

Picture Card Game Against Development Vocabulary in Early Childhood

Fitriania^a, Herlina^{b*}, Herman^c, Wahira^d, Surya^e

^{abcde}*Pendidikan Anak Usia Dini, Pascasarjana Universitas Negeri Makassar, Indonesia*

**Corresponding author: herlina@unm.ac.id*

Abstract

Purpose – This study aims to (1) find out the description of vocabulary ability in the control group and the experimental group before and after treatment in the study of the influence of picture card games and to find out if there is a significant difference in vocabulary development in the children of the experimental group and the control group who have participated in the activity.

Design/Methodology/Approach – This type of research uses a quantitative quasi-experiment with a pretest-posttest control group design. Data collection techniques are in the form of vocabulary tests (pre-test and post-test), observation of children's activities while playing drawing cards, and documentation (photos of activities, teachers' diaries). Data analysis techniques consist of; (a) Normality test, (b) Homogeneity test, (c) Hypothesis test.

Findings – The results of the study showed that the learning method of picture card games was carried out with 4 treatment activities using picture card media which was made and then played by children in stimulating the visual vocabulary of children aged 5-6 years., the visual skills of children aged 5-6 years showed significant changes in children's visual abilities, before and after being given learning with pretest picture card media, obtained an average score of 9.6 while from the post-test results obtained an average score of 10.8., there was a significant influence on the vocabulary learning method with picture card media on the visual ability of children aged 5-6 years, this was shown based on the results of the Wilcoxon Sign Rank test.

Originality/Value –This research provides alternative vocabulary learning media that is fun and effective, improves language skills in a more natural and fun way, and is a reference for further research on game-based learning media.

Keywords: Games; Picture Cards; Development; Early Childhood

Manuscript received : 01-11-2025; revised : 27-12-2025; accepted : 29-12-2025. Date of publication : 15-01-2026

©2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).



I. INTRODUCTION

Early childhood language development is a fundamental aspect that supports children's overall growth and development. Language is not only a communication tool but also a thinking tool that underlies other academic abilities. Children aged 5-6 years are at a critical period in language acquisition, especially the mastery of vocabulary that supports them in interacting and expressing themselves.

Jamaris (2006) explained that early childhood education in Indonesia, especially kindergarten, is the right place to develop the potentials that children have in various forms of activities, namely learning through play. This form is manifested in creative and innovative self-expression. In line with the progress of the Indonesian nation, more and more Indonesian people are increasingly aware of the importance of early childhood education. The increasing awareness of the public is because at this age, children experience a sensitive period or what is commonly called the Golden Ages. Early childhood lasts from the age of 2-6 years in the sense that childhood leaves infancy to get an education, Hurlock (in Nugraha 2008). This period is a unique and valuable time for children to gain experience both from the environment, as well as the adults around them to influence children's lives in the future.

Sujiono (2009) explained that the purpose of education in early childhood is to develop the understanding and knowledge of parents, teachers, and related parties to early childhood education and development. However, there are still various obstacles in learning vocabulary in early childhood education institutions, such as monotonous learning methods and lack of fun activities. This has an impact on the lack of optimal mastery of children's vocabulary.

One alternative that can be used is a picture card game, which is a visual medium that displays images of objects accompanied by words that represent them. This game is interesting and encourages children to recognize and pronounce various vocabulary actively. Therefore, it is important to scientifically test the effectiveness of these games on the development of early childhood vocabulary.

Early childhood education is an education that is held with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of children's personalities. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas), it is explained that PAUD is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

Early childhood is a different, unique individual, and has its own characteristics according to its age stage. This period is called the *Golden Age* where all stimulation and developmental aspects play an important role for further developmental tasks (Sujiono, 2009). At the end of the first year of a child's birth and towards the beginning of the second year, the development that stands out is the emerging ability to acquire vocabulary skills.

Early childhood vocabulary is a vocabulary of words that children have in certain discussions. Some examples of vocabulary that can be used by early childhood are such as scarcity (papa, mama, brother, sister, grandmother, grandfather, om, and aunt), verbs related to daily activities and actions such as waking up, reading, cooking, sleeping, bathing, drinking, eating, working, buying, and running (Tarigan, 1984). Initial adverbs that appear typically include "here" and "there."

