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Picture Cards Game: The Strategy to Facilitate Differentiated Learning in Teaching English Writing Skills for Young Learners

Putri Wulandari^{1✉}, Valentina Dyah Arum Sari²

Universitas Mercu Buana Yogyakarta, Indonesia^{1,2}

E-mail: putri0734@gmail.com

Abstrak

Penelitian ini mengeksplorasi potensi permainan kartu bergambar sebagai alat pembelajaran di sekolah menengah pertama yang berlokasi di Dlingo, Yogyakarta. Penelitian ini menyelidiki penggunaan metode campuran untuk memahami pengalaman siswa dalam menggunakan permainan kartu bergambar. Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan teknik pengumpulan data kuantitatif dan kualitatif. Pada aspek kuantitatif, penelitian ini menggunakan kuesioner untuk mengumpulkan data dari sekelompok siswa kelas tujuh yang terdiri dari 32 siswa. Kuesioner ini cenderung mengajukan pertanyaan tertutup dengan pilihan jawaban yang telah ditentukan sebelumnya, yang memungkinkan penelitian ini untuk mengumpulkan data numerik tentang persepsi siswa. Temuan penelitian menunjukkan implementasi yang cukup berhasil (76%) dari permainan kartu bergambar, yang menunjukkan respon siswa yang positif dan berkontribusi pada pemahaman tentang strategi pembelajaran yang berbeda dan potensinya untuk meningkatkan kemampuan menulis siswa dengan cara yang menyenangkan dan menarik. Selain itu, dengan nilai moderat 77,3%, penelitian ini mengkonfirmasi manfaat yang terkait dengan penggunaan permainan kartu bergambar untuk pembelajaran kosakata bahasa Inggris. Temuan-temuan ini menunjukkan bahwa masih ada kemungkinan untuk perbaikan untuk memaksimalkan potensi permainan kartu bergambar.

Kata Kunci: Permainan Kartu Bergambar, Kosakata, Belajar Kooperatif.

Abstract

Developing strong writing skills is essential for young students. This research investigates the implementation of picture card games as a tool to facilitate differentiated learning in writing instruction. This study explored how picture card games can be adapted to meet the diverse needs and abilities of young students. It examines the effectiveness of this approach in improving writing skills, including vocabulary and sentence structure. It also explored the impact of picture card games on students' engagement and motivation in writing activities. This study explored the potential of picture card games as a learning tool in middle school located in Dlingo, Yogyakarta. This study investigated the use of mixed methods to understand students' experiences with the use of picture card games. This study used a mixed methods approach, which combined quantitative and qualitative data collection techniques. In the quantitative aspect, this study used questionnaires to collect data from a group of seventh grade students consisting of 32 students. These questionnaires tended to ask closed questions with pre-determined answer options, which allowed this study to collect numerical data on students' perceptions. The findings showed a moderately successful implementation (76%) of picture card games, suggesting a positive student response and contribute to the understanding of different learning strategies and their potential to improve students' writing skills in a fun and engaging way. Additionally, with a moderate rating of 77.3%, the study confirmed the benefits associated with using picture card games for English vocabulary learning. The findings suggest that there are still possibilities for improvement to maximize the potential of the picture card game.

Keywords: Picture Cards Game, Vocabulary, Cooperative Learning.

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✉ Corresponding author :

Email : putri0734@gmail.com

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INTRODUCTION

The ability to comprehend complex text is critical to academic success in grade seven and beyond. As students' progress in their education, they will encounter more challenging informational material across a variety of disciplines. A significant challenge for this age group lies in understanding the specific procedures outlined in these texts. Although traditional instructional methods already exist for teaching text procedures, incorporating innovative strategies to increase student engagement and comprehension remains important. The success of classroom teaching and learning depended on the learning materials and methods used. Engaging materials directly impacted student motivation and achievement. Currently, schools adopted the Merdeka Belajar Curriculum, which focused on independent and flexible learning that could be adapted to students' needs and interests Angga et al (2022). According to Halilah Lubis & Darmawati (2023), The Merdeka Belajar Curriculum empowers teachers by giving them the freedom to choose material teaching aids. This enables learning that suits students' needs and interests. The curriculum used project-based learning to strengthen the development of the Pancasila learner profile. This freedom gives teachers control over the direction of learning. This study investigated seventh grade students' perceptions regarding the use of picture cards as a tool to support their understanding of procedures presented in informational text. Teachers can change the lesson content, learning activities, expected outcomes and even the classroom environment itself. This approach aims to give students more freedom in learning. This concept later became known as differential learning, or differentiated learning. Wahyuni (2023) state that through different learning approaches, teachers tailor their lessons to students' understanding, interests and preferred learning methods. In this case, teachers tailored curriculum and learning materials to the student's learning style, while also adapting them to the student's specific needs and abilities. According to Ika Sari & Sutopo (2018), the acquisition of vocabulary is an essential and crucial ability that needs to be achieved in the process of acquiring proficiency in a foreign language. A strong vocabulary not only empowers students to articulate their thoughts and ideas with precision but also facilitates their reading comprehension and overall language proficiency.

