"MOM, I CAN SPEAK ENGLISH!":
CASE STUDY OF THE USE OF FLASHCARDS ON EARLY CHILDHOOD CHILDREN

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ABSTRACT
Children language acquisition is depended on the learning situation, engagement, and the use of media. Therefore, this study investigates the use of flashcards as media on children 's vocabulary mastery. This study focused on the children's, parents, and teacher's perception. This study used qualitative research design. To obtain data, observation and interview were applied. The observation was done during the teaching learning process while interview for the children was given whenever the children were in a good mood. The findings revealed the challenges and benefits of using flashcards for early childhood learning. Children showed strong involvement and retention when they were engaged in the learning process using flashcards. Besides, the combination between the use of flashcards and games made the learning process more interactive. The teacher emphasized the usefulness of flashcards to enhance participation and memory retention. Besides, based on the parents' point of view, the use of Flashcards is flexible and helps children in speeding up the language acquisition. The study presents new insights into effective language teaching techniques for early childhood with a focus on cognitive needs as well as specific developmental needs of children. It is recommended to use flashcards for educators and parents who want to improve their early childhood language learning experience.

Keywords: Visual Media, Flashcards, English Language Learning, Vocabulary Acquisition, Student Engagement, EYL

INTRODUCTION
Learning a new language is exciting, especially for young children. The best time to introduce children to new languages is around the age of five, when they reach a critical stage in their cognitive development. Leading developmental psychologists (Blake & Pope, 2008) emphasized Jean Piaget's views, which state that children at this age are in the preoperational stage, where they begin to develop skills for symbolic and imaginative thinking. Piaget posits this time as crucial in cognitive growth since children begin to use symbols, such as words and images, to represent objects and ideas. Given their rapidly advancing skills in this area, age five is perfect for new language introduction. Besides, children language acquisition is influenced by size pitch in natural language (Laing, 2024).

There are many strategies that are used by teachers to teach their students well. As teachers, they must understand their students' psychology, since students have their unique characteristics. Moreover, a learning strategy applied by teacher will depend on approaching whether it is given online or face to face (Bhardwaj et al., 2021; Pritchard & Morrow, 2017). One of the strategies that teachers can apply in the teaching learning process is by using media. Teachers employ various strategies to educate their students effectively, needing to

recognize each child's unique psychological attributes. Notes, educational media can boost interest, motivation, and psychological engagement in students. Media in teaching can be both digital and non-digital (Luo et al., 2021; Mafulah & Hariyanto, 2016; Michinov & Michinov, 2008)

In language education, using visual media has proven to be an effective learning aid. Teachers can use flashcards as a useful teaching tool to make sure kids follow these rules and have fun learning English. Flashcards are valued for their ease of use, effectiveness, and versatility. Flashcards are learning media in the form of picture cards sized 25x30 cm or customized based on the classroom need, hand-drawing or photographic, utilizing existing pictures or photos affixed to the flashcard sheets (Zakian et al., 2022). Furthermore, flashcards are a form of educational media in the shape of cards containing images and words, with sizes adjustable based on the students being taught, and they can be either homemade or obtained pre-made (Aba, 2019; Laila, 2019; Lin et al., 2018; Supriatin, Titin; Rizkilillah, 2018).

The effectiveness of using flashcard in learning Vocabulary has been gained by many scholars. Previous research was done by Yowaboot and Sukying (2022) shows that among Thai primary school pupils, digital flashcards considerably increase English vocabulary and promote positive attitudes. Similar to this findings, study by Hardiyanti and Herda (2023) showed effectiveness of the use of flash cards in gaining vocabulary mastery in ESP class. Additionally, using flash cards has a good benefit for students in understanding the meaning of the word given. Moreover, Mathura and Zulu (2021) demonstrated that flashcards have a favorable impact on the creative writing abilities of ESL students and promote interactive teaching, which is advantageous for engaging a variety of learning styles. Flashcards have gained the same effectiveness in teaching students' vocabulary, engage the students in classroom (Aslan, 2011; Gobert, 2018; Aba , 2019;Golding et al., 2012; Laila, 2019; Lin et al., 2018; Maghfiroh, 2013; Senzaki et al., 2017; Supriatin, Titin; Rizkilillah, 2018; Zakian et al., 2022).

