

A Study on Teaching Vocabulary by Using Flashcards at The Fourth Grade of SDN Panglegur II Pamekasan

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Abstract

This paper explores the Way how to teach vocabularies to young learners by using flashcards. This aim at assisting students' capabilities in studying English vocabularies to introduce new vocabularies since they are still child. Teachers are expected to be the first guidance for directing student being more valiant, more desirable and more active in conveying ideas and communicate with others. This research is focused on three problems. They are 1) How the teacher implement flashcards in teaching vocabularies 2) What are the problems that faced by the teacher on teaching vocabularies by using flashcards at the fourth grade of SDN Panglegur II Pamekasan and 3) How to solve the teachers problem on teaching vocabularies. The approach of this research was qualitative data which is gotten by interview, observation and documentation. The result of the research showed that the English teacher found some problems in teaching vocabularies such as difficult took attendance for the students, difficult to make the students active in the class and explained and the students problems was the students confused in differ picture and the solution was the teacher should master the condition and the situation from the class, made creative in every activities, using media and explained the material clearly.

Keywords: *Study, Teaching, Vocabulary, Flashcards*

Introduction

Language is a system of communication to express ideas and feeling in speech and writing used by people of particular country. Every country has different culture and automatically have differences in using language to deliver information each other.

Vocabulary is listing of the words in some enterprise, or a language user's knowledge of words (Wordsnet.princeton.edu/perl/webwn). The students can practice vocabularies (translate). So that, the teacher when teach the students about English, of course they didn't understand, they are confused and it makes bored and also may be the regard the English is strange lesson because they didn't hear that before. They are unusual use mixing language such as Indonesian and Maduranese for communication with their family and their community. In this case, teacher has the important role in teaching to help develop or achieve their skill especially English.

Edward stated that the successful teacher must be capable of adapting whatever instructional procedure is available to the particular learning situation and to the particular and highly individual needs, goals, interest, aptitude and development stage of the student.

There are so many studies about teaching vocabularies by using flashcards. One of inspired the researcher was the study from Elsa Yusrika (2013). She analyzed that

students' vocabulary mastery improved after they were taught by using flashcards and wordlist. The students in experimental group admitted that they could memorize the words easily, be more motivated to learn English and understand vocabulary easily. On the other hands, students in control group perceived that word list was a tedious strategy. Hence, it was concluded that flashcards is recommended to teach vocabulary to young learners. Another research was from Yosephus (2012) entitled Improving students' vocabulary mastery using flashcards. he showed that classroom action research was used to implement flashcards as the media. Based on his pre research, the students had problems in mastering vocabulary. It could be seen from two indicators: first, their vocabulary score was low. Second, the students did not have motivation during teaching learning process. The last research was from Y Aslan (2011). He told that as a method for learning English, flashcards are not only enjoyable but also effective. That is why, they have been used by language teachers for a while. The reason why English flashcards are used so successfully is that they are very simple and enjoyable way to memorize vocabulary and basic grammar and are equally effective in helping both children and adults alike. Children generally find it easier to associate images with words and this is why many of the flashcards we will encounter will feature word related pictures.

Definition of Teaching

According to Kasbollah (1992) teaching is guiding and facilitating, enabling the learners to learn and setting the condition for learning. Callahan and Glark (1991) stated that teaching is a matter of helping student, to know, to understand and to comprehend ideas, attitude values, skill and information which will be used in changing add in redefining their taught forward their daily surrounding situation. The conclusion is, teaching is guiding, facilitating and helping the students to know, to understand and to comprehend some ideas by using material and media.

Definition of Vocabulary

Vocabulary is one of aspect in teaching and learning English. It is a component of how well learners can speak, listen, read and write. Hornby (1987) in Oxford advance learner's dictionary of current English gives definition of vocabulary is total numbers of words in a language with their meaning.

