Effectiveness of Flash Card Media To Improve Early Childhood English Letter and Vocabulary Recognition in Reading

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A B S T R A C T

This study investigates the effectiveness of Flash Card media to improve early childhood Alphabet and Spelling Vocabulary recognition in reading English at early childhood education programs (PAUD) ADIAN Jaya Karang Sari. This study used qualitative method. The participants in this study were all students of "Class A" PAUD ADIAN Jaya Karang Sari. The result of study on Effectiveness of Flash Card Media to improve the early childhood English Letter and vocabulary recognition in reading English show the implementation of Flash Card. The researcher showed some vocabulary in front of the student by the Flash Card. First, the researcher showed some picture in Flash card, then the researcher mention some vocabulary spell it in the flash card in English. Data was collected by interview and observation sheet. In interview, the researcher invited all the students to mention some vocabulary and student spell it in front of the class. In observation, the researcher makes some quiz about the vocabulary. The researcher showed the flash card. Then make a score for the students that can answer the words and spell it. The study highlights the importance of incorporating visual and interactive tools in early childhood education to foster foundational language skills.

1. Introduction

Early childhood is a period to determine the development and growth of the children (Modise, 2019). This is the first time for children to study in a big circle, start from a school. Early childhood education is the first step for the students. This is one of the coaching efforts for the children as reported by Fitria (2018). Early childhood

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education is for the children from birth to the age of six years. It is done through educational stimulation to help their physical, spiritual and development. Next, the children are ready to enter a more level education.

Early childhood is a group of 0-6 years whose of the growth and their developments is still in the process of requiring proper facilities to develop their skills as reported by Fitriani (2018). In this development process, there are some partied have responsibility like parents (family), teachers and the community where they lived. From the birth to the age of six years of the children can be said a golden age as reported by Alfina (2020). Beside from the teacher, in this year the parents can give more motivation and education for their children. Early age is the most effective time for the children to develop their potential of habitual, cognitive, motor and art as reported by Takagi (2020). The habitual of the children consist of moral, religious values, social, emotional and independence).

Language is an important tool to express and communicate with the others. Language is a tool that use for communicate ideas, opinions and also he passion through oral or spoken means between some people. English is the international language. It becomes the dominant language that we used in the world. The people used the English language as transitional language. Therefore, early childhood education is an essential primary education. The next step of the children is very dependent on acceptance of various stimuli. Stimulus is very important for the early childhood.

Learning English in childhood starts form the students' ability to understand about the alphabet. The first the students must understand how to spell the alphabet, start from A until Z. After that, the students can understand about the vocabulary. The first stage of learning, the students must understand to read the alphabet repeat the teacher. Therefore, it needs the cards of the alphabet. This learning strategy carried out the students more active. The students can spirit to learn in this case. Here, the learning media is very influential on teaching and learning process as reported by Hanafie (2020). When the teacher use a media, it is easy to teach the students. Media help the teacher. The using of media is one solution an educator can make the students more active and make class's atmosphere more intriguing for the students in teaching learning process. Teaching media refers to variety objects, pictures and other items. It used to exhibit and adapt language as reported by Sinurat (2022).

Reading is an activity that can stimulate the children's brain to perform well. According Hatiningsih (2019) through reading, the children able to achieve excellent academic performance, develop their great communication and also collect vocabulary. By the reading well, it helped the students to communicate well. To teach the childhood who have not yet started school how to read can be a challenging. So, the parents and instructor must introduce the letter to the children at early age because in this age the children spend much time to play. There is no writing language without letters. According to the Big Dictionary Indonesian the meaning of the letter is a script mark in the writing system that is an alphabetic member that represents the sound of language. Early childhood education is a type

schooling that focus to help the students growth and develop physically, mentally, creatively, emotionally and spiritually as reported by Mazidah (2023).

The learning process in the classroom is mostly the activities to memorize information for the children and the children forced to remember as reported by Baharun (2020). Usually the teacher asks the children to memorize some words. On the contrary, children quickly forget and bored as reported by Steinbeiss (2021). The ability to read can be improved by implementing interesting and eye catching media. One of media that can improve student's skill in reading was flash card. Flashcard was recommended to make the teaching meaningful, especially for the childhood. Flashcard consists of image, words, phrase and letter. Flashcard is educational media as reported by Altiner (2019). This study was done to analyze the effectiveness of Flash card to improve early childhood English letter and vocabulary in Reading English.