There is little data on the effects of digital flashcards on very young children, especially those under five years old, despite indications that they facilitate L2 vocabulary learning and that intentional vocabulary training is necessary. Nonetheless, not enough empirical study has been done on how well flashcards work for teaching five-year-olds vocabulary in English. This study looks at how five-year-olds' knowledge of English vocabulary may be improved using flashcards, as well as how they feel about this kind of learning. As a result, this study provides parents and teachers with fresh perspectives on how to best implement early childhood language instruction techniques. This study addresses the cognitive and developmental demands of five-year-olds by concentrating on the use of flashcards to teach English vocabulary. Through an examination of the effects of flashcards on this age group, the study offers teachers and parents useful tactics to assist language learning at a crucial developmental stage. This approach not only addresses a gap in current research but also enhances understanding of how visual tools can best aid noticeably young learners.
The study addresses two main research questions:
1. How do early childhood children children perceive and experience using flashcards for learning English vocabulary?
2. How does teacher and parents' view of the use of flashcards to support language learning in 5-year-old children?

METHOD

This study applied qualitative design since the study was looking at the phenomena happened in the teaching learning process regarding the how 5-year-old children acquire English vocabulary. Besides, this study finding out the perception of the children, teacher, and parents' perception on the use of flashcards in learning English vocabulary. Furthermore, the result of this study served in the form of description.

The participants of this study were two children, one teacher, and two parents. The children were 3 and 5 years old, and they were studying at pre-school in one of school in Malang regency, Malang, Indonesia. English is foreign language for them since Indonesian language is their first language. The teacher who participated in this study was the teacher of pre-school where the two children learn. In addition, the parents who participated in this study were parents of the two children. The detailed information about the participants can be seen in Table 1.

Table 1. information about the participants

No	Initial names	Age (year)	Role	Sex
1	AA	05 years old	Pre-school student	Female
2	AB	03 years old	Pre-school student	Male
3	ABC	31 years old	Teacher	Female
4	DEF	31 years old	Parents	Female
5	GHI	36 years old	Parents	Male

Based on Table 1, the two children are 5 and 3 years old, and the teacher is 31 years old, while the parents are 31 and 36 years old.

The instruments of this study were observation and interview. Observation was done to know how the process of teaching learning using flashcards. All the activities of learning using flashcards were recorded and noted. Interview was given to all participants. Interview to the parents and teacher was delivered after all the activities of teaching learning proces. The interview was about their perceptions, what the benefit of the use of flashcards on both children are and how they think about the impact of the use of falshcards on their children's English vocabulary acquisition. On the other hand, interview was delivered to the children when they were in a good mood. So, the interview with the children was not like those that given to the teacher and parents since schildren having different mood management with them. The children were asked about what they have learned and how their feelings while learning vocabulary through flashcards.

Data was collected through observation and interview. Observation was done during the tecahing learning process. The flashcards were shown to the children were about animals, vegetables, and food. The process of using flashcards was given in ten days with the topic that was decided by the chidren. Besides, the teaching learning process was implemented on the pre-school and continued at home by their parents. After the data is gathered, then categorized based on the research questions. The first thing that should be considered is coding the children's result of interview since it was done randomly. Not at the same time as that it was given to the teacher and parents.

FINDINGS AND DISCUSSIONS

Early childhood children perceive and experience using flashcards for learning English vocabulary.

Based on the observation result, children's experience of learning English vocabulary through flashcards can be seen in Table 2. Children tend to be anthusiastic and motivated in learning new English Vocabulary through flashcards. Although they learn English with Indonesian as the instruction, they really enjoy the learning process. On the first day, the teacher and parents introduced 30 vocabulary words about food names. The session began with showing pictures, mentioning food names in Indonesian, and then stating food names in English. The children repeatedly imitated what the researcher instructed. The introduction of food names was conducted twice a day, at 10:00 a.m. and 3:00 p.m. The lesson was repeated the process of introducing and understanding the thirdty food names on the second day.

