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## Improving Students' English Vocabulary Mastery Through the Learning Media "Card Games"

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### Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris siswa melalui media pembelajaran "permainan kartu". Penelitian ini dilakukan di kelas 2 SD di Kabupaten Tangerang dengan menggunakan pendekatan penelitian tindakan kelas (PTK) dalam 2 siklus. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran permainan kartu dapat meningkatkan penguasaan kosakata siswa. Jumlah siswa dalam penelitian ini adalah 11 siswa. Ditemukan bahwa terdapat peningkatan yang signifikan dalam penguasaan kosakata siswa dari siklus 1 ke siklus 2. Dengan demikian, dapat disimpulkan bahwa permainan kartu efektif dalam meningkatkan penguasaan kosakata bahasa Inggris siswa di kelas 2 SD.

**Kata kunci:** kosakata, media pembelajaran, permainan kartu.

### Abstract

*This study aims to improve students' mastery of English vocabulary through "card game" learning media. This research was conducted in grade 2 elementary school in Tangerang district by using classroom action research (PTK) approach in 2 cycles. The results showed that the use of card game learning media can improve students' vocabulary mastery. The number of students in this study was 11 students. It was found that there was a significant increase in students' vocabulary mastery from cycle 1 to cycle 2. Thus, it can be concluded that card games are effective in improving students' English vocabulary mastery in grade 2.*

**Keywords:** vocabulary, learning media, card games

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## INTRODUCTION

Vocabulary in every language is the main element playing an important role in speakers' communication both in oral and written forms (Muhayyang, 2023). The aim of this study is to elucidate the impact of Master and Mastery Card games on the enhancement of vocabulary acquisition and student engagement in the process of learning. The research focuses on elucidating how the utilization of Master and Mastery card games contributes to the effective teaching of vocabulary to second-grade elementary school students (Hasan, 2019). Having English as a native language implies being born and raised in a country where English has traditionally been the primary language spoken at school. Students in such environments must acquire four essential skills: listening, reading, speaking, and writing. The integration of these four abilities is crucial for effective communication and mutual reinforcement, as indicated by various researchers (Ross et al., 2018), (Utami et al., 2023), (Inggri, 2023), (*No Title*, n.d.), (Siliwangi, 2019), (English & Tambakberas, 2013), (Lukas et al., 2020), (Aristiawan et al., 2023). According to these sources, proficiency in English vocabulary plays a significant role in facilitating mastery of the four fundamental English skills. In summary, achieving expertise in these skills necessitates a solid command of vocabulary, as it serves as the foundational competence that enables students to excel in reading, writing, listening, and speaking, leading to overall success in learning English (E. Faculty, n.d.). The quality of students' verbal expression is heavily influenced by their proficiency in English vocabulary, a fundamental component essential for effective communication. Vocabulary serves as a foundational element for speaking, listening, reading, and writing proficiently (Ross et al., 2018). The significance of a robust vocabulary is evident both within and outside the school environment, with high-achieving students typically exhibiting a more extensive vocabulary in classroom settings (Alqahtani, 2015). This paper addresses the challenge of designing digital games that are accessible to primary school children and their teachers. The argument put forth emphasizes the necessity for digital games that can be easily modified by young learners (Marchetti & Valente, 2015). Throughout the language learning process, it is observed that young learners grasp vocabulary swiftly but may take more time to grasp linguistic structures (Bavi, 2018).

This situation poses a difficulty for the writer in discovering alternative approaches to instructing vocabulary. The educator must employ teaching methods that actively engage students in the learning process. An effective strategy to address this challenge is incorporating games into the teaching approach. Games serve as a valuable method for imparting vocabulary skills, as all students actively participate, collaborate as a team, and compete within the games to enhance their understanding of the material (T. H. E. Faculty & Tarbiyah, 2014).