Children at an early age are in constant need of new vocabulary to support their developmental process. Those most ready to acquire new vocabulary are in their golden age, specifically between 2.5 to 4 years of age. Vocabulary is acquired both intrinsically and extrinsically. Instinctively (intrinsically), it stems from the child's physiological language capacity. Extrinsically, it comes from the environment—parents, family, playmates, and the community (Jamaris, 2006). This understanding of intrinsic and extrinsic factors makes it easier for children to understand their mother tongue.

Language development begins even before birth. When a child succeeds in communicating through gestures, facial expressions, and movements with caregivers, they begin to recognize the power of language as a cause for action.

This study describes the acquisition of children's vocabulary in depth. Children aged 2 to 4 years can generally say words but cannot yet read or write fluently; their understanding remains narrow. Children in "Group B" (ages 5-6) can often spell words, but most can only say them when aided by media such as pictures, objects, or colors (Arsyad, 2002). Early childhood learners understand the world through what they see; even if they cannot yet read sentences, they recognize recognized objects.

Children also favor colorful things. They learn more easily if the props used are vibrant. In kindergarten, toys like Legos, ball pits, and swings often feature bright colors. Similarly, storybooks use pictures to make it easier for children to understand the narrative (Sadiman et al., 2006).

Vocabulary

According to the great dictionary of the Indonesian language (2005:597) is a vocabulary. So, vocabulary is a vocabulary that a person masters. According to Soenardi Djiwandono (2008:1266) explained that vocabulary is defined as a vocabulary of words in various forms which includes words with or without suffixes, and words that are a combination of the same or different words, each with its own meaning.

According to Feit (2007) in Ety Indriati (2012:28) states that children at the age of 5 years, normal children understand 2000-2800 words and can create complex sentences and tell stories without drawing clues. The image card media has advantages and disadvantages, Amir Hamzah Zulaiman (1988 :22) stated that the advantages of the image card are that the image is easy to obtain, the image classification can be obtained continuously and it is easy to arrange the choice while the disadvantage of the image card, namely the interpretation of the person who sees the image will be different so that there will be not only similarities in the interpretation of the image only displaying the perception of the eye of the image presented with a small size resulting in less effective for the process teaching.

Kridalaksana (1993:127) provides several definitions, including language components that contain information on the meaning of words, the richness of a person's words or language sounds, and short word lists such as dictionaries. Meanwhile, according to Henry Guntur Tarigan (1984), it emphasizes the importance of vocabulary as an aspect of language that affects a person's language skills.

Early Childhood Language Development Theory

Language is an important communication in human life. According to Piaget, children aged 2-7 years are in the preoperational stage, where language development takes place very rapidly. Vygotsky also emphasized the importance of social and environmental attractions in the development of language, including vocabulary. At the age of 5-6, children begin to be able

to compose more complex sentences, ask questions, and answer questions, as well as be able to recognize and use many new vocabularies. Therefore, the right stimulation is needed to support the acquisition of vocabulary.

Types of Vocabulary

Vocabulary is a collection of words that a person has to use in language. According to Tarigan (2008), vocabulary is divided into two, namely:

- Receptive: A vocabulary that can be recognized and understood (listening and reading).
- Productive: Vocabulary that can be used for speaking and writing.

The activity of mentioning the name of objects through pictures is a form of productive vocabulary stimulation in early childhood.

Picture Card

Picture cards are visual media in the form of thick cards that contain pictures, words, or symbols to help learning, concept recognition and memory, effective for children and learners in making it easier to understand material such as letters, numbers, or objects, everyday adjectives, with one side displaying objects and the other side containing word descriptions or vocabulary, which can make learning tools interesting and interactive.

Febriyanto (2019:110) is a *flashcard* media that is a simple medium in the form of a card that can be used by teachers to convey the content of the material in a concise manner but helps students easily recognize the images and writing. Meanwhile, according to Arsyad (2002:199), a flash card or picture card is a small card that contains an image, text, or symbol that enhances or leads students to something related to the image.

