

An Analysis of English Vocabulary Cards (EVC) Applied in Teaching Vocabulary for Young Learners'

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis proses pengajaran dengan menggunakan English Vocabulary Cards (EVC) untuk pelajar muda dan untuk mengetahui tantangan dan hambatan yang dihadapi oleh guru EFL dalam menerapkan English Vocabulary Cards (EVC) untuk pelajar muda. Penelitian ini menggunakan metode penelitian kualitatif dan pendekatan deskriptif untuk mengetahui bagaimana guru EFL Bahasa Inggris menerapkan English Vocabulary Cards (EVC) dalam mengajar kosakata untuk pelajar muda dan apa saja tantangan dan hambatan guru EFL dalam menerapkan English Vocabulary Cards (EVC) untuk pelajar muda. Subjek penelitian ini adalah guru Bahasa Inggris dan siswa kelas empat yang terdiri dari 32 siswa di MI Miftahul Ulum Karanganyar. Peneliti menggunakan observasi dan wawancara sebagai sumber. Hasil penelitian menunjukkan bahwa proses English Vocabulary Cards (EVC) yang diterapkan dalam pengajaran kosakata untuk pelajar muda pada siswa kelas empat MI Miftahul Ulum diterapkan sebagai permainan. Tantangan guru bahasa Inggris dalam menerapkan English Vocabulary Cards (EVC) adalah bahan media ini mudah rusak dan banyaknya siswa kelas 4. Kendalanya adalah siswa sering membuka kamus atau buku untuk mengetahui arti kosakata.

Kata Kunci: Media Pembelajaran, Kosakata, Pembelajar Muda

Abstract

The research aims to describe and analyze the process of teaching by using English Vocabulary Cards (EVC) for young learners and to find out the challenges and obstacles faced by EFL teacher in applying English Vocabulary Cards (EVC) for young learners. This research employed qualitative research method and descriptive approach to know how does the EFL English teacher apply English Vocabulary Cards (EVC) in teaching vocabulary for young learners and what are the challenges and obstacles of EFL teacher in applying English Vocabulary Cards (EVC) for young learners. The subjects of this research are English teacher and the students of fourth grade which consisted of 32 students at MI Miftahul Ulum Karanganyar. The researcher uses observation and interview as a source. The results showed that the process of English Vocabulary Cards (EVC) applied in teaching vocabulary for young learners in the fourth-grade students of MI Miftahul Ulum applied as games. The challenges of English teacher in apply English Vocabulary Cards (EVC) are come from the materials of this media is easily damaged and the large of students in fourth grade. The obstacles are the students often open dictionaries or books to know the meaning of the vocabulary.

Keyword: Instructional Media, Vocabulary, Young learners

INTRODUCTION

English is an international language, so people must learn it for good communication. Everyone should master the vocabulary, grammar and correct pronunciation to help the audience understand. Vocabulary can be defined as an essential component in learning English. Lelawati explains that it is essential for everyone to learn a language to understand and improve their vocabulary because the more vocabulary we know the better we can understand the meaning of the words (Lelawati et al., 2018). Aminatun adds vocabulary can be defined as an important part of learning English that students must master because it impacts their level of proficiency (Sari S. & Aminatun, 2021). In short, vocabulary is the basic language component of English for all learners English.

In teaching English vocabulary for young learners, the English teachers must be used creative media in class management and in provide resources to help students easily understand and memorize new vocabulary in English. On January 16, 2023, the researcher conducted observations at MI Miftahul Ulum Karangany. The teacher informed the researcher that initially teaching vocabulary mostly was focused on imitation, memorizing, and translating. With the method the students' seemed they did not enjoy the lesson. Then in the academic year of 2022/2023, the English teacher different methods by apply English Vocabulary Cards (EVC) as a media. This media aims to increase students' interest in learning vocabulary and stimulate their English learning vocabulary. It seems that it worth out the students more interested and finds it easier to remember new vocabulary when using this medium.

English Vocabulary Cards (EVC) is a type of media that uses a picture and word to teach students the meaning of the picture in English. This media is different with the word cards media. English Vocabulary Cards consist of several cards such as picture cards and word cards with several activities in the games. As described by (Fazriani et al., 2020) in the research explains that the word-cards is media that consist of word cards only and this media It is an exciting means of motivating students to communicate and promote their English study.

