

**A STUDY OF ENGLISH TEACHER'S PRACTICES
IN DEVELOPING STUDENTS' VOCABULARY MASTERY
USING FLASHCARD AND COLORING
AT BAN BANGOISINAE THAILAND PRIMARY SCHOOL**

THESIS



Written by:

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FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
DECEMBER 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Meaning: “Allah does not burden any soul beyond what it can bear”*

(Q.S Al-Baqarah: 286)



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* The Qur'an English Meaning, Saheeh International, Abul-Qosim Publishing House, Surat Al-Baqarah (2:286)

DEDICATION

I respectfully dedicate this thesis to:

1. My beloved parents, my father, Fadhur Rozi, and my late mother, Musyarofah. They have been the greatest source of motivation throughout my journey in completing this thesis. To my mother, I offer my deepest love and gratitude. Her passing left a profound emptiness in my life, yet her memories, prayers, and unconditional love continue to guide and strengthen me throughout my academic journey. Every step I take, including the completion of this thesis, is inspired by the values and warmth she instilled in me. May she rest in eternal peace. To my father, thank you for your continued support, guidance, and encouragement. Your presence has helped me stay resilient, and your prayers have been a source of comfort as I worked through the challenges of writing this thesis.
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The author also expresses heartfelt appreciation to all individuals who have supported, guided, and contributed throughout the process of conducting this research:

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Jember, 27 November, 2025

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ABSTRACT

Ghefira Faiz Sabila, 2025: A Study of English Teacher' Practices in Developing Students' Vocabulary Mastery Using Flashcard and Coloring at Ban Bangoisinae Thailand Primary School

Keywords: *Teacher Practices, Flashcard and Coloring, Vocabulary Mastery*

English in Thailand is still categorized as a foreign language (Boonsuk & Ambele, 2021). Consequently, many primary school students struggle with vocabulary mastery, which becomes a major obstacle in learning English. Observations at Ban Bangoisinae Thailand Primary School showed that students' low motivation and limited vocabulary knowledge made it difficult for them to participate actively in English learning. Therefore, teacher need to apply appropriate and engaging strategies in teaching vocabulary to young learners. Considering this situation, the teacher employed visual and hands-on techniques, namely flashcards and coloring activities, to make vocabulary learning more meaningful, enjoyable, and easier to remember for students.

Thus, the research questions of this study were how the teacher planned vocabulary teaching strategies using flashcards and coloring, how the teacher implemented vocabulary teaching strategies using flashcards and coloring, and how the teacher evaluated students' vocabulary development. Furthermore, this study aimed to explore the teacher's practices in planning, implementing, and evaluating vocabulary instruction at Ban Bangoisinae Thailand Primary School.

This study employed a qualitative case study design, allowing the researcher to explore the teacher's practices in an in-depth and contextual manner. The subject was selected through purposive sampling, involving one English teacher who teaches vocabulary to young learners at Ban Bangoisinae Thailand Primary School. The data analysis applied Miles and Huberman's theory, which includes data collection, data condensation, data display, and conclusion drawing. To ensure the validity of data, the researcher used source triangulation and technique triangulation.

The results of this research were as follows: (1) in the planning stage, the teacher identified students' proficiency level, selected simple vocabulary topics, prepared picture flashcards and coloring worksheets, and arranged lesson steps systematically in the lesson plan. (2) The exploration of teacher' practices in developing students' vocabulary mastery was divided into four parts: the goal, the material, the procedure, and the evaluation. The goals were to help students understand vocabulary more easily, increase their motivation, and support their confidence in learning English. The materials used were simple and visual, focusing on animal vocabulary through picture flashcards and coloring worksheets. The procedure consisted of greeting, vocabulary introduction using flashcards, small practice activities, coloring tasks, and review. (3) The evaluation of vocabulary mastery was conducted through informal assessment during the lesson such as repetition, questioning, and matching activities and formal assessment through periodic writing tests that required students to write, complete, or label vocabulary. These practices showed that flashcards and coloring effectively supported young learners in understanding and remembering vocabulary in a fun and engaging way.

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CHAPTER I

INTRODUCTION

A. Research Context

Effective vocabulary teaching should give learners repeated opportunities to encounter target words in meaningful contexts while engaging them in activities that foster active use of those words². Vocabulary is one of the most important components in the process of mastering English. Without sufficient vocabulary mastery, students will have difficulty understanding texts, constructing sentences, or expressing ideas appropriately, both orally and in writing. Vocabulary mastery is the foundation in language skills³. Therefore, vocabulary mastery becomes a very important part of the English learning process, especially for beginner learners such as students at the primary school level.

However, the current classroom situation in one of the primary schools in Thailand, precisely at Ban Bangoisinae School, shows that students' interest in English lessons was relatively low. This finding emerged from classroom observation conducted during the teaching and learning process.

The observation revealed that many students appeared disengaged during English activities. Several indicators supported this, such as students showing minimal participation when the teacher introduced new vocabulary

² Jack C. Richards and Willy A. Renandya (eds), *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002). <https://doi.org/10.1017/CBO9780511667190.035>.

³ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), <https://doi.org/10.1017/CBO9781139524759>.

and limited responses when questions were posed. Only a few students showed interest in learning English. This condition has an impact on low learning vocabulary; many students feel that English vocabulary is a difficult subject. Related to vocabulary, students often show low eagerness to engage in learning, which makes it difficult to achieve the objectives of English vocabulary mastery. Lack of student vocabulary and motivation has been found to contribute to low participation and academic achievement in English language learning ⁴.

To address this challenge, teacher at Ban Bangoisinae Thailand Primary School have also begun to integrate creative media such as coloring activities and flashcards into their vocabulary lessons. Coloring allows students to associate new words with colors and objects in a fun, hands-on way, which makes vocabulary learning less abstract and more memorable for students⁵. Similarly, flashcards serve as simple but effective tools that link words with pictures, enabling students to quickly recall meanings and practice pronunciation⁶. Both techniques are particularly suited to primary school students because they engage visual and kinesthetic learning styles, enhance vocabulary, and reduce the perception that English is a difficult subject. Thus, the use of coloring and flashcards not only supports vocabulary retention but

⁴ Xiaobin Ren and Jirapa Abhakorn, "The Psychological and Cognitive Factors Causing College Students' Demotivation to Learn English in China," *Frontiers in Psychology* 13 (2022), <https://doi.org/10.3389/fpsyg.2022.890459>.

⁵ Nuridah Nuridah, M. Dahlan Bahang, and Fitri Arniati, "Improving Vocabulary Mastery Using Selected Game: Colour Me Colours for EYL Students," *UTAMAX: Journal of Ultimate Research and Trends in Education* 1, no. 3 (2019): 117–24, accessed August 30, 2025, <https://doi.org/10.31849/utamax.v1i3.6355>

⁶ Pratiwi Samad, "Using Flashcards to Improve Students' Vocabulary Mastery in SD Hafizh Al-Qurbah Parepare," *LETS: Journal of Linguistics and English Teaching Studies* 2, no. 2 (2021), accessed August 30, 2025, <https://doi.org/10.46870/lets.v2i2.150>

also creates a more enjoyable classroom atmosphere, which is essential in motivating learners with initially low interest in English.

This situation raises the researcher's concern and curiosity: how exactly do English teacher in this school design lessons to attract students' attention? Teacher have an important role in creating interesting learning experiences, especially in a context where many students at this school show low interest in vocabulary. Based on preliminary observations, this lack of interest stems from students' perception that English is difficult to understand, particularly due to their limited vocabulary mastery. As a response to this issue, one of the efforts made by English teacher in this school is to focus on vocabulary mastery. Vocabulary is considered a fundamental aspect of learning that supports students in understanding English material more easily. By strengthening their vocabulary, students are expected to grasp lessons better and gain more confidence in using English in simple contexts.

Meanwhile, the literature review shows that most studies on vocabulary teaching focus on the effectiveness of specific media or techniques (such as the use of pictures, flashcards or multimedia) in improving student learning outcomes⁷. Recent studies in Indonesia similarly emphasize the use of media-based strategies such as pictures, videos, flashcards, games, and

⁷ Hoa Huong Le dan Thanh Duy Luong, "Using Flashcard-Based Techniques to Improve Students' Vocabulary Retention," *Vietnam Journal of Education* 7, no. 3 (2023): 313–25, <https://doi.org/10.52296/vje.2023.33>

Dao Ra Ta Na dan Nguyen Huynh Trang, "The Effects of Using Pictures on EFL Learners' Vocabulary Retention," *International Journal of Emerging Trends in Social Sciences* 13, no. 1 (2022): 1–13, <https://doi.org/10.55217/103.v13i1.555>

realia to support students' vocabulary learning⁸. However, only a limited number of studies provide an in-depth examination of teacher' actual practices in authentic classroom settings, covering the whole process from lesson planning, instructional implementation, to assessment of students' vocabulary mastery. This research seeks to address that gap by exploring how English teacher at Ban Bangoisinae Thailand Primary School design, apply, and evaluate their teaching strategies to develop students' vocabulary mastery, thus offering insights from the perspective of teacher as the primary agents in the language learning process.

Compared to previous studies, this research offers a different perspective. While many existing studies emphasize experimental approaches and measure the effectiveness of certain media or strategies in vocabulary learning, this study explores how vocabulary teaching is practiced holistically by teacher in real classroom settings. The focus is not merely on outcomes, but on the process of how teacher plan, implement, and assess vocabulary instruction to respond to students' needs and interests. This is particularly relevant in the context of Ban Bangoisinae Thailand Primary School, where the issue lies not only in technique but also in how teacher adapt their strategies to overcome students' low motivation and vocabulary limitations. Therefore, this study addresses a gap in the literature by investigating vocabulary teaching from a practical and contextual perspective, rather than through controlled experiments or technique comparisons.

⁸ Winny Agustia Riznanda, "Teacher' Strategies in Teaching English Vocabulary to Young Learners: A Case Study in an Elementary School in South Sumatera, Indonesia," *Indonesian Journal of Educational Research* 8, no. 3 (2023), <https://doi.org/10.30631/ijer.v8i3.310>

B. Research Focuses

This research focuses on exploring English teacher' practices in developing primary school students' vocabulary acquisition. The research focus is directed at answering the following main questions:

1. How did English teacher at Ban Bangoisinae Thailand Primary School plan the teaching vocabulary strategies using flashcard and coloring?
2. How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary strategies using flashcard and coloring?
3. How did teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development?

C. Research Objectives

The purposes of this study are:

1. To know how English teacher at Ban Bangoisinae Thailand Primary School plan the vocabulary teaching strategies using flashcard and coloring
2. To investigate how English teacher at Ban Bangoisinae Thailand Primary School implement vocabulary teaching strategies using flashcard and coloring.
3. To examine how English teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development.

D. Research Significance

This research is expected to contribute both theoretically and practically after this research is conducted, namely:

1. Theoretical Significance

This study is expected to contribute to the theoretical understanding of effective teaching vocabulary practices in EFL contexts, particularly in primary schools where students have low motivation toward English learning and lack of vocabulary.

2. Practical Significance

a. For English teacher

The results of this study can be a reference and inspiration for teacher in developing teaching vocabulary strategies that are more interesting, effective, and in accordance with the character of primary school students who have low interest in English.

b. For primary schools in Thailand

This research is expected to provide input in the improvement and development of English language learning programs, especially in designing approaches that can increase students' interest and vocabulary mastery.

c. For teacher training institutions or education offices

The findings of this study can be taken into consideration in designing training or workshops for English teacher, especially related in teaching vocabulary at the primary school level.

d. For future researchers

This study can serve as a reference and starting point for further research on teaching vocabulary, vocabulary learning media

development, or strategies to increase vocabulary and motivation to learn English at primary school.

E. Definition of Key Terms

To avoid misunderstandings and to clarify the scope of this study, several key terms are defined as follows:

1. Teaching Vocabulary

Teaching vocabulary refers to the planned processes and methods employed by English teacher at Ban Bangoisinae Thailand Primary School to enable students to acquire, internalize, and use English vocabulary effectively. In addition, teaching vocabulary also involves providing repeated exposure to new words in meaningful contexts so that students can connect form, meaning, and usage. It further requires the use of engaging media and activities that stimulate motivation, making vocabulary learning both effective and enjoyable for students.

2. Flashcard

Flashcards are small cards containing words, pictures, or a combination of both, used as visual media to support vocabulary learning. Flashcards serve as a bridge between word forms (spelling and pronunciation) and their meanings, helping learners to recognize, recall, and eventually use vocabulary in real communication. In this study, flashcards are defined as instructional media that integrate words and images to strengthen memory, encourage active participation, and improve

vocabulary mastery among students at Ban Bangoisinae Thailand Primary School.

3. Coloring

Coloring refers to a creative learning activity in which students use colors to associate words with visual and kinesthetic experiences. In this study, coloring is considered a teaching vocabulary technique that provides students at Ban Bangoisinae Thailand Primary School with both enjoyment and effective reinforcement of new words. The coloring activity specifically refers to coloring pictures, which helps students more easily remember vocabulary by linking words with visual images. By engaging multiple senses through practical and meaningful tasks, coloring makes vocabulary learning more memorable while also fostering motivation and positive attitudes toward English.

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

1. The research study by Rosa Siti Hajar (2025) entitled “Teacher’s Strategies to Develop Students’ Vocabulary Mastery”⁹.

This study employed a descriptive qualitative method with data collected through interviews, observations, and documentation involving two English teacher. The focus was on the strategies applied by teacher to enhance students’ vocabulary mastery at senior high school. The first teacher used an audio presentation in the form of audio stories, while the second teacher adopted a visual strategy through YouTube videos. Both strategies were combined with a wishlist activity, which required students to manage and apply new vocabulary in classroom practices.

The findings showed that audio strategies helped students to understand vocabulary through listening in context, while visual strategies supported students in memorizing vocabulary through moving images and sounds. Students became more engaged as these approaches matched their learning styles. However, limitations were found that audio strategies were less effective for students with low listening concentration, while visual strategies required proper

⁹ Rosa Siti Hajar, *Teacher’ Strategies to Develop Students’ Vocabulary Mastery* (Bogor: FKIP Universitas Pakuan, 2025), xiv, accessed via Universitas Pakuan Library.

technological facilities. In conclusion, the study emphasizes that selecting strategies that suit students' needs significantly affects the effectiveness of vocabulary learning.

2. The research journal by Gayatri Ningsi, Darmawan, and Wahyudin (2024) entitled "Developing Students' Vocabulary Mastery Using Hidden Object Game"¹⁰.

This study used a quasi-experimental design with pre-test and post-test to examine the effectiveness of the Hidden Object Game in teaching vocabulary. The participants were eighth-grade students of SMP Negeri 4. The game was selected because it combines visual clues, searching activities, and problem-solving that can help memory and motivation.

The findings showed that students' vocabulary mastery improved significantly after using the Hidden Object Game. Students' test scores increased, and students became more active in class. The interactive nature of the game encouraged students to recall and use new words, while the visual prompts helped connect words with meaning. In conclusion, the study focuses on testing the effectiveness of one specific digital game such as the Hidden Object Game that can be an effective and enjoyable strategy to teach vocabulary, especially for junior high school learners.

¹⁰ G. Ningsi, D. Darmawan, and W. Wahyudin, "Developing Students' Vocabulary Mastery through Hidden Object Game," *E-Journal of ELTS (English Language Teaching Society)* 12, no. 1 (2025): 611–621, <https://doi.org/10.22487/elts.v12i1.4426>.

3. Research journal by Vischa Mansyera Pratama and Ramanda Rizky (2023) entitled " A Study on Young Learners' Vocabulary Mastery at Elementary School"¹¹.

This research employed a descriptive qualitative method involving 32 students as the sample. The instrument used was a vocabulary test designed to measure the students' understanding of English words that had been taught in class. Through data analysis, the researchers classified the results of vocabulary mastery into several categories, namely very good, good, fair, and poor, in order to provide a clearer picture of the students' varying levels of vocabulary ability.

The findings revealed that the majority of students achieved the "good" category with 41%, followed by 37% in the "very good" category, 16% in the "fair" category, and 6% in the "poor" category. Overall, the students were considered to have an adequate level of vocabulary mastery for the elementary school level. However, the researchers also emphasized the importance of applying more varied and contextual teaching strategies to further improve vocabulary mastery. One of the recommendations proposed was the use of concrete media and real objects in teaching, as these are believed to facilitate students' understanding of word meanings and enhance their retention of the vocabulary learned.

¹¹ Vischa Mansyera Pratama and Ramanda Rizky, "A Study on Young Learners' Vocabulary Mastery at Elementary School," *Ensiklopedia of Journal* 5, no. 3 (2023), accessed via Ensiklopedia of Journal (Open Access).

