

## Think Pair Share Integrated with Make a Match: A Cooperative Learning Strategy to Improve Vocabulary Mastery among Young EFL Learners

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### Abstract

Vocabulary is essential for developing language proficiency, particularly among young EFL learners who rely on vocabulary knowledge to support their reading, writing, listening, and speaking skills. However, many elementary students in Indonesia struggle with vocabulary retention and application due to traditional, teacher-centered instruction and limited engagement. This study examines the effectiveness of integrating two cooperative learning strategies Think Pair Share (TPS) and Make a Match (MaM) to improve vocabulary mastery among fifth-grade students at SD YPPK Kristus Raja I Kampung Baru. Using a pre-experimental one-group pretest-posttest design, the research involved 18 purposively selected students from a single fifth-grade class. A 20-item vocabulary matching test focused on basic English nouns and verbs was administered before and after the intervention. The instructional treatment was implemented over four sessions, combining structured peer discussion using TPS and interactive word-matching activities using MaM. The data were analyzed using descriptive statistics and a paired sample t-test with SPSS. The results revealed a statistically significant improvement in students' vocabulary scores ( $p = 0.000$ ), with an average gain of over 30 points from pretest to posttest. Most students moved from the "poor" and "fair" categories to "good" and "very good," indicating substantial vocabulary growth. The findings suggest that the integration of TPS and MaM not only enhances vocabulary comprehension and retention but also promotes higher student engagement and confidence in using new words. This study provides empirical evidence that interactive, cooperative learning strategies can be highly effective in supporting vocabulary development among young EFL learners. Teachers are encouraged to implement these methods to create more student-centered, engaging vocabulary instruction. Further studies with larger samples and varied contexts are recommended to validate and expand on these results.

**Keywords:** Think Pair Share; Make a Match; Vocabulary Mastery

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### Introduction

Vocabulary is a fundamental component in acquiring a second or foreign language, as it provides the building blocks for developing the four essential language skills: listening, speaking, reading, and writing. Without adequate vocabulary knowledge, students are likely to encounter significant barriers in understanding and expressing meaning, both orally and in writing (Nation, 2020; Schmitt, 2020). Vocabulary mastery not only facilitates language comprehension but also influences learner confidence, especially among young learners. For elementary school students, acquiring basic English vocabulary is vital for academic development, classroom interaction, and social communication in English as a Foreign Language (EFL) context (Alavi & Taghizadeh, 2020).

Despite its critical importance, vocabulary acquisition remains a persistent challenge in Indonesian EFL classrooms, particularly at the primary level. Research has shown that many young learners struggle with word retention, pronunciation, and usage due to limited exposure to English, lack of contextual learning, and a strong reliance on rote memorization techniques (Afidah et al., 2022; Ramadhani & Fitriani, 2021). These challenges are compounded in under-resourced schools where instructional methods tend to be teacher-centered, offering minimal opportunity for students to engage actively with the language. Initial observations at SD YPPK Kristus Raja I Kampung Baru revealed that fifth-grade students displayed low levels of vocabulary retention, hesitancy to speak in class, and minimal enthusiasm during English lessons. Such findings align with studies conducted in similar rural

or remote educational contexts across Indonesia, where young learners often face a mismatch between instructional approaches and their developmental learning needs (Zach et al., 2023).

A critical factor affecting vocabulary acquisition is the teaching strategy applied in the classroom. Conventional methods that focus on memorizing word lists and translating isolated vocabulary items are often ineffective in promoting long-term retention or meaningful language use (Putra et al., 2019). In contrast, cooperative and interactive learning strategies have emerged as effective alternatives that promote deeper learning and active engagement. Harmer (2015) emphasizes that young learners acquire language more effectively when they are actively involved in meaningful tasks that stimulate their imagination, movement, and peer interaction. Interactive, student-centered strategies not only make learning more enjoyable but also support multiple learning styles, such as visual, auditory, and kinesthetic modalities.

Among the various cooperative learning models, Think Pair Share (TPS) and Make a Match (MaM) have gained prominence in EFL pedagogy due to their accessibility and effectiveness. TPS, developed by Lyman (1981), involves three stages: students think individually about a given topic, pair up with a peer to discuss their ideas, and then share their thoughts with the larger group. This technique fosters individual reflection, collaborative communication, and public speaking confidence skills that are particularly beneficial for language learners (Melasari, 2022; Rohman, 2017). TPS also reduces the pressure often experienced in full-class discussions by allowing students to first process their ideas privately and then gain confidence through peer support.