Different kinds of games can improve language acquisition, such as guessing games, search games, matching games, matching-up games, exchanging games, exchanging and collecting games, arranging games, board games, card games, and puzzle solving. Among these, card games are particularly noteworthy as a valuable resource in the educational setting. The preference for card games is driven by their capacity to boost students' vocabulary, enabling them to actively employ their receptive vocabulary and broaden their understanding of words. Additionally, card games are enjoyable activities that create a relaxed and enjoyable learning environment for students. Consequently, the writer believes that card games can address the aforementioned issues. This technique allows students to collaborate as a team or work individually, completing the card games based on the instructions provided on the cards (T. H. E. Faculty & Tarbiyah, 2014).

In order to solve this problem, it is deemed necessary to apply learning using creative and fun card games. This strategy can guide students to determine the names of objects, be they fruits, animals or vegetables, depending on what theme will be taken during the card game. Media This card game provides freedom in choosing creative words to use as questions to group opponents, thus creating competition to guess

and get high score. This stage is interesting and fun for students. This is in accordance with the Quantum Learning learning model by Bobbi De Porter & Mike Hernacki (236-237) where learning is comfortable and enjoyable (Anggraini, 2019).

Learning vocabulary is an essential aspect of English education for students. As highlighted by (Federika & Effendy, n.d.), vocabulary refers to the understanding of word meanings. To proficiently acquire the four language skills in English—listening, speaking, reading, and writing—students need to possess a wide-ranging vocabulary. With an extensive vocabulary, students can effectively compose sentences, comprehend the meaning of written sentences, and enhance their ability to listen and understand spoken language, facilitating communication in English (Federika & Effendy, n.d.). In the realm of English instruction, there exist two categories of vocabulary: active and passive. Nuttall (1996) classifies words into two known types. Each word in the active vocabulary is one that you have a sufficient understanding of (Depari et al., n.d.). Zac Pricener (2022) outlines several advantages of the word card game, including its simplicity in setup and utility, its contribution to improving terminology, recall, and focus, its enhancement of student interaction for fluency practice, and its ability to create an enjoyable environment, ultimately bridging the gap between the instructor and students (Sari & Yukamana, 2023). In practice, the instruction of English as a foreign language typically involves a separate focus on language skills. The instructor provides a list of vocabulary, instructs learners to write it in their notebooks, and then mandates memorization for the next class. This conventional approach tends to be dull, leading to a dislike for English lessons among learners. To enhance the teaching-learning experience, teachers should employ engaging techniques when delivering materials. According to Nation (cited in Linse, 2006:122), educators should facilitate vocabulary learning by imparting useful words and assisting learners in deducing meanings independently. Furthermore, considering that the learners are children who thrive on enjoyment, incorporating playfulness into the learning process is crucial for optimal understanding and retention. They may not consistently recognize that they are acquiring language skills (No Title, 2016). Proficiency in vocabulary plays a crucial role in various aspects, making it worthwhile for teachers and learners to invest time in acquiring and revisiting frequently used words. The cooperative learning techniques described in this paper aim to actively involve students in the process of vocabulary acquisition and maintain their active participation in learning (Sheridan & Markslag, 2017).

One form of media utilized in language learning involves the use of picture cards. According to [5-7], the use of picture card media has proven to be effective in enhancing English learning outcomes. This medium allows students to engage in enjoyable and unconscious English learning while participating in play. The ongoing rapid advancement of technology has significantly influenced the educational landscape, impacting both the learning processes within schools and the materials used for teaching and learning. Educational games, a product of this technological evolution, play a crucial role in the learning experience [8-10]. Given that humans tend to grasp visual-verbal information more quickly, incorporating games into the educational process has proven to be an excellent approach. Consequently, this paper introduces an English educational game application designed to enhance English skills, particularly for individuals who are new to the language (Arighi et al., 2020).

After-Reading Card Game, as follows : Helping student in studying vocabulary, Through learning activities while playing, students can learn optimum in a stress-free atmosphere, Students can longer remember the words and definitions, as self-discovery exercises their ability to think, Students learn can a new vocabulary easantly through the game because the directly involved in finding words that fit their definition by interactive and interesting learning processes (Ratna et al., 2022).