2.   Methodology

This research was conducted at PAUD Adian Jaya Karang Sari, Simalungun using qualitative case study methods. This research use a flashcard that use as media. The researcher explained letter and vocabulary by using a flash card. The participant of this research is class A that consist of 20 participants. The data was collected by the interview and observation sheet. Firstly, the researcher explained about the material from the flash card. Then, the researcher also made interview and observation. In interview, the researcher invited all students to come in front. Next the researcher asked some question about the alphabet and vocabulary to the students. Beside of that, the researcher made a quiz to observe students ability. The researcher gave score to the students who can answer the question. The data analysis is carried out circularly. The research design can see on Figure 1.
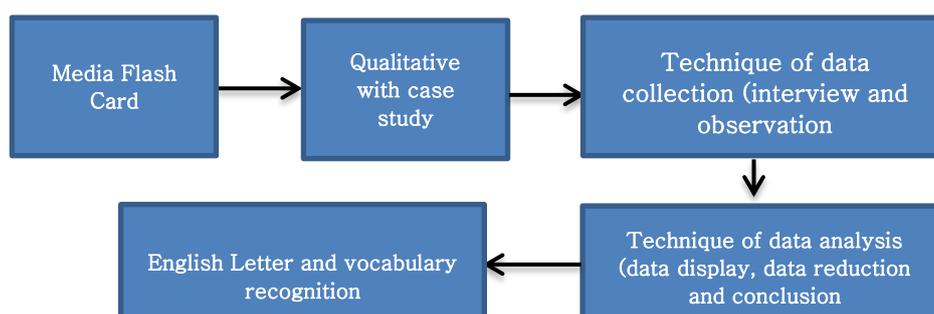

Figure 1. Research Design in PAUD Adian Jaya (Sugiyono, 2019)

3.   Results and Discussion

There are 20 participants in this research. Introducing the English letter of the alphabet with flash card there are various ways. Figure 2 shows the flash card media used in this research consists of a set of colorful, alphabet-based cards designed to

enhance early childhood learners' recognition of English letters and associated vocabulary. Each card features a capital and lowercase letter (e.g., Aa, Bb, Cc), accompanied by a vibrant illustration of an animal whose name begins with that letter (e.g., Alligator, Bear, Cat, Dog).

These cards are visually engaging, combining bold fonts and bright backgrounds to capture children's attention and maintain their interest during learning sessions. The use of familiar animals as vocabulary examples makes the content relatable and enjoyable, helping to foster both cognitive and language development. This visual-verbal pairing approach supports memory retention by connecting letter shapes with meaningful and recognizable images and sounds. During the intervention, the flash cards were used in various activities, such as group repetition, pronunciation drills, and letter-vocabulary matching games. The interactive nature of the media encouraged active participation, improved focus, and reinforced learning through multisensory engagement visual (image and letter), auditory (pronunciation), and kinesthetic (pointing or selecting cards). Overall, the flash card media played a central role in the instructional process, serving not only as a learning tool but also as a stimulus for interaction, exploration, and vocabulary expansion among early learners.

Figure 2. Flash card used in the research and introduction about Alphabet and Vocabulary

In this research, the teacher explained carefully about the flash card so that the children can understand easily and not bored. In flash card, there are so many pictures, alphabet, number and soon. Figure 3 shows the implementation of flash card media in a real classroom setting as part of the research aimed at improving early childhood English letter and vocabulary recognition. In the photo, a teacher is actively engaging a group of young learners by displaying a flash card with an illustrated image, guiding the students through letter and word identification. The learning environment is colorful and child-friendly, featuring small chairs and desks arranged to facilitate student focus and teacher interaction. The flash card being held by the teacher appears to contain a large letter and a related picture, which is consistent with the media described in the study. This setup encourages visual recognition and auditory repetition, as students are prompted to observe, listen, and respond to the vocabulary being introduced.

After that, the teacher called the children one by one to answer the teachers' questions. The teacher called the names' of the students in front. There are 10 questions for interview. The teacher gave one score for the students who can mention alphabet and vocabulary or spell of the words. One score for one true answer. The data reveals that the majority of students achieved high scores, with most students correctly answering between 8 and 10 questions. Notably, Student S19 obtained the highest score with a perfect 10 out of 10. Students S3, S5, S10, S12, and S17 also demonstrated strong performance, each achieving 9 correct answers. On the lower end of the spectrum, Student S1 scored the lowest with 6 correct answers, followed by S4 and S6, each with 7 correct responses. Despite this variation, the overall performance indicates a generally high level of understanding among the students, with no scores falling below 6. This pattern suggests that the majority of students have a solid grasp of the material assessed, though a few may benefit from additional support or targeted review.