Teaching Vocabulary

Teaching English has become popular recently, even English subject has been introduced from kindergarten. Mastering English become a need for students to know all of skills like reading, writing, listening and speaking. Teaching vocabulary is the first steps to introduce English for young learners because English is new subject for them. Teacher have to give some vocabularies to make students attractive in learning English. The teacher should mix and match between material and media which is used in teaching vocabulary.

Richard and Renandya (2002) stated that vocabulary is core of component of language proficiency and provides much of the basis of English like reading, listening, writing and speaking to make students better in English subject.

The 2004 curriculum of primary education has made the English instruction as legitimate activity in the elementary school. The instructional program

(No.1702/104/4/94/4k) stated that the students are expected to master and memorize vocabularies as a basic in the target of English in the end of elementary schooling.

Definition of Media

Media is any object or arrangement of subject, at rest or in motion that can be used represent meaning (Deflour/dennis:1985). Media is one of the solutions to solve problems in internal and external factors when students and teacher held teaching learning process. Media has important role in teaching learning process because media help the teacher to deliver material especially vocabulary.

The usage of media in teaching learning process will make students interested in learning so that, the students are not afraid to face the material will be given by the teacher because they have considered that learning is enjoyable and fun.

Instructional media has many advantages, and many function in an educational world, especially in teaching learning process. It can increase their spirit to study and the same avoid the feeling of boredom. Latuheru 1998: 23-24) mentions that:

1. Instructional media can attract the students' attention
2. Help the teacher give learning experience to the students
3. Help the students improve their mind regularly about something they experience
4. Solve the problem of showing of presenting something that is difficult to see
5. Encourage the direct contact between student and teachers, community and the environment surrounding them

According the Wright (1989) in making decision to use the media, a teacher needs to ask three out of five basic questions: (1) is it easy for us to prepare? (2) is it easy to organize in the classroom? (3) is it interesting to the students

There are various kinds of visuals (visual media) which can be developed and effectively used by the EFL and EYL teachers in their classroom. Teachers of young learners have some visuals in their teaching activities to facilitate their teaching. In general, some of media are (1) still pictures, (2) realia, (3) flashcards/ cuccards, and (4) puppets

In this case, Finocchiaro and Bonomo (1973) suggested that every classroom have a file of three kinds of pictures. They are (1) pictures of individual persons and of individual persons, (2) pictures of situation which persons are "doing something" with object and in which, the relationship of objects and /or people can be seen, (3) a series of pictures on one chart.

Flashcards

A flashcard or flash card is a set of cards bearing information , as words or numbers, on-either or both sides, used I classroom drills or in private study. Flashcards are widely used as a learning drill to aid memorization by way of spaced repetition (<http://www.google.com>). Flashcards give the students visual feedback and how well the students' learning progresses the positive feedback the teacher need to make learning effective.

Here are a few specific kinds of flashcards:

1. Math flashcards
Math flashcards can be essential for a math teacher. These cards can be used for addition, subtraction, division, multiplication etc. sometime it is easier to learn from math flashcards than any other type of lesson plan. It is great exercise to take out that math flashcards and use them as a method of review for the class.
2. Reading flashcards
Reading flashcards can be a great tool for the English teacher, or for children learning to read at home. It I easy to learn from reading flashcards. They are designed to make reading easier – learning phonics, sounding out words, practicing identifying letters, grammar etc.
3. Foreign language flashcards
Foreign language flashcards come in a variety that provides uses for all levels of learning foreign languages. There are simple vocabulary flashcards that can be used in the classroom or at home and will help kids learn their vocabulary much faster.
4. Making and Using flashcards
 - a. Making flashcards
Flashcards can be made by the teacher him/herself and can be used to introduce, practice overview some vocabulary items and structures.
For young learners, flashcards are often made by using pictures and individual words. If the letter, they should be written in clear, large letters. Pictures also can be drawn or copied. When using flashcards, ask yourself (the following questions)
 1. Are they large enough for the whole class to see?
 2. Does the picture convey the meaning clearly for example for naming an animal, an object, a size-big or small, describing actions using the present continuous and so on.
 - b. Using flashcards
 1. Introducing and practicing vocabulary related to transport
Teacher : what's this?
Pupils : it's a bicycle
 2. Introducing and practicing Yes/ No questions or WH questions
Teacher : do you come to school by bicycle?
Pupils : Yes, I do/ No, I don't
 3. Introducing and practicing can for expressing ability
Teacher : can you ride a bicycle?
Pupils : Yes, I can / No, I can not
 4. Introducing and practicing talking about possessions
Teacher : Have you got a bicycle?
Pupils : Yes, I have ? NO, I haven't