Based on the background stated previously, the problem can be formulated, namely, How is the application of card games for class II elementary school efforts to improve Vocabulary? Can the application of card games for class II elementary school improve Vocabulary? The objectives to be achieved in this research are: To explore the utilization of card games as a means to enhance vocabulary acquisition in second-

grade elementary school students and determine the potential impact of incorporating card games on vocabulary improvement in this specific grade. Previous research indicates that word games can stimulate students' interest in vocabulary learning and facilitate the acquisition of new words, as demonstrated in studies conducted in junior high schools. However, this current study aims to extend the research to senior high school, seeking to broaden our understanding of the effectiveness of card games in vocabulary development across different educational levels (Bella & Rahayu, 2023). To improve the learning experience, it is crucial for educators to be highly attuned to their students' motivations for learning. They should actively maintain and enrich the learning atmosphere. Fostering a sense of enthusiasm for learning through motivational efforts can encourage students to actively participate in educational activities, leading to their joyful engagement in the learning process (Sari & Yukamana, 2023). The process of learning involves implementing the educational curriculum of an institution to guide students in attaining the predetermined educational objectives. The fundamental aim of education is to steer students toward transformative changes in intellectual, moral, and social aspects, enabling them to lead independent lives as individuals and members of society (Labibah et al., 2023).

## **METHOD**

This research was carried out on 2 month , the research subjects were class II, totaling 11 students. This research uses a classroom action research method with card games. Researchers used 2 cycles and used pre-test and post-test. This study involved multiple stages, some of which were iterated several times. Following the Classroom Action Research cycle proposed by Amri (2013), the process encompassed planning, implementing, observing, and reflecting. The initial phases of this research included planning and creating observation sheets for monitoring the students' learning environment, as suggested by Amri's model. Subsequently, based on the observations, the researcher suggested interventions to improve the students' language learning progress. The final stage of reflection involved evaluating the students' academic performance.

## **RESULTS AND DISCUSSION**

### **Result**

#### **First Cycle**

First Cycle Research Results and Discussion ,Steps taken in learning in cycle. (1). Planning (Planning) at the planning stage in cycle 1 is as follows: Teacher prepares lesson plans, makes observation sheets for teachers and students, prepares lesson material about animals, fruit and vegetables, prepares learning tools in the form of cards that have been adjusted to the theme and match the picture and writing of the name and prepare an assessment tool. (2). Actions (Acting) at this stage include:

- a. Introduction. The teacher motivates students by conveying about the card game media that will be played and providing a glossary of words that will be used as material for guessing on the cards and learning objectives which include students being skilled at showing pictures and guessing the names of objects in the picture correctly along with how to pronounce it.
- b. Core activities. In this activity the teacher takes the following steps: 1) Observing which includes: Students pay attention to the teacher's explanation regarding learning strategies using card games; Students pay attention to the teacher's explanation of the picture letters used on the cards to guess the name of the object in the picture and the rules of the game; Students pay attention to the teacher's explanation about how to play the cards and are invited to ask questions if there are things that need more

explanation. 2) Questioning, students are given the opportunity to ask questions about the clarity of the material explained by the teacher. 3) Trying, including: students try to understand and memorize the list of words in the glossary given by the teacher and try asking each other to the students beside them. Reasoning, students with the guidance of the teacher make conclusions based on the results of discussions and questions and answers between the teacher and students regarding the type of game they have just played and make conclusions based on the results of the Vocabulary that they can answer and any Vocabulary that they cannot answer. Then they together with the teacher look for solutions on how to develop Vocabulary that they have not mastered. 5) Presenting, students together with the teacher show Vocabulary that students have not mastered based on identifying pictures or words that were not successfully guessed or answered. The results of the first cycle assessment, the number of class II students at SDS Paramitha was 11 students. All students take part in learning in cycle 1.

Table 1.

No	Students	Score	KKM	Explanation
1	3	55	75	Not Achieved
2	1	60	75	Not Achieved
3	1	65	75	Not Achieved
4	4	70	75	Not Achieved
5	2	80	75	Achieved

- c. Closing Activities. The teacher reflects by asking questions and answers about difficulties regarding the material being studied, the teacher gives conclusions about the material that has just been studied, then the teacher gives the task to study again at home what was learned at school, closing by saying hello. 3. Observation. In this 1st cycle, there were several students who did not clearly understand the teacher's explanation at the beginning, so they made the wrong choice of words and had difficulty determining which picture matched the word on the card, for example saying that the noun in the picture did not match the name in the picture. 4. Reflection. Based on the results of observations, there were still some students who did not clearly understand the teacher's explanation at the beginning, so they needed further information from the teacher until the students understood the lesson material in terms of guessing a noun in the picture. In cycle 2, groups need to be formed so that they help each other explain to their friends who are not clear about the subject matter. The teacher explains more slowly so that students are not left behind in understanding the lesson material.

