



## IMPLEMENTATION OF FLASH CARDS IN INTRODUCING ENGLISH VOCABULARY TO CHILDREN AGED 5-6 YEARS AT R.A AL QURTUBI

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### ABSTRACT

This study aims to examine the implementation of flashcard media in introducing English vocabulary to learners at R.A. Al Qurtubi. Employing a qualitative descriptive research design, the study involved Class A students of R.A. Al Qurtubi as the research subjects, with the utilization of flashcards serving as the object of investigation. Data were collected through classroom observations and semi-structured interviews to capture both instructional practices and learner responses. The data were analyzed through systematic stages, including data collection, data reduction, and conclusion drawing. The findings indicate that the use of flashcards effectively supports children's English vocabulary acquisition, particularly in vocabulary recognition, and contributes to the development of vocabulary mastery in accordance with expected learning outcomes. These results suggest that flashcards can serve as an effective instructional medium for teachers in introducing English vocabulary as part of early second language acquisition.

**Keywords:** *Flashcards, English vocabulary, early childhood*

### 1. INTRODUCTION

In the context of global advancement, proficiency in foreign languages particularly English has become increasingly essential. Early childhood, defined as the developmental stage between the ages of 0 and 6, is widely recognized as a critical period or *golden age*, characterized by rapid growth across multiple domains, including language development (Sujarwo et al., 2023; De Wilde et al., 2020) Król-Gierat, 2020). During this phase, children demonstrate a remarkable capacity to acquire linguistic input, encompassing both their first language and additional foreign languages. As noted by Suhendan (as cited in Pertiwi et al., 2021), children under the age of eleven possess a heightened ability to learn foreign languages more efficiently and achieve greater fluency compared to older learners.

Given this developmental advantage, the potential for acquiring English as a second

language should be nurtured from an early age. English functions as a global lingua franca, playing a pivotal role in international communication, education, and future career opportunities (Malini et al., 2022; Darmaliana et al., 2020; Al Awlaqi & Ghazali, 2023). Consequently, learning English in early childhood is not solely aimed at developing linguistic competence but also contributes to the enhancement of cognitive, social, and cultural abilities (Nur Afifah, 2021; Ningsih & Farida, 2023; Taylor & Leun, 2020).

At an early developmental stage, children exhibit strong imitative abilities, particularly in reproducing the sounds and structures of foreign languages. This capacity supports the development of a flexible phonological system and increases sensitivity to phonemic distinctions across languages (Foulkes, 2020; Hetilaniar et al., 2023; Kim, 2024). Therefore, introducing English as a second language

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during early childhood is both appropriate and advantageous. At this stage, English instruction primarily emphasizes listening skills, with the objective of familiarizing children with basic sounds, simple instructions, and fundamental phonological awareness (Hamka et al., 2021).

Supporting this view, Chomsky's theory of language acquisition suggests that children aged five to six undergo rapid linguistic development due to their innate language-learning capacity (Hariadi & Talakua, 2023). This natural ability enables children to absorb linguistic input effortlessly, making vocabulary introduction a foundational component of early language learning. Vocabulary acquisition serves as the basis for further language development and communicative competence.

However, introducing English vocabulary to young learners cannot rely on formal instructional methods typically designed for adult learners. Early childhood education requires learning experiences that are concrete, visually stimulating, enjoyable, and aligned with children's developmental characteristics. Consequently, teachers are expected to employ engaging and effective instructional media to facilitate comprehension and retention of new vocabulary.

In practice, however, many early childhood educators continue to rely on static and less interactive media when introducing English vocabulary. The limited variety of instructional media often leads to decreased learner engagement, resulting in boredom and difficulties in remembering and pronouncing English words accurately. A similar condition was identified at R.A. Al Qurtubi, where preliminary data from 24 students indicated varying levels of ability in recognizing and pronouncing English vocabulary.

**Table 1. Observation Results of Vocabulary Recognition and English Pronunciation Skills.**

No	Capability	Percentage
1	Not developed	29, 1%
2	Beginning to develop	70,8%
3	Developing as expected	-
4	Developing very well	-

Based on the observation results, it shows that the students' ability to recognize and pronounce English vocabulary is still low. Therefore, a method is needed to address this problem.

One of the media that can be used to introduce vocabulary is flashcards. Flashcards are small cards containing pictures, text, or symbols (Badu & Uloli, 2023; Jaya et al., 2025; Lesiana et al., 2023). Previous studies, such as the research by Juwitami and Kristiantari (2024), showed that the e-flashcard media developed in their study can be used and is effective in introducing vocabulary to early childhood on the theme of body parts. In addition, research from (Jurnal et al., 2023) The research results show that digital flashcard media are effective in improving the English vocabulary of children aged 5-6 years in kindergarten.

Based on the existing research, there has not been any study focusing on the process of using flashcards for early childhood children aged 5-6 years in Raudhatul Athfal groups, where the learning approach tends to be based on Islam. Therefore, this study aims to provide an overview of the implementation of flashcards in introducing English vocabulary as a second language acquisition for early childhood children aged 5-6 years in Raudhatul Athfal Al Qurtubi.