Tabel 2. Observation results

Day	Topic	Time	Total flashcard given	Total Word memorized
1	Food	10:00 a.m 03:00 p.m	30	-
2	Food	10:00 a.m 04:00 p.m	30	11
3	food	10:00 a.m 03:00 p.m	30	15
4	food	10:00 a.m 03:00 p.m	30	24
5	Food	07:00 a.m	30	27
6	Food Animals	10:00 a.m 03:00 p.m	30 20	30 -
7	Animals	10:00 a.m 04:00 p.m	20 20	9 12
8	Animals	10:00 a.m 03:00 p.m	20 20	12 15
9	Vegetables	10:00 a.m 03:00 p.m	15 15	2 5
10	Vegetables	07.00 a.m	15	10

On the second day, the practice sessions on the second day were conducted twice, at 10:00 a.m. and 4:00 p.m. Parents repeated the lesson aftre school. The children were able to remember 11 food names in English. Next, on the third day, the same activities were carried out to introduce and understand the 30 food names. On the third day, the children's vocabulary increased by 4, so on the third day, the children were able to name 15 foods in both Indonesian and English. On the fourth day, the children's vocabulary increased by 9 words, enabling them to name 24 foods in English. The practice sessions were conducted at 10:00 a.m. and 3:00 p.m.

Further, on the fifth day, the practice session was held only once, at 7:00 p.m. This had an impact on the kids' vocabulary development since it caused them to become less focused, which made it harder for them to distinguish between the names in English and the

pictures on the flashcards. The kids were allowed to add three extra food vocabulary terms on the fifth day. By the fifth day, the children were able to memorize and understand a total of 27 food vocabulary words. The practice continued on the sixth day with the same pattern as days 1–5. The practice sessions were conducted twice, at 10:00 a.m. and 3:00 p.m. After reintroducing the 30 food names in English, the children were able to memorize all 30 food names. Since the children were able to recognize 30 food names in English, they were introduced 20 new vocabulary words, which were names of animals.

The introduction of animal names was conducted on the seventh day, and it immediately encouraged the children to memorize and understand these new vocabulary words, resulting in the children memorizing nine new animal vocabulary words. In total, on the seventh day, the children were able to memorize 30 food names in English and 9 out of 20 animal names in English. On the eighth day, the children and the researcher practiced memorizing and understanding the 30 food names and 20 animal names. The children were able to memorize 30 food names and 12 animal names in English. Thus, on the eighth day, after repeating the memorization and understanding process, the children were able to acquire 42 new vocabulary words in English. In addition, for the vegetables, it was introduced on the ninth and tenth day. Out of 15 names of vegetables, they were able to remember 10 names.

Children's attention can be captured, and learning is made more fun with the use of flashcards featuring vibrant colors and captivating illustrations. Fun way is an alternative way to engage young learners (Liu & Brantmeier, 2019; Nasution et al., 2023). This demonstrated the child's propensity for repetition when picking up new language in English. Based on the observation relust, repetition in introducing new vocabulry make the children easy to remember (Aba, 2019; Aubrey et al., 2020; Cole et al., 2014). Besides, it also good to help them comprehend and retain the English terminology, the child had an original concept to make a game out of the flashcards. The game created during the process of memorizing food vocabulary involved the following: when the researcher showed a picture of a food item, for example *"telur,"* the child would then say *"egg"* in English word. After successfully saying the English word for "telur" the child would search for that food item in the house and show it. Turning flashcard activities into games can increase motivation (Laila, 2019). Children at this age love playing games, so incorporating elements of play can make the experience more positive(Lee & Eamoraphan, 2017).

AA and AB have different ways of learning, AA seems to be visual since when she looks at the card, she really can remember the name introduced to her. While for AB seems kinestetic one since when the word is given, he directly runs and finds the same thing in his house.

" mom…. This is **egg**, *seperti yang di gambar itu*" AB
(mom… this is egg, as in that picture)

Flashcards that include pictures alongside words can help the children associate the word with the image, reinforcing their memory and it is incorporating actions, or movement can help kinesthetic learners. Although having different apsect of research, this finding is streghten the research result from (Dahm & Rieger, 2023) that stated modality do include other modality from imagination.

Flashcards can be used repeatedly, which helps reinforce vocabulary through repeated exposure. The parents also give challenges to see the children's attention span. 3 and 5-year-olds typically have short attention spans, so flashcards session should be brief and varied to maintain interest. The change in the practice schedule using flashcards on the fifth day and during the evening caused the child's concentration to decrease and resulted in less enthusiasm for practicing, making the practice session less effective. Children as young as three and five years old can gain from utilizing flashcards to learn vocabulary in English if the cards are interesting, entertaining, and appropriate for their learning preferences and developmental stage. To create a good learning experience, individual variances and attention spans must be taken into account. This is similar to (Knauer et al., 2020; Vijayakumar et al., 2023) that stated children-parents bounding makes the teaching learning runs better.

