Effective Vocabulary Teaching Techniques for EFL Teachers in Primary Classrooms

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ABSTRACT

This study aims to explore vocabulary teaching techniques applied by EFL teachers in primary schools in Depok, Indonesia. Using a qualitative case study approach, the study involved observations, semi-structured interviews, and document analysis as primary data collection methods. Three EFL female teachers from three primary schools in Depok participated in this research. The findings reveal that repetition drills and translation are the most commonly used strategies due to their effectiveness in vocabulary retention and comprehension. Visual aids and interactive activities like games also play a significant role, though their use is often limited by resource constraints and large class sizes. The research suggests that combining traditional methods with innovative approaches can improve vocabulary teaching, but further support in terms of resources and professional development is necessary for teachers to maximize their effectiveness. The study recommends future research focusing on digital tools and technology-based interventions, assessing the impact of teacher training programs, and comparing urban and rural contexts. Additionally, exploring the long-term effects of these techniques on students' language proficiency would provide valuable insights for enhancing English education in Indonesia.
Keywords: Vocabulary teaching techniques, EFL primary schools. Repetition, Visual aids

Introduction

English, recognized as the global lingua franca, plays a critical role in various aspects of modern life, including entertainment, business, technology, and education (Crystal, 2003; Wahyuningsih & Ziyana Untsa, 2023; Yao & Du-Babcock, 2023). Its widespread influence extends to international communication, where proficiency in English is often essential for accessing global opportunities and resources (Kirkpatrick, 2007). In Indonesia, English has been formally integrated into the education system as a foreign language, taught from early childhood through higher education levels. This integration reflects the growing acknowledgment of English as a vital skill in an increasingly interconnected world (Lie, 2007).

Despite extensive research on English language teaching, few studies focus specifically on vocabulary teaching techniques in primary schools within Indonesia. This study addresses this gap by exploring effective vocabulary teaching strategies used by EFL teachers in Depok, Indonesia. It contributes new insights by evaluating the combination of traditional and innovative teaching methods and their practical constraints, offering a unique perspective within the Indonesian educational framework. The evolution of the

Indonesian curriculum underscores this trend, from the 1975 Curriculum, which marked the initial inclusion of English in the school syllabus, to the recent introduction of the "Merdeka" Curriculum in 2022, positioning English as an essential subject that supports students in developing the competencies required to thrive in a globalized environment Pajarwati et al., (2021). These curricular developments not only highlight the increasing importance of English within Indonesia's educational framework but also demonstrate the country's commitment to equipping students with the language skills necessary for success in a competitive global setting.

Teaching English to young learners is crucial due to their heightened receptivity to language acquisition during early childhood. At this stage, the brain is highly adaptable, making it an optimal time for learning new languages, including English (Pratiwi, Fatimah, and Akhsan, 2021; Trilestari, Manurung, and Simangunsong, 2024). Young learners can absorb and retain language structures, sounds, and vocabulary more efficiently than older learners, which sets a strong foundation for future language proficiency. The early

introduction of English is therefore critical for fostering long-term language skills that support both academic achievement and global communication. However, the process of learning English as a foreign language presents significant challenges, particularly in the area of vocabulary acquisition. Vocabulary is fundamental to mastering the four key language skills: listening, speaking, reading, and writing. A robust vocabulary is necessary for effective communication and comprehension, yet it is often one of the most challenging aspects of language learning for young learners (Tunnisa, Mahmud, and Salija, 2019; Heidari, 2020; Boy Jon et al., 2021; Saputra and Asirah, 2022).

This research focuses on exploring the vocabulary teaching techniques employed by EFL teachers in primary schools in Depok, Indonesia. Vocabulary acquisition is a critical component of language learning, particularly for young learners who are in the formative stages of developing their language skills. The study aims to identify effective strategies that EFL teachers use to enhance vocabulary learning and to understand the challenges they encounter in implementing these techniques within the classroom setting. The focus on primary schools in Depok is particularly relevant given the diverse linguistic backgrounds of students and the varying levels of English language exposure outside the classroom. This study aims to uncover best practices that can be disseminated across similar educational contexts in Indonesia and contribute to the broader field of English language teaching by providing insights into the practical challenges that teachers face when trying to implement innovative vocabulary teaching strategies.

