

Analyzing Teacher Strategies in Vocabulary Learning in Elementary Schools

I Gusti Ayu Bintang Yulia Dewi^{1*}

¹*Institute of Markandeya Bali, Indonesia*

ayubintangyulia@gmail.com*

| Received: 29/07/2025 |

Revised: 18/08/2026 |

Accepted: 20/07/2026 |

Copyright©2026 by authors. Authors agree that this article remains permanently open access under the terms of the Creative Commons

Abstract

This study aims to analyze various teaching strategies used by teachers in facilitating vocabulary learning in elementary school students. Strong vocabulary mastery is a crucial foundation for students' academic success and communication skills. However, students often face challenges in enriching their vocabulary. This study explored the vocabulary teaching strategies most frequently implemented by teachers, evaluate their impact on students' vocabulary acquisition, and identify factors that influence the success or failure of these strategies. [ADDED/REVISED] The study employed a descriptive qualitative case study at SD Negeri 3 Senganan, Tabanan, Bali, involving one Grade V English teacher and 25 Grade V students. Data were collected through classroom observations, semi-structured interviews, and questionnaires. The findings show that the teacher employed a combination of visual media, educational games, songs, drilling, and translation in teaching vocabulary. Visual media, particularly pictures and flashcards, were frequently used, followed by games and songs. Student questionnaire responses indicated that 92% of students liked English lessons, 88% found vocabulary easier to remember when accompanied by pictures, and 84% enjoyed learning through songs. However, 64% of students reported hesitation when pronouncing English words in front of the class. The findings also revealed challenges related to limited instructional time, differences in students' learning abilities, pronunciation difficulties, and limited access to professional training. [ADDED/REVISED] The study contributes an empirically grounded description of how multimodal and interactive vocabulary teaching strategies are implemented in an Indonesian elementary school and highlights the need to adapt such strategies to students' developmental characteristics, classroom conditions, and available resources.

Keywords: Teacher strategies, vocabulary learning, elementary school, effectiveness, language acquisition.

Introduction

Vocabulary is one of the main foundations in language skills, both in the context of a first language and a foreign language. In learning English, vocabulary plays a very important role because it is a bridge between understanding meaning and communication skills. Without having enough vocabulary, students will have difficulty understanding texts, composing sentences, or conveying ideas orally or in writing. Nation (2013) states that language learning will not be effective if it is not accompanied by adequate vocabulary mastery, because vocabulary is the foundation of all language skills: listening, speaking, reading, and writing.

In Indonesia, English is taught as a local content subject at the elementary school level. Although it is not a compulsory subject nationally, many primary schools have implemented English lessons because they recognize the importance of mastering this foreign language in the era of globalization. SD Negeri 3 Senganan is one example of a school that organizes English learning in the fifth grade as a form of anticipation of the increasingly globalized demands of the world. However, in its implementation, vocabulary learning in elementary schools faces various challenges, both in terms of teachers, students, and the learning environment.

Elementary school-age children are in the stage of operational, concrete, cognitive development, where they more easily grasp concepts through real, visual, and fun experiences. Therefore, the approach to teaching vocabulary to elementary school students must be contextual, visual, and interactive. Cameron (2001) states that children learn language through meaningful experiences, not through mechanical memorization. Therefore, teachers are required to design vocabulary teaching strategies that are in accordance with the characteristics of children's development, including the use of picture media, educational games, songs, and other kinesthetic activities.

But in reality, not all teachers have enough competence or resources to implement appropriate strategies. Many teachers still use traditional methods such as lectures and translations without actively involving students. As a result, students are less interested and have difficulty remembering and using new vocabulary contextually. This is strengthened by the results of the researchers' initial observations at SD Negeri 3 Senganan, which showed that although students had a high interest in English lessons, their vocabulary mastery was still low and not as expected. Students tend to remember words separately, without understanding their use in sentences or real situations.

Another challenge is the limited learning time. With limited English lesson durations, teachers must be able to maximize the time available to create an effective learning process. Teachers must choose teaching strategies that are not only efficient but can also actively increase student participation. This certainly requires creativity and careful planning, especially in the selection of methods and media used. On the other hand, not all teachers receive professional training on English teaching strategies that suit the characteristics of children.

