

Expanding the students' vocabulary by using musical flashcards at kindergarten school

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ABSTRAK

Abstrak: Siswa TK sering mengalami kesulitan dalam mengingat kosakata akibat tugas pembelajaran yang berulang, sehingga perlu tindakan segera untuk memperbaiki metode pengajaran di kelas. Studi ini bertujuan untuk meningkatkan penguasaan kosakata di kalangan anak-anak TK melalui pemanfaatan "Kartu Flash Musik". Studi ini menggunakan kerangka Penelitian Tindakan Kelas (CAR), yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari empat tahap utama: perencanaan, implementasi, pengamatan, dan refleksi. Subjek penelitian mencakup 25 siswa TK dari RA Mambaul Ulum Bono. Informasi diperoleh dengan menggunakan pendekatan kualitatif dan kuantitatif. Penelitian menunjukkan bahwa pemanfaatan Kartu Flash Musik dapat secara efektif memperbaiki suasana kelas dan memperluas kosakata siswa. Pada Siklus I, hanya 55% siswa yang berhasil menguasai kosakata, terutama disebabkan oleh tantangan dalam pengelolaan kelas. Setelah penyesuaian interaksi kartu dan ritme musik di Siklus II, proporsi siswa yang mencapai penguasaan meningkat secara signifikan hingga 80%. Metode multisensori sukses meningkatkan partisipasi, daya ingat visual, dan ketepatan ucapan. Secara ringkas, Penelitian Tindakan Kelas memanfaatkan Kartu Flash Musik untuk secara efektif mengatasi masalah retensi kosakata dan meningkatkan mutu pengajaran serta pembelajaran dalam pendidikan anak usia dini.

Abstract: Kindergarten learners frequently faced challenges in retaining vocabulary due to repetitive learning tasks, necessitating prompt measures to enhance classroom techniques. This research wanted to boost vocabulary proficiency among kindergarten students by utilizing "Musical Flashcards." The study applied a Classroom Action Research (CAR) framework, executed over 2 cycles. Every cycle included four key stages: planning, acting, observing, and reflecting. The subjects of the study consisted of 25 kindergarten pupils from RA Mambaul Ulum Bono. Data were gathered through qualitative methods and quantitative methods. The results indicate that using Musical Flashcards effectively improved the classroom environment and enriched students' vocabulary. During Cycle I, merely 55 % of students achieved the vocabulary mastery, mainly because of difficulties in classroom management. Following the adjustments to the musical rhythm and card interaction in Cycle II, the proportion of students attaining mastery rose notably to 80%. The multi-sensory method successfully enhanced engagement, visual recall, and pronunciation precision. In summary, Classroom Action Research using Musical Flashcards effectively addressed vocabulary retention challenges and enhanced the quality of teaching and learning in early childhood education.

INTRODUCTION

Mastering vocabulary is the essential basis for acquiring a second language during early childhood. In the kindergarten school, children are in a gold phase, as their minds are very open to new language exposure. Introducing English at an early stage equips them with crucial skills for future communication and comprehension of literature (Ramadhianti et al., 2023). Teaching vocabulary of a foreign language to kindergarten children poses unique challenges. At this age, children possess brief attention spans and are prone to losing interest in repetitive learning techniques or abstract memorization.

Despite these evident benefits, teaching foreign languages to preschoolers poses distinct educational challenges for teachers. Children in their early learning stages inherently have brief attention spans and need ongoing sensory engagement. As a result, conventional, teacher-focused methods that depend significantly on abstract memorization or continuous practice frequently cause quick disengagement and a decline in learning motivation. To avoid boredom and enhance retention, early childhood educators should transition to lively, engaging, and media-rich teaching methods that resonate with the playful characteristics of kindergarten children.

To reduce instructional monotony and enhance vocabulary retention, early childhood educators should deliberately shift from passive teaching methods to active, hands-on, and media-enriched instructional approaches. At this level, effective teaching tools need to be thoughtfully structured to incorporate visual, auditory, and tactile stimuli. Aligning classroom approaches with the innate, play-oriented traits of kindergarten children, such engaging techniques turn abstract language inputs into significant, tangible learning experiences, thus promoting enhanced cognitive processing and enduring memory retention.

