
Teacher's Practices in Developing Vocabulary through Flashcards and Coloring

Ghefira Faiz Sabila¹, Dewi Nurul Qomariyah²

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

e-mail: virapermana31@gmail.com*¹, dewinurul@uinkhas.ac.id*²

ABSTRACT

English is taught as a foreign language in Thailand, and many primary school students experience difficulties in mastering vocabulary, which affects their participation in English learning. This study aimed to explore English teacher practices in developing students' vocabulary mastery using flashcards and coloring activities at Ban Bangoisinae Thailand Primary School. The research focused on how the teacher planned, implemented, and evaluated vocabulary instruction for young learners. This study employed a qualitative case study design. The participant was one English teacher selected through purposive sampling. Data were collected through classroom observation, interviews, and document analysis, and were analyzed using data condensation, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The findings revealed that in the planning stage, the teacher identified students' proficiency levels, selected simple vocabulary topics, and prepared visual materials such as picture flashcards and coloring worksheets. In the implementation stage, vocabulary teaching was carried out through structured activities including vocabulary introduction, practice, coloring tasks, and review. Evaluation was conducted through informal classroom assessment and formal writing tests. The study concludes that flashcards and coloring activities effectively support vocabulary learning by increasing students' motivation, understanding, and retention in an enjoyable learning environment.

Key Words: *Teacher's Practices, Flashcard and Coloring, Vocabulary Mastery*

INTRODUCTION

Vocabulary mastery is one of the most fundamental components in English language learning, particularly for young learners at the primary school level. Vocabulary serves as the foundation for developing other language skills, such as listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students experience difficulties in understanding instructions, comprehending texts, and expressing ideas effectively in both oral and written forms (Nation, 2001). In EFL contexts, vocabulary learning becomes even more challenging because students have limited exposure to English outside the classroom environment.

In Thailand, English is still categorized as a foreign language, and many primary school students demonstrate low vocabulary mastery and limited motivation in learning English (Boonsuk & Ambele, 2021). Classroom observations at Ban Bangoisinae Thailand Primary School showed that students were less active during vocabulary learning activities and often perceived English as a difficult subject. Students' low motivation and limited vocabulary knowledge contributed to minimal classroom participation and slow progress in English learning. This condition indicates the need for appropriate and engaging teaching strategies that can support young learners' vocabulary development while considering their learning characteristics.

To address these challenges, teachers are required to implement effective vocabulary teaching strategies that are meaningful, enjoyable, and suitable for young learners. One approach that is widely used in teaching vocabulary to primary school students is the integration of visual and hands-on learning media. Flashcards are visual tools that combine pictures and words, enabling students to associate vocabulary items with concrete images and improving their ability to recall meanings and pronunciation (Pratiwi Samad, 2021). Similarly, coloring activities allow students to learn vocabulary through visual and kinesthetic engagement, helping them remember words more easily and reducing the abstract nature of language learning (Nuridah et al., 2021).

The effectiveness of flashcards and coloring activities can be explained through Dual Coding Theory proposed by Paivio (1991). This theory states that information is processed through two interconnected systems: verbal and non-verbal (visual). When vocabulary is presented using both words and images

simultaneously, students are more likely to retain and recall the information. In vocabulary instruction, the combination of flashcards and coloring activities enables students to process new words through multiple channels, which strengthens memory retention and enhances understanding (Paivio, 1991).

In classroom practice, the use of flashcards and coloring activities promotes active student participation and creates a more enjoyable learning atmosphere. These strategies are particularly effective for primary school learners, who tend to have short attention spans and prefer learning through play, visual input, and physical involvement (Harmer, 2007). By involving students in repetition, picture identification, and coloring tasks, teachers can support vocabulary mastery while maintaining students' interest and motivation.

Previous studies have confirmed that visual media, games, and interactive activities are effective in improving students' vocabulary mastery and motivation (Ningsi et al., 2025; Pratama & Rizky, 2023). However, most of these studies focus on measuring the effectiveness of specific techniques through experimental or quantitative approaches. Only a limited number of studies explore teacher practices in a holistic manner, particularly how teachers plan, implement, and evaluate vocabulary instruction in real classroom contexts.