Figure 3 presents the distribution of quiz scores obtained by students following the implementation of flash card media in learning activities. The chart categorizes student performance into five score ranges: 60, 70, 80, 90, and 100. The majority of students, accounting for 50%, achieved a score of 90, indicating a high level of mastery. A further 25% of students scored 80, and 15% scored 70, demonstrating moderate proficiency. Meanwhile, only 5% of students scored 100, showing perfect comprehension, and another 5% scored 60, representing the lowest performance group. Overall, the data illustrates that the use of flash cards had a positive impact on learning outcomes, with 90% of students scoring 70 or above. This suggests that flash card media is an effective tool for improving recognition and understanding of English letters and vocabulary in early childhood education.
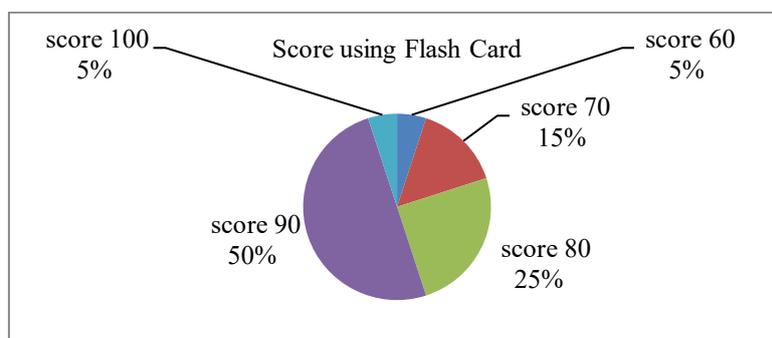

Figure 3. Quiz results given to students

There are 5% from the all participants get score 60. There are 15% from the all participants get 70. There are 25% from all the participants get score 80. There are 50% from the all participants get 90 and 5 % from all participants get 100. The findings of this study indicate that the use of flash card media significantly improves early childhood learners' ability to recognize English letters and vocabulary in reading activities. This improvement is evident from the post-intervention assessment results, which show that the majority of students achieved high quiz scores, with 90% scoring 70 or above. These results support the notion that visual

and repetitive learning strategies—such as those employed with flash cards—are particularly effective in early childhood education.

Flash cards provide a multisensory learning experience, combining visual stimulation with verbal reinforcement. This approach aligns with cognitive development theories, which emphasize the importance of concrete and engaging stimuli in fostering memory retention and conceptual understanding among young learners. The colorful visuals and interactive format of flash cards are likely to capture children's attention, enhance motivation, and facilitate better recall of letter shapes and associated vocabulary. Moreover, the structured use of flash cards may promote phonemic awareness and word recognition key components of early literacy development. The use of flash cards also encourages active participation and provides opportunities for immediate feedback, which is crucial for reinforcing correct learning patterns. These results are consistent with previous studies that emphasize the role of visual aids in supporting literacy acquisition during the early years. Studies have found that early exposure to letters and words through visual tools enhances decoding skills and fosters early reading readiness. The effectiveness of flash card media in this context suggests its potential for broader application in early childhood language programs.

However, while the results are promising, it is important to consider the limitations of this study. The intervention was conducted within a specific context and age group, and the results may vary across different settings or learner characteristics. Additionally, long-term retention and transfer of vocabulary knowledge were not assessed, which may be important in evaluating the sustained impact of flash card use. This study highlights the positive impact of flash card media in improving English letter and vocabulary recognition among early childhood learners. Given its simplicity, cost-effectiveness, and pedagogical benefits, flash card media can be considered a valuable tool in early language instruction. Future studies may explore combining flash cards with digital media or interactive storytelling to further enhance engagement and learning outcomes.

4.   Conclusion

The use of flash cards significantly enhanced students' ability to identify letters and recall associated vocabulary, as reflected in the high percentage of students achieving satisfactory quiz scores after the intervention. The visual, engaging, and repetitive nature of flash cards supports early literacy development by reinforcing letter-sound associations and expanding word recognition in a manner that is both accessible and enjoyable for young children. Given its simplicity, affordability, and proven effectiveness, flash card media should be considered a valuable component of early childhood English language learning strategies. Educators are encouraged to integrate flash cards into their literacy instruction to provide a more interactive and stimulating learning environment. Future research is recommended to explore the long-term impact of flash card usage and its integration with digital tools to further support early reading development.
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