4. The research journal by Nuridah Nuridah, M. Dahlan Bahang, and Fitri Arniati (2021) entitled “Improving Vocabulary Mastery Using Selected Game: Colour Me Colours for EYL Students”¹².

This study highlights the importance of vocabulary mastery as a fundamental prerequisite that influences students’ success in learning English. The research applied a pre-experimental design with one group of students who were given a pre-test and a post-test. The treatment was conducted in four sessions through the implementation of the “*Colour Me Colours*” game as a teaching strategy to enhance vocabulary mastery among second-grade students at SMP YP PGRI 4 Makassar.

Based on the analysis of the pre-test and post-test scores, there was a significant improvement in the students’ vocabulary mastery: the mean score of the pre-test was 49, while the post-test score increased remarkably to 90.66. This result indicates that the use of the “*Colour Me Colours*” game effectively improved students’ engagement and interest in learning English vocabulary. The study emphasizes that teaching vocabulary through interactive and enjoyable approaches such as educational games can enhance both learning effectiveness and students’ motivation.

¹² Nuridah, M. Dahlan Bahang, and Fitri Arniati, “Improving Vocabulary Mastery Using Selected Game: Colour Me Colours for EYL Students,” *Utamax: Journal of Ultimate Research and Trends in Education* 1, no. 3 (2019), <https://doi.org/10.31849/utamax.v1i3.6355>.

5. The research journal by Pratiwi Samad (2021) entitled " Using Flashcards to Improve Students' Vocabulary Mastery in SD Hafizh Al-Qurbah Parepare"¹³.

This study examined the use of flashcards as a medium to enhance students' vocabulary mastery at SD Hafizh Al-Qurbah Parepare. The research was carried out with 15 elementary students and applied a Classroom Action Research (CAR) design, which consisted of two cycles. Each cycle included the stages of planning, implementing the action, observing the learning process, and reflecting on the outcomes. Vocabulary tests were administered at the end of each cycle to measure students' progress, while observation sheets were used to record their classroom participation and responses during the lessons.

The findings revealed that flashcards had a positive impact on both vocabulary mastery and student engagement. The average score in the first cycle was 76, which increased to 83 in the second cycle, showing a noticeable improvement. Observation data also indicated that students were more active, attentive, and motivated when learning vocabulary with flashcards compared to conventional methods. The study concluded that flashcards, which combine visual images with written words, not only make vocabulary learning more interactive but also help students remember new words more effectively. Moreover, the use of flashcards was found to reduce students' boredom and

¹³ Pratiwi Samad, "Using Flashcards to Improve Students' Vocabulary Mastery in SD Hafizh Al-Qurbah Parepare," *LETS: Journal of Linguistics and English Teaching Studies* 2, no. 2 (2021): 64–72, accessed via STAIN Majene.

increase their confidence in using new vocabulary. Thus, the research suggests that flashcards can serve as an effective and practical tool for teacher in teaching vocabulary to young learners.

Tabel 2. 1 Similarities and Differences between Previous Research and Current Research

Author	Title	Similarities	Differences
Rosa Siti Hajar (2025)	Teacher's Strategies to Develop Students' Vocabulary Mastery	Both studies discuss teacher's strategies in developing students' vocabulary mastery	<ul style="list-style-type: none"> a. It employed a descriptive qualitative method using interviews, observations, and documentation. b. The participants were senior high school teacher. c. The focus was on specific strategies, namely audio stories and YouTube videos, while the present study explores teacher' practices holistically, including planning, teaching, and evaluating. d. The contexts study conducted in Indonesia and the current study in Thailand.
Gayatri Ningsi, Darmawan, & Wahyudin (2024)	Developing Students' Vocabulary Mastery Using Hidden Object Game	Both studies investigate the development of students' vocabulary mastery.	<ul style="list-style-type: none"> a. It applied a quasi-experimental design with pre-tests and post-tests. b. The participants were eighth-grade students of junior high school. c. It concentrated on the effectiveness of a digital game (Hidden Object Game), while the current study explores teacher' everyday classroom practices. d. The instruments used test scores to measure learning outcomes.
Vischa Mansyera Pratama & Ramanda	A Study on Young Learners' Vocabulary	Both studies investigate elementary school	<ul style="list-style-type: none"> a. It employed a descriptive qualitative design based on vocabulary tests. b. The participants were 32

Rizky (2023)	Mastery at Elementary School	students in relation to vocabulary mastery	<p>elementary students in Indonesia.</p> <p>c. It emphasized measuring students' vocabulary levels through tests categorized as very good, good, fair, and poor.</p> <p>d. The instruments used vocabulary tests.</p>
Nuridah, Bahang, & Arniati (2021)	Improving Vocabulary Mastery Using Selected Game: Colour Me Colours for EYL Students	Both studies highlight the importance of creative media in improving vocabulary mastery.	<p>a. It used a pre-experimental design with one group pre-test and post-test.</p> <p>b. The participants were second-grade junior high school students.</p> <p>c. It examined the effectiveness of the Colour Me Colours game as treatment, while the present study investigates teacher' practices without experimental intervention.</p> <p>d. The instruments used pre-test and post-test scores.</p>
Pratiwi Samad (2021)	Using Flashcards to Improve Students' Vocabulary Mastery	Both studies examine vocabulary teaching at the elementary school level	<p>a. It was conducted through Classroom Action Research (CAR) in two cycles.</p> <p>b. The participants were 15 elementary school students in Indonesia.</p> <p>c. The previous study focused on the use of flashcards as a medium to improve vocabulary.</p> <p>d. The instruments used vocabulary tests at the end of each cycle and observation sheets.</p>

Based on the previous studies above, there are both similarities and differences between this research and the earlier ones. The differences can be seen in the research location, subjects, approach, and focus. Most of the previous studies focused on the effectiveness of certain media or techniques, such as audio-visual strategies, digital games, vocabulary tests, educational games, and flashcards. In contrast, this study uses a qualitative case study approach that explores teacher' practices in a holistic way, including how they plan, implement, and evaluate teaching vocabulary in a Thailand primary school. In terms of subjects, this research focuses on primary school teacher, while most previous studies focused on students in junior high school, senior high school, or elementary schools in different contexts.

The similarities are that all the studies highlight the importance of vocabulary mastery in supporting English learning. Both this research and the earlier ones aim to find strategies or approaches that can improve students' vocabulary mastery. However, the uniqueness of this study is its focus on exploring teacher' real practices in the classroom, rather than only measuring the effectiveness of certain media or techniques. This study provides a deeper and contextualized understanding of how English teacher at Ban Bangoisinae Thailand Primary School design, implement, and assess vocabulary teaching to respond to students' low motivation and limited vocabulary mastery. This practical and teacher centered

perspective has rarely been explored in previous studies, making this research a new contribution to the field.

B. Theoretical Review

1. Teaching Vocabulary

a. Definition of Teaching Vocabulary

Teacher need to apply a variety of teaching strategies to identify which method is most effective in the classroom and provides the greatest benefit for students. Building motivation and presenting appropriate materials are essential for encouraging learners' interest in vocabulary mastery. At the early stages of language learning, teaching vocabulary becomes a primary focus. Teacher are expected to introduce new words clearly, explain their pronunciation, and demonstrate word formation to support students in acquiring English vocabulary. Teaching vocabulary is a central part of the teacher's role, as it involves providing students with knowledge about words and guiding them in how to use these words in daily communication¹⁴. Although vocabulary teaching constitutes only a small portion of the teacher's responsibilities, it is challenging due to the vast number of words learners need to master, the cumulative nature of vocabulary learning, and the limited time available in classroom instruction¹⁵.

¹⁴ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77

¹⁵ I. S. P. Nation, *Teaching Vocabulary: Strategies and Techniques* (Boston: Heinle, 2008).

Basically, without grammar only a little can be conveyed, whereas without vocabulary nothing can be conveyed.¹⁶ This highlights that vocabulary instruction at the elementary level is crucial and should be treated as a key aspect of English teaching. Teaching vocabulary to students in elementary schools should be prioritized, since English is only taught as a local content subject. Nevertheless, it serves as the foundation for further language learning and prepares students for the next educational stage. With sufficient vocabulary knowledge, students can better comprehend lessons and participate actively in learning activities.

Students in elementary school tend to be more engaged in enjoyable and comfortable activities, often choosing based on their interests and personalities. They are especially motivated when given opportunities for self-directed participation. Since students' behavior reflects their developmental stage, teacher must be attentive and responsive to these characteristics. There are several features of students in elementary school¹⁷, including:

- a) Proficiency in their mother tongue.

Students in elementary school are already proficient users of their first language. They can speak fluently, express ideas, and interact socially with confidence. This proficiency provides

¹⁶ McCarten, J. (2012). *Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom*. Cambridge: Cambridge University Press.

¹⁷ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 1990), 2.

an important foundation for learning a foreign language because they can compare structures and vocabulary between their mother tongue and English. Teacher may use simple code-switching or compare words or phrases between the two languages to support comprehension.

b) Ability to differentiate between reality and imagination.

At the elementary level, students are capable of distinguishing between real and imaginary concepts, although they still possess a vivid imagination. Teacher can take advantage of stories, fairy tales, or role-play activities since students enjoy imaginative contexts while still being able to return to reality.

c) Preference for play, with learning being most effective when it is fun.

Students learn best when activities are presented in the form of play. Games help them stay focused, motivated, and actively engaged. Teacher should apply language games, flashcards, or coloring activities to make vocabulary learning enjoyable.

d) A generally positive attitude toward learning.

Most elementary students show openness and enthusiasm toward new learning experiences. Unlike older students who may feel shy or afraid of making mistakes, students usually

have fewer inhibitions. Teacher should encourage students by giving praise, positive reinforcement, and creating a safe atmosphere for trial and error.

- e) Dependence on spoken and written language for communication and understanding.

Students rely heavily on spoken and written language to understand meaning. They learn through listening, imitating, simple reading, and basic writing. Teacher need to provide rich exposure to English through songs, chants, dialogues, and simple texts.

- f) Enjoyment of cooperation and peer learning.

Students enjoy working with others, either in pairs or groups. They learn a great deal by observing and interacting

with their peers. Teacher can implement pair work and group work such as games, discussions, or collaborative projects.

- g) Limited attention.

Elementary students can only focus for short periods of time. They become easily bored when an activity is too monotonous or lengthy. Teacher should design varied activities with a quick pace, alternating between physical and quiet tasks to maintain attention.

h) Use of physical activities as part of their learning process

Children learn best when physical involvement is part of the process. They tend to remember language better when it is linked with actions and sensory experiences. Teacher may apply drama, role-play, and action-based tasks to strengthen vocabulary retention.

b. Teacher Planning in Teaching Process

Teacher planning is an essential part of the teaching process that helps teacher prepare learning activities in a structured and effective way. Teacher planning is not only about writing a lesson plan, but also involves a series of decisions that teacher must make before the teaching and learning process takes place. Brown presents the concept of planning are:¹⁸

1) Understand the characteristics and needs of the students.

Teacher need to know the learners' language proficiency level, motivation, interests, and learning styles. By understanding the learners' profiles, teacher can design suitable activities and select teaching techniques that support their language development. Brown emphasizes that learning becomes more effective when the instructional plan is adjusted to the students' conditions and needs.

¹⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Longman, 2001).

2) Formulating clear and measurable learning objectives.

Learning objectives serve as the main direction that guides teacher in organizing teaching steps and choosing classroom activities. Clear objectives help ensure that all learning activities are relevant and contribute directly to the achievement of the targeted competencies.

3) Regarding the selection of teaching techniques.

Brown (2001) introduces various activities that teacher can use, such as role play, discussions, language games, and other communicative tasks. The selection of techniques should consider the learning objectives, students' characteristics, and classroom context. Appropriate techniques increase interaction, communication, and opportunities for students to use the language in meaningful situations.

4) Arranging a systematic lesson sequence.

A basic structure commonly used in language teaching, which includes warm-up, presentation, practice, communicative practice, and wrap-up. This sequence guides teacher to begin with an introductory activity, present new material clearly, provide guided practice, give students chances for communicative production, and end the lesson with a summary. Such a structure provides a clear and effective learning experience for students.

5) Evaluation

Evaluation is an integral part of teacher planning. Teacher need to design appropriate forms of evaluation to monitor students' understanding and provide constructive feedback. Feedback not only helps students recognize their progress but also serves as a reflection tool for teacher to improve their future instructional plans.

Through these principles, shows that teacher planning is a complex yet crucial process for creating effective, student-centered English language teaching.

c. Definition of Vocabulary Mastery

Vocabulary mastery is commonly defined as the learners' ability to understand, retain, and appropriately use words in various communicative situations. Vocabulary mastery requires integrated knowledge of a word's form (spoken and written), meaning (conceptual and referential), and use (grammatical, collocational, and pragmatic).¹⁹ This means that students do not only need to recognize the word, but also to know how to pronounce it, spell it, understand its meaning, and use it correctly in sentences. Vocabulary mastery divides into receptive knowledge, which involves recognizing and understanding words in listening and reading, and productive knowledge, which refers to the ability to

¹⁹ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core, <https://doi.org/10.1017/CBO9781139524759>

recall and accurately use words in speaking and writing.²⁰ For students, achieving mastery in both receptive and productive vocabulary is a gradual process that depends heavily on continuous exposure and practice.

Students acquire vocabulary more effectively when it is presented through meaningful contexts and enjoyable activities by repeated exposure in different situations.²¹ They tend to learn words more effectively when the vocabulary is associated with concrete examples, repetition, and enjoyable activities, such as games, songs, and visual tasks. Vocabulary mastery for primary school learners develops best when instruction is interactive and linked to their daily lives.²² For example, students may more easily remember words related to familiar objects, routines, or classroom activities. This highlights the importance of designing learning experiences that are engaging, repetitive, and meaningful.

d. Aspects of Vocabulary Mastery

Vocabulary mastery is not only about knowing the meaning of words but also about understanding and applying different aspects of word knowledge. Knowing a word involves mastering its form, meaning, and use, which are interrelated and must be

²⁰ Norbert Schmitt, *Vocabulary in Language Teaching* (Cambridge: Cambridge University Press, 2000).

²¹ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core, <https://doi.org/10.1017/CBO9780511733109>

²² Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow, England: Pearson Education, 2007)

developed simultaneously.²³ The aspects of vocabulary mastery can be categorized as follows:

1) Form

The form of a word includes its pronunciation (spoken form), spelling (written form), and morphological structure. For example, students need to know not only the word book but also how it is pronounced, spelled, and changed into other forms such as books or booking. Mastery of form helps students recognize words in both spoken and written texts.

2) Meaning

Meaning covers both the conceptual meaning (what the word refers to) and the associative meaning (what the word suggests in context). Learners need to know the relationship between a word and its synonyms, antonyms, or related concepts. For instance, understanding the word teacher also requires distinguishing it from student or lecturer.

3) Use

The use of a word refers to its grammatical function, collocations, and pragmatic appropriateness. Learners must know how words fit into sentences (syntax), which words they commonly occur with (collocations), and how they are used in

²³ I. S. P. Nation, “*Knowing a Word*,” in *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), chapter 2, <https://doi.org/10.1017/CBO9781139524759.004>

different social situations (pragmatics). For example, the word run is used differently in “run fast” and “run a company.”

By mastering these aspects, students are not only able to recognize words but also apply them effectively in communication. In the context of primary school learners, teacher need to design activities that integrate these aspects, such as pronunciation practice (form), picture-based tasks (meaning), and role-play activities (use).

e. Types of Vocabulary

Vocabulary in language learning can be categorized into two main types: receptive vocabulary and productive vocabulary.²⁴ Both types are essential because they represent not only the learners’ ability to understand input but also their capacity to produce output in communication.

1) Receptive Vocabulary

Receptive vocabulary refers to the words that learners are able to recognize and understand when they encounter them in listening or reading activities, even if they are not yet able to use those words in speaking or writing. Receptive vocabulary involves perceiving the form of a word and retrieving its meaning when it appears in a context, such as during reading or

²⁴ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core, <https://doi.org/10.1017/CBO9781139524759>

listening.²⁵ Receptive knowledge typically develops earlier and is usually larger in size than productive vocabulary. For example, a student at Ban Bangoisinae Thailand Primary School may recognize the word elephant when reading a storybook or hearing it from the teacher, but may not be able to produce a sentence using the word correctly. It shows that receptive vocabulary plays a critical role in reading comprehension and listening skills. For instance, students with stronger receptive vocabulary perform better in reading comprehension tests because they can quickly identify word meanings in context.²⁶ Recent research supports this view, showing that receptive vocabulary plays a critical role in reading comprehension and listening skills.²⁷

2) Productive Vocabulary

In contrast, productive vocabulary refers to the words that learners can actively and accurately use in speaking and writing. Productive vocabulary requires not only knowledge of a word's meaning but also the ability to pronounce, spell, and use it correctly in grammatical structures and appropriate

²⁵ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core, <https://doi.org/10.1017/CBO9781139524759>

²⁶ Huda Suleiman Al Qunayeer, "An Investigation of the Relationship between Reading Comprehension, Vocabulary Knowledge, and English Language Proficiency Level of Saudi EFL Learners," *Advances in Language and Literary Studies* 12, no. 2 (2021): 59–69, accessed August 31, 2025.