Therefore, this study investigates English teacher's practices in developing students' vocabulary mastery using flashcards and coloring at Ban Bangoisinae Thailand Primary School. This study aims to explore how the teacher plans vocabulary instruction, implements flashcards and coloring activities in the classroom, and evaluates students' vocabulary development. By focusing on teacher practices in an authentic EFL primary school context, this research is expected to contribute practical and contextual insights into effective vocabulary teaching for young learners.

METHOD

This study employed a qualitative case study approach to explore English teacher's practices in developing students' vocabulary mastery using flashcards and coloring at Ban Bangoisinae Thailand Primary School. A qualitative approach was selected because it enables an in-depth examination of classroom practices within their natural context without experimental manipulation (Creswell, 2009). The case study design was used to obtain a detailed understanding of a single instructional setting and teaching practices as they occur in real classrooms (Yin, 2009). The research was

conducted at Ban Bangoisinae Thailand Primary School in Yala Province, Thailand. One English teacher was selected as the research participant through purposive sampling, as the teacher actively applied vocabulary teaching strategies for young learners (Cresswell, 2009). The researcher acted as a non-participant observer to maintain the authenticity of classroom interactions. Data were collected through classroom observations, semi-structured interviews, and document review. Observations focused on the implementation of vocabulary teaching using flashcards and coloring and students' engagement during the lessons. Interviews were conducted with the English teacher to explore lesson planning, instructional decisions, and vocabulary evaluation. Relevant documents, including lesson plans, flashcards, and worksheets, were analyzed to support and validate the findings. The research stages consisted of pre-field preparation, fieldwork, and data analysis. Data analysis followed the interactive model of Miles and Huberman, involving data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). To ensure data credibility, source triangulation and technique triangulation were applied by cross-checking data from observations, interviews, and documentation.

RESULTS AND DISCUSSION

Result

This research was conducted to investigate English teacher's practices in developing students' vocabulary mastery using flashcards and coloring at Ban Bangoisinae Thailand Primary School. Based on the results of data collection, including teacher responses, classroom activities, students' engagement, and supporting teaching documents, the following findings describe the teacher's practices in teaching vocabulary using flashcards and coloring.

The Planning of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

The planning of vocabulary teaching focused on preparing learning objectives, selecting appropriate materials, and designing activities that matched students' characteristics as young learners. Based on interviews with the English teacher, it was revealed that lesson planning aimed to help students recognize basic English vocabulary and enjoy the learning process. The teacher explained that many students had limited vocabulary knowledge and easily lost focus during lessons; therefore, learning activities needed to be simple, visual, and engaging. The teacher stated that she carefully

selected vocabulary topics that were familiar to students, such as animals, daily activities, and objects around them. Flashcards were prepared to introduce new vocabulary visually, while coloring worksheets were designed to reinforce students' understanding after vocabulary introduction. She explained:

"Before teaching, I prepare the lesson plan and choose simple vocabulary that students already know in their daily life. I use flashcards with pictures so they can understand quickly, and then I prepare coloring worksheets to help them remember the words."

This planning strategy was also reflected in the lesson plans reviewed by the researcher. The lesson objectives emphasized students' ability to identify vocabulary items, pronounce words correctly, and match words with pictures. The teaching steps outlined the use of flashcards in the opening and main activities, followed by coloring worksheets as reinforcement activities. These documents showed that the teacher intentionally planned learning activities that combined visual and hands-on elements to support vocabulary mastery. Classroom observations confirmed that the teacher followed the planned procedures during instruction. The sequence of activities from introducing vocabulary using flashcards to reinforcing learning through coloring aligned with the lesson plan. Students appeared more prepared and responsive because the materials were familiar and clearly structured.

Overall, the planning of vocabulary teaching using flashcards and coloring at Ban Bangoisinae Thailand Primary School demonstrated that the teacher systematically prepared objectives, materials, and activities that suited students' needs and learning characteristics. This careful planning supported the effective implementation of vocabulary instruction and created a foundation for engaging and meaningful English learning experiences.