According to Rahadian & Budiningsih (2023), educators identified learning style as a key student characteristic that significantly impacted learning. They defined learning styles as the variations in how individuals naturally process different types of information. Teachers who used differentiated learning, considering students' learning styles, found it easier for students to express their needs. There are 3 main learning styles identified by Bobbi DePorter: visual, auditory, and kinesthetic. These VAK styles categorize how individuals typically prefer to receive and process information. Initial observations focused on students who struggled with vocabulary. Interestingly, almost all students exhibited a combined VAK (Visual, Auditory, and Kinesthetic) learning style. This study recognize that students possess varying preferences for how they encounter learning materials. Furthermore, this study suggests that presenting information in a way that aligns with a student's preferred learning style can demonstrably improve their comprehension and retention. According to Ikawati (2017), students' different learning styles many students are strongly influenced by visual stimuli and tend to retain information more effectively when it is presented visually. Conversely, other students learn best through auditory input and benefit most from hearing information presented aloud. Some individuals thrive in kinesthetic learning environments, where physical activities such as movement or manipulation of objects enhance their learning experience. This aligns with the observation that researchers found using media, such as picture cards, to be effective in engaging students and facilitating their learning process.

Writing is understood as the ability to express ideas, feelings, and thoughts through a structured arrangement of words, sentences, and paragraphs. This skill involves using letters, words, and sentences according to specific language rules for written communication, ensuring the reader can understand the

intended message. Basically, writing is the process of conveying the writer's ideas and thoughts by combining vocabulary and structural knowledge to create a clear and communicative message. This skill is very important in English language teaching and learning. Writing is a productive and expressive activity, it is crucial for writers to develop their skills in using proper grammar, language structure, and vocabulary Sulaeman & Enawar (2022). The process of teaching vocabulary involves the transmission of knowledge to students, allowing them to get new information and subsequently apply it in their daily lives. For instance, students might be introduced to vocabulary related to new daily habits. They would then practice using this vocabulary in everyday situations, reinforcing their understanding through repetition and ultimately achieving mastery of the terms or the ability to comprehend texts that utilize them. According to Raskova Octaberlina & Fitri Anggarini (2020) One could argue that vocabulary is the foundation upon which all four core English language skills are built. A strong vocabulary allows students to grasp instructions and comprehend the meaning of written and spoken English. This, in turn, can significantly enhance their interest in learning the language. For instance, a student who struggles to understand the meaning of words in a task is less likely to be engaged compared to one who can readily grasp the instructions. According to Jaelani et al (2002), the majority of students in Indonesia still struggle with English vocabulary, presenting a significant obstacle that needs to be addressed. This can happen because the teaching and learning process is very boring and monotonous. Students have to memorize vocabulary through thick dictionaries. In fact, there are many ways that teachers can make the vocabulary teaching and learning process less boring. The problems regarding vocabulary should be solved, so that students can improve their English language skills to a higher level.

One way that students can have high motivation to learn is by learning interestingly, for example by playing games. Game is also appropriate to be used in teaching vocabulary. Many students like games, apart from being fun games can also make students learn new things. Of course, students can also learn about vocabulary in games, because they can repeat the vocabulary contained in the game. To combat boredom in the classroom, games offer a valuable method of engagement. According to Faizah & Kamal (2024), language acquisition can be significantly boosted through various game-based activities. These include guessing games, where players try to identify words or concepts based on clues; search games, which involve finding specific items or information; matching games, where players pair related elements; and arranging games, where items are ordered in a particular sequence. Board games, card games, and even puzzle-solving activities can also contribute to language learning. This study used picture cards as tool that could be used to facilitating their learning process.