Sartika adds that word cards is only word in the cards that used to enrich students' vocabulary, the word cards are portable, students can take them with them wherever they go, and they can view all the words on the word cards anytime, anywhere, and when they forget memorized vocabulary, they just need to open it check the cards (Patau, 2020). English Vocabulary Cards (EVC) not only used to memorize words, but also provides repetition of words that can help with memorization. The words stay in their minds longer than just memorizing a list of words. In addition, English Vocabulary Cards (EVC) are also flexible because you can customize the words on the cards. In response to the previous research, it can be acknowledged that English Vocabulary Cards (EVC) can be used to make be conducive and fun class. Eye-catching, simple, nice, and colorful pictures are good media for young learners. It is related to elementary school students' characteristics as children who are frequently interested in something with appealing shapes and colors. The use of technology and digital media are recommended in developing media for young learners as well.

In this recent research, the researcher found that in the academic year of 2022/2023 the English teacher used English Vocabulary Cards (EVC) as media in their class. This media are printed media that can be applied to the classroom condition and the students' conditions. So, the researcher was curious to analyze English Vocabulary Cards as a media used in the learning process at MI Miftahul Ulum. In this research, the researcher wants to do research titled "**An Analysis of English Vocabulary Cards (EVC) Applied in Teaching Vocabulary for Young Learners**". A few researchers focused on word cards. There is no researcher concerned on explain about English Vocabulary Cards (EVC). Therefore, this research focuses on the process, challenges and obstacles of English teacher when used this media. This research used the research questions comprise as follows:

- (1) How does the EFL English teacher apply English Vocabulary Cards (EVC) in teaching vocabulary for young learners?
- (2) What are the challenges and obstacles of EFL teacher in applying English Vocabulary Cards (EVC) for young learners?

LITERATURE REVIEW

Review of Literature

Vocabulary

Vocabulary is one of the most essential components of language learning. There will be difficulties interacting with others if not master a vocabulary. Asyiah defined that vocabulary is regarded as one of the essential factors that gives a big influence on people's communication (Asyiah, 2017). In this statement, the researcher determined that vocabulary refers to an important aspect of communication. Vocabulary is the understanding of words and their meanings. Learners will not be able to engage in the conversation if they are unable to understand the definitions of the words that are used to address them. Furthermore, students need to be able to construct words that convey their meaning if they want to express thoughts, and opinions, or ask for information.

English Vocabulary Cards (EVC)

English Vocabulary Cards (EVC) are one of the printed learning media. It media contains pictures and words that can train learners and enrich vocabulary. English Vocabulary Cards (EVC) as small papers containing certain pictures or words that can be utilized in developing learning. So that in addition to help students understand vocabulary, teachers will also be easier in managing the class because students are directed to learn in groups. This media provides clues or stimuli for learners to give a good response. This media can be used in English learning. The media is quite effective, simple to produce, and inexpensive. The media materials used are very easy to obtain and are often found in daily life. The students will have a fun class in learning while they play.

Young Learners

Young learners are incredibly curious and eager to explore everything around them. Many people believe that this is a golden age for children to pursue new experiences, such as learning a new language. Young learners are divided into three levels: preschoolers (2-4 years old), elementary school students (4-8 years old) and secondary students (9-12 years old).

Young learners also have several characteristics, such as being highly motivated to do what they want, always curious and fickle, lacking in concentration, and liking physical activity (Nuraeningsih & Rusiana, 2016). Taharyanti adds young learners would be at the best level for starting to learn English (Taharyanti, 2017). Young learners were divided into children between the ages of 7 and 12 attending elementary or primary school.

Teaching Vocabulary for Young Learners

Teaching vocabulary for young learners was essential to improving their English skills. When teaching vocabulary to young learners, teachers can enter vocabulary lists from books. Teachers use and combine additional vocabulary related to students. A teacher must be well versed in their teaching materials. Teachers must have a general knowledge of vocabulary, words, and their meanings when teaching students about vocabulary. The vocabulary can be spoken as well as written. In short, understanding the vocabulary is critical for the teacher before teaching vocabulary to young learners.