²⁷ Alenka Rot Vrhovec and Lara Godec Sorsak, "Students' Vocabulary and Reading Comprehension," *European Journal of Educational Research* 13, no. 4 (2024): 1665–1678, accessed August 31, 2025, <https://doi.org/10.12973/eu-jer.13.4.1665>

contexts.²⁸ For students, mastering productive vocabulary is often more challenging than receptive vocabulary because it requires deeper cognitive processing and frequent practice. For example, a student at Ban Bangoisinae Thailand Primary School may know the word "teacher" receptively but will only demonstrate productive knowledge when able to say or write sentences such as "The teacher is in the classroom". Studies have shown that productive vocabulary is closely related to speaking fluency and writing performance. Learners who expanded their productive vocabulary knowledge during a nine-month study abroad program also demonstrated notable gains in oral fluency.²⁹ Furthermore, vocabulary learning strategies, such as semantic mapping and keyword methods, can significantly improve both receptive and productive vocabulary, but the effect is more visible in productive use because it pushes learners to actively engage with new words.³⁰

Understanding the difference between receptive and productive vocabulary is very important for teacher, especially in primary schools. Teacher should provide students with activities

²⁸ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core, <https://doi.org/10.1017/CBO9781139524759>

²⁹ Vladyslav Gilyuk, Amanda Edmonds, and Elisa Sneed German, "Exploring the Evolution in Oral Fluency and Productive Vocabulary Knowledge During a Stay Abroad," *Journal of the European Second Language Association* 5, no. 1 (2021): 101–114, accessed August 31, 2025, <https://doi.org/10.22599/jesla.80>

³⁰ Haimanot Ayana, Temesgen Mereba, and Adege Alemu, "Effect of Vocabulary Learning Strategies on Students' Vocabulary Knowledge Achievement and Motivation: The Case of Grade 11 High School Students," *Frontiers in Education* 9 (2024): accessed August 31, 2025, <https://doi.org/10.3389/feduc.2024.1399350>

that not only offer rich input to learn new words but also opportunities to actively use them. Interventions such as creative drama, cooperative learning, educational games, and animations have been shown to significantly enhance vocabulary learning compared to traditional methods.³¹ Likewise, applying a CTL approach that integrates storytelling, role-playing, and digital tools effectively helps students progress from more recognition of words to confident productive use.³² Therefore, teacher need to balance receptive and productive teaching vocabulary so that students can both understand English words and use them confidently in real life.

f. The Steps of Teaching Vocabulary

There are steps of teaching vocabulary, these are³³:

- 1) Explain: Teacher provide clear, student friendly definitions, explanations, or examples of the new vocabulary term.
- 2) Rephrase: Students are asked to restate the given explanation or example using their own words to ensure understanding.

³¹ Nurbanu Kansızoğlu and Nazan Bekiroğlu, "The Effect of Vocabulary Development Interventions on Cognitive Outcomes of Vocabulary: A Meta-Analysis Study," *Journal of Pedagogical Research* 9, no. 1 (2025): 123–148, accessed August 31, 2025, <https://doi.org/10.33902/JPR.202532083>

³² Shintia Azzahra and Nita Kaniadewi, "Building Vocabulary in Primary School Students Using Contextual Teaching Learning Model," *Cokroaminoto Journal of Primary Education* 8, no. 2 (April–June 2025): 1090–1100, accessed August 31, 2025, <https://doi.org/10.30605/cjpe.8.2.2025.6459>

³³ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77.

- 3) Represent: Students create a visual representation of the term, such as a flashcard, symbol, or graphic illustration.
- 4) Discuss: Teacher engage students in periodic, structured discussions to deepen their understanding of the vocabulary recorded in their notebooks.
- 5) Refine and Reflect: Students are encouraged to revisit their vocabulary notebooks to review, revise, and refine their entries.
- 6) Apply Through Learning Games: Students participate in educational games that provide opportunities to use and reinforce the vocabulary terms in an interactive way.

Based on the explanation above, it can be concluded that effective vocabulary instruction should be presented in a clear and straightforward manner while emphasizing important aspects of each word. Teacher need to understand their learners, recognize their specific needs, and deliver vocabulary lessons in ways that are simple, engaging, and appropriate for the students' level.

g. Assessment in Teaching Vocabulary

According to Michael Scriven (1967), as cited in the document from DiVA Portal, assessment can be categorized into two major types: formative assessment and summative assessment. These are³⁴:

³⁴ N. Drummond, *Formative and Summative Assessment in English Language Teaching: An Explorative Case Study of Two Year 9 Classes* (master's thesis, 2022), DiVA Portal, accessed November 24, 2025.

1) Formative Assessment

Formative assessment refers to the type of evaluation conducted during the teaching and learning process with the primary aim of supporting learners' development and improving instructional practices. This form of assessment is considered low stakes because its results are not used to make final or high impact decisions; rather, they serve as feedback to guide improvement. In the context of vocabulary teaching, formative assessment may include short daily quizzes, contextual meaning identification tasks, vocabulary games, collocation-matching activities, teacher observation of students' oral usage, and written comments on students' assignments. Through these activities, teacher obtain concrete information about students' strengths and weaknesses and can accordingly adjust instructional strategies, repetition, or reinforcement of vocabulary items. Although formative assessments may occasionally be scored, the scores are not intended as final judgments but function as diagnostic tools that promote continuous learning.

2) Summative Assessment

Summative assessment is conducted at the end of a unit, course, or instructional period to determine the extent to which students have achieved the learning objectives. This type of

assessment is generally high stakes because the results may influence critical decisions such as promotion, certification, or placement. Summative assessment commonly produces final grades or marks that reflect students' overall achievement. In vocabulary teaching, summative assessment may take the form of end of term examinations, standardized tests, or comprehensive assessments that measure students' mastery of word meanings, contextual usage, word formation, synonyms and antonyms, and their ability to use vocabulary accurately in written or oral tasks. These assessments summarize students' attainment of predetermined standards and are usually conducted individually and formally.

2. Teacher' Practices in Teaching Vocabulary

a. Definition of Teacher' Practices

Teacher' practices can be broadly understood as the concrete instructional actions, routines, and strategies teacher enact in classroom situations to facilitate learning. Teaching practices, often referred to as core practices, are identifiable sets of strategies, routines, and activities that teacher can unpack, learn, and flexibly apply according to classroom contexts.³⁵ This emphasizes that teacher' practices are observable, learnable, and adaptable

³⁵ Kiomi Matsumoto-Royo and María-Soledad Ramírez-Montoya, "Core Practices in Practice-Based Teacher Education: A Systematic Literature Review of Its Teaching and Assessment Process," *Studies in Educational Evaluation* 70 (2021): Article 101047, <https://doi.org/10.1016/j.stueduc.2021.101047>

behaviors rather than abstract concepts. Teacher instructional practices as the actual happenings in classrooms, shaped by teacher' beliefs, self-efficacy, cooperation, stress, and professional conditions.³⁶ Fundamentally, teaching practices are not static but dynamic, continuously evolving in response to contextual and personal factors.

From a theoretical standpoint, instructional theory provides the foundation for understanding teacher' practices. Instructional theory is a body of knowledge that describes various methods of instruction, different ways of facilitating human learning and development, and specifies when to use or not use each method.³⁷ In other words, instructional theory offers explicit guidance on how learning can be facilitated more effectively. Therefore, teacher' practices can be defined as recurring instructional moves and strategies that are grounded in instructional theory but shaped by classroom realities, aiming to create meaningful learning experiences aligned with students' developmental characteristics and learning needs.

³⁶ Yusuf Feyisara Zakariya and Nurudeen A. Adegoke, "Teacher Instructional Practices: Untangling Their Complex Relations with Self-Efficacy, Job Satisfaction, Stress, and Cooperation among Mathematics Teacher," *Frontiers in Education* 9 (2024): Article 1367076, <https://doi.org/10.3389/feduc.2024.1367076>

³⁷ Charles M. Reigeluth, ed., *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory*, Volume II, 1st ed. (New York: Routledge, 1999; e-book published May 13, 2013)

b. Teacher' Practices in Developing Students' Vocabulary Mastery

The role of teacher in developing students' vocabulary mastery is central, particularly at the primary level, where vocabulary provides the foundation for future language learning. Teacher' practices not only involve presenting new words, but also designing meaningful learning experiences that enable children to understand, remember, and apply vocabulary in communication. Effective practices require the use of strategies that correspond to the developmental characteristics of students, such as their preference for play, reliance on concrete experiences, and limited attention.

From a theoretical perspective, this study adopts Dual Coding Theory) as its grand theory. Dual Coding Theory asserts that human cognition operates through two interconnected systems: the verbal system (responsible for processing language and words) and the non-verbal or imagery system (responsible for processing pictures and visual information).³⁸ When teacher present vocabulary through both verbal and visual modes simultaneously. For example, combining words with pictures, gestures, or colors, students are more likely to encode and retain the new information effectively. This principle highlights the importance of multimodal teaching practices in vocabulary instruction.

³⁸ Clark, J.M., Paivio, A. Dual coding theory and education. *Educ Psychol Rev* **3**, 149–210 (1991).
<https://doi.org/10.1007/BF01320076>

In classroom practice, teacher apply a range of strategies supported by Dual Coding Theory:

1) Flashcards

a) Definition of Flashcard

Flashcards are visual learning media in the form of single cards that are relatively large in size, typically around 20×23 cm.³⁹ Each card contains one picture accompanied by a word or phrase representing a specific concept such as an object, a person, a color, or an action. The principle of “one concept per card” makes flashcards simple yet effective learning tools because the clear visual representation helps students recognize and understand word meanings without distraction. The relatively large size of the cards allows students to clearly see the images and words when the teacher displays them to the whole class, making them suitable for group activities and classroom-based instruction.

According to Nasution and Rahim, flashcards function not only as visual aids but also as effective vocabulary learning media in the context of elementary school. Flashcards designed to be attractive, colorful, and easy for young learners to understand can stimulate short-

³⁹ Amiruddin, A., and Yusuf Razaq. “The Use of Flashcards to Improve Students’ Vocabulary Achievement.” *Indonesian Journal of Research and Educational Review* 1, no. 2 (2022): 145–151. <https://doi.org/10.51574/ijrer.v1i2.332>

term memory processes while also supporting the transfer of information into long-term memory.⁴⁰ This indicates that design aspects such as image clarity, simplicity of wording, structured layout, and color contrast are pedagogically important elements that influence the effectiveness of flashcards in helping students comprehend vocabulary.

Flashcards can improve students' ability to memorize, recognize, and pronounce new vocabulary through active recall and structured repetition.⁴¹ Furthermore, flashcards are effective because they provide concrete visual representations that help students understand abstract words.⁴² The use of images that are relevant and familiar to students' everyday lives strengthens the association between words and meanings, thereby facilitating information processing in language learning.

Theoretically, the effectiveness of flashcards in vocabulary learning can be explained through the Dual Coding Theory, which states that information processed through both verbal and visual channels is more easily

⁴⁰ Asrindah Nasution and Rani Rahim, "The Development of Flashcard Media to Improve Students' English Vocabulary in English Lessons at Islamic Elementary School," *JINoP (Jurnal Inovasi Pembelajaran)* 8, no. 2 (2022): 218, <https://doi.org/10.22219/jinop.v8i2.22521>

⁴¹ Amiruddin, A., and Yusuf Razaq. "The Use of Flashcards to Improve Students' Vocabulary Achievement." *Indonesian Journal of Research and Educational Review* 1, no. 2 (2022): 145–151. <https://doi.org/10.51574/ijrer.v1i2.332>

⁴² Ukhti Karimatul Ulya and Fauzi Fauzi, "Implementasi Media Flashcard untuk Meningkatkan Pemahaman Kosakata Pelajaran Bahasa Arab Kelas 1 MI," *Edukatif: Jurnal Ilmu Pendidikan* 6, no. 3 (2024): 2079–2086, <https://doi.org/10.31004/edukatif.v6i3.6578>

understood and remembered.⁴³ Flashcards combine these two types of information, creating dual reinforcement that supports long term retention.

Furthermore, learning becomes more effective when learners are able to form dual representations of new information, since this creates multiple retrieval paths in memory.⁴⁴ In the context of vocabulary instruction, flashcards provide exactly this function: they allow students to retrieve a word either from its verbal code (the printed or spoken word) or from its imagery code (the picture). This redundancy significantly reduces the likelihood of forgetting and enhances the depth of processing. As a result, flashcards not only serve as a practical classroom tool but also embody a theoretical foundation that explains why they are particularly powerful in language learning, especially for students who benefit most from concrete, visual, and engaging activities.

Therefore, based on theoretical foundations and empirical findings, flashcards can be considered effective learning media that align well with the cognitive development characteristics of elementary school learners.

⁴³ Clark, J.M., Paivio, A. Dual coding theory and education. *Educ Psychol Rev* **3**, 149–210 (1991). <https://doi.org/10.1007/BF01320076>

⁴⁴ Clark, J.M., Paivio, A. Dual coding theory and education. *Education Psychology Review* **3**, 149–210 (1991). <https://doi.org/10.1007/BF01320076>

The combination of attractive visual design, the one-concept-per-card structure, and strategic use through repeated activities makes flashcards highly relevant as a medium for enhancing vocabulary mastery in English language learning.

b) Types of Flashcard

According to Haycraft, flashcards can generally be divided into two main types in (Sinurat 2022). They are describe as follow:⁴⁵

(1) Word Flashcards.

Word flashcards are cards that contain printed words and are used by teacher to help students practice sentence structure, especially word order. Teacher can

provide multiple cards representing different words, and students may arrange them into the correct sequence either as a whole-class activity or individually

by placing the cards on the board or handling them directly. These cards are also effective for structure drills, as each flashcard typically displays words on both sides, with both sides written in the present tense while one side includes the infinitive form.

⁴⁵ J. M. Sinurat, *The Effectiveness of Using Flashcards in Teaching Simple Present Tense at the Eight Grade Students of SMP N 2 Simpang Empat Karo* (Sarjana's Thesis, Universitas HKBP Nommensen, 2022).

The use of word flashcards can serve both general and specific purposes. In broader applications, they may be used to highlight certain grammatical structures or language functions, assist in substitution activities or tasks during the practice stage of a lesson, and offer grammar practice for young learners. Additionally, students can construct sentences by arranging randomly displayed cards, making the activity interactive and supportive of language development.

(2) Picture flashcards

Picture flashcards function as tools for teaching, practicing, and reinforcing vocabulary, as well as serving as prompts for various activities. For example,

they can be used to introduce characters in a dialogue or initiate simple substitution drills. Picture flashcards are also helpful in identifying action verbs. To maintain students' interest, the images displayed should be visually appealing, engaging, and large enough to be clearly seen by the entire class. There are two common types of picture flashcards.

(a) Big picture flashcards

Big picture flashcards which are highly effective for introducing and drilling new

vocabulary. Their large size and visually striking images help capture learners' attention, making activities that are often repetitive feel more enjoyable. This heightened engagement is essential during the introduction of new language, ensuring that students remain focused throughout the learning process.

(b) Small picture flashcards

Small picture flashcards which are frequently used in communicative tasks involving pairs or small groups. These cards support vocabulary practice and review by encouraging active participation and interaction among students.

c) Advantages and Disadvantages of Flashcards

(1) Advantages of Flashcard

According to Sinurat, flashcards provide a number of advantages⁴⁶:

(a) Financial advantages

Flashcards are one of the most affordable learning tools available. There is no need to purchase professionally designed or decorative

⁴⁶ J. M. Sinurat, *The Effectiveness of Using Flashcards in Teaching Simple Present Tense at the Eight Grade Students of SMP N 2 Simpang Empat Karo* (Sarjana's Thesis, Universitas HKBP Nommensen, 2022).

cards. Simple cards made from 5×10 cm paper are sufficient and can be easily prepared by teacher or students.

(b) Portability

Flashcards are easy to carry and convenient to use in various learning situations. Their lightweight and simple design make them practical for both teacher and students, and learners can also create their own sets to support personal study

(c) Efficiency

Flashcards can be brought anywhere, they enhance the efficiency of the teaching–learning process. Teacher can use them flexibly to teach grammar, tenses, or vocabulary either inside or outside the classroom. Flashcards can support learning at any stage, making them highly useful for introducing, practicing, and reinforcing words. Once students become familiar with the activities, flashcards can also be used for small-group tasks or as enrichment for students who finish their work early.