## Second Cycle

The subjects of this research were in class II elementary school, with a total of 11 students consisting of 4 male students and 7 female students. Steps taken in learning in cycle II 1. Planning. The teacher prepares lesson plans, makes observation sheets for teachers and students, prepares lesson material about animals, fruit and vegetables, prepares learning tools in the form of cards that have been adjusted to the theme and matches the pictures and writing of their names and prepares assessment tools. 2. Action (Acting). The learning steps include:

- a. Introduction, Before going into the lesson material, the teacher says hello, the teacher checks the students' attendance, the teacher guides the students to make groups of 2 students each so that there are 5 groups. The teacher motivates students by asking briefly about the previous material, conveying the learning objectives, which include: the ability to understand the meaning of an object in English

- b. The core activities consist of: 1) Introduction. The teacher motivates students by conveying about the card game media that will be played and providing a glossary of words that will be used as material for guessing on the cards and learning objectives which include: students are skilled at showing pictures and guessing the names of objects in the picture correctly. depending on how to pronounce it. 2) Core activities. In this activity the teacher takes the following steps: a) Observing which includes: students pay attention to the teacher's explanation regarding learning strategies using card games; Students pay attention to the teacher's explanation of the picture letters used on the cards to guess the name of the object in the picture and the rules of the game; Students pay attention to the teacher's explanation about how to play the cards and are welcome to ask if there are things that need more explanation. b) Questioning, students are given the opportunity to ask questions about the clarity of the material explained by the teacher. c) Trying, including: students try to understand and memorize the list of words in the glossary given by the teacher and try to ask each other students in beside him. Reasoning, students with the guidance of the teacher make conclusions based on the results of discussions and questions and answers between the teacher and students regarding the type of game they have just played and make conclusions based on the results of the Vocabulary that they can answer and the Vocabulary that they cannot answer. Then they together with the teacher look for solutions on how to develop Vocabulary that they have not mastered. e) Presenting, students together with the teacher show Vocabulary that has not been mastered by students based on identifying pictures or words that were not successfully guessed or answered. Based on the results of the assessment in cycle 2, it can be described that the number of students as research subjects was 11 students;

Table 2.

No	Students	Score	KKM	Explanation
1	1	70	75	Not Achieved
2	2	80	75	Achieved
3	1	90	75	Achieved
4	1	90	75	Achieved
5	7	100	75	Achieved

- c. Closing activity, the teacher reflects by asking questions and answers about difficulties regarding the material studied, the teacher reiterates the conclusions of the subject matter that has been studied then the teacher gives assignments to study again at home what was learned at school, closes by saying hello. 3. Observation, the teacher as a researcher and collaborator observes student and teacher activities during learning. In this second cycle, students were more focused on following the lesson and were able to guess and answer the correct words, students worked in groups to help each other understand the lesson, although students were still found to be passive in groups so that cooperation between students was less than optimal. 4. Reflection, based on the results of observations in cycle II, student learning outcomes are better when compared to implementation in cycle I, because students work in groups and help each other in their work, but they still need more intensive supervision in group work so that they can play a role. actively in the group, because there are still some passive students. Researchers apply individual and classical learning completeness criteria. This minimum completion limit is called the KKM. Students are declared complete individually if they get a minimum score of 75 according to the KKM. Based on the results of the assessment in cycle 1 and cycle 2, it can be described as follows: the number of students as research objects was 11 students in both cycle I and cycle II. The highest score in cycle I was 80, the lowest score was 55, in cycle II the highest score was 100, the lowest score was 70. The average value in cycle 1 was 65 while in cycle 2 it was 100, so there was an increase of 35.

