

## Teaching Vocabulary to Young Learners of Nangka Street Neighborhood by Using Flashcard (A Case Study)

Renata Samosir<sup>a,1,\*</sup>  
Yosep B. Kroon<sup>b,2</sup>  
Gracia M. N. Otta<sup>c,3</sup>

<sup>a,b,c</sup> English Education Study Program, Faculty of Teacher Training and Education, Nusa Cendana University, Kupang, Indonesia

<sup>1</sup>[renattasamosir27@gmail.com](mailto:renattasamosir27@gmail.com)

<sup>2</sup>[yosep.kroon@staf.undana.ac.id](mailto:yosep.kroon@staf.undana.ac.id)

<sup>3</sup>[graciaotta@gmail.com](mailto:graciaotta@gmail.com)

### KEYWORDS

Flashcard,  
Teaching Vocabulary,  
Young Learners.

### ABSTRACT

This study was carried out under the title *Teaching Vocabulary to Young Learners of Nangka Street Neighborhood by Using Flashcard: (A Case Study)*. This case study was implemented to elementary school students aged 8 to 10 who lived at Nangka Street RT 19 / 20 RW 006. The aims of this study were (1) to know to what extent the use of flashcards help to develop students' vocabulary competence, (2) to find out the advantages and disadvantages of teaching using flashcards. This study used a descriptive qualitative method. It involved 10 elementary school students who comes from different schools, including SDK Don Bosco 2 and 3, SDK ST Yoseph 3, SD Inpres Oeba 2 and SDN Oebobo 1 and 2. The instrument used to collect the data was a writing test. The result shows that by using flashcard, children can easily memorize something, and therefore they become more interested in teaching and learning process. Moreover, by using flashcard, teacher can help the children to remember the word in the picture, to add new vocabulary, and to increase vocabulary master. To conclude, learning by playing with flashcards can help improve young learners' vocabulary.

**How to cite:** Samosir, R., Kroon, Y.B., Otta, G. (2025). Teaching Vocabulary to Young Learners of Nangka Street Neighborhood by Using Flashcard (A Case Study). *SPARKLE Journal of Language, Education and Culture*, 6 (1) 98-105.

## INTRODUCTION

As an international language, English is used by almost all nations over the world and becomes one of the most important subjects that should be studied at school, especially for young learners. Teaching English to young learners will be the foundation for higher levels. The important thing in teaching English to young learners is to introduce the language and make the children enjoy learning it. If they enjoy learning English, they will have a positive perception of the language, and it will be easier for them to learn.

In the teaching and learning process, the students usually have problems understanding English. One of the problems is that they have limited vocabulary in addition to other problems related to grammar, spelling, and pronunciation. Mukminatun (2008) states that vocabulary is one of the most important aspects of all language teaching. Moreover, the students can communicate with others well if they have a large stock of vocabularies.

This research can make it easier for young learners to learn English using this interesting media. Young learners will enjoy learning because playing while learning is very fun for them. The researcher must make the young learners understand the vocabulary taught and this can be accomplished by making students interested in learning the vocabulary so that it is easy for them to understand. The researcher must also avoid them from getting bored with learning as a result of new words encountered. Teaching vocabulary using picture flashcards can make young learners understand new words easily because it works by matching the words with a picture to make a true word.

The participants in this study are probably still very young and in elementary school, so they may have difficulty accepting the new vocabulary they receive. During learning, young learners become more excited because they think this lesson is just a fun game for them, but through these techniques, young learners are more happy and interested in learning, and researchers think these techniques are more appropriate to invite young learners to learn a lot of new vocabulary, and through this technique, young learners are easier to teach English vocabulary.

Picture flashcards are a type of teaching medium that is ideal for young learners. Picture flashcards are a terrific resource to have as a medium since they are a great way to teach, practice, and recycle language. Picture flashcards can be a great way to introduce new vocabulary and ensure that learners understand the word. Besides that, the learners are more curious about incorporating the cards into activities than just flipping through the cards and having the students repeat the words. So, they can remember some vocabulary that they have studied before.

The use of picture flashcards in teaching English vocabulary must be related to the material being taught. Besides, picture flashcards have to excite students and make them eagerly participate in the learning process. The use of the picture flashcard can help students not be bored with English subjects.