Research has shown that young learners often struggle with vocabulary acquisition due to limited exposure to English, a lack of contextually rich language experiences, and the use of traditional, less interactive teaching methods (Cameron, 2002; McKeown, 2019; Schmitt, 2008). exploring the specific techniques that teachers use, this study aims to uncover best practices that can be disseminated across similar educational contexts in Indonesia.

Furthermore, this research contributes to the broader field of English language teaching by providing insights into the practical challenges that teachers face when trying to implement innovative vocabulary teaching strategies. These challenges may include limited resources, large class sizes, and varying levels of student motivation and engagement. Understanding these obstacles is crucial for developing targeted interventions and support systems that can help teachers overcome these barriers and more effectively support their students' language development (Garton et al., 2013; Nation, 2017). The current study addresses several notable gaps in the existing research on vocabulary teaching techniques. While previous studies, such as those by(Mupa & Chinooneka, 2015; Pratiwi et al., 2021), have focused on a limited range of techniques and contexts, this study explores a broader spectrum of methods specifically within the Indonesian primary school context, particularly in Depok. Unlike earlier research conducted in different countries, such as Zimbabwe (Mupa & Chinooneka, 2015), this study provides insights tailored to the unique educational environment of Indonesia. Additionally, while prior studies have acknowledged challenges like classroom management and resource limitations, they have not thoroughly examined how these obstacles affect the implementation of vocabulary teaching techniques. Ultimately, the findings from this study are expected to contribute to the improvement of English language teaching practices for young learners in Indonesia. By identifying and promoting effective vocabulary teaching techniques, the research aims to enhance the overall quality of English language education in primary schools, thereby helping students build a solid foundation in English that will support their academic success and future opportunities in an increasingly globalized world (Butler, 2019)

METHODS

The study utilized a qualitative method with a case study approach to investigate vocabulary teaching techniques in primary schools. A case study is a research approach used to analyse a real-life phenomenon in depth and within its environmental context. The phenomenon can be an individual or a group (Yin, 2003). The phenomenon in this research is to find out the techniques in teaching vocabulary used by the EFL teachers and to know the difficulties faced by the teachers in implementing the vocabulary teaching techniques The primary instruments for data collection included observations, semi-structured interviews, and document analysis. Observations involved direct classroom monitoring and recording via camera or handphone. Interviews with teachers provided insights into their instructional strategies and challenges, while document analysis involved reviewing teaching materials, syllabi, lesson plans, and textbooks to understand the vocabulary teaching methods employed.

The study employed purposive sampling to select three EFL teachers from three distinct

primary schools in Depok, Indonesia. Purposive sampling is key in qualitative research, enabling a deep understanding of complex phenomena. This method focuses on selecting a deliberately small sample to uncover detailed insights and nuances relevant to specific research objectives, rather than broad generalizability (Palinkas et al., 1968). This approach significantly enhances the depth of analysis, providing rich, context-specific data that inform both theoretical and practical applications.

The participants chosen are actively engaged in teaching English to young learners, which is crucial for the study's focus on the real-life application of vocabulary teaching techniques. Additionally, the diversity in their educational backgrounds—with two of the teachers lacking formal English education—provides a broader spectrum of insights into the challenges and strategies of teaching vocabulary without specialized training. The schools were selected based on their strong educational profiles and commitment to academic excellence, which are likely to influence the teaching methods employed and the challenges faced. These schools incorporate English as part of their 'muatan local' (local content) from the first grade, highlighting a structured approach to English education that is essential for understanding the systemic integration of the language at the primary level. Moreover, the selection of these schools takes into account the variability in available resources, which impacts the implementation of different teaching strategies.