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

The primary objective of implementing flashcards and coloring activities in teaching vocabulary at Ban Bangoisinae Thailand Primary School is to help students recognize, understand, and remember English vocabulary more easily while increasing their interest and confidence in learning English. Based on interviews conducted with the English teacher, it was revealed that vocabulary instruction was not only focused on introducing new words but also

on creating an enjoyable learning atmosphere for young learners. The teacher explained that many students initially had limited vocabulary knowledge and tended to lose interest quickly during English lessons. The teacher stated that visual media were intentionally selected to suit students' characteristics and learning needs. She explained:

"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."

This goal was also reflected in students' responses. One student stated that learning vocabulary became easier because pictures helped them understand the meaning of words. Another student mentioned that coloring activities made English lessons more fun and less stressful. The student said:

"I like learning English when we use pictures and coloring. It's easier to remember the words, and I don't feel bored."

Classroom observations confirmed these statements. During the lessons, students actively identified vocabulary from flashcards, repeated words confidently, and completed coloring worksheets based on given vocabulary. Students showed higher engagement and attention throughout the lesson. Supporting documents, such as lesson plans and worksheets, also reinforced this goal. The learning objectives clearly emphasized vocabulary recognition, correct pronunciation, and student participation through the use of visual media.

Overall, the use of flashcards and coloring activities not only supports students' vocabulary mastery but also fosters a more engaging and student-centered learning environment. By combining visual input and hands-on activities, these strategies help students overcome vocabulary learning difficulties and increase their motivation to learn English.

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

In implementing vocabulary teaching using flashcards and coloring activities, the instructional materials used by the English

teacher at Ban Bangoisinae Thailand Primary School were designed to suit young learners' characteristics and learning needs. Based on classroom observations, interviews, and document review, it was found that the main learning materials included flashcards, coloring worksheets, and English textbooks. These materials were used to introduce, reinforce, and evaluate students' vocabulary learning. Based on an interview with the English teacher, flashcards were primarily used to introduce new vocabulary, especially animal vocabulary. The teacher explained that flashcards helped students understand word meanings through pictures without relying on translation. She stated:

"I usually use flashcards first to introduce new words. The students can see the picture and the word, so they understand faster. It is easier for them to remember vocabulary when they see the image."

Coloring worksheets were used as follow-up materials to reinforce vocabulary learning and maintain students' interest. The teacher explained that coloring activities were effective in keeping students focused and motivated during the lesson. She said:

"After using flashcards, I give them coloring worksheets. While coloring, they repeat the words and remember them better. The students enjoy the activity and do not feel bored."

Students' responses supported the teacher's explanation. One student stated that:

"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."

Another student also mentioned that:

"Coloring makes it fun, so I remember the words more easily"

Document review of the lesson plans and worksheets confirmed the consistent use of these materials. Flashcards and coloring worksheets were listed as learning media to support vocabulary mastery, particularly in recognizing, pronouncing, and matching words with pictures. The materials were aligned with the lesson objectives, which focused on helping students identify vocabulary correctly and participate actively in learning activities.

Classroom observations showed that students were more engaged when interacting with these materials. They actively responded to flashcards, repeated vocabulary aloud, and completed

coloring tasks enthusiastically. The teacher supported the learning process by guiding pronunciation, asking simple questions, and giving feedback while students worked on the worksheets.

Overall, the use of flashcards and coloring worksheets provided appropriate and effective materials for vocabulary instruction. These materials supported students' vocabulary development, increased motivation, and created an enjoyable learning atmosphere suitable for young EFL learners.

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

Based on classroom observations, the teacher implemented flashcards and coloring activities through a structured and systematic procedure to support students' vocabulary learning. At the beginning of the lesson, the teacher introduced new vocabulary by showing flashcards containing pictures and English words related to animals. The vocabulary included familiar animals such as cat, dog, fish, bird, duck, and monkey. The teacher pronounced each word clearly while showing the flashcard, and students were asked to repeat the words together several times to practice pronunciation.