Dealing with the idea above, the researcher is interested in conducting a research about the use of picture flashcards in teaching English vocabulary under the title **“TEACHING VOCABULARY TO YOUNG LEARNERS OF NANGKA STREET NEIGHBORHOOD BY USING FLASHCARD (A CASE STUDY).**

## **FRAMEWORK**

### **Vocabulary**

One thing that differentiates humans from animals is verbal language, or speaking besides using the mind to think. Humans can communicate with others through verbal language, either to apply or receive information, while animals could not. The verbal language mostly consists of vocabulary, which was a large stock of words. However, to think of a language as just a large stock of words was quite wrong. Words alone did not make a language; grammar was also needed to combine them in an intelligible way, but it was true that the vocabulary was the focus of the language. It was in words that a sound and meaning interlock to allow us to communicate with one another, and it was a word that we arranged together to make sentences and conversations.

Vocabulary played an important role because it appears in every language skill. It was clear enough that everybody who learned a foreign language, especially English, was expected to know and master the vocabulary to improve their language skills. Vocabulary became a major problem in learning English, so teachers at the elementary level or who teach the younger learners should emphasize this early.

In teaching vocabulary, generally the teacher teaches words. Harmer (1993:154) states that the words that were most commonly used were the ones we should teach first. Frequently, a teacher would find it necessary to explain the meaning of new words as quickly and efficiently as possible. As a result, when taught vocabulary, the teacher should provide students with opportunities to practice the language they were learning. It is important because practice would give them satisfaction and build up their personal vocabulary. Schmitt in Nau (2000) points out the strategies teachers can use to help learners develop their knowledge of vocabulary, such as: (1) Using an object or reality – a real object or thing in the classroom, such as a table, chair, or book, can be used by the teacher to introduce new vocabulary. This helps the learner because they not only hear the words but also receive visual reinforcement. (2) Mime, expression, and gestures – many words (e.g., angry and happy) let the teachers teach through movement and gestures. The gestures like walking and running are easy to explain if the teachers pretend to walk and run. (3). Guessing from context – a learner would always meet words that were new to them, so it was important to know how to work out the meaning of the words from the context. For example, if we want to explain the word "huge," it is better understood in the context of "big." (4). Translation – the teacher explained the meaning of the new words using the learners' mother tongue. In other words, if the students find a word that is difficult to understand, the teacher could translate it into the students' own language. (5). Illustration and photograph – most concrete vocabulary could be taught using illustrations and pictures made by teachers or found in stories or other resources. In this case, wall pictures and picture cards could be used to show the meaning of the new words. (6). Contrasts – this strategy involves explaining a word by contrasting it with an antonym, which is known to learners.

### **Teaching Vocabulary to Young Learners**

Teaching vocabulary to young learners was very essential. The teacher should focus on teaching vocabulary and determining the areas of words that would become the students' basic needs. It means the teacher should consider the learners' needs. It is important to predict what words the student needs to know for talking about daily life, people, and things surrounding them. Tarigan (1990) states that the vocabulary of a child usually starts with the basic vocabulary, as follows:

1. Terms of this family or relatives: The basic vocabulary, such as mother, father, brother, sister, grandmother, cousin, etc.
2. Noun: The basic vocabulary such as book, table, wall, bottle, mirror, floor, pen, etc.
3. General pronoun: In general, children may know a basic pronoun such as I, you, we, they, she, he, it, this, that, those, these, here, etc.
4. Ordinal Number: The basic vocabulary, such as one, two, three, etc.
5. General verb: The basic vocabulary, such as hungry, thirsty, sick, clean, dirty, big, small, etc.
6. Universal things: The basic vocabulary, such as flower, moon, stars, sea, sky, water, etc.

#### **e. The Characteristics of Young Learners**

The range of ages of the young learners is between six and twelve years old. They had different characteristics and motivations than teenagers and adults. That was why teaching English to young learners was not the same as teaching adults because the students had low motivation for learning, and in this case, the teacher had a challenge motivating the students. According to Scout (1990), the general characteristics of the students in elementary schools were as followed:

1. They are fluent in their mother tongue.
2. They can tell the difference between fact and fiction.
3. They love to play and learn best when they are having fun, but they also take themselves seriously and like to think that what they are doing is really work.
4. They are enthusiastic and positive about learning.
5. They rely on spoken words as well as physical words to convey and understand meaning
6. They are able to work with others and learn from others.
7. Their own understanding comes through eyes, hands, and ears.
8. They have very short attention and concentration spans.

Based on the explanation above, the researcher wants to say that the use of picture flashcards in the teaching learning process is very useful in contributing to the achievement of student study results. Furthermore, picture flashcards can assist teachers in presenting materials. So it can be understood easily, as long as the teachers can choose the appropriate picture flashcards that suit the students' needs, and the lesson will be taught.