Depok was chosen as the geographical focus due to its diverse linguistic background and varying levels of English exposure outside the classroom, providing a rich context for exploring the effectiveness of various teaching techniques and the adaptability of teachers to different educational demands and challenges. The purpose behind selecting these specific participants and settings is to explore a range of experiences and teaching methodologies, enhancing the study's ability to uncover potentially effective vocabulary teaching techniques that could be applicable in similar educational contexts across Indonesia and other regions with comparable educational structures and challenges.

The data for this study was collected using a combination of three main techniques: observation, interviews, and document analysis. First, classroom observations, (*see the APPENDIX, Table. 1 the list of Vocabulary Teaching Techniques*), were conducted to capture the

vocabulary teaching techniques used by EFL teachers in real-time. All the activities were recorded. The researcher observed each teacher on three separate occasions, carefully taking notes and using a camera or mobile phone to record the sessions. This method allowed for a detailed and authentic understanding of how the teaching strategies were applied within the natural classroom environment. By observing the teaching process firsthand, the study was able to closely examine the effectiveness and practicality of the methods used Creswell (2013).

The second step in data collection involved conducting semi-structured interviews with the participating teachers to gain deeper insights into their instructional strategies and the challenges they encountered while teaching vocabulary. These interviews offered teachers the opportunity to explain the reasons behind their chosen methods and discuss any difficulties they faced in implementing those techniques. To ensure accuracy in data analysis, the interviews were recorded and later transcribed. As Creswell (2013) notes, interviews are an effective way to gather in-depth information through direct, face-to-face discussions.

The semi-structured format allowed for flexibility, enabling the researcher to follow a set of prepared questions while also exploring additional relevant topics as they arose. The interviews were conducted after the classroom observations and were recorded using an audio device. The primary aim was to understand the objectives behind the teachers' English instruction, the materials they used, and the specific techniques they applied. Additionally, the interviews sought to uncover the challenges EFL teachers face and to collect their insights on potential solutions.

1. What kind of vocabulary teaching techniques do you use in your classroom?
2. Why do you choose that technique?
3. How many times do you asses your students in learning vocabulary?
4. How is your system of assessing your students in their vocabulary?
5. How do you correct students' mistakes?
6. What are the difficulties do you face in implementing the vocabulary technique?
7. How do students' vocabulary progress after implementing your technique?

Lastly, document analysis was conducted to complement the data gathered from observations and interviews. The researcher reviewed a range of teaching materials, including syllabi, lesson plans, and textbooks, to gain a clearer understanding of the instructional content and strategies used in the classrooms. This combination of data collection

methods—observations, interviews, and document analysis—provided a well-rounded and systematic exploration of the vocabulary teaching techniques employed by EFL teachers in the selected primary schools.

The study applied methodological triangulation to enhance its credibility, aligning with the recommendations of Norman and James (2020). By integrating multiple data collection methods—such as classroom observations, semi-structured interviews, video recordings, and document analysis—the research aimed to increase the validity and reliability of the findings. This approach also helped to minimize biases, offering a more comprehensive understanding of the research topic. By using various methods, the study was able to leverage the strengths of one approach to balance out the limitations of another, resulting in a more robust and thorough investigation.

FINDINGS AND DISCUSSION
Findings

The data were collected from teaching and learning activities in the classroom and the teachers' utterances. The participants are four EFL teachers from three schools who teach at the primary schools. They were observed by the researchers three times. The data were transcribed from classroom observations and interviews. Based on the analysis, the strategies used in teaching vocabulary in Tunas Iblam Primary School can be broken down into the following percentages:

Table: 1 Strategies Used in Teaching Vocabulary in Tunas Iblam Primary

Strategies	Percentage
Repetition Drill	35%
Translation	30%
The use of pictures and Realia	15%
Video	10%
Explanation and Definition	10%

Repetition drills were a key part of the teacher's strategy and were consistently used throughout the lessons to help reinforce vocabulary. Translation was another common approach, used mainly to ensure that students fully grasped the meaning of new words. Visual aids, such as pictures and real objects, were also incorporated, though less frequently, but they still played a crucial role in helping students connect words to tangible concepts. Occasionally, videos were introduced to provide context and introduce new vocabulary, although they were not as commonly used as repetition and translation. Lastly, explanation and definition techniques were applied, often using example sentences, to give students a clearer understanding of how the

vocabulary is used in real-life situations.