Make a Match, on the other hand, is a dynamic, game-based strategy where students match vocabulary words with corresponding images or definitions. As a kinesthetic and visual approach, MaM supports vocabulary retention through physical activity and repetition in a playful environment. This technique has been shown to increase students' motivation, concentration, and enthusiasm, particularly among young EFL learners who thrive on movement and hands-on interaction (Iwanti, 2020; Ariyanti, 2024). Dewi et al. (2018) also found that Make a Match reduced classroom anxiety and promoted faster recall of new vocabulary items in primary school settings.

Although TPS and MaM have been shown to be effective when used independently, there is limited empirical research exploring their combined application in vocabulary instruction, especially in Indonesian elementary schools. Most studies have focused on single-strategy interventions or have been conducted in secondary education contexts. This presents a research gap concerning integrated, cooperative learning models designed specifically for younger learners. Given the complementary strengths of TPS and MaM cognitive scaffolding through discussion and retention through kinesthetic reinforcement there is strong theoretical and practical rationale for integrating both strategies in vocabulary teaching.

Therefore, this study investigates the effectiveness of implementing Think Pair Share integrated with Make a Match in improving vocabulary mastery among fifth-grade students at SD YPPK Kristus Raja I Kampung Baru. Using a pre-experimental one-group pretest-posttest design, the research aims to provide empirical evidence on how cooperative, student-centered strategies can address vocabulary learning challenges among young EFL learners. The findings are expected to contribute to the growing body of literature on interactive learning and offer actionable insights for EFL educators in elementary settings, particularly those seeking more engaging, inclusive, and developmentally appropriate vocabulary instruction.

## **Literature Review**

### *a. Vocabulary Mastery in Young EFL Learners*

Vocabulary is a key component of language proficiency, enabling learners to understand and express meaning in both spoken and written forms. For young English as a Foreign Language (EFL) learners, vocabulary mastery supports the development of fundamental language skills and confidence in communication (Alavi & Taghizadeh, 2020; Schmitt, 2020). Without adequate vocabulary, students may face serious challenges in decoding texts, constructing sentences, and engaging in class discussions. In Indonesian elementary schools, vocabulary learning is often hindered by traditional teacher-centered methods that focus on memorization without meaningful context. Afidah et al. (2022) found that students frequently struggle with vocabulary retention due to lack of engagement, limited practice, and difficulties in recalling unfamiliar words. These challenges highlight the need for

interactive teaching strategies that actively involve learners and promote long-term vocabulary retention.

*b. Think Pair Share (TPS) Strategy*

Think Pair Share (TPS) is a cooperative learning technique designed to increase student engagement, encourage reflective thinking, and promote oral language practice. In this model, students first think about a question individually, then discuss their ideas with a peer, and finally share their responses with the class (Yerigan in Melasari, 2022). This structured interaction allows learners to organize their thoughts, gain feedback from peers, and build confidence in language use. Recent studies support the effectiveness of TPS in EFL instruction. Rohman (2017) demonstrated that TPS significantly improved junior high school students' vocabulary mastery. Similarly, Melasari (2022) observed increased student participation and speaking performance when TPS was implemented in EFL speaking classes. TPS is particularly beneficial for young learners because it reduces pressure in whole-class discussions, fosters collaboration, and encourages meaningful use of new vocabulary.

*c. Make a Match Strategy*

Make a Match is a cooperative learning technique that incorporates game-based matching activities, where students pair vocabulary words with corresponding meanings or images. This method is especially effective with young learners, as it provides opportunities for movement, visual learning, and active participation (Dewi in Nikmah et al., 2018). The playful nature of the strategy helps reduce anxiety and increases student motivation in learning new words. Ariyanti (2024) found that using Make a Match significantly improved third-grade students' vocabulary mastery, with learners showing increased retention and enthusiasm for English learning. Iwanti (2020) also reported a substantial improvement in vocabulary scores after applying this strategy in a classroom action research setting. The visual and kinesthetic aspects of Make a Match cater to young learners' developmental needs and learning preferences.