Review of Previous Study

The first study from, (Octoberlina & Anggarini, 2020) *Teaching Vocabulary Through Picture Cards in Islamic Elementary School A Case Study in Nida Suksa School, Thailand*. This study aim was to investigate the effect of picture cards on vocabulary teaching in the 3rd grade of Nida Suksa School, Thailand. The participants in the study were 3rd grade elementary school students. The researchers recruited a total of nine students at three levels: high (3/1), medium (3/2), and low (3/3). The tool used by the researcher was an interview. The results showed that students still had difficulty comprehending the text due to lack of vocabulary, lengthy texts, and limited time to analyze the text and answer questions. Picture cards were used to teach vocabulary, and vocabulary tests were studied through textbooks. Additionally, studies have shown that picture cards can help people expand and enrich their vocabulary and knowledge. Picture cards can be used to encourage students to understand the text. As a result, you can understand a variety of texts in the vocabulary test.

The second research from, (Apria et al., 2021) *An Analysis of The Effectiveness of Card Games on Vocabulary Mastery*. The purpose of this study was to determine the effect of card games on vocabulary. The following questions are discussed: Are card games effective for vocabulary acquisition? According to the results of this study, it was found that the card game method can be effectively used for English vocabulary research. Because students understand English better and begin to enjoy learning. Card games are also useful and applicable in the study of English vocabulary. According to five studies collected, the success rate of using card games to improve English vocabulary is 90%. It can be concluded that card games are effective in developing vocabulary. The significance of this discovery is useful for teachers to teach and learn English vocabulary.

The third research from, (Rahma & Soengkono, 2021) *Developing English Vocabulary Picture Cards for Young Learners in ABA Pelangi Inclusive School Tulungagung*. English materials and media for young learners in Indonesia may not fulfill the sophistication of media and materials for young learners, since it has to consider young learners' characteristics and the presence of a specific English curriculum in kindergarten. So, this study is to investigate what are the students' needs and teachers' needs for picture cards in ABA Pelangi Inclusive School?; what are the appropriate vocabulary picture cards for kindergarten students and teachers in

learning vocabulary?; and how are the students and teachers respond to English Vocabulary Picture Cards? In developing English Vocabulary Picture Cards, it is used Design- based research by Reeves and Amiel. The results show that English Vocabulary Picture Cards are valid materials and media and increase the students' motivations, concentration time-span while learning English and English acquisition, especially vocabulary.

Theoretical Framework

The procedure used in this research is shown in the research line above. In the procedure's illustration, the researcher started from the theory by (Sukarno, 2008). He stated that young learners are at the optimal time to study because English as a foreign language is at the best stage of learning. Teaching English in elementary schools provides students with "golden age". Children of this age can easily learn anything. It based from the phenomena of teaching vocabulary by using English Vocabulary Cards (EVC) for young learners. So the researcher started looking for a way how English teacher implement English Vocabulary Cards (EVC) in teaching vocabulary for young learners and the challenges and obstacles in applying English Vocabulary Cards (EVC) in teaching vocabulary for young learners'. Then the next step is the researcher did analysis to find out those and concluded the result.

METHODS

Research Design

This research used the qualitative research method and descriptive approach. Where the researcher tried to know the process of English Vocabulary Cards (EVC) applied in teaching vocabulary for young learners. Bogdan and Biklen (1984) argue that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. Qualitative methods aim to describe the result of this research. The descriptive method is used to present a broad range of research that has a general purpose to describe the situation of the event (Hariyono, 2020). In this research, the researcher analyzed the phenomena of English Vocabulary Cards (EVC) applied in teaching vocabulary for young learners and find out some challenges and obstacles in implementing this media.

Time and Place

The research was carried out at MI Miftahul Ulum Karang. It is located at RT.16 RW.04 Tulung Karang Kepohbaru Bojonegoro. The research's location indicates the social purpose of this research, which was defined by the presence of certain factors, including subjects, places, and activities that could be observed. This research was conduct from April, 14 – May, 25 2023.

Research Instrument

Data collection instruments are tools that researchers choose and apply in their collecting data processes to make those processes more systematic and accessible. This research used two kinds of methods to collect data. They are observations and interviews.

Data Collection Technique

Data collection techniques are methods used to collect data. To get valid data the researcher have some techniques for collecting data. In this research, data will gather through

observations and interviews.

Data Analysis Technique

To respond the two research questions of this research, the data was be analyzed using two different actions. Here are some of them:

1. To Answer Research Question 1 (RQ1)

The researcher employs observation sheet with joined in the English class to know the process of the English Vocabulary Cards (EVC) as media applied by the English teacher in teaching vocabulary.

2. To Answer Research Question 2 (RQ2)

The researcher used interviews to know what the challenges and obstacles of the teacher in English class when use this media. The researcher used reduce the data to identify the essential component pertinent to be transcribed in this research, after which the researcher used a brief narrative text to display the data. Finally, the researcher draws and verify the findings.