(2) Disadvantages of Flashcards

According to Asnwir & Usman (in Sinurat 2022), flashcards also have several limitations:⁴⁷

(a) Flashcards can be expensive to produce, especially if many cards are needed to support different topics.

(b) Creating flashcards independently requires considerable time and effort from the teacher. If the images are unclear or too small, students may misinterpret the content when the flashcards are shown. Additionally, students seated at the back of the classroom often struggle to see the cards when their size is inadequate.

(c) Preparing flashcards that are large, clear, and visually appealing also demands extra time and financial resources, making the process less practical for some teacher.

d) Flashcard as Learning Media

Flashcards are small cards that contain images, text, or symbols that help and guide students toward concepts related to the visuals. Their shape and size can be adjusted according to the needs of the classroom. From this

⁴⁷ J. M. Sinurat, *The Effectiveness of Using Flashcards in Teaching Simple Present Tense at the Eight Grade Students of SMP N 2 Simpang Empat Karo* (Sarjana's Thesis, Universitas HKBP Nommensen, 2022).

explanation, it can be concluded that flashcards are learning media in the form of picture cards designed to fit the size of the class. Flashcards are categorized as graphic or visual learning media.

Levie and Lenz (in Ashad, 2009) describe four main functions of learning media, especially visual media, as follows:⁴⁸

(1) Attention function, which means visual media can attract students' attention and direct their focus toward the material presented.

(2) Affective function, which refers to the increased level of attention and emotional engagement of students when learning with visual media.

(3) Cognitive function, meaning that visual media help students understand the learning material more easily.

(4) Compensatory function, which refers to the ability of visual media to support students who struggle to understand lessons presented only through text or verbal explanation.

e) The Procedure of Teaching Vocabulary Through Flashcard

According to Wright (in Harmer and Rohimajaya 2018) there are steps of teaching vocabulary, these are⁴⁹:

⁴⁸ Ashad, *Four Function of Learning Media* (unpublished journal, Universitas Mataram, 2009).

1. Phonological Practice: Flashcards featuring characters whose names contain the target sound are used to support students' phonological awareness and pronunciation practice.
2. Sentence Construction with Word Cards: Word cards are displayed or distributed so that students can arrange them into meaningful sentences, enabling collaborative sentence-building activities.
3. Reading Recognition Tasks: Students receive word or sentence cards and identify the corresponding object or scene in the classroom or in an illustration. In another variation, cards include instructions that students must perform. Mixed question-and-answer cards may also be sorted and matched by students.
4. Linking Written and Oral Forms: Instructional activities focus on helping students associate written vocabulary with its spoken form to strengthen recognition and recall.
5. Guessing Activity: After showing several action flashcards, the teacher hides one and prompts students to guess the concealed picture, encouraging active recall and engagement.

⁴⁹ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77

6. Contrasting Meaning Practice: Double-sided flashcards are utilized to reinforce students' understanding of opposing or contrasting concepts while providing additional oral production practice.

2) Coloring Activities

a) Definition of Coloring Activities

Coloring in teaching vocabulary is an approach to vocabulary instruction that utilizes colors as visual media to help students recognize and understand word meanings.⁵⁰

In this context, the use of colors functions not merely as decorative elements but as meaningful visual representations that enable students to establish clearer associations between words and color symbols. When

students engage in coloring activities, they construct concrete links between vocabulary concepts and visual stimuli. Consequently, students benefit from dual channels of memory reinforcement, recalling both the word and the associated color which contributes to a more stable and accessible memory trace.⁵¹

⁵⁰ Darmawati, D., H. Basri, dan A. Hente, "Implementing Word-Coloring Media in Increasing English Vocabulary and Learning Motivation of the Year Five Pupils of SDN 27 Palu," *Bahasantodea* 4, no. 4 (2024): 85–93.

⁵¹ Rafik Ahmed Abdelmoati Mohamed, "Dual Coding Theory and Vocabulary Learning: Animation and Word Definition Integration," *Annals of the Faculty of Arts, Ain Shams University* 49, no. 6 (2021): 371–395.

Moreover, coloring activities are categorized as visual-kinesthetic learning strategies that have the potential to enhance students' motivation and comprehension of vocabulary.⁵² Such activities encourage students' emotional and physical involvement in the learning process, thereby creating a more engaging and participatory classroom environment.

In addition, coloring activities can also be understood through the principles of Embodied Cognition Theory. Embodied Cognition emphasizes that learning is grounded in sensory and motor experiences, meaning that knowledge acquisition is not only a mental process but also shaped by physical interaction with the environment.⁵³

When students color an object related to vocabulary (for example, coloring a “cat” yellow or a “dog” brown), they are linking verbal knowledge (the word) with visual representation (the picture) and kinesthetic involvement (the act of coloring). This multisensory integration makes vocabulary learning more memorable and enjoyable, particularly for students who benefit from hands-on, play-based activities.

⁵² Nita Andriani, Hastini, Siska Bochari, dan Sudarkam R. Mertosono, “Visualizing Words: The Effectiveness of Colored Pictures in Teaching Vocabulary,” *Acuity: Journal of English Language Pedagogy, Literature, and Culture* 10, no. 2 (2025)

⁵³ Lawrence W. Barsalou, “Grounded Cognition,” *Annual Review of Psychology* 59 (2008): 617–645, <https://doi.org/10.1146/annurev.psych.59.103006.093639>

Through these practices, teacher at the primary level can effectively develop students' vocabulary mastery by combining visual-verbal integration (flashcards) and multisensory engagement (coloring). These strategies not only align with the developmental characteristics of students but also provide a strong theoretical foundation for understanding how vocabulary is acquired and retained.

b) Types of Coloring

(1) Word Coloring

Word coloring refers to a technique in which specific words are highlighted or colored to help learners recognize, understand, and remember their meanings more effectively.⁵⁴ The use of color acts as a

visual stimulus that creates a semantic association between the word and its meaning. This method helps learners recall vocabulary more easily and fosters long-term memory retention. Students can then associate the color with the emotional meaning of each word. Through this activity, learners not only read the word but also feel its meaning through visual and emotional engagement.

⁵⁴ Darmawati, D., K. Manurung, dan D. J. Bandu, "Word-Coloring Technique to Increase English Vocabulary Mastery," *Journal of Foreign Language and Educational Research* 6, no. 2 (2023): 11–20.

(2) Color Coding

According to Al Dulaimy, Ahmed Jamil Sulaiman color coding, on the other hand, focuses on grammatical or linguistic functions of words.⁵⁵ It is used to mark language structures such as tenses or parts of speech by assigning different colors to each category. This technique helps learners identify patterns and grammatical relationships in sentences more easily. Through this method, learners can visualize the grammatical composition of a sentence and better understand how words function in context.

(3) Coloring Pictures

Coloring picture is a technique in which students color images related to the vocabulary being learned. The use of colored pictures as a learning medium can enhance vocabulary comprehension by providing a clear visual context. This technique combines visual and kinesthetic aspects (hand movements while coloring), allowing students to associate words with images, strengthen memory retention, and increase

⁵⁵ Ahmed Jamil Sulaiman Al Dulaimy, "The Effect of Colour-Coding on Learning English Sentence Structure," *American Journal of Social Sciences and Humanity Research* 4, no. 10 (2024): 133–142.

learning motivation.⁵⁶ For example, a teacher may ask students to color pictures of animals while naming the animals in English, enabling them to learn vocabulary actively and enjoyably.

c) The Advantages and Disadvantages of Coloring Activities

(1) Advantages of coloring activities in teaching vocabulary according are⁵⁷:

(a) Improving Students' Vocabulary Mastery

Coloring is not only an enjoyable classroom activity, but also a meaningful instructional method that supports students' language development. Through coloring, students repeatedly interact with target vocabulary while completing the task, which strengthens retention and understanding. Thus, coloring helps learners reinforce newly learned words in a practical and engaging context.

(b) Enhancing Visual and Interactive Learning

Coloring activities provide visual and interactive elements that help students learn new vocabulary more effectively. coloring allows

⁵⁶ Khairiah Syahabuddin, Rita Hermida, Sa'i Sa'i, dan Miftahul Jannah, "Color Pictures For a Better Vocabulary Size," *Proceedings of ICELT: International Conference on English Language Teaching* 1, no. 1 (2024): 71–84

⁵⁷ M. C. Imran, "Using Kids Coloring Fun Application to Enhance Children's Vocabulary Mastery," *Didaktika: Jurnal Kependidikan* no. 88 (2021).

students to connect words with concrete images, which makes it easier for them to recognize and remember vocabulary. For example, when students color objects based on vocabulary instructions, they associate words with both color and meaning. This visual association supports memory encoding, making vocabulary more memorable and long-lasting. Therefore, coloring serves as a powerful learning tool that links language with visual experiences

(c) Increasing Students' Motivation and Engagement

The enjoyable and playful nature of coloring creates a positive learning environment that encourages students to engage actively in the lesson. When students feel that learning is fun, they become more confident and willing to participate. The creative component of coloring reduces academic pressure and anxiety, making students more relaxed and enthusiastic during learning activities. As a result, motivation and interest improve, leading to better learning outcomes.

(2) Disadvantages of Coloring Activities⁵⁸

(a) Limiting Creative Expression

Pictures and coloring sheets that are already pre-drawn can limit children's imagination since they only fill in colors within predetermined lines rather than creating their own ideas. In the context of vocabulary teaching, this means that students may tend to focus on "filling in the colors" rather than activating their vocabulary understanding and connecting it to new words.

(b) Overuse (Repetitive) and Lack of Variation

Excessive dependence on the same coloring worksheets repeatedly can make the activity monotonous and reduce students' engagement. If coloring activities in vocabulary learning are done too frequently or without variation, students may lose interest and feel unchallenged in using vocabulary in a deeper context.

(c) Risk of Comparison and Lower Self Confidence

When all children use the same coloring page, comparison may occur ("what I produced vs what my friend produced"), which has the

⁵⁸ Lorina, "Colouring Pages: Yes or No In Early Childhood Services?," *Aussie Childcare Network*, March 8, 2025, accessed November 22, 2025.

potential to decrease student confidence. In vocabulary learning, students who feel that their coloring product is less neat or not as good as others may become less confident to participate in related vocabulary tasks or speaking activities.

(d) The Purpose of Coloring Activities⁵⁹

1. To reinforce memory of vocabulary

By associating words with colors and images, students are able to remember vocabulary more easily and retain it for a longer time.

2. To make learning vocabulary more enjoyable and motivating

Coloring activities create a fun and engaging learning environment, which increases students' motivation and participation.

3. To develop students' creativity and fine motor skills

While coloring, students practice their creativity in choosing colors and improve

⁵⁹ Suri Mutya dan Amri Isyam, "Teaching Vocabulary to Elementary School Students through Coloring Pictures Activity," *Journal of English Language Teaching* 1, no. 2 (2013): 467–478, accessed November 22, 2025

hand coordination, which indirectly supports their learning process.

(e) The Procedure of Coloring in Teaching Vocabulary

According to Suri Mutya & Amri Isyam (2013), there are procedures of using coloring activities in teaching vocabulary. These are⁶⁰:

1. Pre-Teaching Activity

The teacher conducts opening activities to build students' readiness for learning. The teacher greets the students and creates a pleasant classroom atmosphere, then activates students' prior knowledge by showing

pictures or visual media related to the vocabulary to be learned. Next, the teacher introduces and practices the pronunciation of

new vocabulary using the "repeat after me" technique with a large picture as a supporting media. This stage aims to ensure that students understand and recognize the vocabulary before engaging in the coloring activity.

2. Whilst-Teaching Activity

⁶⁰ Suri Mutya dan Amri Isyam, "Teaching Vocabulary to Elementary School Students through Coloring Pictures Activity," *Journal of English Language Teaching* 1, no. 2 (2013): 467–478, accessed November 22, 2025

The main learning phase is carried out through the coloring activity. The teacher distributes uncolored worksheets. Then, the teacher gives instructions in English regarding the colors to be used for specific parts of the pictures, for example: *“Color the banana yellow”* or *“Give purple to the grapes.”*

Through this activity, students directly associate the visual form of the picture, the color, and the English vocabulary. In addition, the teacher can develop the activity into group work to enhance cooperation and reinforce vocabulary mastery through discussion and simple games using colored pictures.

3. Post-Teaching Activity

At the closing stage, the teacher evaluates students’ understanding through questions about the coloring activity, for example: *“What color is the apple?”* or *“Which fruit is green?”* The teacher reinforces the vocabulary that has been learned and provides feedback on students’ work. Additionally, the teacher concludes the activity with simple and enjoyable tasks, such as singing

or showing the large picture again, to ensure that students can remember and understand the vocabulary for a longer time.



CHAPTER III

RESEARCH METHOD

A. Approach and Types of Study

This research uses a qualitative approach with the type of case study. Qualitative research is used to explore a problem and to develop an in-depth understanding of the central phenomenon being studied.⁶¹ In addition, qualitative research also aims to explore and understand phenomena experienced by research participants, such as their behaviors, perceptions, motivations, and actions in a holistic manner. It presents findings descriptively, using words and language, within a natural context and through the application of various naturalistic methods.⁶² In this approach, the qualitative approach was chosen because the focus of the study was to understand in depth teacher' practices in teaching vocabulary, not to test hypotheses or measure relationships between variables.

A case study was used to explore contextually and thoroughly how English teacher at Ban Bangoisinae Thailand Primary School design, implement and evaluate teaching vocabulary strategies to primary school students. Case studies are a type of qualitative research used to investigate phenomena in real-life contexts, when the boundary between phenomenon and

⁶¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston, MA: Pearson, 2012)

⁶² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2009), 330.

context is not clearly visible.⁶³ A case study also as an empirical inquiry that explores a current phenomenon thoroughly within its authentic, real-life setting.⁶⁴ This research aims to describe in depth teacher' practices as a whole, as they are in the field. In collecting data, this method used observation, interviews, and document review. The results of qualitative research are generally presented in the form of narratives, discoveries, or themes that emerge from data analysis.

B. Location of Study

This research was conducted at Ban Bangoisinae Thailand Primary School, a primary school located in the border area of Southern Thailand, where the majority of students are local language speakers and have limited vocabulary mastery of English. This location was chosen because it has unique socio-cultural conditions and learning challenges, such as students' lack of vocabulary and low motivation towards English lessons also limited learning resources. The school is also known as an educational institution that is actively trying to improve the quality of English language teaching through various vocabulary learning innovations.

C. Subject of Study

The subjects in this study were English teacher who taught at Ban Bangoisinae Thailand Primary School. This teacher was purposively selected based on several criteria, namely:

⁶³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2009), p. 97-99, accessed via University of Montenegro repository.

⁶⁴ Robert K. Yin, *Case Study Research: Design and Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2009)

1. Teaching English at the primary school level (grades 1-3)
2. Actively applies vocabulary teaching strategies in the learning process
3. Willing to participate in the research through interview and observation
4. Has been teaching for at least two years at the school, so they are considered to have experience and in depth understanding of the students' characteristics.

This purposive selection of subjects aims to obtain rich and relevant data in accordance with the research focus. The sample was selected by choosing participants who possessed specific characteristics, criteria, or traits relevant to the purpose of the research.⁶⁵ If necessary, additional informants can also be included to enrich the data perspective.

D. Data Collection Techniques

In qualitative research, data are commonly collected through several techniques. Creswell, in *Educational Research*, classifies data collection into three main categories, namely:⁶⁶

1. Observation

Observation is a fundamental step in collecting data directly from the field. According to Creswell, observation enables researchers to record information as it naturally occurs, examine authentic classroom behaviors, and understand individuals who may struggle to articulate their ideas. In

⁶⁵ Creswell J.W., *Research design Qualitative, Quantitative, and mixed methods approaches* (Sage: Third edition, 2009) 166

⁶⁶ John C. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, 2012), 212–224.

this study, the researcher used non-participant observation to focus on how English teacher implemented vocabulary teaching strategies. The researcher observed classroom activities, paying particular attention to the use of coloring and flashcards, as well as students' participation and responses during the lessons. In the context of this research, observations were directed to answer questions such as:

- a. How did English teacher at Ban Bangoisinae Thailand Primary School plan the teaching vocabulary strategies using flashcard and coloring
- b. How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary strategies using flashcard and coloring?
- c. How did teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development?

2. Interview

An interview is a method of obtaining information by asking questions directly to participants. This approach is valuable when certain aspects of teaching practices cannot be fully captured through observation alone. Interviews may take the form of structured, unstructured, or semi-structured conversations. In this research, the researcher applied semi-structured interviews with English teacher at Ban Bangoisinae Thailand Primary School. The purpose was to gain deeper insights into the teacher's strategies, their reasons for choosing specific techniques, and their reflections on students' vocabulary development.

