



The Effectiveness of Hotel Restaurant Glossary Cards in Enhancing Young Learners' Vocabulary Mastery

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ABSTRACT

Vocabulary mastery is a fundamental aspect of language learning, particularly for young learners, as it supports the development of other language skills such as listening, speaking, reading, and writing. However, many kindergarten students experience difficulties in learning English vocabulary due to limited exposure and the lack of engaging instructional media. This study aimed to investigate the effectiveness of Hotel Restaurant Glossary Cards in enhancing young learners' vocabulary mastery. The study employed a pre-experimental method using a one-group pre-test and post-test design. The participants were 20 kindergarten students from TK Fatimah 7 Palembang selected through purposive sampling. Data were collected through vocabulary tests administered before and after the implementation of the glossary cards, as well as classroom observations to examine students' engagement during the learning process. The glossary cards contained pictures, vocabulary items, phonetic symbols, and simple definitions related to the hotel restaurant context. The findings revealed a significant improvement in students' vocabulary achievement. The mean score increased from 3.5 in the pre-test to 5.9 in the post-test, indicating a gain of 2.4 points after the intervention. The results suggest that the use of visual and contextual learning materials helped students recognize, understand, and remember new vocabulary more effectively. Classroom observations also showed increased student participation, motivation, and enthusiasm during learning activities. The study concludes that Hotel Restaurant Glossary Cards are an effective and engaging instructional medium for improving vocabulary mastery among young learners. The findings highlight the importance of integrating visual support, contextualized vocabulary learning, and interactive activities in early childhood English language education to create meaningful and enjoyable learning experiences.

Keywords: glossary cards, young learners, vocabulary mastery

Efektivitas Kartu Glosarium Hotel dan Restoran dalam Meningkatkan Penguasaan Kosakata Anak Usia Dini

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki efektivitas Kartu Glosarium Hotel Restoran dalam meningkatkan penguasaan kosakata pelajar usia dini. Penelitian ini menggunakan metode pra-eksperimental dengan desain pra-uji dan pasca-uji satu kelompok. Partisipan terdiri dari 20 siswa TK Fatimah 7 Palembang yang dipilih melalui pengambilan sampel bertujuan. Data dikumpulkan melalui tes kosakata yang diberikan sebelum dan sesudah implementasi kartu glosarium, serta observasi kelas untuk memeriksa keterlibatan siswa selama proses pembelajaran. Kartu glosarium berisi gambar, kosakata, simbol fonetik, dan definisi sederhana yang berkaitan dengan konteks hotel restoran. Hasil penelitian menunjukkan peningkatan yang signifikan dalam pencapaian kosakata siswa. Nilai rata-rata meningkat dari 3,5 pada pra-uji menjadi 5,9 pada pasca-uji, menunjukkan peningkatan 2,4 poin setelah intervensi. Hasil penelitian menunjukkan bahwa penggunaan materi pembelajaran visual dan kontekstual membantu siswa mengenali, memahami, dan mengingat kosakata baru secara lebih efektif. Observasi di kelas juga menunjukkan peningkatan partisipasi, motivasi, dan antusiasme siswa selama kegiatan pembelajaran. Studi ini menyimpulkan bahwa Kartu Glosarium Hotel Restoran merupakan media pembelajaran yang efektif dan menarik untuk meningkatkan penguasaan kosakata di kalangan pelajar muda. Temuan ini menyoroti pentingnya mengintegrasikan dukungan visual, pembelajaran kosakata kontekstual, dan aktivitas interaktif dalam pendidikan bahasa Inggris anak usia dini untuk menciptakan pengalaman belajar yang bermakna dan menyenangkan.

Kata kunci: kartu glosarium, penguasaan kosakata, anak usia dini

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INTRODUCTION

English is no longer just another language but is a vital and necessary means of communication, education and the future course of career. Many people feel it would be best for children to learn English at a very young age because children are more capable at learning new languages than older children. This consideration is related to Critical Period Hypothesis which says that early childhood is the most favourable period in learning a language (Siahaan, 2022). Therefore, learning words is one of the foundation skills in learning a language that must be built in early childhood education since words are the foundation of other language skills such as speaking, reading and writing (Hidayati, 2018).

Although it is vital to learn English vocabulary, many young learners find it challenging to learn English words, especially English words learned through traditional method which is not engaging or relatable. Not providing meaningful and visual stimulating learning experiences is an occurrence where students find it difficult to learn vocabulary (Maduwu, 2016). Low retention of words and decreased motivation to learn are caused by inadequate exposure to the use of instructional media which is limited in the early childhood classroom. This was also seen in the pre-test scores of the students on vocabulary mastery which indicated low scores in the preliminary research of this study.

