

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *III*(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Andari, I. A. M. Y. (2023). Factors influence the acquisition of vocabulary by young learners. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, *2*(2), 153–166. <https://doi.org/10.53977/kumarottama.v2i2.833>
- Bahrudin, D. V. Y. (2015). The implementation of flashcard game on vocabulary mastery. *Wacana Didaktika*, *3*(6), 6. <http://journal.uim.ac.id/index.php/wacanadidaktika/article/view/27>
- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, *9*(7), 120. <https://doi.org/10.5539/elt.v9n7p120>
- Braun, V., & Clarke, V. (2012). Using thematic analysis in psychology. *European Journal of Organic Chemistry*, *1*(14), 2756–2765. <https://doi.org/10.1002/ejoc.201200111>
- Brown, C., & Payne, M. E. (1994). Five essential steps of processes in vocabulary learning. *TESOL Convention, Baltimore, Md.*
- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *JET (Journal of English Teaching)*, *5*(1), 15. <https://doi.org/10.33541/jet.v5i1.956>
- Dauletova, D., & Rahimova, D. (2022). The importance of vocabulary in language learning. *Ренессанс В Парадигме Новацій Образования И Технологий В Xxi Веке*, *6*(1), 173–174. <https://doi.org/10.47689/innovations-in-edu-vol-iss1-pp173-174>
- Djurayeva, Y. A. (2021). Enhancing English pronunciation in learning process. *CSPI Conference 2*, *2*, 302–306. www.ares.uz
- Kemal, E. (2018). How to get your students to stop translating and start thinking in English. *145*, 107–109. <https://doi.org/10.2991/iconelt-17.2018.24>
- Gao, R. (2021). The vocabulary teaching mode based on the theory of constructivism. *Theory and Practice in Language Studies*, *11*(4), 442–446.

<https://doi.org/10.17507/tpls.1104.14>

- Graves, M. F., August, D., & Martinez, J. M. (2013). Teaching vocabulary to English language learners. Teachers College Press.
- Harmer, J. (2007). Practice of English language.
- Hartt, M., Hosseini, H., & Mostafapour, M. (2020). Game on: Exploring the effectiveness of game-based learning. *Planning Practice and Research*, 35(5), 589–604. <https://doi.org/10.1080/02697459.2020.1778859>
- Hong, G. T. N., & Huan, B. N. (2019). Teachers' perceptions about vocabulary instruction through flashcards at English language centers in the Mekong Delta City. *I-Manager's Journal on English Language Teaching*, 9(3), 36. <https://doi.org/10.26634/jelt.9.3.15906>
- Khadijah, S., & Rezeki, Y. S. (2023). Developing pop-up book for teaching vocabulary to young learners. *Journal of English Education Program*, 4(1), 54–59. <https://doi.org/10.26418/jeep.v4i1.54957>
- Kobilova, N. R. (2022). Importance of pronunciation in English language communication. *Academic Research in Educational Sciences*, 3(6), 1. https://t.me/ares_uz
- Komara, U., & Pujasari, R. S. (2019). An etnolinguistics study: developing awareness and responses of local wisdom in teaching English. *Ide Bahasa*, 1(1). <http://jurnal.idebahasa.or.id/index.php/Idebahasa/article/view/5>
- Lamrani, R., & Abdelwahed, E. H. (2020). Game-based learning and gamification to improve skills in early years education. *Computer Science and Information Systems*, 17(1), 339–356. <https://doi.org/10.2298/CSIS190511043L>
- Liu, F., Vadivel, B., Rezvani, E., & Namaziandost, E. (2021). Using games to promote English as a foreign language learners' willingness to communicate: potential effects and teachers' attitude in focus. *Frontiers in Psychology*, 12(October), 1–10. <https://doi.org/10.3389/fpsyg.2021.762447>
- Malika, S., & Shirinboy, E. (2023). Assessment in the class and vocabulary assessment methods. *Formation of Psychology and Pedagogy as Interdisciplinary Sciences*, 2(23).
- Matruty, E., & Que, S. R. (2021). Using flashcard as a media in teaching vocabulary