In addition to the teacher factor, the learning environment also plays an important role. The lack of interesting learning media and supporting facilities such as projectors, speakers, or internet connections is an obstacle in presenting more contextual and interactive vocabulary material. In fact, according to Trilling and Fadel (2009), 21st century learning requires the integration of technology in teaching and learning activities, including vocabulary learning. Digital media such as learning videos, vocabulary apps, and educational games can actually be a solution to create more fun and effective learning.

Furthermore, vocabulary mastery at an early age has long-term implications for students' future academic success. Students with a good command of vocabulary will find it easier to understand other subject matter, especially those delivered in English or using foreign language learning resources. In addition, good English skills can also increase students' confidence in communicating inside and outside the classroom. Thus, an effective vocabulary teaching strategy not only supports language skills, but also supports the achievement of general educational goals.

In the perspective of foreign language learning theory, a multisensory and contextual approach is highly recommended. Nation (2001) explains that effective vocabulary learning should include four aspects: exposure to words in various contexts, understanding of meaning, active use in communication, and regular repetition. With the right strategy, students can not only recognize the form of the word, but also understand its meaning, usage, and pronunciation. Therefore, teachers need to design vocabulary learning that is able to cover all four aspects.

Based on this background, this research is important to know in depth what kind of vocabulary teaching strategies are used by teachers at SD Negeri 3 Senganan, how effective it is in improving students' vocabulary mastery, as well as the challenges and solutions encountered during the learning process. This research is expected to provide an empirical picture of the practice of teaching English vocabulary at the elementary school level and become the basis for designing a more effective and enjoyable learning model for students.

In this study, teacher strategies refer to the deliberate instructional techniques, classroom activities, and teaching resources selected and implemented by the teacher to facilitate students' vocabulary learning. The term includes the ways teachers present new words, provide opportunities for practice and repetition, use visual or auditory support, organize classroom interaction, and respond to students' learning difficulties. Thus, teacher strategies in this study are operationally limited to observable vocabulary-teaching practices implemented during classroom instruction, rather than broader constructs such as teachers' general beliefs, personality, teaching philosophy, or professional competence. This operational definition is important because vocabulary instruction involves a range of intentional and incidental learning activities, and different instructional practices may serve different learning purposes (Liu & Reynolds, 2024; Umme, 2024).

Previous studies have documented a variety of vocabulary-teaching strategies, including translation, visual support, games, repetition, and other interactive activities. However, there is still a need for context-specific research that examines how such strategies are combined and adapted by teachers in actual elementary school classrooms, particularly in Indonesian EFL contexts. Recent systematic reviews have shown that vocabulary instruction in primary EFL settings involves diverse intentional and incidental activities, but the implementation and combination of these practices remain dependent on classroom context, learner characteristics, and instructional conditions (Liu & Reynolds, 2024; Umme, 2024). Therefore, examining the strategies used by a teacher in a real classroom can provide a more contextualized understanding of how vocabulary instruction is actually carried out.

The present study addresses this gap by investigating the vocabulary-teaching strategies implemented by a Grade V English teacher at SD Negeri 3 Senganan, Tabanan, Bali, and by examining students' responses to those strategies. Rather than treating "effectiveness" solely as measurable vocabulary-score improvement, this study examines effectiveness in a qualitative and classroom-based sense, namely students' engagement, perceived ease of understanding and remembering vocabulary, participation, and responses to the instructional activities. This focus allows the study to describe not only which strategies are used, but also how they are experienced by learners and what contextual challenges may influence their implementation.

Based on the identified research gap, this study seeks to answer two questions: (1) What vocabulary-teaching strategies are implemented by the Grade V English teacher at SD Negeri 3

Senganan? and (2) How do students respond to the vocabulary-teaching strategies implemented by the teacher? Accordingly, this study aims to describe the teacher's vocabulary-teaching strategies, examine students' responses to those strategies, and identify the contextual challenges encountered in their implementation. The study is expected to contribute to the development of context-sensitive vocabulary teaching practices for elementary school EFL learners.

Method

This study uses a descriptive qualitative approach because it aims to describe in depth the strategies used by teachers in teaching English vocabulary to grade V students at SD Negeri 3 Senganan. This approach is considered the most appropriate because it allows researchers to understand complex phenomena naturally, without manipulating variables, and focusing on the subjective meanings that participants have of their experiences (Creswell, 2012). In other words, this study aims to understand what teachers do, why they do it, and how students respond to the learning process.