In the fact some teachers said that students encounter difficulties with memorization, contextual application, retention, and motivation. To tackle these difficulties, they utilize methods like repetition, applying vocabulary in relevant situations, and integrating multimedia tools (Laoli, 2025). Moreover, students indicated employing enjoyable and interactive techniques, such as songs and films, to remain motivated and involved.

In reality, on-the-ground studies and educator feedback show that young students often face complex cognitive and emotional challenges in learning vocabulary, especially in areas like memorization, situational usage, memory retention over time, and internal motivation. To alleviate these widespread educational challenges, instructors frequently utilize organized intervention strategies; these consist of intentional practice exercises, situating new terminology within recognized everyday contexts, and incorporating simple multimedia resources. These conventional methods strive to connect abstract language symbols with tangible understanding in students. However, depending exclusively on teacher-led approaches is frequently inadequate for early education, as it might not entirely engage the learners' curiosity. Input from students highlights the essential requirement for experiential, student-focused methods. Young learners show markedly greater engagement and lasting situational interest when vocabulary teaching includes enjoyable and highly interactive methods, like children's songs, rhythmic chants, and animated movies

Nevertheless, depending exclusively on teacher-led interventions is frequently inadequate for early childhood education. Student feedback highlights the essential requirement for experiential, learner-focused methodologies. Young learners show notably greater engagement and prolonged interest when vocabulary teaching includes fun and interactive resources like children's songs, rhythmic chants, and animated movies. By incorporating target vocabulary into engaging and multisensory formats, these resources convert abstract language ideas into tangible, memorable experiences, thus minimizing cognitive strain and promoting a more favorable outlook on learning foreign languages.

Vocabulary acquired through incidental learning methods like dedicated study and discovering how to learn a language is readily comprehended in reading, listening, speaking, and writing tasks (Ramdhani S Ibrahim, 2022). Insufficient vocabulary can make it hard for students to articulate their thoughts or views in English (Mcgraw et al., 2009.) The proficiency in vocabulary is crucial for foreign language acquisition, as a person with an adequate vocabulary will feel assured when speaking English, whereas someone with poor vocabulary will lack confidence in practicing speaking a foreign language (Lee et al., 2023).

Aside from simply enhancing language skills, vocabulary proficiency is crucial in the socio-

psychological aspects of learning a foreign language. Students with a diverse mental lexicon show considerably greater self-confidence and readiness to engage in conversation, enabling them to speak English more fluently and without fear of making mistakes. On the other hand, a limited vocabulary frequently leads to language anxiety and a significant decrease in confidence, prompting students to pull back from communication activities and steer clear of practicing the foreign language completely. Thus, promoting early vocabulary skills is crucial not only for educational achievement but also for developing the communicative confidence necessary for active language use.

Vocabulary Instruction a fundamental aspect of language learning, serving as the foundation for both receptive skills (reading and listening) and productive skill (speaking and writing) (Hidayati, 2020). Observations in kindergartens indicate that the process of learning English is frequently focused on the teacher and depends on lectures or rote memorization. Although typical visual aids like flashcards are frequently utilized, they tend to struggle in keeping children's attention for extended durations because they lack engaging, interactive features. Consequently, the growth of students' vocabulary is hindered, children turn passive, and they find it difficult to retain word meanings over time. Consequently, educational media is essential that is not only visually attractive but also engages children's auditory and motor abilities at the same time. This lack of instruction greatly obstructs the growth of students' vocabulary skills. In the absence of active involvement, children tend to transform into passive spectators instead of engaged participants, resulting in inadequate cognitive retention and a swift deterioration of word meanings as time passes. To address these constraints, it is crucial to shift towards multi-sensory educational resources. Successful instructional resources should surpass simple aesthetic attraction; they need to engage children's auditory perceptions and motor abilities concurrently, turning vocabulary learning into an engaging, practical experience that corresponds with the developmental requirements of young children.