Media Graphics Card

The word media comes from the Latin word *medius* which literally means middle, intermediary or introduction, Gagne and Briggs S. (Arief S. Sadiman, 2009: 6) stated that media is various types of components in the student environment that can stimulate learning, while Briggs argues that media is any physical tool that can present messages and stimulate students to learn, Books, tapes, movies in frames are examples of examples. This is also supported by Basir et al's (2025) research on the results of his research which revealed that the media of pictures on cards is quite effective in improving children's language skills, especially reading skills and is able to stimulate children's interest in the learning process.

In line with the above opinion, AECT (*Association of education and Communication Technology*) (in H Asnawir and Basyirudin Usman, (2002:11) defines media, which is any form that is used for an information distribution process, while *the Education Association* (NEA) defines it as an object that can be manipulated, seen, heard, read or talked about along with instruments that are used properly In teaching and learning activities, it can affect the effectiveness of instructional programs.

The above is reinforced by the opinion of Henick, et al. (Azhar Asryad 1997:4) that the term medium as an intermediary that delivers information between sources and receivers becomes television, film, radio, video recordings, projected images, printed materials and the like is a communication medium if the media carries messages or information that is instructional or contains the intention of teaching, then the media is called a learning medium. In line with this limitation, Hamidjojo (Latuheru, 1993: 12) defines the media as a form of intermediary used by humans to convey ideas, or opinions expressed to the intended recipient.

Based on this, it is concluded that the definition of media is something that channels messages and can stimulate students' thoughts, feelings, and wills so that it can encourage the learning process in students, the creative use of media will allow students to learn better and can improve their performance in accordance with the goals to be achieved.

Something can be said to be an educational medium, learning if they (the media) are used to convey messages with the purpose of education and learning, according to Gagne and Briggs (Azhar Arsyad 1997: 4) implicitly say that learning media includes a physical tool that is used to convey the content of teaching materials consisting of books, photos, pictures, graphics, etc. in other words they are a component of learning resources or vehicles About learning media Santono S. Hamidjojo (John D Latuheru 1993: 14) said that learning media is a learning medium whose users are integrated with the purpose and content of teaching (usually outlined in the Teaching Planning Outline (GBPP), which is intended to enhance teaching and learning activities.

From some of the definitions that have been expressed above, it can be concluded that learning media is an integral part of the teaching and learning process for the achievement of educational goals in general and learning goals in particular

Dadan Juanda (2006: 102) stated that the use of media not only makes learning more efficient but the subject matter can be more absorbed and deposited by students, students may already understand the problem, the concept of the teacher's interpretation, but it will be depressed in the minds of students for longer if it is enriched by seeing, touching, or experiencing the activity.

From the definition of media mentioned above, education experts agree that learning media has a dual function in managing learning, because in addition to functioning as a tool to create an effective teaching and learning situation, it also serves to accelerate the learning process and help students in grasping the meaning given by the teacher. Open media is purely an entertainment tool but is integral to the purpose and content of the lesson in which students are motivated to learn.

II. METHOD

This type of research is quantitative quasi-experiment (*Quasi Experiment*) with design *Pretest-Posttest Control Group Design*. The study involved two groups: an experimental group that was treated as a picture card game, and a control group that used conventional learning methods. The independent variable in this study is in the form of picture card games, while the dependent variable is the development of early childhood vocabulary. Data collection techniques in the form of vocabulary tests (*pre-test then post-test*), observation of children's activities while playing picture cards, and documentation (photos of activities, teacher's diary). The research instrument was in the form of a vocabulary test in the form of 20 pictures of everyday objects, an observation sheet on vocabulary development (enthusiasm, ability to mention, participation), and guidelines for the implementation of games. Data analysis techniques consist of; (a) Normality test: To find out the distribution of data (using the Kolmogorov-Smirnov or Shapiro-Wilk test), (b) Homogeneity test: To see the similarity of variance between groups, (c) Hypothesis test includes - If the data are normal → the t-test (independent and paired) while if the data is abnormal → the Mann-Whitney or Wilcoxon test.

III. RESULT AND DISCUSSION

Descriptive Statistical Analysis

After the recapitulation of Post-Test score data from both the experimental group and the control group, a comparative analysis was carried out to determine the effect of treatment on vocabulary development ability in early childhood presented in the table below.