## **METHOD**

This study was a qualitative research type. According to Hadijah (2017), qualitative research was research that explores the phenomenon of study. Bouteliaten (2010) added that qualitative research is conducted in a natural setting and in a normal situation in which the condition is not manipulated. For this research, qualitative description was used as a research design. Scott (2002) defined qualitative descriptive research "as a type of research that refers to investigation of an existing phenomena and analysis of data is done in words.

The location of this research was at Nangka Street RT 19 / 20 RW 006, Oetete, Oebobo, Kupang. The researcher took ten children whose age 5 between 8 to 10 years old. These children were primary school students who went to different primary schools, including SDK Don Bosco 2 and 3, SDK ST Yoseph 3, SD Inpres Oeba 2, and SDN Oebobo 1 and 2. range from 8 to 10 years old teaching and learning activity was carried out for a month three times a week. According to Decaririco (2001), the goal of research is to collect data with specific purposes and functions about something objective, valid, and reliable in relation to specific variables. The reasons for choosing these participants were simply because these young learners were the perfect to be taught vocabulary with flashcards.

The research instrument was a facility tool used by the researcher in collecting data to make the work easier and get a better result by collecting more thorough, completed, and systematic data more easily processed. Teaching and learning process used picture flashcards as long as in a month. The instruments used in this studied was a test. The test in this studied had a material-relative test of English vocabulary. The test used matching to test which was all about the vocabulary. In this research, the researcher taught about Noun focus on the object in the classroom and at home as a material the researcher made one of the teaching media: picture flashcards. In collecting data analysis, the researcher used a test to describe nouns.

There were two kinds of tests given, namely: matching 25 questions, and the researcher asked some questions about the material to the young learners one by one. Brown (2001) mention test is method of measuring a persons' ability, knowledge or performance in a given dominant. The researcher made guidelines and interviewed them one by one. After collecting the data, the researcher used a descriptive method to show that the teaching with media picture flashcards was effective for children in learning English vocabulary. The formula that has been used to count the average was as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where :

$\bar{X}$ : the mean score

$\sum x$  the sum of the students score

N : the number of the students

## FINDINGS AND DISCUSSION

### Findings

Teaching vocabulary to young learners by using flashcards could be seen that students belong to a very good category (a score of 90-100) There were 8 young learners, who belonged to a good category (a score of 80-89) and there were 2 young learners. It meant that the taught vocabulary to young learners by using flashcard tests was very good and fair. Most of the students could do the vocabulary test which was given to them.

The use of flashcard to help develop' students' vocabulary

Data and results of this research were presented based on the results of the writing assessment. The students were asked to write a descriptive text with the topic based on the instrument. The text consists of an introductory paragraph, a body paragraph, and a concluding paragraph. The goal of doing the teaching assessment in this research was to determine the teaching vocabulary using flashcards to young learners in elementary school students. To determine and ensure their vocabulary the researcher analyzed indicators or components of teaching vocabulary. The researcher analyzed indicators or components of teaching vocabulary the result of their writing ability can be seen in the description of the table below:

Table 1. Presents The Scores of Students' Pretest

No	Name	Correct Answers	Incorrect Answers	SCORE
1	Student 1	25	0	100
2	Student 2	24	1	96
3	Student 3	24	1	96
4	Student 4	19	6	76
5	Student 5	21	4	84
6	Student 6	25	0	100
7	Student 7	24	1	96
8	Student 8	25	0	100
9	Student 9	24	1	96
10	Student 10	25	0	100
	<b>TOTAL</b>			<b>944</b>

The researcher assessed students' answers by counting all the correct and incorrect answers from each test at appendix 3 seen at page 40-70, the researcher added up the correct and incorrect answers to get the final result of the test.

Table 2. Students' Scores Category of Student' Post-Test

No	NAME	SCORE	CATEGORY
1	Student 1	100	Very Good
2	Student 2	85	Good
3	Student 3	85	Good

4	Student 4	100	Very Good
5	Student 5	100	Very Good
6	Student 6	100	Very Good
7	Student 7	100	Very Good
8	Student 8	100	Very Good
9	Student 9	100	Very Good
10	Student 10	100	Very Good
	<b>TOTAL</b>	<b>970</b>	

Based on the pretest and post test score obtained, it was satisfactory, the researcher used the formula to find out the average of young learners' scores in vocabulary test:

$$\begin{aligned} \bar{X} &= \frac{\sum x}{N} \\ &= \frac{970}{10} \\ &= 97 \end{aligned}$$

The average score is 97. It was categorized as a very good score indicator. So, the result of the young learners vocabulary test was very good. Most of the students could do the vocabulary test which was given to them. The data of teaching techniques was taken by doing class observation. The researcher classified the techniques that had been employed based on the age.