Research indicates that flashcards enhance language skills, storytelling, memory retention, problem-solving abilities, and vocabulary development (Harisanty 2020). Using flashcards had several benefits. In educational environments, flashcards have been proven to be widely accepted and utilized by students, especially when combined with rewards (Saatz S Kienle, 2013). Flashcards was seen as an enjoyable, simple, and an engaging educational resource that enhances cognitive skills and boosts self-esteem. A flash card is an easy-to-use, practical, and attractive instructional tool that has numbers, letters, images, or phrases that arrange information for students to make learning activities simpler and more fun (Mcgraw et al., 2009). Learners acquired English vocabulary enjoyably and by engaging actively in the study method utilizing flashcards.

Structurally, flashcards serve as an adaptable, practical, and visually attractive instructional medium. By condensing complex linguistic data into scaffolded bits of information—such as numbers, letters, targeted images, or phrases—they effectively simplify the cognitive load for young minds, making abstract language concepts more accessible and engaging (McGraw et al., 2009). When integrated into early childhood classrooms, this medium shifts the learning paradigm from passive absorption to active participation. Consequently, learners are able to internalize English vocabulary through immersive, play-based interactions, proving that flashcards are not merely static visual aids, but dynamic tools that harmonize academic rigor with enjoyable learning experiences.

In the contemporary era of rapid technological advancement, young children are highly habituated to mobile devices and interactive screens, making traditional, static flashcards appear increasingly obsolete and unengaging. Consequently, educators face the urgent challenge of devising innovative, highly interactive instructional methods to revitalize flashcards and capture learners' fading interest. To bridge this pedagogical gap, Musical Flashcards emerge as a dynamic evolution of conventional word cards. This innovative medium seamlessly synthesizes vibrant visual components—such as vivid images and structured text—with synchronized auditory features, including engaging music, short songs, or rhythmic patterns directly correlated with the target vocabulary.

Theoretically, music possesses an innate psychological capacity to foster an optimal, stress-free classroom climate and substantially alleviate foreign language anxiety in early childhood. Furthermore, the simultaneous presentation of striking visuals and catchy melodies is neurobiologically designed to activate both the left and right hemispheres of the brain symmetrically. By engaging dual-coding cognitive processes, this multisensory integration facilitates deeper neurological encoding, thereby significantly enhancing memory consolidation and the long-term retention of new vocabulary among young learners (Hanswaty, 2016).

Moreover, the concurrent display of compelling images and captivating tunes is neurobiologically designed to engage both the left and right sides of the brain equally. The left hemisphere mainly interprets the symbolic language and organized textual aspects of the target vocabulary, while the right hemisphere handles the overall prosodic characteristics, pitch changes, and spatial-visual signals of the media. Through the activation of dual-coding cognitive functions, this multisensory combination enhances neurological encoding and spreads the cognitive demand across several cortical networks. This coordinated interhemispheric communication stops early attention decline and maximizes working memory capacity, thus greatly improving memory consolidation, strengthening long-term lexical retention, and speeding up second-language fluency in young learners. Highlighting the vast instructional possibilities of this multi-sensory medium, the study titled "Expanding Students' Vocabulary through Musical Flashcards in Kindergarten" is systematically designed to evaluate and demonstrate the empirical impact of Musical Flashcards on the English vocabulary proficiency of preschool learners. Beyond merely assessing linguistic gains, this research aims to critically explore the extent to which this interactive pedagogical tool can optimize student classroom engagement and cultivate intrinsic learning motivation. By documenting both vocabulary development and behavioral responses, this study seeks to provide concrete empirical evidence on how integrating visual, auditory, and rhythmic stimuli can transform the early childhood language-learning experience into a highly interactive, participative, and joyful process.

This study aims to offer solid, generalizable empirical evidence on multisensory integration in early childhood education by using a dual-analytical approach that records both quantitative vocabulary growth and qualitative behavioral reactions. It explores the collaborative connection among visual, auditory, and rhythmic stimuli, demonstrating how their coordinated interaction can break down the strict, inactive frameworks of conventional language teaching. This research ultimately seeks to reshape early childhood language-learning frameworks, converting the kindergarten classroom into a highly engaging, participatory, and enjoyable setting that supports various learning styles and aligns with the natural developmental path of young students.