The analysis of the strategies used in teaching vocabulary in MI Muhammadiyah 1 Depok can be broken down into the following percentages:

Table 2 Strategies Used in Teaching Vocabulary in MI Muhammadiyah 1 Depok

Strategies	Percentage
Repetition Drill	40%
Translation	25%
Games	20%
Explanation and Definition	15%

The students repeated words after the teacher, a method that reinforced both pronunciation and memorization, helping them retain and apply new vocabulary. Another key strategy was translation, where the teacher provided the native language equivalent of the English words, allowing students to grasp the meaning more easily and quickly. Interactive vocabulary games were also introduced, making the learning process enjoyable while encouraging students to actively use new words in a fun, engaging way. Finally, the teacher used pictures and concise explanations to visually and contextually introduce new vocabulary, helping students better understand and remember the words within relevant contexts.

These are the strategies used by the participants at SDIT Al-Muhajirin

Table 3 Strategies Used in Teaching Vocabulary in SDIT Al-Muhajirin

Strategies	Percentage
Repetition Drill	40%
Translation	30%
Explanation and definition	20%
The use of pictures	15%

Students repeat words after the teacher to ensure correct pronunciation and reinforce memorization. Furthermore, the teacher provides the native language (translation) equivalent for new vocabulary, aiding in quick understanding. The next strategy was explanation and definition. The teacher explains the meaning and use of words in context, helping students understand how to apply them. The last was the use of pictures. Visual aids are used to associate words with images, making it easier for students to remember vocabulary.

The researcher employed interviews to support the data of observation. This interview investigated the difficulties faced by the teachers during teaching and learning vocabulary for young learners. The interview was conducted after the observation. There were ten questions that researcher asked to the participants.

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support the data of observation. This interview investigated the difficulties faced by the teachers during teaching and learning vocabulary for young learners. The interview was conducted after the observation. There were ten questions that researcher asked to the participants.

From the interviews with teachers at Tunas Iblam Primary School, it's clear that the teaching methods are largely teacher-centered, relying heavily on traditional approaches like repetition drills and direct translation. In these classrooms, the teacher directs most of the activities, with students primarily following instructions rather than engaging in interactive or student-centered learning. Although some interactive techniques, such as games, are occasionally used, they are not the main focus. This reflects a more traditional approach to language teaching, where the emphasis is placed on repetition and memorization rather than fostering active participation.

Additionally, teachers noted the difficulty of keeping younger students engaged. While there have been efforts to incorporate games to make lessons more engaging, these methods are not applied consistently. This suggests that the teaching environment still struggles to fully adopt interactive techniques that could boost student involvement and interest. Overall, the strategies at Tunas Iblam Primary School remain heavily teacher-directed, with limited integration of more modern, interactive approaches that actively involve students in their own learning.

Question 1 : What kind of vocabulary teaching techniques do you use in your classroom?

Teacher : *I usually use some technique to teach vocabulary, such as picture, games, real object, repetition. I also use TPR to explain the material or vocabulary.*

Question 2 : Why do you choose that technique?

Teacher : *I use that technique because the students like to see the colorful picture. They still need to see the real object, so I cannot give them abstract explanation. I think real object gives long term memory in learning vocabulary. Body language also is useful to teach vocabulary because the students would know the words easily. I also use repetition drill because it makes students familiar with the word if we repeated more than once.*

Question 3 : How many times do you evaluate your students in learning vocabulary?

Teacher : *I assess them once for each meeting.*

Question 4 : How is your system of assessing your students in their vocabulary?

Teacher : *After giving the explanation, I assess them one by one. First, I assess them by orally. They have to memorize, so I know how they pronounce the words. Secondly, I give them instruction to make a sentence from the words that have given.*

Question 5 : How do you correct students' mistake?

Teacher : *After assessing them, I found some students pronounce the words wrongly. I just remind them how to pronounce the words, and repeat after me until they can say correctly.*

Question 6 : What are the difficulties do you face in implementing the vocabulary technique?