Table 1. Pretest and Post-test Score Results

Yes	Experiment					
	Name	Gender	Pretest	Average	Postings	Average
1	AR	P	8	2,0	12	3,0
2	NO	P	10	2,5	13	3,3
3	MAR	L	10	2,5	8	2,0
4	NFZ	P	9	2,3	10	2,5
5	A	P	9	2,3	9	2,3
6	MFA	L	10	2,5	10	2,5
7	LMA	L	10	2,5	11	2,8
8	K	P	9	2,3	12	3,0
9	MKL	L	10	2,5	12	3,0
10	MKA	L	11	2,8	11	2,8
Total Values			96	24,0	108	27,0
Average			9,6	2,4	10,8	2,7

Source: Results of research data management

Based on the data of the pretest and posttest tables of children's visual abilities in the experimental group after being given treatment in the form of drawing card games in the experimental group on the visual abilities of students aged 5-6 years, based on the data it shows that the score in the pretest is 96 with an average score of 9.6. Meanwhile, the post-test showed a score of 24.0 with an average score of 2.4. The data shows that after being given the treatment of drawing card games, it affects children's vocabulary skills where the experimental group has high scores.

The data collected in this study consisted of children's scores obtained from the test, namely before the implementation of the activity using drawing card games (pre-test) and after, testing students' abilities and applying ability-based learning methods with picture card games (post-test). This pre-test test was

carried out to increase the initial ability level of the research subject. This post-test is carried out to evaluate the final level of ability and as a reference to determine whether drawing card games have an effect on vocabulary development in early childhood. This study is aimed at finding out the extent to which the ability to use picture card games has a real effect on children's visual abilities.

Table 2. Pretest and Post-test Score Results

Yes	Controls					
	Name	Gender	Pretest	Average	Postings	Average
1	ANZ	P	7	1,8	11	2,8
2	ANS	P	7	1,8	12	3,0
3	OR	P	8	2,0	9	2,9
4	EN	L	6	1,5	14	3,5
5	THE DAY	L	9	2,3	9	2,3
6	IS	L	10	2,5	12	3,0
7	RT	P	7	1,8	13	3,3
8	AND	L	5	1,3	11	2,8
9	LMZ	L	9	2,3	13	3,3
10	KH	P	11	2,8	14	3,5
Total Values			79	19,75	118	29,5
Average			7,9	2,0	11,8	3,0

Based on the data of the pretest and posttest tables of children's visual abilities in the control group who were not given treatment, the data showed that the score in the pretest was 79 with an average score of 7.9 while the posttest was 118 with an average score of 11.8.

The indicators used at this stage focus on 4 indicators observed in children including imagination, conception, problem solving and pattern finding. The results obtained at the implementation stage are listed in the table below. After the researcher carried out the treatment in the form of a picture card game in the experimental group, the researcher then provided the following table.

Table 3. Percentage Data of Imagination Indicators

Aspects Assessed	Categories	F	P
Children are able to mention the vocabulary in the picture card game	Very High	6	60%
	Height	2	20%
	Medium	2	20%
	Enough	0	0%
Children are able to tell stories based on vocabulary in the picture card game that is displayed	Very High	7	70%
	Height	2	20%
	Medium	1	10%
	Enough	0	0%

Source: Results of research data management

Based on the results of the study on the visual abilities of early childhood 5-6 years after participating in ability-based learning with picture card games, data were obtained on two main aspects, namely the ability to name picture cards or new patterns and the ability to tell ideas or stories based on picture cards.

In the main aspect, namely the ability of children to combine card games, pictures or new patterns, the majority of children showed very good results, as many as 6 children or 60% were in the very high category, which means they were able to mention vocabulary with very good creativity and independence, only 2 children or 2% were in the high category, there were 2 children or 2% while none were in the sufficient category. This shows that most children are able and confident in exploring the game of pictures.