3. Document Review

Document review involves examining public and private records that provide relevant information about the research focus. These could include lesson plans, teaching media, vocabulary worksheets, and student evaluation results. In this study, documentation served as supporting evidence to complement observations and interviews, giving a clearer picture of how teacher designed, implemented, and assessed vocabulary learning in the classroom.

E. Data Analysis

Data analysis in this study was carried out from the beginning of data collection to the conclusion stage. This study used thematic analysis to identify, organize, and interpret patterns or themes that emerged from the qualitative data. Thematic analysis was chosen because it was in accordance with the research objectives which wanted to explore in depth the teacher' practices in developing students' vocabulary mastery. The data analysis procedure was carried out through three stages as follows:⁶⁷

1. Data Collection

The researcher also began the initial phase of analysis by noting important patterns and relevant information. Observation provided direct data about the teacher' vocabulary teaching practices such as the use of flashcards, coloring activities, and other strategies. Interviews helped the researcher understand teacher' reasoning, planning, and reflections

⁶⁷ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis* (Thousand Oaks, CA: SAGE Publishing, 2014), 12–14.

regarding vocabulary instruction. Documentation such as lesson plans, worksheets, and teaching materials supported and validated the information from observations and interviews. These three sources supplied rich and comprehensive data that were immediately processed in the early stages of analysis

2. Data Condensation

Data condensation is the process of selecting, simplifying, focusing, and transforming the raw data obtained from observation notes, interview transcripts, documentation, and other sources. This step is ongoing throughout the analysis process. In this study, the researcher condensed and organized the data related to teacher' vocabulary teaching practices such as the use of coloring, flashcards, and other strategies. So that it became more systematic and easier to interpret when drawing conclusions

3. Data Display

Data display refers to how the organized information is presented. It involves compiling data in a way that makes interpretation and conclusion drawing possible. In this study, the findings were presented in descriptive narratives supported by tables, allowing the researcher to clearly show how English teacher designed, implemented, and evaluated vocabulary instruction in the classroom

4. Drawing and Verifying Conclusions

The final stage of analysis is drawing conclusions from the data that have been condensed and displayed. After synthesizing the findings, the

researcher formulated conclusions regarding teacher' practices in developing students' vocabulary mastery. To ensure validity, these conclusions were verified through triangulation of observation, interviews, and documentation. By applying these three stages, data condensation, data display, and conclusion drawing with verification, the researcher was able to provide a deeper and more reliable understanding of how teacher at Ban Bangoisinae Thailand Primary School conducted vocabulary teaching and how their practices supported students' learning.

F. Data Validity

In qualitative research, data validity is not measured through statistical instruments, but rather through the strength of the data collected. In this research, the researcher used source triangulation and technique triangulation source to test the validity of the data.

1. Source Triangulation

In this study, data validity was ensured by cross-checking information obtained from various sources. The data were collected through interviews with the English teacher, direct classroom observations, and supporting documents such as lesson plans and students' worksheets. By examining the phenomenon from the perspectives of the teacher, classroom practices, and instructional documents, the researcher was able to gain a more comprehensive understanding of how the teacher developed students' vocabulary mastery.

2. Technique Triangulation

In addition, the researcher applied technique triangulation by comparing the results obtained from different data collection methods. Classroom observations of media use (such as flashcards and coloring activities) were compared with the teacher's interview results and instructional documents. When the findings from these three techniques aligned, the research results were considered valid and more trustworthy.

G. Research Procedures

The research procedures in this study consisted of two main stages, namely the Pre-Field Stage and the Field Work Stage.

1. Pre-Field Stage

At this stage, the researcher prepared all necessary aspects before entering the field. The activities included:

- a. Designing the research by formulating the title, research questions, research objectives, and research method.
- b. Selecting the research location and determining the research subjects.
- c. Requesting research permission through a formal letter issued by the campus
- d. Conducting preliminary observations to ensure that the research location and subjects were suitable with the focus of the study.
- e. Preparing research instruments and supporting tools, such as interview guidelines, documentation checklists, notebooks, stationery, and laptops.

2. Stage of Field Work

This stage was carried out during the actual research at the school. The activities included:

- a. Data Collection: The researcher collected data through classroom observations, semi-structured interviews with English teacher, and document reviews (lesson plans, students' worksheets, and other teaching materials).
- b. Data Analysis: The data were analyzed using thematic analysis with three steps: data condensation, data display, and drawing/verifying conclusions.
- c. Data Validation: To ensure trustworthiness, the researcher applied source triangulation (teacher, classroom practice, documents) and technique triangulation (observation, interview, documentation).
- d. Conclusion/Drawing: After analyzing and validating the data, the researcher drew conclusions about teacher' practices in developing students' vocabulary mastery.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Description of Research Object

1. The History of Ban Bangoisinae Thailand Primary School⁶⁸

Ban Bangoisinae School is a primary school located in Bangoisinae Village, Yaha District, Yala Province. The school was established to meet the community's need for formal education that integrates academic subjects with Islamic values, reflecting the cultural background of the predominantly Pattani Malay Muslim population. Over time, The school serves a dual role, providing formal education while also accommodating community social and cultural events. Supported by the Yala Primary Education Service Area Office 2 and the local community, the school has improved its facilities and learning quality. Currently, it serves students from Kindergarten 1 to Grade 6 with approximately 400 enrolled students. Ban Bangoisinae School continues to play an important role in shaping well-rounded students who uphold cultural and religious values.

2. The Profile of Ban Bangoisinae Thailand Primary School⁶⁹

a. School Identity:

- 1) School Name : Ban Bangoisinae School
- 2) School Code : 1095440101
- 3) Village : Bangosinae Village No. 3

⁶⁸ <http://sites.google.com/yala2.go.th/banbangoisinae>

⁶⁹ <http://sites.google.com/yala2.go.th/banbangoisinae>

- 4) Sub-District : Bangoisinae
- 5) District : Yaha
- 6) Province : Yala
- 7) Post Code : 95120
- 8) Country : Thailand
- 9) Affiliation : Yala Primary Educational Service Area Office 2
- 10) Email : banbangosianeschool@gmail.com

b. Vision and Mission⁷⁰

1) Vision

Ban Bangoisinae School is managed through participatory governance, fostering a happy and safe learning environment, developing 21st-century learning skills, adhering to the philosophy of sufficiency economy, and preserving local culture and wisdom for sustainability.

2) Mission

- a) Encourage participation from teacher, parents, the community, and students in school management to create a collaborative and joyful learning atmosphere.
- b) Create a learning-conducive environment.
- c) Develop 21st-century learning skills.

⁷⁰ <http://sites.google.com/yala2.go.th/banbangoisinae>

- d) Apply the philosophy of sufficiency economy in education management so that students use resources wisely and become self-reliant.
- e) Promote learning about local culture, traditions, and wisdom so that students feel pride in their roots and contribute to cultural continuity.

B. Data Presentation and Analysis

In this chapter, the data are described and analyzed based on the research focus, which is related to English teacher' practices in developing students' vocabulary mastery. The data in this study were obtained through several techniques determined in the methodology, namely classroom observations, interviews with English teacher, and document reviews.

1. How did English teacher at Ban Bangoisinae Thailand Primary School plan the teaching vocabulary strategies using flashcard and coloring?

The planning process focused on preparing materials, arranging learning activities, and selecting strategies suitable for primary school students. From the interview, the teacher stated that she always began her planning by identifying the students' level and choosing simple vocabulary topics that matched their needs. She explained:

“Before I teach vocabulary, I always look at my students' level and choose an easy topic for them. The kids here get bored fast, so I try to plan activities that make them excited to learn”⁷¹

⁷¹ English Teacher, Interview, Yala-Thailand, 7th of December 2025

This implies that the teacher's planning was student centered, ensuring that the vocabulary items chosen were familiar and appropriate for their proficiency level. Based on the collected lesson plan, the teacher commonly selected themes such as animals because these topics were relatable and easier for students to understand. The teacher also mentioned that preparing a lesson plan was an important part of her planning process. She said:

"I also make a simple lesson plan before the class. In the lesson plan, I write the steps I want to do, like starting with flashcards, then some small practice, and after that coloring."⁷²

The lesson plan (Appendix 6) supported this statement. It showed that the teacher arranged the lesson into clear stages: greeting, introduction of vocabulary using flashcards, guided practice, coloring activity as reinforcement, and a short evaluation at the end. The preparation of flashcards and coloring worksheets was also written in the teaching aids section of the lesson plan. During classroom observation, it was found that the teacher followed the steps that she had planned. At the beginning of the lesson, she introduced the target vocabulary using picture flashcards, followed by repetition and simple drills. After that, she distributed coloring worksheets related to the topic, which served as the main reinforcement activity⁷³. The teacher also planned how to check students' understanding. She stated:

⁷² English Teacher, Interview, Yala-Thailand, 7th of December 2025

⁷³ Observation in Yala-Thailand, 02nd of June 2025

“I plan simple ways to check if they understand, like asking them to repeat the word or point to the picture. With the lesson plan, I already know what to do, and the class runs smoothly.”⁷⁴

This aligns with the evaluation section in the lesson plan, which included oral questioning and vocabulary identification tasks.

Overall, the planning stage demonstrated that the teacher carefully prepared her materials, arranged lesson steps, selected suitable strategies, and designed simple evaluations. The use of flashcards and coloring was deliberately planned to suit young learners’ characteristics, maintain their attention, and support their vocabulary retention.

2. How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary strategies using flashcard and coloring?

The implementation of vocabulary teaching at Ban Bangoisinae Thailand Primary School follows a structured approach aligned with young learners’ characteristics. Based on interviews, classroom observations, and document reviews such as lesson plans and students’ worksheets, the teacher employs media-based strategies, including flashcards and coloring activities.

- a. The Goal of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

From the classroom observations on 02nd of June 2025, it can be seen in the third class, the teacher often uses flashcards and

⁷⁴ English Teacher, Interview, Yala-Thailand, 7th of December 2025

coloring activity when teaching vocabulary. The lesson usually starts with the teacher greeting the student then showing picture flashcards to introduce the new words. The topic of the picture are about animals, including cat, fish, duck, monkey, and dog. The students repeat the words together and sometimes play small games using the flashcards. After that, the teacher gives them coloring worksheets related to the topic. The students color the pictures freely, using the colors they remember. This shows that the teacher uses a mix of visual and hands-on activities to help the students understand the new vocabulary⁷⁵. Based on the interview, the teacher explained very clearly why these strategies are used. She said:

“I use visual and hands-on activities like flashcards and coloring, because young learners can understand vocabulary more easily when they can see pictures and be directly involved. With flashcards, students understand word meanings faster because they see the picture and hear the word at the same time. This makes it easier for them to remember.”⁷⁶

The teacher also talked about the purpose of the coloring activity. She said:

“For coloring, I notice that students really enjoy the activity. When they color pictures related to the vocabulary, they connect the word with the image and with the movement of their hands. So the learning process sticks more. These activities also help them to remember easily and keep their attention, because elementary students get bored quickly if they only listen to explanations.”⁷⁷

⁷⁵ Observation in Yala-Thailand, 02nd of June 2025

⁷⁶ English Teacher, Interview, Yala-Thailand, 12th of June 2025

⁷⁷ English Teacher, Interview, Yala-Thailand, 12th of June 2025

In addition, it was also supported by the interviews conducted with some of the students. The first student mentioned that:

*“Ya, warna tu buat saya ingat. Bila saya warna binatang tu, saya sebut dalam hati lagi. Jadi tak lupa”*⁷⁸

The second student said:

*“Ya, warna tu best. Tak bosan, lepas tu senang ingat perkataan”*⁷⁹

This explanation well with what was observed during the classroom. When the teacher introduced the new vocabulary using flashcards, the students reacted more quickly and seemed more confident. The pictures of animals on the flashcards helped them catch the meaning right away, so when the teacher asked them to repeat the words, they did it with enthusiasm. It was clear that seeing the picture while hearing the word made the learning process easier for them. The same thing was also seen during the coloring activity. The students were very engaged and focused while coloring the worksheet pictures related to the lesson. This supports what the teacher explained that visual and hands-on activities help young learners stay attentive and make the new vocabulary easier to remember.⁸⁰

The teacher also explained further that the use of these strategies is closely connected to her overall goals in teaching vocabulary. She wants the students not only to recognize the new

⁷⁸ Student A, Interview, Yala-Thailand, 12th of June 2025

⁷⁹ Student B, Interview, Yala-Thailand, 12th of June 2025

⁸⁰ Observation in Yala-Thailand, 02nd of June 2025

words but also to feel confident and motivated when learning English.

As she stated during the interview:

“My goal in using these methods is to help students understand and remember vocabulary more easily, and to make English learning enjoyable for them. I want them to be active, willing to try, and able to use the vocabulary they have learned. Visual and hands-on activities fit their developmental characteristics, so the learning becomes more effective”⁸¹

Overall, the teacher’s use of flashcards and coloring activities is not only consistent throughout the lessons but also strongly aligned with the learning needs of young learners. These strategies help students understand vocabulary more easily by combining visual support, repetition, and hands-on involvement. The implementation of these vocabulary teaching strategies reflects the teacher’s goal to make English learning enjoyable, supportive, and suitable for primary school students’ developmental stages

b. The Material of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

From the observations in the classroom on 03rd of June 2025, the researcher found that the teacher used simple and visual materials that were suitable for young learners. The main materials seen during the lessons were picture flashcards and coloring worksheets. Both materials focused on the same topic: animals vocabulary such as cat, fish, duck, monkey and dog. During the lesson, the teacher held up flashcards with clear pictures of animals such as

⁸¹ English Teacher, Interview, Yala-Thailand, 12th of June 2025

cats, fish, duck, monkey and dog. These flashcards were used at the beginning of the lesson to introduce the new words and to help students connect the picture with the English word. After the flashcard activity, the students received coloring worksheets containing black and white drawings of the animals, which they could color freely based on what they remembered⁸². The materials used in class matched the explanation given by the teacher during the interview. As she explained:

“I use the materials that are mostly provided by the school, and they are focused on simple vocabulary for young learners. For this class, the materials are mostly about animals such as cat, fish, duck, monkey, and dog. I think this material is very familiar for the students, so they can understand the meaning more easily. When they see the picture of an animal, they can quickly match it with the English word. Also the materials usually include picture flashcards and coloring worksheets. The flashcards have big and clear animal pictures and I use coloring worksheets that also show animals. It helps them connect the vocabulary with the image and with the movement of coloring”⁸³

This matched what the researcher observed during the lesson. The students seemed very comfortable with the materials and responded well to them. When the teacher showed the flashcards, the students appeared to recognize the animals easily. In the coloring activity, they were enthusiastic and worked independently, coloring the animals based on what they remembered from the flashcards. This showed that the materials helped reinforce the vocabulary in a way that

⁸² Observation in Yala-Thailand, 03rd of June 2025

⁸³ English Teacher, Interview, Yala-Thailand, 12th of June 2025

was simple but effective for young learners⁸⁴. The teacher also explained why she chose these kinds of materials. The teacher said:

“I use these materials because they match the characteristics of young learners. They enjoy animals, they like looking at pictures, and they learn better when they are involved in an activity. So even though the materials are simple, they really help in improving the students’ vocabulary mastery, both in understanding the words and in saying them correctly”⁸⁵

Based on the observation, interview, and document review, the researcher concluded that the materials used in the implementation of vocabulary teaching at Ban Bangoisinae Thailand Primary School are simple, visual, and theme-based, focusing mainly on animal vocabularies such as cat, fish, duck, monkey, and dog. The use of picture flashcards and animal coloring worksheets was consistent across the lessons and closely matched the needs of young learners.

c. The Procedure of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

Based on the classroom observations on 04th of June 2025, the researcher found that the teacher followed simple and easy to follow steps when teaching vocabulary to young learners. Each lesson usually started with a short greeting to make the students feel comfortable. After greeting them, the teacher showed a few pictures related to the topic to get the students’ attention. In the observed lessons, these pictures were mostly animals, such as cat, fish, duck, monkey, and dog.