Teacher : *During the teaching and learning process in the classroom, I found difficulties in teaching vocabulary. We could not play games like we do in the classroom due to limited space, making the students bored and unable to interact directly with their peers.Bermain dengan terbatasnya ruang membuat mereka bosan, dan juga tidak dapat bermain langsung dengan teman-teman yang lainnya.*

Question 7 : How do students' vocabulary progress after implementing your technique?

Teacher : *Over all, the students' progress is good especially used picture, games. For me, picture is one of good media to teach vocabulary. In daily they can say the words that we have learned before.*

From the interview above, the teacher used some techniques in teaching vocabulary; there were pictures, realia, games, repetition, etc. The reason why she used those techniques because she tried to reduce students' boredom. Therefore, she did not have many difficulties in applying technique of vocabulary.

The teacher primarily uses a combination of repetition drills, translation, and games as the main techniques for teaching vocabulary. Repetition drills are favoured for their simplicity and effectiveness in helping students pronounce words correctly. Translation is used to ensure that students understand the meaning of new words, while games are introduced to make the learning process more engaging and enjoyable. The teacher finds these techniques to be easy and effective for the students, and they are chosen because they are well-received by the children. However, there are challenges, particularly in helping all students

develop at the same pace, with some struggling with pronunciation despite the use of repetition drills (*see the APPENDIX for the interview*).

The teacher at SDIT Al-Muhajirin predominantly use repetition drills and translation techniques in their vocabulary teaching. These strategies are chosen due to their simplicity and effectiveness in helping students grasp new vocabulary. The teachers find these methods particularly suitable for the students' level, ensuring that the students can pronounce words correctly and understand their meanings through translation. However, the teachers face challenges such as insufficient classroom facilities, including the lack of projectors, which limits the use of more interactive media like videos or PowerPoint presentations. Additionally, managing the classroom during online learning sessions is difficult due to poor internet connections, which disrupt the teaching process (*see the APPENDIX for the interview*).

Discussion

Among the eleven strategies observed, teachers consistently relied on repetition drills as a primary technique for teaching vocabulary. This method involved the teacher saying a word and having the students repeat it multiple times. Repetition drills not only helped students with pronunciation but also reinforced their memorization of new vocabulary. The regular use of this technique allowed students to internalize the words, which is particularly effective in classroom settings where consistent reinforcement is key to language acquisition. Based on observations and interviews, teachers found repetition drills to be especially effective for young learners because they are time-efficient and allow for immediate correction of pronunciation. As Thornbury (2003) emphasizes, teachers serve as pronunciation models, so clear articulation is crucial for helping students become familiar with new words. The effectiveness of repetition drills in helping students memorize vocabulary and improve pronunciation aligns with previous research(Aini et al., 2020; Mendrofa & Wijaya, 2022), who found that this approach was a simple yet impactful strategy for teaching vocabulary to young learners.

Another commonly used technique was translation. Teachers often provided the meanings of new English words in the students' native language, Indonesian, which helped bridge the gap between the students' existing knowledge and the new language content. This approach made it easier for students to grasp and retain vocabulary. Thornbury (2003) supports the use of translation for teaching incidental vocabulary, noting that it allows students to quickly understand words in their mother tongue. This method is straightforward and effective, as students can immediately connect new vocabulary with its meaning. These findings are consistent with research by (Sinambela et al., 2023; Syafrizal & Haerudin, 2018) who also found that translation is frequently used by EFL teachers to teach vocabulary, providing clear and accessible explanations in the students' native language.

Teachers also used verbal explanations to define words and provide context, helping students to grasp the usage and meaning of new vocabulary. This technique involved not just providing a direct translation but also explaining how the word is used in different contexts, which is essential for students to understand the nuances of language. By giving examples and using the words in sentences, teachers ensured that students could see how the vocabulary fits into the broader structure of the language.