In the second aspect, namely the ability of children to tell ideas or stories based on the picture card game that has been made, the results are also very encouraging. A total of 7 children or 70% were in the very high category which means they were able to tell stories of picture card game vocabulary, besides that there were 2 children or 20% who were in the high category and 1 child or 1% who were in the medium category. No child is only capable at a sufficient level in this aspect.

Table 4. Percentage Data of Absorption Indicators

Aspects Assessed	Categories	F	P
Children are able to group the form of images that are expressive of feelings, such as <i>Thank you, Apologize, Ask, Excuse me</i> , with the picture card media they have seen	Very High	7	70%
	Height	1	10%
	Medium	2	20%
	Enough	0	0%
Children are able to explain the reason for grouping picture card games	Very High	5	50%
	Height	2	20%
	Medium	3	30%
	Enough	0	0%

Source: Results of research data management

Based on the results of the research on the aspect of the ability of children aged 5-6 years after participating in development-based learning with picture card games, there are two aspects faced, namely the ability to group picture card games based on the expression of feelings and explain the reason for grouping.

In the first aspect, namely the ability of children to group the form of picture card games and achieve better results, as many as 7 children or 70% are in the very high category, which means they are able to group the form of picture card games based on expressions accurately and consistently, in addition, there are 1 child or 1% who are in the high category and 2 children or 2% are in the medium category. No child is only capable at a sufficient level. These results show that most children are able to understand the concept of grouping.

In the second aspect, namely the ability of children to explain the reason for grouping the form of picture card games, the results are also quite satisfactory as 5 children or 50% are in the very high category, which means they can give a clear and logical explanation of the reason for the grouping that is carried out, besides that there are 2 children or 20% are in the high category, showing that they are able to show or explain grouping well even though sometimes they still need it guidance, meanwhile there are 3 children or 30% in the medium category, and there are no children in the only able at the Adequate Level.

Table 5. Percentage Data Indicators of Problem-Solving Indicators

Aspects Assessed	Categories	F	P
Children are able to know what to say by looking through a picture card game.	Very High	5	50%
	Height	3	30%
	Medium	2	20%
	Enough	0	0%
Children are able to choose the appropriate or appropriate picture card game by looking at the picture cards	Very High	4	40%
	Height	3	30%

Medium	3	30%
Enough	0	0%

Source: Results of research data management

Based on the results of the research on the aspect of the ability of children aged 5-6 years after participating in development-based learning with picture card games, there are two aspects faced, namely the ability to try various ways to be able to find out the things that are said by looking at the picture card game according to the shape, and the ability to choose a picture card game.

In the first aspect, namely the ability of children to try various ways for things to be said by looking through play, as many as 5 children or 50% are in the very high category, which means that they are able to try various ways or strategies to be able to pronounce vocabulary by looking at picture card games. In addition, there are 3 children or 30% in the high category, 2 children or 20% in the medium category and 0 children or 0% in the fair category. This shows that the majority of children already have the ability to play. Although there are still some children who need further guidance.

In the second aspect, namely the ability of children to choose a suitable or appropriate picture card game by looking at the drawing cards, the results of the study also show positive development of 4 children or 40% who are in the very high category, which means they are able to repetition and choose the appropriate drawing card game by looking at the drawing cards. In addition, there are 3 children or 30% in the high category, 3 children or 30% in the medium category, and 0 children or 0% in the adequate category. This data shows that more than half of the children already recognize the vocabulary in the picture card game, although there are still some children who still need the guidance of their teachers.

Table 6. Percentage Data Indicator pattern search indicator

Aspects Assessed	Categories	F	P
Children are able to recognize vocabulary through simple picture card games	Very High	6	60%
	Height	1	10%
	Medium	3	30%
	Enough	0	0%
Children are able to choose vocabulary in picture card games that match picture cards	Very High	5	50%
	Height	3	30%
	Medium	2	20%
	Enough	0	0%

Source: Results of research data management at Al Takbir Kindergarten, Kendari City

In the first aspect, namely, the ability of children to recognize vocabulary through card games, the majority of children show very good results. As many as 6 children or 60% are in the very high category which means they are able to recognize and distinguish vocabulary through picture card games well. In addition, there are 1 child or 1% who are in the high category, and 3 children or 30% who are in the medium category, and 0 children or 0% who are in the adequate category. No child is only capable at a sufficient level. These results show that most children have been able to choose vocabulary in picture card games, based on picture cards, but there are still children who need the guidance of teachers.