## Discussion

### Ranking Card Games

Games offer a chance for students to work together and engage in teamwork, fostering a learning environment that is both enjoyable and effective. They contribute to creating a fun and interesting atmosphere, promoting an enjoyable learning experience, and facilitating the acquisition of vocabulary skills among students (Gilakjani, 2019). Recent advancements in the creation of games designed to explore career options and encourage students to contemplate various job opportunities within diverse scientific fields have highlighted the effectiveness of card games. These games are emerging as an economical and resource-efficient method to engage students in scientific pursuits, prompting them to actively consider and participate in the exploration of various scientific endeavors (Desrochers, 2009). The utilization of media plays a crucial role in the educational process, and the absence of such tools in the classroom can lead to student disinterest. Employing games as a medium for teaching vocabulary offers a viable option to enhance both motivation and understanding in the learning journey. According to Martinson and Chu, as cited by Fachriyani and Syafie'i (2018), games prove to be effective educational tools by teaching learners organizational skills, fostering consideration of alternatives, and promoting flexible thinking. Additionally, games contribute to the development of responsibility for tasks, activation of critical thinking, and increased participation in classroom activities.

Teachers can employ various types of games for instructional purposes, particularly in the realm of vocabulary acquisition. Among these activities, card games emerge as a particularly effective tool in the classroom setting. In this context, a card game refers to an educational activity utilizing either picture cards or word cards to facilitate the teaching and learning process. According to Soleha (2017), participation in "Card Games" offers students an avenue to enhance their vocabulary by actively engaging with the material. The use of cards as instructional tools provides students with vivid representations of the words they are striving to grasp. One specific category within card games is "Word Card Games," and Ranking card games fall under this classification. Rahman (2021:22) defines Ranking card games as a collection of educational games utilizing cards as learning tools, wherein students are tasked with establishing priorities. This approach is designed to empower students to elevate their proficiency in vocabulary. The Ranking card game involves the use of cards containing educational content, each serving a specific objective, ultimately contributing to the enrichment of students' vocabulary mastery. These games are not only enjoyable but also present a stimulating challenge for students. However, it is crucial to consider certain factors when implementing such games, including the age of the students and their familiarity with the subject matter covered in the game (Mastery, 2023).

In this study students were enthusiastic about vocabulary learning, in cycle 1 students still did not understand vocabulary learning, but in cycle 2 students there was an increase in vocabulary learning carried out by researchers. The increase in student understanding was maximized in cycle 2 rather than cycle 1. Students responded more and actively asked questions, actively finding out vocabulary in the learning. Based on the results of previous and current research there is mutual reinforcement because in 2 cycles of research can obtain students' ability to understand vocabulary that has been practiced directly in the classroom. The impact of this study is the discovery that the use of card game learning media is effective in improving students' mastery of English vocabulary in grade 2. This makes a positive contribution to English vocabulary teaching methods in primary schools. In addition, this study also provides new insights into the use of card games as a fun and effective learning medium in the context of primary education. The results of this study can provide encouragement for teachers to consider using card games in teaching English vocabulary in grade 2. Thus, this study has a positive impact in improving the quality of English vocabulary learning at the primary school level. Games provide a way to keep students engaged and motivated in thinking about and

applying concepts and skills, and increase student attention and motivation through active engagement and hands-on participation (Gibbon et al., 2017). All agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency and may have a significant role in improving a second language acquisition (No Title, 2012).

## CONCLUSION

This study presents an English educational game application to improve the skill in English (i.e., writing, speaking, and reading). This study aimed to determine whether or Ranking Card Games were effective teaching media to build up students' vocabulary mastery. The findings of the statistical analysis conducted to achieve this goal showed significant improvement on students' vocabulary mastery after the study. According to the researcher and co-observer's observation, students participated actively while playing Master and Mastery vocabulary cards game in groups. The students exhibited great enthusiasm during the educational playtime in the classroom, benefiting from the interactive learning activities. Additionally, a notable improvement was observed between the first test of the initial cycle and the second test in the subsequent cycle. Therefore, it can be inferred that engaging in the Master and Mastery cards game enhances students' learning. Those who participated in the game gained more experiences, aiding in the absorption of language skills into their minds.

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