S1	F	2	1	2	2	7	Not Mastered
S2	M	2	1	1	2	6	Not Mastered
S3	F	3	2	2	2	9	Not Mastered
S4	F	2	2	1	3	8	Not Mastered
S5	M	2	2	1	3	8	Not Mastered
S6	F	3	3	2	3	11	Mastered (Target Met)
S7	M	3	2	2	2	9	Not Mastered
S8	F	2	1	1	2	6	Not Mastered
S9	M	2	1	2	2	7	Not Mastered
S10	F	3	2	2	2	9	Not Mastered
S11	F	2	2	2	3	9	Not Mastered
S12	M	3	3	2	3	11	Mastered (Target Met)
S13	F	3	3	3	3	12	Mastered (Target Met)
S14	M	2	1	1	1	5	Not Mastered
S15	F	2	1	1	2	6	Not Mastered
S16	M	2	2	2	2	8	Not Mastered
S17	F	2	2	2	2	8	Not Mastered
S18	M	3	2	1	3	9	Not Mastered
S19	F	3	2	2	3	10	Not Mastered
S20	M	2	1	1	2	6	Not Mastered
S21	F	2	1	1	2	6	Not Mastered
S22	M	2	2	2	2	8	Not Mastered
S23	M	3	2	2	3	10	Not Mastered
Average		2.35	1.74	1.61	2.35	8.04	Classical Success:
Percentage (%)		58.7%	43.5%	40.2%	58.7%	50.2%	13.04% (3 / 23)

Cycle 1 Results. In the first cycle, the researcher used the visual flashcard program with the themes "My Classroom" and "Parts of the Body." The teaching process was changed by using picture cards to capture the children's attention and help them feel less nervous during English lessons. After three meetings in this cycle, the quantitative data showed that the students' scores and class participation improved. More children could reach the minimum mastery target than in the pre-cycle stage. To show Cycle 1 results more clearly, the complete scores for the 23 students are shown in Table 5.

Based on the data in Table 5, the visual flashcard program was very helpful for improving the children's understanding and participation in class. The average score for Receptive Skills (C1) increased from 2.35 to 3.22. The Classroom Engagement (C4) score also increased from 2.35 to 3.13. These scores reached the Developed as Expected level, or BSH. From the observation, the colorful, clear pictures on the flashcards helped the children pay attention for about 10 to 15 minutes. The children looked happy and responded quickly to the teacher's instructions. For example, when the teacher showed a card and gave instructions such as "touch your nose" or "point to the whiteboard," most children could perform the actions correctly and quickly.

Table 5. Student Vocabulary and Engagement Scores in Cycle 1 Results

Student Code	Gender	C1: Receptive	C2: Expressive	C3: Pronunciation	C4: Engagement	Total Score	Mastery Status
S1	F	3	2	2	3	10	Not Mastered
S2	M	3	2	2	2	9	Not Mastered
S3	F	3	3	2	3	11	Mastered (Target Met)
S4	F	3	2	2	3	10	Not Mastered
S5	M	3	3	2	3	11	Mastered (Target Met)
S6	F	4	3	3	4	14	Mastered (Exemplary)
S7	M	3	3	2	3	11	Mastered (Target Met)
S8	F	3	2	2	3	10	Not Mastered
S9	M	3	2	2	3	10	Not Mastered
S10	F	3	3	2	3	11	Mastered (Target Met)
S11	F	3	3	2	4	12	Mastered (Target Met)
S12	M	4	3	3	4	14	Mastered (Exemplary)
S13	F	4	4	3	4	15	Mastered (Exemplary)
S14	M	2	2	2	2	8	Not Mastered
S15	F	3	2	2	2	9	Not Mastered
S16	M	3	3	2	3	11	Mastered (Target Met)
S17	F	3	2	2	3	10	Not Mastered
S18	M	3	2	2	3	10	Not Mastered
S19	F	4	3	3	4	14	Mastered (Exemplary)
S20	M	3	2	2	3	10	Not Mastered
S21	F	3	2	2	2	9	Not Mastered
S22	M	3	3	2	3	11	Mastered (Target Met)
S23	M	4	3	3	3	13	Mastered (Target Met)
Average		3.22	2.48	2.22	3.13	11.04	Classical Success:
Percentage (%)		80.4%	61.9%	55.4%	78.3%	69.0%	52.17% (12 / 23)

However, the classical success rate in Cycle 1 was only 52.17% (12 out of 23 children). This means the result had not yet reached the research success target of 75%. The main problem was still found in the children's active language skills. The average score for Expressive Skills (C2) was only 2.48, and the score for Pronunciation Accuracy (C3) was 2.22. This showed that most students were still in the Starting to Develop level, or MB. The field notes showed that the children could understand the flashcards, but they were still not confident to say the English words by themselves. They also still made some pronunciation mistakes. For example, some children said "mouth" as "maut" and "cupboard" as "kupbot." From the reflection at the end of Cycle 1, the teacher still controlled the class too much by asking one-way questions. Because of this, the researcher and the co-teacher agreed to change the strategy in Cycle 2. They planned to use collaborative group games to help reduce the children's fear of speaking English.