After the guided repetition, the teacher displayed the flashcards again and encouraged students to pronounce the vocabulary independently. The teacher randomly asked individual students to say the words aloud, which helped maintain students' attention and increased their confidence. To ensure students understood the meaning of the vocabulary, the teacher pointed to the pictures on the flashcards and asked simple questions related to the animals.

Following the vocabulary introduction, the teacher conducted practice activities using coloring worksheets. Students were given worksheets containing pictures of animals and were asked to color them while matching each picture with the correct English word. During this activity, the teacher walked around the classroom to assist students, check their work, and provide guidance when students had difficulty identifying or spelling the vocabulary. This stage allowed students to reinforce their vocabulary learning through visual and kinesthetic activities.

At the end of the lesson, the teacher reviewed the vocabulary by asking students to mention the animal names shown on the flashcards and the colored worksheets. The teacher provided feedback on students' pronunciation and participation and gave

positive reinforcement to motivate students to remain active and confident in learning English.

The teacher explained the procedure during the interview as follows:

“I usually start by showing the flashcards and asking students to repeat the words. After that, I use coloring activities so they can remember the vocabulary better. When they color the pictures, they are more focused and enjoy the lesson.”

Based on classroom observations and interview data, it can be concluded that the teacher’s procedure in implementing flashcards and coloring consisted of three main stages: vocabulary introduction using flashcards, vocabulary reinforcement through coloring activities, and feedback and review. This structured procedure helped students understand, practice, and retain English vocabulary more effectively.

The Evaluation of the Implementation of Vocabulary Teaching Strategies at Ban Bangoisinae Thailand Primary School

Based on classroom observations conducted at Ban Bangoisinae Thailand Primary School, it was found that the teacher evaluated students’ vocabulary understanding continuously during the teaching and learning process. The evaluation was integrated into classroom activities while the teacher implemented flashcards and coloring worksheets. The evaluation was carried out through informal (formative) assessment during the lesson and formal (summative) assessment through a scheduled writing test.

First, during the lesson, the teacher conducted formative evaluation through oral questioning and repetition activities. The teacher showed flashcards containing pictures of animals such as cat, fish, duck, monkey, and dog, then asked students to mention the English vocabulary. Students were expected to respond orally by naming or repeating the words. Through this activity, the teacher assessed students’ vocabulary recognition and pronunciation. Some students were able to answer quickly and confidently, while others made mistakes. When incorrect answers occurred, the teacher immediately corrected them and asked students to repeat the correct word together. This finding is supported by the teacher’s statement in the interview:

“Usually, I evaluate the students while the activity is going on. When I ask the English of the picture and they answer correctly, it means they understand. If they answer incorrectly, I correct them directly”

In addition to informal assessment, the teacher also applied formal or summative evaluation in the form of a writing test given every four weeks. The test consisted of simple tasks such as labeling pictures, completing missing letters, and copying vocabulary words related to animals. The purpose of this test was to measure students' vocabulary retention and spelling accuracy after learning through flashcards and coloring activities. The teacher explained this process in the interview:

“For formal evaluation, I usually give a writing test every four weeks. I make the test based on the words we learned in class, like animals. Sometimes they write the word from the picture, sometimes they complete missing letters, or copy the word.”

The findings from the interview with students also support this evaluation process. One student stated:

“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.”

Another student also shared a similar experience:

“When I look at the picture and write the word, I can remember it more.”

Based on classroom observation and interviews with both the teacher and students, it can be concluded that the evaluation of vocabulary teaching through flashcards and coloring involved both formative and summative evaluation. Formative evaluation was conducted during classroom activities through oral questioning, repetition, and observation of students' participation. Summative evaluation was carried out through a simple picture-based writing test. These evaluation methods enabled the teacher to monitor students' vocabulary development effectively and continuously while maintaining a learning environment suitable for young learners.