The table above explained the results of interviews and observations conducted by researchers. The table was only to help define, in the table it could be seen that the students' grades had changed. During the teaching and learning process, some students did not focus on learning so that was why there were some students who experienced a decrease in grades, and students who experienced an increase in grades tried to focus more and studied harder to get satisfactory results.

It could be seen that students 2 and 3 experienced a decreased in grades many possibilities could occur, it could be that they did not study and considered the questions given very easy so they felt trivial causing them to experience a decreased in grades, and students 4, 5, 7, and 9 their grades increased, maybe in the previous grades they felt dissatisfied with the results obtained so they tried harder to get the best results, and students 1, 6, 8, and 10 their grades were established and did not change, maybe they already understood the material presented and that caused them to have established grades.

### The Advantages of Teaching by Using Flashcards

The advantages of flashcards for learning English could be described as follows: Teaching English by using flashcards is more interesting because flashcards could create joyful learning in the classroom, by using flashcards the teaching and learning process would be more varied, especially in adding vocabulary for the priority learned in elementary school. Flashcards for the teacher could help to focus the student's attention because the flashcard with good pictures and paper. So the children could match the cards. The teacher could use the pictures to catch students' attention by providing a direct experience to enrich their visual element. Related to teaching English vocabulary, these pictures could be played as effective simulations to elicit the key responses by using specific structures.

Flashcards could be used based on the theme of the lesson, for example: animals, fruits, vegetables, occupation, part of the body, etc. so teaching English by using flashcards could explain the material more clearly and easily. By using flashcards, the teacher could give variations in teaching the English process, because teaching by flashcards could include games, which could minimize boredom as a result of a monotonous way of teaching. Flashcards could make the children excited and understand the vocabulary, the pictorial cards could keep them mentally and emotionally engaged in learning, and they could feel relaxed and have fun because they enjoyed what they learned.

Flashcards could motivate the children to be active in the teaching-learning process because the children learn by playing. By showing flashcards the children could remember the words better because they knew the real things of the words which were new to them, so by using flashcard children could easily memorize something, be more interested in the teaching-learning process and the teacher could help the children to remember the word in the picture, to add new vocabulary, and to increase vocabulary master. Picture flashcards were colorful which could help students avoid boredom and catch children's attention. Flashcards

could be used effectively as a stimulus in increasing children's vocabulary and had a powerful effect on the teaching and learning process.

### **The Disadvantages of Teaching by Using Flashcard**

The disadvantages of flashcards for learning English based on the facts above, Flashcards contribute to the children's competence and achievement, so it was almost without weaknesses in using flashcards in teaching vocabulary for elementary school. It could be seen that the average children's scores after the implementation of flashcards in taught vocabulary were high. So it could be concluded that flashcards were effective in teaching vocabulary in elementary school. But to teach the vocabulary by using flashcards the teacher needed more money to buy/print the flashcards and more preparations. Because the flashcards used must be clear and big enough to be seen by all the children in the class. To attract the children's attention the pictures on flashcards are colorful, so if the teacher only gave a copy of the picture, the children would get bored quickly.

### **Discussion**

The discussion of the research was made based on the research findings above. This discussion focused on teaching vocabulary to young learners by using flashcards. Based on research findings the researcher knew that the ability of young learners was the fair category. In the discussion, the researcher shows the discussion result of the young learners able to use flashcards. After analyzing the data from the young learners, the researcher found the young learner's scores. Taught vocabulary to young learners could be seen from the score. The score was achieved from the task that had been given to the young learners. Teaching vocabulary to young learners by using flashcards could increase students' competence of vocabulary as seen in the achievement of a very good category (a score of 90-100) There were 8 young learners, who belonged to a good category (a score of 80-89) and there are 2 young learners. It meant that the taught vocabulary to young learners by using flashcard tests was very good and fair. Most of the students could do the vocabulary test which was given to them.