The advantage from the media

There are some advantages from flashcards such as:

1. To make learning effective
2. The student easy to memorize vocabulary
3. The teacher easy to teach by using simple media and simple vocabularies
4. The students easy to identified the picture
5. The students interest to learn
6. Help the teacher assess what the next step will be in teaching their students

Instructional Materials

Instructional material has a very important role in any educational program. (Kasbollah, 1993:5) states the material selection is based on the instructional objectives, the need of the learners, and on the local situation. Material used for teaching children should be drawn from their world and be compatible with their maturational level.

Instructional materials are some lessons that you can be deliver to young learners' activities in the classroom. Materials have to suitable with the skill of children. In the class activity, teacher may use mother tongue to give commons to do something that related to the lessons if children can't understand that teacher said. Beside that the teacher try to give motivation to children in every meeting in order children can develop their skills.

There are some materials that can use in teaching English for young learners:

The First is Words are not enough

Don't rely on the spoken word only. Most activities for the young learners should include movements and involve the senses. You will need to have plenty of objects and pictures to work which and demonstrate what you want to do.

The second is Play with language

The way in delivering language to the children, teacher make the children enjoy with give sing song and tell stories. This material can make student happy and don't make bored. Experiment words and sounds like let's go-blue eyes-blue pies

The third is Use clues

The way of teaching used clues, that spoken word must be accompanied by other clues meaning-facial expression. Movement gestures and body language.

The fourth is Corporation and Competition

Teacher invite student to cooperate with other in the learning. The goals are make children compact in the organization

The Fifth is Grouping

They have to work in group all the time and sit with others encourage cooperation

The Sixth is Grammar

It is one of the most important lessons to introduce of your children English with grammar rules. Very view of your children will be able to cope with grammar even at the age often-eleven.

The Seventh is Routines

Children benefit from knowing the rules and being familiar with the situation, have system, have routines and organize your lessons. Use familiar situation, familiar activities, stories, rhyme, etc.

The Eighth is Assessment

Make regular notes about each child's progress. You may want to tell parents how their children are doing, and you should be talking to the children regularly about their work and encouraging the positive side of things and playing down what the pupil has not been able to master. Nothing succeeds like success

The Ninth is Code switching/mixing language

The teacher should be used language to give command to the students because the students didn't understand full about speak English

Teaching English for Young Learners

There are two statements about young learners; according to (Kasihani K.E t Suyanto) young learners are not adult but children and elementary aging 6-11 years old. The teaching of English in the elementary school has become popular in recent year. In fact, in Western countries the teaching of foreign languages in the elementary school started in the fifties, showed its greatest popularity in the sixties and declined further quickly in the seventies (Hammerly,1982). Brumfit (1991) said that is unclear whether children learn languages better at a young age but many people believe that they do and they give some different explanations to support their opinion (Kasbollah, 2001:167)

According to Brumfit (1991:VI) said that: it may simply be, of course, that young children have more opportunities than adults. They are learning all the time without having the worries and responsibilities of adults, their parents, friends, friends and teachers all hope in the learning, furthermore, they have a strong personal need to learn if they are surrounded by people speaking the second language, and there are strong social, pressures to do what their elder expect. It means that the foreign languages are essentially skill which can be acquired as and when they are needed. So, that role of language in the education of young children has always provoked a variety of views, particularly on the crucial question of the mother tongue.