In the second aspect, namely the ability of children to choose simple vocabulary, it also shows good development as many as 5 children or 50% who are in the very high category, which means they are able to choose vocabulary in the simple picture card game. In addition, there are 3 children or 30% in the high category, 2 children or 20% in the medium category. This data shows that almost all children are able to choose vocabulary in picture card games even though there are still some children who still need the help of teachers.

After analyzing the data in the group that has been given treatment, the next step is to conduct a data analysis to find out whether there is an effect of picture card games on vocabulary development in early childhood 5-6 years as follows:

Table 7. Results of the Pre-Test of the Experimental Group

Yes	Interval	Categories	Frequency	Introduce yourself
1	1-10	Develops very well	0	
2	11-20	Grow as expected	0	
3	21-30	Start growing	10	100,00%
4	31-40	Not yet developed	0	

Source of research data management results

Based on table 7, it shows that the Pre-Test Experiment can be concluded that after being given treatment, there was an influence or increase in the development category of participants who obtained scores in the range of 1-10 developed very well, with a percentage of 0% Similarly, no child in the range of 11-20 developed as expected, also the percentage of 0% as many as 21-30 began to develop, so that the percentage reached 100%, Meanwhile, no children with a score of 31-40 were found to have not developed with a percentage of 0% compared to the results of the pre-test of the experimental class, there was an influence or increase in the number of participants in the higher category, especially with the emergence of participants in the Very Good Developed (BSB) category which previously did not exist. This shows that the treatment provided by the experiment contributes to the influence or improvement of student learning.

Table 8. Post-Test Results of the Experimental Group

Yes	Interval	Categories	Frequency	Introduce yourself
1	1-10	Develops very well	0	
2	11-20	Grow as expected	4	40,00%
3	21-30	Start growing	6	60,00%
4	31-40	Not yet developed	0	

Source: results of research data management

Based on table 8 showing the results of the Post-Test of the Experiment group, it can be concluded that after treatment, no one obtained a score in the range of 1-10 Very Well Developed, with a percentage of 0% as many as 4 children or 40% in the range of 11-20 Developing As Expected 6 children or 60% in the range of 21-30 Beginning to Develop, with a percentage of 0% Thus, it can be concluded that the potential influence or competence on the experimental group after the intervention is generally classified as in the Growing Up Expectation (BSH) category.

Table 9 Calculation of Experimental Group Data Analysis Statistics

Pre-Test		Post-Test	
Red	9,6	Red	10,8
Minimum	8	Minimum	8
Maximum	11	Maximum	13
Sum	96	Sum	108
Count	10	Count	10

Source: XL Output

Based on table 9, it shows that there were 10 children who were participants in the study, both at the Pre-Test and Post-Test. No data was lost, so all children looked full in the measurement before being given learning treatment. The effect of drawing card games on vocabulary development in early childhood was 9.6. After treatment, the average score of the child increased to 10.8. In addition, the lowest score from 11 to 13 in the Post-test. This data shows that all children experience an influence or improvement both those who initially have low and high scores. The influence or increase of averages, minimums, and maximum values proves that picture card games can affect vocabulary in early childhood.

Table 10. Control Group Pre-Test Results

Yes	Interval	Categories	Frequency	Introduce yourself
-----	----------	------------	-----------	--------------------

1	1-10	Develops very well	0	
2	11-20	Grow as expected	0	
3	21-30	Start growing	10	100,00%
4	31-40	Not yet developed	0	

Source of research data management results

Based on the results of the Pre-Test control group, it was concluded that the majority of students did not find children who obtained scores in the range of 1-10 (very well developed), with a percentage of 0%. Similarly, there were no children in the range of 11-20 (developing as expected), also with a percentage of 0% of all 10 children. 100% were in the range of 21-30 (starting to develop), 31-40 children or 0% (not yet developing). This shows that before being given treatment, most of the participants were still in the early stages of development, and only a small percentage had achieved the expected progress.