METODOLOGY

This study employs the Classroom Action Research (CAR) approach. The CAR model implemented is the Kemmis S McTaggart model, which employs a reflective spiral framework. This framework is composed of four primary phases within every cycle: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting. If the success target is not achieved in the first cycle, the research will continue to the next cycle by revising the plan based on the results of the previous reflection. Information for this research was gathered using three primary methods such as (1) Observation, (2) Vocabulary Assessments (Oral S Visual), and (3) Documentation.

The researcher used such instruments to fulfill the data from the field. First, observation sheet to utilized the children's activities, participation, and conduct during the educational process with Musical Flashcards. Secondly, Vocabulary Assessments (Verbal S Visual) used to evaluate at the conclusion of the cycle. The instructor displays a card and then encourages the kids to identify the name of an object (What is this?) or to match an image according to the teacher's spoken directions (Touch the elephant). thirdly, Documentation as like photographs, video footage of the educational process, and field notes to enhance the credibility of the information.

This study was deemed successful and concluded when the subsequent criteria were satisfied: a) Traditional Achievement: A minimum of 75% of all students in the class attained mastery of English vocabulary based on the Learning Objectives Achievement Standards (KKTP) established by the school, and b) Student Engagement: A minimum of 80% of students showed "Very Active" or "Active" participation as recorded in observation sheets throughout the teaching and learning activities.

This study was carried out at RA Mambaul Ulum Bono Tulungagung. The site was selected due to the fact that this school continues to struggle with insufficient mastery of English vocabulary among its students. The participants of this research comprised 25 students from groups A and B at RA Mambaul Ulum Bono Tulungagung. The participants were kids between 4-6 years old who were at the initial phases of language acquisition.

FINDINGS AND DISCUSSION

The Findings of the Study in the Pre-Cycle Requirements (Pre-Action) Prior to the action being performed, the researcher carried out preliminary observations and an oral assessment (pre-test) to assess students' initial vocabulary proficiency. First, the findings revealed that among the 25 students in the class, merely 35% could accurately pronounce and understand basic English vocabulary.

Students were often passive, quickly bored, and struggled to concentrate because the method previously employed relied solely on the dull repetition of words (drilling) without any interactive elements. Before starting the classroom intervention, a thorough diagnostic baseline assessment was performed to assess the students' initial mastery of foreign language vocabulary. This initial phase employed a mix of systematic classroom observations and a structured oral pre-assessment. The empirical information obtained from these assessment tools showed a significant educational shortcoming in the classroom's language base.

Qualitative information from classroom observations provided additional insights into the underlying reasons for these low quantitative scores. The historical dependence on traditional, teacher-focused teaching methods—particularly tedious vocabulary exercises and passive memorization—resulted in a learning atmosphere that was devoid of the engaging, communicative, and interactive elements essential for early childhood growth. As a result, the young learners displayed extensive passive behaviors, quick cognitive fatigue, and split attention spans. Lacking multisensory interaction, the children found it hard to focus during English classes, highlighting a pressing and essential necessity to substitute conventional verbal exercises with an engaging, media-enhanced teaching approach.

In addition to the baseline statistics, qualitative insights gathered from structured classroom observations offered vital diagnostic proof concerning the root causes of the students' low proficiency scores. The empirical data showed that the instructional history of the classroom was strongly tied to conventional, teacher-centered teaching models, which depended nearly entirely on fixed vocabulary drills and passive recall. This mechanistic method produced a dull learning atmosphere that lacked the communicative, playful, and interactive aspects essential for early childhood cognitive growth. As a result, the young students experienced significant instructional disconnection. In the absence of active learning pathways, students quickly demonstrated prevalent passive behaviors, significant cognitive fatigue, and severely fragmented attention spans during English classes. The complete lack of multisensory interaction greatly hindered their ability to sustain situational focus, resulting in a swift decline in interest.