*d. Cooperative Learning in Elementary EFL Classrooms*

Cooperative learning is an instructional model that emphasizes collaboration, interdependence, and shared responsibility in achieving learning goals. Slavin (2021) notes that cooperative methods such as TPS and Make a Match promote academic success and social development by encouraging interaction, peer support, and joint problem-solving. For young EFL learners, these strategies provide authentic language practice in a low-stress, student-centered environment. According to Zach et al. (2023), cooperative learning methods enhance students' cognitive engagement and language acquisition, particularly when used with visual and interactive tools. In the context of Indonesian primary education, cooperative learning is increasingly recognized as a best practice for vocabulary instruction, especially when adapted to local cultural and classroom conditions (Anindya & Wibowo, 2023).

While many studies have investigated the individual use of TPS and Make a Match in secondary school contexts, research combining both strategies at the elementary level remains limited. Rohman (2017) and Melasari (2022) explored TPS in junior high and middle schools, while Ariyanti (2024) and Iwanti (2020) focused solely on Make a Match. The integration of both strategies, especially with younger learners, presents a novel approach to enhancing vocabulary instruction. This study addresses that gap by examining the effect of combining TPS and Make a Match on vocabulary mastery among fifth-grade students at SD YPPK Kristus Raja I Kampung Baru. By applying a pre-experimental one-group pretest-posttest design, the research aims to contribute to the growing body of literature on interactive, cooperative methods in early EFL education and to offer practical implications for improving vocabulary teaching practices in Indonesian elementary schools.

## **Methodology**

This study employed a quantitative pre-experimental design using a one-group pretest-posttest model to examine the effect of integrating Think Pair Share (TPS) and Make a Match (MaM) strategies on students' vocabulary mastery. This design was chosen to measure learning gains before and after the intervention within the same group, without using a control group. While lacking a comparison group, this model is appropriate for small classroom-based studies that aim to assess the practical impact of teaching interventions in authentic school contexts (Creswell, 2014). The participants were 18 fifth-grade students from class VB at SD YPPK Kristus Raja I Kampung Baru in Sorong, West Papua,

Indonesia. The total population of fifth-grade students in the school was 36, distributed evenly across two parallel classes. One class was selected as the experimental group through purposive sampling, based on teacher recommendations and classroom accessibility. The selected class was considered representative of the school's overall English proficiency level. All students in the class participated in the study, ensuring that the data reflected a complete picture of the intervention's impact in that learning environment.

Data were collected using a 20-item vocabulary matching test, designed to measure students' ability to recognize and recall basic English nouns and verbs appropriate to their grade level. The test required students to match English words with corresponding meanings or illustrations. The same instrument was used for both the pretest and posttest to allow for direct comparison of scores. The test items were reviewed and validated by an English teacher at the school to ensure content relevance and clarity for the age group. The study was conducted over six classroom sessions in May 2025. The first session involved administering the pretest to assess the students' baseline vocabulary knowledge. During the next four sessions, the treatment was implemented. Each session began with the Think Pair Share strategy, where students were prompted to reflect on vocabulary items, discuss their meanings in pairs, and share their ideas in class. This was followed by the Make a Match activity, where students engaged in card-based matching games designed to reinforce the vocabulary discussed earlier. These sessions integrated both cognitive and kinesthetic learning styles, catering to the developmental needs of young learners. In the final session, the posttest was administered to evaluate the students' vocabulary mastery after the intervention.

The collected data were analyzed using SPSS version 22. Descriptive statistics (mean and standard deviation) were used to compare students' scores before and after the intervention. To determine the statistical significance of the difference in scores, a paired sample t-test was performed. Prior to conducting the t-test, the normality of the data distribution was assessed using the Shapiro-Wilk test. A significance level of 0.05 was applied. If the p-value was less than 0.05, the null hypothesis that TPS and MaM have no effect was rejected, indicating that the integrated strategies had a statistically significant impact on vocabulary mastery. This methodology provides a practical framework for evaluating the effectiveness of interactive, cooperative learning strategies in real classroom settings. While the absence of a control group limits the ability to generalize findings broadly, the design offers valuable insight into how TPS and MaM strategies can be implemented and assessed at the elementary school level.

## Result

This study aimed to determine the effectiveness of integrating Think Pair Share (TPS) with Make a Match (MaM) strategies in improving vocabulary mastery among fifth-grade students at SD YPPK Kristus Raja I Kampung Baru. A total of 18 students participated in a one-group pretest-posttest design. Students' vocabulary performance was evaluated before and after the intervention, and the results are presented in the following tables along with detailed interpretations.