## 2. LITERATURE REVIEW

Early childhood is a crucial age phase for acquiring a second language because a child's brain is still very plastic and sensitive to

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linguistic stimuli (*Krashen\_sla.Pdf*, n.d.). Introducing vocabulary to children aged 5-6 years can be understood through a direct learning process. This direct experience can involve the senses (sight, hearing, and kinesthetic). Through pictures, children can more easily associate words with their meanings. In addition, through play activities, it can involve context and interaction and help with repeated memory and word retention. According Andari and Wiguna (2022), thus, media is very necessary in stimulating language acquisition.

In addition, affective factors also help second language acquisition, emphasizing that learning comfort, motivation, and a sense of security can influence second language acquisition. Therefore, it is necessary to have learning packaged in the form of games or activities that are enjoyable for children.

Based on Krashen's opinion, second language acquisition for young children is carried out through vocabulary introduction, with the child being able to recognize the vocabulary, reproduce the vocabulary, understand the meaning of the words, and be able to recall the words. In addition, vocabulary acquisition can be seen from the child's response when receiving/acquiring new words, and from affective support (Krashen, 2019).

Children aged 5-6 are in a rapid development phase. This means their cognitive and linguistic abilities have developed quite well compared to children under 5 years old. At the age of 5-6, children can understand the relationship between pictures and words, are able to listen to and pronounce new words, and begin to use new vocabulary in everyday communication (Susantini & Kristiantari, 2021).

Based on this explanation, it is necessary to have a media that can support affective factors in children's language

acquisition, one of which is flashcards. Flashcards are a learning media in the form of pictures and words to help train children in recognizing and repeating words systematically. This media is often used to introduce vocabulary because it combines visual and verbal stimuli, thereby aiding the memory process and reinforcement in children (Warda & Kumalasari, 2022).

**3. METHODS**

This study uses a qualitative research approach with a descriptive qualitative type. Descriptive qualitative research is research aimed at systematically describing a phenomenon or providing factual and accurate conditions regarding a certain event. (Creswell & Creswell, 2017; Sugiyono, 2021; Tisdell et al., 2025). Therefore, this study aims to explain the implementation of flashcards in the second language acquisition process by introducing English vocabulary to young children at R.A. Al Qurtubi.

The research subjects are teachers and students of class A aged 5-6 years at R.A. Al Qurtubi, while the object of this study is the implementation of flashcards in introducing English vocabulary to class A at R.A. Al Qurtubi.

The data collection process was carried out through interviews, documentation, and observation. The data analysis technique was conducted through stages of data collection, data reduction, and drawing conclusions based on the results of data analysis and reduction (Herdayati & Syahrial, 2019; Daruhadi & Sopiati, 2024; Mauliddiyah, 2021).

**4. RESULTS AND DISCUSSION**

The process of implementing flashcards is carried out by creating a learning plan with the themes of vegetables, fruits, and vehicles. The learning plan is made as a reference to achieve the expected learning objectives.

The ability to recognize English vocabulary is a part of second language

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acquisition for children. Therefore, in the language development stage for children aged 5-6 years, vocabulary introduction focuses more on the child's ability to remember vocabulary and pronounce the words. The association of word meanings is connected through the use of flashcards in the learning process.

The flashcards used are picture cards of a size suitable for young children. Each card displays an image of a concrete object along with simple English vocabulary that is close to the child's daily life, making it easy for children to remember and understand.

The learning process is carried out gradually and enjoyably. The teacher begins the lesson by showing flashcards to the children while clearly pronouncing the vocabulary. Then the children are asked to observe the pictures and repeat the vocabulary together and individually. After conducting three sessions with the themes of vegetables, fruits, and vehicles, the research results show the ability to recognize and pronounce vocabulary as follows.



**Figure 1. Implementation Flashcard**

The first learning session using flashcards on the theme of fruits. The teacher shows the flashcards to the children while asking about the pictures on the flashcards. Then the teacher pronounces the word on the flashcard. After that, the children are invited to hold the flashcards and observe the picture

on the flashcard they have chosen. Then the teacher and the students together repeatedly say the vocabulary on the flashcards.

In the second meeting, the chosen theme was vegetables. The implementation of the lesson was not much different from the meeting on the fruit theme. However, in the second meeting, the lesson was also combined with a song about vegetables to better help children understand the meaning of the vocabulary in the flashcards.

In the third meeting, the teacher used the theme of vehicles. The learning was similar to the second meeting, using flashcards and combining them with singing. The themes of fruits, vegetables, and vehicles were chosen because these themes are close to children's daily lives. That English learning in early childhood should be theme-based and close to the child. This allows children to connect new words with real experiences, understand meanings contextually rather than just by memorization, and also enables children to have learning experiences that are relevant to everyday life.

Based on the observations conducted during the learning process using flashcards, it showed a positive response from the students. Most of the children appeared enthusiastic and interested when the teacher displayed flashcards containing colors, pictures, and English words. The students seemed more motivated and focused on learning compared to when not using visual media.