Vocabulary refers to the collection of words an individual possesses and employs while discussing a specific topic. It serves as a crucial component of language, facilitating clear and comprehensible communication. In this case, students can effortlessly acquire English information by building upon their existing knowledge and introducing new vocabulary. Students become more proficient in expressing their thoughts and expertise when they have acquired and become adept at utilizing vocabulary that aligns with their personal requirements, thereby enhancing their English language abilities. Linguists primarily focus on vocabulary as it holds significant importance in language. To enhance skills like writing, reading, speaking, and listening, students need to acquire a strong command of vocabulary. Hiebert & Kamil (2005) state that emphasize that every word possesses a distinct meaning, making it crucial for teachers to employ effective teaching methods to ensure students grasp the language proficiently.

The use of visuals, such as pictures, in the classroom can significantly improve students' comprehension of complex concepts Luruk (2021). Visuals can provide clear and concise representations of information, complement text-based explanations and cater to learners who benefit from a more multi-sensory approach. By engaging students' visual processing alongside traditional methods, educators can create a more effective and engaging learning environment. When a specific object or concept needs to be introduced, showing students a picture can significantly aid their recall of the corresponding word. Furthermore, by studying

pictures alongside the vocabulary term, students actively engage with the material, fostering a deeper understanding and retention of the new language.

According to Mohibu & Ismail (2021), the class employed cooperative learning, a student-centered approach where instructors facilitated small groups. Students within these groups were responsible not only for their own learning but also for the learning of their classmates. In this approach, teachers played the role of facilitators. Teachers organized students into small groups, where collaborative work was encouraged. Within these groups, each student had dual responsibilities: they needed to master the material themselves and also help their peers understand the content. This method emphasized teamwork and mutual support, aiming to enhance the learning experience by fostering a shared sense of responsibility and active participation among students. Recognizing the value of cooperative learning, this study explored the implementation of a picture card game and the benefits in learning vocabulary using picture cards game.

There were many study investigating English language learning explored various non-digital methods. This study focused on using cooperative game-based learning media, specifically a picture card game. Based on the Luruk (2021) statement, this approach was that visuals could enhance students' comprehension of the teacher's instruction. Additionally, incorporating pictures has played a significant role in the learning process, as they can spark students' interest and motivation in learning English. The game aimed to develop participants' understanding of English vocabulary and foster cooperative learning through small group collaboration.

Previous study were conducted by Luruk (2021) with the title *The Effectiveness of Picture Cards to Enhance the Students' Vocabulary Mastery*. This study focused on analyze the students' difficulties in learning vocabulary using picture cards. This study showed that students' vocabulary development from the use of picture cards in the classroom. The second study were conducted by Armelia et al (2024) with a study entitled *Improving Students' English Vocabulary Mastery Through the Learning Media "Card Games"*. This study This study aims to improve students' mastery of English vocabulary through card game learning media. The use of card games as a learning tool showed the effectiveness in enhancing students' vocabulary knowledge. The third study were conducted by Ambarwati & Hayati (2020) with the title *The Use of Picture Cards as Teaching Media to Improve Speaking Ability of Eleventh Graders: A Classroom Action Research*. This study found that the implementation of picture cards could make students actively participated in using the picture cards. They paid close attention to the lesson while doing the activity. The benefit of this teaching is the media could help students improve their speaking skills by assisting them in developing and expanding their ideas on the topic. As a result, students no longer have difficulty in determining what to say during speaking performances.

METHODOLOGY

This study employed a mixed methods approach, combining qualitative and quantitative research techniques. Therefore, descriptive qualitative approach, as described by Creswell (2018), strengthens a study by collecting and analyzing both quantitative and qualitative data, providing a more complete understanding than using only one method. Data collection involved questionnaires and interviews. This specific study used questionnaires and interviews. First, the researchers used quantitative techniques by distributing questionnaires to 32 seventh-graders (19 females, 13 males) at Junior High School in Dlingo. These questionnaires aimed to answer two research question: 1) How is the implementation the Picture Cards Game to facilitate Differentiate Learning for young learners in Writing Skills? 2) What are the benefits of Cards Game as a Cooperative Learning for young learners to learn English?. This study conducted the interview to gain a deeper understanding of the students' perspectives on how the Picture Cards Game impacted learning

English sentence structure, the researchers followed up the questionnaires with interviews of 5 students. These interviews explored the relationship between the game's implementation and its perceived benefits.

