“FROM PLAY TO WORDS: VOCABULARY DEVELOPMENT THROUGH GUESSING GAMES USING FLASHCARDS IN EARLY CHILDHOOD EDUCATION”

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DEDICATIONS AND MOTTO

In the Name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude belong to Allah Subhanahu Wa Ta'ala for endless mercy, blessings, guidance, and strength, which have enabled me to complete this thesis. May peace and blessings always be upon Prophet Muhammad Shallallahu Alaihi Wasallam.

With love and sincere gratitude, I dedicate this thesis to my beloved parents, Papa Gamal Abdul Nasir and Mama Ratna Willis, whose endless love, prayers, sacrifices, patience, and unwavering support have been the greatest strength throughout my life. Thank you for always believing in me, encouraging me, and standing by my side through every challenge. I am forever grateful to Allah for blessing me with the best parents I could ever ask for.

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Finally, I dedicate this thesis to myself for staying strong, never giving up, and continuing to believe that with sincere prayers, patience, and hard work, Allah always provides the best ending.

MOTTO

مَنْ عَرَفَ بُعْدَ السَّفَرِ اسْتَعَدَّ

"Whoever knows how far the journey is will prepare themself"

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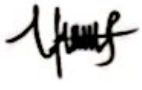
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Palembang, 11th September 2026



Uswatun Hasanatul Mulia

ABSTRACT

Vocabulary is one of the essential components of language learning because it enables young learners to understand and use English for communication. However, many young learners still experience difficulties in developing English vocabulary due to limited vocabulary knowledge and less engaging learning activities. Therefore, this study aimed to determine whether guessing games using flashcards affected young learners' English vocabulary development. This study employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants were 14 kindergarten students aged 5–6 years old from Class B2 at TK Islam Alifah, Depok. The research instrument was a 25-item vocabulary test. The data were analysed using descriptive statistics, the Shapiro–Wilk normality test, and the Wilcoxon Signed-Rank Test with IBM SPSS Statistics. The findings showed that the students' mean score increased from 71.08 in the pre-test to 91.71 in the post-test. The Wilcoxon Signed-Rank Test produced a significance value of 0.001, which was lower than 0.05, indicating a statistically significant difference between the pre-test and post-test vocabulary scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. The findings suggest that guessing games using flashcards supported young learners' English vocabulary development by providing meaningful, enjoyable, and interactive learning experiences.

Keywords: ***Vocabulary Development, Guessing Games, Flashcards, English for Young Learners***

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