To solve this problem, it is strongly suggested to use the use of learning media that is interesting and attractive, especially visual and interactive learning media. The role of learning media is very important in realizing the understanding and attracting students' interest in carrying out the learning process. According to Aulya et al (2021), the use of Visual Learning Media Card is able to improve student engagement and students' understanding by presenting easily and attractively. It is more effective to use colourful materials with images in learning young learners since children are more responsive in the visual materials and interactive learning environments (Fauzia, 2017).

Glossary cards is one of the instructional media that can be applied to learning vocabulary. Glossary cards are a type of flashcard that introduce words, pictures and definitions and help students make word-to-picture connections. From previous studies, it was found that the use of flashcard helps students learn word in order to repeat, recognize and recall the word in learning vocabulary to a significant rate (Syamsiah & Ma'rofatulloh, 2023). Furthermore, Contextual Vocabulary (CV), or words related to real life context can enhance students understanding and make the learning meaningful (Putranti & Ambawani, 2019).

Although the previous studies have been able to prove the effectiveness of flash card and visual media in increasing the vocabulary learning in general level and different educational level, the study about the effectiveness of flash card media in increasing vocabulary learning at elementary level especially for the kindergarten students still has not been studied. Few studies specifically examining the use of the Glossary Cards in a contextualised setting (hotel restaurant) with children in early childhood education setting have been conducted. This study is then aimed to fill this gap by studying the use of Context Based Glossary Card for kindergarten learners in vocabulary acquisition.

In this study, the vocabulary area that is emphasized is specifically in the context of a hotel restaurant. This was selected as it is a context that is relevant to everyday life and future working environments especially within the hospitality sector. Despite this, there is still a research gap to be filled as studies that specially investigate the use of glossary cards in the context of hotel restaurant vocabulary in the teaching of young learners is still limited.

Based on these circumstances, this study is an investigation about the effectiveness of implementing hotel restaurant glossary cards in enhancing young learners' mastery of the vocabulary. This study is intended to obtain empirical data on using learning media in early



childhood education on the achievement of increasing vocabulary using pre-experimental design by taking pre and post-test data.

METHOD

This study used a pre-experimental research design with a one group pre-test and post-test design. This approach is commonly used in the social field, including in the field of education. (Abubakar, 2021; Razak, 2017; Balaka, 2012). This design aimed to test the effectivity of hotel restaurant glossary cards for improving young learners' mastery in learning hotel restaurant vocabulary. The design used was pre-test – post-test control group design in which observation was carried out before and after giving the instructional media to get the students' vocabulary knowledge.

This study was conducted in the kindergarten TK Fatimah 7 Palembang with the subjects of the study being kindergarten students as many as 20 students. Purposive sampling technique was employed for the selection of the participants as it was considered to be relevant to the study in terms of level and accessibility.

The research process was done in three stages. Before the action was implemented, students were first given pre-test to observe the students' initial mastery of vocabulary in the hotel restaurant terminology. However, the treatment was carried out by introducing and implementing the hotel restaurant glossary cards in the learning process. There were pictures, words, phonetic symbols and brief definitions on the cards to assist students in understanding. The learning activities were interactive and stimulating to help the students recognise, repeat and practise the vocabulary in context. The latter (post-test) was to see how much the students learned in terms of vocabulary after the intervention.

Furthermore, the data has been taken from the vocabulary test and observation of classroom. There were 10 vocabulary items related to the hotel restaurant context for the test. The students' scores were obtained and the pre-test and post test scores were compared. Descriptive statistics analysis and

the mean value of the pre-test and post-test were used in analysing the data to obtain the improvement of students' vocabulary mastery. Besides, the data obtained from the observation was analysed qualitatively to describe the engagement and participation of students in the learning activities.

RESULT

The results of the study were derived from the comparisons of pre-test and post-test to measure students' vocabulary improvement after the implementation of hotel restaurant glossary cards. The results as shown in table 1 show that the mean score of students after the use of the instructional media has increased. Table 1 indicates that using hotel restaurant glossary cards has made students' mastery of vocabulary increase. If the score mean of pre-test is 3.5 and the score mean of post-test is 5.9, it means that the value of the score mean is increased for 2.4, so it means that students' ability to recognize and understand vocabulary English is increased 2.4 of the score mean, it means that ability of students recognizing and understanding English vocabulary is increased and has meaning.