The qualitative approach allows researchers to be the main instrument in data collection and to respond flexibly to field dynamics. In the context of this research, this approach allows for a thorough exploration of vocabulary teaching practices, starting from strategy planning, learning implementation, to evaluation conducted by teachers. As explained by Miles, Huberman, and Saldaña (2014), a qualitative approach is particularly useful when researchers want to understand processes, relationships between individuals, and social interactions in the context of education.

The research design used is a case study, which aims to investigate in depth a specific case in a real-life context. In this case, the case studied is an English vocabulary teaching strategy carried out by a grade V teacher at SD Negeri 3 Senganan. Case studies allow researchers to investigate phenomena thoroughly and deeply, as well as to understand the complexity of situations that cannot be understood through quantitative approaches (Yin, 2018). This design is relevant because it not only describes teaching practices, but also explains the reasons behind the choice of strategies, the challenges faced, and students' perceptions of vocabulary learning.

The research was conducted at SD Negeri 3 Senganan, which is located in Penebel District, Tabanan Regency, Bali. This school was chosen purposively because it meets the criteria as a relevant place to answer the research focus, which is to have active English learning at the elementary school level and teachers who are experienced in teaching vocabulary to students. The selection of locations is based on purposive sampling as suggested by Patton (2002), as this approach aims to select the participants who have the most relevant information to the phenomenon being studied.

The research implementation time is from May to June 2025, including classroom observation activities, teacher interviews, questionnaire distribution, and learning documentation. This time span provides an opportunity for researchers to observe consistent learning patterns as well as allow triangulation of data from various sources. Research is carried out intensively so that the data obtained truly represents practices that take place in a real context.

The subject in this study is a class V English teacher, while the research object is the strategies used by teachers in teaching vocabulary to students, including methods, media, and approaches applied during the learning process. In addition, students' responses to these strategies are also an important object in this study. Thus, the focus of this research is not only on the teacher

as the implementer, but also on the student as the recipient of learning who can provide perspective on the effectiveness of the strategy.

To obtain valid and in-depth data, three main data collection techniques were used, namely observation, interviews, and questionnaires. Observation is carried out directly in the classroom during the learning process. The researcher recorded teacher activities, media use, teacher-student interaction, and student participation in learning activities. Observation is carried out in a non-participatory manner, where the researcher is not directly involved in teaching and learning activities, but observes systematically. Spradley (1980) stated that observation in qualitative research is very important to understand the social dynamics that occur in the classroom.

Interviews were conducted with English teachers using a semi-structured format. The questions in the interview are designed to dig up information about the reasons for choosing a particular strategy, the teacher's perception of the effectiveness of the strategy, as well as the challenges faced during learning. In addition, some students were also interviewed informally to get an idea of their perception of vocabulary learning. This technique provides space for the interviewees to explain in depth and openly according to their experiences (Creswell, 2012).

Questionnaires were distributed to teachers and students. For teachers, the questionnaire contains questions about the frequency of using certain strategies, the use of media, and the assessment of the effectiveness of the strategy. Meanwhile, the students' questionnaire contains simple statements in the form of a Likert scale that aims to find out their interests, understanding, and comfort in participating in vocabulary learning. Data from this questionnaire was used to confirm the results of observations and interviews, thus supporting the validity of the research findings.

Data analysis is carried out in a qualitative descriptive manner through several stages, namely data reduction, data presentation, and conclusion drawn. In the reduction stage, the researcher selects and sorts out data relevant to the focus of the research, then groups them based on categories such as the type of strategy, student response, and learning challenges. The data is then presented in the form of narratives and tables that facilitate interpretation. The final stage is the drawing of conclusions, where the data that has been analyzed is compared with the theories that have been studied previously (Miles et al., 2014).

The validity of the data is maintained through triangulation of sources and methods, namely comparing data from observations, interviews, and questionnaires. If the information from all three sources shows similarities, then the data is considered valid. This triangulation technique is important to ensure that the results of the research are not based on just one perspective, but reflect a more objective reality (Denzin, 1978). In addition to triangulation, the researcher also conducts member checking, which is confirming provisional results to the teacher to ensure that the researcher's interpretation is in accordance with the reality in the field.

To maintain reliability, all data such as observation notes, interview transcripts, and questionnaire answers are stored and documented properly. The researcher also recorded all analysis processes systematically in the form of field notes and analysis memos. This is in accordance with the principle of trail audit proposed by Lincoln and Guba (1985), namely maintaining transparency and traceability of the research process so that it can be accounted for academically.