**Table 1. Classification of Pretest and Posttest Scores**

No	Classification	Score Range	Pretest Frequency (%)	Posttest Frequency (%)
1	Very Good	80–100	0 (0%)	9 (50%)
2	Good	66–79	0 (0%)	7 (39%)
3	Fair	56–65	2 (11%)	2 (11%)
4	Poor	40–55	14 (78%)	0 (0%)
5	Very Poor	≤39	2 (11%)	0 (0%)
<b>Total</b>			<b>18 (100%)</b>	<b>18 (100%)</b>

This table clearly illustrates a positive shift in students' performance following the intervention. In the pretest, a significant majority of students (89%) were in the "Poor" and "Very Poor" categories,

indicating limited vocabulary mastery. This result aligns with classroom observations before the treatment, where students appeared hesitant, disengaged, and unsure of word meanings. After the treatment, half of the students (50%) achieved a "Very Good" score, while another 39% reached the "Good" level. Only 11% remained in the "Fair" category. Notably, no student remained in the lower categories after the intervention. This dramatic improvement reflects that the learning strategies were not only effective in improving test performance but also in motivating students and promoting engagement, especially in a previously low-achieving class. The transition from passive to active learners was observable both quantitatively and behaviorally.

**Table 2. Mean and Standard Deviation**

Test	Mean Score	Standard Deviation
Pretest	47.78	8.95
Posttest	78.33	10.29

The mean score increased by 30.55 points, demonstrating a substantial improvement in overall vocabulary mastery. The pretest mean of 47.78 confirms that students had a weak baseline understanding of common English nouns and verbs. The posttest mean of 78.33 suggests a strong improvement into the "Good" to "Very Good" range. While the standard deviation slightly increased from 8.95 to 10.29, this indicates a wider spread of posttest scores, which is expected as some students may have improved more significantly than others. However, the relatively close standard deviations also suggest that the improvement was widespread and not limited to only a few high achievers. This improvement can be attributed to the dual strength of the TPS and MaM strategies. TPS allowed students to engage cognitively and socially by discussing and constructing understanding with peers, which likely improved word comprehension. Meanwhile, the MaM strategy reinforced these words through kinesthetic, visual, and game-like repetition, ideal for young learners who often retain information better through movement and play.

**Table 3. Shapiro-Wilk Test for Normality**

Test	Statistic	df	Sig. (p-value)
Pretest	0.975	18	0.887
Posttest	0.940	18	0.293

The normality test results confirm that the data distribution for both pretest and posttest scores is statistically normal ( $p > 0.05$ ), validating the use of the paired sample t-test for inferential analysis. This step ensures that the increase in scores is not the result of data anomalies or outliers but represents a consistent pattern of improvement across the group. This adds to the reliability and generalizability of the findings within similar educational contexts.

**Table 4. Paired Sample T-Test**

Pair	Mean Difference	t	df	Sig. (2-tailed)
Pre-Post	-30.556	-16.950	17	0.000

The paired sample t-test result shows a statistically significant difference between pretest and posttest scores, with a p-value of 0.000 ( $p < 0.05$ ). The t-value of -16.950 indicates a strong effect size,



meaning the learning strategies had a powerful impact on students' vocabulary performance. The large mean difference of -30.556 further supports the conclusion that the intervention was highly effective.

Beyond the statistical significance, this result has strong pedagogical implications. The findings show that young EFL learners benefit from structured interaction and playful repetition. These two strategies worked in tandem to support different cognitive processes: TPS improved comprehension through dialogue and peer learning, while MaM strengthened recall and engagement through fun and fast-paced matching. Such methods are essential in the early stages of language development, where learners are still forming their foundational knowledge and study habits.

Additionally, students' behavior during the implementation phase changed noticeably. Previously quiet students became more willing to ask questions and participate. Shy learners, who often hesitated during vocabulary recall, gained confidence through peer collaboration and game-based reinforcement. Teachers reported higher attention spans and enthusiasm in English lessons. These behavioral changes, while not directly measured, supported the quantitative findings and suggested long-term learning potential beyond the test scores. Overall, the integration of Think Pair Share and Make a Match provided a meaningful, interactive, and effective approach for vocabulary instruction. The strategy combination not only led to statistically significant score improvements but also transformed the learning environment into a more participatory, confidence-building space for young EFL learners.