> "**This is soup**, *seperti masakan mama…mama*, **I can speak English** *sekarang*" AA
> (This is soup, as mommy's menu today…. mom, I can speak English)

When the name of the food already known by AA, she used it in her daily conversation such as when she has breakfast with soup, she directly says "This is soup". This findings gain the main topic that is using flashcards is effective to enhance Vocabulary acquisition (Laila, 2019; Lin et al., 2018; Sri Wahyuni & Handayani Yulaida, 2014; Yowaboot & Sukying, 2022).

Regarding their feeling on learning English vocabulary through flashcard, here are the result of interview:

> "**I am happy**, *saya suka kartunya lucu*" AA
> (I am happy, I like the cards, it is cute)

When she asked how she feels using flash cards, she said she is happy because the cards are cute. Furthermore, she continued her statement by saying "*saya bisa bahasa ingris sekarang" (I can speak English now).* It can be concluded that using flashcards makes children happy and willing to learn.

Engagement and interactive learning are also shown in this study, such as incorporating games, support the motivational benefits reported in the previous study, which emphasize amusing features and friendly rivalry. However, differences emerge regarding the age groups and developmental stages of the participants (Mathura & Zulu, 2021). This study focused on younger children, while the previous study involved primary school students (Aba, 2019; Supriatin, Titin; Rizkilillah, 2018), who may have different attention spans and learning needs. Additionally, this study used traditional flashcards, whereas the first previous study employed digital flashcards (Yowaboot & Sukying, 2022) introducing factors like ease of use and adaptability does not present in this study.

Teacher and parents' perception of using flashcards on English Vocabulary

Based on the interview result, there are several benefit and impact of using flash cards in teaching English vocabulary for children. Here is the summary of the interview result.

Table 3. summary of interview result

No	Questions	Teacher's answer	Parents' answer

1	What do you think of teaching English vocabulary through flashcards?	I think it is very useful for students since they like to see cute pictures. It is effective to teach new vocabulary through flash cards.	It is good, my children enthusiast in learning new word, It is not too expensive thing but children like
2	Is there any benefit of teaching English vocabulary using flash cards?	1. Students can easily be managed. 2. Students raise their motivation. 3. Students engage in classroom	1. The children can remember the new vocabulry easily 2. The children can directly elaborate the picture in flashcard with the real situation. 3. The children tend to use the English version of the things that they meet at home. 4. The children are motivated to learn new words. 5. The children get bored easily, so I can open another topic so that they enjoy learning again.
3	Do you think that teaching English vocabuly impact in the children?	Yes, they can remember new words.	Really amazing, my kinesthetic son can learn and know the name of food at home by suiting his card with the food. The impact is wonderful, my daughter is brave to speak English, although she mixes with Indonesia. She is confident now.

From Table 3, it can be concluded that teachers see flashcards as an effective tool for teaching and practicing new language to their students. They emphasize how flashcards improve engagement by incorporating amusing features and friendly rivalry into learning exercises and help with memory retention through verbal and visual repetition. Teachers appreciate how easily and adaptably flashcards can be included into regular curriculum without requiring a lot of planning. While noting the difficulty of keeping children's attention during lengthier sessions, they stress the significance of tailoring teaching strategies to each child's particular learning style and needs. For best learning results, they recommend interactive activities in addition to flashcards.

In a similar vein, parents find flashcards helpful, citing their kids' excitement during class and the quicker language acquisition this approach allows. They commend the adaptability of flashcards for both solo and group study environments, appreciating their ease of use for studying at home. They do acknowledge, though, that certain kids might need other teaching strategies in addition to flashcards in order to maintain effectiveness and engagement. Parents emphasize the need of sticking to a regular study schedule in the face of hectic schedules and the critical role that active parental involvement plays in ensuring that flashcards are used successfully.

CONCLUSION AND SUGGESTION

The combined findings from the studies demonstrate that flashcards are effective tools for vocabulary learning when used with structured repetition, engaging methods, and contextual learning. Implementing these strategies in both educational and home settings can significantly enhance vocabulary acquisition and retention, catering to the developmental needs and learning styles of different age groups. By adapting these methods, educators and parents can create a supportive and stimulating learning environment that fosters language development and cognitive growth.

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