⁸⁴ Observation in Yala-Thailand, 03rd of June 2025

⁸⁵ English Teacher, Interview, Yala-Thailand, 12th of June 2025

This made it easier for the students to focus because they already recognized the objects being shown. After that, the teacher moved on to introducing the new vocabulary using picture flashcards. She held up each flashcard, said the animal's name clearly, and asked the students to repeat it together. During this part of the lesson, the students looked excited and repeated the words loudly. Sometimes the teacher also asked simple questions to check their understanding, such as *"What animal is this?"* or *"Do you know this one?"*. Once the vocabulary was introduced, she continued with small activities using the flashcards, like having students match pictures with words or guess the animal based on the card she showed⁸⁶. This procedure matched what the teacher explained during the interview, where she said:

*"When I teach vocabulary, I usually follow a simple steps, so the students can really understand the words. At the beginning of the lesson, I start with greeting them and showing a few pictures related to the topic. After that, I introduce the new vocabulary using picture flashcards. I show the picture about animals such as cat, fish, duck, monkey, and dog, say the word, and have the students repeat it together. After that, I continue with small activities using the flashcards, such as matching pictures with words or simple guessing games"*⁸⁷

These activities helped the students practice the new words while still having fun. It was supported by students interview, she said:
*"Ho', masa khru tunjuk kad ruup, kawe leh faham perkato baru. Ruup tu bantu kawe senang pahah sebab boleh nampok makna dia. Kawe ingat cepat jugok"*⁸⁸

⁸⁶ Observation in Yala-Thailand, 04th of June 2025

⁸⁷ English Teacher, Interview, Yala-Thailand, 12th of June 2025

⁸⁸ Student A, Interview, Yala-Thailand, 12th of June 2025

Another student expressed a similar opinion and added that learning with pictures felt more interesting, she said:

*“Kawe suka blaja dengan ruup sebab dok rasa boseng. ruup tu molek, buat kawe rasa blaja Inggeris jadi senang sikit”*⁸⁹

When the students were already familiar with the new vocabulary, the teacher continued with a coloring activity. The students received worksheets with black and white animal drawings that they could color freely. The teacher did not tell them which colors to use, so they used their own ideas and memory. Since animals were a familiar topic, the students easily connected the pictures with the English words they had learned⁹⁰. The teacher also confirmed this in the interview:

*“When they have familiar with the words, I usually move on to a coloring activity. The students color the pictures freely based on their own memory. Since the topic is usually animals, they already know the shapes and typical colors, so they can easily connect the vocabulary with the image and their prior knowledge”*⁹¹

Based on the observation, before ending the lesson, the teacher always did a short review to make sure the students remembered the vocabulary. She pointed to some pictures or showed the flashcards again and asked the students to name the animals⁹². The students answered confidently and seemed to enjoy showing what they had learned. As the teacher said:

⁸⁹ Student B, Interview, Yala-Thailand, 12th of June 2025

⁹⁰ Observation in Yala-Thailand, 04th of June 2025

⁹¹ English Teacher, Interview, Yala-Thailand, 12th of June 2025

⁹² Observation in Yala-Thailand, 04th of June 2025

“At the end of the lesson, I always do a short review. I point to some pictures and ask them to name the animals we learned. This helps me make sure they really understand the vocabulary before we finish the class”⁹³

Overall, the procedure in the classroom was simple but effective. The steps are greeting, introducing vocabulary with flashcards, practicing with small activities, coloring, and reviewing, helped the students learn new words in a fun and engaging way. This approach suited young learners and supported their vocabulary development.

3. How did teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development?

Based on the observation with the English teacher on 12th of June 2025, the researcher found that the evaluation of students' vocabulary learning at Ban Bangoisinae Thailand Primary School is carried out using both informal assessment during the lesson and formal assessment through scheduled tests. These evaluation methods are adapted to the characteristics of young learners, who learn more effectively through visual support and simple practical tasks. For informal assesement, the researcher found that during the lessons, the teacher often checked students' understanding directly while teaching. For example, after showing the flashcards, she asked the students to repeat the words or answer simple questions about animals such as cat, fish, duck, monkey, and dog. This quick checking helped the teacher see whether the students

⁹³ English Teacher, Interview, Yala-Thailand, 12th of June 2025

already understood the vocabulary or still needed more practice. The teacher did this naturally as part of the lesson, so the students did not feel pressured, and it became an easy way to see their progress⁹⁴. What the researcher observed in class aligned with the explanation given by the teacher during the interview. She said:

“To evaluate my students’ vocabulary learning, I use a combination of informal and formal assessments. During the lesson, I usually check their understanding in a simple way. Sometimes I ask them to repeat the words, sometimes I point to a picture and let them say the vocabulary. Just to see if they really remember it”⁹⁵

Observations in the classroom also matched what the teacher explained during the interview. After teaching the new vocabulary about animals such as cat, fish, duck, monkey, and dog with flashcards and coloring activity, she asked the students to repeat the words together and sometimes one by one. This simple repetition became her way of checking whether the students really understood the words. Just like she mentioned in the interview, these small checks helped her see who had mastered the vocabulary and who still needed a bit more practice. The teacher even did quick matching activities, where students tried to match the pictures with the words she said out loud. Because these activities were done in a fun and natural way, the students did not feel like they were being tested. Instead, the evaluation blended smoothly with the lesson, making it easier for the teacher to monitor the students’ progress throughout the class⁹⁶.

⁹⁴ Observation in Yala-Thailand, 11th of June 2025

⁹⁵ English Teacher, Interview, Yala-Thailand, 12th of June 2025

⁹⁶ Observation in Yala-Thailand, 11th of June 2025

In addition to the informal assessments that happen during the lesson, the teacher at Ban Bangoisinae Thailand Primary School also uses formal assessments to measure students' vocabulary progress more clearly. Based on the interview, the formal assessment used in this class is a writing test, which is given every four weeks. The test is made simple so it fits the ability level of young learners. The teacher explained:

“For formal evaluation, I usually give a writing test every four weeks. I usually make the test based on the words we learned in class, like animals. So sometimes I put a picture of an animal and they have to write the word. Sometimes I leave a few letters blank and they complete the word. I also ask them to copy the vocabulary to check their spelling. I keep the questions simple because they are still young learners. The important thing is to see whether they really remember the vocabulary we practiced using flashcards and coloring activities”⁹⁷

The students also shared their experiences about the writing test. One of the students said:

“When I do the writing test, it helps me remember the words. I try to write the animal names like ‘cat’ and ‘bird,’ and it makes me remember them better. Sometimes I make mistakes, but I try again.”⁹⁸

Another student said:

“The writing test helps me learn. When I look at the picture and write the word, I can remember it more”⁹⁹

This explanation matches with the test documents shown to the researcher. The writing test contains basic exercises that focus on the vocabulary taught in class. The question types are simple and easy for

⁹⁷ English Teacher, Interview, Yala-Thailand, 12th of June 2025

⁹⁸ Student A, Interview, Yala-Thailand, 12th of June 2025

⁹⁹ Student B, Interview, Yala-Thailand, 12th of June 2025

students to understand. For example, students are asked to write the name of an animal based on a picture (labeling), complete missing letters in a word, or copy the vocabulary with the correct spelling. All the tasks are related to the animal theme about animals such as cat, fish, duck, monkey, and dog, which is the same topic used in flashcards and coloring worksheets. The teacher chose this kind of test because she believes writing is a useful way to see whether students truly understand the vocabulary¹⁰⁰. As she said:

“I think writing tests help me know if they really understand the words, because sometimes they can say it, but writing is different. The pictures in the test also help them remember”¹⁰¹

From the observation, by giving this writing test every six weeks, the teacher can monitor students' progress consistently. The results help her see which students have improved and which ones still need more practice. Also, because the writing test is simple and visual, it keeps the evaluation process light and not stressful for young learners which suits their learning characteristics.¹⁰²

Overall, the formal assessment in the form of a four weeks writing test plays an important role in the teacher's evaluation strategy. It ensures that students not only recognize vocabulary orally but are also able to write the words correctly, showing that they have truly mastered the vocabulary taught in class.

¹⁰⁰ Ban Bangosinae Thailand Primary School, “*Materia Test*” 13th of June 2025

¹⁰¹ English Teacher, Interview, Yala-Thailand, 12th of June 2025

¹⁰² Observation in Yala-Thailand, 11th of June 2025

C. Discussion

In this section, the researcher elaborates on the field findings that were previously outlined in the data presentation. The relevant results are detailed as follows:

1. How did English teacher at Ban Bangoisinae Thailand Primary School plan teaching vocabulary using flashcard and coloring?

The findings of this study show that the teacher's planning process was aligned with the theoretical concepts explained in Chapter II. According to Brown (2001), effective teacher planning includes understanding students' characteristics, selecting appropriate materials, formulating clear objectives, choosing suitable techniques, and arranging a systematic lesson sequence.¹⁰³ The teacher at Ban Bangoisinae Thailand Primary School demonstrated these components in her planning process.

First, Brown emphasizes that teacher must understand learners' needs, proficiency level, and learning characteristics before designing a lesson. The interview results showed that the teacher applied this principle by selecting simple and familiar topics such as animals. She explained that she considered the students' limited vocabulary and short attention span when planning the lesson. This is consistent with the characteristics of young learners stated in the theoretical review, where primary students learn best when activities are concrete, enjoyable, and supported by visuals.

¹⁰³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Longman, 2001).

Second, Brown highlights the importance of choosing techniques that match instructional goals and the learners' developmental stage. In line with this, the teacher planned to use flashcards and coloring activities because they fit the nature of young learners who rely heavily on visual and kinesthetic experiences. This choice is also supported by Dual Coding Theory, which states that vocabulary is learned more effectively when verbal input is paired with visual representation.¹⁰⁴ By preparing picture flashcards for vocabulary introduction and coloring worksheets for reinforcement, the teacher ensured that students received both verbal and visual stimuli, which strengthened memory retention.

Third, the sequence of the lesson planned by the teacher starting with flashcard introduction, followed by guided practice, and ending with coloring reflects Brown's recommended lesson structure of warm-up, presentation, practice, and wrap-up. The teacher's lesson plan (Appendix 6) also showed clear objectives and organized steps, indicating that planning was done systematically rather than spontaneously.

Furthermore, the teacher's statement, "I also make a simple lesson plan before the clas... starting with flashcards, then practice, and then coloring," shows that she prepared each step intentionally. This supports the theory that good planning must consider materials, techniques, activities, and evaluation strategies. The planned evaluation was also aligned with Scriven's concept of formative assessment, as the teacher

¹⁰⁴ Clark, J.M., Paivio, A. Dual coding theory and education. *Educ Psychol Rev* **3**, 149–210 (1991).
<https://doi.org/10.1007/BF01320076>

checked understanding through simple questioning, repetition, and pointing tasks.¹⁰⁵

Overall, the teacher's planning practices align with theoretical principles of teacher planning and vocabulary instruction for young learners. The combination of visual media (flashcards) and hands-on activities (coloring) reflects both pedagogical theory and the practical needs of learners in the classroom context. The findings show that the teacher did not plan randomly; instead, she systematically designed lessons that matched young learners' characteristics and supported vocabulary mastery through multimodal and engaging learning experiences.

2. How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary using flashcard and coloring?

The analysis of the collected data demonstrates that the teacher implemented:

- a. The Goal of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

The goal of the implementation of vocabulary teaching strategies at Ban Bangoisinae Thailand Primary School can be described as follows. First, the strategies are intended to help students understand new vocabulary more easily through visual support and hands-on learning. By using flashcards, the teacher ensures that

¹⁰⁵ N. Drummond, *Formative and Summative Assessment in English Language Teaching: An Explorative Case Study of Two Year 9 Classes* (master's thesis, 2022), DiVA Portal, accessed November 24, 2025.

students have clear opportunities to see the picture while hearing the word, which supports their comprehension of the vocabulary being taught. This is consistent with the teacher's statement during the interview, in which she explained that young learners understand words more effectively when they can see visual representations. This finding is reinforced by the theory of Scott and Ytreberg who assert that young learners need concrete, visual, and engaging activities because they have short attention spans and become easily bored¹⁰⁶.

Second, the implementation of these strategies aims to strengthen students' vocabulary retention by combining visual, verbal, and kinesthetic elements. When students are engaged in coloring activities about animals such as cat, fish, duck, monkey and dog, they actively connect the new word with the picture and with their physical movement. This finding aligns with Paivio's Dual Coding Theory, which states that memory retention is enhanced when information is processed through both verbal and visual channels simultaneously¹⁰⁷. Flashcards provide picture word association, while coloring reinforces this association through physical engagement, resulting in stronger and longer lasting vocabulary mastery.

Third, the goal of implementing these vocabulary teaching strategies is to increase students' motivation and confidence in learning

¹⁰⁶ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 1990), 2.

¹⁰⁷ Clark, J.M., Paivio, A. Dual coding theory and education. *Educ Psychol Rev* **3**, 149–210 (1991). <https://doi.org/10.1007/BF01320076>

English. By providing enjoyable and interactive learning experiences, such as games with flashcards and creative coloring activity, the teacher makes the learning process more comfortable and less intimidating for young learners. This is in line with Cameron's theory in affective learning principles, which emphasize that students learn a foreign language more effectively when they feel relaxed, engaged, and motivated¹⁰⁸. The teacher and students interviewed by the researcher also expressed similar views concerning the importance of enjoyable learning activities in building students' confidence.

From the findings and supported by the theories, it can be concluded that the goals of implementing vocabulary teaching strategies are: firstly, to facilitate students' comprehension of new vocabulary through visual and hands-on activities; secondly, to improve students' retention of vocabulary by integrating multisensory learning; and thirdly, to increase students' confidence and motivation by creating enjoyable and engaging learning experiences.

b. The Material of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School.

The finding of the material used in the implementation of vocabulary teaching strategies at Ban Bangoisinae Thailand Primary School shows that the teacher relied on simple and visual materials, specifically animal picture flashcards and animal themed coloring

¹⁰⁸ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core.

worksheets such as cat, fish, duck, monkey and dog. These materials were consistently used during the lessons and supported the teacher's goal of helping young learners understand vocabulary more easily. This finding is strengthened by the theory of Levie and Lentz, which states that visual media such as pictures can enhance students' attention, accelerate comprehension, and improve memory.¹⁰⁹ It is also aligned with the nature of young learners, who require concrete, visual, and engaging materials.¹¹⁰

The picture flashcards used in the classroom contained clear and colorful images of animals such as cat, fish, duck, monkey and dog. The teacher used these flashcards at the beginning of the lesson to introduce new vocabulary and to help students connect the English words with familiar objects. The flashcards were taken from the instructional materials provided by the school, and their format was suitable for young learners because the pictures were clear, simple, and easy to recognize. This is in line with Nation's theory that vocabulary mastery involves connecting the form and meaning of a word, something that flashcards effectively facilitate.¹¹¹

Additionally, the coloring worksheets used in the lesson contained black-and-white drawings of some animals introduced

¹⁰⁹ Ashad, *Four Function of Learning Media* (unpublished journal, Universitas Mataram, 2009).

¹¹⁰ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 1990), 2.

¹¹¹ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core.

through the flashcards. Students were allowed to color the pictures freely using the colors they remembered. This activity helped reinforce the vocabulary through kinesthetic engagement and supported multisensory learning principles, which state that children learn better when they are physically involved in the learning process. The use of coloring worksheets also matched the teacher's explanation during the interview, where she mentioned that coloring helps students stay focused and remember vocabulary more easily.

The material used in implementing vocabulary teaching strategies at Ban Bangoisinae Thailand Primary School from the findings obtained through observation, cross checked with interview and document review, and supported by theory can be concluded that the materials consisted of simple, visual, and theme-based media, specifically animal picture flashcards and animal coloring worksheets, which were suitable for young learners and effective in supporting vocabulary learning.

c. The Procedure of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

Based on the findings, the procedure of implementing vocabulary teaching strategies at Ban Bangoisinae Thailand Primary School follows several systematic stages beginning from greeting, vocabulary presentation using flashcards, practice through games, coloring activities, and closing review. First is vocabulary presentation

using flashcards The teacher began the lesson by greeting the students and showing pictures related to the lesson topic. This initial activity reflects the explain stage in the vocabulary teaching steps, where the teacher provides clear and simple explanations supported by visual aids to help students recognize the new vocabulary¹¹². In this phase, the teacher introduced the vocabulary using flashcards and asked the students to repeat each word. This procedure is aligned with Wright's sequence of flashcard-based teaching particularly the Phonological Practice step, where flashcards help learners develop correct pronunciation¹¹³. It also corresponds to the Rephrase step in the vocabulary teaching framework, which emphasizes repetition to ensure understanding. The repetition is essential in strengthening the connection between the form and meaning of words¹¹⁴.

Second phase is practicing and activating engagement through games. After presenting the vocabulary, the teacher continued with simple games such as guessing or matching flashcards. This activity corresponds to the apply through learning games step in vocabulary teaching procedure. Games allow students to use vocabulary interactively and support long term retention. This phase is

¹¹² Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77.

¹¹³ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77

¹¹⁴ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core.

also consistent with Wright's flashcard procedures, especially the steps of Guessing Activity and Reading Recognition Tasks, which encourage students to actively recall the vocabulary and connect spoken words with visual representations.¹¹⁵

Third phase is coloring activity as vocabulary production. Once the students were familiar with the vocabulary, the teacher continued with a coloring activity using animal themed worksheets. This stage reflects the Represent step of vocabulary teaching, in which students create or respond to visual representations of vocabulary items. This stage functions as a production activity because learners independently apply vocabulary knowledge through a kinesthetic task. This stage is consistent with the idea that children learn best through direct physical engagement. The act of coloring helps students internalize the vocabulary, as this activity is in line with the principle that young learners learn more effectively through concrete, interactive, and hands-on experiences¹¹⁶.