## **Discussion**

The findings of this study reveal that the integration of Think Pair Share (TPS) and Make a Match (MaM) strategies had a substantial and statistically significant impact on the vocabulary mastery of fifth-grade students at SD YPPK Kristus Raja I Kampung Baru. This was evidenced by the increase in mean scores from 47.78 on the pretest to 78.33 on the posttest and confirmed by the paired sample t-test ( $p = 0.000$ ), highlighting a large effect size. These results support the premise that cooperative and interactive learning methods, when combined strategically, can yield powerful outcomes in young learners' English as a Foreign Language (EFL) classroom. The effectiveness of TPS in isolation has been consistently affirmed in earlier research. For instance, Rohman (2017) reported that the application of TPS in junior high school settings significantly improved vocabulary comprehension and student interaction in class discussions. Similarly, Melasari (2022) demonstrated that TPS allowed EFL learners to process language more deeply through structured collaboration and verbal expression. TPS is particularly suited for vocabulary learning as it allows time for cognitive reflection, peer reinforcement, and public articulation all of which foster deeper semantic processing. In the context of young learners, this structure can be especially valuable because it guides students through the often-daunting task of applying new vocabulary orally.

In contrast, MaM as a stand-alone strategy has been proven effective in enhancing vocabulary memorization and learner engagement through play-based tasks. Ariyanti (2024) found that third-grade students who participated in MaM activities showed notable enthusiasm and vocabulary retention, as the visual and kinesthetic elements helped solidify word associations. Similarly, Iwanti (2020) revealed that using MaM in a classroom action research study resulted in increased vocabulary scores due to its playful and repetitive nature, which matches the developmental learning preferences of elementary-aged students. What distinguishes the current study from these previous works is its integrative approach, combining TPS and MaM into a cohesive instructional model. This dual-strategy method leverages the cognitive and communicative advantages of TPS while adding the visual, kinesthetic, and motivational strengths of MaM. The synergy between the two approaches enables learners to first understand and discuss vocabulary in a structured, peer-supported manner and then reinforce that understanding through engaging, physical practice. This integration addresses multiple learning modalities—verbal, interpersonal, visual, and bodily-kinesthetic thereby aligning with Gardner's theory of multiple intelligences (Gardner, 2011) and increasing the likelihood of long-term retention and transfer.

This integration also offers clear pedagogical benefits that address some of the persistent issues in Indonesian EFL classrooms, particularly those in under-resourced schools. Many students struggle with vocabulary acquisition due to minimal exposure to authentic English contexts, lack of motivation, and overly passive instructional styles. As noted by Afidah et al. (2022), young learners in Indonesia

often rely on rote memorization, which leads to poor retention and disengagement. The current study provides strong evidence that combining cooperative learning structures with play-based methods fosters a more participatory, meaningful learning experience. Students in the study transitioned from passive listeners to active participants asking questions, sharing ideas, and enthusiastically engaging in vocabulary games. These behaviors reflect Vygotsky's sociocultural theory, which emphasizes that learning occurs through social interaction and scaffolded engagement (Vygotsky, 1978).

Furthermore, the observed behavioral changes such as increased confidence, willingness to speak, and improved peer collaboration mirror the motivational outcomes found in earlier studies on cooperative learning (Slavin, 2021; Zach et al., 2023). Students previously labeled as shy or low achieving began participating more actively, suggesting that the structure and support of these strategies can positively alter learner self-perception and classroom dynamics. This is critical in early language education, where affective factors like anxiety and motivation strongly influence learning outcomes (Dörnyei & Ushioda, 2021). However, while the quantitative results and classroom observations are promising, it is important to consider this study's limitations critically. First, the use of a pre-experimental one-group pretest-posttest design poses potential threats to internal validity. The absence of a control group makes it difficult to rule out other factors such as maturation, test-retest effects, or external learning influences that may have contributed to the observed gains. Although the large score increases and behavioral changes suggest a genuine effect, future research employing experimental or quasi-experimental designs with control groups is necessary to strengthen causal inferences.