The characteristic of young learners

According to Scott and Ytriberg in Ghafur (2006 : 536) states the characteristics of young learners as follows:

1. Psychologically the learners of the elementary school are in the development phase of playing games, singing, dancing, doing gestures and mimics and doing things like in a reality

2. They understand situation more quickly than language used. Their own understanding comes through hands, eyes, and ears. The physical world dominant at all times
3. Young children love to play and learn best when they are enjoying themselves. But, they also take themselves seriously and like to think that what are doing is real work
4. Children show great skill in producing meaningful language from very limits resources.
5. Young children are often happy playing and working in the company of others
6. They have a very short attention and concentration span

Teachers Role

Teacher is one of the most important factors in the success or failure of a foreign language program, such as English. (Kasbollah 1993: 7) said besides having a good command of English and English teacher needs to process other knowledge related with the teacher's profession. Ideal English teacher should have certain personal qualities, attitudes, background, and training for their job.

(Ashworth, 1985) identified four points that the teacher has to pays attention. They can be summarized as follows:

1. Knowledge

Teacher must have in depth knowledge of subject field and must keep up to date, that's teaching and continuous learning is inseparable

2. Skills

Good teaching result from competent classroom organization and management, from clear and stimulation lesson presentation, from the affective use of a variety of technique

3. Personal Qualities

Some personal qualities, which result in an effective teacher, are enthusiasm, kindness, humor, patience, sincerity, and intellectual curiosity

- a. Attitude

The teacher should have good attitude as figure to the learners, because learners are always imitate what the teacher's doing and wear.

- b. Patient

Young learners are not adults. There is much different character that students' have like doing by his/her self, naughty, lazy to learn and other. So the teacher should be patient into faced these problem that happened in the class

- c. Creative

As we know that young learners easy bored, in this point the teacher should be creative to make student interest to learn like make creativity in game, give song and other activities

- d. Motivation

Motivation is so important to give support for young learners in order they want to learn English well

e. Variety

The teacher can use the attractive colors to make young learners interesting to the subject

f. Smart

Its mean that teacher not only give material for the students but also the teacher know the students' characteristics or condition and the teacher should be master in manage the students in the class

g. Fun

Young learners easy bored in learning. So, the teacher have to make enjoy in learning English in order the student interest to the lesson by using media, the student intention what the teacher's said and understand quickly.

4. professionalism

Teacher can engage in activities that improve the quality of teaching

In order to teach effectively, the teacher needs to learn about

their students, since some of the procedures will vary depending upon the students' attitude towards the subject in their classes

(Ashworth 185 :69) mentioned some characteristics that teacher should control from one classroom to another as follows:

- a. students' attitude toward learning the target language
- b. their goals for learning the target language
- c. their physical health
- d. their emotional capacity and development
- e. their language style they bring to the classroom

Research Methodology

The research used descriptive qualitative, field research which tried to get a description of The Using of Flashcards in teaching English Vocabularies by the teacher to increase students' capability in speaking performance. It is descriptive study because this study processes and produces descriptive data that form of word or oral from the people or attitude (Moleong, 2002)

The research was conducted in SDN Panglegur II Pamekasan, in Pamekasan regency, East Java. The subject of the research were the students at the fourth grade of SDN Panglegur in English lesson. So that, it will deliver the validity of data to conclude the problematic that will find by the researcher as non participant or to observe everything that happened in the class with the goal to make teaching and learning process is running well.

During the research, the observation was conducted until the researcher got enough data and information. In the particular, the questionnaire was given to the students. The students were divided 22 male and 20 females.

Firstly, the researcher observed the students while they were studying English, in order to know the number of students in the class and their activity in the teaching and learning process. The students were divided into 22 males and 20 females. Secondly, the researcher interviewed the English teacher to get the data about the qualification of English teaching in the classroom, the instructional material and instructional media that used by the teacher in teaching vocabularies by using flashcards, the difficulties faced by teacher when he teach vocabulary by using flashcards and how the teacher solve the problem and students' responses toward teaching technique. Then, the researcher used documentation final test score to collect the data about the students' achievement.