Final phase is review and reinforcement. The lesson concluded with a review session, where the teacher asked students to name the pictures or repeat the vocabulary once more. This stage corresponds to the refine and reflect step in the vocabulary teaching framework, where

¹¹⁵ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77.

¹¹⁶ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children* (London: Longman, 1990), 2.

students revisit and reinforce their vocabulary understanding.¹¹⁷ It also aligns with the post-teaching activity where the teacher checks students' comprehension and reinforces the vocabulary learned during the lesson.¹¹⁸ Review activities ensure reinforcement, which is in line with Nation's theory, which emphasizes that repetition and repeated exposure to words strengthen memory retention and help solidify the connection between a word's form and meaning.¹¹⁹

The procedure implemented by the teacher beginning with presentation through flashcards, followed by practice through games, coloring as production, and ending with review is fully aligned with the theoretical concepts. Thus, the teaching procedure observed in the classroom demonstrates a consistent and theoretically grounded application of vocabulary teaching strategies appropriate for primary school learners.

3. How did teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development?

The observations revealed that the teacher consistently conducted informal assessment during the learning process, such as asking students to repeat the vocabulary, point to the appropriate

¹¹⁷ Welliam Hamer and Nur Azmi Rohimajaya, "Using Flash Card as Instructional Media to Enrich the Students' Vocabulary Mastery in Learning English," *Journal of English Language Studies* 3, no. 2 (2018): 167–77.

¹¹⁸ Suri Mutya dan Amri Isyam, "Teaching Vocabulary to Elementary School Students through Coloring Pictures Activity," *Journal of English Language Teaching*

¹¹⁹ I. S. P. Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core.

pictures or respond to simple questions. Through these spontaneous responses, the teacher was able to immediately identify the students' level of understanding regarding the form and meaning of the vocabulary items. This type of assessment aligns with the concept of formative assessment, which emphasizes continuous evaluation during instruction to monitor students' progress and provide direct feedback¹²⁰. Because this assessment is carried out naturally and without pressure, it is also consistent with the characteristics of assessment for young learners, who are more effectively evaluated through oral activities, interaction, and classroom observation rather than formal testing¹²¹.

The findings also show that the teacher implemented formal assessment through a simple writing test administered every four weeks. The test required students to write the names of animals based on pictures, complete missing letters, and copy vocabulary items. These tasks enabled the teacher to evaluate whether students were able to recognize word forms accurately and recall the corresponding meanings. This type of assessment corresponds to the concept of summative assessment, which is conducted at the end of an instructional period to determine the extent to which the

¹²⁰ N. Drummond, *Formative and Summative Assessment in English Language Teaching: An Explorative Case Study of Two Year 9 Classes* (master's thesis, 2022), DiVA Portal, accessed November 24, 2025.

¹²¹ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), accessed via Cambridge Core

learning objectives have been achieved.¹²² Through this formal evaluation, the teacher was able to measure students' mastery of the vocabulary taught in class and identify their level of achievement in both recognizing and writing the words correctly.

The findings indicate that vocabulary evaluation at Ban Bangoisinae Thailand Primary School was carried out through a combination of informal and formal assessment methods. Informal assessment occurred continuously during lessons, where the teacher asked students to repeat vocabulary items, point to appropriate pictures, and answer simple questions, allowing her to immediately gauge their understanding of word form and meaning. This approach reflects the principles of formative assessment and aligns with the characteristics of evaluation for young learners, who respond better to natural, interaction based assessment rather than high-pressure testing. In addition to this, the teacher administered a formal writing test every four weeks, requiring students to label pictures, complete missing letters, and copy vocabulary items. This summative assessment enabled the teacher to measure students' overall vocabulary mastery at the end of each learning cycle, particularly their ability to recognize and write the taught words accurately. Overall, the combination of these two

¹²² N. Drummond, *Formative and Summative Assessment in English Language Teaching: An Explorative Case Study of Two Year 9 Classes* (master's thesis, 2022), DiVA Portal, accessed November 24, 2025.

assessment types provided a comprehensive picture of students' vocabulary development.



CHAPTER V

CONCLUSION

This section describes the study's outcomes along with the conclusions and suggestions drawn from them.

A. CONCLUSION

1. How did English teacher at Ban Bangoisinae Thailand Primary School plan the teaching vocabulary strategies using flashcard and coloring?

Based on the findings, it can be concluded that the teacher's planning in teaching vocabulary at Ban Bangoisinae Thailand Primary School was conducted systematically and centered on the needs of young learners. The planning process began with identifying students' proficiency levels, interests, and learning characteristics, which allowed the teacher to select simple and familiar vocabulary topics, such as animals. This ensured that the materials were appropriate for the students' cognitive development and prevented them from feeling overwhelmed.

The teacher also prepared a structured lesson plan that outlined the teaching stages clearly, including the use of flashcards during the vocabulary introduction, guided practice through repetition and simple drills, and reinforcement through coloring activities. These media were intentionally chosen because they supported visual and kinesthetic learning, which are essential for primary school students. The planning also included preparing teaching aids such as picture flashcards and coloring worksheets

to ensure that the learning process would run smoothly and remain engaging.

In addition, the teacher integrated simple evaluation techniques into the lesson plan, such as oral questioning, vocabulary identification, and repetition tasks, to check students' understanding during and after the lesson. This demonstrates that the planning process did not only focus on activities but also on monitoring students' learning progress.

Overall, the planning stage reflected a well prepared and student centered approach. The selection of materials, the designed teaching sequence, and the choice of media were purposefully arranged to make vocabulary learning more meaningful, attractive, and effective for young learners.

2. How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary strategies using flashcard and coloring?

The goals of implementing flashcard and coloring in teaching vocabulary were discovered into three main goals. First, it helps provide more opportunities for young learners to engage with English vocabulary through repeated exposure, visual support, and hands-on activities, making it easier for them to understand the meaning of new words. Second, it enables students to remember vocabulary more effectively by connecting words with visual images, colors, and motor movements, which supports long-term retention. Third, it improves students' motivation and enjoyment in learning English because both flashcards and coloring create a fun

learning atmosphere that reduces boredom and increases participation during the lesson.

The materials used by the teacher were visual and hands-on materials taken from the school's resources, especially picture flashcards and animal-themed coloring worksheets. The flashcards contained large, clear pictures of animals used to introduce new vocabulary, while the coloring worksheets provided black-and-white animal images for students to color. Each student worked with the same topic, but the variety of pictures allowed students to connect vocabulary with familiar objects and their own creativity.

The procedure of implementing vocabulary teaching using flashcard and coloring can be concluded into three phases. The first phase is the presentation phase, including greeting the students, showing pictures related to the topic, introducing new vocabulary through picture flashcards, asking students to repeat the words, and checking their understanding through simple questions.

The second phase is the practice and production phase. In this stage, the teacher engages students in activities using flashcards. After students become familiar with the words, the teacher continues with a coloring activity where students color animal pictures freely based on memory and understanding. This phase allows students to reinforce vocabulary through visual and kinesthetic learning.

The third phase is the review and evaluation phase, which involves the teacher revisiting the flashcards or pictures, asking students to name the vocabulary again, and giving simple oral checks to confirm their understanding. In this phase, the teacher provides feedback and reinforcement to ensure vocabulary has been properly learner.

3. How did teacher at Ban Bangoisinae Thailand Primary School evaluate the students' vocabulary development?

The evaluation of students' vocabulary development at Ban Bangoisinae Thailand Primary School was found to involve two main types of assessment, namely informal (formative) assessment and formal (summative) assessment, which were consistently applied during the teaching and learning process.

First, the teacher applied informal or formative assessment during the lesson. Formative assessment occurred naturally while teaching and was used to check students' understanding in real time. The teacher frequently asked students to repeat vocabulary items, name pictures shown on flashcards, or point to specific images to ensure they understood the words. This kind of assessment provided immediate feedback, allowing the teacher to identify students who needed more repetition or clarification. The findings show that this low stakes assessment helped maintain a supportive learning environment and ensured vocabulary learning progressed steadily, especially for young learners.

Second, the teacher implemented formal or summative assessment every four weeks. The summative assessment was carried out in the form of simple writing tests. These tests consisted of tasks such as labeling pictures with the correct vocabulary, completing missing letters, and copying words. The purpose of the test was to measure students' mastery of the word forms and meanings after a period of learning. The test helped evaluate whether students could recall and write the vocabulary accurately, not only pronounce it. Students also reported that looking at the pictures in the test helped them remember the words better. The design of the test matched the developmental level of primary school learners, making it an appropriate tool for assessing vocabulary.

B. SUGGESTIONS

1. Teacher

For English teacher, it is suggested to keep using flashcard and coloring because these strategies effectively help students understand and remember vocabulary. Teacher may vary flashcard activities with simple games to maintain students' interest, provide clear pronunciation guidance, and repeat vocabulary regularly. Coloring with different themes should continue to be used to support memory, and teacher are encouraged to give brief individual feedback to help students track their progress.

2. Future Researcher

For future researchers, it is suggested to examine other vocabulary teaching techniques and compare them with flashcard and coloring. This

study has several limitations: the observation period was relatively short, the number of participants was limited, and the research was conducted only in one school and one grade level. Therefore, future studies are encouraged to include longer observation periods, larger and more diverse samples, and different grade levels to obtain more comprehensive findings. Researchers may also explore additional factors such as students' learning styles, teacher strategies, classroom environment, or the integration of technology to provide deeper insights into students' vocabulary development.



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MATRIX OF RESEARCH

Title	Variables	Indicators	Data Resources	Research Method	RQ
“A Study of English Teacher’ Practices in Developing Students’ Vocabulary Mastery Using Flashcard and Coloring at Ban Bangoisinae Thailand Primary School”	A. Teacher Practices	<ol style="list-style-type: none"> <i>The goals of teaching vocabulary</i> <i>Teaching materials used by the teacher</i> <i>Teaching procedures in the classroom</i> 	A. Observation <ol style="list-style-type: none"> The implementation of teaching vocabulary using flashcard and coloring at Ban Bangosinae Thailand Primary School 	<ol style="list-style-type: none"> Research Approach : Qualitative Research Design : Case Study Qualitative Data Collection : <ol style="list-style-type: none"> Interview Observation Document Review 	<ol style="list-style-type: none"> How did English teacher at Ban Bangoisinae Thailand Primary School plan the teaching vocabulary strategies using flashcard and coloring?
	B. Flashcard and Coloring	<ol style="list-style-type: none"> <i>Definition and purpos of flashcards</i> <i>Definition and purpos of coloring activities</i> <i>Steps of implementing flashcards</i> <i>Steps of implementing coloring</i> <i>Advantages of flashcards</i> <i>Advantages of colorin</i> 	<ol style="list-style-type: none"> The evaluation conducted by the teacher to measure students’ vocabulary mastery 	<ol style="list-style-type: none"> Data Analysis : <ol style="list-style-type: none"> Data Condensatio Data display Drawing and Verifying conclusion Validity of Data: <ol style="list-style-type: none"> Triangulation Technique Triangulation Source 	<ol style="list-style-type: none"> How did English teacher at Ban Bangoisinae Thailand Primary School implement teaching vocabulary strategies using flashcard and coloring?
	C. Vocabulary Mastery	<ol style="list-style-type: none"> <i>Definition of vocabulary mastery</i> <i>Aspects of vocabulary</i> 	B. Observation <ol style="list-style-type: none"> Teacher of Ban Bangosinae Thailand Primary School 		<ol style="list-style-type: none"> How did teacher at Ban Bangoisinae Thailand Primary School evaluate

		<p><i>mastery</i></p> <p>3. <i>Formative and Summative assessment</i></p>	<p>2. Students of Bangosinae Thailand Primary School</p> <p>C. Document Review</p> <p>a. Lesson Plan</p> <p>b. Lesson Material</p>		<p>the students' vocabulary development?</p>
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J E M B E R

Appendix 2 Instrument Interview

INSTRUMENT OF INTERVIEW**A. Question for Teacher**

1. How do you plan your vocabulary lessons before teaching activity?
2. Why do you use visual and hands-on activities, such as flashcards and coloring activities, in teaching vocabulary to young learners? What goals do you want to achieve through these methods?
3. What materials do you usually use in implementing flashcard and coloring in teaching vocabulary?
4. Can you explain how you implement your vocabulary teaching in the classroom? What steps or procedures do you usually follow from the beginning until the end of the lesson?
5. How do you evaluate your students' vocabulary learning?

B. Question for Student

1. When your teacher shows flashcards, does it help you understand and remember the new vocabulary? How do you feel when learning with pictures?
2. After learning the new words, you usually do coloring activity. Does coloring the pictures help you remember the words better? Can you explain how it helps?
3. When the teacher gives you a writing test about the vocabulary, does it help you remember the words better? How do you feel when doing the test?

Appendix 3 Interview

INTERVIEW**A. Interview Question for the Teacher**

No	Question	Answer
1.	How do you plan your vocabulary lessons before teaching activity?	Before I teach vocabulary, I always look at my students' level and choose an easy topic for them. The students here get bored fast, so I try to plan activities that make them excited to learn. I also make a simple lesson plan before the class. In the lesson plan, I write the steps I want to do, like starting with flashcards to introduce the words, then some small practice like repeating or matching. After that, I prepare a coloring worksheet so they can remember the vocabulary better. I also plan how to check if they really understand, usually by asking them to say the word again or point to the picture. So with the lesson plan, I already know what to do, and the class can run smoothly
2.	Why do you use visual and hands-on activities, such as flashcards and coloring activities, in teaching vocabulary to young learners? What goals do you want to achieve through these methods?	I use visual and hands-on activities like flashcards and coloring, because young learners can understand vocabulary more easily when they can see pictures and be directly involved. With flashcards, students understand word meanings faster because they see the picture and hear the word at the same time. This makes it easier for them to remember. For coloring, I notice that students

		<p>really enjoy the activity. When they color pictures related to the vocabulary, they connect the word with the image and with the movement of their hands. So the learning process sticks more. These activities also help them to remember easily and keep their attention, because elementary students get bored quickly if they only listen to explanations. My goal in using these methods is to help students understand and remember vocabulary more easily, and to make English learning enjoyable for them. I want them to be active, willing to try, and able to use the vocabulary they have learned. Visual and hands-on activities fit their developmental characteristics, so the learning becomes more effective</p>
3.	<p>What materials do you usually use in implementing flashcard and coloring in teaching vocabulary?</p>	<p>I use the materials that are mostly provided by the school, and they are focused on simple vocabulary for young learners. For this class, the materials are mostly about animals such as cat, fish, duck, monkey, and dog. I think this material is very familiar for the students, so they can understand the meaning more easily. When they see the picture of an animal, they can quickly match it with the English word. Also the materials usually include picture flashcards and coloring worksheets. The flashcards have big and clear animal pictures and I use coloring worksheets that also show animals. It helps</p>

		<p>them connect the vocabulary with the image and with the movement of coloring. I use these materials because they match the characteristics of young learners. They enjoy animals, they like looking at pictures, and they learn better when they are involved in an activity. So even though the materials are simple, they really help in improving the students' vocabulary mastery, both in understanding the words and in saying them correctly</p>
4.	<p>Can you explain how you implement your vocabulary teaching in the classroom? What steps or procedures do you usually follow from the beginning until the end of the lesson?</p>	<p>When I teach vocabulary, I usually follow a simple steps, so the students can really understand the words. At the beginning of the lesson, I start with greeting them and showing a few pictures related to the topic. After that, I introduce the new vocabulary using picture flashcards. I show the picture about animals such as cat, fish, duck, monkey, and dog, say the word, and have the students repeat it together. After that, I continue with small activities using the flashcards, such as matching pictures with words or simple guessing games</p> <p>When they have familiar with the words, I usually move on to a coloring activity. The students color the pictures freely based on their own memory. Since the topic is usually animals, they already know the shapes and typical colors, so they can easily connect the vocabulary with the image and their prior</p>

		<p>knowledge. At the end of the lesson, I always do a short review. I point to some pictures and ask them to name the animals we learned. This helps me make sure they really understand the vocabulary before we finish the class</p>
5.	How do you evaluate your students' vocabulary learning?	<p>To evaluate my students' vocabulary learning, I use a combination of informal and formal assessments. During the lesson, I usually check their understanding in a simple way. Sometimes I ask them to repeat the words, sometimes I point to a picture and let them say the vocabulary. Just to see if they really remember it. For formal evaluation, I usually give a writing test every four weeks. I usually make the test based on the words we learned in class, like animals. So sometimes I put a picture of an animal and they have to write the word. Sometimes I leave a few letters blank and they complete the word. I also ask them to copy the vocabulary to check their spelling. I keep the questions simple because they are still young learners. The important thing is to see whether they really remember the vocabulary we practiced using flashcards and coloring activities. I think writing tests help me know if they really understand the words, because sometimes they can say it, but writing is different. The pictures in the test also help them remember</p>

B. Interview Question for the Students

No	Question	Answer
1.	When your teacher shows flashcards, does it help you understand and remember the new vocabulary? How do you feel when learning with pictures?	<p>Student A: Yes, when the teacher shows flashcards, it helps me understand new words. The pictures make it easier because I can see what the word means. I can remember it faster.”</p> <p>Student B: I like learning with pictures because it’s not boring. The pictures are nice, and it makes learning English easier for me</p>
2.	After learning the new words, you usually do coloring activities. Does coloring the pictures help you remember the words better? Can you explain how it helps?	<p>Student A: Yes, coloring helps me remember. When I color the animal, I say the word again in my mind. It helps me not forget the word.</p> <p>Student B: Yes, coloring makes it fun, so I remember the words more easily</p>
3.	When the teacher gives you a writing test about the vocabulary, does it help you remember the words better? How do you feel when doing the test?	<p>Student A: When I do the writing test, it helps me remember the words. I try to write the animal names like ‘cat’ and ‘bird,’ and it makes me remember them better. Sometimes I make mistakes, but I try again.</p> <p>Student B: The writing test helps me learn. When I look at the picture and write the word, I can remember it more.</p>

Appendix 4 Documentations



Interview with English Teacher (Khru Hayatee Tayeh)



Interview with student (Fanees)



Interview with student (Chek Afiyah)



The teacher greets the students to create a positive learning atmosphere



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The teacher shows animal flashcards to introduce new vocabulary



The teacher asks the students to repeat the vocabulary after her



The teacher distributes animal coloring worksheets and guides the students to help connect the vocabulary with visual and kinesthetic learning.