FINDINGS AND DISCUSSION

FINDINGS

This research aims to analysis of English Vocabulary Cards (EVC) applied in teaching vocabulary for young learners. In this research, the researcher focused on the process, the challenges and obstacles of English teacher applying English Vocabulary Cards (EVC) as media in learning process.

The Process of English Vocabulary Card (EVC) Applied in Teaching Vocabulary for Young Learners

From the observation sheet the researcher found that the teacher performs the steps of the learning process as well. In pre-teaching from the first into third meetings, the researcher saw that the teacher always greeted students with said "good morning students, how are you today?" all students was responding the greeting by said "good morning sir, I'm fine. And you?". The teacher then explained to the students the goal of the day's lesson. The teacher asked several questions related to today's topic. The students showed a lot of interest in the teacher and actively answered the teacher's questions.

In whilst teaching process, there are several different ways that teacher use to explain the material. In the first observation, the English teacher used English Vocabulary Cards (EVC) with the types of words cards and pictures cards. The teacher used English Vocabulary Cards (EVC) to give new vocabulary about My Dream. It can be seemed when the teacher shows the pictures cards one by one of English Vocabulary Cards (EVC) to the students. Students pay close attention. The teacher repeats the explanation about vocabulary of my dream, some students write down the vocabulary in their notebooks. Then the teacher gives students the opportunity to ask if there is anything they want to ask. Students respond positively to the understanding by saying "I understand sir", but there are also students who do not understand with a confused expression. After explaining the material, the teacher divides the students into five groups. The teacher explains to the students how to use the English Vocabulary Cards

(EVC). The teacher explained that he used Indonesian to help students understand better.

How to use English Vocabulary Cards (EVC) the teacher explains that after divides the students into five groups, the teacher distributes English Vocabulary Cards (EVC) in the form of separate pictures cards and words cards to students. Then, the teacher asks the students to put all the picture cards on the students' desks, while the words cards are held by the students. The task of the students is to match the words cards they hold with the picture cards on their desks.

After the students understand, the teacher distributes English Vocabulary Cards (EVC) to each group. Students immediately conduct discussions with their groups. All students actively match the word cards in their hands with the picture cards on their desks. Some students who have not memorized the vocabulary open the book to match the vocabulary. The first group completed their task quickly, followed by the fifth group, fourth group, second group, and the last third group. After all groups finished the tasks, the teacher asks group representatives to present in front of the class to show the results of their group work using English Vocabulary Cards (EVC). The teacher appreciated by saying "Good job first group you can complete the task quickly." The process of the students used English Vocabulary Cards (EVC) as seen in this picture,



Picture 4.1 the used of English Vocabulary Cards (EVC) in the first meeting

In the post teaching process on the first observation the teacher told the students that English vocabulary cards (EVC) help them memorize words easily. The students enthusiastically followed the class, and no student left the classroom. Most students followed the process of teaching and learning in a fun and enjoyable way. Before class ends, the teacher repeats the material, asking all students for vocabulary, and students are active in answering the teacher's questions. Researchers advised students to memorize new vocabulary then the teacher closed the lesson today with salaam.

From the observations above, in line with the results of interviews with English teachers who show the following:

Q : How to use English Vocabulary Cards (EVC) in teaching process?

A : First the teacher divides the students into several groups.

Second, the teacher distributes English Vocabulary Cards (EVC) to each group.

Third, the teacher asks each group to put the picture cards on their desks, the picture cards are placed in rows one by one (not stacked) and the word cards remain in

their hands.

Fourth, the students' task is to match the word cards held by the students with the picture cards on their desks.

And the last, the group that can finish quickly is the winner.

From the data interview, it can be analyzed that the English teacher explains how to use English Vocabulary Cards (EVC) media as games in the fourth-grade classroom. The way to use this media, that is: first the teacher divided the students into several groups. Second, the teacher distributed English Vocabulary Cards (EVC) to each group. Third, the teacher asks each group to put the picture cards on their desks, the picture cards are placed in rows one by one (not stacked) and the word cards remain in their hands. Fourth, the students' task is to match the word cards held by the students with the picture cards on their desks. And finally, the group that can finish quickly is the winner.