Secondly, in the Cycle 1 the researcher focused on animals' theme using musical flashcard. The instructor pushes a button, plays a tune, and mimics animal noises, then requests the students to mimic them. The result was the students' excitement started to grow because of the musical aspect. Yet, the classroom environment occasionally became less favorable as certain students hurried to press the sound button on the card, interrupting their focus. According to the oral exam at the conclusion of Cycle I, students' classical proficiency rose to 55%. Even with this enhancement, the outcome did not fulfill the success criterion established in discussion (which requires at least 75%).

Qualitative data from classroom observations indicated a marked transformation in student engagement compared to the pre-action baseline. The introduction of synchronized acoustic elements and playful auditory stimuli successfully stimulated the children's intrinsic learning motivation, shifting the classroom dynamic into a more enthusiastic and livelier atmosphere. Despite this positive behavioral trajectory, the intervention introduced unforeseen classroom management challenges. The physical appeal and interactive design of the media triggered a high level of competition among the young learners; multiple students frequently disrupted the instructional flow by rushing forward to manually trigger the sound buttons on the cards. This behavioral chaos occasionally fractured collective concentration and compromised classroom conduciveness, indicating that the instructional boundaries had not yet been fully internalized by the kindergarteners. Quantitatively, the oral assessment administered at the conclusion of Cycle I demonstrated a notable trajectory of improvement, with students' classical proficiency rising significantly from 35% to 55%. While this 20-percentage-point increase reflects a substantial linguistic gain, the empirical outcome still failed to satisfy the established success criterion of 75% determined in the research framework.

Consequently, a secondary cycle of action research was deemed absolutely necessary, focusing heavily on refining classroom management strategies, adjusting student-media interaction boundaries, and stabilizing learner focus to bridge the remaining pedagogical deficit.

The reflection of Cycle 1 stated that the primary challenges in this Cycle were managing the classroom while using media and the music's length being insufficient. Consequently, the strategy was altered for Cycle 2: the instructor would manage the audio playback entirely (utilizing digital slide-based Musical Flashcards/a projector equipped with speakers) and organize students into small groups for improved organization. The educational reflection from Cycle I emphasized two key operational challenges they were issues with classroom management arising from student-media interactions and inadequate durations of audio tracks. To resolve these operational constraints, the

instructional design was intentionally adjusted for Cycle II. The teacher consolidated all audio playback activities by employing digital, slide-based Musical Flashcards linked to a projector-speaker setup. Additionally, students were methodically arranged into organized small groups to promote a more orderly, cooperative, and concentrated learning atmosphere.

To be continued with Cycle 2. The focus of this cycle was "Numbers S Colors." Following the updated plan, the instructor employed digital music flashcards shown on a big projector screen. Every card triggered a brief, engaging, rhythmic tune connected to that number or color. The result of observation in the Cycle 2 was that the classroom atmosphere more organized significantly since all students could see a single large screen collectively. The incorporation of brief songs motivated students to participate in singing and engage in physical movements (Total Physical Response). The engagement rate among students hit 85%.

Drawing from the strategic insights gained in the earlier phase, the action research moved into Cycle II, emphasizing the thematic unit of "Numbers and Colors." Following the updated teaching plan, the teacher substituted personal physical cards with digital music flashcards displayed on a large screen in the classroom. Every digital slide featured a short, captivating, and rhythmic tune carefully aligned with the exact number or color being instructed. Observations in Cycle II showed a significant enhancement in classroom control and structural organization. Through adopting a centralized visual focus, the teacher effectively reduced the physical disorder seen in Cycle I; each student could see the instructional content on the large screen from their seats, removing the temptation to gather around the media. Additionally, the use of specific rhythmic songs served as an impactful trigger for active learning. The musical hooks encouraged the children to engage eagerly in singing aloud while also executing synchronized physical movements, effectively leveraging the Total Physical Response (TPR) approach.