The teacher asks simple questions about the pictures to conduct informal assessment of students' vocabulary mastery and reviews the students' completed worksheets

Appendix 5 Lesson Material

แบบฝึกหัดการเรียนรู้คำศัพท์ภาษาอังกฤษ เรื่อง Amazing Animals
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 1 Book 1 My Pets

จุดประสงค์การเรียนรู้

1. นักเรียนสามารถพูดออกเสียงและบอกความหมายของคำศัพท์ได้
2. นักเรียนสามารถจับคู่ภาพกับคำศัพท์ได้
3. นักเรียนสามารถเลือกภาพตรงตามความหมายของประโยคได้
4. นักเรียนสามารถตอบคำถามจากการฟังได้
5. นักเรียนสามารถระบุตัวอักษรที่ขาดหายไปได้
6. นักเรียนสามารถตอบคำถาม Yes / No Question ได้

แบบฝึกหัดการเรียนรู้คำศัพท์ภาษาอังกฤษ เรื่อง Amazing Animals
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 1 Book 1 My Pets

แบบทดสอบก่อนเรียน (Pre-test)
เรื่อง My Pets

Direction Choose the best answer.

1. a. a cat b. a fish c. a dog	5. _og a. b b. d c. f
2. a. a cat b. a bird c. a rabbit	6. I have a hamster. a.
3. a. a cat b. a dog c. a rabbit	b.
4. _t a. a b. e c. o	c.

แบบฝึกหัดการเรียนรู้คำศัพท์ภาษาอังกฤษ เรื่อง Amazing Animals
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 1 Book 1 My Pets

Exercise 1

Direction Look and match.

Example

☆

dog

- 1.
- 2.
- 3.
- 4.
- 5.

cat
hamster
fish
rabbit
bird

คะแนนเต็ม 5 คะแนนที่ได้ Name : No :

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Exercise 2

Direction ✓ Tick the correct box.

Example

I have a cat.

☒

☐

1. I have a rabbit.	<input type="checkbox"/>	<input type="checkbox"/>
2. I have a fish.	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a dog.	<input type="checkbox"/>	<input type="checkbox"/>
4. I have a hamster.	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a bird.	<input type="checkbox"/>	<input type="checkbox"/>

คะแนนเต็ม 5 คะแนนที่ได้ Name : No :

แบบฝึกหัดการเรียนรู้คำศัพท์ภาษาอังกฤษ เรื่อง Amazing Animals สำหรับนักเรียนประถมศึกษาปีที่ 1 Book 1 My Pets

Listen and say.

What pets do you have?
I have a dog.

What pets do you have?
I have a cat.

What pets do you have?
I have a hamster.

ที่มา : ภาพประกอบจากหนังสือ 1

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Exercise 3

Direction Listen and underline.

Example A : What pets do you have?
B : I have (a fish / a dog).

1. A : What pets do you have?
B : I have (a hamster / a cat).

2. A : What pets do you have?
B : I have (a dog / a rabbit).

3. A : What pets do you have?
B : I have (a hamster / a dog).

4. A : What pets do you have?
B : I have (a bird / a fish).

5. A : What pets do you have?
B : I have (a cat / a dog).

คะแนนเต็ม 5 คะแนนที่ได้ Name : No :

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Exercise 5

Direction Look and color the correct answer.

Example A : Do you have a rabbit?
B : Yes, I do. No, I don't.

1. A : Do you have a fish?
B : Yes, I do. No, I don't.

2. A : Do you have a dog?
B : Yes, I do. No, I don't.

3. A : Do you have a bird?
B : Yes, I do. No, I don't.

4. A : Do you have a hamster?
B : Yes, I do. No, I don't.

5. A : Do you have a cat?
B : Yes, I do. No, I don't.

คะแนนเต็ม 5 คะแนนที่ได้ Name : No :

แบบฝึกหัดการเรียนรู้คำศัพท์ภาษาอังกฤษ เรื่อง Amazing Animals สำหรับนักเรียนประถมศึกษาปีที่ 1 Book 1 My Pets

Exercise 6

Direction Look and write the answers.

Example A : Do you have a hamster?
B : Yes, I do. No, I don't.

1. A : Do you have a dog?
B : _____

2. A : Do you have a rabbit?
B : _____

3. A : Do you have a fish?
B : _____

4. A : Do you have a bird?
B : _____

5. A : Do you have a cat?
B : _____

คะแนนเต็ม 5 คะแนนที่ได้ Name : No :

Exercise 4

Direction Fill in the missing letters.

Example A: What pets do you have?
B: I have a bird.

dog rabbit cat hamster fish

- A: What pets do you have?
B: I have a c a t.
- A: What pets do you have?
B: I have a o g.
- A: What pets do you have?
B: I have a f i s h.
- A: What pets do you have?
B: I have a r b i t.
- A: What pets do you have?
B: I have a h a s t r.

คะแนนเต็ม 5 คะแนนที่ได้ _____ Name: _____ No: _____

Listen and say.

Do you have a cat?

Yes, I do.

Do you have a fish?

No, I don't.

Do you have a rabbit?

Yes, I do.

ที่มา : ตามเนื้อหาในแบบเรียนภาษาอังกฤษ 1



Appendix 6 Lesson Plan

LESSON PLAN

Name of School : Ban Bangoisinae Thailand Primary School
 Lesson Subject : English
 Class : Primary (Class 3)
 Main Material : Animals Vocabulary
 Time Management : 1 meeting / 50 minutes

A. Goal of Learning

After following all the learning process, learners are expected to be able to:

- Recognizing and pronouncing basic animal vocabulary through visual learning.
- Identifying animals correctly using picture flashcards.
- Coloring animal pictures to reinforce vocabulary understanding.
- Responding to teacher's simple questions related to the vocabulary learned.
- Showing active participation through visual and kinesthetic activities.

B. Media and Learning Source

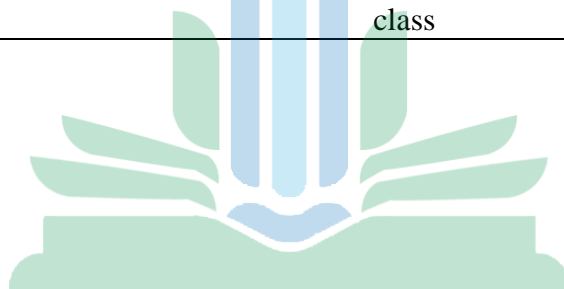
Media: Picture Flashcards, Coloring Worksheet, Whiteboard

Learning Source: Lesson Material on English Text Boook

C. Procedure of Learning Process

Pre- Activity (10 Minutes)
Open the teaching and learning with greeting and praying to start the lesson and check the students' attendance.
Connect the learning material by showing several animal pictures and asking simple questions to activate students' prior knowledge.
Explaining things that are going to be learned, such as names of animals and how to pronounce them.

Main Activity (30 Minutes)	
Vocabulary Introduction (Flashcards)	Teacher shows picture flashcards one by one and models clear pronunciation. Students repeat the vocabulary together and identify each animal.
Practice Activity	Students participate in a short activity, matching flashcards with words pointed to on the board and answering simple questions such as “What animal is this?”
Coloring Activity	Teacher distributes coloring worksheets. Students color the animals based on instructions and their creativity. Teacher walks around guiding students.
Closing Activity (10 Minutes)	
Teacher gives simple review questions using flashcards to check vocabulary recall.	
Teacher provides feedback and praise to students for their work and participation.	
Teacher concludes the main points of the lesson and closes the class	



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Appendix 7 WorkSheet



โรงเรียนบ้านบาโยซินแน
Ban Bangoi Sinae School
 หมู่ที่ ๖ บ้านบาโยซินแน ตำบลบาโยซินแน อำเภอหว้านใหญ่ จังหวัดยโสธร ๓๕1๒๐

Name : RAFA
 Class : 3/1

A. Write the word based on the picture !
 ให้อุปภาพแสดงรูปของสัตว์และสิ่งมีชีวิตที่ถูกต้องลงในช่องว่าง
 นักเรียนสามารถดูตารางคำศัพท์ก็ได้ให้ใช้เพื่อช่วยในการสะกดคำได้

I have a lion... I have a cow... I have a monkey... I have a duck...

I have a butterfly... I have a dog... I have a elephant... I have a tiger...

Elephant Duck Dog Cow
 Tiger Lion Butterfly Monkey

B. Complete the Missing Letters !
 ให้อุปภาพแสดงรูปของสัตว์และสิ่งมีชีวิตที่ถูกต้องลงในช่องว่าง
 นักเรียนสามารถดูตารางคำศัพท์ก็ได้ให้ใช้เพื่อช่วยในการสะกดคำได้

CAb (แม่) ABBi (การลับ) Fish (ปลา)
 BId (นก) MOuse (หนู) ZEra (ม้าลาย)

C. Copy the Words !
 ให้นักเรียนคัดคำศัพท์ในตาราง แล้วเติมออกเสียงที่ถูกต้องลงในใต้เขียน
 อย่างละเอียดคำใดถูกต้องให้เขียนมาด้วย

DUCK	<u>DUCK</u>
BUTTERFLY	<u>BUTTERFLY</u>
CHICKEN	<u>CHICKEN</u>
BEAR	<u>BEAR</u>
GIRAFFE	<u>GIRAFFE</u>
TIGER	<u>TIGER</u>
ANT	<u>ANT</u>
FISH	<u>FISH</u>

โรงเรียนบ้านบาโจอินเน
Ban Bangoi Sinae School
หมู่ที่ ๖ บ้านบาโจอินเน ตำบลบาโจอินเน อำเภออมก๋อย จังหวัดอมก๋อย ๗๕๑๒

Name : Mufun
Class : 3/1

A. Write the word based on the picture !
ให้ดูรูปภาพแล้วเขียนคำภาษาอังกฤษ และเขียนชื่อสัตว์ที่ถูกต้องลงในช่องว่าง
นักเรียนสามารถดูตารางคำศัพท์ที่ใต้ให้เพื่อช่วยในการสะกดคำได้

I have a LION I have a COW I have a MONKEY I have a DUCK
I have a BUTTERFLY I have a DOG I have a ELEPHANT I have a TIGER

Elephant Duck Dog Cow
Tiger Lion Butterfly Monkey

B. Complete the Missing Letters !
ให้ดูคำศัพท์แล้วเติมคำภาษาอังกฤษ และเติมตัวอักษรที่หายไปเพื่อให้เป็นชื่อสัตว์ที่ถูกต้อง
นักเรียนสามารถดูตารางคำศัพท์ที่ใต้ให้เพื่อช่วยในการสะกดคำได้

CA_ _ BABB_ _ FL_ _ H
แมว กระต่าย ปลา
BI_ _ _ _ OUS_ _ Z_ _ _ RA
นก หมี ม้าลาย





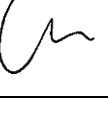



C. Copy the Words !
ให้ดูคำศัพท์แล้วคัดลอกคำศัพท์ลงในเส้นใต้ให้เรียบร้อย
อย่าลืมสะกดคำให้ถูกต้องด้วยนะ

DUCK DUCK
BUTTERFLY BUTTERFLY
CHICKEN CHICKEN
BEAR BEAR
GIRAFFE GIRAFFE
TIGER TIGER
ANT ANT
FISH FISH

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Appendix 8 Research Journal

RESEARCH JOURNAL

No.	Date of Time	Activity	Notes
1.	May 26 th , 2025	The researcher asked permission to conduct a research	
2.	June 02 nd , 2025	The researcher conducted an observation about the teaching and learning process	
3.	June 03 rd , 2025	The researcher conducted an observation about the teaching and learning process	
4.	June 04 th , 2025	The researcher conducted an observation about the teaching and learning process	
5.	June 11 th , 2025	The researcher conducted an observation about the teacher's evaluation	
6.	June, 12 th , 2025	The researcher conducted an interview with the teacher and students	
7.	June, 13 th , 2025	The researcher asked the file of lesson materials	
8.	July, 1 st , 2025	The researcher take the letter of research completion	

Thailand, 1st of July 2025

Direktur Ban Bangoisinae School


 (Mohammed Bukhari)

Appendix 9 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-12894/In.20/3.a/PP.009/06/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Ban Bangosinae Thailand Primary School

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 221101060032

Nama : Ghefira Faiz Sabila

Semester : Enam

Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "A Study of English Teacher' Practices In Developing Students' Vocabulary Mastery Using Flashcard and Coloring at Ban Bangoisinae Thailand Primary School" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Mr. Mohammed Bukhari

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 Juni 2025

Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM



โรงเรียนบ้านบาไยชีแน Ban Bangoi Sinae School

หมู่ที่ 3 บ้านบาไยชีแน ตำบลบาไยชีแน อำเภอยะหา จังหวัดยะลา 95120

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN NOMOR: STC001/07/2025

Yang bertanda tangan di bawah ini:

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Jabatan : Direktur Ban Bangoisinae Thailand
Alamat : Bangosinae Village No. 3 Provinsi Yala, Thailand

Dengan ini menerangkan

Nama : Ghefira Faiz Sabila
NIM : 221101060032
Jurusan : Tadris Bahasa Inggris
Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Alamat : Jl. Fatahillah III no 220 Kepatihan Kaliwates Jember

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 01 Juli 2025 yang bersangkutan telah melaksanakan penelitian di Ban Bangosinae School dengan judul " **An In-Depth Study of English Teacher' Practices In Developing Students' Vocabulary Mastery Using Flashcard and Coloring at Ban Bangoisinae Thailand Primary School**" selama 30 hari mulai hari Senin, 02 Juni 2025 sampai dengan 1 July 2025.

Thailand, 1st of July 2025

Direktur Ban Bangoisinae School

(Mohammed Bukhari)

Appendix 11 Plagiarism Check Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ghefira Faiz Sabila
 NIM : 221101060032
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : An-InDepth Study of English Teachers' Practices in Developing
 Students' Vocabulary Mastery Using Flashcard and Coloring at Ban
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 NIP. 198308112023212029

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Appendix 12 Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersign below:


Name : Ghafira Faiz Sabila
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 Program : English Education
 Faculty : Education and Teacher Training
 Institution : State Islamic University of Kiai Haji Achmad Siddiq
 Jember

State that thesis entitled **"An In-Depth Study of English Teachers' Practices in Developing Students' Vocabulary Mastery Using Flashcard and Coloring at Ban Bangoisinae Thailand Primary School"** is truly my own work. It does not include any writings or publications that have already been authored or published by another individual, except for those cited in the quotation and bibliography. I am the only person who will be responsible, if anyone objected.

Jember, 27 November 2025

Author,




 Ghafira Faiz Sabila
 221101060032

Appendix 13 Curriculum Vitae

CURRICULUM VITAE**Personal Information**

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 2019-2022 MA Nurul Jadid Paiton Probolinggo