Visual aids played a critical role in vocabulary teaching. Teachers utilized various visual aids, including pictures, real objects, and videos, to introduce and explain new words. These visual tools were particularly effective in helping students associate words with images, which enhanced their ability to remember and understand the meanings of the words. For instance, when teaching vocabulary related to objects or actions, the use of realia or pictures provided a concrete reference that made abstract words more accessible to young learners. To make the learning process more engaging, teachers incorporated games and interactive activities into their lessons. These methods were designed to encourage active participation from students, making vocabulary learning both enjoyable and effective. Through games, students were more likely to engage with the content, which in turn increased their retention of the vocabulary. The interactive nature of these activities also helped to maintain student interest and motivation, which is often a challenge in language learning. Additionally, teachers struggled with limited time and resources, which sometimes hindered the effectiveness of their teaching methods However, the study also identifies several challenges faced by teachers, such as limited resources, large class sizes, and lack of time (Gumartifa et al., 2020; Mumary Songbatumis, 2017). These challenges often hinder the full implementation of more interactive and student-centered approaches, which could potentially enhance learning outcomes(Heidari, 2020; Schmitt, 2008). The constraints of the classroom environment, such as large class sizes and limited instructional time, meant that teachers had to be selective in their use of techniques and often could not devote as much time to vocabulary

practice as they would have liked. Moreover, the lack of sufficient teaching materials or technological resources in some schools further complicated the implementation of more interactive and engaging teaching strategies.

Overall, the findings from the study indicate that a combination of various teaching techniques, such as repetition drills, translation, visual aids, and interactive activities, can effectively support vocabulary learning in EFL contexts(Nation, 2001; Pinter, 2017). However, the challenges highlighted also suggest that there is a need for additional support and resources for teachers to overcome the limitations they face and to further enhance the effectiveness of vocabulary teaching in primary schools.

Conclusion

This study contributes significantly to the field of English Language Teaching by detailing effective and contextually appropriate vocabulary teaching techniques in Depok's primary schools. The research findings suggest that a hybrid approach combining traditional methods like repetition and translation with interactive strategies such as games and visual aids enhances vocabulary retention among young learners, despite resource limitations. These insights not only reinforce the importance of adaptable teaching methods in diverse educational settings but also underscore the need for further support and resources to optimize English teaching in similar contexts. Future research should explore the integration of digital tools in vocabulary teaching and the long-term effects of these strategies on language proficiency, thereby continuing to bridge practical teaching needs with academic theory and application.

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Table 1. The List of Vocabulary Teaching Techniques

No	Teaching Activities	Teacher's Utterance	Vocabulary Teaching Techniques										
			Realia	Pictures / video	Drawings	Flashcards	Meaning Definition	Explaining	Translation	Games	Repetition Drill	Using Dictionary	Asking for others
1	The teacher played the video.	Please attention and watch the video about farm chores.											
2	The teacher gave meaning definition of the word.	Farm chores is daily activities that performed by people who live on the farms.											
3.	The teacher provided the picture to give new vocabulary.	Look, this picture is feed the chicken. Farmer is feeding the chicken as daily routine.											