There were many advantages of teaching vocabulary to young learners by using flashcards because flashcards could create joyful learning in the classroom, by using flashcards the taught and learned process would be more variations, especially to increase vocabulary for the priority learned in elementary school. Flashcards for the teacher could help to focus the student's attention because the flashcards with good pictures and paper. So the children could match the cards. The teacher could use the pictures to catch students' attention by providing direct experiences to enrich their visual element. This research was different from the previous study, the differences were the object of the study, the subject of the study, the place, and the method of collected data. In this research, the researcher studied that teaching vocabulary to young learners by using flashcards motivated the children to be activated in the taught learning process because the children learned by playing with the students to master the vocabulary.

The weaknesses of the test used to obtain the results of the students test, are:

1. Limited Context
2. Flashcards often present words in isolation, which may not provided sufficient context for understanding and learners might struggle to use vocabulary appropriately in sentences.
3. Overemphasis on Memorization
4. Focused on rote memorization could lead to superficial learning rather than deep understanding, some learners might rely too heavily on flashcards without developing broader language skills.
5. Resource Intensive
6. Creating high-quality flashcards could be time-consuming for teachers. It might require additional resources, such as printing and materials for customization.
7. Varied Learning Styles
8. Not all learners respond equally well to visual aids; some might prefer auditory or kinesthetic learning methods. Teachers need to consider diverse learning preferences when using flashcards.
9. Potential for Distraction
10. If not used effectively, flashcards could become a source of distraction rather than a learning tool.

Students might focused more on the images than on the vocabulary itself.

Thus, suggested process for teaching with Flashcards is considered as follows:

1. Preparation – create or gather flashcards with clear images and vocabulary words.

2. Ensure that the vocabulary was relevant to the students' learning objectives.
3. Introduce the vocabulary words along with the flashcards.
4. Explain the meaning of each word using examples and context.
5. Used flashcards in games (e.g., matching, memory games) to enhance engagement.
6. Encourage students to work in pairs or groups to promote collaboration.
7. Regularly reviewed the flashcards to reinforce learning.
8. Used spaced repetition to help students retain vocabulary over time.
9. Conducted informal assessments to gauge understanding (e.g., asking students to use words in sentences).
10. Provided feedback and support where needed.
11. Encourage students to use vocabulary in context through writing or speaking exercises.
12. Integrated flashcards with other teaching methods to provide a well-rounded approach.

By following this process, teachers could effectively utilize flashcards to enhance vocabulary learning while addressing potential weakness.

## CONCLUSION

Based on the result of the data the researcher would like to withdraw some conclusions as follows: the taught vocabulary to young learners by using flashcards was fair. It could be seen from the young learner's mean score of the taught vocabulary to young learners, that the mean score of the taught vocabulary to young learners by using flashcards was 97. It was analyzed based on the matching test.

The result of this research shows that the main aspects of teaching vocabulary to young learners by using flashcards could motivate the children to be activated in the taught-learned process because the children learn by playing. By showing flashcards the children could remember the words better because they knew the real things of the words which were new to them, so by using flashcards children could easily memorize something, be more interested in taught learned processes, and the teacher could help the children to remember the word in the picture, to add new vocabulary, and to increased vocabulary master. This research was different from the previous study, the differences are the object of the study, the subject of the study, the place, and the method of collecting data. In this research, the researcher studies that teaching vocabulary to young learners by using flashcards most motivates the children to be activated in the taught process because the children learn by playing for the students to master the vocabulary.

## REFERENCES

- Aba, L. 2019. Flashcards as a Teaching Tool for English Vocabulary AL-Lisan: Jurnal Bahasa.
- Afriska, L. Z. 2016. vocabulary learning strategies used by eleventh grade students of SMA 1 Grogol in academic year 2015/2016.
- Amalia, A. P. 2017. The Use of Picture Flashcards in Teaching English Vocabulary to Improve Reading Skills (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).
- Aminah, Siti. 2016. Analysis of the Essential Factors Influencing Students in Learning English: A Case Study on the XII-Grade Students of the Language Department of "Man Model" Kupang in the Academic Year 2016–2017 Unpublished Thesis, Undana, Kupang
- Andalas, Husni. 2019. The Use of Flashcards Teaching Strategy to Increase Students' English Vocabulary Mastery (A Classroom Action Research at the Fifth Grade Students of SDN 024 Bengkulu Utara in Academic Year 2017/2018).
- Anindita, D. 2019. The Effect of a Match Learning Using Flashcard Media on Increasing Mastery of English Vocabulary (Penelitian pada Siswa Kelas V SD Negeri Jurangombo 1) (Doctoral dissertation, Skripsi, Universitas Muhammadiyah Magelang).
- Bakhsh, S. A. 2016. Using Games as a Tool for Teaching Vocabulary to Young Learners English language teaching.
- Bouteliaten, A. 2010. The effectiveness of using crossword puzzles as a teaching strategy to enhance students' knowledge of vocabulary The case of first-year students, University of Constantine. Unpublished Master's Dissertation, University-Constantine
- Brown, H. D. (2001). Principles Of Language Learning And Teaching. Fifth Cambridge University.
- Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: University Press.