In observation, the researcher observed the phenomena happening in the field directly in order that the data and the information from interview and documentation can be more accurate. In this activity, the researcher observed English vocabularies of teaching and learning process by using flashcards at the 4th grade of elementary Panglegur II.

In interview. the researcher used structural interview which is the interview determines the problem and question by himself. In intrrview non structural interview used by the researcher is to find information, which is not complete li)ke exception, alleviation, and reinterpretation

(Arikunto, 1993:2021). In documentation, the teacher used flashcards in teaching vocabulary.

In data analysis . there were three steps:

a. Checking

In this activity, the data was from observation result, interview and documentation is checked by mean to know the extent of the completeness of data needed in data server.

b. Organizing

The result of observation, interview and documentation were organized by the researcher to make the data gotten can be valid and can be separated

c. Conclusion

From the data collection, all data gotten from observation, interview, and documentation as prove of teaching and learning process did in the class when the teacher applied flashcards in teaching English vocabularies.

Finding and Discussion

Based on theThe teacher prepared everything that will be used to teach vocabulary in the class such as list of students, lesson plan, textbook entitled " grow with English". The teacher used media and the media that used was flashcards. The topic was Part of the body.

Part of body is whole physical structure of person. For example:

- | | |
|------------|-------------|
| 1. Ears | 6. Hairs |
| 2. Eyes | 7. Elbow |
| 3. Hands | 8. Shoulder |
| 4. Fingers | 9. Mouth |

5. Foot

10. Lips

The teacher implemented flashcards in the class to teach vocabularies at the fourth grade of SDN Panglegur II with some steps:

1. The teacher greets the students with say
T : good morning students
S : good morning Mom
T : How are you today?
S : I am fine, and You?
T : fine too, thank you
2. The teacher checked the name of the students at the fourth grade with call the students' name one by one
3. Before the teacher talked to the students what was the topic at the time, the teacher tried give warning up by using mixing language to stimulate the students' brain to make them fresh and the students know about the topic was directly
T : How many fingers do you have?
S : I have ten fingers
T : What types your hair?
S : My hair is long and black
The students can answer the teacher's question although it is not complete
4. The teacher asked to the students about what the topic is talking about
T : what is the topic talking about?
S : Fingers and hairs
T : Fingers and hairs also called?
S : I don't know mom
T : Fingers and hairs are included part of body because both of them include in our body
S : What is the meaning part of body?
T : Part of body is bagian- bagian tubuh seperti fingers (jari-jari), hand (tangan), eyes (mata) and hair (rambut)
The students understood with the teacher's explanation
5. The teacher explained the material to the students about part of body by using media (flashcards). the teacher mentions part of body one by one and gave the meaning in Indonesia also with show the picture
T: This is hand, this is eye and this is ear. Can you mention another part of body?
S : Hair, foot, lips, fingers, and etc
T : Ok..good
6. The teacher tried to explain about part of body again by using flashcards and mention one by one part of body to get understanding from the students and the teacher explained the material for twice by train their pronunciation
T : well students. I will mention part of body one by one . please, you can repeat after me.
S : Ok, Mom

T : Hands

S : Hands

The teacher repeated the activity until the students understood

7. Once more the teacher asked the students by showing the flashcards and the students answered what was the name of picture (flashcards), because the teacher was sure that the students understood and should remember vocabulary about part of body
8. The teacher questioned to the students about the function of each part of the body
 - a. What is hand for?
 - b. What part of body is used for looking something?
 - c. What is nose for?
 - d. What part of body is used for listening to the sounds?
9. The teacher gave reinforcement to the students in order to students memorize vocabularies that they have learned and in the next meeting the teacher asked again to the students to know they still remember or not. The teacher wants to know how far the students comprehend the material (Part of body)
10. The teacher closed the material with say see you next time

T : I think this material today is enough, see you next time

S : see you

The problems that were faced by the teacher when he used flashcards in teaching vocabulary:

- a. The teacher felt it was difficult to get attention from the students because they made noisy in the class.
- b. The teacher can not manage the students with their each characteristics because they comes from different background.
- c. The explanation from the teacher always dominated, because the teacher difficult to make students are active in the class. The students only asked to do repetition what the teacher said
- d. The teacher difficult to find suitable material and media that can make students interested in learning English.