In addition to quantitative results, the observation of the classroom was carried out which showed that students' involvement in learning activities was higher. They were more motivated and participated actively in responding to the questions, and had a positive attitude towards using the visual and interactive learning materials.

DISCUSSION

From the result of this study, it is observed that the use of hotel restaurant glossary card is able to improve the mastery of the learners' vocabulary fairly well. The mean score obtained from pretest and post-test of the experiment, which were 3.5 and 5.9 respectively, showed that visual and contextual vocabulary instruction media could have a significant contribution to vocabulary learning in early childhood education.

If seen from the learning aspect, this improvement can be interpreted as media that have

been used in teaching effectively supported the learning process for students in acquiring vocabulary. The pre-test score is quite low which showed that students' exposure and familiarity in using English vocabulary, particularly in the hotel restaurant context is low. Many young learners might have limited vocabulary, which is still developing, and will require extensive support from the context and scaffolding.

An important key to this improvement is the visual aspect of the Glossary cards. Images are employed to support dual coding activities (verbal and imagistic) that will help retention and recall of vocabulary words. Moreover, these clearly explained definitions and phonetic symbols also helped the learners get a better idea of the word meanings as well as pronunciation. This result supports the theory that learning material with visual aid is able to increase students' comprehension and memory retention particularly young learners.

Moreover, the enhancement is also an indication of the significance of contextual learning. The words were not given singly, but in meaningful groups people, food, activities, places etc. in a hotel restaurant context. This contextualization enabled students to associate new words with contexts that are meaningful and likely to be familiar or imagined in their everyday lives to enhance their level of comprehension and retention of new words. This is akin to what Putranti & Ambawani (2019) assert that contextualized English learning will induce meaningful learning of vocabulary of young learners.

The interaction in the learning process that can be realized in the use of the glossary cards is also a very important aspect. Students actively engaged in identification of pictures, repetition of words, answering questions and responding to cues in the process. Young learners are more willing to have a positive response to an engaging and hands-on learning activity. Thus, the interactive use of glossary cards was likely to have enhanced

students' attention, motivation and willingness to learn all of which are vital aspects in early language acquisition.

These results are also in line with earlier research which emphasized the benefits of visual and interactive media in the learning of words. The finding of Syamsiah & Ma'rofatulloh (2023) showed that the method of flashcard was effective in learning vocabulary using repetition and the technique of visual association. Similarly, the use of a card-based learning media is important in increasing students' engagement and competence in learning while enjoying the learning process as explained by Aulya et. al. (2021).

The students' vocabulary mastery in the post-test showed a rise in the score, but the mean score of 5.9 shows that students' mastery of vocabulary is still in a moderate level. This suggests that while glossary cards might be appropriate for beginning a learning process, they might need to be integrated for a longer time course and in conjunction with multiple teaching strategies to achieve higher degrees of mastery. Knowledge of vocabulary must be consolidated and revisited over and over again to be more stable and internalised.

The findings in the study show that Hotel Restaurant Glossary Cards are effective to improve young learners' mastery of vocabulary in particular using visuals, contextuality, and interactive approaches. All these contribute together a more interesting and meaningful learning experience and, as a result, students' improvement in vocabulary learning.

CONCLUSION

The objective in this study was to investigate whether the use of Hotel Restaurant Glossary Card could improve young learner's mastery of vocabulary, at TK Fatimah 7 Palembang. The implementation of the Glossary Card was able to increase the achievement of students' vocabulary which was reflected from the increase in the mean score of the pre-test and post-test data which was 3.5 to 5.9.



The results indicate that the media of teaching Vocabulary with visual and context is effective in learning vocabulary for the students of young learners. When the pictures and words were paired with the phonetic symbols and a simple explanation, students were able to more clearly identify, comprehend and retain new English words. Moreover, the students' learning happened in meaningful and relatable contexts as hotel restaurants.

Furthermore, the interactive learning activities that involved the use of the glossary cards resulted in students' participation, motivation and engagement in classroom teaching and learning. The results indicate that young learners greatly profit from learning environments which include visual support, contextual relevance and active participation.

From pedagogical aspects, the findings of this study show that an attractive media which places students in the centre of the learning process is significant in the learning of English for preschool children. Teachers are encouraged to employ glossary cards or other aids to improve the effectiveness and interest of their work in vocabulary.

This study, however, has its own limitations such as small sample size and no control group as it is a pre-experimental study. Therefore, it is inferred that in the future there is a need to conduct research with more complete results by using a larger number of samples and the period of teaching and learning and sophisticated experimental techniques.

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