The students appeared active and followed the teacher's instructions. They carefully observed the pictures and tried to imitate the sounds of the words written on the flashcards. Some children even spontaneously wanted to answer the questions posed by the teacher while showing the flashcards. The children were also willing to repeat the words by mimicking the pronunciation demonstrated by the teacher. Although their pronunciation was not perfect, they have already shown courage and interest in saying English words.



**Figure 2. Using flashcard**

From the beginning of the meetings until the last learning session using flashcards, there were still children who showed passive responses. This is due to differences in children's self-confidence and abilities, so the observation results still showed that 20.8% of the children had not yet developed. The observation data can be seen as follows.

**Table 2. Observation Results of the Ability to Recognize Vocabulary and Pronounce English.**

No	Capability	Precentage
1	Not developed	20, 8%
2	Beginning to develop	62,5%
3	Developing as expected	16%
4	Developing very well	-

Overall, based on the data, it can be concluded that flashcard media contributes to introducing English vocabulary to children. However, no child has yet reached the criteria for very good development. This indicates that although flashcards contribute to introducing English vocabulary to young children, it is still in the introductory process, so more intensive practice and repetition are needed to achieve optimal development.

## Discussion

The findings of this study indicate that the implementation of flashcard media plays a positive role in introducing English vocabulary to early childhood learners aged 5–6 years. The learning process, which was systematically designed using familiar themes such as fruits, vegetables, and vehicles, enabled children to associate new English vocabulary with concrete objects from their daily experiences. This thematic and contextual approach is in line with early childhood language learning principles, which emphasize meaningful and experience-based learning rather than rote memorization (Nur Afifah, 2021; Setyaningrum et al., 2022; Afni & Hartono, 2020). By connecting visual representations with spoken words, flashcards supported children's ability to recognize and recall vocabulary more effectively.

From a second language acquisition perspective, vocabulary recognition and pronunciation are fundamental components of early language development. At the age of 5–6 years, children are in a critical period of language acquisition, during which they demonstrate a strong capacity to absorb new sounds and imitate pronunciation patterns (Ladson-Billings, 2022). The use of flashcards provided repeated auditory and visual input, which facilitated children's phonological awareness and initial pronunciation skills. This finding supports Chomsky's theory of innate language acquisition, which posits that children possess a natural ability to internalize language structures when provided with sufficient and meaningful input (Hariadi & Talakua, 2023).

Observational data revealed that most children responded enthusiastically to the use of flashcards. The colorful images and simple vocabulary presented on the cards captured students' attention and increased their motivation to participate in learning activities. This result is consistent with previous studies indicating that visual learning media enhance young learners' engagement and focus,

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thereby improving their ability to process and retain new vocabulary (Anggraini et al., 2022). Additionally, the integration of songs in the second and third learning sessions further supported comprehension by creating a joyful and low-anxiety learning atmosphere. According to Krashen's Affective Filter Hypothesis, enjoyable and stress-free learning conditions facilitate more effective language acquisition by lowering learners' emotional barriers (Krashen, 2019).

Despite the overall positive outcomes, the findings also indicate that not all children reached the same level of development. Based on observation results, 20.8% of the students were categorized as "not yet developed," while the majority were in the "beginning to develop" category (62.5%), and only 16% achieved the "developing as expected" level. No students reached the "developing very well" category. These differences can be attributed to individual variations in confidence, language exposure, and cognitive readiness, which are common characteristics in early childhood learning contexts (de Diego-Lázaro, 2022). Such variability highlights the importance of providing continuous practice, repetition, and differentiated instructional support to accommodate diverse learning needs.

Overall, the results suggest that flashcard media are effective as an introductory tool for English vocabulary learning in early childhood education. However, the absence of students in the "very well developed" category indicates that vocabulary mastery at this stage is still emerging and requires more intensive and sustained exposure. This finding aligns with previous research by Raudhatul Jannah (2024), which emphasizes that consistent repetition and the use of varied interactive media are essential for achieving optimal language development outcomes in young learners. Therefore, while flashcards contribute positively to early English vocabulary introduction, they should be complemented with ongoing practice, multimodal activities, and continuous reinforcement to support children's

vocabulary development more comprehensively.

**5. CONCLUSION**

Based on the results of research on the Implementation of Flashcards in Introducing Vocabulary to children aged 5-6 years at R.A AL Qurtubi, it can be concluded that flashcards can be used effectively and utilized in introducing English vocabulary. In addition, flashcards are also an easy-to-use learning media and can encourage students' interest and enthusiasm in learning and acquiring a second language.

The research results also show that the category of students in recognizing and pronouncing vocabulary with the themes of vegetables, fruits, and vehicles is at the Beginning Developing and Developing as Expected levels. This indicates that flashcards can help children remember and pronounce English vocabulary. Thus, the consistent use of flashcards in learning can help improve English language acquisition skills in children aged 5-6 years.

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