The solutions to solve the problems above are:

The teacher has important role in teaching learning process. Teaching young learners was different with teaching at junior and senior high school. Because the students still depend on everything from the teacher such as material, the explanations and students also waiting teachers' command from the teacher and etc. Young learners needed more attention than junior and senior high school because young learners are not adult. Teacher also has the influence to make students attractive to learn English. The teacher should know the various students' characteristics and understand how to overcome. The teacher should master the condition of the class in order that do not make the students bored. He should be more creative in teaching learning process and he should create new thing to make students happy in learning English. The reward can be given to the students if they are capable to answer the teacher's question.

Discussion

The implementation of flashcard in teaching vocabulary at 4th grade SDN Panglegur II Pamekasan observed directly by the researcher.

In teaching vocabulary at SDN Panglegur II Pamekasan which have different quality with the junior and senior high school. Hopefully, The existence of foreign language was success in all levels from kindergarten to adult level.

The existence of media in the implementation of English vocabularies in the 4th grade was very important. It can help the teacher to make students easy in understanding what the teacher explained in the class.

There are some research about the using of flashcards in teaching English vocabulary. Elsa Yusrika (2013) analyzed that students' vocabulary mastery improved after they were taught by using flashcards and wordlist. The students in experimental group admitted that they could memorize the words easily, be more motivated to learn English and understand vocabulary easily. On the other hands, students in control group perceived that word list was a tedious strategy. Hence, it was concluded that flashcards is recommended to y the students into two groups to get information how the flashcards is used to teach vocabulary and the similarity is both of the study do the research for Junior high school and the result is all the research are success in using flashcards to teach vocabulary for junior high school.

Another research was from Yosephus (2012) entitled Improving students' vocabulary mastery using flashcards. he showed that classroom action research was used to implement flashcards as the media. Based on his pre research, the students had problems in mastering vocabulary. It could be seen from two indicators: first, their vocabulary sore was low. Second, the students did not have motivation during teaching learning process. The difference with this research is this study used CAR as strategy in applying flashcard to teach vocabulary and there is no special strategy in implementing the flashcards to teach vocabulary in this study. But all of the research also get successful in using flashcard to vocabulary mastery in English.

The last research was from Y Aslan (2011) entitled Teaching Vocabulary effectively through flaschcards. He told that as a method for learning English, flashcards are not only enjoyable but also effective. The difference with this study is located in the students' grade of Junior high school to know the mastery of vocabulary in using flashcards and the similarity is the flashcard can overcome the students' problem in mastering English vocabulary because the teachers also use simple vocabularies and basic grammar to make students are extremely good in helping students build a large vocabulary.

Conclusion

Vocabulary is one of the important elements in teaching English. Not all of teacher can find valuable way in teaching English vocabularies especially in Elementary school. Teachers should use media to make students attractive in learning foreign language. To overcome all students' problem teacher can apply the flashcards to students' vocabularies mastery in English vocabularies. All of the findings were gotten from the description above, the researcher found the results namely: 1) the

students' vocabularies mastery improved. It was indicated by the description of the using of flashcards. the students' responds was satisfied enough in learning English vocabulary. The existence of flashcards makes the students familiar with certain words. They can see, read and mention the object. Thus, after the lesson is over, they can understand and memorize what their teacher said. The attention, motivation and existence of flashcards improve the students' achievement in mastering vocabulary. Through the use flashcards in each activity, there was an improvement of the srudents' motivation in leaning.

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