In the context of transferability, although the study was conducted on a single school and one teacher, the detailed contextual descriptions allowed readers to assess the relevance of the findings to their own context. The thick description technique proposed by Geertz (1973) is used in the preparation of research results, so that readers have a deep understanding of the setting, classroom conditions, and teaching practices observed.

Thus, the methodology used in this study is designed comprehensively to capture the reality of learning English vocabulary in elementary schools. Through a combination of diverse data collection techniques, a strong theoretical framework, and systematic analysis procedures, it is hoped that the results of this research can make a meaningful contribution to the practice of teaching English at the primary education level.

Results and Discussion

Results

This study aims to analyze the strategies used by English teachers in teaching vocabulary to grade V students at SD Negeri 3 Senganan. To obtain comprehensive and valid data, the researcher used three main techniques, namely classroom observation, interviews with teachers, and the distribution of questionnaires to students and teachers. The data obtained from these three techniques were analyzed to identify the types of teaching strategies used in improving students' understanding of English vocabulary, and the challenges faced in their implementation.

Observation Results

Observation was carried out directly during the English learning process in class V. Based on the results of observations conducted in two meetings, it was found that teachers consistently used several vocabulary learning strategies involving visual media, educational games, songs or songs, as well as translation and repetition (drilling).

In the first meeting, the teacher used pictures and flashcards as the main medium. The teacher showed pictures of objects around the house and mentioned the English vocabulary. After that, students are asked to name and match words to pictures. This strategy is in accordance with the principle stated by Pinter (2006), that visual media is very effective in facilitating the understanding of vocabulary concepts for children because children tend to think concretely.

At the second meeting, the teacher integrates word guessing games and thematic songs. Students are divided into groups and participate in a "Guess the Word" game that uses visual and verbal cues. These games create a fun learning atmosphere and keep students active in the learning process. The teacher also sings a simple song that contains the target vocabulary and asks students to follow the rhythm while saying the words. This approach adopts the principle of *Total Physical Response* (TPR), where the use of music and movement can strengthen students' memory and active participation (Linse, 2005).

From all observations, it can be concluded that teachers use a combination of visual, kinesthetic, and auditory approaches in teaching vocabulary. This reflects teachers' understanding of the importance of a multimodal approach that is in accordance with the learning styles of elementary school-age children (Cameron, 2001). In addition, teachers also show creativity in adapting the material into contextual and fun activities, although there are still some limitations in time management and less active student involvement.

Table 1. Vocabulary-Teaching Strategies Identified from Classroom Observation

No	Teaching Strategy	Classroom Implementation	Student Response
1	Visual media	Pictures and flashcards were used to introduce and match vocabulary with objects.	Students showed high interest and participated in matching activities.
2	Educational games	Students participated in "Guess the Word" and picture-word matching activities.	Students were active and collaborative during group activities.
3	Songs	Target vocabulary was presented and repeated through thematic songs.	Students showed enthusiasm and participated in singing activities.
4	Drilling	Target words were repeated individually and collectively.	Students practiced pronunciation and word recall.
5	Translation	Translation was used when students experienced difficulty understanding vocabulary.	Students received direct clarification of word meanings.

Interview Results

Interviews were conducted in a semi-structured manner with the English teacher who was the main subject of the study. The results of the interviews showed that the teacher had a good understanding of the importance of mastering vocabulary as the basis of language skills. The teacher explained that in teaching vocabulary, he prefers to use the medium of pictures, simple games, and vocabulary repetition in various contexts.

The teacher stated that these strategies were chosen because they were in accordance with the characteristics of elementary school students who like to play and tend to get bored quickly if they just listen to explanations. He also mentioned that songs and games are able to increase concentration and encourage students to be more active. This is in line with the findings of Cameron (2001), who stated that vocabulary learning will be more effective if it is done through activities that are meaningful, fun, and actively involve students.

In addition, teachers also acknowledge that there are several challenges in teaching vocabulary. One of them is the limited learning time, where there is not enough time available to implement all strategies optimally. Another challenge is the difference in the level of comprehension between students and difficulties in pronouncing English words, especially those that have unusual sounds in Indonesian. Teachers try to overcome this with repetition, joint pronunciation, and an individualized approach to students who are struggling.