Second, the use of the same vocabulary test for both pretest and posttest may introduce test familiarity or memory effects. Students might remember specific test items rather than demonstrate true vocabulary mastery. To reduce this risk, future studies could use parallel test forms or delayed posttests to evaluate long-term retention and generalization of vocabulary knowledge. Third, the study was conducted in a single class of 18 students at one elementary school, which limits generalizability. The demographic and educational context of SD YPPK Kristus Raja I Kampung Baru may not reflect the diverse educational environments across Indonesia, especially in urban versus rural or high-performing versus low-performing schools. Expanding the sample size and including schools from various regions would enhance the representativeness and relevance of future findings. Fourth, while the study provides valuable quantitative evidence, it lacks qualitative data that could have enriched the interpretation of results. Interviews with students and teachers, classroom observations, or learner reflection journals would offer deeper insight into how and why the strategies were effective, as well as highlight students' emotional and cognitive responses during the intervention. According to Creswell (2014), mixed-methods research provides a more comprehensive understanding of educational phenomena, particularly when studying complex interventions like teaching strategies.

Despite these limitations, this study contributes significantly to the literature on vocabulary instruction for young EFL learners. It affirms that interactive, cooperative approaches such as TPS and MaM are not only effective individually but are even more impactful when thoughtfully combined. The integration fosters active learning, social interaction, and multi-sensory engagement, all of which are essential for young learners who need varied, meaningful exposures to vocabulary in order to master it (Schmitt, 2020; Alavi & Taghizadeh, 2020). From a pedagogical perspective, the implications are clear. Teachers are encouraged to move beyond traditional lecture-based vocabulary instruction and adopt cooperative strategies that balance structure with play. By integrating TPS and MaM, educators can support both cognitive development (through peer reasoning and explanation) and affective growth (through enjoyable and rewarding language activities). Moreover, the flexibility of both strategies allows them to be adapted to different class sizes, time constraints, and language levels, making them accessible even in schools with limited resources.

Finally, the findings of this study align with national and global trends advocating for more student-centered, competency-based instruction in EFL classrooms. In the context of Indonesia's evolving Merdeka Curriculum, which emphasizes differentiated instruction, collaboration, and joyful learning, the TPS-MaM combination fits naturally as an effective classroom approach (Kemendikbud, 2022). This method not only enhances academic outcomes but also nurtures critical 21st-century skills such as communication, collaboration, and self-directed learning. The integration of Think Pair Share and Make a Match strategies presents a powerful, research-supported solution to the challenges of vocabulary instruction in elementary EFL settings. While further research is needed to validate and

expand upon these findings, the present study offers strong initial evidence that such integrative approaches can significantly improve both vocabulary mastery and classroom dynamics among young learners. Educators are urged to consider these strategies not as isolated tools but as part of a broader shift toward active, inclusive, and developmentally responsive English language teaching.

## Conclusion

This study contributes to the growing body of research supporting cooperative learning as a viable and impactful approach to vocabulary instruction in early EFL education. By integrating Think Pair Share (TPS) and Make a Match (MaM), teachers can address both the cognitive and affective dimensions of language learning fostering deeper understanding while keeping students actively engaged. The combined use of structured peer interaction and game-based repetition offers young learners the opportunity to process vocabulary meaningfully, apply it communicatively, and retain it through playful reinforcement. One of the most significant implications of this study lies in its practical application for EFL teachers, particularly in low-resource schools. Both TPS and MaM are flexible, low-cost strategies that require minimal materials simple question prompts, vocabulary cards, or printed word-picture sets can be easily created by teachers or students. These strategies do not depend on advanced technology or expensive resources, making them accessible for classrooms with limited funding or infrastructure. Teachers can implement TPS in daily lessons by encouraging short peer discussions before sharing ideas with the whole class and use MaM as a vocabulary game using locally available or handmade materials. These activities can be incorporated into existing lesson plans without disrupting curricular goals, making them sustainable for routine use.

Theoretically, this study reinforces the importance of social interaction, multimodal engagement, and active participation in second language acquisition among young learners. Drawing from Vygotskian and constructivist perspectives, the research affirms that children learn more effectively when they co-construct knowledge through meaningful dialogue and hands-on experience. Pedagogically, the study supports a shift from passive, memorization-based vocabulary instruction toward more dynamic, student-centered models that promote both linguistic competence and learner confidence. Future studies are encouraged to build on these findings by exploring long-term retention, applying the strategies in diverse classroom settings, and incorporating student reflections to better understand their learning experiences. Nonetheless, the evidence presented here provides clear guidance for educators seeking effective, engaging, and contextually appropriate methods to enhance vocabulary learning in Indonesian elementary EFL classrooms and similar educational contexts globally.

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