The Challenges and Obstacles of EFL Teacher in Applying English Vocabulary Cards (EVC) for Young Learners

Based on the data collection and observation the researcher found that the teacher challenges and obstacles when used this media are the material of English Vocabulary Cards (EVC) is easily damaged, the large of students and the students often open dictionaries. It is proven from the interview results:

Q : What are the challenges when use this media?

A : The challenges when use this media is the material of English Vocabulary Cards (EVC) easily damaged because it made of paper so every year the teacher must makes new cards.

From the question above, it can be analyzed that the challenges of used English Vocabulary Cards (EVC) as learning media is the material was used is easily damaged. English Vocabulary Cards (EVC) are made of paper, which when exposed to water the picture easily fades, and is easily torn by the students. The students like to play with a paper, to make English Vocabulary Cards (EVC) last longer and more attractive the teacher should use photographic paper then laminating it.

Q : Does the large of students not affect the learning process when use this media?

A : Yes, the large of students greatly affects the learning process. So, I always divide the students into groups.

From question above, it can be analyzed that the large of students has an effect on the learning process in the fourth grade and is also a challenge for the teacher to still be able to teach the maximum material that he conveyed. Hence, teacher more often divided students into groups to make it easier the teacher to observe students during the learning process.

Q : What are the obstacles in the teaching process use this media?

A : When using English Vocabulary Cards (EVC) media, students often open the dictionary.

From question above, it can be analyzed that when used English Vocabulary Cards (EVC) as media, the teacher found an obstacle that is the students often open the dictionary or books. The students who have not memorized vocabulary often open a dictionary or books.

Q : Do the students need to bring dictionary in the learning process?

A : It takes, sometimes I just show the picture and the students have to say the vocabulary from the picture but if the students have not memorized the vocabulary the students need a dictionary to find out.

Q : Is English vocabulary difficult for students to understand?

A : Yes, some students have difficulty memorizing English vocabulary.

From question above, it can be analyzed that the teacher suggested the students to bring a dictionary, because English teachers sometimes only show pictures and students have to pronounce English vocabulary from the pictures but if students have not memorized the vocabulary students need a dictionary to know it. And the teacher found some students who had difficulty memorized English vocabulary.

From the data interviews it can be analyzed that teacher have been actively applying English Vocabulary Cards (EVC) as a medium for young learners. However, there are challenges faced, namely the preparation of materials, the materials of English Vocabulary Cards (EVC) that are easily damaged, and the large number of students. In addition to challenges, teachers also find obstacles when using this media, namely the frequent opening of dictionaries by students during the learning process. It can be concluded that English Vocabulary Cards (EVC) can be an alternative for teachers in vocabulary learning, but teachers must be creative in managing the class so that students are not easily bored.

DISCUSSION

Based on the findings of the observations and interview, it is shown that the teacher apply English Vocabulary Cards (EVC) media as games. English Vocabulary Cards (EVC) applied as games in MI Miftahul Ulum is interesting method by the English teacher to young learners'. Young learners are optimal time to study English as a foreign language because the students in the best phase to learn. Therefore, the teacher applied English Vocabulary Cards (EVC) media as a game so the students are encouraged to enjoy the learning process and are triggered to engage in classroom activities. Such as the theory developed by (Sukarno, 2008) stated that young learners are at the optimal time to study English as a foreign language. Teaching English in elementary school provides the student's English language competencies in the golden age. The age at the children can learn anything easily.

During this observation the teacher used two kinds of activities, that is matching the vocabulary and mention the English vocabulary. To used English Vocabulary Cards (EVC) media as games in matching the vocabulary activities, the teacher explains how to use this media in the class. That is, first the teacher divides the students into several groups. Second, the teacher distributes English Vocabulary Cards (EVC) to each group. Third, the teacher asks each group to put the picture cards on their desks, the picture cards are placed in rows one by one (not stacked) and the word cards remain in their hands. Fourth, the students' task is to match the word cards held by the students with the picture cards on their desks. And the last, the group that can finish quickly is the winner. The next activities is mention the English vocabulary, how to use this game is the teacher showed the picture cards to the students, then asked them to mention and write the vocabulary from that on the blackboard.