The teacher also said that he had never participated in special training on English teaching strategies at the elementary school level. The strategies used today are derived from personal experience, discussions with fellow teachers, and searching for material from the internet. This shows the need for institutional support in the form of training or workshops for teachers to develop professional competence in teaching English, as proposed by Brown (2007) in *teacher development theory*. Overall, the interviews give an idea that teachers have a high willingness to provide effective vocabulary learning, although they still face obstacles in terms of resources and professional training.

Questionnaire Results

The questionnaire was distributed to 25 students in grade V as the main respondents, as well as to English teachers as additional validation. The students' questionnaire contain simple statements related to their vocabulary learning experience, preferred strategies, and difficulties they experienced.

The results of the questionnaire showed that the majority of students, around 92%, said they liked English lessons, especially when taught through visual media and games. As many as 88% of students stated that it is easier to memorize new words if accompanied by pictures, and 84% of students like singing with teachers. This data shows that the use of media and interactive activities has a positive effect on students' motivation and involvement in vocabulary learning.

However, some students stated that they had difficulty in pronouncing English words, especially those containing the letters "th", "v", or "r" which were pronounced differently from Indonesian. About 64% of students admitted that they still feel embarrassed or hesitant when asked to say a word in English in front of the class. This supports the results of interviews with teachers, who mentioned that pronunciation and confidence are the main challenges in teaching vocabulary.

The teacher's questionnaire containing the frequency scale of teaching strategies also showed that the most frequently used strategies were images and visual media (used almost every meeting), followed by games (about twice a week), and songs (at least once a week). Teachers also stated that students are most enthusiastic when learning is packaged in the form of group games, and most passive when material is delivered conventionally.

Data from this questionnaire reinforce the observation and interview results that visual-based strategies and collaborative activities have a significant impact on increasing student engagement. In addition, the questionnaire also revealed that there is a need for a more varied approach and additional support to address students' pronunciation and confidence challenges.

Triangulation Analysis

By comparing data from observations, interviews, and questionnaires, it can be concluded that teachers at SD Negeri 3 Senganan have implemented various vocabulary teaching strategies that are multimodal and fun, in accordance with the developmental characteristics of elementary school-age children. The most commonly used strategies are the use of images, educational games, and songs. These strategies have been proven to increase interest in learning and help students remember new vocabulary more easily and enjoyably.

However, some key challenges remain, such as pronunciation, differences in abilities between students, and time constraints. A more adaptive approach and teacher training are needed so that teachers can develop strategies that are more varied and responsive to the needs of students. The results of this study support the theory of Nation (2001) which emphasizes that vocabulary learning will be more effective if it is done repeatedly, meaningfully, and in various learning contexts.

Discussion

The discussion in this study focuses on the analysis of strategies used by grade V English teachers at SD Negeri 3 Senganan in teaching vocabulary, as well as the implementation of these

strategies based on student responses and observation of learning activities. Key findings show that rather than relying on a single instructional technique, the teacher combined pictures and flashcards, educational games, songs, drilling, and translation according to the learning activity and students' immediate needs. This finding is consistent with recent research showing that vocabulary instruction for primary EFL learners involves diverse intentional and incidental learning activities rather than one uniform instructional practice (Liu & Reynolds, 2024; Umme, 2024).

The frequent use of pictures and flashcards can be understood in relation to the characteristics of young learners. Visual representations provide concrete associations between word forms and meanings and can reduce the need for lengthy verbal explanations. This finding is consistent with Cameron's (2001) emphasis on meaningful and developmentally appropriate language learning for young learners.

The positive student responses to games and songs also suggest that interactive and multimodal activities can support students' engagement in vocabulary learning. The present finding is comparable with the broader evidence summarized by Liu and Reynolds (2024), who identified a wide range of vocabulary-learning activities used with primary EFL learners. However, the present study does not establish that games or songs independently caused vocabulary improvement. Rather, the qualitative evidence indicates that students were more engaged and reported positive experiences when these activities were incorporated into vocabulary instruction.

In addition to visual media, strategies that are often used are educational games, such as guessing words and games that match pictures to words. This strategy is considered very effective in creating a fun learning atmosphere and making students more active in the learning process. Games also foster a spirit of healthy competition and group cooperation among students. This is supported by Linse (2005), who states that games in English learning for children serve not only as entertainment, but also as pedagogical tools that encourage engagement and repetition in a fun context. Games provide a learning experience that doesn't feel like "learning", so students are more open to new material.