Table 11. Control Group Post-Test Results

Yes	Interval	Categories	Frequency	Introduce yourself
1	1-10	Develops very well	0	
2	11-20	Grow as expected	1	10,00%
3	21-30	Start growing	9	90,00%
4	31-40	Not yet developed	0	

Source: results of research data management

Based on table 11, it shows that the results of the Post-Test of the control class can be concluded that, the majority of students are still in the starting development category (MB) with a frequency of 9 participants or 90.00% while 1 participant or 10.00% develops as expected (BSH). None of the participants were included in the category of not developing (BB) or 0% or very well developed (BSH). From 100% of participants to 90%, the majority of participants remained in the starting and developing category (MB). This shows that although there is an increase in learning outcomes after treatment, the improvement is still limited.

Table 12. Calculation of Control Group Data Analysis

Statistics			
Pre-Test		Post-Test	
Red	7,9	Red	11,8
Minimum	5	Minimum	9
Maximum	11	Maximum	14
Sum	79	Sum	118
Count	10	Count	10

Source: XL Output

Based on table 12, it shows that the study of 10 children was measured in their ability before and after. There is no lost data, so all participants are well monitored. The average ability to influence vocabulary development in children through picture card games is 7.9 children's scores increase to 11.8 the lowest children's score is 5, both before and after which shows that there are children who have not experienced a significant increase, but the high value of 11 has increased to 14, indicating that there is sufficient development in children who have better abilities. Overall, this data shows that there is an increase in the average and maximum values. However, the increase is not too big and there are still children who still experience changes in their lowest scores. This suggests that it has a positive impact, especially on children with higher abilities, however, an additional approach is needed to help children who are still at the lowest scores.

The percentage in the experimental group, the results of the Pre-Test and Post-Test showed that there was an improvement in children after using drawing card games. This suggests that the results of the Pre-Test and Post-Test have a significant increase. After knowing the results of the pre-test and post-test in the control group and the class, the researcher conducted a statistical test to find out whether there was an effect of picture card games on vocabulary in children aged 5-6 years.

The hypothesis of this study is H_0 = there is no effect of picture card games on vocabulary development in children aged 5-6 years with picture card media on the visual ability of children aged 5-6 years and H_a = there is an effect of picture card games on vocabulary development in children aged 5-6 years with picture card media on the visual ability of children aged 5-6 years. The significance value in this study is 0.05 seen from the results of the p_value obtained by dai. The results of the research of the experimental group were 0.074 where the value was greater than 0.05 (p-value > 0.05 until it was accepted and rejected,

then it can be concluded that the influence of the media used in the experimental group in improving the visual ability of children while the control group used the same significance value, then if you look at the results of the p-value obtained is 0.008 where this value is smaller than 0.05 ($p\text{-value} < 0.05$) so that it is accepted and rejected, So it can be concluded that the Picture Card Game has a significant influence on the visual abilities of children aged 5-6 years. $H_1 H_0 H_1 H_1 H_0$

The effect of picture card games on vocabulary development in early childhood

The results of the *Wilcoxon Sign Rank Test* using SPSS were obtained with a significance value (2-tailed/pair) obtained less than 0.05. Thus H_0 rejected and accepted, indicating the influence of picture card games using picture card game media on the visual abilities of children aged 5-6 years. It is an innovation that is directed at improving the visual intelligence of children aged 5-6 years can be seen that the child is able to use vocabulary by looking at the picture card media, the child is able to tell ideas based on the picture card, the child can explain and group vocabulary by looking at the picture card. H_1

Based on various theories and research that support the success of this research, it is identified that there is an influence of picture card games on the vocabulary of early childhood 5-6 years old and children's visual abilities.

Discussion

Increasing the influence or vocabulary ability in children aged 5-6 years is needed with image media that supports the child's success process in learning. Visual media in the form of picture cards is one of the media that is suitable for children 5-6 years old in learning activities. The selection of media is not only in accordance with the visual potential but also seen as practical because it is easy to play and engaging. Through this picture card game, it is hoped that it can focus the child's attention or concentration so that what is presented in the picture card can be immediately recognized and understood by the child, because this child does not feel that he is learning but is more likely to play, especially if the picture card can be presented with an attractive or colored appearance.