The activities that often used the English teacher were matching the vocabulary. This activity gave the students more motivation to learn of English vocabulary, because with games sessions the students more fun and active in the class. My finding was in line to the previous studies by (Rahma & Soengkono, 2021) and (Apria et al., 2021). Rahma stated that English Vocabulary Picture Cards offer a situation that can collaborated teaching and learning English with games sessions. In theirs research also showed that English Vocabulary Picture Cards can attract, gain students' excitement, increase the possibility of recognizing and recollecting some new vocabulary, increase students' concentration time-span, and show natural students' reactions to learning a language (Rahma & Soengkono, 2021). Other research from Apria, she stated that using card games in learning English vocabulary can make the class more fun and the student more interest with English. Card games also can help the teachers to create contexts in which the language is useful and meaningful (Apria et al., 2021).

In teaching English vocabulary, the teacher found two challenges during used English Vocabulary Cards (EVC) as media in the fourth-grade classroom. It was come from the materials of English Vocabulary Cards (EVC) and the large of students in fourth grade. English Vocabulary Cards (EVC) is made of paper, which when exposed to water the picture easily fades, and it easily torn by the students. It is same as previous research entitle "Developing Quartet Card Games for teaching vocabulary" by (Ilma & Rohani, Annisa, S.Pd., 2015) the findings of this research showed the teacher problem when used word cards. The problem are: 1) the word cards are made manually using carton and board marker, so that they are less interesting, too fragile and have a high risk of typo. 2) The word cards are too small and are in random topics. 3) The word cards are often misused by some students. However this finding is different from the previous research by (Rahma & Soengkono, 2021) that stated English Vocabulary Picture Cards are used A4 paper size and thick paper called BC which has 120 grams, English Vocabulary Picture Cards provide descriptive text along with Indonesian translation, English Vocabulary Picture Cards may have long durability since they are laminated and saved in a business file, English Vocabulary Picture Cards have their manual or how to use and can be arranged by their themes and topics.

The large of students in fourth grade becomes a second challenge for the teacher when used English Vocabulary Cards (EVC) in learning the process. Therefore, the teacher more often divides students into groups. Work group is included as part of cooperative learning techniques. The teacher used this technique in order to train each student to cooperate and socialize well. The teacher assigns tasks to each group and checks each group during the discussion, the students can focus on learning vocabulary and can discuss effectively in groups. This learning techniques as the theory described by Jack and Rodgers state that the success of Cooperative Learning is crucially dependent on the nature and organization of group work. This results are different from the research by (Ilma & Rohani, Annisa, S.Pd., 2015) that was found the results that learn with group work techniques become their obstacle because Some of the group members usually played the word cards properly, but some others got bored easily then separated themselves and played the word cards improperly.

Beside the teacher challenges, it is acknowledged the obstacle while doing English Vocabulary Cards (EVC) while learning process. As for the obstacles, the students often open dictionaries or books to know the meaning of vocabulary. Students who have not memorized

vocabulary often open a dictionary or book; this becomes a teacher obstacle because it slows down the time that has been determined. It is along with research from (Uyun & Putra, 2016). Revealed that educator still used old teaching techniques that is memorizing the words, writing new words in notebook and looking at dictionary (Uyun & Putra, 2016). Used dictionary can help students to find the meaning and function of the words. But every method that the teacher used in the class always has an impact to the students. In this case, the students become dependent on using the dictionary, even when they do the assignment.

By looked the findings in this research, the researcher showed that English Vocabulary Cards (EVC) can motivate the students to learn English vocabulary. English Vocabulary Cards (EVC) can stimulate the students to memorize their vocabulary easily, enjoy the class and produce a fun English class. Because of the functions of English Vocabulary Cards (EVC) are to interest student motivation, to make fun and active class, and to make subject clearer and easier.

CONCLUSION

The research results found that the process of English Vocabulary Cards (EVC) applied in teaching vocabulary for young learners in the fourth-grade students of MI Miftahul Ulum applied as games. Based on the English teacher interview, there are two English teacher challenges and an obstacle when used English Vocabulary Cards (EVC) in learning process. The challenges of EFL teacher in apply English Vocabulary Cards (EVC) are come from the materials of English Vocabulary Cards (EVC) and the large of students in fourth grade. English Vocabulary Cards (EVC) are made of paper, which when exposed to water the picture easily fades, and is easily torn by the students. In fourth grade there are 32 students. The large number of students in fourth grade becomes a challenge for teacher during the learning process. Therefore, the teacher must be creative in managing the classroom in order to attract students' and make students keep focus interest in the class.

As for the obstacles, when the students used English Vocabulary Cards (EVC) the students often open dictionaries or books to know the meaning of vocabulary. Students who have not memorized vocabulary often open a dictionary or books this becomes a teacher obstacle because it slows down the time that has been determined.

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