Discussion

This study explored the English teacher's practices in developing students' vocabulary mastery using flashcards and coloring activities at Ban Bangoisinae Thailand Primary School. The discussion integrated findings from classroom observations, interviews, and document reviews with relevant theories and previous studies related to vocabulary instruction for young learners, visual learning media, and classroom assessment. The purpose of this discussion was to analyze how the teacher planned, implemented, and evaluated vocabulary teaching through flashcards and coloring activities.

In relation to instructional planning, the findings showed that the teacher conducted careful preparation before implementing flashcards and coloring activities in vocabulary teaching. The planning process included determining learning objectives, selecting appropriate vocabulary materials, preparing flashcards and coloring worksheets, and organizing classroom procedures suitable for primary school students. The learning objectives focused on helping students recognize, pronounce, and remember basic English vocabulary, particularly animal-related vocabulary such as cat, fish, duck, monkey, and dog. This finding is consistent with Brown (2001), who emphasizes that effective lesson planning requires clear objectives and appropriate instructional content to guide the teaching and learning process. The preparation of instructional materials prior to teaching also contributed to smoother classroom implementation. Flashcards with clear pictures and coloring worksheets supported students' comprehension and reduced confusion during learning activities. Harmer (2007) states that well-prepared materials help teachers manage classroom activities more effectively and support students' understanding. Therefore, careful planning served as a strong foundation for the successful use of flashcards and coloring in vocabulary instruction.

The implementation of vocabulary teaching using flashcards and coloring reflected clear instructional goals, appropriate materials, and structured teaching procedures. The main goal of using flashcards and coloring activities was to make vocabulary learning clearer, more engaging, and easier to understand for young learners through visual and hands-on support. Classroom observations showed that students were able to recognize vocabulary more easily when pictures were presented and reinforced through coloring activities. This finding aligns with Dual Coding Theory proposed by Paivio (1991), which explains that

learning becomes more effective when information is processed through both visual and verbal channels simultaneously. In classroom practice, flashcards allowed students to see pictures, hear correct pronunciation, and repeat vocabulary, while coloring activities strengthened memory through physical engagement. This condition is also consistent with Scott and Ytreberg (1990), who emphasize that young learners learn more effectively through concrete, visual, and enjoyable activities.

The use of flashcards and coloring activities also increased students' participation during the lesson. Students actively responded to oral questions, repeated vocabulary items, and engaged in coloring tasks that required them to connect pictures with words. Richards and Rodgers (2002) explain that interactive and visually supported activities encourage active learning by engaging students directly in the learning process. In addition, repeated exposure to vocabulary through flashcards and coloring activities supported vocabulary retention. Nation (2001) states that repetition and repeated encounters with words are essential for strengthening vocabulary mastery, especially for young learners.

In terms of instructional materials, the teacher used picture flashcards and animal-themed coloring worksheets taken from the school's resources. The pictures were clear, simple, and familiar to the students' daily experiences. This finding supports Nation's (2001) view that vocabulary instruction should focus on familiar and meaningful words to help learners build stronger connections between form and meaning. The use of concrete and familiar vocabulary items helped students understand and remember new words more effectively.

Regarding instructional procedures, the teacher applied three main stages: presentation, practice and production, and review and evaluation. In the presentation stage, the teacher introduced new vocabulary using flashcards and guided students to repeat the words. In the practice and production stage, students reinforced vocabulary through coloring activities and repetition. In the review and evaluation stage, the teacher revisited the vocabulary and checked students' understanding through oral questioning. This instructional sequence reflects Harmer's (2007) principles of vocabulary teaching, which emphasize introducing new words, providing meaningful practice, and reinforcing learning through review activities.

The evaluation of vocabulary learning involved both formative and summative assessment. Formative evaluation occurred continuously during classroom activities through oral

questioning, repetition, immediate correction, and observation of students' participation. This finding aligns with Drummond (2022), who states that formative assessment plays an important role in monitoring students' understanding and providing ongoing feedback during the learning process. Summative evaluation was conducted through a simple picture-based writing test administered every four weeks. The test included tasks such as labeling pictures, completing missing letters, and copying words to measure students' vocabulary retention and spelling accuracy. According to Drummond (2022), summative assessment is essential for evaluating learning outcomes at the end of an instructional period. The combination of formative and summative assessment provided a comprehensive evaluation of students' vocabulary development.