- Decarrico, J. S. 2001. Vocabulary learning and teaching 3. English as a second or foreign language instruction. Edition. San Francisco State University: Library of Congress Cataloging.
- Fatmitasari, M. 2016. Teaching Reading Through Picture Books (A Case Study at Grade 2-A Candle Tree Elementary School). Skripsi Sastra Inggris S1, 2016.
- Fitria, Iqlamadina Lailatul and , Happy Adityarini, M. A., Ph. D. 2023. An Analysis on Factors Affecting Student Mastery of English Daily Vocabulary at State Senior High School 1 Banyudono. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Hackman, S. 2008. Teaching Effective Vocabulary. Department for Children, Schools and families.
- Hadijah, Siti. 2017. Using the Total Physical Response Method to Improve Vocabulary Mastery of Fourth Grade Students at SD Muhammadiyah 1 Kupang in the Academic Year 2016-2017. Unpublished Thesis, Undana, Kupang.
- Hamid, F., & Ertin, M. A. The Effect of Using Flashcards on Students' Vocabulary Achievement (A Quasi-experimental Study at the Seventh Grade Students of SMPN 178 Jakarta). Jakarta.
- Harmer, J. 2007. How to Teach English. New edition. Pearson Education Limited.
- Harmer, Jeremy. 2001. The practice of English language teaching (third edition), Essex: Longman.
- Hornby, A.S. 2000. Oxford Advanced Learners' Dictionary, Sixth Edition, Oxford University Press, Inc. Jurnal Dinamika Pendidikan.
- Kimsesiz, F. & Konca, M. Y. 2017. The Effect of Project-Based Learning in Teaching EFL Vocabulary to Young Learners of English: The Case of Pre- School Children Online Submission.
- Lelawati, S. Dhiya, S., & Mailani, P. N. 2019. The teaching of English vocabulary to young learners (Professional Journal of English Education).
- Mukminatun, S. 2008. English Language Teaching Techniques for Children 26th of September, 2019.
- Nation, I. S. 2008. Teaching Vocabulary Strategies and Technique. Boston: EINLE.
- Nugroho, Y. S., Nurkamto, J., & Sulistyowati, H. 2012. Improving students' vocabulary MASTERY USING FLASCARS. English Education.
- Octoberlina, L. R., & Anggarini, I. F. 2020. Teaching vocabulary through picture cards in an Islamic elementary school: a case study in Nida Suksa School, Thailand . In Jurnal Madrasah.
- Puspita, N., & Sabiqah, N. 2017. Teaching vocabulary by using a crossword puzzle English Education. Jurnal Tadris Bahasa Inggris.
- Schmitt, N. (2000) Vocabulary in Language Teaching. New York: Cambridge University Press.
- Scott, Thornbury. 2002. How to Teach Vocabulary. New York: Longham.
- Setiyadi Ag. Bambang. 2006. Teaching English as a foreign language, Graha ilmu, Yogyakarta.
- Sujana, M., & Nara Sintawati, L. S. 2011. How to Learn English in Secondary School.
- Suyanto, K. E. 2008. English for Young Learners. Jakarta: Bumi Aksara.
- Taka, V. P. 2008. Vocabulary learning strategies and foreign language acquisition in vocabulary learning strategies and foreign language acquisition. Multilingual Matters.
- Tarigan, H., G. 1986. Pengajaran Gaya Bahasa. Bandung: Penerbit Angkasa.
- Umanah, F. I., and Sunday, E. S.: Crosswords Puzzle, Flashcards Teaching Strategies, and Senior Secondary School Students' Academic Performance in Chemistry
- Widaningsih, R. 2009. Increasing Vocabulary Mastery Using Crossword Puzzle Technique in the Inclusion Program in SD Negeri Kaloran Wonogiri (Doctoral dissertation, Universitas Muhammadiyah Surakarta)
- Wright, Andrew 1997. picture for language learning. New York. Cambridge University Press.