The results of the oral exam at the conclusion of **Cycle 2** demonstrated a highly notable improvement. Students' classical proficiency attained 80% of 25 students met the standard mastery level). Since the success criterion ($\geq 75\%$) was achieved, the study was terminated in Cycle 2. Finally, the expanding of students' vocabulary ability was increased. it can be seen from the score 55% up to 80%. The oral assessment given at the end of Cycle II produced significant empirical advancements in the students' vocabulary proficiency. Quantitative data indicated that 80% of the 25 enrolled students achieved the set standard mastery level, reflecting a significant improvement in individual vocabulary skills. Since this collective academic result effectively exceeded the predetermined success criterion of $\geq 75\%$ outlined in the research framework, the classroom intervention was formally and successfully concluded at the end of Cycle II. The pattern of the students' vocabulary growth shows a consistent and significantly positive trend during the action research. The initial classical proficiency started at a low 35% during the pre-action phase, progressed to 55% in Cycle I, and finally reached an ideal 80% in Cycle II.

Analyzed chronologically, the trajectory of the students' vocabulary expansion demonstrates a steady, statistically positive upward trend throughout the action research phases. The baseline classical proficiency began at a highly deficient 35% during the pre-action phase, advanced progressively to 55% in Cycle I, and ultimately culminated at an ideal mastery rate of 80% in Cycle II. This 45-percentage-point cumulative growth provides concrete empirical evidence that transitioning from traditional, passive verbal drills to an immersive, digital musical flashcard framework is highly effective in accelerating second-language vocabulary acquisition and stabilizing long-term cognitive retention among kindergarten learners.

Research on flashcards in early childhood education reveals that they are highly effective, colorful, and engaging visual aids. They are widely utilized by educators to rapidly build vocabulary, develop early reading skills, and improve interaction, especially within language-focused classrooms (Muh.Izzul, 2019). Flashcards are an efficient tool for expanding vocabulary and developing information literacy. They may be tangible cards containing words or questions on one side and answers on the other (Nakata, 2019). The musical flashcard motivated the students to be confident in the classroom and improved their enthusiasm in conveying new vocabulary. When these conventional visual elements are integrated into musical flashcards, their educational effectiveness is greatly improved. Incorporating rhythmic and melodic components aids in dismantling emotional obstacles in foreign language acquisition, enabling young learners to conquer communication apprehension and assertively express their voices in the classroom. This multisensory blend ultimately ignites increased cognitive excitement, encouraging children to swiftly remember, use, and express newly learned vocabulary with more energy and genuine delight.

The practical use of musical flashcards in early childhood education shows a significant

psycho-pedagogical effect, particularly by changing the students' emotional state and enhancing their communication confidence in the classroom setting. When traditional, fixed visual aids are intentionally enhanced within musical flashcards, their overall educational effectiveness experiences a significant shift. The intentional alignment of visual, textual, and auditory elements promotes a dual-coding cognitive approach, rendering the target language easily accessible to young learners. From an emotional perspective, the use of organized rhythmic structures and musical elements acts as a vital therapeutic driver in second-language learning.

By creating an ideal, non-threatening, and enjoyable classroom atmosphere, these musical elements effectively break down affective filters and significant emotional obstacles—like foreign language anxiety and communication apprehension. As a result, young students gain psychological strength to confront the fear of negative judgment, enabling them to confidently express themselves and engage in spoken practice without reluctance. From a neurobiological perspective, this multisensory integration boosts cognitive engagement and maintains ongoing interest, effectively counteracting the swift attention decline often seen in kindergarten pupils.

Educational Value of Flashcards in Early Literacy Advancement

Research findings in early childhood education consistently show that flashcards act as highly effective, dynamic, and visually stimulating educational tools. Teachers frequently utilize this teaching method in language-oriented classrooms to expedite the learning of foreign vocabulary, foster essential reading skills, and encourage engaging, student-to-student interaction. Flashcards offer instant tangible examples of abstract language ideas, effectively supporting young learners' cognitive development, enabling them to quickly decode and assimilate language structures. As a result, this visual support turns a standard lesson into a dynamic communicative space that boosts social interaction and involvement in the classroom. Aside from aiding in basic word identification, flashcards serve as a valuable diagnostic and teaching resource for broadening a child's vocabulary and promoting early information literacy. Structurally, these flexible tools utilize the concepts of active recall and spaced retrieval practice with physical, double-sided designs. Flashcards generally include specific words, prompts, or contextual questions on one side, along with relevant semantic answers, definitions, or illustrative hints on the other side, enabling students to methodically process, categorize, and access information.