In conclusion, the findings of this study demonstrate strong alignment between instructional planning, classroom implementation, and evaluation in teaching vocabulary using flashcards and coloring activities at Ban Bangoisinae Thailand Primary School. The teacher's careful planning, appropriate material selection, and structured teaching procedures supported the effective use of visual and hands-on media in vocabulary instruction. Through interactive activities, repetition, and continuous assessment, flashcards and coloring activities facilitated students' vocabulary comprehension, participation, and retention. Overall, this study indicates that flashcards and coloring activities are effective and practical strategies for developing vocabulary mastery among young EFL learners when implemented through careful planning and systematic evaluation.

CONCLUSION

Based on the research findings, the implementation of flashcards and coloring activities in teaching English vocabulary at Ban Bangoisinae Thailand Primary School proved to be effective in supporting students' vocabulary development through a visual, interactive, and young learners' approach. The instructional goal of improving students' vocabulary recognition, pronunciation, and retention was achieved by using understanding and meaningful picture-based materials that were familiar to students' daily experiences. The use of animal-themed flashcards and coloring worksheets stimulated students' interest, encouraged active participation, and helped students connect English words with concrete visual representations.

The instructional procedures, which included vocabulary presentation using flashcards, repetition activities, coloring tasks,

and review sessions, enabled students to learn vocabulary gradually and systematically. These structured steps allowed students to move from recognizing vocabulary to recalling and pronouncing the words more confidently. Evaluation was conducted through both formative and summative assessment. Formative evaluation focused on oral questioning, repetition, immediate correction, and observation during classroom activities, while summative evaluation was carried out through a simple picture-based writing test to measure students' vocabulary retention and spelling accuracy. Overall, the integration of flashcards and coloring activities created a supportive learning environment that effectively enhanced students' vocabulary mastery and motivation in learning English.

REFERENCES

- Boonsuk, Y., Yusop., & Ambele, E. A. (2021). "Existing EFL Pedagogies in Thai Higher Education: Views from Thai University Lecturers". *Arab World English Journal*, 12 (2): 125–141. <https://doi.org/10.24093/awej/vol12no2.9>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). London: Longman.
- Clark, J. M., & Paivio, A. (1991). "Dual Coding Theory and Education". *Educational Psychology Review*, 3: 149–210. <https://doi.org/10.1007/BF01320076>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Thousand Oaks, CA: SAGE Publications. (Accessed via University of Montenegro Repository).
- Drummond, N. (2022). *Formative and Summative Assessment in English Language Teaching: An Explorative Case Study of Two Year 9 Classes*. Master's Thesis. DiVA Portal.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow, England: Pearson Education.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis*. Thousand Oaks, CA: SAGE Publishing.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Ningsi, G., Darmawan, D., & Wahyudin, W. (2025). "Developing Students' Vocabulary Mastery through Hidden Object Game". *E-Journal of ELTS (English Language Teaching Society)*, 12 (1): 611–621.

- Nuridah., Bahang, M. D., & Arniati, F. (2021). "Improving Vocabulary Mastery Using Selected Game: Colour Me Colours for EYL Students". *UTAMAX: Journal of Ultimate Research and Trends in Education*, 1 (3): 117-124. <https://doi.org/10.31849/utamax.v1i3.6355>
- Pratama, V. M., & Rizky, R. (2023). "A Study on Young Learners' Vocabulary Mastery at Elementary School". *Ensiklopedia of Journal*, 5 (3). (Accessed via Ensiklopedia of Journal – Open Access).
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Samad, P., & Pratiwi. (2021). "Using Flashcards to Improve Students' Vocabulary Mastery in SD Hafizh Al-Qurbah Parepare". *LETS: Journal of Linguistics and English Teaching Studies*, 2 (2).
- Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
- Yin, R. K. (2009). *Case Study Research: Design and Methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.