Another strategy applied by teachers is the use of songs that contain target vocabulary. Songs become an effective tool to increase students' auditory engagement and reinforce the repetition of words in a rhythmic context. Songs also help with pronunciation that is more natural and closer to the original pronunciation. Cameron (2001) mentioned that singing and rhythm are very important in language teaching for children because they can strengthen phonological understanding and help students recognize patterns in language. Songs also provide a holistic learning experience because they involve kinesthetic elements as students sing while moving.

In addition to fun and interactive strategies, teachers also use traditional approaches such as translation and drilling. Drilling is carried out by repeating words together, both in the form of groups and individuals. Although this strategy is considered conventional, it still has benefits in forming pronunciation habits and improving short-term memory. Nation (2001) explains that one of the basic principles in vocabulary learning is planned repetition, as repetition helps to strengthen the association between the form of words and their meaning.

Students' responses to these strategies were generally very positive. Based on the results of the questionnaire, the majority of students stated that they were more interested in learning

vocabulary if they used pictures, games, and songs. They find it easier to understand and remember words if the material is delivered in a fun way. This shows that the strategies used by teachers are in line with the learning style of the majority of students, namely visual and kinesthetic. Gardner (1993) in the theory of Multiple Intelligences also states that children have multiple intelligences, and in the context of learning English, teachers need to utilize a variety of approaches to reach these different types of intelligence.

However, the results of the study also revealed that there are challenges, both from the side of students and teachers. One of the main challenges is the difficulty of students in pronouncing English words, especially those that contain foreign sounds that are not found in Indonesian. This pronunciation difficulty causes some students to feel less confident speaking in front of the class. This challenge is commonly found in foreign language learning and is a concern in phonetic teaching at the elementary level. According to Brown (2007), pronunciation is a critical component of speaking skills and needs to be taught explicitly, especially in an EFL (English as a Foreign Language) environment such as in Indonesia.

Another challenge is the limited time to learn English in elementary schools which is only allocated about 1–2 hours per week. With limited time, teachers must choose the most effective yet efficient strategy to cover the entire target vocabulary. This time constraint has an impact on the intensity of word repetition and the opportunity for students to practice vocabulary repeatedly in different contexts. Therefore, the role of teachers is very important in developing learning scenarios that are able to integrate several strategies in one meeting so that learning remains optimal even though time is limited.

From the results of the interviews, it is known that teachers obtain these strategies mostly from personal experience and online resources, as they have never participated in special training in teaching English to children. This shows that although teachers have creativity and the willingness to develop learning, support from educational institutions is needed in the form of training and professional development. Thornbury (2017) states that effective language teachers are those who continue to develop practice through reflection, training, and strong pedagogical literacy.

Overall, this discussion shows that the strategies used by teachers at SD Negeri 3 Sengenan are in accordance with pedagogical principles in teaching vocabulary for children. The pedagogical contribution of the study lies in showing how vocabulary strategies are combined in an actual Indonesian elementary EFL classroom and how students respond to those practices. The findings suggest that multimodal strategies can create engaging learning experiences, but their implementation needs to be accompanied by attention to pronunciation, learner differences, classroom time, and teacher professional development.

Conclusion

This study investigated the vocabulary-teaching strategies used by a Grade V English teacher at SD Negeri 3 Sengenan and examined students' responses to those strategies. In response to the first research question, the findings show that the teacher employed a combination of visual media, educational games, songs, drilling, and translation. Pictures and flashcards were frequently used to provide concrete representations of vocabulary, while games and songs were used to promote participation, repetition, and enjoyment. Drilling and translation were used as additional techniques to reinforce pronunciation and clarify meaning.

In response to the second research question, students generally responded positively to the vocabulary-learning activities. The questionnaire showed that 92% of students liked English lessons, 88% considered pictures helpful for remembering vocabulary, and 84% liked learning through songs. However, 64% of students reported hesitation when pronouncing English words in front of the class. Thus, the findings suggest that the observed strategies were associated with positive student engagement and perceived support for vocabulary learning, although the study does not establish a causal effect of individual strategies on vocabulary achievement.

The study also identified several challenges affecting vocabulary instruction, including limited instructional time, differences in students' levels of understanding, pronunciation difficulties, students' confidence in using English, and limited access to formal professional development for teachers. These challenges indicate that the effectiveness of vocabulary teaching depends not only on the selection of strategies but also on how those strategies are adapted to learner characteristics and classroom conditions. Teachers need to continue to develop and evaluate the learning strategies used to suit the needs and potential of students. With the right strategy and adequate support, learning English vocabulary at the elementary school level can run more effectively and meaningfully.