FINDINGS AND DISCUSSION

This study investigated the use of the picture cards game to facilitate young learners to acquire English vocabulary. Their findings suggest that the application of this game can be beneficial for this purpose.

Picture Cards Game Implementation

A survey was conducted to see how students understood the Picture Cards Game and their opinions on using the game in learning. This study explained the questionnaire first to ensure the students understand the questions. The results related to the application of the game are presented in Table 1.

Table 1. Picture Cards Games' Implementation

Statement	Agree	Disagree
I like learning English	96,9%	3,1%
This was my first time used picture cards in learning vocabulary	87,5%	12,5%
Picture cards help me understand new vocabulary better.	100%	0%
Using picture cards in class makes learning more interesting	96,9%	3,1%
I find it easier to remember information presented with picture cards.	96,9%	3,1%
Discussing picture cards with classmates in cooperative learning helps me understand them better.	93,75%	6,25%
Using picture cards in cooperative learning makes learning more fun.	93,75%	6,25%
I find picture cards more helpful than written explanations for understanding new concepts.	96,9%	3,1%
I like activities that use picture cards combined with movement or physical actions.	93,75%	6,25%
Participating in the science experiment helped me remember the information better.	93,75%	6,25%

The Merdeka Belajar Curriculum involved a genre-based approach in teaching writing. This approach included steps such as building knowledge of the field (BKOF), which focused on the topic building that students had to write; modelling of the text (MOT), providing models of text in focus as references for the the students; joint construction of the text (JCOT), which provided opportunities to create the target text under the guidance of the teacher; and independent construction of the text (ICOT). a Genre-Based Approach (GBA) to writing instruction incorporated subject matter, writing procedures, and linguistic forms Suzanna Alwasilah (2024). This approach aimed to equip students with the skills to craft engaging texts that would capture the reader's attention. The genre-based approach proved to be an effective method for teaching writing, enhancing the abilities of both students and teachers. A study by Armelia et al (2024) found that the Picture cards game helped the students elaborate on their ideas related to the topic. Almost all students' (90%) of Grade 7 students reported being enthusiast and interested in playing the picture card game. This high level of agreement suggests the game successfully captured their attention and fostered their interest in learning. Additionally, all students found the game easy to play and understand, leading to increased confidence in their English vocabulary skills. These results strongly suggest that the game effectively promoted student enthusiasm for learning.

This study investigated cooperative learning using picture card games. Students strongly agreed 93.3% that discussing with friends improved their understanding of the teacher's material. Faizah & Kamal (2024) Most students found picture cards and cooperative learning beneficial. They were easy to use, effective, and clear. Additionally, 100% of students agreed that picture card games helped them learn new vocabulary

according to the teacher's instructions. Placing objects in meaningful and memorable contexts helped children build strong memory foundations.

Based on interviews with students revealed that learning activities using picture card media made learning English more enjoyable. According to Faizah & Kamal (2024), In the classroom, students actively participated in interactive learning activities, showing great enthusiasm. They were excited, motivated, and interested in what they were learning. This enthusiasm could manifest in various ways, like actively contributing to discussions, asking questions, or displaying positive body language. Students responded with interest and enthusiasm while participating in the games. Previously, students often felt bored with traditional textbook-based learning, highlighting the need for incorporating games into the curriculum. The picture card game activities fostered continued growth in their understanding of English learning materials. The games themselves appeared interesting, varied, and exciting, leading to a surge in student enthusiasm for picture card games. The following section details student perspectives regarding the implementation of the "Picture cards" game:

Respondent 1: *Permainan menggunakan kartu bergambar sangat seru dan menarik*

(The game using picture cards is very exciting and interesting)

Respondent 2: *Permainan kartu bergambar mudah dimainkan.*

(Picture card games are easy to play)

Respondent 3: *Permainan kartu bergambar sangat mudah untuk dipahami.*

(Picture card games are very easy to understand)

Picture Cards Game Benefits

Based on the benefits of the picture card game, which showed its effectiveness as a media for learning English vocabulary. The questionnaire was carefully designed to ensure students' understanding, and the findings regarding the benefits of this picture cards game are presented in Table 2.