Pictures are one of the media in education. Arief S. Sadiman (1986:15-16) stated that image media is a visual medium that is conveyed, poured into visual communication symbols. In particular, images serve to attract attention, clarify the presentation of ideas and illustrate or decorate facts. This picture card is one of the media for reading pictures by using cards to introduce vocabulary, besides that this picture card can also make children write words on the card. The use of image media is very helpful for children aged 5-6 years in improving vocabulary skills.

Picture card games are learning activities that can provide direct experience for children, where children can be directly involved in the introduction of pictures and vocabulary as in everyday vocabulary that students often do. The use of words used in this picture card game are the names of adjectives and verbs because not all adjectives and verbs can be recognized and pronounced correctly by children. In addition, adjectives and verbs are daily activities that are almost all done by children.

IV. CONCLUSION

Based on the findings of the research and analysis that have been submitted and related to the formulation of the research problem, the conclusion of this study is as follows.

1. The learning method of the picture card game is carried out with 4 treatment activities using the media of picture cards that are made and then played by children in the visual vocabulary stimulation of children aged 5-6 years.
2. The vocabulary development proofs whichile of children aged 5-6 years shows significant changes in children's visual abilities, before and after being given learning with the media of pretest drawing cards, an average score of 9.6 while from the post-test results an average score of 10.8.
3. There is a significant influence on the vocabulary learning method with picture card media on the visual ability of children aged 5-6 years, this is shown based on the results of the *Wilcoxon Sign Rank test*.

Here are some suggestions; (1) for teachers, the use of picture card media requires a lot of effort and an interesting learning model in order to foster children's love for ongoing learning activities., (2) for educational institutions, it is possible to provide various learning tools that can support the implementation of teaching in early childhood. In order for the learning system to run well, (3) for future researchers, it is hoped that they can update this picture card media if it can be integrated into early childhood learning activities so that children's learning needs can be achieved.

V. REFERENCES

- Arsyad, A. (2002). *Learning media*. PT Raja Grafindo Persada.
- Arsyad, A. (2005). *Learning media*. PT Raja Grafindo Persada.
- Asnawir, H., & Usman, M. B. (2002). *Learning media*. Ciputat Press.
- Djuanda, D. (2006). *Communicative and fun Indonesian language learning*. Ministry of Education.
- Djiwandono, S. (2008). *A handheld language test for language teachers*. Index.
- Febriyanto. (2019). The effect of using flashcards to improve vocabulary mastery. *Eprints UNM*. [Insert URL]
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (1993). *Instructional media and technologies for learning*. Macmillan Publishing Company.
- Jamaris, M. (2006). *Childhood development and development*. Gramedia.
- Kridalaksana, H. (1993). *Linguistic dictionary*. Gramedia Pustaka Utama.
- Kustandi, C., & Sutjipto, B. (2011). *Manual and digital learning media*. Ghalia Indonesia
- Madyawati, L., & Yudi, D. (2011). *Language and story development strategy module*. Muhammadiyah University of Magelang.
- Ministry of Education and Culture. (2005). *Great dictionary of Indonesian language* (3rd ed.). Ministry of Education.
- Nugraha, A. (2008). *Development of learning in early childhood*. [Insert Publisher Location/Name].
- Sadiman, A. S. (1996). *Educational media: Understanding of its development and implementation*. PT Raja Grafindo Persada.
- Sadiman, A. S., et al. (2006). *Educational media: Definition, development, and benefits*. PT Raja Grafindo Persada.
- Sternberg, R. J. (2008). *Cognitive psychology*. Student Library.
- Sudjana, N., & Rivai, A. (1997). *Teaching technology*. Sinar Baru.
- Sujiono, Y. N. (2009). *Basic concepts of early childhood research*. Index.
- Sulaiman, A. H. (1985). *Audio visual media for teaching, briefing and counseling*. PT Gramedia.
- Tadjasaputra. (2001). *Play toys and games*. Grasindo.
- Tarigan, H. G. (1984). *Vocabulary teaching*. Angkasa.
- Tarigan, H. G. (2008). *Reading as a language skill*. Angkasa.