Recommendations for Future Research

Future research could involve multiple schools, more teachers, and larger numbers of students to examine whether similar patterns occur across different elementary EFL contexts. Further studies could also employ a mixed-methods or quasi-experimental design to examine the relationship between specific vocabulary-teaching strategies and measurable vocabulary gains. Longitudinal research would also be useful to investigate whether the positive engagement associated with visual media, games, and songs leads to sustained vocabulary retention over time. In addition, future studies could explore targeted interventions for pronunciation confidence and differentiated vocabulary instruction for students with different levels of English proficiency.

Overall, the study highlights the importance of varied, contextual, and interactive vocabulary instruction in elementary EFL classrooms. The combination of multimodal resources and active learning activities can create a supportive learning environment, but teachers require adequate time, resources, and professional development to adapt these strategies effectively to students' needs.

Reference

- Brown, H. D. (2007). *Principles of Language Learning and Teaching (5th ed.)*. Pearson Education.
https://www.academia.edu/40879601/Principles_of_Language_Learning_and_Teaching_H_D_Brown_5th_Edition
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
<https://assets.cambridge.org/97805217/77971/sample/9780521777971ws.pdf>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.)*. Pearson.
https://www.academia.edu/42214429/Creswell_J_W_Educational_Research_Planning_Conducting_and_Evaluating_Quantitative_and_Qualitative_Research_2012

- Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. McGraw-Hill. <https://archive.org/details/researchacttheor0000denz>
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books. <https://archive.org/details/multipleintellig0000gard>
- Geertz, C. (1973). *The Interpretation of Cultures*. Basic Books. https://monoskop.org/images/4/4a/Geertz_Clifford_The_Interpretation_of_Cultures_Selected_Essays.pdf
- Fitriyah, F., Putri, S. S., & Putra, O. P. (2023). Teachers' strategies to improve students' vocabulary in EFL classroom: Case study at SMP 27 Depok. *Jurnal Ilmiah Bina Bahasa*, 16(2), 94–105. <https://doi.org/10.33557/binabahasa.v16i2.2637>
- Kurniawati, T., Rifiqoh, & Wahyudin, W. (2023). Investigating teachers' strategies in teaching vocabulary. *e-Journal of ELTS*, 10(3), 268–277. <https://doi.org/10.22487/elts.v10i3.3186>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE Publications. https://www.researchgate.net/publication/215915711_Naturalistic_Inquiry
- Linse, C. T. (2005). *Practical English Language Teaching: Young Learners*. McGraw-Hill. https://www.academia.edu/38894271/Practical_English_Language_Teaching_Young_Learners_by_Caroline_T_Linse
- Liu, S., & Reynolds, B. L. (2024). A systematic review of English-as-a-foreign-language vocabulary learning activities for primary school students. *International Review of Applied Linguistics in Language Teaching*, 63(3), 2123–2167. <https://doi.org/10.1515/iral-2023-0193>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications. <https://mthoyibi.files.wordpress.com/2011/05/milesandhuberman1994.pdf>
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press. https://www.lex tutor.ca/cv/nation_2001.pdf
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3rd ed.). SAGE Publications. https://www.researchgate.net/publication/43220402_Qualitative_Research_and_Evaluation_Methods
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford University Press. https://www.academia.edu/43205796/Teaching_Young_Language_Learners_Anik%C3%B3_Pinter
- Spradley, J. P. (1980). *Participant Observation*. Holt, Rinehart and Winston. <https://archive.org/details/participantobser00sprad>
- Stake, R. E. (1995). *The Art of Case Study Research*. SAGE Publications. https://books.google.com/books/about/The_Art_of_Case_Study_Research.html?id=ApGdBx76b9kC
- Thornbury, S. (2017). *How to Teach Vocabulary* (2nd ed.). Pearson Education. <https://www.pdfdrive.com/how-to-teach-vocabulary-d158138121.html>

- Umme, H. (2024). Vocabulary instruction practices across primary school English language learners: A systematic review. *Asian Journal of English Language and Pedagogy*, 12(1), 132–149. <https://doi.org/10.37134/ajelp.vol12.1.11.2024>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods (6th ed.)*. SAGE Publications. <https://us.sagepub.com/en-us/nam/case-study-research-and-applications/book250150>