Picture and Table

This First picture explained the stages in conducting classroom action research in this study whereas the secondly stated the result of cycle 1 and cycle 2.



Picture 1. The CAR roadmap used Kemmis S McTaggart Model

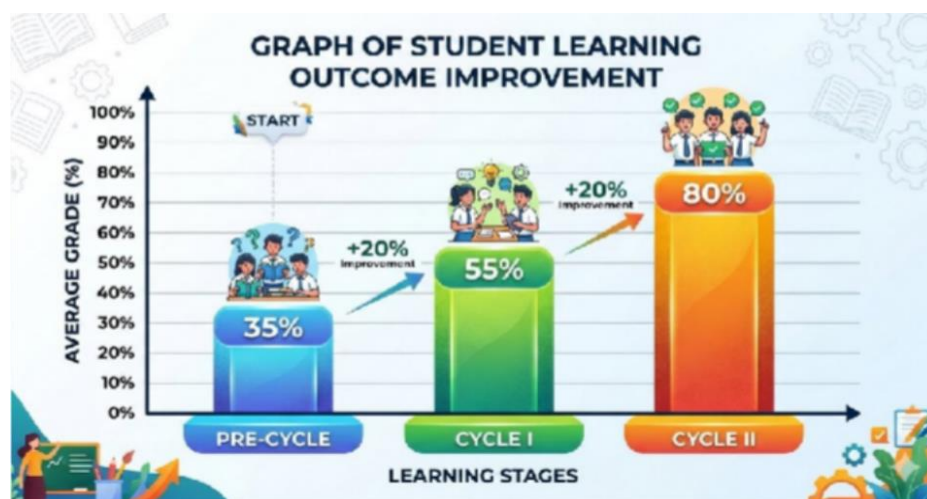


Table 1. The Graphic of Cycle 1 and Cycle 2

CONCLUSION

From the findings of the study and conversations held over two cycles in a preschool, several important conclusions can be made such as: Enhanced Vocabulary Proficiency; Utilizing Musical Flashcards has been shown to notably increase and enhance kindergarten students' understanding of English vocabulary. This enhancement is clear in the proportion of students finishing the classical learning tasks, which rose from 35% in the pre-cycle to 55% in Cycle I, ultimately achieving the goal success rate of 80% by the end of Cycle 2. In addition, this study Enhanced Student Participation: Utilizing Musical Flashcards can transform the classroom environment to be more engaging, responsive, and enjoyable (joyful learning). finally, musical flashcard was effective for Memory Retention. It means that the inclusion of brief, memorable music serves as a powerful mnemonic tool. Kids gain confidence in saying words and can retain the meaning of new vocabulary over time without the monotonous task of rote memorization.

Considering the aforementioned conclusions, the researcher presents various practical recommendations for the future improvement of English language acquisition in early childhood. First, kindergarten educators are encouraged to move away from traditional lecture techniques (uninspired repetition) and utilize multisensory media like Musical Flashcards for teaching foreign languages. Secondly, Educational Administrators should give The Educators to be supported by offering resources and infrastructure that enhance multimedia learning, such as speakers, projectors, or audio educational card tools. And the last, this study emphasizes physical media and basic digital slides, future researchers are encouraged to advance this work into a more contemporary realm, such as evaluating the effectiveness of Musical Flashcards through Android/iOS applications or utilizing Augmented Reality (AR) technology.

The Research Constraints was that Restricted sample size—the research included just 25 students from one school (RA Mambaul Ulum Bono), thus the findings may not be applicable to different schools. Targeted age group—participants in the study were restricted to early childhood (kindergarten); reactions to the music card media might vary in different age categories. Challenges in classroom management—during the first phase, the impact of the media was limited by concerns over classroom discipline and the children's adaptation to the musical tempo.

Suggestions for Future Studies was Increasing the sample size—upcoming researchers should consider applying this technique in a broader variety of schools or in diverse geographical areas. Incorporating digital technology—transforming this music flashcard resource into an engaging app or an audio-visual online educational tool. Implementing diverse classroom management techniques—experimenting with various student grouping strategies while utilizing the music cards to lessen interruptions to children's focus during classes.

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