Cycle 2 Results. In the second cycle, the researcher used the visual flashcard program with new themes: "Animals" and "Fruits." Based on the reflection from Cycle 1,

the teaching method was changed by adding group games. This change was made to make the class less teacher-centered and give the children more chances to learn with their friends. It was also used to help the children feel less nervous when speaking English. After three meetings in this last cycle, the quantitative data showed significant improvement across all assessment areas. Most of the students reached the minimum mastery target. To clearly show the final results, the complete scores for the 23 students in Cycle 2 are shown in Table 6.

Based on the data in Table 6, the use of group games led to a significant improvement in the children's active language skills. The average score for Expressive Skills (C2) increased from 2.48 in Cycle 1 to 3.17 in Cycle 2. The average score for Pronunciation Accuracy (C3) also increased from 2.22 to 3.04. These two parts finally reached the Developed as Expected level, or BSH. From the observation, the fun competition in group games helped the children forget their fear. They were no longer too afraid to speak. The students became excited to say the words loudly and correctly because they wanted to help their group win. The children could say difficult words with fewer mistakes. They also remembered the meaning of the words better when they learned and played together with their friends.

Furthermore, Classroom Engagement (C4) had the highest average score of 3.52. This showed that the children's active participation reached the Very Well Developed level, or BSB. The final classical success rate also increased a lot to 86.96%. It means 20 out of 23 children reached the minimum mastery target. The field notes showed that the group games helped the children stay active and focused during the full 30-minute lesson. Only three students, S14, S15, and S21, still needed regular help from the teacher. This was still normal because young children can develop at different speeds. Because the final result exceeded the research success target of 75%, the researcher and the co-teacher agreed that the action was successful. Because of this, they decided to stop the cycle.

The quantitative results of this study showed that children's mastery of English vocabulary improved clearly and incrementally in each cycle. In the pre-cycle stage, the children's vocabulary ability was still very low. The classical success rate was only 13.04%, or 3 out of 23 children. After the teacher used visual flashcards in Cycle 1, the classical success rate increased to 52.17% (12 children). After the teacher added group games in Cycle 2, the result improved significantly to 86.96% (20 children). This result exceeded the research success target of 75%. This steady improvement showed that the program not only gave a short-term change. It showed a stable, organized improvement in the children's learning outcomes.

The large increase in Receptive Skills (C1), from 2.35 to 3.48 at the end of the research, showed that young children learn a new language better when they use pictures rather than only spoken explanations. In the pre-cycle stage, the old teaching method was too abstract, so the children became tired and lost focus quickly. After the teacher used colorful, clear flashcards, the children could see the actual picture of each word. This helped them connect the English word with the object in their mind more easily. This finding is related to Piaget's theory of cognitive development [26]. The

theory explains that children in the pre-operational stage learn better from concrete, real-world pictures when they try to understand new ideas. This result also supports previous studies in early childhood education. Those studies found that visual media, such as picture cards, can help children recognize vocabulary and retain words longer because the learning becomes more meaningful and less confusing.

The visual flashcards helped the children recognize words, but their speaking skills improved best after group games were added in Cycle 2. The average scores for Expressive Skills (C2) and Pronunciation Accuracy (C3) were 3.17 and 3.04, respectively. This happened because the group games changed the classroom situation. Krashen's Affective Filter Hypothesis [27] can explain this finding. This theory holds that children learn language more effectively when they feel less nervous and more motivated. In the early stages, many children were afraid of making mistakes when speaking English. This made them feel shy and created a high mental barrier. The group games helped lower this fear because the activities were fun and done together with friends. The children could forget their nervousness and became more confident in speaking. This result is also similar to previous studies about game-based language learning. Those studies showed that group games can help young children speak more naturally, confidently, and actively, without feeling excessive pressure from the teacher.

CONCLUSION

This final chapter explains the conclusions and teaching suggestions from this classroom action research. The main purpose of this study was to see how visual flashcards and group games could help young children improve their English vocabulary and join the class more actively. Based on the quantitative data and qualitative observations from the pre-cycle, Cycle 1, and Cycle 2, it can be concluded that the visual flashcard program combined with group games improved the children's English vocabulary and class participation. The quantitative data showed a clear and steady improvement. The classical success rate increased from only 13.04% in the pre-cycle stage to 52.17% in Cycle 1. Then, it reached 86.96% at the end of Cycle 2. This result was higher than the research success target, which was 75%. From the qualitative data, the colorful pictures and fun group activities helped the children feel less nervous and more confident when speaking English. The children changed from passive and unfocused learners into active and confident students who could stay involved during the lessons. Based on these findings, there are some useful suggestions for teaching practice. First, early childhood teachers are suggested to change from abstract and mostly spoken teaching methods to more real and interactive activities. Teachers can use colorful flashcards and group games regularly in their daily lesson plans.

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