Table 2. Picture Cards Games' Benefits

Statement	Agree	Disagree
Using picture cards helps me connect new vocabulary words to things I already know.	100%	0%
Seeing pictures with the words or sentences helps me remember the meaning of new vocabulary better.	93,75%	6,25%
Using picture cards helps me feel more confident when working with group in class.	100%	0%
I can remember what I learn better when pictures are used.	100%	0%
I feel more engaged in class activities when picture cards are used.	96.9%	6,25%
Picture cards help my group work together more effectively in cooperative learning activities.	96.9%	6,25%
I feel more confident explaining information about picture cards to my classmates.	90,70%	9,3%
I find picture cards with English words more helpful than just written definitions for understanding new vocabulary.	96.9%	6,25%
Picture cards in English class help me think about how the vocabulary relates to movement or actions.	96.9%	6,25%
I found the science experiment to be interesting and enjoyable.	96.9%	6,25%

Based on Table 2 showed that 100% students agreed that using picture cards enhanced their confidence during group work in class. This suggests that picture cards with cooperative learning strategies, were highly effective in helping students learn English vocabulary. Johnson (2015) found that cooperative learning, where students work together in teams, increases student participation. A survey showed that a significant portion of students 96.9% found picture cards with English words more helpful than written definitions alone for understanding new vocabulary. Additionally, 96.9% agreed that picture cards helped them connect vocabulary to movement or actions. This demonstrates the effectiveness of incorporating visual and kinesthetic learning styles. Students reported finding the lessons more interesting and expressed strong enthusiasm for learning English vocabulary through this method. Through differentiated learning, students were able to show their comprehension of the material Mulyawati et al (2022).

A survey showed that 96.9% of students agreed that they felt more engaged in classroom activities when teachers used picture cards. The use of picture cards in games fosters a more enthusiastic learning environment for the students. Interview results also support this finding, with students stating that they are increasingly aware of the importance of mastering English vocabulary. According to Faizah & Kamal (2024), this media facilitated enjoyable participation in play, leading to English learning for students. The game using picture cards obviously helps students develop their vocabulary understanding. Discussing the benefits of the picture card game as an engaging tool, the following are statements from students sharing their perspectives:

Respondent 1: *Permainan ini seru dan aku cepat memahami kosakata bahasa inggris menggunakan kartu bergambar ini.*

(This picture card game is fun and I quickly understand English vocabulary using these picture cards)

Respondent 2: *Bermain kartu bergambar ini asyik karena aku bisa belajar bareng bersama teman-teman dalam satu kelompok*

(Playing with picture cards is fun because I can learn together with my friends in one group)

Respondent 3: *Kartu bergambar ini berguna banget untuk belajar kosakata dalam Bahasa Inggris.*

(These picture cards are really useful for learning English vocabulary)

The findings showed that the implementation of the picture card game reached 90%. This falls under the “high” qualification, suggesting that picture card games are suitable as a supporting tool for learning English, particularly vocabulary acquisition. The benefits of the picture card game reached 91.3%, indicating it achieved a “high” qualification but still requires further development. Depari et al (2018) said that picture card games could be used as a technique to positively impact students' vocabulary achievement. This aligns with previous research that highlights variations in the effectiveness of picture cards games as learning tools, impacting factors like student motivation, implementation, comprehension, and engagement. This study employed several techniques to gather data, including observation, questionnaires, and interviews. After collecting the data, this study conducted a question-based analysis using descriptive qualitative. This analysis involved describing and interpreting percentages displayed in frequency tables. Additionally, the data was analyzed using a formula proposed by Sugiyono (2013). This study acknowledged limitations in its scope. It focused on vocabulary within English sentence structure for young children and employed a non-digital game-based learning approach through picture card games.

CONCLUSION

This study was conducted to examine the effectiveness of picture card games as a tool for English vocabulary acquisition. While this study indicated some positive impact on vocabulary learning, the overall applicability and benefits of this method were found to be moderate. This study aimed to explore the potential

for further development of picture card games to enhance vocabulary learning. The results suggest that there is room for improvement to fully harness the capabilities of this approach. Consequently, this study proposes additional research and development efforts to address the identified limitations and transform picture card games into a more effective teaching tool for English vocabulary, particularly for young learners.

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- 3690 *Picture Cards Game: The Strategy to Facilitate Differentiated Learning in Teaching English Writing Skills for Young Learners – Putri Wulandari, Valentina Dyah Arum Sari*
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