- for the eighth grade students of junior high school. *MATAI: International Journal of Language Education*, 2(1), 25–34. <https://doi.org/10.30598/matail.v2i1.5490>
- Nation, P. (2022). Teaching vocabulary. *The Routledge Handbook of Second Language Acquisition and Speaking*, c, 273–284. <https://doi.org/10.4324/9781003022497-24>
- Naz, S., Elahi, K., Shah, S. A., & Makhdum, F. N. (2021). Factors affecting classroom participation: A study of secondary school students in Pakistan. *International Journal of Business and Economic Affairs*, 6(5). <https://doi.org/10.24088/ijbea-2021-65003>
- Nordlund, M., & Norberg, C. (2020). Vocabulary in EFL teaching materials for young learners. *International Journal of Language Studies*, 14(1), 89–116.
- Nuraida, I., & Wulansari, S. (2019). The effect of English classroom tasks in contextualized and localized on students' performance. *Journal of Physics: Conference Series*, 1179(1). <https://doi.org/10.1088/1742-6596/1179/1/012077>
- Nurhaniyah, B., Eko Soetjipto, B., & Hanurawan, F. (2015). The implementation of collaborative learning model find someone who and flashcard game to enhance social studies learning motivation for the fifth grade students. *Journal of Education and Practice*, 6(17), 166–171. www.iiste.org
- Nuryani, N., & Fadloeli, O. (2021). The utilization of flash cards in teaching English to young learners. *PROJECT (Professional Journal of English Education)*, 4(2), 156. <https://doi.org/10.22460/project.v4i2.p156-162>
- Oanh, P. T. K., & Thanh Dung, D. T. (2022). Using flashcard games to enhance vocabulary acquisition for high school students. *International Journal of Scientific and Research Publications (IJSRP)*, 12(1), 329–334. <https://doi.org/10.29322/ijsrp.12.01.2022.p12143>
- Pertiwi, R. S., Salabiyati, I., Damara, D., & Pratolo, B. W. (2020). The teacher's perspectives about challenges of teaching English for young learners: A case study at English Course for young learners. *Advances in Social Science, Education Adn Humanities Reseach*, 397(Iclique 2019), 65–74.

<https://doi.org/10.2991/assehr.k.200129.009>

- Pribilova, L. (2006). Teaching vocabulary to young learners. *Masaryk University*, 1–8.
- Pusparini, I., & Ningrum, M. P. (2020). Improving students' vocabulary mastery using spelling bee game at fifth grade in SDIT Ya Bunayya Pujon. *Journey (Journal of English Language and Pedagogy)*, 3(2), 66–73. <https://doi.org/10.33503/journey.v3i2.956>
- Putu Wulantari, N., Rachman, A., Nurmalia Sari, M., Jola Uktolseja, L., Rofi, A., Saraswati Tabanan, I., Pahlawan No, J., Peken, D., Tabanan, K., Tabanan, K., Halu Oleo, U., Hijau Bumi Tridharma, K., Kambu, K., Kendari, K., Tenggara, S., Muhammadiyah Sungai Penuh, S., Martadinata No, J. R., Sungai Penuh, P., Sungai Penuh, K., & Sungai Penuh, K. (2023). The role Of gamification in English language teaching: A literature review. *Journal on Education*, 06(01), 2847–2856.
- Qothrunnada, T. (2020). Students' perception of using flashcards in learning English vocabulary: a case study at an Islamic Boarding School. 2(1). <https://doi.org/10.2991/assehr.k.200513.051>
- Rahmani, E. F. (2020). The benefits of gamification in the English learning context. *IJEE (Indonesian Journal of English Education)*, 7(1), 32–47. <https://doi.org/10.15408/ijee.v7i1.17054>
- Rubin, I., & Rubin, H. J. (2011). *Qualitative interviewing: the arts of hearing data*. sage.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge University Press.
- Shah, R. K. (2020). Concepts of learner-centred teaching. *International Journal Education*, 8(3), 45–60. <https://doi.org/https://doi.org/10.34293/education.v8i3.2926>
- Shemshack, A., & Spector, J. M. (2020). A systematic literature review of personalized learning terms. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00140-9>
- Shin, J. K., & Crandall, J. (2013). Teaching young learners English from theory to

practice.

- Susanto, A. (2017). The teaching of vocabulary: a perspective. *Jurnal KATA*, 1(2), 182. <https://doi.org/10.22216/jk.v1i2.2136>
- Tahir, M. H. M., Albakri, I. S. M. A., Adnan, A. H. M., Shaq, M. S. Y., & Shah, D. S. M. (2020). The application of visual vocabulary for ESL students' vocabulary learning. *Arab World English Journal*, 11(2), 323–338.
- Terasne, T., & Hafiz, H. S. (2022). the Effect of Drill Technique Towards Students' Vocabulary Mastery in Learning English. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 6(2), 2452–2458. <https://doi.org/10.58258/jisip.v6i2.3144>
- Widya, E. R., Andriani, A., & Sulastri, F. (2020). Exploring flashcard as the media in teaching vocabulary to EFL young learners. *Journal of Applied Linguistics*, 1(1), 75–91. https://sshelco-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_equinoxoi_www_equinoxpub_com_article_648&context=PC&vid=WCHESTER&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=creator,exact
- Yin, R. K. (2018). Case study research and applications: Design and methods. In *Journal of Hospitality & Tourism Research* (Vol. 53, Issue 5). <https://doi.org/10.1177/109634809702100108>
- Yoga Widiadnya, I. G. N. B. (2023). Teaching vocabulary to young learners: combination of semantic mapping and bingo game. *Jurnal Pendidikan, Sains Dan Teknologi*, 2(4), 747–754. <https://doi.org/10.47233/jpst.v2i4.1182>