MI Muhammadiyah 1 Depok

Question 1	: What kind of vocabulary teaching techniques do you use in your classroom?
Teacher	: *Repetition drill, translation and games. Biasanya saya membaca cerita terlebih dahulu, kemudian anak-anak mencoba untuk mencari kata yang sulit. Kata yang sulit itu merupakan kosakata baru.*
Question 2	: Why do you choose that technique?
Teacher	: *Because easy and simple. Mudah diterima juga untuk anak-anak. Repetition drill supaya mereka dapat menyebutkan kata dengan benar. Kalua games, ya supaya lebih menarik. Biasanya saya beri kesempatan kepada anak untuk menjadi host supaya Bahasanya bisa improve sendiri.*
Question 3	: How many times do you asses your students in learning vocabulary?
Teacher	: *Biasanya tiga minggu sekali. Tapi setiap pembelajaran pun saya akan test juga.*
Question 4	: How is your system of assessing your students in their vocabulary?
Teacher	: *Testnya berupa oral test. Saya bagi per grup, nanti saling mengingat kata baru sama-sama. Untuk testnya terkadang majus ama-sama dengan grupnya, atau sendiri-sendiri dan yang lain di luar ruangan.*
Question 5	: How do you correct students' mistake?
Teacher	: *Saya tidak langsung membenarkan kesalahan anak. Biasanya saya terus mengulangi kata yang sering salah diucapkan oleh anak. Namun, ketika test sendiri-sendiri, itu saya langsung benarkan karena teman-teman yang lainnya di luar.*
Question 6	: What are the difficulties do you face in implementing the vocabulary technique?
Teacher	: *Kendalanya adalah tidak semua anak dapat berkembang secara cepat dengan menggunakan Teknik tersebut. Misalnya repetition drill, ada anak yang kurang dalam pronunciation nya.*
Question 7	: How do students' vocabulary progress after implementing your technique?
Teacher	: *Secara general untuk progressnya kosakata anak bertambah. Namun memang ada beberapa anak yang kurang dalam menghafal kosakata. Meskipun sedikit-sedikit kata yang dihafalkan, yang penting selalu menambah.*
SDIT Al-Muhajirin	
Question 1	: What kind of vocabulary teaching techniques do you use in your classroom?
Teacher	: *I always use repetition drill and translation.*

Question 2	: Why do you choose that technique?
Teacher	: *Because those techniques are easy and simple.*
Question 3	: How many times do you asses your students in learning vocabulary?
Teacher	: *Satu bulan sekali. Saya tes anak-anak di pekan ketiga, dan pekan keempat penilaian harian.*
Question 4	: How is your system of assessing your students in their vocabulary?
Teacher	: *Biasanya saya tes vocabulary anak-anak dengan maju kedepan kelas atau setron kepada saya.*
Question 5	: How do you correct students' mistake?
Teacher	: *I correct them directly, dan terus diulang sampai benar.*
Question 6	: What are the difficulties do you face in implementing the vocabulary technique?
Teacher	: *Not all students easy to remember vocabulary. Mereka mudah lupa ya. Jadi biasanya saya berikan Teknik tambahan seperti memutar video.*
Question 7	: How do students' vocabulary progress after implementing your technique?
Teacher	: *Untuk progress nya, kosakata anak-anak bertambah meskipun sedikit-sedikit. Terkadang mereka lupa yang sudah dipelajari, karena ya tidak dipakai sehari-hari.*
Question 1	: What kind of vocabulary teaching techniques do you use in your classroom?
Teacher	: *I use picture, translation or explanation to teach vocabulary.*
Question 2	: Why do you choose that technique?
Teacher	: *I use those kinds of teaching vocabulary technique because simple. I do not have enough time to make such flashcards.*
Question 3	: How many times do you asses your students in learning vocabulary?
Teacher	: *I asses them once for each meeting.*
Question 4	: How is your system of assessing your students in their vocabulary?
Teacher	:*Biasanya saya berikan latihan dan langsung mengaplikasikannya dalam kalimat. Terkadang saya juga berikan dictation supaya tau apakah mereka bisa menuliskan kosakata dalam Bahasa inggris.*
Question 5	: How do you correct students' mistake?
Teacher	: *Saya membenarkan secara langsung setelah mengoreksi latihan tersebut.*
Question 6	: What are the difficulties do you face in implementing the vocabulary technique?
Teacher	: *Saya mengalami kendala karena terbatasnya ruang dan waktu. Ketika pembelajaran dengan menggunakan google meet, koneksinya terkadang kurang baik. Jadi saya hanya dapat memakai gambar dan memberikan arti dengan sedikit penjelasan. Selain itu, waktu yang diberikan selama pembelajaran sangat sedikit, jadi saya tidak dapat eksplor banyak teknik.*
Question 7	: How do students' vocabulary progress after implementing your technique?
Teacher	: *Each students has different ability. Some of them gain vocabulary easily, some of them hard to memorize the words. Ketika menggunakan gambar, mereka dapat mengingat dengan mudah. Namun mereka pun cepat lupa karena kosakata yang mereka dapatkan tidak digunakan dalam sehari-hari.*